Effectiveness of Psycholinguistic Approaches in Improving Students' Achievements in Writing in the Online Distance Learning Setting: A Case Study on Grade Eleven Students in the UAE

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by

TAREK MAHMOUD IBRAHIM EMARA

A thesis submitted in partial fulfilment
of the requirements for the degree of
DOCTOR OF PHILOSOPHY IN EDUCATION (TESOL)
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Thesis Supervisor
Dr Emad Abu Ayyash

Approved for award:

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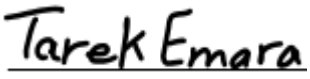

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ABSTRACT

Because of the Covid-19 pandemic, Online Distance Learning (ODL) has become an important learning tool that needs more attention from educationalists to be effectively used to deliver the English language to second language learners. This requires English language teachers (ELTs) to adopt valid methodological approaches and adapt suitable strategies to help improve their teaching practices in ODL classrooms, which may be applicable in other language teaching contexts. This study is a contribution to our knowledge of how to effectively employ psycholinguistic approaches in the ODL setting to improve students' achievements in the English Language Writing Skill (ELWS). To investigate and explore its effectiveness in improving students' ELWS achievements in the ODL setting, a mixed-methods approach was employed, using the pretest-posttests, and classroom observations during 8-week intervention on an experimental group treated by implementing the proposed psycholinguistic framework and a control group that was taught traditionally. A close-ended questionnaire was also employed to explore ELTs' perceptions of psycholinguistic approaches and elicit their suggestions to implement them more effectively and figure out some solutions to any upcoming ODL challenges. Results from the pretest-posttests and findings from the classroom observations show that there is a difference in students' ELWS achievements in favor of the experimental group. Results from the questionnaire show that ELTs need to enrich their knowledge to be skillful enough to master the ODL setting.

نبذة مختصرة

بسبب جائحة كوفيد- 19، أصبح التعلم عن بعد عبر الإنترنت أداة تعليمية مهمة تحتاج إلى مزيد من الاهتمام من قبل التربويين لاستخدامها بشكل فعال لتدريس اللغة الإنجليزية كلغة ثانية. وهذا يتطلب من معلمي اللغة الإنجليزية تبني طرق منهجية صالحة وتكييف استراتيجيات مناسبة للمساعدة في تحسين ممارساتهم التعليمية في الفصول الدراسية عن بعد والتي يمكن تطبيقها في سياقات تدريس اللغة الأخرى. وتُعد هذه الدراسة مساهمة في معرفتنا بكيفية توظيف المناهج اللغوية النفسية لإعداد بيئة التعلم عن بعد بطريقة فعالة لتحسين مستوى تحصيل الطلاب في مهارة الكتابة في اللغة الإنجليزية. وللتحقق من مدى فعالية هذا النهج اللغوي النفسي في تحسين مستوى تحصيل الطلاب في مهارة الكتابة في صف الدراسة عن بعد، فقد استخدم منهج الأساليب المختلطة، بإجراء الاختبارات القبلية والبعدية والمشاهدات الصفية خلال 8 أسابيع من التدخل على مجموعة تجريبية تم علاجها من خلال تطبيق المنهج النفسي اللغوي المستهدف ومجموعة ضابطة تم تدريسها بشكل تقليدي. وفي الوقت نفسه، تم إجراء استبانة مغلقة على معلمي اللغة الإنجليزية لاستكشاف مفاهيمهم ومعرفتهم بالنهج النفسي اللغوي المستهدف واستنباط اقتراحاتهم لتطوير استراتيجياتهم ولتحسين طرق تنفيذها في الصف الدراسي عن بعد وللتوصل إلى حلول جديدة لأي تحديات قادمة. وقد أظهرت نتائج الاختبارات القبلية والبعدية، والمشاهدات الصفية أن هناك فرقًا جوهريًا في مستوى التحصيل في مهارة الكتابة لصالح المجموعة التجريبية. كما أظهرت نتائج الاستبانة المغلقة أن معلمي اللغة الإنجليزية بحاجة إلى إثراء معرفتهم للتعامل مع عملية التدريس عن بعد.

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Tariq Emara

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Chapter 1: Introduction

1.1 Introduction

Technology has paved the way for many e-learning forms that have become essential in the process of teaching and learning. Online Distance Learning (ODL), a developed form of e-learning, has been an optional destination for some learners in certain countries, mostly at university levels, during the past few decades (UNESCO & COL 2015; Wiley 2007). Because of the COVID-19 pandemic, ODL has become an obligatory learning form for all learners at all educational levels from KG to postgraduates. In this context, as a precaution to keep students safe during the Covid-19 pandemic time, the UAE has adopted the ODL form at all educational institutes to ensure providing successful uninterrupted learning. This change has created unexpected problems (Mpungose 2020) for learners who have expanded to include all educational levels with different attitudes towards learning and, therefore, need more follow-up and support to guide, instruct and direct them in their learning journey (Yilmaz & Banyard 2020). When learners are not on the same page, they find difficulties in engagement (Bolliger & Halupa 2018). In Musingafi et al. (2015), the researchers mention challenges like difficulties to access and use technology, insufficient time for study, and poor feedback. This has left the UAE learning system struggling to look for and implement the relevant approaches to ensure that the learning process continues uninterrupted (Erfurth & Ridge 2020). Therefore, the UAE has taken certain steps like conducting professional training for teachers, launching smart

learning platforms, providing guidelines and instructions, and securing high-quality connectivity services (Al Arabiya English 2020).

To create an effective and qualified teaching and learning system, it is important to define these challenges by categorizing them into their original roots to be able to figure out the right solutions to meet them and satisfy learners' needs to the extent. These challenges in ODL could be categorized into:

a) Organizational Challenges

Such challenges come to the surface when organizations are not capable of adopting changes or keeping pace with the rapidly changing information technology (IT) because of specific external factors like the internet expansion, the emergence of a new learner body, and the decline in government subsidies (Forker 2005). There may be other examples of challenges such as missing admission counselling (Jena 2020), the lack of strategic planning, the incompatible curriculum with the ODL drivers, the late delivery or lack of digitalized learning materials, the inadequacy of training, the inadequacy of time allocated for teaching and learning, lack of systematic organization among curriculum designers, ineffective planning, and overloaded syllabi imposed on learners during short semesters.

b) Technical Challenges

According to Sherbon and Kish (2005), the fundamental challenge met in ODL is how to employ the new technology to satisfy students' learning needs. To Rost (2019), the fettered access to technology is the main reason behind students' inability to readily access the learning

resources they need to get engaged in the ODL tasks. Poor internet connection in certain areas is an important factor that may negatively affect ODL. Santos (2020) states that millions of students are not capable of going online, especially in rural areas where internet access and speed are challenges. Other technical problems may arise from such issues as incompatible internet speed to keep in tune with the courses, networking, faulty software, broken hardware parts, unavailability of compatible devices, programs or learning tools, data insecurity and technology illiteracy.

c) Individual Challenges

Despite the conveniences of ODL and the freedom it provides to both teachers and students in how and when they interact, there are challenges they encounter or even cause as individuals every day. This puts their abilities to regulate learning in a critical situation (Sun & Rueda 2012). The lack of social interaction during the ODL classes is a primary challenge that may cause students to easily get distracted, diverting their attention from the ongoing ODL class to other things like smartphones, pets, and deliveries (Amadora 2020). Lack of support is another pitfall that causes teachers and students to be unable to face the difficulties they may come across (Rost 2019). There may be many other challenges such as students' and teachers' IT illiteracy (Jena 2020), lack of clarity in instructions, lack of knowledge and skills, misuse of technology, late attendance of students, physical absence, ineffective assessments, ineffective feedback, time mismanagement, and undiscipline. An important challenge that needs to have an exceptional focus is the disabilities and special needs of some learners who may have difficulties with their hearing or sight impairment and consequently, will need help to navigate self-paced learning.

d) Psychological Challenges

Rost (2019) believes that students' feeling of anonymity is a possible reason behind minimizing their participation, withdrawing, or even disappearing from the lesson in the ODL classroom. This means that their psychological state is an essential part of their learning as it constitutes their attitudes towards ODL which consequently affects their comprehension and retention. There are other challenges such as lack of motivation, interaction, and support (Jena 2020), the feeling of isolation, and inconvenient learning environments, all of which could have negative effects that make it harder for students to grasp the taught concepts. All these put them in a state of distraction that could sometimes result in social isolation that impacts their learning and grades. This, in turn, could cause some learners to lose interest, become careless and sometimes skip classes, leading to a higher rate of failure and dropouts in class (Aucejo et al. 2020).

With TESOL, the challenge escalates to reach its utmost as the English language teachers (ELTs) are torn between figuring out the optimal solutions to meet all these continual arising challenges to drive the content in the syllabi and, at the same time, they are required to teach their students how to effectively acquire, develop and improve their English language skills (ELSs) in the ODL classroom to put the language in use in real life. This requires them to be skillful enough to digitalize their thoughts and adapt their methodologies to the ODL drivers to effectively deliver high-quality teaching that ensures their students' improvement in the ELSs.

Some studies have focused on the learning factors that influence students' engagement, proposing specific strategies to ensure their engagement in ODL. In Ma et al. (2015), the researchers believe that combining technology with traditional learning methods is an effective strategy to enhance learning. Thus, learners, with instructors' assistance and facilitation prove to have significantly higher behavioral and cognitive engagement abilities than other learners. So, it is the instructor's responsibility to create, foster and maintain students' engagement in the ODL setting. Willging and Johnson (2004) have examined the reasons behind students' dropout of college online courses and concluded that isolation, disconnectedness, and technological issues proved to be influential. However, the reasons remain various and unique for each student. Gillett-Swan (2017) has suggested a framework for practice to facilitate students' learning online and meet the ODL challenges to support and engage isolated learners. Alhamami (2017) has explored language learners' beliefs and intentions to learn the language in both face-to-face and online settings to compensate for what language learners miss. Martin and Bolliger (2018) have examined the effectiveness of specific learning factors like age, gender, and ODL time experience differences on students' perceptions of engagement strategies. Maheshwari (2021) have discussed extrinsic factors like ICT infrastructure and access to the internet to influence students' intention to learn in the ODL setting. The study has highlighted the effective role of instructors, instructional designers, and administrators in enhancing students' engagement in ODL courses.

However, there is still a need for more comprehensive studies on English language learning in the ODL setting to enrich it with impactful features and potentials to figure out more practical

solutions for the emerging challenges that have appeared because of the increasing dependence on this form of learning (Mpungose 2020). This requires considering the effective aspects of English language teaching and learning in terms of the ODL context to help create the relevant environment that overcomes these challenges, motivates students, and keeps them motivated during their learning process to improve their ELSs which is the core issue of this study.

This study is an attempt to set up a psycholinguistic framework in which the Suggestopedia (a language teaching method (LTM) that is receiving increasing attention from a sociocultural and psychological perspective with various suitable strategies and techniques) has been employed and incorporated with some specific learning factors (setting, input, interaction, and motivation) to help create the optimal ODL setting that encourages students to get engaged in the ODL tasks to develop and improve their ELWS achievements. This proposed psycholinguistic framework has been tackled, considering ***Connectivism and Symbolic Interactionism*** as related learning theories to give more space to address possible and available influential learning aspects that could be effective in improving ELSs.

1.2 Approaches, Methods, and Learning Factors in the Study

Accomplishing a task requires ***approaching*** it first and then finding the ***methods*** to complete it. The word ***approach*** is originally derived from ***prope***, a Latin word meaning ***near***. It also goes back to the French origins ***aprochier*** and ***aprochen*** in Middle English which mean ***near*** too (Wiktionary 2020). The origin of the word ***method*** goes back to the Latin word ***methodus***, which is derived from the Greek ***methodos***, which combines the word ***meta***, meaning ***after***, and

hodos, meaning ***a way***, to give a ***going after*** as a literal meaning (Dictionary.com 2020). To Rhalmi (2021), a method is defined as the practical implementation of an approach. This requires the approach to address certain language and learning theories that instruct and guide the method to be implemented and applied in various practices, strategies, and techniques (Rhalmi 2021). The more fundamental language and language learning theories are obviously comprehended, the more the teaching methods are clearly implemented and understood. In other words, LTMs could be applied and developed when they are based on clear fundamental language and language learning theories that explain how language is cognitively processed during the language learning process and what conditions and tasks are required to achieve high-quality language learning.

Through psycholinguistic approaches the researcher aims at making use of relevant theories that ELTs can adopt, rely on and work in their light to create a psycholinguistic framework. This framework embraces and employs proposed optimal LTMs and integrates possible effective learning factors that help create the required psycholinguistic ODL setting to motivate students to learn the language. Implementing this psycholinguistic approach could give ELTs the opportunity to improve students' achievements in the ELWS and face the upcoming ODL challenges.

Emphasizing the psychological role in the ODL language classroom, the researcher, considering ***Connectivism*** and ***Symbolic Interactionism***, has set up a psycholinguistic framework that utilizes the "Suggestopedia" which he considers one of the closest LTMs to the proposed psycholinguistic framework. The researcher has exploited the interrelationship among

the “setting,” “input,” “interaction” and “motivation,” dealt with in this study as “***learning factors***,” to influentially impact students’ achievements in the ELWS. The researcher has selected the “*writing skill”* as being a productive ELS and an interactive tool that could reflect how far students have acquired the language to communicate and interact in the ODL setting. ODL could be a success if this psycholinguistic approach is effectively implemented in line with integrating suitable digital content materials as well as developing ELTs’ and students’ IT skills.

Even after students have already gone back to school and learnt in face-to-face classes, there is still a chance for optional ODL classes for students who may have acceptable excuses that prevent them from attending physically like travelling for medical treatment in other countries or having any medical or physical challenges that make them resort to ODL as a safer learning form. Thus, ODL could be a substitution for many learners either during pandemics or disasters or in normal times. Therefore, there is a need to not neglect it and give it some space even after the pandemic has ended so that it remains an effective option for educationalists to get ready for any unexpected circumstances that may interrupt learning in the future.

1.3 Statement of the Problem

As a precautionary measure, the UAE has imposed ODL to be the only compulsory learning form for all students at all educational levels during the Covid-19 pandemic time. However, there have been many unexpected challenges. According to Armstrong, White and Brown (2020), the unreadiness, rapid, and uncertain duration of the ODL have created some challenges that have left their impact on students at all academic levels. The reason behind this is that there

has not been enough information on the optimal practices to guide the teaching and learning process in the ODL setting. That has influenced the teaching and learning process as it affects, not only students' attitudes towards learning in this setting but also ELTs' practices as well. Therefore, there is a need to pay more attention to ODL challenges to figure out quick and applicable approaches to help deliver high-quality learning. For second language teaching and learning, there should be more attempts to knock on the doors of as many effective pedagogical approaches as possible to positively adjust students' attitudes towards second language learning in the ODL setting. Starting with the psychological state of students to encourage them to adopt a positive attitude towards learning, especially ODL, kill their fear of learning and motivate them to get engaged in learning tasks, there is a need to have more focus on psycholinguistic approaches that mainly address students' feelings, behaviours, beliefs, and knowledge which are the main components that constitute their attitudes (Rosenberg & Hovland, 1960).

Just as ODL has been a substitute learning type, mostly at the university level, especially for those coming from distant areas or suffering from physical challenges, some studies have been limited to discussing specific problems of ODL in higher education in certain countries. Berti (2018) has investigated the concepts, advantages, and challenges in open education, briefly reviewing previous studies about open education resources in languages other than English in higher education. The researcher points out the importance of conducting more research to enhance the visibility of open education for these languages in higher education. Borthwick and Gallagher-Brett (2014) state that open education resources and practices might be powerful vehicles for professional teachers to enhance IT knowledge in language pedagogy. Fojtik (2018)

discusses the advantages and disadvantages of ODL in higher education, concluding that ODL students have significantly lower scores in their first years than face-to-face students. However, their scores become higher and comparable in the following years because of the possibility to overcome challenges and improve the quality of ODL. Hiani (2015) discusses the challenges facing educators in ODL. The researcher recommends some new roles and responsibilities for educators in ODL to make an outstanding contribution to the learning process. The same idea has been fostered by other studies (Jena 2020; Karunanayaka & Naidu 2016; Lane & Dorp 2011; Latchem & Jung 2010; Xia et al. 2022).

Other studies have separately tackled the impact of ODL on ELSs, emphasizing the role of limited specific social media or educational platforms. In Ahmed (2016), there is an attempt to investigate the effectiveness of Facebook on grammar discussion and the ELWS in English as a foreign language at the university level. Results show how Facebook has a positive effect on students' achievements. Alsubaie and Madini (2018) has investigated the effectiveness of web blogs as supplementary tools for teaching English to enhance the vocabulary in the English writing of Saudi female university students. Results have confirmed improvement in their writing performance as well as extending their vocabulary knowledge because of the use of blog entries. In Kamal et al. (2021), the researchers have examined the changes in the training processes, cognitive abilities, and academic performance of students' oral and written assignments to investigate the impact of ODL on the English language teaching before and during the Coronavirus pandemic. The study refers to the decline of study rates in ODL during

the pandemic, compared to that before it, though it is higher than that in physical classrooms. The researchers have provided the possible influencing reasons and factors behind that.

The influence of psycholinguistic approaches on the ELSs in face-to-face settings has been conducted in many studies. AlHammadi (2016) discusses some psycholinguistic factors that impact the second language acquisition (SLA) of immigrants, emphasizing specific psychological, linguistic, and social determinants. The study, based on previous literature, refers to the inverse correlation of migrants' age with the mastery of SL. Moreover, the linguistic distance between the native language and the target language is associated with SLA. In Addition, gender, as a psycholinguistic factor, impacts the achievement of good oral skills. In Azpiroz et al. (2019), the researchers discuss how the processes of production and comprehension interact during language interaction and highlight their relation in the bilingual brains of children and adults. The article has focused on some methodological and linguistic approaches.

To investigate its effectiveness in the ODL setting, Roberts (2012) explains how psycholinguistic approaches impact second language learners in real-time in the online setting. The researcher suggests some methods to suit learners' needs and interests and offers practical information on how to create a psycholinguistic laboratory. The essential role of psycholinguistic perspectives in language teaching and learning was discussed by Eghlidi, Talebinezhad and Fard (2017) who recommended utilizing high-tech devices and developing new methods to overcome dilemmatic challenges and clarify how language is processed, learned and/or produced. Students' innate psychological needs for competence, autonomy, and

relatedness within the framework of self-determination theory were addressed by Haukås, Pietzuch and Schei (2022) to investigate the effectiveness of an online language teaching educational course which proved to increase students' motivation over time, meeting their target psychological needs. The researchers have recommended designing such courses to be effective means for ELTs in the future.

LTMs and teaching strategies have been also tackled in many studies in the literature to examine their influence on the process of language teaching and learning. Ulfa, Siregar and Gultom (2015) claim the significant effect of implementing the Multisensory LTM on students' vocabulary achievements in reading. Syahputri (2019) has tackled the same idea, investigating, and proving the effect of the Multisensory LTM on students' achievements in reading. Heftania and Pulungan (2018) have conducted experimental research to investigate the effect of lexical inferencing strategies and lexical processing strategies on students' vocabulary mastery on their achievements. Findings show the superiority of the lexical inferencing strategies over the lexical processing strategies as reflected in students' achievements in vocabulary. The findings also reveal the significant interaction between teaching lexical strategies and vocabulary mastery on students' achievements. Rai and M. (2021) have tackled different LTMs and techniques to be implemented in the ODL context, highlighting opportunities and challenges. The study has set out a proposed psycholinguistic framework to be implemented in ODL language classrooms, outlining the reasoning, design, and lesson plans, all of which are utilized to facilitate the learning process and help students achieve their goals. The researcher has also suggested some ODL training methodologies for ELTs.

Suggestopedia has been the core of many studies. Purba (2017) has proved how Suggestopedia affects students' achievement in vocabulary. Merlin and Larekeng (2018) have investigated the effects of implementing Suggestopedia with word wall pictures in increasing the mastery of vocabulary for students with disabilities in Nigeria. Results reveal that there is a significant relationship between students' interests to learn English and their vocabulary scores as their motivation to learn English increases by Suggestopedia and word wall and that is reflected in their mastery of vocabulary. Majali, Salem and Al Sharaa (2020) have investigated the influence of implementing Suggestopedia on students' English language speaking skill (ELSS) in grade four. The study has explored their attitudes towards applying this LTM in learning ELSS at international schools in Jordan. Results show significant differences in scores between students that have been taught by Suggestopedia and those taught by traditional methods. Results also reveal students' positive attitudes towards implementing Suggestopedia in teaching and learning ELSS. The study has recommended Suggestopedia, as an effective LTM that should be incorporated into teaching and learning the ELSS in grade four in Jordan, to ELTs, educators, curricula planners and designers. Murfita and Novita (2020) also point to the significant impact of Suggestopedia on students' achievements in reading comprehension, outlining the shortcomings and the need for further analysis and research. Magdalena (2022) has explored Suggestopedia's key features and theoretical components and their effect on teaching vocabulary. The study has proved that the implementation of the Suggestopedia techniques improves the learning environment and increases students' motivation to learn vocabulary despite all the occurring inconveniences.

Learning factors have been also tackled in many studies to check their influence on the process of language teaching and learning. Cheawjindakarn, Suwannatthachote and Theeraroungchaisri (2012) have identified the critical success factors for ODL in higher education, grouping them in institutional management, learning environment, instructional design, services support, and course evaluation, each of which includes various aspects that help enhance the efficiency of ODL in higher education. Lee and Park (2016) have examined the effect of some learning factors that influence the success of ODL exchange such as self-efficacy, exchange infrastructure and quality of exchange activities on students' learning satisfaction, their foreign language capabilities, and their intercultural competence, all of which prove their significance. Pleines (2020) has investigated perceptions of vicarious participation in ODL language classrooms and how far indirect participation in interactive ODL classrooms affects SLA. The study also highlights the role of input and interaction in ELSs development, pointing out how ODL environments introduce opportunities for students to participate and get engaged vicariously. Yu (2021) has investigated the effects of some learning factors like gender, educational level, and personality on the ODL outcomes during the Coronavirus pandemic to improve the effectiveness of ODL during this crisis. The study has proved the outperformance of postgraduates over the undergraduates in ODL, referring to some of their strong personality traits like agreeableness, conscientiousness, and openness to new experiences as the main reasons behind outperforming those with strong extraversion and neuroticism. The study has also given some recommendations on how to design a scaffolding ODL framework to improve its quality and content, suggesting blended learning to be more effective than mere ODL or traditional face-to-face learning settings. Taskiran and Goksel (2022) have investigated the

effectiveness of implementing various technologies and LTMs to highlight the role of automated feedback and teacher feedback in contributing to learning English as a foreign language in the ODL setting. The study refers to the impact of technologically automated feedback tools in enhancing students' achievements, motivations, and self-sufficiency in the ELWS in the ODL classroom. It has also given some recommendations on how to utilize the advantages of these tools more effectively in the ODL classroom within Keller's ARCS model (attention, relevance, confidence, and satisfaction).

However, these studies have been separately conducted on the related topics. Moreover, some of the proposed frameworks have been rigid and limited so it is difficult, and sometimes impossible, to adapt to other settings or generalize to other educational levels. Therefore, more research is needed to integrate more impactful factors in second language teaching and learning in the ODL setting, including the suitable teaching and learning approaches, LTMs, learning factors, social media, blogs, educational platforms, and ODL authoring tools, all of which address students' language learning needs and interests. Since the focus of this study is on the psychological side of students which is important in helping them adjust their attitude towards ODL, there is a need to set up optimal psycholinguistic frameworks that could tackle these elements in the ODL context, bearing in mind the unstoppable technological change and innovation, to effectively drive high-quality ODL that encourages students to adopt a positive attitude towards learning, motivate them and keep them motivated and interested. Moreover, the target frameworks could be designed in such a way as to be flexible enough to give ELTs space to adapt to all different educational levels and learning settings and situations they may come across to help them make use of all emerging potentials to improve their students' ELSs in the

ODL language classroom and even extend to the physical and hybrid settings when required. In other words, there is a need for more studies to probe into more effective pedagogical approaches to provide more flexible frameworks that could be adopted and adapted by educational professionals to suit students at all educational levels and in all different and various learning settings and situations to improve their ELSs and raise their academic achievements and, above all, encourage them to adopt new positive attitudes towards learning, not only in the ODL setting but also in all other learning settings.

This study focuses on the effectiveness of the psycholinguistic role, suggesting a psycholinguistic framework, considering two related learning theories to facilitate language learning in the ODL setting and encourage students to have a positive attitude towards ODL language classrooms to help them acquire, develop, and improve their ELWS. This could help them put their language to use in real life situations. This study provides an adaptable teaching framework that could be implemented in various learning settings and situations, accepts any applicable approaches and methods, is flexible to incorporate different learning factors as required and make use of any influential ODL platform. This gives a chance to all involved in the teaching and learning process to get free from the limitations that might hinder their process. The proposed psycholinguistic framework in this study is tackled, considering Connectivism and Symbolic Interactionism. Suggestopedia has been employed as an LTM that hits the psycholinguistic side in the ODL process of language teaching and learning. The "setting," "input," "interaction," and "motivation" are incorporated as the researcher considers them close learning factors that emphasize the psychological side in language classrooms and can closely interact to address and make use of as many influential ODL drivers and authoring tools as

possible. The main purpose is to investigate the effectiveness of this psycholinguistic approach in improving grade eleven students' achievements in the ELWS in the ODL setting in the UAE. It also seeks to find out how far ELTs perceive it to be able to employ it more influentially to create a relevant ODL language classroom where they can motivate students, keep them motivated, improve their achievements in the ELWS and overcome the upcoming ODL challenges.

1.4 The Rationale of the Study

The process of teaching and learning starts at the point where teachers can help their students get rid of the barriers which they create for themselves when they learn as they may have some fear of making mistakes that might put them in critical situations and embarrass them in front of their colleagues and teachers and consequently, lose self-confidence to interact in learning tasks. Addressing students' psychological state could help them destroy these learning barriers, kill their fear, encourage them to adopt a positive attitude towards learning, motivate them to get engaged in learning tasks, keep them motivated and interested during their learning process, meet the upcoming challenges they may come across and, consequently, develop and improve their achievements in ELSs. Therefore, there is a need to have more focus on students' psychological state which, in turn, requires creating a comfortable and relaxing learning setting where relevant and optimal pedagogical approaches could be implemented effectively to hit that side and improve students' achievements in ELSs.

Over the past few decades, some studies have been conducted to adapt specific methodologies to create the required enthusiastic learning setting in which students could interact positively to improve their ELSs. Doughty and Long (2003) discuss how technological advances can help set up the optimal psycholinguistic learning atmospheres for foreign language learning in the ODL language classroom. They suggest some methodological principles in the task-based learning method that can help develop functional language proficiency. The study also points out how these are sometimes innovative but not helpful. Hatzipanagos and Gregson (2015) have explored the role of open access and open education resources in ODL education. The study has also investigated the constraints to identify the current situation and the required next steps to improve, recommending some suggestions for students and practitioners. Taskiran (2020) has explored English language learners' (ELLs) experience in telecollaboration activity, comparing their cultures and identities to create a cultural piece of work. Findings show that ELLs enjoy telecollaboration activities that help motivate them and contribute to their language learning process and intercultural communicative competence.

Some studies have partially tackled the impact of specific social media and educational platforms on ELSs in the ODL contexts (Ahmed 2016; Alsubaie & Madini 2018; Kamal, Zubanova, Isaeva & Movchun 2021). Others have been limited to examining the impact of certain psycholinguistic approaches on language teaching and learning in physical and ODL classrooms (AlHammadi 2016; Azpiroz, Allen, Katsika & Fernandez 2019; Roberts 2012). LTMs have been the main subject in many studies to examine their impact on ELLs and on improving ELSs (Heftania & Pulungan 2018; Magdalena 2022; Majali, Salem & Al Sharaa

2020; Merlin & Larekeng 2018; Murfita & Novita 2020; Purba 2017; Rai & M. 2021; Syahputri 2019; Ulfa, Siregar & Gultom 2015). Learning factors have been also conducted in many studies to point out their influential role in language teaching and learning (Cheawjindakarn, Suwannatthachote & Theeraroungchaisri 2012; Lee & Park 2016; Taskiran & Goksel 2022; Yu 2021).

However, all these studies have separately covered different areas like the impact of varied factors on language teaching and learning such as technological advances, psycholinguistic approaches, social media, open education, LTMs, and learning factors, all of which have been in separate pages. Therefore, there is still a need for more comprehensive research to propose and handle more comprehensive and flexible psycholinguistic approaches from the ODL perspective to investigate their influential impact on improving students' ELSs in the ODL setting. Thus, psycholinguistic approaches, which have been tackled by researchers on second language learning and teaching in face-to-face and in ODL classrooms or discussed within the impact of limited technological advances and certain teaching practices, need to be conducted from a more comprehensive perspective that covers language teaching and learning in the ODL context with all its technological advances and pedagogical practices, considering the optimal LTMs and learning factors to be adapted according to the learning settings, situations and students' levels as well to improve their achievements in ELSs.

This study is a contribution to our knowledge of how to employ psycholinguistic approaches in the ODL setting in such a way as to effectively improve students' achievements in the ELWS. In this study, there is an attempt by the researcher to hit a proposed LTM by implementing

"Suggestopedia" and incorporating the "setting," "input," "interaction" and "motivation" learning factors, all of which interrelate to address the required psychological state in the ODL setting, considering the related theories of "Connectivism" and "Symbolic Interactionism." The study gives more space to educationalists to make use of more traditional LTMs and develop them in such a way as to be properly and effectively implemented in modern language classrooms with all the technological advances they may witness. The study fills a gap by employing a proposed psycholinguistic framework that helps improve both ELTs' conduct in design and practice as well as students' ELWS achievements within the ODL setting.

The study also contributes to enriching ELTs' knowledge about more pedagogical approaches, allowing them to have a better understanding and refine their perceptions of psycholinguistic approaches and other teaching approaches, urging them to effectively make use of them through integrating the optimal LTMs and learning factors in alignment with all available potentials in the ODL setting. Thus, they could create the relevant enthusiastic learning environment that is necessary for students to achieve the required outcomes in their ODL setting. This will also help ELTs hit as many teaching and learning approaches, LTMs, learning factors, and learning strategies and techniques as they could, adapting them more effectively and applicably in the ODL language classroom to set up more influential frameworks that could help students learn in comfortable learning atmospheres to improve their ELSs.

The UAE provides the educational system with a lot of available modern technological advances that help produce high-quality teaching and learning (Ashour 2020) so, the researcher

believes that it is a great opportunity to make use of this to provide other researchers with the necessary potentials that help them properly conduct their similar required studies.

1.5 Purpose and Objectives

This study investigates the effectiveness of psycholinguistic approaches in improving students' achievements in the ELWS in the ODL setting in the UAE through implementing a proposed psycholinguistic framework, which employs Suggestopedia as an LTM and incorporates the input, interaction, setting, and motivation as learning factors, considering Connectivism and Symbolic Interactionism theoretical underpinning. The study also aims to explore ELTs' perceptions of such psycholinguistic approaches in ODL settings to help them refine them to be able to constitute the relevant and optimal approaches according to their students' learning needs and interests to improve their ELSs.

1.6 Research Questions

There are two main research questions in this study. The first is:

What is the effectiveness of psycholinguistic approaches in improving students' achievements in the ELWS in the ODL language classroom in the UAE?

Answering this question requires figuring out the answer to the sub-question:

What is the effectiveness of employing Suggestopedia, incorporating the setting, input, interaction, and motivation in improving students' achievements in the ELWS in the ODL setting in the UAE school?

The second main research question in this study is:

How far do ELTs perceive psycholinguistic approaches?

Answering this question needs answers to some sub-questions:

How far do ELTs perceive Suggestopedia?

How far do ELTs perceive the setting, input, interaction, and motivation?

What are ELTs' suggestions to be more effective in meeting the upcoming challenges in the ODL language classroom in the UAE?

1.7 The Significance of the Study

A lot of studies have been conducted to prove the positive impact of ODL on improving the ELSs. Marinis (2003) explains how beneficial it is to implement online methodologies in SLA research. The study points to a range of online experiments that have been conducted in studies on first and second languages that suit research on SLA. It also refers to the required hardware, software, and online equipment to set up a psycholinguistic laboratory. Dolidze (2013) discusses the positive effects of ODL, proposing to use e-support to develop methods for foreign languages by combining face-to-face and ODL activities. Jesus (2015) supports the same idea and highlights how important to design online courses that meet ELLs' needs and interests. Herrera and González (2017) have investigated the relationship between the community of inquiry framework (creating a deep and meaningful collaborative-constructivist learning experience through the development of three interdependent factors, social, cognitive, and teaching presence) and specific indicators of oral skill like grammar, accuracy, and vocabulary. The study has confirmed the positive role of this framework in developing the oral skill in a

basic English online course. Stewart (2019) fosters the idea of the community of inquiry framework in online courses, recommending it to writing instructors and program administrators to incorporate into their assessment practices. White (2014) has investigated significant areas for language learning and teaching in ODL, emphasizing theory, pedagogy, technology use, learner contributions, innovation, and less commonly taught languages. The study proposes some guidelines for future enquiry into language teaching and learning in ODL and the need for a more evident base in theory as well as practice.

Other studies have only focused on specific social media or educational platforms, emphasizing their influential role in promoting the ELSs. Cain and Policastri (2011) explain how effective Facebook is in providing students with an informal learning environment that exposes them to relevant contemporary real-world issues through presenting guest experts' thoughts. Dhanya (2016) points to social media as a preferred learning style that affects ELLs around the world. The study encourages ELTs to use social media as innovative practices in English language teaching and learning. Tandy Rerung (2021) has examined the influence of such social media as Facebook and Instagram on learning English for hospitality and tourism students, encouraging educators to give hands to their students to put their English to use whenever they interact on social media. Pikhart and Botezat (2021) highlight the advantages and disadvantages of using social media in SLA, proposing future strategies for foreign language learners at the university educational level. The study recommends further research from the psycholinguistic perspective on the impact of social media on SLA.

Mabuan (2018) has explored students' views on using blogs to learn ELWS and their feedback on the advantages of these blogs as virtual writing authoring tools. ELLs view the viable role of these blogs in learning the ELWS because of the opportunity they give them to express their thoughts and improve their ELWS. Moreover, they give them the chance to interact with their peer online. Miftah (2018) has investigated the effective role of Edmodo as an online authoring tool that is utilized to enhance students' abilities in writing to produce an argumentative essay in EFL class. Results show how Edmodo could significantly improve students' abilities to write such argumentative essays in cycle 2 because it organizes the teaching and learning process, giving chances to prepare materials, guide students, get them to interact in pairs or groups, provide feedback, and give them chances to post their productions. Saeed (2021) presents some practical implications for ELTs and ELLs to identify the positive role of social media to direct the process of teaching and learning English in a better way.

Other studies have been limited only to face-to-face classrooms to emphasize how psycholinguistic approaches could impact SLA. Lee (2016) has examined the mental factors that affect Korean EFL learners' word association types in their L2 mental lexicon. Examining ELLs' vocabulary size to check the relationship with their word association type, results show a significant correlation between Korean EFL learners' vocabulary size and their accuracy to identify the syntagmatic and paradigmatic associations but not the phonological association. Results refer to the partial or variable dependence of L2 of the learners' mental lexicon on the vocabulary size of their target language because of the word association types. Purba (2018) points out the role of psycholinguistics in language learning and teaching, explaining how it

helps ELTs understand their students' difficulties in the four ELSs, defining the kinds of brain disorders that affect their performance in language learning, and selecting appropriate methods to teach the four ELSs.

Psycholinguistic aspects in ODL have been also conducted from the ODL perspective. Hastowohadi and Kumaini (2019) have investigated the relationship among some psycholinguistic factors such as self-confidence, motivation, and the ability of the listening skill by using 2.0 technology (websites and applications with more pervasive network connectivity and enhanced communication channels where users could interact and collaborate). Findings show that students are motivated and self-confident, and they could set up their listening abilities when they are correlated because of the implementation of the English 2.0 technology that is recommended for ELTs.

LTMs have been conducted in many studies to investigate their impact on ELLs to improve their ELSs either in face-to-face or ODL classrooms (Heftania & Pulungan 2018; Magdalena 2022; Majali, Salem & Al Sharaa 2020; Merlin & Larekeng 2018; Murfita & Novita 2020; Purba 2017; Rai & M. 2021; Syahputri 2019; Ulfa, Siregar & Gultom 2015). Learning factors have also been tackled in many studies to highlight their effective roles in language teaching and learning in the ODL setting (Cheawjindakarn, Suwannatthachote & Theeraroungchaisri 2012; Lee & Park 2016; Taskiran & Goksel 2022; Yu 2021).

However, all these studies have been tackled on separate pages. So, there is a need for more comprehensive studies that integrate these aspects into the ODL context, creating a rich soil that

embraces relevant LTMs, psycholinguistic learning factors, social media and online educational tools and platforms, all of which could address students' learning needs and interests to create the optimal comfortable and relaxing learning setting to improve their ELSs. Incorporating them in one proposed framework could help effectively influence students' improvement and enhance their achievements in the ELSs.

This study focuses on the effective role that ODL may have in improving students' achievements in the ELWS, tackling a proposed psycholinguistic framework through employing "Suggestopedia" as an LTM, and incorporating the "setting," "input," "interaction" and "motivation" as close interconnected and interacting learning factors that address the psycholinguistic side in language classrooms, considering the related technological theories of Connectivism and Symbolic Interactionism. Moreover, it explores how far ELTs perceive psycholinguistic approaches to refine their perceptions and allow them to use them more effectively. It is a chance for ELTs to identify how effective these psycholinguistic approaches are when implemented in the ODL language setting to help them hit other suitable pedagogical approaches to create the optimal influential ODL setting that helps students adopt a positive attitude towards ODL, motivate and keep them interested throughout their learning process, enhance their ELSs and overcome the challenges they may come across in this setting.

Overall, the study provides a proposed flexible psycholinguistic framework that could be adapted to suit students' learning needs at all educational levels according to the different learning situations and settings they may come across. Thus, more LTMs and learning factors could be tackled and implemented, not only in ODL but also in physical and hybrid settings to

help create the optimal learning environment to improve students' achievements in ELSs. Moreover, the study gives educationalists more space to make use of traditional LTMs in such a way as to modernize them and merge them with technology to meet the unstoppable advances. In addition, the study provides more dependable results as it has been conducted in an authentic ODL scene in one of the UAE schools where all required ODL learning potentials and technological aspects have been effectively utilized to the most to provide students with the required learning environment. Such an authentic ODL scene may not have been there in some other previous studies which have tackled the ODL aspects before either because of the lack of resources and potentials at their times or the difficulty to utilize or make use of them as required or even the lack of teachers' required skills to implement them in their classes, giving a possibility of providing unreliable results for some studies because of the possible fake or pretended scenes they have been conducted in.

Chapter 2: Conceptual Framework, Theoretical Framework and Literature Review

2.1 Conceptual Framework

This study investigates the effectiveness of psycholinguistic approaches in improving the ELWS of grade eleven students in the ODL setting in the UAE to create the optimal ODL setting which encourages students to adopt a positive attitude towards ODL, motivates and keeps students motivated to get engaged in learning tasks, enhances their ELWS and helps them overcome any emerging challenges they may encounter in this learning setting. To carry out this challenging task, ELTs are required to enrich their knowledge and develop their skills as professional teachers. In this context, they need to be knowledgeable enough about the relevant psycholinguistic approaches to create the required motivational ODL setting where students could learn comfortably without pressure or stress. As displayed in Figure 1, the study focuses on Suggestopedia which is employed as a related LTM that hits the target psychological side. The input, setting, interaction, and motivation are also incorporated as learning factors to set up a proposed psycholinguistic framework, considering the learning theories of Connectivism and Symbolic Interactionism. The proposed psycholinguistic framework has been set up to investigate its effectiveness in improving students' achievements in the ELWS in the ODL setting.

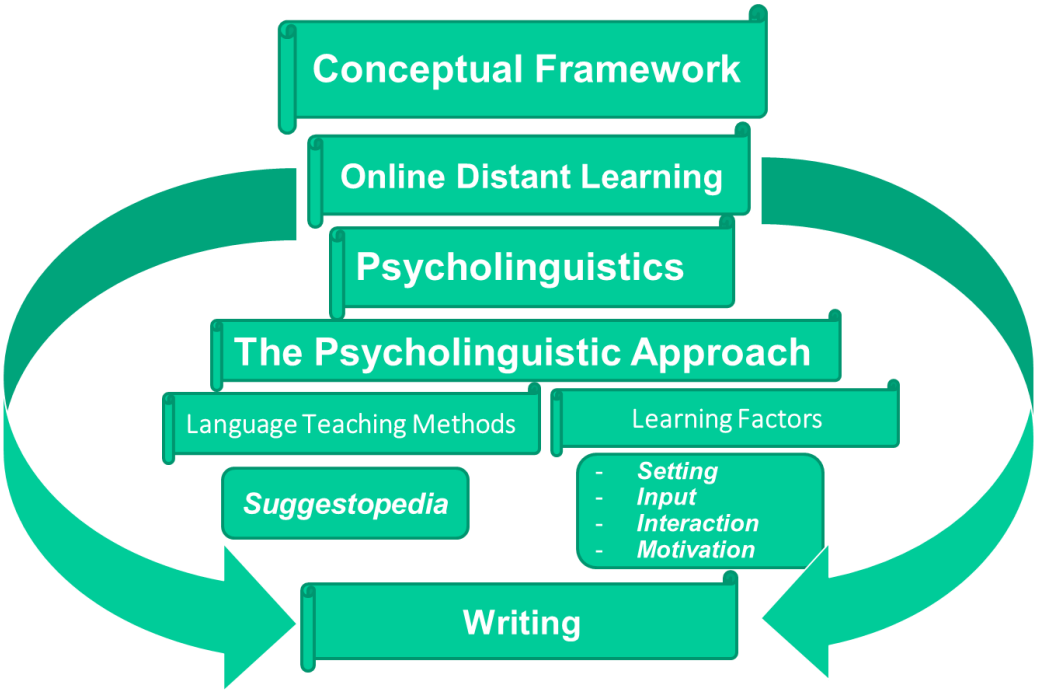

Figure 1: Conceptual Framework

2.1.1 Online Distance Learning (ODL)

Distant learning (DL) refers to a way of learning where teachers do not meet their students in classrooms but rather make use of media like the internet, email, and mail to correspond and exchange the learning materials. This means that students are physically separated from their teachers or their classmates and learn remotely with no face-to-face sessions. In the past, DL was named "correspondence education" where students were required to accomplish their learning tasks at home and mail them to their instructors whose locations had been very remote from them. With the advances in technology, DL has been developed to utilize the media tools to be the remote learning drivers (Koper 2014). Thus, based upon the previous

definitions, ODL could be defined as a type of learning where students can meet their teachers and peers remotely via online educational authoring and driving tools that enable them to access their learning materials. However, it is important to distinguish between online learning or e-learning, which teachers can use as a supplement to their courses, implementing computers, software and the internet to facilitate their learning (Robinson et al. 2016), while being either synchronous or asynchronous (Kaplan 2017) in their regular physical classrooms, and ODL, where the teaching and learning process occurs remotely online with no chance for face-to-face interactions with students or peers (Kaplan et al. 2016). ODL addresses independent learning where learners are motivated to get engaged in a student-student as well as student-teacher interactive setting to learn, develop and apply their learning experiences to their real-world situations, exchanging their knowledge and skills (Uslu 2018).

2.1.2 Psycholinguistics

Psycholinguistics, or the psychology of language, has many definitions, all of which revolve around, as Field (2003, p. 2) has argued, "the relationship between the human mind and language." Gleason and Ratner (2004) have stated that psycholinguistics explores the psychological processes that enable humans to use and master language. To Fernández and Cairns (2011), psycholinguistics is an interdisciplinary field of study which aims at understanding how language is acquired by people to use to speak and understand each other and how language is represented and processed in the brain as well. To Purba (2018), it investigates how the human brain processes to understand and produce language. It examines how humans use their minds to acquire language, develop and produce it and put it to use to

understand and communicate with each other. Thus, Purba's definition encompasses the three processes that psycholinguistics investigates in language which are "acquisition," "comprehension," and "production." In other words, psycholinguistics explains how and under what circumstances language learners can understand each other to produce the language. Skalicky (2020, p. 34) has argued that psycholinguistics has been widened to embrace "the neurology of language functioning." It is concerned with studying the psychological and neurobiological factors that make humans able to possess, use and recognize language. To Fernández and Cairns (2011, p. 17), psycholinguistics is "primarily a sub-discipline of psychology and linguistics which is also related to developmental psychology, cognitive psychology, neurolinguistics, and speech science." This gives significance to understanding how the brain and memory work for language learning and acquisition. They argue that language acquisition is a key area in psycholinguistics.

2.1.3 The Proposed Psycholinguistic Framework

Improving students' achievements in ELSs needs professional ELTs to work hard to figure out how to satisfy their students' learning needs and interests. This means that they are required to probe their learning needs and interests and effectively make use of all emerging pedagogical approaches and tools to make sure that they create the required motivational learning environment where their students can interact actively and enthusiastically to acquire the English language and improve their achievements in the ELSs. To positively fulfil the ODL learning experience and master the process, ELTs are necessitated to have qualified special

teaching skills and potential that enable them to use technology as an integrated-medium to deliver their teaching professionally.

Being a TESOL teacher for more than 25 years, the researcher noticed that most of his students in many classes in different schools and different school stages were humming in such a way as if they were making music with their tongues and mouths while accomplishing their learning tasks during the English classes. At first, this drove him mad as it was an annoying source of noise that caused chaos if not controlled immediately. Later, when the researcher noticed that it was like a phenomenon among students in different classes and even in different schools, he started to think of the reason behind that spontaneous behavior, especially when he found it repeated everytime he gave them a learning task to complete independently. The researcher noticed that it was giving them a kind of relaxation that helped them to reduce or even get rid of any stress or tension they might have to work out the activities comfortably and faster than expected. This pushed him to think of an approach that would combine both the psychological factor, to be concerned with their relaxing mental state, and the linguistic one, to be concerned with their second language teaching and learning. In other words, it needed a psycholinguistic approach in which ELTs could employ a suitable LTM to be concerned with the psychological element while teaching the language, properly and appropriately incorporating some learning factors to help create the optimal learning environment that would help students comfortably acquire the language and improve their achievements in the ELSs. Kostromina and Dvornikova's discussion in 2016 (cited in Aprielieva et al. 2021) referred to the importance of psychological factors in manifesting students' abilities to acquire knowledge,

gain skills, perceive educational information, adapt attitudes towards others, and create mutual understanding with people. Fajčíková and Urbancová (2020) believed that students' motivation for learning could be enhanced by implementing effective teaching methodologies, creating the adequate learning environment, and involving students in knowledge acquisition. Beharu (2018) revealed how psychological factors affect students' academic performance. Harras and Andika's suggestion in 2009 (cited in Purba 2018) suggested the following psycholinguistic-based methods to be influential:

a) Terrel's Natural Method which could handle language learning through reproducing the natural way people interact and communicate with each other as in natural conversations and discussions, role-playing and games, all of which could introduce a positive learning environment where teachers could take care of students and carefully correct their mistakes.

b) Asher's Total Physical Response Method where language development could be linked to physical movements.

c) Lozanov's Suggestopedia where producing relaxing learning atmospheres for students. could result in language achievement.

The researcher selected Suggestopedia, considering it a suitable LTM that could help students learn fast, comfortably, confidently, and voluntarily without feeling forced or pressurized to get engaged in language learning tasks. Though Suggestopedia could be the answer to his question, the researcher thought that there would be a need for other learning factors to incorporate properly to make the method more effective. So, the researcher started thinking of learning factors such as gender, age, social and cultural class, ethnicity, identity,

setting, input, interaction, motivation, intelligence, attitude, language aptitude, and language learning experiences each of which could play a vital role in the process of language teaching and learning to put it to use. Therefore, it would be necessary for ELTs to focus on them and consider them from a psycholinguistic perspective to integrate into the ODL setting to empower students to develop and promote their ELSs. Hence, the researcher selected the "setting," "input," "interaction" and "motivation" because of their interrelated psychological influence on the teaching and learning process. To recognize them in this study, they were dealt with as "learning factors." These factors were selected because of the interrelationship among them as being seen closely related to the required proposed psycholinguistic framework. Because of this close interrelationship, the researcher considered them a four-in-one psycholinguistic language learning factor. The researcher incorporated these interactive factors to address the psychological side.

The researcher tried to investigate how far the proposed psycholinguistic framework in this study would be effective in improving students' achievements in the ELWS. Even though Suggestopedia was mostly used with speaking, the researcher tried to use it with writing which he considered a skill that would need to have more focus from researchers as one of the productive language skills that could reflect how far the learner could master the language. Besides, writing could be a presentation of speaking and thus, it could be just one more step left to be tackled by Suggestopedia. Thus, the researcher designed this psycholinguistic conceptual framework to be implemented in the ODL setting to investigate its effectiveness in improving students' achievements in the ELWs. The researcher tackled the framework in terms of two related learning theories. One of them was the digital learning theory of Connectivism which

developed the concept of learning and related it to the nodes of networks. The second theory was Symbolic Interactionism which explained how learners could form new symbols and meanings through their social interactions. The researcher made use of both theories to guide the reader on how the framework could be effectively implemented in the ODL setting.

Implementing this psycholinguistic framework in the ODL setting was a big challenge. On the one hand, the ODL setting lacked the teacher-students and students-students physical contact that would impact the learning interaction, and on the other hand, various challenges in terms of organization, technology, and individuals were emerging, negatively affecting students' attitudes toward learning in the ODL setting. Therefore, ELTs were required to be professional enough to handle the situation properly to positively change students' attitudes and improve their learning attainments. Consequently, this would require them to enrich their knowledge with more suitable strategies under the umbrella of such psycholinguistic approaches to implement in the ODL classroom, especially with the different levels of students inside the same classroom as well as the different situations ELTs might come across. Thus, the researcher aimed at providing ELTs with a flexible psycholinguistic framework to give them space to adapt according to what their learning settings and situations might need. Despite being a traditional LTM from the 1970s, the researcher merged Suggestopedia with technology in his proposed psycholinguistic framework to give ELTs space to make use of similar relevant LTMs and modernize them to be effectively implemented in modern language classrooms with all the technological advances they might witness.

2.1.3.1Suggestopedia

2.1.3.1.1 An Overview

According to Harmer's belief in 2001 (cited in Ulfa & Bania 2019), the classroom environment is an essential factor that ensures how the learner feels comfortable and confident. This requires utilizing effective teaching methods to help create this kind of learning environment. Suggestopedia, also known as "Suggestopedy," "DeSuggestopedia," or the "Lozanov Method," has been utilized as an LTM to learn second or foreign languages (Richards & Rodgers 2001, cited in Nayman & Bavli 2022). The Bulgarian psychiatric Georgi Lozanov was the first to develop it in the 1970s (Lukesch, 2000; Richards & Rodgers 2001, cited in Nayman & Bavli 2022). It has been effective in improving EFL learners' abilities (Galti 2018). It aims at developing the learner's personality and creating highly efficient learning that keeps pace with the natural learning style of the brain by providing positive suggestions. According to Arulselvi (2017), it aims at mitigating students' psychological barriers which may result in negative feelings. According to Darici (2022), Suggestopedia helps students reduce learning barriers to get rid of fear, which may result in making mistakes, discovering their learning potential, and keeping information in their minds for longer times. Alhamed and Al-Jaf (2022) have referred to the importance of implementing Suggestopedia as an impactful contemporary pedagogical LTM in teaching and learning the ELSs. Richard and Rodgers (2014) believe that Suggestopedia is one of the many approaches to teaching English as a foreign language that focuses more on the functional as well as the communicative aspects of the language rather than the grammatical ones. Richards and Schmidt (2010, pp. 572-573) believe that

Suggestopedia is a pedagogical application of "Suggestology." It is a combination of pedagogy and suggestion that applies the influence of suggestion on human behavior. It refers to the power of suggestion in acquiring language knowledge. Lozanov utilizes positive suggestions in teaching languages. By suggestion, Lozanov means all stimuli that potentially have an influence on the development of a human personality (Lozanov 1978, cited in Colliander 2021). In the UNESCO report (1980), Suggestion is one of the integrated principles that constitute the pedagogy of Suggestopedia. This means that the teacher can set up the required learning stimuli or communicative suggestions in such a way as to instill communicative positive feelings in students towards their teachers, classmates, learning environment and learning materials. This positive and relaxed learning atmosphere can be created, employing communicative tools like music, drama, and visual aids. Suggestopedia is concerned with presenting and practicing foreign languages through dialogues, situations, and translations by means of music, visual art, and relaxation exercises to give learners the chance to learn comfortably and effectively (Richards et al. 1990). Many studies reveal how Suggestopedia helps students become more active, and enthusiastic in learning (Purba 2017; Galti 2017; Sampow 2021; Merlin & Larekeng 2018).

Lozanov 1992 (cited in Arulselvi 2017) has mentioned three major types of Suggestopedia:

1) Psychological, which is concerned with the teacher's ability to create and maintain the relevant suggestive learning atmosphere inside the classroom.

2) Didactic, which is concerned with the structural design and integration of the course elements to provide the materials in a meaningful context in a global manner

3) Artistic, which focuses on using musical, visual, and dramatic art to create a joyful and conductive learning atmosphere where students feel relaxed and are motivated to get engaged in the learning tasks.

Harmer 2001 (cited in Ulfa & Bania 2019) argues that in Suggestopedia the physical surroundings, as well as the classroom environment, are two crucial factors which guarantee that students feel comfortable and confident when they learn. To make sure this happens, it promotes various techniques like art and music to teach the language. Therefore, in Suggestopedia the psychological aspects of the learner are highly emphasized. Thus, learning can best occur when the learner is relaxed but, at the same time, focused. According to Lozanov and Gateva's study in 1988 (cited in Arulselvi 2017), the psychological and instructional elements underpinning Suggestopedia can be shown clearly by identifying the perceptual levels of learners and the techniques used to control them. This requires promoting various techniques that help students learn in that way such as decoration, furniture, music and art in a well-arranged learning setting or environment managed by the teacher's authoritative behavior. Teachers should play the directive role no more, but they should be partners as well as parents to their students, naturally and genuinely taking part and sharing with them their learning activities like songs and games. This helps produce favorable side effects on health, social and psychological relations and subsequently success in other subjects (Mignault 1979). Ivanova and Dimova-Severinova (2021) affirm the teacher's authoritative and creative role in providing students with motivational learning activities that stimulate them to strive not only to acquire the content they teach but to achieve high excellence in their academic performance.

Lozanov 1978 (cited in Colliander 2021) believes that learners meet difficulties to acquire a second language because of their fear to make mistakes. This fear pushes them to lack the required confidence to use the target language and subsequently lack the motivation to learn it. This means that they may skip getting involved in interactive tasks to avoid embarrassment. Suggestopedia helps students get rid of the negative feeling that they cannot be successful and thus, overcome the barriers to their learning (Lozanov 1978, cited in Larsen-Freeman 2011, p. 102). Darici (2022) claims that Suggestopedia is an effective way of teaching and learning a foreign language as it helps learners develop their feelings, get rid of their language learning fears to make mistakes, reduce their learning barriers to learn, help them discover the learning potentials they already have and keep the information they acquire in mind as long as possible. Gabriela and Mihaila (2008) believe that learners do not use their full mental power because they create psychological barriers to learning that, in turn, cause them a negative feeling that they are limited in their abilities to learn and that they will not be able to perform, so they fear that they will fail. The limitations they create for themselves need to be "desuggested" first to help them eliminate the negative attitude they may associate with learning which makes them think that they cannot succeed. Consequently, this allows them to make use of the full reserved mental capacity they already have (Lozanov 2009). Lozanov and Gatave (1988) set up seven major concepts for "DeSuggestopedia":

2.1.3.1.1.1 Mental Reserve Capacities (MRC)

There was a myth that human beings utilize just 10% of brain capacity at the most. The notion started with James (1907) who claimed that humans only use part of their mental resources.

However, he did not give a specific percentage. The figure was referenced in Symons and Carnegie's (1937) book "How to Win Friends and Influence People." The myth was repeated and spread out in articles, TV programs, and films, which helped to explain why it was so widely believed (Burgess 2018). Burgess stated that the notion was just a myth because FMRI scans (a special type of MRI that shows how different parts of your brain are working) revealed that even simple activities required almost all the brain to be active. However, stress, pressure and similar issues may hinder human beings from making their full mental powers. In this context, DeSuggestopedia helps students get rid of the limitations, obstacles, and barriers to learning and eliminates their negative feelings towards success so that they can use their reserve capacity to the full.

2.1.3.1.1.2 Psychological Set-Up

When the teacher creates the proper psychological learning atmosphere, students could get engaged in learning tasks, accept them, and become open to extensions and transformation (Patrick et al. 2003). Thus, their responses to every stimulus become automatic. Alhamed and Al-Jaf (2022) believe that psychological barriers are removed when trust is positively built between students and their teachers as well as between students themselves.

1) Suggestion

According to Kantor and Bogardus (1943), *Suggestion* includes two basic types: 1) direct suggestion which is concerned with students' consciousness. It can be presented through text materials, printed notes or even orally to make use of the language, and 2) indirect suggestion

which addresses students' subconscious level. It can be introduced by using some instructional techniques and elements which surround the language like music and arts.

2) Successful Classroom Atmosphere

In Shrestha et al. (2019), the researchers explain that the learning environment is an important aspect which determines the success of effective curricula and the improvement of students' academic achievements. According to Ellström, Ekholm and Ellström (2008), there are two types of learning environments: enabling and constraining. The teacher has a challenge to create a bright and cheerful learning environment that motivates students to adopt a positive attitude towards learning. In Afari et al. (2013), the researchers claim that a learning environment refers to the social, physical, psychological, and pedagogical context in which learning occurs and which affects students' achievements and attitudes. In this context, teachers could base their learning environment on four major factors: 1) social to provide students with an interactive learning atmosphere to share their thoughts and exchange their learning experiences, 2) physical to provide students with a high-quality, well-maintained, and safe physical environment which helps foster students' positive attitudes and motivate them to make use of their abilities to learn and improve their academic achievement and prosocial behavior. 3) psychological to provide students with a comfortable scene where they feel free to access new information, get involved in tasks without fearing making mistakes, become creative and innovative and enjoy their learning practices and 4) pedagogical or educational to introduce the materials in an instructed and structured style in a didactic learning experience, though not that apparent. Moreover, the learning environment could be also artistic to create a simple but attractive classroom that is not

stuffed with too many unnecessary posters or objects, but rather with high-quality attractive displays that are changed every now and then.

3) Peripheral Learning

Human beings perceive much more in their environment than what they consciously notice. According to Arulselvi (2017), students can unconsciously learn from what is present in their learning environment, even if they do not pay direct attention. In this way, teachers can help them activate the learning materials to which they are exposed and integrate indirect positive suggestions into their learning setting. Thus, when the classroom contains some posters and displays with grammatical or meaningful information about the target language, students effortlessly absorb most of their content, even without the teacher's instructions to learn them. Changing these displays every few days in accordance with the new learning content helps students to absorb more information indirectly and effortlessly.

4) Anti-Suggestive Barriers

The suggestive process works on two planes: desuggestion and suggestion. Though the anti-suggestive barriers are obstacles, they are important because they are considered a filter between the stimuli from the surrounding environment and the unconscious mental activity. Kazuhiko (2020) believes that even though the human brain reacts to suggestions, it is also protected by anti-suggestive barriers which make it impossible to force a person to believe an unexpected, illogical, unethical, or weird suggestion. Thus, without keeping the anti-suggestive barriers in

mind, a positive effect cannot be accomplished. To overcome them means to make them comply with the positive suggestion, otherwise, the suggestion would mean failure.

5) Music

To facilitate learning, Lozanov 1992 (cited in Arulselvi 2017)) has attempted to present learning materials with music in the background to put the mind in a mentally relaxed state that is optimal for the learning process. Lozanov claims that music is a stimulator which invites alertness through harmony and order that leave the mind at ease and relaxation. Thus, music could be a suggestive relaxing medium and an influential facilitator for the brain because it creates a mentally relaxed state for learning. Lozanov (1992) believes that when the right conditions exist, the capacity of the human mind is limitless. When students are in a relaxed state, learn in a comfortable and positive environment, and have high self-esteem, then they have some of those essential conditions for learning. Ahmad, Rukayah and Triyanto (2020) have proved that using baroque music-based learning could improve students' reading comprehension skills, help them focus, make them more confident, and motivate the teacher to teach.

A concert is an example of a task done according to Suggestopedia where a story is read out loudly while music is played in the background and students are stimulated to focus more on understanding its content than on learning new vocabulary or structure.

Feeling relaxed, learners can learn quickly, interestingly, and positively (Hornby 2005). For this reason, Suggestopedia is utilized to reinforce the positive feeling to enable learners, who

learn at different speeds and rates, to make use of their full mental power, conquering their negative feelings that cause them psychological barriers to learning which push them to limit their capacities to learn or perform and result in their inefficiency in learning and, sometimes, failing. Darici (2022) believes that Suggestopedia improves learners' feelings as it helps them distract from their fears to learn the language. Lozanov (2005) believes that Suggestopedia favorably affects language learning as well as health, social and psychological relations, and subsequent success in other subjects.

Suggestopedia also accelerates students' learning process by providing them with a comfortable learning environment in their classrooms (Richards & Schmidt 2010). Colliander and Fejes (2021) believe that the method helps facilitate students' learning in many ways and enhance their experiences when conducting the lessons. Therefore, Suggestopedia enables students to tap their mental powers and overcome any psychological barriers they may come across to learn a second language at an accelerated pace for everyday communication. To Lozanov (2009), language learning can be accelerated three to five times by Suggestopedia faster than other traditional LTMs. "Improving the mental condition of the brain can improve learning" (Lozanov, 1955, cited in Lozanov 2009, pp. 31–32). In the 1970s Suggestopedia has been applied to language teaching, and to all academic subjects in elementary and secondary schools as well because it has shown success in shortening the study hours without having any negative educational effect (Lozanov 1978, cited in Colliander 2021).

According to Uschi (1989), Suggestopedia has four main offshoots. The first one keeps the same name as "Suggestopedia" and it has been developed in Eastern Europe to use different

techniques other than those used in Lozanov's original version. The other three are called: "Superlearning," "Suggestive Accelerated Learning and Teaching (SALT)," which have originated in North America, and "Psychopädie," which has been developed in West Germany (Uschi 1989). Though the four forms slightly differ from the original version of Suggestopedia and even from each other, they still have the common features of music, relaxation, and suggestion (Uschi 1989).

2.1.3.1.2 Suggestopedia Practice

Suggestopedia has been improved to stress desuggestive learning and it is called now "desuggestopedia" (Lozanov, Hall-Pozharlieva & Pashmakova 1978). They claim that there are three phases in the Suggestopedia method: 1) deciphering, 2) concert classroom observation, and 3) elaboration. Lozanov 2005 (cited in Arulselvi 2017) states that Suggestopedia has four stages:

1- Deciphering/ Presentation Stage

The main aim of this phase is to help students feel relaxed and comfortable to have a positive attitude towards learning and expect it to be easy and fun. This requires teachers, when they first contact their students, to introduce a spirit of easiness and delicacy towards the whole class and towards each individual student as well. This also requires students' seats to be arranged in a comfortable way. They need to stimulate their students to immediately and willingly get involved in tasks and games to free them from any boredom, stress, anxiety, or fear of learning.

2- Concert Stage (Active and Passive):

a- First Concert or Active Session

This phase includes the active classroom. In the first concert or active session, the teacher, with solemn behavior, introduces and presents the learning materials which could be some written or spoken content to their students. Written materials could be provided in two halves (the foreign-language text on the left half of the page with a translation on the right half).

b- Second Concert or Passive Session

In the passive session, the teacher invites students to relax and close their textbooks while listening to some music. The teacher reads the text very quietly in the background at a normal speed. Students relax and listen to the teacher while reading the text. The teacher should be careful while reading so that the tone is clear and distinct, and words are clear and phonetically well molded. They actively follow the reading, look at the text and translation and listen to music without trying to memorize it. The teacher plays a special piece of classical music like Baroque music in the background to bring students into the optimum mental state to acquire the material without much effort. The music must be emotional with a wealth of melody and harmony so that the teacher could read the text in harmony with it. Brown (2007) argues that while soft Baroque music is played, one can get many materials because the alpha waves increase in the brain and blood pressure and pulse rate decreases. This makes students feel relaxed and smarter.

3- Elaboration

In this phase, students express and reflect what on they have learned through acting, singing, and playing games. The teacher may start the systematic elaboration when he or she first meets

students and provides them with the learning materials to use in preparing for the next step. During elaboration, the teacher should encourage students and give them space for freedom and creativity. The teacher uses many techniques such as reminding intonations, songs and plays to unify all the stages of desuggestive pedagogy during elaboration. Such techniques will help students get motivated in the difficult learning tasks in the lesson.

4- Practice Stage/ Production or Students' Performance

This is the phase where students spontaneously speak and interact in the target language without interruption or correction. According to Lozanov 1978 (cited in Brown 2007), the teacher starts practice with students after the second concert when students leave the class silently with instructions just to read the lesson once more before going to bed at night and when they get up in the morning. The purpose is to avoid any stress on students in this stage to give them space to practice or produce what they have learnt confidently and comfortably through various tasks like a range of games and puzzles to review and consolidate their learning.

Lozanov 2005 (cited in Arulselvi 2017) refers to the importance of applying the appropriate approaches when implementing the Suggestopedia LTM because it differs with adults, who need relevant effective techniques when they are exposed to long classroom sessions without movement, from children, who have more delicate brains than adults and need shorter classroom sessions to keep them away from the negative pedagogical suggestions for society.

2.1.3.1.3 Typical Key Features of a Suggestopedia Lesson

In Nosrati et al. 2013 (cited in Alhamed & Al-Jaf 2022), the researchers suggest six key features of Suggestopedia:

1. Saving a comfortable learning atmosphere.
2. Using the music.
3. Peripheral Learning.
4. Free mistakes or errors.
5. Limited homework.
6. Integrating music, drama, and art in the learning process.

Richards and Theodore (2001) believe that Suggestopedia includes some principles:

- Creating a rich sensory learning setting where students feel relaxed.
- The teacher's role is central in guiding students.
- Providing students with a positive expectation of success to feel self-confident.
- Utilizing a wide range of strategies like music, games, and drama, all of which should match the lesson theme to encourage students to actively get engaged.
- Utilizing a wide range of interesting materials to enrich students' knowledge.
- Providing students with positive suggestions based on images, music, and similar materials.

Since there is no single way to introduce Suggestopedia to students in class, ELTs can adapt it according to what works with students within the main original framework. In this way, Suggestopedia lesson features could be outlined in the following:

- Mother language could be used as a medium for the target language.
- Teacher-centred but with consideration to students' interaction.
- Comfortable environment, comfortable seats in a relaxing bright, and cheerful classroom.
- Integrating music (soothing music in the background), drama, and art in the teaching and learning process.
- The teacher gives positive suggestions and negative "de-suggestions."
- The teacher gives learners new identities with new names and new occupations from the target language.
- Peripheral learning.
- Free errors.
- Homework is limited.
- Printed translated dialogues, vocabulary, and grammar notes.
- The teacher reads dialogues, rhythm, and intonation in harmony with the music.
- Learners read dialogues just before going to bed and on getting up (homework).
- Diversity of classroom activities based on dialogues, including questions and answers, games, and songs.

ELTs can add or delete as they see suitable to their classes without deforming the original framework of Suggestopedia. They could implement Suggestopedia to work with skills other than speaking, adapting strategies where and when required.

2.1.3.1.4 The Role of the Teacher

The teacher has a key role in desuggesting or eliminating the psychological barriers that are in learners' minds when they are involved in the learning situation. The major goal is to help them overcome their learning barriers so that they can develop their communicative skills. So, the teacher is required to maintain students' motivation all the time to get them engaged in all learning tasks enthusiastically and actively. This requires the teacher to be a true believer in Suggestopedia as an effective LTM that supports the language learning process. Lozanov 1978 (cited in Colliander 2021) compares the teacher who uses Suggestopedia to the orchestra leader who keeps harmony among the team of music players. Likewise, the teacher keeps the learning atmosphere on track as he/she keeps harmony among students' relationships, actions, and interactions, all of which help students achieve the target learning outcomes. This also requires the teacher to be a well-prepared professional who has a meticulous and detailed plan to use in running the class.

Though Suggestopedia is a teacher centered LTM, the teacher does not act in a directive way. The teacher is no longer that instructor who always gives rigid instructions and tasks to be carried out but rather a father/mother or a partner with students who shares them activities, games, and songs. Bancroft 1995 (cited in Purba 2017) states that Suggestopedia develops a close relationship between teachers and students like that between parents and kids. Therefore,

teachers can give their students new names from the target language to use in learning tasks so that students can liberate their imaginations and become more creative and innovative. In this way, students can develop and improve their new linguistic identities by getting involved in learning tasks such as songs, role-plays, and games. The more they practice, the more they enhance their performance with the new identities and become more alert to avoid the mistakes they may have done before.

When the teacher is confident enough while speaking to students, they receive the impression that learning will be easy and that they will enjoy learning the target language. This impression makes them feel more secure and thus, they can learn spontaneously without having any stress to make errors. Torud 2005 (cited in Majali et al. 2020) points out how Lozanov emphasizes the importance of creating an attractive learning atmosphere that offers students a spontaneous learning experience where students feel confident, comfortable, and relaxed to be motivated for learning.

Cramér (2011) states that Suggestopedia works on both conscious and subconscious levels of the mind. To develop and improve unconscious language learning, teachers must create a well-prepared learning environment which is decorated with cheerful and colorful posters and visual aids. Cramér refers to the importance of the mental and the physical state of relaxation to achieve satisfactory results. That is why teachers need to focus, not only on the conscious level of the students' brains, which is responsible for activating their short-term memory but rather on their subconscious level, which is responsible for their long-term memory. In this way, students can acquire and maintain more information. Therefore, to enhance the effectiveness of

implementing Suggestopedia in ODL language classes, teachers are required to bear in mind the conscious and subconscious state of mind of their students which must be in pace with the verbal and non-verbal stimuli that push them to get engaged in learning.

Teachers are required to know, not only the techniques and strategies they need to carry out when they implement Suggestopedia, but they also need to be fully aware of the full LTM so that they could enable their learners to improve their achievements in the ELSs, otherwise, they will impact them negatively. Lozanov 1992 (cited in Arulselvi 2017) sets up some principles to be taken into consideration when implementing Suggestopedia:

1- Teachers' priority should not be covering a large amount of learning materials.
2- Learning materials should be structured in the Suggestopedia style: global-partial – partial-global, and global in the part-part in the global, related to the golden proportion.
3- Teachers should be professionally reliable and credible.
4- Teachers should have a full expectation of positive results.
5- Teachers should nurture the human relationship with their students so that they are close to them when they participate in activities, games, or songs.

To bring a positive expectation of success, teachers need to integrate direct and indirect positive suggestions through varying their activities and employing dialogues, dramatized texts questions and answers, repetitions, music, songs, games, and translation. Richards and Rodgers (2014) have referred to the importance of creating and presenting a pleasant and joyful classroom where students learn, not only from the direct formal teaching by their teachers but

also from the class's relaxed and comfortable context. This starts with the classroom organization, the comfortable chairs, the surrounding posters and displays and the musical background, all of which are as crucial factors as the learning materials themselves. Moreover, they have referred to the teachers' tones and rhythm while reading the learning texts because they help students avoid boredom and distraction. This helps add emotions to the learning materials to make them more meaningful and help students comprehend them easily. Stevick (1982) argues that there must be training for teachers on how to read dialogues in a distinct way where their voice tones, intonation and reading rhythm are appropriate so that they can help students comprehend the learning materials. Dhority 1991 (cited in Majali et al. 2020) has also referred to the use of music in Suggestopedia as one of the most important contributions of Lozanov as it is ideal for creating a mentally relaxed state of mind and improving students' cognitive processes. Racle 1978 (cited in Majali et al. 2020) states that Suggestopedia is the only LTM to use music as an integral part of the process of language teaching and learning. The same views have been adopted in many studies which have pointed out the important influence of music and the rhythm element in Suggestopedia on students' language learning (Caskey 1980; Schuster& Gritton 1986, cited in Majali et al. 2020).

ODL is a helpful learning form which provides teachers with useful tools to employ and adapt to make Suggestopedia more effective in their classes. Thus, they have the luxury to vary the setting as they see suitable for their students by giving them the chance to choose their favorable learning places in their houses, relaxing on the comfortable seats they choose for themselves. Moreover, they can provide them with as many settings as they can by surfing the

internet and showing them more ideas about how to choose and make up their relaxing and comfortable learning places. They can also use as many visual backgrounds as they like to attract students and motivate them to get engaged in the ODL tasks. Additionally, they can easily vary the pieces of music to suit their students' interests while learning and even give them the luxury to choose them. ODL also helps students get rid of their stress as they have no direct contact with their classmates or teachers, especially when they make mistakes while learning. In this way, teachers can think of more ideas to incorporate to make Suggestopedia more impactful in their ODL classes.

2.1.3.1.5 Criticism of Suggestopedia

It was not until 1980 that Suggestopedia was met with mixed views some of which affirmed it to be an effective LTM for second language speakers and others that carried some criticisms of the theory. For example, in 1980, UNESCO positively recommended it and suggested maintaining Lozanov's original form of Suggestopedia, withdrawing Suggestopedia variants that had begun to appear and calling for immediate systematic training for teachers on Suggestopedia (UNESCO 1980). However, Suggestopedia has been criticized by some psychologists. Richards and Rodgers (2001) have criticized Suggestopedia for being a pseudoscience which is defined as a set of theories, beliefs, or methods that some people claim to be based on scientific facts even though in reality they are not (Hornby 2005). Lukesch (2000) has also criticized Suggestopedia for lacking scientific support and being based on pseudoscience. However, in response, Lozanov (2006) claims that Suggestopedia cannot be compared to a placebo which he considers effective.

Baur (1984) has criticized Suggestopedia for neglecting crucial factors of SLA as students only receive input through musical-emotional backing while listening and reading. In this way, the input is conveyed to students only through listening, reading and musical emotional backing and thus, it neglects the other vital factors of language acquisition. However, many studies have been conducted to prove that there is a chance for ELTs to adapt Suggestopedia to include speaking and writing and facilitate language learning in many ways (Colliander & Fejes 2021; Magdalena 2022; Majali et al. 2020).

Uschi (1989) has criticized the obscurity of Suggestopedia as Lozanov himself could not clearly explain what the teacher is required to do in the actual Suggestopedia class. Osman (2017) has argued that Suggestopedia is a difficult LTM that requires specific skills to teach, and teachers may be unsure about what they should do in the classroom. However, the criticized obscurity of Suggestopedia could be exploited in favor of teachers as they are not restricted to specific strategies or techniques that might work for some students and not work for others. Thus, they can innovate and create what they think is workable and effective for every learning setting and situation they may come across within the original framework of Suggestopedia. This can be done by training teachers to acquire the necessary skills to implement Suggestopedia, especially in the ODL setting.

Apriana and Islamiyah (2011) have criticized Suggestopedia for having some limitations that have to do with various aspects such as curriculum, finance, students' numbers, and motivation. Thus, in developing countries, for example, where it is difficult to accommodate students' numbers in classes, it is hard to utilize Suggestopedia in such learning environments. Still, ELTs

could establish language clubs in which they can control and overcome such challenges when they implement Suggestopedia.

Suggestopedia is also criticized for being based on the infantilization of learning (childishly treating students) and this may not suit all curricula at different levels and may be also rejected by students of different ages. However, teachers can vary their strategies and techniques to adapt Suggestopedia to suit different learning settings and situations at different learning levels. They can also incorporate and integrate all learning factors to effectively convey their input, and help their students improve their ELSs.

Some ELTs may criticize Suggestopedia for taking a long time and a lot of materials to deliver one lesson. However, when they become familiar with the method and regularly practice it in their language classes, they acquire new skills which enable them to adapt, modify and use different patterns to keep track of their achievements. Besides, once they prepare the required materials, they could repeatedly use them for their courses which may require a little adaptation later according to the new learning settings and situations.

Overall, compared to its disadvantages, Suggestopedia's advantages could be said to have the upper hand in having favorable results in language acquisition as discussed above in many related studies. Thus, Suggestopedia helps students acquire language faster than other LTMs, absorb more input in the target language and become able to produce it comfortably with self-confidence. It also helps ELTs to be creative enough to think of more enjoyable strategies and techniques to suit their students and achieve their aims.

2.1.4 Learning factors (Setting, Input, Interaction and Motivation)

According to Ellis (1985, p.327), SLA is impacted by factors related to the learner and the learning situation such as "gender, age, aptitude, intelligence, cognitive style, attitude, motivation and personality." Lightbown and Spada (2006, pp.58-74) have mentioned some learning factors such as "intelligence, aptitude, learning style, personality, motivation, culture and age." To Ellis (2008, p. 204), these factors could be 1) external factors which impact language learning socially, psychologically, and linguistically, 2) internal factors which are related to learners' knowledge that directs them to learn the language, and 3) individual factors that address learners' aptitudes. They can be also categorized into 1) human factors, 2) situational factors, 3) experimental factors and 4) abnormal factors, all of which symbiotically interact to psychologically influence language learning. They all help explain how learners acquire another language (Griffiths 2017). Uden, Sulaiman and Lamun (2022) tackle some learning factors which influence students' attitudes and readiness towards active ODL, concluding that computer skills, learning preferences, prior knowledge and motivation have a positive influence on students' learning. In Li et al. (2022), the researchers claim that learning interaction influences and improves the quality of ODL.

This study focuses on the setting, input, interaction, and motivation learning factors. The researcher has selected these factors as he assumes that they have an interrelationship which addresses the psychological aspect that is required to allow students to get rid of their stress when learning, urge them to positively adapt their attitudes towards learning, meet their learning needs and interests, and trigger their motivation to get involved in the learning tasks, not only

in the ODL, but also in the physical and hybrid settings, all of which are required to create the optimal learning environment to effectively improve students' achievements in the ELWS.

2.1.4.1Setting

Ellis (2008 p. 286) defines the learning setting as "the milieu in which learning occurs" and its impact on SLA which varies according to the different opportunities provided in various settings. This learning becomes a success when the setting varies to provide the ELLs with various opportunities to learn interactively and comfortably. Closs, Mahat and Imms (2022) argue that the learning setting and its interdependent influence students' learning experiences. To Fernández and Cairns (2011), stimulation from and interaction with the environment are necessary criteria for language development. It is worth saying that in the ODL setting, there are more chances for ELLs as it can provide them with the required motivational learning environment to achieve different results and high expectations. This can be done when ELTs professionally design suitable settings that pay more attention to ELLs' different speeds and rates of learning, considering their cultural backgrounds and learning interests and needs. What distinguishes the ODL from the face-to-face setting is the luxury it provides to design different and various learning scenes by providing ELLs with opportunities to access different ODL authoring tools and connect to various online networks. Thus, ELTs can design a natural learning setting where their students can directly interact with native speakers or be exposed to authentic real-life situations where they can be motivated to get involved in real practices. Through this kind of informal and subconscious learning in the ODL setting, ELTs can develop their students' ELSs and improve their achievements to be much better than those achieved in

formal or artificial situations occurring in face-to-face classrooms where the learning is the conscious type which concentrates on the articulation of principles and rules. In other words, natural learning settings give ELLs space to achieve better functional proficiency which is the spirit of communicative interactions whereas instructional learning settings achieve higher linguistic accuracy. Chances for natural settings in the ODL setting are more available than those in face-to-face or physical classrooms. The nature of the social interactive settings provided to ELLs in the ODL setting determines its influence on their achievements in the ELSs.

Just as the setting refers to the learning environment which includes all the surroundings in which learning occurs, it could be a very wide yard that may embrace a lot of factors that have been referred to in previous literature as being influential in the process of language teaching and learning either in face-to-face or ODL classrooms. Ozerem and Akkoyunlu (2015) state that to promote effective learning, it is important to design a learning environment which considers learners' characteristics like learning styles, motivation, and interests. In Cheung et al. (2021), the researchers claim that shaping future learning environments with various pedagogical and smart innovations could optimize learners' ability to learn. Thus, the ODL setting, which is the core target of this study, is a chance for ELTs to master the ODL language classroom more appropriately and influentially as they can control the learning environment and provide students with whatever they think suitable to meet their learning needs and interests in their language teaching and learning process. Thus, they can give their students the luxury to access as many educational platforms as they like if they are considered helpful and useful to achieve the aspired educational outcomes. The same could be also applied to the suitable social media,

online blogs, and online authoring tools that prove to have a positive effect on improving students' performance and achievements in the ELSs in the ODL language classroom.

The real challenge lies in how to identify, define, select, employ, incorporate, and integrate the compatible aspects that could work together to constitute a whole unit that is influential and effective in driving the learning content in the ODL setting. Meeting this challenge will help change ELLs' attitudes towards language learning in the ODL setting. This needs ELTs to have full knowledge of all the interfering aspects, starting from pedagogy, IT skills, digital curriculum and content, online educational authoring and driving tools, available potentials, students' IT skills, students' learning needs and interests, students' levels in English, students' attitudes towards ODL, and students' attitudes towards learning English in the ODL setting. This means that the task is not an easy one as it requires training courses on how to enrich ELTs' knowledge with the required pedagogy, how to improve their skills, including the twenty-first-century skills, how to appropriately collect the required data and use it effectively in diagnosing and planning in this situation, and how to meet the sudden upcoming challenges in a way that guarantees no interruption to the whole ODL process. However, the setting alone cannot facilitate SLA unless it is integrated with other learning factors that help learners in their language learning journey.

2.1.4.2Input

The first impression that a person may have when he or she first meets with the term "input" is the amount of data that is put into a computer to be processed and saved for being recalled later when needed. Input is the information fed into a data processing system or computer.

Anyone who has an idea about how a computer works knows for sure that if this amount is within the computer's capacity, it will take no time to go through all these data processes and thus, the computer works properly and can handle any task on time. The more the input is compatible with the computer, the better the computer's performance is. By "compatible" it is meant that the input data is suitable for the computer's features, including its version, capacity, RAMs, memory, and speed.

Likewise, in TESOL, the "input" here refers to the amount of the English language content that is used in such a way as to enable ELLs to learn and acquire the English language by means of receiving, processing, memorizing, keeping in mind in short or long-term memory, and producing it when needed in situational events. Thus, it could be also defined as a component of production. The more the content is suitable for ELLs, the better they learn and acquire the English language. In other words, when the ELT selects the optimal English language materials that are adequate enough to give ELLs the knowledge they need to absorb what they are learning, bearing in mind that they meet their cultural backgrounds, identities, and learning interests and needs, the more these ELLs are motivated to interact and exchange their learning experiences to enrich their knowledge and extend it outside the borders of the learning environment. In addition, if all these are considered in terms of the suitable setting, it gives high expectations of ELLs.

Input is essential in language learning. Schwartz (1993) believes that the input feeds an innate system to help develop its growth. Language learning occurs through exposing learners consistently, casually, and formally to L2. The more ELLs are exposed to suitable input, the

more chances they have for learning. There are more chances for the initial process of intaking if ELTs utilize proper methodologies in an appropriate learning environment. Moreover, these chances increase, if the input is proper, recognizable and it contains easy-to-connect words at first (exposing students to simple words and grammatical forms first and then gradually adding some challenging ones to take them to the Zone of Proximal Development (ZPD) where they can use and develop their innate linguistic skills for language processing.

Keating (2015, p.3) defines input as the "language exposed by the learner." It can be taken as a central concept that can determine how interaction occurs in the process of language learning and acquisition. Thus, ELLs can be exposed to two forms of language: a) a non-interactive form like that found in reading texts or listening audios or b) an interactive form that is found in communicative practices like conversations (Ellis 2008). The amount of input the learner is exposed to during the process of SLA determines its quality and could create a significant difference if the language spoken by the community differs from the acquired one. According to Wang (2010, p. 3), "only when an utterance is understood, its meaning could be stored in long-term memory." To understand it, it must be introduced in an authentic language that is set up to hit specific social purposes in the "language community in which it is produced" (Cook 1991, p. 93). Krashen and Mason (2020, pp. 1-2) believe that "optimal input" results in more subconscious language acquisition as it promises to be more interesting for both students and teachers. Krashen (1982) believes that if the input is authentic, interesting, adequate and in a sufficient quantity, and comprehensible, not grammatically sequenced, then it is optimal and it can play a vital role in high-quality SLA. This means that the quality of the input that ELLs are exposed to determines the quality of their SLA. In other words, ELLs may have better

opportunities and the mechanism of their SLA may be faster if they are exposed to linguistic contents that are interesting, real-life, adequate in quantity, close to their competence and represent their daily interactive practices.

2.1.4.2.1 Comprehensible Input

Carroll and Meisel (1990) state that if the input content is far beyond the learner's linguistic competence and that he\she cannot keep up with the rate of exposure, he\she will fail to comprehend and consequently, acquire. This means that the teacher should make sure that the learning materials he\she selects for students must not be so demanding on them to give them space to keep up with it. Carroll and Meisel (1990) have concluded that the meaning of an utterance or a sentence can be stored in long-term memory only when it is comprehended and processed by the learner. Snow (1977) points out that though proficiency results from a high rate of exposure to L2, however, that sheer exposure may not help without comprehension. Krashen and Mason (2020) claim that the learner's brain filters the information or input provided by the outside world in such a way as to pass only the comprehendible part and make it the learner's intake, while the incomprehensible part takes too much effort to be filtered out because it hinders acquisition and frustrates the learner. However, Corder 1981 (cited in Al-Sobhi 2019) explains that input is what goes in, while the intake is what is available to go in. Thus, not all linguistic forms that the learner is exposed to are qualified to be the required input for learning or acquisition. If the learner cannot process certain language forms, then it is impossible to pass or become the intake but rather the output. This means that learning will never occur without comprehension which in turn precedes production.

Krashen 1985 (cited in Purba 2018) believes that learning effectively occurs when you add one level of difficulty to the learners' current level. This is what is known as Krashen's "I+1" hypothesis ("I" is the learner's interlanguage and "+1" is the next level of language acquisition). According to this hypothesis, SLA occurs when learners understand input with "I+1" grammatical forms (more advanced than their current level). In this way, learners automatically attain the right level of input when interlocutors make themselves understood in communication. In other words, SLA relies on comprehensible input. In Johler et al. (2022), the researchers believe that to improve the quality of teaching English, all teachers need to enrich their knowledge and improve their professional development by learning about Krashen's hypothesis about comprehensible input. Park (2002) states that comprehensible input leads to the acquisition of the features of the target language. Taking this view into consideration, ELTs should make sure that their students in classrooms are provided with comprehensible input through appropriate language materials. However, comprehensible input alone cannot be sufficient for SLA (Harley & Swain 1984, cited in Zhang 2009) because the processing of comprehension (understanding meaning that is conveyed by sentences or utterances) differs from the processing of production (using a linguistic system to express meaning) (Swain 1985, cited in Al-Ghazo & Ta'amneh 2017).

In short, ELTs should bear in mind the distinction between the "input," which refers to all exposure to the language and "intake," which refers to what is internalized (Gass & Selinker 1994). Thus, they can recognize that not all input results in direct language learning and that without comprehending the language, learning does not occur. It is important to refer to the importance of input in writing as it is essential for the retention of combining sounds and

symbols. That is why extensive reading programs are often recommended in L2 classrooms because print-rich materials such as displays, posters and books are helpful to visual learners as they relate the sounds of words to the way in which they are written. This also helps in the encoding process and in the intake of unfamiliar words. The role of input is to intake, process, accentuate, retain, enhance, and expand the cognitive skills of ELLs through the myriad processes that occur through decoding, internalizing, and applying the new information.

2.1.4.2.2 Authentic Input

Authenticity has many meanings in literature. It is the language that is designed by native speakers for native speakers in a specific language community (Porter & Roberts 1981) "to fulfil some social purpose in the language community in which it was produced" (Little et al. 1989, p. 27). It is the language that is created by a real speaker or writer for a real audience to convey a real message (Morrow 1977 & Swaffar 1985). Van Lier (1996) defines it in terms of the mutual interaction between the teacher and students. Breen (1983) identifies it as the types of selected tasks and the social situations in the classroom. Kramsch (1998) relates it to culture and the way to think or act like a target language group to be recognized by them. Therefore, perceiving authenticity can be situated in either the materials introduced, the participants who interact, the cultural situation and purposes of the communicative interaction, or some combination of them all. Thus, authenticity is not just a matter of being related to native speakers but also communication and interaction. In the classroom, the real purpose of the authentic material is communication not teaching. Skiada (2021) refers to the importance of authentic texts in language learning as it has become a leading feature of language teaching materials.

2.1.4.2.3 Adequate Input (Sufficient in Quantity)

The input is a vital source in language learning. If it is sufficient, it helps ELLs' language development progress smoothly. It also helps them acquire the necessary knowledge to express their ideas clearly, accurately, and fluently in authentic situations. For ELLs to profit in language learning, they must be provided with the optimal amount of input, which is claimed by Krashen (1982) to be in a sufficient quantity. Thus, Krashen's "optimal input" needs to contain rich language that is affectively and cognitively appealing and linguistically accessible. This could be done by encouraging students to read story books or listen to them via audiobooks or podcasts, watch them as movies, and share ideas and feelings through all available interactive channels. When students have positive and pleasurable experiences with the input, they will have the energy to immerse themselves in language learning through listening, reading, watching, and interacting. Students can learn better and more easily if they are provided with the optimal amount of input. Borro and Scolaro (2021) suggest a proposed modified-elaborated input to be optimal and appropriate input in a second language in the ODL setting.

2.1.4.2.4 Interesting Input

The input must cater to ELLs' needs and tastes. Thus, textbooks and learning tasks must be interesting and not boring or time-consuming. Gilmore (2007) states that authentic materials succeed to motivate ELLs if they are appropriate for the subjects in question and are exploited effectively in classrooms. Ellis and Shintani (2014) and Nation (2007) suggest that learners should be interested in what they read or hear. Thus, teachers, administrators, suppliers, and institutes should all cooperate to make the input interesting for the benefit of the students.

ODL is a good chance for ELTs to vary the input by providing students with various networks to access. The more these networks vary, the more they give students chances to be exposed to interesting input that meet their learning needs and interests. This helps introduce the input in a more motivational way that could address students' learning needs and capacities as well. Thus, they can make use of the available online learning tools to select and vary the adequate comprehensible input which they can digest without much effort they exert in face-to-face classes. They can also have the luxury to expose their students to authentic inputs in the ODL setting to help them improve their ELSs through communicating with other ELLs or dealing with online real-life situations. This makes the selected input more interesting for them to absorb and put to real use. Westbrook (2023) claims that the input format (video versus audio) has an impact on written performance in a listening-into-writing assessment.

2.1.4.3 **Motivation**

Motivation is one of the influential factors that affect the quality of learning (Hadre et al. 2007). It is the trigger that fires students' excitement to learn. According to Guay et al. (2010, p. 712), motivation is "the reasons underlying behavior." Gredler, Broussard and Garrison (2004, p. 106) argue that it is "the attribute that moves us to do or not to do something." It is the teacher's tool to arouse, guide, direct and control students' abilities, and energies to get involved in their learning activities. Taylor and Nolen (2008) believe that teachers can influence students' motivations by means of instructions, assessment, and feedback. When teachers vary their motivations, they can arouse students' desires to learn, encourage them to seek more sources of learning and enrich their knowledge through getting involved in various learning experiences.

To Lo et al. (2022), motivation and learning experiences impact students' cognitive learning outcomes while engaging in academic service learning. They provide educators with insight into how to enhance their teaching pedagogy. Gardner and Lambert 1972 (cited in Hong & Ganapathy 2017) state that the learner's attitude towards learning the target language relies on language learning motivation. Thus, it has a powerful effect in controlling students' attitudes and directing them towards or against learning. This means that motivation is the trigger of specific behaviours.

Hong & Ganapathy (2017), in reporting Gardner's study, highlight that in 1985, p.10, the researcher claims that SLA motivation is based on "how far the individual works or manages to learn the target language because of his/her desire to learn and the satisfaction he/she experiences in this activity." To Gardner and MacIntyre 1993 (cited in Dörnyei Zoltán 2010), motivation is effort, desire, and attitude toward learning. Rivers (1981, p. 73) explains Skinner's operant conditioning model in which he considers all types of learning occurring because of "reinforcement and reward." Thus, human behaviour results from an interactional stimulus-response process. Watson confirms this, referring to learning as resulting from an interactional process between the stimulus and response (Johnson 2001). In this context, language learning is a behavioral response to certain external stimuli that the learner comes across when he/she interacts with the surrounding environment. These external stimuli may be conditioning, reinforcement and punishment, all of which are introduced in Behaviorism. Moreover, language learning, as argued in Gagné et al. (1993), could be a constructive process when the learner relies on his/her prior knowledge to select and organize the informational input that enables

him/her to distinguish what is appropriate to use and express attitudes towards learning which depend on the outcomes of his/her endeavors. Arousing the learner's abilities to start learning, depending on his/her prior knowledge, needs specific motivations so that he/she could go on and select from the target language the suitable forms and give them the proper functions to use in different situations in the proper way. Thus, students' attainment is closely related to the motivations to which they are exposed. Suliman (2006) refers to the unfavourable attitudes which students take towards English learning in high schools in certain areas in the UAE because of the instrumental motivation they come across. Keblawi (2005) refers to teachers' responsibilities for demotivating their students in the UAE and leading them to have specific difficulties in vocabulary, spelling, and structures when they learn the target language. To Wardani et al. (2020), students' learning achievements increase when their learning motivation increases. The same has been also claimed by Magis-Weinberg et al. (2021).

Seifert and Sutton (2010) present an analytical framework in which they discuss six major theories of motivations and their sources, organizing them into topics as:

2.1.4.3.1 Motives as Behavioral Change

Deci and Ryan 1985 (cited in Hong & Ganapathy 2017) distinguish between two types of motivations: "intrinsic" and "extrinsic." The intrinsic motive refers to what is within the individual that is driven by interests, desires, or pleasure. The extrinsic motive is controlled by reinforcement contingencies. According to Long (2011), intrinsic motivation is where the task itself is satisfying to motivate students to get engaged and complete it for its own sake, while extrinsic motivation is where students are motivated to complete tasks because of external

rewards. Both intrinsic and extrinsic motives are influenced by the individual's beliefs, conceptions, values, actions, needs and interests. Lepper and Greene (1975) argue that in tasks that include both types of motivations, the extrinsic undermines the intrinsic and becomes more salient. Weiner (1990) points out how behaviorists emphasize the role of extrinsic motivation while cognitivists focus on intrinsic. However, it is important to realize the importance of balancing both types during the teaching and learning process. Thus, teachers should be aware of their students' inner motivation and outward behaviour so that they can equate them the most they can in such a way as to make it easy to guide and influence in constructive directions. Deci, Koestner and Ryan (2001) claim that to achieve this level of balance between both types of motivations, it is important to thoughtfully select extrinsic rewards. To Duckworth and Gross (2020), behaviour could be changed for the better by strategically modifying objective situations, where we focus on how we construct appraisals, and how we enact responses. These strategies could be initiated either by the individual or by others. Many studies have been conducted on behavior change methods and techniques (Kok et al., 2016; Michie et al. 2013, 2018).

2.1.4.3.2 Motives as Goals

The different motives students already have, constitute their attitudes towards learning and determine the nature of the goals they put for themselves to help them achieve their academic achievement. In this way, these goals may have indirect negative or positive influences on their academic achievements. Ames (1992) defines a mastery goal as the individual's ambition to attain and improve a standard of competence to develop new skills or achieve self-improvement.

Thus, if students set up a mastery goal for themselves to be doctors, they will focus on the required skills which enable them to achieve this goal. Darnon, Butera and Harackiewicz (2006) claim that encouraging mastery goals has its positive effect that results in more sustained and thoughtful learning. On the other hand, to Elliot and McGregor (2001), performance-approach goals focus on the demonstration of competence relative to others. This means that if students set up a performance-approach goal for themselves, they focus on doing better than others, not necessarily caring about mastering the task. Thus, they can achieve a specific score on an exam which they think is higher than others, regardless it is a full mark or not. Urdan (2004) claims that competitiveness of performance goals often results in failure-avoidant goals (the desire to avoid performing more poorly than others do) that negatively impact students' academic achievement. Moreover, students can set up a social goal to establish a range of communication and social skills to interact with their classmates effectively. This social goal may have both negative and positive influences, especially when it is complex. Höpfner and Keith (2021) have concluded that failing to set high and specific goals causes a decrease in effect, self-esteem, and motivation.

2.1.4.3.3 Motives as Interests

Even though both are correlated to form students' personal experiences, it is important to distinguish between interest and effort. Hidi and Renninger (2006) explain that interest is the intrinsic motivation which causes students to focus on what they learn more than what effort does. To Garner et al. (1992), teachers should concentrate on arousing students' interests, either situational or personal, and keep their efforts within reasonable bounds as well. Moreover, they

should avoid providing students with any irrelevant resources that may mislead or distract them and provide them with new materials that have triggering and stimulating features. To Wild (2022), there is a need to understand the development of motivation, like subject interests to identify influence factors because there is a correlation between motivation and learners' behaviour, like the learning process, achievement or dropout exist.

2.1.4.3.4 Motives as Attributions to Success

Weiner (2005) explains that attributions reflect personal beliefs about the main reasons of success and failure. Thus, the nature of attributions influences motivation itself in several ways in terms of locus, stability, and controllability. This means that teachers should provide their students with the appropriate conditions of learning to influence their attributions. Some studies reveal that attribution-based interventions foster academic attainment among at-risk students (Hamm et al. 2020, Perry & Hamm 2017).

2.1.4.3.5 Motives as Beliefs about Self-Efficacy

According to Bandura 1997 (cited in Talsma et al. 2021), the theory of Self-Efficacy highlights the individual's belief in his or her capacity to execute the necessary behaviors to produce specific performance attainments. It explains how beliefs about students' personal capacities influence motives because they explicitly explain them. Hence, it is important to realize the discrepancies between a person's self-efficacy belief and a person's ability which can lead the person to have motivational problems. Self-efficacy can have positive or negative effects on students' selection of tasks, their persistence at tasks and their responses and reactions to failure. There are many resources from which Self-efficacy springs such as prior experiences

of mastery, observing others' experiences of mastery, social messages, persuasion, and emotions that have to do with success, stress, and discomfort. Schunk and DiBenedetto (2021) state that self-efficacy is an important motivational personal construct as it could impact choices, effort, persistence, and achievement. It affects and is influenced by behaviors and social variables.

2.1.4.3.6 Motives as Self-Determination

Deci, Koestner and Ryan (2001) believe that human motivations spring from three main human psychological inner needs: 1) autonomy which refers to the desire to get rid of external constraints or restrictions on behavior, 2) competence which refers to the need to have the potentials and feel capable of or skilled, and 3) relatedness which refers to the need to make social relationships to get connected or involved with others.

Keeping in mind all the above-mentioned principles leads to thinking of two basic sources of motivation; students' expectations to succeed and the value they set in goals which Wigfield, Tonk and Eccles (2004) define as the expectancy-value model. This model is important as it implies how to arouse students' motivation to learn positively. When teachers are professional, they can help their students set clear criteria when they set their goals, develop them, build up models, vary work, reflect on their work, make notes and comments, critique, identify areas where they need improvement, realize, and identify values, figure out and suggest solutions to challenges, exchange feedback and experiences, make decisions and seek success.

Just as motivation is the generator of students' learning process, educationalists need to set up a framework that is concerned with the dynamics of various ways that tackle students'

motivation in terms of pedagogical and psychological perspectives and theories to formulate new effective strategies and techniques that help students learn actively, positively, and independently inside their classrooms and outside them. Therefore, this framework should define certain sources for students' motivations and explain how to address them through these ways and processes so that teachers can improve their practices and overcome any challenges they may face or any failure they have already come across in the past due to their lack of knowledge about the new generations of learners who have new scopes, desires, and attitudes. This will emphasize the close relationship between motivation and psychological education that is responsible for identifying, determining, and implementing the best appropriate methodologies and strategies in teaching and learning, especially in the ODL setting. In this context, teachers should be aware of how to generate these workable and energetic motives for learning and formulate them in such a way as to guarantee the success of their implementation in all teaching and learning practices. This requires them to pass through certain processes of grasping, originating, formulating, addressing, evaluating, and redesigning to take advantage of all available potentials to empower students to learn enthusiastically. Szulawski, Kaźmierczak and Prusik (2021) state the impact of basic psychological needs like competence and relatedness on the individual's performance with the simultaneous presence of external incentives.

However, it is important to refer to the close relationship between the teacher as the motivator of students' learning and students who are empowered to take responsibility for their learning. This requires the idea of motivation to be extended to include and be handled in terms of, not only students but also teachers themselves to empower them too to be innovative and creative

enough to develop their pedagogical practices and promote their performance to effectively trigger their students' motives. So, it is necessary to save teachers the necessary relaxing psychological environment that is free of pressure, stress, and anxiety to help them have more confidence and deal with teaching as a mission, not as a job, so that they can effectively overcome challenges, deliver high-quality teaching, and expose their students to rich valuable experiences that develop and improve their skills.

2.1.4.4 Interaction

Zhu (2013), in reporting Allwright's study, defines interaction in 1984, p.156 as the "fundamental fact of classroom pedagogy" because what occurs in the classroom takes place through a process of "live person-to-person interaction." To Gass and Selinker (2001), interaction refers to the exchanges that take place among participants in a conversation when both parties need to interrupt the flow of conversation to understand an utterance that has not been entirely understood to comprehend what the conversation is about. This difficulty in understanding may occur frequently because of many factors such as phonology, syntax, vocabulary, contexts, or even cultural background. According to Swain 1985 (cited in Al-Ghazo & Ta'amneh 2017), through interaction, learners can receive more or different input that enables them to have more chances for output. To Fernández and Cairns (2011), children will not develop the language if there is nobody to interact with. Therefore, interactive input and interactive experience are two vital points in language acquisition. Thus, learners can have chances to understand and use the language that has been incomprehensible through interaction. Long and Robinson 1998 (cited in Chen & Li 2022) believe that comprehensibility of input

is increased during interactions in L1 and L2 because the negotiation of the meaning of words heightens the cognitive ability of the speaker into using more schema and creating more cognitive and linguistics connections.

According to Van Lier (2004, p. 141), language learning could be "more comprehensible by engaging learners in meaningful interaction." When learners are engaged in challenging tasks, they work hard to understand each other's messages. Long 1996 (cited in Chen & Li 2022) stresses the key role of negotiation for meaning which facilitates SLA because it connects input, internal learner capacities, especially selective attention, and output in productive ways.

Interaction can be defined in terms of two distinct types: 1) internal or intrapersonal, referring to what occurs in the mind where learners respond to certain phenomena and manage to understand and construct new meanings of the knowledge, they acquire through interactive tasks like reading and 2) social or "interpersonal" (Ellis 1999, p.1), referring to learners' communications with each other either in face-to-face or technology-integrated-medium interactions. SLA may be influenced by interpersonal interactions through which ELLs can negotiate and facilitate the problems that are aroused during their communications or interactions. Long 1996 (cited in Farr & Murray 2016) refers to this interaction as the "Interaction Hypothesis" where "language proficiency is promoted by face-to-face interaction and communication." Language development can be determined by means of manipulating the input through interaction. In this case, when ELLs are exposed to a great deal of interpersonal interaction, their SLA process develops faster. It is important for ELTs to link the input and interactions together in such a way as to ensure that they have the necessary aspects that help

ELLs to get engaged actively and positively in learning tasks. This will have an influential impact on the development and success of the SLA process.

Dixson (2010) investigates how learning activities and/or interaction channels could impact students to get more highly engaged in ODL. Results reveal that no specific activities could work separately to achieve this higher engagement. The study provides some suggestions to properly incorporate meaningful multiple communication channels to encourage active learning through student-student and student-instructor interactions that are correlated with higher engagement in the ODL course. Yang (2011) emphasizes the positive impact of the mutual interaction between the teacher and students, developing an ODL system for language learning where teachers and students are supported to communicate synchronously and asynchronously in and after class. The study reveals how students are affected by the ODL system that improves their language learning and usage. It also shows how it helps teachers monitor and defines their students' challenges, providing them with further scaffoldings to get over them.

However, Moore and Kearsley (2012) claim that effective ODL instructions need not only understanding interaction but also using technology to facilitate that interaction. This means that ELTs should distinguish between interaction in face-to-face classrooms and ODL interaction because learners' attitudes in each type are different and consequently, they need adaptation to the learning environment. Thus, ELTs cannot use the same materials they use in face-to-face classrooms in ODL classes without thinking of the optimal ways to adapt them so that ELLs in the ODL setting have an engaging and enjoyable learning atmosphere where they can positively and enthusiastically interact. This adaptation relies on the nature of the learning content

delivered, the type of ODL drivers used, and the context in which the interaction occurs. To Kuleshova et al. (2020), there are many essential elements that could make ODL effective like interactivity, simplicity, the speed of student-teacher interaction, platform flexibility, and quality control.

2.1.5 Writing

2.1.5.1 The Nature of Writing

Writing is one of the most complex tasks for students. It is one of the most complex skills to be mastered (Tillema 2012). This is because students do not receive the writing instruction as required (Graham 2019). Students may dislike writing for many reasons. First, writing is a threat for them as it leaves a more lasting and permanent record of proficiency than the other language skills. They may fear making mistakes such as those in grammar and spelling. This fear appeal negatively impacts their academic performance (Belche, Wuthrich, & Lowe 2022). Second, students may have a negative feeling that they do not have sufficient knowledge of the language that enables them to express their ideas freely and comfortably. Students find writing challenging because they need to generate the content for their writing pieces by retrieving from their memories (Graham & Harris 2003, cited in Santangelo 2014). Third, they may think that they must achieve formal correctness at their first attempts at writing so that they avoid embarrassment and feel self-confident. For ELTs, especially in the ODL setting, the task becomes harder. Kenta and Bosha (2019) argue that there are some constraints that impede the writing skill during the English classroom like students' poor background about the writing skill,

their lack of understanding, their lack of motivation towards it, and lack of classroom facilities and appropriate teaching materials. Therefore, ELTs are required to exert more effort to develop this language skill and improve it with their students, using all possible pedagogical approaches to teach them how to have the required self-confidence to write with coherence and cohesion and keep to all other writing aspects, not fearing making mistakes. This requires ELTs to make the task interesting to their students. So, they need to figure out the optimal ways to motivate them and make them aware of how to get involved in effective writing. To Graham (2019) the writing skill does not develop naturally. To effectively write, students need to receive adequate practice and instruction. This means that they need to develop the writing skills and subskills to fulfil such purposes by employing such strategies as notetaking, summarizing, narrating, and reporting for various life-like situations, employing various linguistic means to achieve coherence and cohesion in the written text.

Writing is one of the four main skills in language which indicates how active and productive the language learner is to interact with other people by delivering messages to them in the form of written texts. It has so many definitions. Byrne (1997) states that writing is using graphic symbols in an arranged way according to specific conventions to produce a sequence of sentences and statements that are arranged and linked together in a specific way. Situmorang & Panggabean (2022), in reporting Brown's study, highlight that in 2001, p.335, the researcher states that the "written language is simply the graphic representation of spoken language." Thus, the writer needs to bear in mind the spelling of each word, the cohesion (structure or grammatical rules to make correct sentences and statements) and the coherence (linking ideas

and arranging them in paragraphs to deliver meaning). Raimes (1983) defines writing in terms of communication, claiming it as an integral part of communication which is used by the writer when the other party is not there to listen to words or look at gestures and facial expressions. In this case, the writer is required to be careful to deliver clear and comprehensive writing to avoid misinterpretation by the reader who is not present to receive direct feedback. Jannah (2013) claims that writing is an indirect means of communication which the writer uses to convey specific information to others. Nation (2009) argues that writing is an activity in which receptive words in the other skills of listening, speaking, and reading could be usefully put into productive use. This gives writing superiority to be the highest skill language learners could reach because they are not able to write unless they pass the other three main language skills of listening, speaking, and reading. Situmorang & Panggabean (2022) in reporting Harmer's study, highlight that in 2004, p.33, the researcher believes that "writing is a useful preparation for some other activities like discussion." Harahap & Rambe (2019), in reporting Nunan's study, show that, in 2003, p. 88, the researcher considers writing both a "physical act," which commits ideas and words to some medium, and a "mental act," which invents ideas, thinks about how to express them, and organize them into statements and paragraphs to make them clearer to the reader. Sari and Sabri (2017) refer to writing as a kind of communication where writers could express and share their ideas, feelings, and thoughts. It is a skill to convey emotions, thoughts, and knowledge through written communication channels (Carter, Bishop & Kravits 2002, cited in Süğümlü 2020).

Based on the above-mentioned definitions, writing could be defined as a process of thinking where the writer invents ideas, arranges them in statements and organized paragraphs and puts them in a good form of writing to be easily conveyed to the reader to comprehend. Thus, writing could be realized in terms of being a productive means of communication that needs a special ability by the writer to convey ideas, thoughts, and messages in an obvious, organized, and comprehensive way that enables the other party to read and understand without misinterpretation, bearing in mind cohesion and coherence as its main features. The writer pours ideas into a visual form, using symbols and images (words and metaphors) to express his or her thoughts and feelings to communicate with other persons. The main purpose is to express and impress.

2.1.5.2 Teaching Writing

One important question for ELTs to bear in mind is how to motivate students to get engaged in the writing activity. Thinking of a satisfactory answer to such a question needs them to gear the writing activities to their students' needs and interests and link them to their real life as much as possible. This requires them to give their teaching some practical ideas to develop their students' skills and sub-skills. Thus, their ideas must be interesting, attractive, exciting, and applicable to real life so that their teaching is effective enough to get students involved in effective writing. Therefore, they need to select relevant writing activities like short notes, commercials, stories, letters, and postcards. To Graham (2019), students learn by doing. They need also to choose the relevant methodological approaches for teaching writing, bearing in mind how, where, and when to give more focus on communication rather than practicing mere

linguistic forms. Moreover, students need to learn grammatical rules by hearing and reading authentic texts, as much as possible, to improve their writing skills.

Writing instructions may be strict when teachers limit their responsibility to conveying rules and principles for exemplary writing, and students write in response to written texts by complying with the conventions of good writing. This is accompanied by grading for grammatical accuracy, effective organization, and content. Students in such writing instructions are shown to be competent in grammatical rules rather than having the required knowledge about a certain topic for writing. However, students' abilities must be developed to generate, plan, revise, edit and compose writing. This needs writing instruction to include the complete aspects of the writing process like invention, drafting, feedback and revision. Nunan 2003 (cited in Harahap & Rambe 2019) claims that writing instruction is based on a set of rules and principles which the teacher should relate to students who must follow to produce proficient writing. He sets some principles which teachers can use and adapt to many different learning situations:

1- The teacher's goals should match those of the educational institution.
2- The teacher's goals should make sense so that students' reasons for writing are clear.
3- The teacher should provide students with many opportunities to write.
4- The teacher should provide students with meaningful and helpful feedback.

Brown (2007) uses certain criteria to evaluate the teacher's lesson plan:

1- The teacher should give students a time limit to write.

2- The teacher should write as much as possible on a topic.

3- The teacher should write whatever comes into mind, regardless of whether it all makes sense or not.

4- The teacher should keep writing till the time is up.

5- The teacher should not be after neatness and correctness all the time.

2.1.5.3 Types of Writing

Ballman and Larsen-Freeman (1988) identify three categories of writing:

2.1.5.3.1 **Imitation Writing**

This type refers to the writer's ability to spell correctly so that he or she must have the basic skills to write letters and use punctuation in sentences. This could be found in elementary levels.

2.1.5.3.2 **Intensive Writing (Controlled Writing)**

In this type, the focus of assessment tasks is on the text's form and design. This is the stage of junior high school where students must have the skills to generate the appropriate vocabulary that matches the correct context, collocations, idioms, and language features.

2.1.5.3.3 Responsive Writing

In this type, students could perform a limited level of discourse and can create two or three paragraphs with connected logical sequence. Thus, the focus is on context and meaning that reflect the purpose of the written text. This level is intended for high school students.

2.1.5.4Extending Types of Writing

Brown 2004 (cited in Fatimah & Yusuf 2019) discusses the same idea and formulates four types of writing production:

2.1.5.4.1 Imitative Writing

In this type, students have the fundamental basic task that enables them to master the mechanic of writing so that they can correctly write letters, words, punctuations, and very brief sentences.

2.1.5.4.2 Intensive Writing

This type indicates students' ability to create and produce appropriate vocabulary within a context, collocations and idioms and keep to the correct structure of a sentence after mastering the fundamental skills at the imitative writing level.

2.1.5.4.3 Responsive Writing

In this type, the writer focuses on context and meaning after mastering the fundamental skills of creating sentences and focusing on writing objectives.

2.1.5.4.4 Extensive Writing

In this type, writers give more focus on the writing purpose, develop, and organize ideas and thoughts, make use of details to support ideas, demonstrate syntactic and lexical varieties and go through a process of many drafting to reflect and revise before producing the final edition. This level sums up the success of having all the skills in all previous stages and managing the

strategies to write for all purposes. This is a very advanced level that could be reflected in essays, papers or even in theses.

2.1.5.5The Process of Writing

Harmer 2004 (cited in Sánchez & Pinzón 2019) states that the writing process is the stage through which the writer goes to construct something in its final written form. This process is influenced by many factors such as the content of writing (ideas, thoughts, and feelings), the types of writing (novels, essays, advertisements, and letters), and the medium of writing (pens, pencils papers, and computers). He concludes that the writing process has four main stages:

2.1.5.5.1 Planning

This is the first stage where the writer thinks of the purpose of the writing, what information should be used to convey, how to convey it to the other party, and what language should be used to influence that audience.

2.1.5.5.2 Drafting

This is the first version where the writer puts all ideas and thoughts in an organized form to deliver to the reader. However, it needs to be reviewed again to handle mistakes and develop ideas to put in the best form for the reader.

2.1.5.5.3 Editing (Reflecting and Revising)

This is an important stage where the writer reflects and revises to make the writing more polished to reach the reader smoothly and clearly.

2.1.5.5.4 Final Revision

The final revision is produced after the writer makes the necessary changes that make the writing better than its form in the draft stage so that it is ready now to be introduced to the intended reader or audience.

2.1.5.6The Criteria of Good Writing:

Wati (2018), in reporting Reid's study, explains that in 1993, p. 246, Reid states that writing is judged to be good according to specific criteria:

2.1.5.6.1 Content

a- The writing purpose is clear to the reader.

b- The writing focuses on a specific subject.

c- The idea is well supported.

2.1.5.6.2 Organization

a- The introduction attracts the reader's attention to think of what is coming next.

b- The organization of ideas is easy for the reader to follow.

c- A clear transition from one idea to another.

d- Coherent paragraphs.

e- The purpose is developed and supported by details.

f- The conclusion sums up the main points and reemphasizes the purpose.

2.1.5.6.3 Style

a- Vocabulary matches the writing purpose and reflects a concern for the reader.

b- Sentences contain a variety of syntactic structures.

2.1.5.6.4 Correctness

a- The mechanics of writing are correct, including accurate spelling, punctuation, and structure.

b- Using accurate and appropriate words.

c- Correct and complete sentences.

2.1.5.7 Aspects of Writing

To Gower et al. 1995 (cited in Irawati 2012), there are many aspects of writing:

2.1.5.7.1 Handwriting

It should be clear, neat, and legible to be easily followed by the reader.

2.1.5.7.2 Spelling

The writer should be careful to avoid spelling mistakes so that the reader can get the words without confusion.

2.1.5.7.3 Punctuation

Punctuation marks should be utilized correctly to help the reader follow the written text.

2.1.5.7.4 Sentence Construction

The structure of sentences should be correct, following the grammatical rules correctly.

2.1.5.7.5 Organization

Ideas should be presented in a logical order and organized in sequenced paragraphs to facilitate it for the reader to identify the purpose of the writing.

2.1.5.7.6 Cohesion

The structure of sentences should be clear, using appropriate and accurate linking words that help the reader understand the writing.

2.1.5.7.7 Register\ Style

Vocabulary and structure should be used correctly and appropriately to match the formality and style of the text.

2.1.5.8Techniques in Writing

2.1.5.8.1 Guided Writing

Doff and Jones (1997) believe that when students master the basic skills of sentence writing, they need to progress to paragraph writing which can be an easy transition if it is guided. Doff suggests two ways of guided writing:

2.1.5.8.1.1 Modelling a Short Text

When the teacher gives students a short text as a model to follow, they have a good chance to think about what they will write and develop. They can identify the generic structure, follow the same grammatical features, and make the appropriate development as required according to the topic they determine to develop.

2.1.5.8.1.2 Oral Preparation for the Writing

When the teacher gives students oral instructions about what they are expected to do, they have a clear idea that guides them to write.

2.1.5.8.2 Implementing Guided Writing in Classrooms

Reid 1993 (cited in Purnomowati, Martono and Handayani 2018) extends these steps and explains how to implement guided writing in the classroom as follows:

2.1.5.8.2.1 Modelling

a- The teacher selects an appropriate text for the lesson to provide students with as a model.

b- The teacher briefly explains how to use this model.

c- Students focus on specific features in the model text.

2.1.5.8.2.2 Comprehension Questions

The teacher asks a set of questions based upon certain information and details in the text.

2.1.5.8.2.3 Language-based Exercises

The teacher provides students with a set of exercises that are related to the vocabulary and structure in the text.

2.1.5.8.2.4 Oral Composition

a- The teacher makes open discussions with students about ideas that are related to the topic they are writing about so that they can extend their ideas and exchange their knowledge.

b- The teacher helps students create a mind map and build up an outline.

c- Students can create a list of keywords and expressions to be the basis of their writing.

2.1.5.8.2.5 Written Composition

a- The teacher asks students to use their outlines to start their writing.

b- Students follow the mind map they created and develop their outlines to make their final edition.

Reid 1993 (cited in Purnomowati, Martono, & Handayani 2018) believes that "Guided Writing" is a good chance to successfully build vocabulary and sentence structure knowledge and supports self-confidence for ESL learners in writing classes. Oczkus 2007 (cited in Martarini & Sastaparamitha 2020) believes that "Guided Writing" has many advantages as it:

1. Enables the teacher to select what students really need in their learning.

2. Enables the teacher to observe and respond to the learning needs of each learner within the group.
3. Facilitates learning to individual learners who exchange experiences in group work.
4. Gives space for interactive learning.
5. Supports self-confidence.
6. Enables the teacher to give feedback that makes it clear for students to know how they progress.

However, “Guided Writing” limits students to the text provided by their teacher so that they are less active as they rely on it all the time and do not have the opportunity to be more creative and write about diverse types of texts. Hence, ELTs should bear in mind how to avoid such a limit and adapt the way they practice Guided Writing in their ODL classrooms. They can incorporate it with Interactive Writing to be more effective in the ODL setting.

2.1.5.8.3 Interactive Writing

Williams (2018), in reporting McCarrier, Pinnell and Fountas’s study, highlights that, in 2000, p. 7, the researchers identify “Interactive Writing” as “an instructional context in which the teacher shares a pen, literally and figuratively, with a group of children as they collaboratively compose and construct a written message.” Thus, the teacher and students interact to construct a piece of writing in a process where the teacher’s role is limited, compared to students’ role which is dominant. Students interact in turn to generate ideas, write words and sentences, and support each other during writing, while the teacher monitors, scaffolds and supports when required. Callella and Jordano (2002, pp. 3-4) define “Interactive

Writing" as a "teacher-guided group activity which is designed to teach children the process of writing and how written language works." In this context, students actively interact in turns to "share a pen" and support ideas to develop their writing while the teacher observes and scaffolds the writing learning process. In brief, "Interactive Writing" could be identified as a writing technique where students could collaboratively share their language experiences to construct a written text with the guidance of their teacher who helps them make use of appropriate aspects of writing such as vocabulary, spelling, punctuation, organization, coherence, and cohesion.

To Craig 2003 (cited in Keeler 2013) the teacher's role in interactive writing is to facilitate the discussions, guide students, give models, add, summarize, confirm, combine, and synthesize students' ideas. Pappas and Raymond (2011) claim that the teacher should be able to distinguish between those who are working well and those who still need more support in interactive writing. Though "Interactive Writing" is used for young learners. Patterson, Schaller, and Clemens (2008) claim that it could be successfully used in all grade levels and settings. Wall in Colombo (2012) confirms the same idea, stating that "Interactive Writing" is successfully used to scaffold writing in upper grades.

2.1.5.8.4 Implementing Interactive Writing in Classrooms

El Shahat (2014), in reporting Smoke's study, highlights that, in 1987, pp. 70-80, Smoke sums up the interactive writing process as follows:

2.1.5.8.4.1 Providing Active Learning Experiences

The teacher in this stage gives students the opportunity to share their experiences to choose a topic to write about.

2.1.5.8.4.2 Establish a Topic to Write about

The teacher starts an open conversation in which students can talk and discuss their ideas to learn how to deal with the topic they are going to write about.

2.1.5.8.4.3 Composing the Text

In this stage, the teacher supports students to develop their ideas and write their starters.

2.1.5.8.4.4 Writing the Text

The teacher plays as a facilitator who helps students write as much as they can by providing them with models, eliciting their ideas with probing questions, and focusing their attention on concepts.

2.1.5.8.4.5 Rereading, Revising, and Proofreading

The teacher gives students a chance to review what they have written so that they can check their sentences and see whether they give a sense or not.

2.1.5.8.4.6 Revisiting the Text

In this stage, the teacher supports students to make a final revision to check whether there are unfamiliar words or sentences.

2.1.5.8.4.7 Summarizing the Learning

The teacher gives students the chance to summarize what they have learnt to reinforce the entire process.

2.1.5.8.5 Extending Interactive Writing in Classrooms

Herrell (2004, pp. 207-208) suggests specific steps to implement “Interactive Writing” in the language classroom:

2.1.5.8.5.1 Providing an Experience to Focus the Writing on:

When students are exposed to shared experiences, they could have a meaningful thing to write about. So, this can be achieved when they have field trips, watch videos, read books and stories, or share projects to accomplish.

2.1.5.8.5.2 Gathering Materials

The teacher can ask students to display their ideas to exchange experiences and collect as much as possible about the topic about which they are writing.

2.1.5.8.5.3 Starting the Process

The teacher gives students the chance to negotiate to agree on the optimal sentences to write. This could start with simple sentences and develop to complex but clear ones.

2.1.5.8.5.4 Scaffolding the Writing

The teacher interferes only when necessary to support students and make sure that they are on the right path, giving them the chance to develop their process independently.

2.1.5.8.5.5 Rereading

The teacher rereads each sentence after students add them, pointing to each word and supporting students to go ahead to the next ones to complete their writing. During this step, the teacher can elicit errors when students read each other's products.

2.1.5.8.5.6 Reading Aloud

The teacher gives students the chance to read the whole topic aloud after they finish it so that they can celebrate their achievements.

Herrell (2004) claims that "Interactive Writing" is a good chance for students to use the English language to collaborate and interact in the classroom to obtain, process, structure and provide information in spoken and written forms. Moreover, it exposes them to learning strategies that help them construct and apply academic knowledge. However, students may come across some difficulties when they are required to continue their colleagues' sentences, especially when they need to adapt them to develop and complete the writing.

Implementing "Guided Writing" and "Interactive Writing" strategies in the ODL setting is helpful to solve problems met by students and improve their writing. Though "Guided Writing" is a teacher-center strategy while "Interactive Writing" is a student-centered strategy, the teacher should make use of each in the ODL setting to benefit from their advantages. Thus,

in “Guided Writing” the teacher should select the most appropriate models and language-based exercises that help students sharpen the writing aspects, and master vocabulary and sentence structure knowledge. In this way, they are prepared to do the writing in the best way they could. In “Interactive Writing” students can collaboratively construct a text, taking turns to make use of their prior knowledge to write their ideas. In this way, they are motivated to take an active role to think, share, develop and evaluate their ideas in the writing process. During this interactive process, the teacher scaffolds their learning and helps them revise their sentences, making sure that they pay attention to the writing aspects. Thus, there is a communicative learning atmosphere where students take an active role in every single step in the writing process.

However, the teacher should be professional enough to make a balance when implementing each strategy according to what is required in the writing class. Therefore, the teacher should be careful enough to determine where and when to interfere to support students to scaffold their learning and where and when to let them independently go ahead to acquire the knowledge they need. In the ODL setting students have the luxury to benefit from their teacher’s guidance and instructions as well as from interacting with each other to exchange experiences and acquire more knowledge. Conroy 2010 (cited in Jasni et al. 2019) explains the key role that internet-based or assisted language learning could play in helping college students with independent language learning and academic writing because of their enthusiasm to use internet-based tools that help them work independently without having any stress or pressure. Thus, technology introduces more fun learning environments where students can get rid of their pressure, work in more comfortable atmospheres, encourage their

colleagues to work harder and benefit from each other's experiences through observation, peer review and comments. This helps them acquire more knowledge, improve their skills, and refine their writing to improve its quality.

2.2 Theoretical Underpinning

Learning is a complicated process. It has been interpreted, considering a lot of learning theories, some of which are fundamental upon which most of the emerging learning theories rely in constituting their instructions. This study investigates the effectiveness of psycholinguistic approaches in improving students' achievements in the ELWS in the ODL setting. This has been tackled, considering Connectivism and Symbolic Interactionism learning theories that have their close relationship with how learning takes place in this learning form. Figure 2 shows how the study employs a proposed psycholinguistic framework which makes use of Suggestopedia as an LTM that originally deals with the psychological factor in learning. The setting, input, interaction, and motivation have been incorporated in this psycholinguistic framework as being closely interrelated to tackle this psychological factor, considering Connectivism and Symbolic Interactionism.

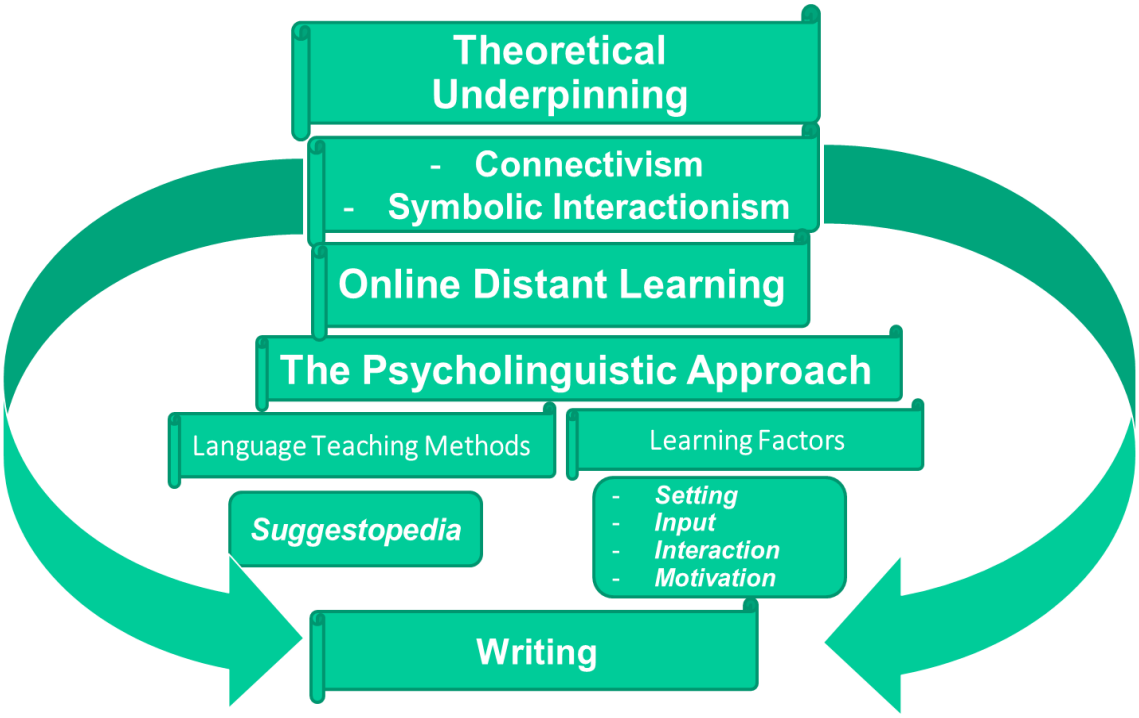

Figure 2: Theoretical Underpinning

How far students could acquire their knowledge and develop their language skills in the ODL setting requires a deep understanding of how learning occurs in this setting to appropriately interpret it according to all different situations in which it takes place. Therefore, it is important to spotlight and have a brief hint about how learning is seen from the lenses of the main fundamental learning theories.

2.2.1. A Brief about Learning in Behaviorism, Cognitivism and Constructivism

Before the intrusion of technology that has emerged to organize people's life, directing them on how to communicate, interact and learn, educationalists have developed and utilized the three

fundamental learning theories of Behaviorism, Cognitivism, and Constructivism to establish and shape the instructional environments (Abik, Ajhoun & Ensias 2012). Driscoll (2000, p. 11) has argued that learning is the human performance that changes continually because of "the learner's experience and interaction with the world." Associating it physiologically, mentally, and emotionally with Behaviorism, Cognitivism and Constructivism, learning is the product of experimental interactions with other members of the society.

In Behaviorism, learning is considered unknowable because it is difficult to understand what occurs in the individual's mind. According to Gredler (2005), there are three assumptions about learning: 1) learning occurs because of behavior change, 2) stimuli and response must be the focus of behaviour, and 3) there must be more focus on observable behavior as it is more important than understanding internal activities. Thus, stimuli, response, and reinforcement are the three main aspects upon which the learning process is based. So, learners' behaviors must be observed first to determine what and how they need to learn and by what means they can learn most. As Skinner's followers, Lightbown and Spada (2006) believe that Behaviorism does not focus on the mental or cognitive abilities of the human mind. Thus, in Behaviorism, learning and acquisition occur dependently only through imitation, practicing, drilling, and exercises when learners totally depend on their teachers who act as spoon-feeders who always provide them with the required models. In this way, learners imitate the models they take from day-to-day life without having the opportunity to develop their ELSs on their own because they always wait all the time for the imposed instructions from their teachers. Skinner (1957) has stated that

the whole language theory depends on stimulus and reinforcement that Chomsky (1959, p. 26) has identified as “input” and the “verbal operant” that he defines as “output.”

Unlike Behaviorism, Cognitivism is concerned with the learner’s internal abilities and the aspects of the learning process. Thus, learning is seen as an information model that is processed in a computer that manages the process of the input in short-term memory and then codes it for long-term recall. This means that learning is the process of internalizing knowledge that is external to the learner. To Driscoll (2000, p. 376) when learners manage to “understand their experiences,” they create their own knowledge. Unlike Behaviorism, learning in Cognitivism is not dependent because learners have their own chances to build their new knowledge by interacting and managing their experiences. Here comes the influential role of interaction in the development of the learning process. Claros (2008, p. 142) has stated that “language and thought are related but completely independent phenomena.” To Long 1996 (cited in Claros 2009), the internal cognitive processes which occur inside the individual’s mind are activated to allow the learner to access the comprehensible input that is needed for further advance in acquiring L2. Thus, to cognitivists, learning is a cognitive process that first occurs in the individual’s mind and then moves out to the social dimension. Lantolf (2000) believes that the social interaction among ELLs gives them the chance to develop their cognitive processes and create their knowledge about L2. Krashen (1985) believes that the process of SLA becomes a success when learners are exposed to comprehensible input as well as negotiating meaning and receiving negative feedback (Long 1996, cited in Claros 2009).

In Constructivism, according to Dewey (1938), learning is a social activity. Thus, it is a process that occurs by exposing learners to and involving them in as many authentic situations as possible. In this case, the teacher's role is no longer teaching but rather instructing learners and guiding them to have a chance to select and pursue their learning process independently, construct their knowledge and build up new meaning. Thus, the learning environment is an essential factor in preparing learners for life-long learning experiences because of the high social interactive experiences it provides them with to construct, develop and exchange their knowledge. Applying this to the ODL situation, the teacher's role changes from the knowledge dispenser or spoon-feeder into the motivator who indirectly monitors the learner-centered setting and encourages learners to select and pursue their knowledge and build up new meanings when they are provided with authentic learning tasks that are challenging enough to actively and enthusiastically engage them to accomplish them (Ellis 2003). ELTs can make use of ODL to employ the virtual setting with the optimal motivational interactive social scenario for SLA to get students to interact, express, share and exchange ideas to acquire the language and improve their ELSs.

Psycholinguistics has provided many theories to be used as psycholinguistic approaches in language teaching and learning that view learning as a cognitive process that occurs inside the individual's mind and then moves out to develop throughout the social interaction (Lantolf, 2000). Based on these psycholinguistic theories, some methods of language teaching have been developed to apply their principles which explain how a learner acquires, perceives, and produces a language. Figuring out effective methods to improve teaching practices is the main concern of teachers and researchers (Hall 2011).

Focusing on the psycholinguistic approach gives learners more space to express their thoughts without feeling anxious to make errors and encourages them to have more practice through interaction. Furthermore, all types and levels of learners could be targeted through adapting the practical techniques implemented in the ODL setting. To Lantolf (2000), learners' knowledge about L2 is built up by the social interactions among them that help them develop their cognitive processes. Utilizing these methods in language teaching in the ODL setting is a chance for students to independently learn and acquire the language through accessing networks and interacting to learn collaboratively. Therefore, learners' knowledge is constructed through their teachers' guidance, not direct teaching, when they allow them to independently and interactionally pursue their own learning to create meaning. Thus, when the learning setting provides learners with influential psychological and social interactive situations in which they exchange and develop their knowledge, it helps them establish life-long learning experiences. Here, the teacher's role develops from a knowledge-dispenser to a motivator that creates the learner-center setting in which learners are urged to grasp new knowledge when engaged in authentic challenging tasks to accomplish (Ellis 2003).

However, with the rapid advances in technology in all aspects of life, learning theories must reflect essential social and psychological environments. In this context, Abik, Ajhoun and Ensias (2012) claim that Behaviourism, Cognitivism and Constructivism are considered "pre-technology" learning theories that are no longer valid because of the utilization of new types of learning as e-learning, online learning and ODL where Connectivism should take place where possible. To Siemens (2005), traditional learning methods have met a challenge due to the

progression of knowledge through personal networks and data servers. However, modern theories can still rely on them and explain in their light how learning initially occurs and develops (Ertmer & Newby 2013).

2.2.2. Connectivism

2.2.2.1. What is Connectivism?

Connectivism was first introduced in 2004 by George Siemens in a blog post and then it was published in his article "Connectivism: A Learning Theory for the Digital Age." Later it was expanded in 2005 by Siemens's publication "Connectivism: Learning as Network Creation" and Downes's "An Introduction to Connective Knowledge." Siemens (2006) believes that there is a need for a new different learning theory accompanied by influential learning factors to guide and clarify how we teach, design curricula, ensure spaces and structures of learning, and set up manners to support and instruct critical and innovative methods of thinking when we need to redesign education. This has given rise to the digital age where Siemens's learning theory of "Connectivism" appears to view information as being continually acquired and updated through networking (Siemen 2004).

Connectivism is an actionable knowledge seeker that initially focuses on where to find knowledge rather than "how or what knowledge encompasses" (Duke, Harper & Johnston 2013, p. 7). Siemens and Downes (2006) have developed "Connectivism" to be a theoretical framework for instructional environments and a guide for educationalists to reconsider the importance of digital learning and its influence on the new generations of learners. It is one of

the significant networking learning theories that address e-learning settings (Goldie 2016). In Connectivism, the network, technology and socialization have great influences on learning (Siemens 2006). To Siemens (2006), knowledge is no longer seen as residing only in the mind, but it also resides in complex external networks. Thus, learning can occur on two levels: a) internal neural networks across our brains and b) external networks across nodes of technology and social communication. We can use different tools of learning to access different formats of knowledge at different paces. To Siemens (2004), knowledge results from the collective connections among all the "nodes" in a network. In this way, it is chaotically established, shifted, and changed beyond the control of its participants as information flows across myriad inter-connected networks. Thus, the continual change in technology and the internet influence the nature of knowledge.

According to Montebello (2018) and Profit (2019), Connectivism takes place in interactive learning settings. So, it is about connecting people and technology to network-based learning that is influenced by socialization. To Siemens (2006), social beings seek to express their thoughts and meaning and acquire and exchange knowledge through language, symbols, images, and videos, all of which need externalization. Through media, language, technology, and symbols humans can externalize the nebulous elements of their private thoughts. Wittgenstein in Bloor (1983, p. 10 cited in Siemens 2006), has stated that "the role of externalization is to replace internal, mental constructions with external and non-mental constructs." This gives individuals a chance to know and be known through distributed knowledge across networks. The growth and complexity of their knowledge rely on technology

that mediates and facilitates their capacities for learning according to the connections they form with each other. In this context, the internet is a connected structure that allows knowledge and learning to develop and emphasizes the importance of the shift from internal to external knowledge, announcing learning to be the network. Thus, anyone whoever has a computer and internet access has an unprecedented opportunity to act as a journalist, artist, producer, and publisher because of the rapid growth of social-based technology tools.

This has broken all limits of Behaviorism, Cognitivism and Constructivism which consider learning to happen internally within the learner in the instructional settings. Unlike Cognitivism, Connectivism sets the learner free from the teacher-centered method in which the cognitive process of gaining knowledge occurs through experience, study, and instruction (Abik, Ajhoun & Ensias 2012). Learning is no more occurring within the learner but rather across the networks and therefore the learner is no more a knowledge-receiver but rather a knowledge-seeker. In Connectivism, knowledge could be acquired from various networks through connections and connectedness that are the core unit of learning in the technological age. Siemen (2012) believes that Connectivism is concerned with knowledge acquisition where the main concern is with the future, not the past.

To Abik, Ajhoun & Ensias (2012), to make sure that knowledge will be appropriately delivered, instructions must embrace Connectivism. Connectivism has made technology a part of the learner's internal learning process. It helps develop the pedagogical cognitive theory frame that consists of the "teacher, student and content" and transmutes it to the Connectivism frame that becomes "teacher, student, network and content," giving space to networking to

contribute to the learning process (Fiore 2017). In this context, acquiring knowledge occurs through learners' collaboration and co-learning when they are exposed to various methods of knowing. Therefore, the implemented digital tools in the interactive ODL setting give learners space to seek, gather, acquire, and develop new meanings that could be added to real-life experiences. Thus, acquiring knowledge could be through using networks, webs, or the internet where learners can access unlimited resources, identify new contents, and make distinctions between opposing facts and figures. Siemens (2008, p. 10) believes that "the ability to see connections between fields, ideas, and concepts is a core skill."

Connectivism is a learner-centered teaching approach which provides learners with opportunities to make choices about their learning. It promotes group collaboration and discussion where learners are allowed to access different viewpoints and perspectives which help them in problem-solving, decision-making, and making sense of information. Therefore, learners need the essential skills to seek sources of information, connect and organize them to be meaningful, and make use of this to facilitate their learning and acquire knowledge. Thus, learners could use their digital devices to usefully combine thoughts, theories, and general information to learn and take decisions. In this way, knowledge is not only kept within learners, but it could be also stored in special sources of information outside them. Downes (2007) has argued that knowledge could be found across networking and learning happens through constructing these networks. Siemens (2004) has stated that through connecting, developing, and sustaining a well-organized flow of learning, learners can access any topic. This means that it starts with learners whose personal knowledge is activated when they connect to, exchange,

and pour information into the network systems that store knowledge in diverse digital formats that could be recalled in a systematic knowledge cycle. The teacher's role is just to guide learners and provide them with or expose them to the appropriate learning environments and contexts where they could build up their knowledge through accessing the relevant network connections to autonomously trace and collect information to be able to grasp more knowledge. Thus, Connectivism, as Ally (2007) asserts, could be considered an instructional guide that integrates Behaviorism, Cognitivism and Constructivism and extends them to a globalized networked age.

In short, just as Connectivism relies heavily on technology, so the first step to take for ELTs is to create a connectivist ODL classroom where they can introduce more opportunities for digital learning with various forms such as online courses, webinars, social networks, and blogs. Therefore, it is important to relate connectivism to what is happening inside the ODL classroom. This means that ELTs need to understand what connectivism is to effectively incorporate it in their ODL activities. From the connectivist viewpoint, the new learning responsibilities shift from teachers to learners. Unlike traditional teaching methods and other theories such as constructivism or cognitivism, teachers' task has changed from instructing students to guiding them to be effective agents for their own learning and personal development. Thus, learners can learn well if they are guided to navigate and create useful social networks which help them acquire knowledge. In other words, it is the learners' task to create their own learning experiences, get engaged in decision-making, and enhance their learning networks to enrich their knowledge.

2.2.2.2 Criticism of Connectivism

Connectivism as a new learning theory has not been widely accepted by some researchers in the field who claim that it is a pedagogical view. Verhagen (2006) criticizes Connectivism in terms of three areas: a) whether it is a learning theory or a pedagogy, b) its principles are already present in other learning theories, and c) the possibility of learning to reside in non-human appliances. Kop and Hill (2008) have stated that though Connectivism does not seem like a separate learning theory, it plays a vital role in developing and emerging new pedagogies where there is a shift in control from the tutor to the learner who is increasingly becoming more autonomous. Kerr (2022) believes that though learning environments are affected by technology, existing learning theories are sufficient. Ally (2007) has argued that there is a need, not for a new stand-alone theory of learning for the digital age but rather a model that integrates the prior learning theories to guide and instruct the design of online learning materials. Chatti (2010) has stated that Connectivism misses some crucial learning concepts such as reflection, learning from failures, error detection and correction, and inquiry.

2.2.2.3 What Makes Connectivism a Theory?

To qualify a theory as well constructed, there must be four constituents: a) highlighting clear assumptions and beliefs about its object, b) clearly defining its key terms, c) having a developmental process, where principles are derived from assumptions, and d) "entailing an explanation of "underlying psychological dynamics of events related to learning (Gredler 2005, cited in Siemens 2006, p. 28). Miller (1993) believes that an emerging theory should be logically

constructed and verifiable through testing within the domain of scientific research, utilizing scientific methods, and being based on previously conducted studies. Mergel (1998) refers to Ertmer's and Newby's questions that define and distinguish a learning theory:

1. How does learning happen?
2. What aspects influence learning?
3. What is the role of memory?
4. How does transfer occur?
5. What types of learning does this theory explain best?

Siemens (2005) believes that learning theories are required to describe learning principles and processes and should reflect the underlying social environments and contexts where learners can find themselves. He has put some principles for Connectivism:

- Diversity of opinions (various nodes of databases) is a base for learning and knowledge.
- Learning is more critical than knowing.
- Learning is a process of connecting specialized nodes or information sources.
- Learning may reside in non-human appliances.
- To facilitate continuous learning, there is a need to maintain and nurture connections.
- When the actors of a learning environment do not have enough time for interaction, the learning networks cannot be consolidated.
- It is a core skill to perceive connections among fields, ideas, and concepts.
- The intent of learning tasks is "Currency" which means "accurate, up-to-date knowledge."

- Decision-making is a learning process itself. Selecting what to learn and the meaning of the input information is viewed through the eyes of a shifting reality. If the answer is considered right now, there is a possibility to be wrong tomorrow because of alterations in the information atmosphere that affects the decision.

Siemens (2006) believes that existing learning theories are being molding if not compatible with the continual dramatic change in environments, societies, knowledge, and technology. This has created challenges for educators on how to perceive learning, define it in the digital age, align curricula and teaching with the developed learning needs of society and set up the base for transformative education that relies on technology in the process of learning. Therefore, there is a need for continual revisions of our views of learning to focus on emerging trends and set up the fundamental base of how to perceive, design and foster learning through connecting or externalizing our knowledge which is a vital component in the whole learning process. In this context, educators should reflect on the changes in learning and its accompanying implications so that they can provide learners with a learning ecology where they can shape their own meanings, design the structures of the new learning trends, and pursue alternatives for these continual changes if they fail to react to them. This requires the foundation of a sound learning theory to keep pace with the knowledge growth, new philosophies of knowing and growing complexity, all of which are no longer sufficiently met with the past prominent theories of learning.

To Siemens (2005), with the paradigmatic shift of Connectivism, learners can have open access anywhere and anytime without facing any restrictions to the space and time where

learning occurs or takes place as long as there is connectivity to the World Wide Web (WWW) Wi-Fi. Thus, regardless of distance and time, learning can take place on different online learning platforms and can be transacted. Siemens (2004) has stated that learners' knowledge can be enhanced through their personal networks. In this context, Connectivism sets up a framework for learning where learners connect to nodes on networks to acquire knowledge that does not reside in one location but rather seems to be a confluence of information that arises out of multiple individuals who seek to satisfy their inquiries according to a common interest, providing each other with mutual feedbacks. The vast number of databases empowers learners to seek further knowledge. This shift in learning with the continual advance in technology makes it limited to be explained by traditional learning theories.

2.2.3. Symbolic Interactionism

2.2.3.1What is Symbolic Interactionism?

Though coined by Herbert Blumer in 1937, Symbolic Interactionism was originally rooted in the philosophy of pragmatism that was reflected in George Herbert Mead's writings in the 1920s (Smelser & Baltes 2001). It is a pragmatic method to interpret social interactions (Caglar & Alver 2015; Nungesser 2021). Blumer (1969) has suggested three basic assumptions that Symbolic Interactionism frames for us to assign meaning to the world: 1) our responses rely on how we assign specific meaning to our surroundings, 2) it is through our interactions with other members of the society that assigned meaning can be mediated, and 3) this assigned meaning is tentative and could be subject to further mediation. Based on this, meaning is therefore socially constructed through the interactions that take place among individuals' symbols. Snow (2001)

has extended Blumer's conceptualization of Symbolic Interactionism and broadens it to include four basic orienting principles that he uses to identify and discuss contributions to the study of social movements:

1) **Human Agency**: it focuses on the active goal-seeking character of human actors whose actions, events, and movements in social life are palpable.
2) **Interactive Determination**: it specifies how societies, selves, identities, roles, practices, and social movements could be fully understood in terms of their interactions with each other.
3) **Symbolization**: it explains the processes through which things acquire specific meanings to become objects of orientation that affect human behaviour that is partly contingent on what they symbolize or mean.
4) **Emergence**: it emphasizes the organization and texture of social life as well as the associated meaning and feelings. To Larry and Herman-Kinney (2003), emergence refers to both transformations in existing forms of social organization and the possibility of new forms of social life and system meaning as well.

To West and Turner (2020), Symbolic Interactionism is a micro-level theory that describes how individuals interact with each other to create symbolic worlds that shape their behaviors in return. They set three assumptions that frame Symbolic Interactionism:

1. Meaning is constructed by individuals through a communicative process.
2. Self-concept is a motivation for behavior.

3. There is a unique relationship between the individual and society.

In this way, Symbolic Interactionism focuses on the relationships among individuals within a society that is created and preserved through interpreting the repeated interactions among individuals who, in this context, live in both natural and symbolic settings (Caglar & Alver 2015). Thus, human interactions can be understood only through the exchange of meaningful communication or symbols that are fundamental to create societies, self-concepts, and minds. To Blumer 1937 (cited in O'Shaughnessy 1992, p. 158), "the meaning of things directs action." Therefore, the main condition to form meaning is the existence of an event and the next condition is experiencing this event. According to Carter and Fuller (2015), Symbolic Interactionism explains how repeated actions of individuals can create and maintain societies. Therefore, people can make sense of the world from their own perspectives and exchange meaning in their social worlds through communicating by means of language and symbols. Their daily actions can symbolically convey and interpret their symbolic interaction that is continually processed and shaped through their individual behaviours. This means that their interactions are ongoing processes that reside in contexts and create contexts as well. Therefore, the more students interact, the more they shape new meanings and, consequently, have different actions based upon their new perceptions that impact their attitudes and socially desirable behaviours. To understand human behaviours, it is necessary to digest the definitions, meaning and processes they shape first. That is why educators and instructors should pay more attention to students' surrounding cultural and social backgrounds.

It is people who can determine the meaning of things around themselves in their culture. The more social interactions they have with each other, the more diverse meanings, and interpretations of things they can formulate. Musolf (2003) has claimed that the individual's behaviour, sense of self and worldview are affected by this diversity. Relating this to the ODL situation, the breadth and depth of the meanings that students can draw from their interpretations of the world around them are affected by the size and nature of the social network they can access. In this way, the main concern of educational institutions must be to ensure that students can gain a broader perspective of the world because students' ideas and thoughts are affected by the courses and programs imposed upon them.

In other words, the courses and programs must be rich enough to link to other subjects and topics to include more branches that ensure that students can think critically and innovate to hit other areas that add perfection to their specialization. Thus, students in engineering, for example, can have various accesses to visit such courses as arts, humanities, and social sciences to be able to evaluate the beauty of the environment around them to be reflected in their projects that involve designing and building houses, dams on rivers, and bridges across natural habitats. When education is narrow, it prevents students from adding their touches to make things more beautiful or suitable for their societies. On the contrary, when education is rich, it gives students a chance to make more social interactions that provide them with broader interpretations they can rely on when giving meanings to things around them. Hence, they can develop themselves to be able to adapt and redefine meanings through their interactions with other people and that results in, not only language acquisition but also self-acquisition that could be affected

positively or negatively by the different responses or behaviours in the social interactions. In other words, self and society interact and impact each other in such a way as to enact society by its members who modify their sense of self through this interaction.

Symbols, meaning, and interaction are three key concepts in Symbolic Interaction. It is through symbols that people can express their thoughts, communicate with each other, and exchange ideas and feelings. Technology in the ODL setting can act as a symbol that reflects the status of the learning process through interaction in the digital society. Symbolic Interactionism may question the impact of adopting ODL as a means of technology implementation that is utilized to enhance students' attitudes and learning outcomes that could be mediated through the way they perceive ODL. In the classroom setting, Symbolic Interactionism focuses on the social interactions, (through language communication), that give meaning and explain how students learn through exchanging experiences, establishing meaning, and developing views about the world, all of which reflect students' learning performance and progress (Ballantine& Hammack 2012). Thus, students, who are at the core of the whole learning process, interact with their different values and their interactions shape their different viewpoints on the purposes behind their study and, consequently, impact the way they formulate their understandings and perceptions of ODL.

2.2.3.2 Criticism of Symbolic Interactionism

In previous discussions that include both Mead's early ideas and later views of some scholars like Herbert Blumer (the Chicago School developer), Manford Kuhn (the Iowa School

developer), and Erving Goffman, Symbolic Interactionism does not look like other theories in terms of the dramatic changes or adaptations they witness. According to McCall (2013), the history of Symbolic Interactionism reflects the reinterpretation of core principles and concepts instead of discarding, replacing, or overhauling them. One of the criticisms directed to the Symbolic Interactionism Theory is that it does not focus on the Macro-level of society. It is an American idea that emphasizes the individual's freedom at the expense of society (Udehn 2001). The theory has been also criticized for its incompetency as it pays slight attention to human emotions, not being completely psychological, and limits social structures, not being completely sociological (Meltzer, et al., 1975). Thus, meaning in this theory seems to emerge by itself during interactions in certain conditions, not considering the basic social context in which these interactions are positioned. In other words, it does not perceive any social reality other than the one created by humans' interpretations during their interactions and thus, not explaining society on a more general level. To Meltzer et al. (1975), some sociologists criticize the theory as it fails to apply the macro-level issues of social structures, politics, and history while some psychologists criticize it for neglecting certain micro-level issues such as emotions and unconscious. However, Plummer (2000) labels this macro-micro criticism as a false dichotomy and a failure to identify the Symbolic Interactionism application at the macro level.

Meltzer (1978) has argued that the lack of clarity about concepts as well as the failure to set up a systematic set of principles to constitute a theory are the two issues that can be said to subvert and bolster Symbolic Interactionism. This ambiguity of concepts makes it problematic to observe or assess them and consequently, test the theory itself. Thus, such concepts as the

"self" are rejected by scholars with epistemological approaches as it is impossible to be observed, tested, or measured. This ambiguity led Kuhn and McPartland 1954 (cited in Griffo, Lemay & Moreno 2021) to develop the Twenty Statement Test where respondents are simply asked to list twenty responses to the simple question: "Who am I?" Responses were coded as "ambitions," "social groups" or "beliefs" to be modified and directed to fit the researcher' focus. Nonetheless, to Meltzer et al. (1975), this creates another problem for interactionists as "self" can have a range of definitions from "multiple selves," that vary according to each interaction, to a "unitary self" that is consistent across contexts.

Overall, individuals' interactions and relationships in their lives impact the development of their senses of "selves," both positively and negatively. Their behaviours and treatments with each other are affected by the meanings they assign to each other based on race, sex, age, ethnicity, and degree of relationship. When meanings change, behaviours change too. Moreover, there is a mutual influence between individuals and their societies. Individuals' behaviours are affected by the societies in which they live and interact, and their societies are also affected by the way they think and behave. It is through these mutual interactions that societies and individuals continue to change.

2.3 Literature Review

Literature is rich with abundant research that has examined, investigated, and explored the effectiveness of implementing specific methods and approaches in face-to-face or ODL classrooms. Some of them have focused on many themes that have

generally addressed teaching and learning in both settings and others have been more specific to address language teaching and learning and how to improve ELSs in the ODL setting, discussing its pros and cons, students' engagement, approaches, LTMs and learning factors that have proved to be influential in this setting.

2.3.1 Previous Studies

Much research has been conducted to investigate the impact of ODL on teaching and learning. Some have been dedicated to its advantages and disadvantages, especially in higher education as it has been the prominent user of this type of learning for many years (UNESCO & COL 2015; Wiley 2007). Willging and Johnson (2004) have examined the factors behind students' dropout from online courses in higher education and have called for further studies to be incorporated to figure out solutions for the problem. Yang and Cheng (2015) have investigated the influence of the instructor-student interaction on students' engagement to complete the learning tasks in a web-based platform in higher education. They have proposed specific strategies to ensure their engagement in the ODL setting. Maboe (2017) has concluded that though students at the University of South Africa benefit from ODL interactivity, there have been some academic, institutional, and administrative challenges that need collaborative efforts from all stakeholders to resolve. He refers to the importance of considering the utilization of more interactive social media to promote online interaction and facilitate the teaching and learning process. In another study, Maboe (2017) has pointed out that lecturers in higher education should define their students' needs to support them and ODL institutions should implement online interactive tools to enable students to optimally utilize the available

technologies. Mahlangu (2018) has discussed the opportunities and challenges of DL in higher education. He refers to DL-based programs as a solution to increase students' access to higher education. The same idea has been hit in similar studies, (Berti 2018; Fojtik 2018; Hiani 2015; Karunanayaka & Naidu 2016; Lane & Dorp 2011; Latchem & Jung 2010; Sim, Sim & Quah 2021).

The impact of ODL on the process of teaching and learning has been visited in much literature. Abimbola, Omolara and Fatimah (2015) have examined the effect of open and distance learning on enhancing women's status in Lagos State in Nigeria. Results have shown that it enhances women's status. The study has recommended that women who do not have formal education should enroll on this learning type to compete with their counterparts. In Musa et al. (2020), the effectiveness of ODL approaches at universities has been investigated during the Covid-19 pandemic. The study has discussed some effective strategies to conduct this learning form in terms of interaction, motivation, students' performance, and IT system. The researchers have suggested some solutions to help develop ODL effectively, focusing on management coordination, IT providers, students' abilities, pedagogical compatible curricula, and methods. Husaini (2020) has explored how online lectures can increase students' responses in the ODL setting and their activity level. Findings have revealed the superiority of students' activity level in ODL over that in the offline setting because of many reasons such as students' confidence, comfortable attendance, and time leisure to study the provided materials. Azmi and May (2021) have identified the influence of ODL on students' performance in universities and investigated the challenges students may come across. Results have revealed dissatisfaction for

most of the students with the ODL setting because of the lack of motivation that makes them unable to adapt to this learning experience. However, the researchers have recommended ODL because of the opportunities it provides which make it a flexible, accessible, affordable, and life-based type of education.

Students' engagement in the ODL setting has been the target of many studies. In Ma et al. (2015), the researchers have discussed EFL instructors' responsibilities to guide and shape the ODL environment through organizing and providing students with online resources to complete their learning tasks. Therefore, EFL instructors should incorporate suitable intervention strategies into online courses to reinforce students' behavioral engagement. These could be meaningful and inspiring tasks within the instructors' guidance and feedback which work as predictors of students' academic achievements (Soffer & Cohen 2019). Kuama and Intharaksa (2016) have claimed that the relationship between the implementation of ODL strategies and affection has a significant impact on the outcomes of online language learners. To Zhang et al. (2020), students' learning process and results in the ODL setting can be affected by their login behaviours, interactive behaviours and the way they utilize the resources. After investigating students' perceptions of many engagement strategies, Martin (2018) has stated that students' motivations to learn are enhanced by their engagements which increase their satisfaction. He has suggested some implications to enhance learners' engagement in online courses. Martin and Bolliger (2018) have investigated students' perceptions of different engagement strategies in ODL courses based on Moore's framework of interaction: learner-to-learner, learner-to-instructor, and learner-content engagement strategies. The study has proved the learner-to-

instructor engagement strategies to be the most effective among the three types. In this context, sending regular notifications or reminders and providing learners with grading rubrics for their assignments are beneficial strategies. It has also proved that “introduction” and “icebreaker” discussions as well as collaborative work in the interactive and communicative ODL setting are beneficial engagement strategies in the learner-to-learner category, while in the learner-content engagement strategies are working on real-life projects and having impactful structured strategies and guided discussions. Houlden and Veletsianos (2019) have claimed that teachers need to adopt tailored course designs which include interactive aspects such as virtual incentives, tokens, and badges to motivate students to interact and collaborate in the ODL setting. The key role played by instructors to motivate learners and get them engaged in ODL environments has been also tackled in many studies (Chiu & Lonka 2021; Cho & Cho 2014; Dixson 2010; Steinmayr et al. 2019; Yang 2011)

Other studies have been more specific to conduct narrower topics, focusing on the role of ODL in language teaching and learning. Some have pointed out the role of educational platforms in enhancing students’ ELSs. Miftah (2018) has proved how the utilization of Edmodo increases students’ abilities to write argumentative essays. Chamorro (2018) has compared English language learning in the ODL and face-to-face settings. Results have shown no significant differences in the outcomes of any of the four ELSs nor in the overall scores between students learning in the two learning types. However, the researcher refers to time investment in the ODL setting that relies on instructional methods. Almekhlafy (2020) has examined the impact of students’ perceptions of blackboard application on their usage of ODL to learn English language courses during the Covid-19 crisis. Findings have shown that students’ prior experience of

digital learning affects their perceptions and contributes to their language learning through the online blackboard. In Mohd Yusof et al. (2021), the researchers have explored ESL lecturers' preferences in using E-Learning applications to maximize the effective experiences of teaching and learning in open and DL. The study highlights the benefits and challenges of using this type of learning to teach the English language. The researchers have pointed to ESL lecturers' agreement on employing online Apps in ESL because of the mandatory shift to ODL even without the covid-19 intrusion.

Psycholinguistic approaches have been addressed in many studies to investigate their impact on language learning in physical classrooms. Robert (2012) has suggested some psycholinguistic techniques to help students in SLA, introducing practical information to set up a psycholinguistic laboratory. Purba (2018) has emphasized the positive role of psycholinguistics in language learning and teaching, tackling Lightbown and Spada's (2006, p. 58-74) suggested factors such as "intelligence, aptitude, learning style, personality, motivation, culture, status, and age." Investigating the relationship among self-confidence, motivation, and listening skill ability, Hastowohadi and Kumaini (2019) have claimed that students are self-confident and motivated and could build up their listening ability when these three aspects are correlated. Alhamami (2017) has investigated how ELLs' intentions to get engaged in language learning are constituted by the attitudes they adopt towards language learning, people's beliefs around them and their own beliefs about their language aptitude. He compares their attitudes towards learning the language and suggests that they prefer learning in physical classes to online ones.

Psycholinguistic approaches have been also tackled from the ODL perspective. Marinis (2003) has investigated the benefits of implementing online methodologies in research, pointing to a range of online experiments that have proved the positive impact of these methodologies on first and second-language learning. The study has defined what hardware, software and online equipment are required to set up a psycholinguistic laboratory. Though limited to the advantages and disadvantages of the available software packages and other requirements for setting up a psycholinguistic laboratory, John (2017) has proved how students' attitudes towards implementing social media in the classroom influence how they perceive their instructors. Eghlidi, Talebinezhad and Fard (2017) have discussed the essential role of psycholinguistic perspectives in language teaching and learning, recommending using high-tech devices and developing new methods to demystify many unresolved challenges and answer so many questions about how language is processed, learned and/or produced. Haukås, Pietzuch and Schei (2022) have investigated the effectiveness of an online language teaching educational course that has addressed students' innate psychological needs for competence, autonomy, and relatedness within the framework of self-determination theory. Results have shown that the course has increased students' motivation over time, meeting their target psychological needs. The researchers have recommended designing such courses to be effective means for ELTs in the future.

A lot of researchers have investigated, examined, and explored the role of LTMs in improving ELSs either in the face-to-face or ODL setting. Korkmaz and Karatepe (2018) have investigated the influence of the Multisensory LTM on the achievement of grade four students in the English reading skill. The paper has recommended this LTM as it has a long-lasting

influence on students' learning experiences as well as it makes their learning more concrete and enjoyable and therefore, more memorable. Theresia and Recard (2021) have explained how the Multisensory approach promotes students' engagement through involving their senses of sight, hearing, touch, and physical movement. The study has discussed the role of teachers to apply this LTM in Primary English Home-based learning, its advantages, and challenges. It has suggested some strategies to get over these challenges by using various classroom activities such as Total Physical Response, color codes, storytelling, art and craft, and interactive PowerPoint. Vanorsdale (2017) has explained how ODL cannot be a success with the traditional LTMs, referring to the importance of promoting teacher-centered learning to sustain this learning type. Vanorsdale has pointed out the role of Communicative Language Teaching in ELLs' fluency when considering student-centered learning platforms, course design, and tasks. The study has explored the factors which instructors should bear in mind to facilitate this LTM in ODL and blended learning situations. Ng (2020) has discussed the challenges of preservice which ELTs meet in their training in a teaching context that adopts synchronous online teaching which uses Zoom and develops the Communicative LTM during the Covid-19 time. The paper has recommended the implementation of this LTM through synchronous Zoom for the preservice ELTs.

Suggestopedia has been also conducted as an effective LTM in developing and improving ELLs' skills in both physical and ODL settings. Rustipa (2011) has claimed that the instructional design of Suggestopedia has a positive cognitive, motivational, emotional, and social impact on accelerating students' language learning. Colliander and Fejes (2021) have emphasized the

characteristics of Suggestopedia to teach Swedish as an L2 to adult migrants. The paper concludes that Suggestopedia is a teaching approach that facilitates students' Swedish language learning in many ways such as various visual, aural, and fictive artefacts as well as sequencing tasks and mediational texts. However, students' experiences play a significant role that must be born in mind when conducting lessons. In Sundari et al. (2021), the researchers have examined the effectiveness of Suggestopedia in helping solve students' literacy difficulties in writing descriptive texts for students in grade seven. Results have revealed increases in students' ability to write descriptive texts after implementing Suggestopedia as an LTM. Zou, Thomas, and Barr (2022) have investigated the effectiveness of combining Suggestopedia with an ODL program for young learners to learn Greek as an L2. The authors have managed to examine whether the technological tools can make Suggestopedia more valuable in the ODL setting or whether Suggestopedia can meet and become a perfect match for Technology-Enhanced Language Teaching and Learning. Conclusions have revealed the effectiveness of implementing Suggestopedia in the ODL scene to learn Greek as an L2 because of its impact on students' memorization, creativity, and general engagement. The authors have recommended selecting digital tools to upgrade the content driven through Suggestopedia to make it applicable in the ODL setting.

Learning factors have been conducted in many studies from different perspectives. Gass (1997) has discussed the relationship among input, interaction, and SLA in terms of the input/interaction framework, information-processing, and learnability. Sivertzen (2013) has investigated the effectiveness of the initial extra English input (in and outside classes) in early SLA of Norwegian grade four students' receptive vocabulary. Findings have shown students'

substantial growth in vocabulary size. *Baroto (2016) has claimed that each of the three learning factors of the* input, learning environment, and motivation has positive effects on SLA, specifically in English speaking proficiency in terms of language fluency and accuracy. Estelami (2016) has explored the influence of ODL efficiency perceptions on students' evaluation of teaching measures. The study has explained how educational institutes and students have benefitted from the ODL form which facilitates the process of teaching and learning through providing large volumes of learning materials to get over the barriers of time, location, and physical facility constraints. It has focused on students' perceptions and how they have affected other key educational measures such as their attitudes towards adopting ODL courses in the future, their instructors, and online courses ratings. Results have revealed that, because of the limited perceptions of ODL efficiencies, students have had negative attitudes towards the course and instructors, causing them to be academically weak. The paper has recommended further research on the topic to change students' attitudes and improve their academic achievements. In Sinkeviciute et al. (2019), the researchers have investigated the influence of input variability and learner age on L2 vocabulary learning. Unlike adult ELLs' results in previous studies, age limitations for children may constrain their abilities to benefit from speakers' variability to increase their vocabulary in L2. ZHAO Congmin (2021) has introduced the input, output and interaction hypotheses and constructed a comprehensive picture based on them to address the fundamental components of successful SLA respectively. Sigurjónsdóttir and Nowenstein (2021) have reviewed the effects of digital media on Icelandic children's extramural SLA of English. They have investigated the possible effects of L2 (English) input on their L1 (Icelandic), highlighting their relationship with the children's Icelandic/English vocabulary and

Icelandic grammar. Results have revealed that English digital input has contributed to contextual L2 learning without affecting the children's Icelandic L1.

Teachers' perceptions of pedagogy have been tackled in many studies. Shahat, Ambusaidi and AlBahri (2022) have proved that teachers with a diploma have more positive perceptions compared to those with bachelor's degrees. In Johler et al. (2022), the researchers conclude how teachers are required to constantly keep up to date with the rapid evolution of ICT, gain new competencies and evaluate their practices to facilitate learning in physical as well as digital settings. Qadan and Chaleila (2022) reveal how teachers' pedagogical practices have a significant correlation with the changes in their perceptions of their teaching profession. Chirume (2017) has suggested further insights to prepare a new-teacher training model for ODL.

2.3.2 Situating the Current Study

The studies in the literature that have tackled improving the ELSs have been conducted in separate contexts. Some studies investigate the impact, advantages, disadvantages, and challenges and solutions of the ODL in higher education (Berti 2018; Fojtik 2018; Hiani 2015; Karunanayaka & Naidu 2016; Lane & Dorp 2011; Latchem & Jung 2010; Maboe 2017; Mahlangu 2018; Sim, Sim & Quah 2021; Yang & Cheng 2015; Willging & Johnson 2004; Yang & Cheng 2015).

Some researchers have emphasized the positive impact of ODL on improving the ELSs, (Dolidze 2013; Jesus 2015; Herrera & González 2017; Stewart 2019; White 2014). Narrower

specific topics have been conducted to focus on the role of online educational Apps, platforms and blogs in language teaching and learning and improving the ELSs (Cain & Policastri 2011; Dhanya 2016; John's 2017; Kamal et al. 2021; Mabuan 2018; Miftah 2018; Mohd Yusof et al. 2021).

The impact of ODL on the process of teaching and learning and students' engagement has been the subject of much literature (Cho & Cho 2014; Dixson 2010; Houlden & Veletsianos 2019; Husaini 2020; Kuama & Intharaksa 2016; Ma et al. 2015; Soffer & Cohen 2019; Yang 2011; Zhang et al. 2020).

Some other researchers have focused on the psycholinguistic approaches that affect language learning only in physical classrooms (Hastowohadi & Kumaini 2019; Kasparov & Chernickaya 2019; Lee 2016; Marinis 2003; Purba 2018; Robert 2012). Others have tackled psycholinguistics in the ODL setting (Eghlidi, Talebinezhad & Fard 2017; Haukås, Pietzuch & Schei 2022; John 2017; Marinis 2003).

LTMs have been also tackled to examine their influential role in developing and improving the ELSs either in physical or ODL classrooms (Heftania & Pulungan 2018; Rai & M. 2021; Syahputri 2019; Ulfa, Siregar & Gultom 2015).

Suggestopedia has been the core of much research in face-to-face classrooms (Colliander & Fejes 2021; Magdalena 2022; Majali, Salem & Al Sharaa 2020; Merlin & Larekeng 2018; Murfita & Novita 2020; Purba 2017; Rustipa 2011). Its effectiveness in the ODL setting in

language teaching and learning has been also conducted in many studies (Sundari et al. 2021; Zou, Thomas & Barr 2022).

Learning factors and strategies have been targeted to investigate their influence on language teaching and learning in face-to-face and ODL settings (*Baroto 2016;* Cheawjindakarn, Suwannatthachote & Theeraroungchaisri 2012; Gass 1997; Lee & Park 2016; Pleines 2020; Sigurjónsdóttir & Nowenstein 2021; Sivertzen 2013; Taskiran & Goksel 2022; Yu 2021; ZHAO Congmin 2021)

However, there is a need for more comprehensive studies to combine all influential factors that have been conducted separately in physical or ODL settings and reconsider them all as whole units in terms of the ODL context to ensure driving high-quality learning to all students at all educational levels. This study is an attempt to be a wide yard that embraces as many dimensions as possible that prove to have influential effects on improving the quality of learning for students to improve their achievements in the ELWS in the ODL setting. Thus, it highlights the role of the ODL form in the process of language teaching and learning, emphasizes the importance of students ' engagement in online tasks to achieve the expected educational goals, suggests a language teaching and learning psycholinguistic framework that addresses the optimal pedagogical methods and learning factors to motivate students and get them engaged in the ODL setting, paves the way for educationalists to set up more similar effective frameworks to implement in the ODL setting, refers to the impactful role of specific online educational tools and drivers, discusses how to effectively utilize all available educational platforms, blogs, and social media, refers to and discusses some of the advantages of ODL and its tools, gives some

hints on how to develop them, anatomizes some of the expected challenges, suggests proposed solutions to get over them, and at last gives some recommendations to ELTs, educators, instructors and curricula designers on how to effectively modernize traditional LTMs and digitalize the content to drive it more easily and comfortably so that students can change their attitudes towards ODL and learn actively and enthusiastically.

The study investigates the effectiveness of a proposed psycholinguistic framework, employing "Suggestopedia" as an LTM to be psychologically effective to engage students in authentic language learning tasks to attract their attention in the ODL setting. Even though Suggestopedia is a traditional LTM from the 1970s, it has been merged with technology to give educationalists space to make use of similar LTMs to be relevantly implemented in the ODL setting. Moreover, although Suggestopedia is mostly used with speaking, in this study it has been utilized to aim at improving students' achievements in the ELWS in the ODL setting, tackling it, considering the Connectivism and Symbolic Interactionism learning theories. This will also give more space to educationalists to utilize Suggestopedia in targeting more ELSs and sub-skills. To make it more impactful, the researcher has incorporated some learning factors that address students' learning needs and interests. Thus, the "setting" could be a rich environment which is represented by available and possible educational platforms, blogs, social media, and websites that prove to have their impact on developing and improving students' ELSs. Moreover, "input" is a flexible aspect that could be presented by all suitable, adequate, and compatible language learning contents and materials that attract students in the ODL setting. In addition, "interaction" is a weapon that urges all ELTs to innovatively think of optimal

methodologies, learning strategies and techniques to get students engaged and involved in the ODL tasks. Above all, “motivation” could have the upper hand that can facilitate the whole language teaching and learning process in the ODL setting if it is appropriately utilized to meet students’ learning needs and interests and push them to change their attitudes towards the ODL setting to learn and improve their ELSs enthusiastically, positively, and actively.

Moreover, the study paves the way for more influential ODL pedagogical methodologies in the TESOL context that will help create the required learning environment where ELTs could encourage students to adopt a positive attitude towards learning in the ODL setting, motivate and keep them motivated, improve their achievements in the ELSs, and figure out solutions to the emerging challenges they may face in this situation.

Chapter 3: Methodology

3.1 Study Design

A descriptive and interpretive case study was designed to investigate the effectiveness of psycholinguistic approaches in improving students' achievements in the ELWS through employing a psycholinguistic framework that implemented the Suggestopedia LTM and incorporated the learning factors of setting, input, interaction, and motivation into the ODL setting. It helped seek "different evidence from the case setting" (Gillham 2000, p. 1). The researcher utilized the quasi-experiment design to evaluate the effectiveness of a treatment (Jhangiani et al. 2019) and, as argued in Ary et al. (2010), quasi-experiments could allow researchers to reach logical conclusions even though full control was not possible. Thus, they could mimic an experiment and provide a prominent level of evidence without randomization as in classes (Ary et al. 2010). The researcher adopted the combination design to combine the elements of both the nonequivalent group design and the pretest-posttest design. Thus, he adopted the nonequivalent group design "experimental and control groups" as it was a popular approach to the quasi-experiments in which both groups were selected without random assignment (Creswell 2014), and they were already organized into classes or other preexisting intact groups (Ary et al. 2010). He also adopted the pretest-posttest design where the dependent variable was measured once before the treatment was implemented and once after it was implemented. To test the hypotheses in the study, the researcher applied the experimental factor or independent variable (the implementation of the psycholinguistic approach) to the

experimental group while the conventional method was utilized with the control group. By *"conventional"* in the context of the quasi-experiment in this study, the researcher meant the usual and regular methods of the ELT, which he always used without planning to focus on any specific one for a planned timeline or intervention to examine its effectiveness on students to improve certain ELSs. Thus, both groups were exposed to the same conditions, except for the treatment which influenced the experimental group and made a difference in the results and findings after the intervention.

The researcher planned to use both a descriptive qualitative as well as an interpretative quantitative method to suit the aims of the study. The mixed-methods approach was adopted in this study to combine both the quantitative and qualitative approaches for data amalgamation and corroboration of quantitative results and qualitative findings as well as addressing the focus of the study from deductive and inductive perspectives. This approach was suitable to support "the development, adaptation, and evaluation of programs, experiments, or policies (Creswell 2014, pp. 356-357). It combined theory generation and hypothesis testing within a single study (Jogulu & Pansiri 2011). Combining the strengths of both approaches could develop a stronger understanding of the research questions and provide a more complete understanding of a research problem than either quantitative or qualitative data alone (Creswell 2014). It could mitigate each other's weaknesses, develop "a holistic picture and analysis of the phenomenon being studied," and explain the relationships among variables (Fraenkel & Wallen 2009, pp. 557-565).

To find out what would work best for the research questions, (Tashakkori & Teddlie 1998), the researcher conceptualized a pragmatic theoretical paradigm (Hanson et al. 2005), recruiting a concurrent design that was indicated by the procedural notation: Quan. + Qual. (Morse 1991). As shown in Table 1, the researcher employed the writing pretest-posttests and four ODL classroom observations for the control group and the experimental group during 8-week intervention to answer the main research question about the effectiveness of psycholinguistic approaches in improving students' achievements in the ELWS in the ODL language classroom in the UAE. To answer this question, he tried to find out the answer to the first sub-question, quantitively investigating and qualitatively exploring the effectiveness of employing Suggestopedia, incorporating the setting, input, interaction, and motivation, in improving the students' achievements in the ELWS in the ODL language classroom in the UAE school. To answer the second research question and its sub-questions, he utilized a Likert-type close-ended questionnaire, tagged with seven open-ended statements, to investigate and explore how far ELTs perceive psycholinguistic approaches, Suggestopedia, setting, input, interaction, and motivation and elicit their suggestions to be more effective in meeting the upcoming challenges in the ODL language classroom in the UAE. The researcher collected the required data independently, combining, integrating, comparing, and, in the end, interpreting them to converge the results and findings to answer the research questions and sub-questions.

Table 1: Research Design

Research Design	Research Questions	Methods		Tools	Data Collection	Data Analysis	Participants
Converged Mixed Methods Design Triangulation Data Collection & Data Analysis (Results are integrated, compared, converged, and interpreted)	Q1: What is the effectiveness of psycholinguistic approaches in improving students' achievements in the ELWS in the ODL language classroom in the UAE?	Quasi-Experiment (Control – Experimental)	Quant.	Writing Pre-Test	Microsoft Forms	SPSS	A Control Group of 27 students + An Experimental Group of 27 students
			Qual.	4 ODL Classroom Observations for each group in an 8-week intervention	Microsoft Meeting sessions	Content Analysis Technique	
			Quant.	Writing Post-Test	Microsoft Forms	SPSS	
	Sub-Q1: What is the effectiveness of employing Suggestopedia, incorporating the setting, input, interaction, and motivation in improving the students' achievements in the ELWS in the ODL language classroom in the UAE school?	Quasi-Experiment (Control – Experimental)	Quant.	Writing Pre-Test	Microsoft Forms	SPSS	A Control Group of 27 students + An Experimental Group of 27 students
			Qual.	4 ODL Classroom Observations for each group in an 8-week intervention	Microsoft Meeting sessions	Content Analysis Technique	
			Quant.	Writing Post-Test	Microsoft Forms	SPSS	
	Q2: How far do ELTs perceive psycholinguistic approaches?	Quant.		Likert-Type Close-ended Questionnaire	Microsoft Forms	SPSS	54 ELTs
		Qual.		Open-ended Questionnaire	Microsoft Forms	Content Analysis Technique	
	Sub-Q2.1: How far do ELTs perceive Suggestopedia?	Quant.		Likert-Type Close-ended Questionnaire	Microsoft Forms	SPSS	54 ELTs
		Qual.		Open-ended Questionnaire	Microsoft Forms	Content Analysis Technique	

	Sub-Q2.2: How far do ELTs perceive the setting, input, interaction, and motivation?	Quant.	Likert-Type Close-ended Questionnaire	Microsoft Forms	SPSS	54 ELTs
		Qual.	Open-ended Questionnaire	Microsoft Forms	Content Analysis Technique	
	Sub-Q2.3: What are ELTs' suggestions to be more effective in meeting the upcoming challenges in the ODL language classroom in the UAE?	Quant.	Likert-Type Close-ended Questionnaire	Microsoft Forms	SPSS	54 ELTs
		Qual.	Open-ended Questionnaire	Microsoft Forms	Content Analysis Technique	

According to Creswell (2009), the qualitative approach could examine subjects in greater depth than the quantitative could when the main purpose of the research would be exploring a wide range of dimensions that would be associated with a specific subject. Through the descriptive qualitative method, the researcher attempted to explore and describe a real phenomenon that had already occurred inside the ODL classroom through the process of teaching and learning. The researcher did not participate in the teaching process, but he was only an observer who managed to report as much as possible of the learning activities from the beginning up to the end of each ODL class during the intervention time. Thus, the research took place in a natural setting without an attempt from his side to manipulate the situation under the

study. Bogdan and Biklen 1982 (cited in Sugiyono 2011) stated that qualitative research set the natural setting as its direct source of collecting data, would be concerned with process rather than outcomes, would collect data in the form of words rather than numbers, and inductively would analyze the data. In this context, the researcher introduced a real phenomenon by reporting it descriptively without trying to manipulate it. Strauss and Corbin (1998, p. 12) claimed that by adopting the inductive approach, "the researcher could begin with an area of study and would allow the theory to emerge from the data." Nunan (2003) confirmed the same point, referring to inductivism as a method of searching for theories and facts by exploring cases and incidents that might take place in the field of interest.

Since a part of the study was concerned with perceptions and attitudes, the researcher employed the ODL classroom observations and open statements and questions in the questionnaire as qualitative tools to gather the required data with the purpose of eventually identifying categories and themes and providing answers to the research questions about these perceptions and attitudes. It was through the classroom observation tool that the researcher could explore how the proposed psycholinguistic framework would affect students' attitudes towards language learning in the ODL setting which was supposed to be reflected in the progress of their performance in the ODL writing classrooms. It was also through the open questions in the questionnaire that he could navigate to explore ELTs' perceptions of psycholinguistic approaches and elicit their suggestions to implement them more effectively and figure out some solutions to the upcoming challenges they might come across in the ODL setting. In this context, the researcher could use the collected data gained from the other quantitative tools to prove the results and support the findings.

According to Creswell (2009), the qualitative method might limit the generalizability of the results. Therefore, the researcher preferred to make use of the quantitative method so that there was a chance for the results to be supported and generalized more readily and safely by further research. In this study, the researcher made use of qualitative tools to address, as Yin (2003) suggests, the "how" questions, while he employed quantitative tools to answer the "what" questions. As shown in Table 1, the pretest-posttests and classroom observations addressed the main research question and its sub-question to investigate the effectiveness of psycholinguistic approaches in improving students' achievements in the ELWS in the ODL setting through employing the Suggestopedia LTM and incorporating the setting, input, interaction, and motivation in the eight-week intervention in the quasi-experiment that was designed for the study. The Likert-type close-ended questionnaire was utilized to answer the second research question and its sub-questions to explore how far ELTs perceive psycholinguistic approaches, LTMs and learning factors, and elicit their suggestions to implement them more effectively and figure out the optimal answers to the challenges they might come across in the ODL setting.

This methodological triangulation "helped validate the finding of each" (Fraenkel & Wallen 2009, p. 559) through investigating, exploring, and explaining what was measured through the research tools that would rely on experiments and observations to measure the variables quantifiably, objectively, and realistically through group changes and would link that to general casual explanations (Sarantakos 2005). Being submitted to both empirical procedures as well as observations, the deductive and inductive strategies were followed to extract, interpret, and identify the analyzed data and elicited meanings through applying the statistical analysis, verifying the observable findings, and manipulating the research variables to ensure the research

validity and reliability. The interpretive paradigm which was utilized as its hermeneutic nature fit the purpose, ontology, epistemology, and methodology of the study, addressing the study's core issues of influence and impact, and focusing on, as Henning, Rensburg and Smit (2004) suggested, participation, collaboration, and engagement. To Creswell (2003), the interpretivist paradigm could rely on how the participants understand the whole situation and how their practical implementations influence the study. Thus, it helped uncover some unobservable data and clarify the statistics related to the subjective views of the participants. In this way, adopting the interpretivist paradigm helped explore the participants' understanding and subjective viewpoints of the situations and explained how they depended on their existing knowledge to interpret the issues being explored or investigated according to what they already viewed and recognized (Creswell 2003).

3.2 Variables of the Study

There was one dependent variable and one independent variable in this study. The dependent variable was students' achievements in the ELWS as examined by the pretest-posttests and classroom observations. The independent variable was the teaching method which was presented on two levels: implementing the psycholinguistic approach in ODL classrooms for the experimental group and implementing the conventional method in ODL classrooms for the control group.

3.3 Setting

An MoE school in Al Ain was employed as a case study in the academic year 2021\2022. It was an appropriate design for the main aim of the study to investigate the effectiveness of and obtain a more naturalistic understanding of an issue (Crowe et al. 2021). It was an important way of illustrating a theory and providing detailed information and insight for further research (McLeod 2019). It used a specific case and explored an event or phenomenon in depth to gain a broader understanding of an issue or phenomenon (Stake 1995). It could be used to explain, describe, and explore events or phenomena in the everyday contexts in which they occurred (Yin 2009). The MoE school was selected as it had the privilege of securing all required potentials for the ODL setting such as compatible devices for both students and teachers, internet connectivity and access points, skilled and professional teachers, digitalized content and other similar ODL requirements (Al Arabiya English 2020). This gave the researcher space to apply his empirical procedures in the optimal way he planned for conducting them. The school included about six hundred students in grades 9 to 12. Each class had about twenty-seven students.

3.4 Population and Sampling

3.4.1 Convenient Sampling

A convenient sampling technique was recruited to suit this study because it was impossible to include all subjects as the population is almost finite (Etikan 2016). It was the most suitable

in schools because of the availability and willingness of participants to take part in providing a convenient source of data (Saunders, Lewis & Thornhill 2012). It was easily accessible and inexpensive; it usually required a shorter time than other sampling techniques and the participants would be homogeneous (Etikan 2016). Most importantly, this sampling was the suitable one for the researcher as he had to conduct his empirical procedures during the Covid-19 time with the difficulty to physically access educational institutions or get easily in direct contact with participants. This enabled the researcher to choose the research subjects that were readily accessible, generate more samples in a brief period, go through the research procedures more easily, and it was a suitable source for qualitative and quantitative methods to easily collect the required data. It also allowed the researcher to obtain basic data and trends regarding his study without the complications of using a randomized sample.

Though the participants' number was not big, Patton (2002), stated that choosing a few numbers of cases might provide a lot of information and impacts knowledge development. "If it can happen there, it can happen anywhere" (Patton 1990, p. 169). As shown in Figure 3, the researcher conducted a quasi-experiment which often could have higher external validity than the true experiment as it could use real-world interventions instead of artificial laboratory settings. It was conducted on an accessible population of fifty-four students in two classes in grade eleven which had 129 students in five classes. The nonequivalent group design was adopted. The two groups had already been organized into two classes. The researcher selected the two classes which had the same number of students as their number was not the same in the rest of the classes. He categorized the two classes into two groups. Thus, each class or group

had twenty-seven students and almost looked similar. The researcher utilized one control group (being taught in the usual conventional methods) and another experimental group (taught in the proposed psycholinguistic ODL approaches). Thus, only one group experienced the treatment to account for any confounding variables. The hypothesis was that the experimental group would show more remarkable progress in their ELWS achievements because of the implementation of the proposed psycholinguistic framework during the eight-week intervention.

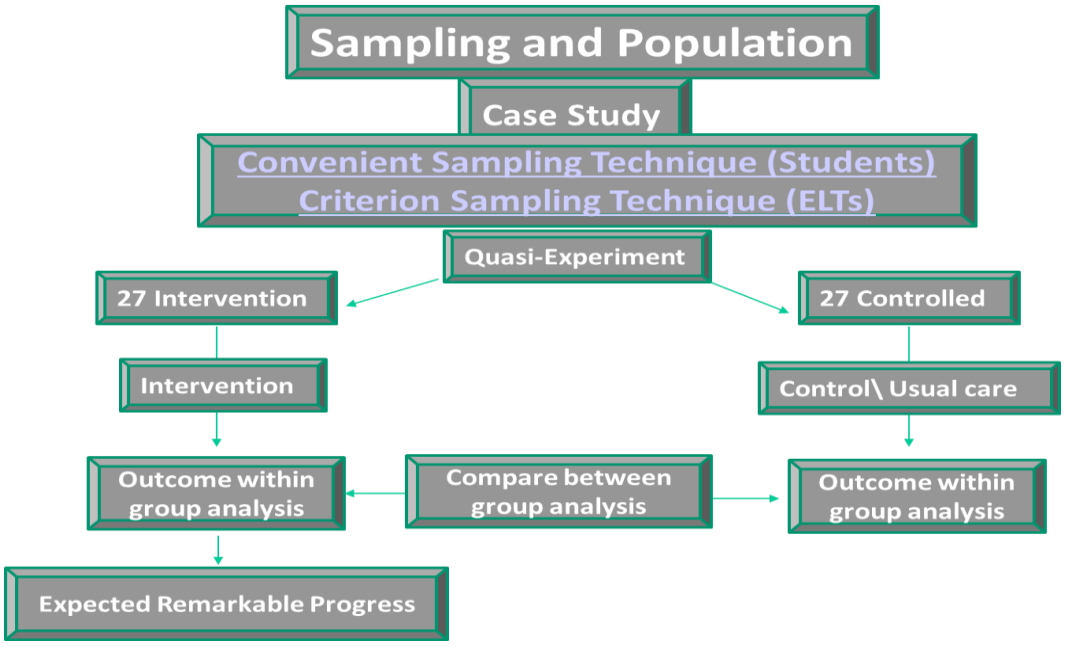

Figure 3: Sampling and Population

Cycle three schools included grades nine to twelve. The researcher selected grade eleven students as they were mature enough to shoulder their own learning responsibility in the ODL setting, cooperatively and collaboratively accessing as many educational platforms as possible. Besides, they were in higher grades, so they were supposed to have more adequate information technology knowledge and skills that could enable them to deal with the ODL drivers skillfully, providing more reliable results and saving a lot of problems that could be faced by students in

lower grades. Thus, they were expected to play their role when being provided with instructions or organizational issues, saving time when having a task to accomplish and making things run more smoothly, comfortably, and accurately as planned. Grade twelve was exempted because of the students' special situation as being in their last year in high school which made it a turning point that required no interruption and consequently, it was difficult to conduct any experimental procedures with them.

3.4.2. Criterion Sampling

According to Patton (2001, p. 238), "Criterion sampling involves selecting cases that meet some predetermined criterion of importance." Cohen and Crabtree (2006), believe that it can provide an important qualitative component to quantitative data, identify cases from a standardized questionnaire to help in follow-up, and identify any weaknesses or problems in a system and figure out ways for improvement. To Creswell (2007), criterion sampling is all cases that mean some criteria that would be useful for quality assurance.

Grades eleven and twelve ELTs were more skilled and professional so that principals would rust and assign them to teach these higher grades. This helped the researcher when he started the experimental procedures because the selected ELTs had the required skills to carry out the quasi-experiment as planned. Working in the MOE as a lead teacher helped the researcher to have enough time to select the appropriate ELTs whom he planned to include in the quasi-experiment. He trained one of them on the proposed psycholinguistic framework to be practiced in the experimental classroom as part of the regular individual training. He made use of this to

make sure that the quasi-experiment and the intervention procedures would be carried out properly as designed to get reliable data. Moreover, the researcher planned to make that ELT responsible for implementing the treatment because he had MA degree in TESOL, which gave him more privilege in understanding the procedures and implementing the treatment more properly. To include more information about feelings, attitudes and understanding of the subject, participants of 100 ELTs in many MoE schools were targeted to participate in the Likert-type close-ended questionnaire through a Microsoft form link to explore their perceptions of psycholinguistic approaches and their suggestions about developing the optimal pedagogical answers to the challenges they meet in the ODL setting. Because of the Covid-19 difficulty and the overload imposed upon ELTs during this period, only 53 ELTs submitted their responses.

3.5 Instruments, Procedures and Data Collection

3.5.1. Pre-test

A writing pre-test was designed on a Microsoft form to assess students' achievements in the ELWS for both the experimental and control groups, depending on their prior knowledge. The students in both groups wer provided with a link to a Microsoft form and asked to write an essay of no less than 200 words about their future careers. Each group consisted of twenty-seven students. They were given some prompts to help them write their essays. They were also provided with general instructions to ensure they understood the task. The students were asked to submit their essays on the Microsoft form when they finished, labelling them with their names, classes, and list numbers. The researcher used the MoE rubrics, attached in the

appendices, to evaluate the target ELWS. Each participant ELT marked the pre-test for his group. To make sure that their evaluations were accurate, the researcher resorted to an interrater to mark blindly. When there was a difference, which was exceedingly rare, the researcher took the average of the two markers. The assumption was that there was no remarkable difference in the results of students' achievements in the ELWS in both groups. The results for each group have been registered and kept for later comparison with results from the post-tests after the eight-week intervention.

3.5.2. ODL Classroom Observations

The researcher employed the ODL classroom observation as a qualitative tool to collect the required data to answer the first research question and its sub-question. In Cohen et al. (2007), the researchers stated that it could be a beneficial research tool which could assist to gather live data from a naturalistic site. It would be a choice to understand another culture (Silverman 2014). Four ODL classroom observations for each group were conducted during the planned eight-week intervention. Each group went through the same number of periods to make sure that the students had enough time to acquire and develop their ELWS. The classroom observations were in the first, third, fifth and eighth weeks to evaluate students' performance and progress. Schmuck (1997) argued that classroom observations would provide the researcher with a way to explore the interaction among participants and the time they would take to practice activities. They were also helpful to follow how the ELTs were working, how far the ELT in the experimental group was properly employing the proposed psycholinguistic framework, implementing the Suggestopedia and incorporating the setting, input, interaction, and

motivation in the ODL setting to investigate their effects on the students' improvement in the ELWS, and how far the other ELT was implementing the conventional or his usual methods with the control group. According to DeWalt and DeWalt (2002), when employing classroom observations as a tool for collecting data in a study, the researcher should bear in mind the types of research questions to enhance the quality of the data and its analysis. Patton (2015) claimed that they would provide the researcher with data that could include an illustration of participants' practices, actions, attitudes, and the full extent of personal rapports, interactions, and organizational procedures. The researcher used a classroom observation checklist that included suitable indicators that were developed from a related topic and reviewed and refined by his supervisor and other experts in the university. It covered certain domains like lesson preparation, teaching methods, psychological learning environment, students' performance and interaction, timing, and impact. According to Lasagabaster and Sierra (2011), a classroom observation would be a fundamental factor that could potentially enhance the development of English teaching in the language classroom.

To ensure feasibility, the researcher made sure that all ELTs and students were exposed to the same circumstances in the ODL teaching and learning process, including logistics, normal learning environments, and content. He was invited to attend the ODL classroom observation sessions through online Microsoft Teams, which was familiar and more comfortable for both ELTs and students. For them, stress and pressure in ODL classroom observations were less than the case in the regular physical classroom. The researcher was careful to avoid the "Hawthorne Effect" which is defined by McCarney et al. (2007) as the individuals' reaction to modify their

behavior as a result of their awareness that they were observed. Thus, the researcher was careful to not make them feel monitored to avoid any disturbing or stressful actions to ELTs or students during the observations. He explained that the observations would focus on the students' interaction, and improvement in their achievements in the ELWS, so that he could ease any stress they might have because of his presence.

Cranston (2009) believed that there should be a positive relationship between the observer and the observed participants in the language classroom, building up trust between each other. Murdoch (2000) stated that such good relations might lead to positive results as they would give space to a collaborative reflection on the gathered data. Following the ethics, the researcher had an online meeting with each group, prior to the scheduled one, to introduce himself to students and to explain the objectives of his classroom visits and give them an idea about how things were supposed to go on and what was expected from them along the intervention time. He explained how to sign the consent forms from their parents and provided them with a link to attend an online meeting if they would like to have more explanation. He provided them with some contact details in case they could not attend the meeting to contact him at any time. He asked them to tell their parents or guardian to submit the Microsoft consent form. Two students stayed behind and were late to deliver their parents' consent forms. To make sure he would not miss any consent forms, the researcher was following up with the two ELTs to check those students who were late before starting the empirical procedures and make sure they voluntarily agreed to participate. They had some technical issues to submit their consents and that was solved by providing them with another link.

The ODL classroom observations were supposed to be recorded to give the researcher more space to collect and analyze the data more accurately. The first one in the experimental group was already recorded as a pilot session. The researcher had a meeting with the ELTs to discuss certain points to make sure that they would agree to record the ODL classroom observations. Unfortunately, they were reluctant to record them, so the researcher would not like to make it a burden on their shoulders and decided to write down his observations immediately to cover what happened during the ODL classes. This required him to focus more to avoid missing any points that might affect the analysis. The reports were immediately prepared and saved for later analysis.

3.5.3. Post-test

After the eight-week intervention, a writing post-test on the same topic, which was conducted in the pre-test before, was conducted again on both groups to assess the same ELWS. The main purpose was to investigate the effectiveness of the intervention of the proposed ODL psycholinguistic framework on the students' improvement in the ELWS and whether there were differences in each group's results from the pre-tests or not. The same MoE rubric was used again by the participant ELTs for evaluation. To make sure the evaluation was accurate, another interrater marked the post-tests. Just like the pre-tests, when there were any differences in marking, the researcher took the average of the two marks. The results from both groups were collected and compared to those from the pre-tests to check the differences. These were prepared and saved to be entered later in the IBM SPSS Statistics 23 program for analysis. The assumption was that, unlike the control group, the experimental group was expected to show

remarkable progress because of the intervention, achieving a significant difference in results compared to their results in the pre-test.

3.5.4. Close-ended Questionnaire

A Likert-type scale close-ended questionnaire was conducted concurrently to transform the data for comparison, converge the findings and generate data to answer the research's second question and its sub-questions and explore how far ELTs perceived psycholinguistic approaches. To answer this question, it ddressed its sub-questions to explore how far ELTs perceived Suggestopedia, setting, input, interaction, and motivation and to elicit ELTs' suggestions to implement psycholinguistic approaches more effectively and meet the upcoming challenges in the ODL language classroom in the UAE. The researcher preferred the close-ended questionnaire to the interview, which was practically limited in number and time, because he lanned to collect more data from as many ELTs as possible. He received only fifty-three responses from the participant ELTs.

The Likert-type scale close-ended questionnaire had five scales 1- strongly disagree, 2- disagree, 3- neutral, 4- agree, 5- strongly agree. It included twenty-four close-ended statements categorized into four sets. The first set adressed the participant ELTs' perceptions of psycholinguistic approaches, learning factors and LTMs. The second set explored how far ELTs could employ and integrate them into the ODL setting to improve their students' achievements in the ELWS. The third checked their understanding of the impact of implementing the proposed psycholinguistic framework in their ODL classrooms. The fourth set elicited their suggestions

to develop some pedagogical solutions which they expected to be more effective in improving the target ELWS and face the challenges they might meet in the ODL setting.

To give more space for ELTs to elicit how they could identify psycholinguistic approaches, LTMs and learning factors and to openly express their opinions to elicit more suggestions and acquire more meanings, the researcher added seven open-ended statements and two open questions at the end of the questionnaire. This gave the researcher a chance to make sure whether ELTs were dealing with the questionnaire seriously or just finishing a task. Some open statements checked their real understanding of the target pedagogical terms which they previously answered in the Likert-type scale close-ended questionnaire and confirmed whether they already had real suggestions or not. As Given (2008) asserted, it could sum up the phenomenon and provide answers to the "what," "how," and "why" research questions. The questionnaire was conducted through a Microsoft form link provided to the ELTs in the Emirates Schools Establishment to make it easier and smoother for them to participate and for the researcher to collect the data. Their responses were printed out and prepared for later analysis.

3.6 Data Analysis

The standard approach in the convergent analysis design was followed. The collected data from the pretest-posttests, classroom observations, and the questionnaire were checked, sorted out, organized, coded, when necessary, categorized for analysis, compared, interpreted,

evaluated, converged and peer-viewed for justification and trustworthiness to reach the final findings.

The researcher employed the statistical computational technique, using the IBM SPSS Statistics 23 program to analyze, compare, and produce the quantitative results from the pretest-posttests conducted on the control and experimental groups. The independent T-test was used to independently compare the same variable (writing achievements in the pre-tests) between the two groups to examine whether there was any difference between them at the beginning of the quasi-experiment and whether there was a possibility for any expected difference after the intervention or treatment for the experimental group to confirm or negate the main hypothesis of the study that "there would be a significant difference in students' ELWS achievements between the students taught by implementing the proposed psycholinguistic framework and those taught by implementing any other conventional method in the ODL setting.

ANCOVA Analysis of covariance was also used to determine whether there was any significant difference between the two independent groups (control and experimental) on a dependent variable (writing achievement in the pre-tests). It could be considered an extension of the one-way ANOVA to incorporate a covariate variable which would be linearly related to the dependent variable and include it in the analysis to increase the probability to detect differences between groups of an independent variable (Laerd Statistics 2018).

The Paired Sample T-test was used to compare the Means of the pre-test and post-test for each group apart to examine the differences between students' scores before and after the intervention to answer the main research question and find out whether implementing

psycholinguistic approaches was effective or not in improving students' achievements in the ELWS in the ODL setting in the UAE.

There were two different sets of data (one pre-test and one post-test score for the ELWS, one within-subjects factor and one "group" or "in-subjects factor"). These were displayed in tables to sum up the statistical significance and results for each group to reach the findings, showing the relations between the implementation of psycholinguistic approaches and the students' achievements in the ELWS in the ODL setting.

The qualitative data was analyzed by following the intuitive and procedural techniques that was employed in a constant comparative method. After collecting the qualitative data from the four ODL classroom observations for each group, sorting it out and coding it into categories in terms of the main variables, it was interpreted and analyzed, using the "Relational Content Analysis Technique." Addressing the main research question to investigate the effectiveness of the proposed psycholinguistic framework in improving students' achievements in the ELWS, the researcher focused on exploring the relationship among the related variables represented by the key indicators in the lesson observation checklist such as the lesson preparation, the ELT's subject knowledge, and timing and the main key concepts such as Suggestopedia, setting, input, interaction, and motivation and how they impacted the students' performance and progress in the ODL setting.

The researcher selected certain texts which described the indicators of the lesson observations and how the ELTs were employing them in ODL classrooms. They were coded

into concepts to be analyzed to examine the relationship among the target variables. He related them to the key concepts mentioned above to check how effective the implementation of the proposed psycholinguistic framework was on the students' achievements in the ELWS in the ODL setting. The relationship was analyzed in terms of strength (the degree to which the key concepts were related), and sign (positive or negative relationship among concepts). There were tables that contained some statistical analyses to explore the differences and look for relationships among the identified variables. This was fostered by a descriptive analysis to compare the progress each group achieved in the target ELWS. Based on this comparison, the conclusion was set to be clearer when judging which group had the best achievements and progress. The findings were compared to those from the pretest-posttests to check convergence and similarity and make sure whether they provided the answer to the first research question and sub-question or would need more refinement to match.

All responses from the 53 participant ELTs for the 24 items in the Likert-type scale close-ended questionnaire were collected, grouped, and categorized into 4 domains that addressed ELTs' perceptions of the target pedagogical terms (psycholinguistic approaches, Suggestopedia, setting, input, interaction and motivation), ELTs' ability to implement them in their language classrooms, either face-to-face or ODL, the impact of implementing them, their suggestions about developing some strategies to make them effective in their ODL language classrooms and figure out some solutions to meet the upcoming challenges that might arise in this situation. The researcher entered the data into the IPM SPSS Statistics 23 Program for analysis.

To control the measurement error and measure the internal consistency, validity, and reliability for each item of the Likert-type scale close-ended questionnaire, the researcher made use of Cronbach's Alpha coefficient. To determine the reliability and validity of the descriptive findings, inferential statistics in the form of a one-sample test analysis of variance (t-test) was established to compare the mean scores of all ELTs' responses to each item.

In statistics, correlation coefficients are a quantitative assessment that measures both the direction and the strength of this tendency to vary together. Thus, the correlation between variables indicates that when one variable changes in value, the other variable tends to change in a specific direction (Laerd Statistics 2018). Therefore, the Pearson Correlation coefficient was utilized to measure the strength of the relationship between every two variables in every domain.

A descriptive statistical analysis was made to indicate the *"general tendencies in the data,"* represented by the Mean, Median and Mode, and *"the spread of scores,"* represented by the standard deviation. The descriptive statistics for each variable were calculated, analyzed, and interpreted to measure the central tendency and describe the scale for each item in each domain. Bar and Pie charts were used to visualize, analyze, and interpret the responses for each item in the Likert-type scale close-ended questionnaire.

The Relational Content Analysis Technique was also used to analyze and interpret the qualitative data from the open statements and questions part of the close-ended questionnaire. The same steps (sorting out and coding responses into categories for analysis) were followed

again to address and cover the answer to each statement and sub-question, exploring how far ELTs perceived psycholinguistic approaches, LTMs and learning factors, their suggestions to effectively implement them in the ODL setting to improve their students' achievements in the ELWS and their suggestions to meet the upcoming challenges in the ODL setting. The researcher explored the relationship between these variables and the ELTs' implementation in the ODL setting. The open statements and questions gave ELTs space to openly express how far they comprehended them and whether they could effectively implement them in the ODL setting or not. Transcripts from the ELTs' responses were coded, using a non-criterion coding approach, to search for deeper meanings and interpretations of what they openly expressed. The data was compared to that from the Likert-type close-ended statements to check whether to affirm the results or negate them. This was displayed in tables that contained some statistical analyses to explore the differences and look for relationships among the identified variables. This was fostered by a descriptive analysis to reach the findings and compare them to those from the close-ended statements to reach the final findings and check whether they answered the second research question and sub-questions or not.

3.7 Validity, Reliability, and Consistency

According to Lincoln and Guba (1985), validity and reliability issues in qualitative research are meant to imply standard conditions of quality such as credibility, dependability, and transferability. Credibility in quantitative research depends on the construction of the research tools while in qualitative research the researcher himself/herself is the tool (Patton 2015) who can decide the credibility of a qualitative study (Golafshani 2003) and convince the audience

that the findings in his/her study are worthy of their attention. Thus, findings and results in both quantitative and qualitative research must be acceptable, believable, and credible.

The researcher checked the validity, reliability, and consistency of each employed instrument in the study, consulting other expert specialists and amending it where required. To measure the internal consistency, validity and reliability of the pretest-posttest, the researcher made use of different tools such as Cronbach's alpha/ alpha coefficient. A standard close-ended questionnaire and classroom observation checklist in other related studies were developed by the researcher, reviewed, and refined to fit the empirical steps. For the classroom observation, the researcher resorted to inter-rater reliability, consulting other PhD candidates to rate and give comments. To examine the reliability of the relational content analysis, the researcher relied on the stability criteria. To make sure of consistency, he re-coded the same data in the same way over six months and he had no difference in the analysis. To check the validity of the relational content analysis, he resorted to the criterion of conclusions, making sure that conclusions have followed the data, and checking how concept categories were reliable to measure the main idea in the research questions.

To avoid ELTs' bias and prejudices, the statements in the questionnaire were written in different styles to check how consistent and accurate ELTs were. To ensure the clarity of instructions and evaluate the internal validity of the close-ended questionnaire, the researcher conducted field testing on a pilot non-participant of two ELTs. He also utilized the test-retest reliability technique to check the reliability. Moreover, the researcher made short meetings with the participant ELTs to clarify any ambiguous points when and where required to make sure all

instructions were comprehended. The researcher also refined and enhanced the findings by giving the participants more space to express themselves, elaborate and justify their ideas.

3.8 Limitations

There might be some obstacles the researcher came across during the empirical procedures. Lacking the culture of research was the most remarkable one that made some participants not take it seriously, acting and responding inappropriately or carelessly, skipping questions, and sometimes underestimating the value of the research in contributing to the field of education. This negatively influenced certain results after analyzing the data collected from these participants in the questionnaire and consequently, the researcher had to delete them. The researcher exerted some efforts to change their attitudes by explaining to them the significance of the research and how to adopt a positive role to support it. He exerted a lot of time and effort to collect the data for the questionnaire, receiving only fifty-three valid responses from the participant ELTs.

The participant ELTs in the control and experimental groups were reluctant at first to participate in the study, thinking that it would add more loads on their shoulders as they were already overloaded with teaching and other duties in the school. The researcher convinced them that participating would not add any load as the ODL observations would be in their normal classes which they would dedicate to writing and choose during the week for ODL classroom observations. Additionally, they were affirmed that everything would be so confidential and that their names would not be mentioned in any report.

The number of students was another limitation as each class consisted of about twenty-seven students. This restricted the researcher and prevented him from increasing the number of the participant students as this required more classes, ELTs, time, and consent forms, all of which were very difficult to be handled by the researcher who found unexpected reluctance from participants to take part in the study. Therefore, the researcher had to reduce the number of participant students to only fifty-four who were in the two chosen classes.

The formalities to get the approval to conduct the study in schools was another limitation that took a lot of time and effort. This required the researcher to make use of other researchers' experiences to know about the fastest paths to follow. The unexpected change in the school timetable because of the shortage of teachers in certain subjects was another challenge. The researcher planned to have some flexibility in the ODL classroom observations so that their appointed times were modified accordingly. Another barrier was the delay of some participant ELTs to respond to the questionnaire. To compensate for this, the researcher extended the time plan to collect as many responses as possible.

Though the researcher had a plan B to meet expected limitations, there were some technical issues that were not expected like the internet lagging either for the ELTs or the students, the unexpected drop of certain platforms during the class, the difficulty to access some accounts with no specific reasons, and the banning of certain websites the ELTs were accessing at home. The researcher repeated an ODL classroom observation for each group to replace the one which was not properly conducted because of these unexpected issues. The researcher discussed these issues with the participant ELTs to make sure they had alternatives like downloading similar

content on Microsoft Forms or saving them on their laptops so that they could resort to them in case they could not be accessed online to run their classes smoothly without interruption.

3.9 Strengths and Weaknesses

The study was planned to be a comprehensive one that would combine many previously conducted psycholinguistic approaches that had positive effects on ELLs in face-to-face and ODL classes, integrating them into one whole unit that would aim at improving students' achievements in the ELWS. Thus, psycholinguistic approaches implemented separately in physical settings or partially in ODL settings as well as influential aspects employed in the ODL were addressed to target developing the ELWS in the ODL setting. Moreover, conducting the case study in an MoE school with all available potentials helped make the study more authentic and reliable, giving a good chance for generalizability and transferability with further research in similar contexts, especially because some previous studies were conducted with incomplete procedures, lacking potentials like the availability of compatible devices, digitalized contents, and access points, all of which put the participants in pretended scenes that were difficult to be extended to the real world and consequently, negatively affected the authenticity of the findings and results. However, the differentiation in skills, experiences, and knowledge among ELTs and among students might be a point of weakness in the study that would make it difficult to be generalized to all students at all educational levels unless there would be special training on how to make relevant adaptations to the various ODL settings and situations to make these methodologies more effective.

3.10 Ethical Issues

The regular academic code of ethics was followed to ensure that the study would be valid and ethical. Thus, the researcher went through the process of using the formal consent letters from the university to obtain the approvals from the MoE and ESE to access the target school and get the participants' approvals to participate in the study, explaining to them the purpose of the study, what was expected from them, their rights to participate or withdraw, their confidentialities, and their rights to have feedback reports. Furthermore, working in the MoE as an ELT made it easier for the researcher to get the necessary approval from the MoE and ESE, smoothly conducting his experimental procedures to collect the required data, accessing the school, getting in touch with many participants, having good relationships with them that could encourage them to positively take part in the procedures, being familiar with most expected problems to avoid any expected stress they might have in case of classroom observations, or even dealing with the questionnaires. All this helped make the study more reliable to ensure generalizability and transferability.

Chapter 4: Findings

The main purpose of this study was to investigate the effectiveness of psycholinguistic approaches in improving students' achievements in the ELWS in the ODL setting in the UAE through employing the Suggestopedia LTM in ODL language classrooms, incorporating the input, setting, interaction, and motivation. The researcher adopted the mixed methods approach to collect the required data to answer his research questions. The researcher employed the pretest-posttests to collect the quantitative data to answer whether the implementation of the proposed psycholinguistic framework in the ODL setting would be effective or not in improving grade eleven students' achievements in the ELWS. Concurrently, to answer the same research question and foster the results from the pretest-posttests, the researcher collected his qualitative data after conducting four ODL classroom observations for the experimental group, which was treated within an 8-week intervention of implementing the proposed psycholinguistic framework, and the control group which experienced the usual conventional LTMs through the same eight weeks. The researcher also conducted a 5-scale Likert-type close-ended questionnaire to collect the quantitative data which was fostered by the qualitative data obtained from seven open statements and two questions which were designed at the end of the questionnaire to elicit more information from the participant ELTs' open answers to better understand their perceptions and suggestions to answer the research's second question and its sub-questions.

4.1 The Pre-Posttests

Table 2 showed the pretest-posttest scores of the experimental group, while Table 3 showed the pretest-posttest scores of the control group. To make sure that the scores were consistent, the researcher used an external rater to mark the writing pretest-posttests according to the given rubric. When differences between the two raters occurred, the researcher took the average scores.

Table 2: Pre-Test & Post-Test Scores (Experimental Group)

Pre-Test Scores (Experiment Group)					Post-Test Scores (Experiment Group)					
Code	First Rater	Second Rater	Average (/21)	Percentage (/100)	Code	First Rater	Second Rater	Average (/21)	Percentage (/100)	Difference
1	12	12	12	57.14%	1	17	17	17	80.95%	23.81%
2	11	11	11	52.38%	2	14	14	14	66.66%	14.28%
3	11	11	11	52.38%	3	16	16	16	76.19%	23.81%
4	7	5	6	28.57%	4	13	13	13	61.9%	33.33%
5	7	7	7	33.33%	5	9	9	9	42.85%	9.52%
6	9	9	9	42.85%	6	14	14	14	66.66%	23.81%
7	9	9	9	42.85%	7	18	18	18	85.71%	42.86%
8	13	13	13	61.9%	8	15	15	15	71.42%	9.52%
9	14	14	14	66.66%	9	16	16	16	76.19%	9.53%
10	7	7	7	33.33%	10	10	10	10	47.61%	14.28%
11	16	16	16	76.19%	11	18	18	18	85.71%	9.52%
12	18	18	18	85.71%	12	19	19	19	90.47%	4.76%
13	16	16	16	76.19%	13	18	18	18	85.71%	14.66%

14	18	18	18	85.71%	14	19	19	19	90.47%	4.76%
15	7	0	0	0%	15	7	7	7	33.33%	33.33%
16	13	13	13	61.9%	16	18	18	18	85.71%	23.81%
17	13	13	13	61.9%	17	19	19	19	90.47%	28.57%
18	8	8	8	38.09%	18	16	16	16	76.19%	38.1%
19	13	13	13	61.9%	19	16	16	16	76.19%	14.29%
20	13	13	13	61.9%	20	16	16	16	76.19%	14.29%
21	12	12	12	57.14%	21	14	14	14	66.66%	9.52%
22	0	0	0	0%	22	7	7	7	33.33%	33.33%
23	13	13	13	61.9%	23	14	14	14	66.66%	4.76%
24	12	12	12	57.14%	24	16	16	16	76.19%	19.05%
25	7	7	7	33.33%	25	8	8	8	38.09%	4.76%
26	7	7	7	33.33%	26	10	10	10	47.61%	14.28%
27	8	8	8	38.09%	27	11	11	11	52.38%	14.29%

After analyzing the results obtained from the writing pretest-posttests for the experimental group, Table 2 showed evidence of an increase in students' scores in the post-test given to them after the 8-week intervention of the proposed psycholinguistic framework. Twenty-seven out of the twenty-seven participant students scored higher in the post-test, showing improvement in their ELWS achievement. The highest difference between the pre-test and post-test scores was 42.86% while the lowest was 4.76%. Thus, all students showed improvement in their ELWS achievements. Eighteen students showed significant improvement, while nine showed slight improvement, even though some of their grades were not high enough to show proficiency in the target ELWS or make them pass the writing test. Twenty-one out of twenty-seven students

in the experimental group were able to pass the post-test while only six students did not pass it, even though their scores were higher than those in the pre-test. The differences between the pretest and post-test scores were indicators that the effectiveness of the proposed psycholinguistic framework in improving students' achievements in the ELWS in the ODL setting.

Table 3: Pre-Test & Post-Test Scores (Control Group)

Pre-Test Scores (Control Group)					Post-Test Scores (Control Group)					
Code	First Rater	Second Rater	Average (/21)	Percentage (/100)	Code	First Rater	Second Rater	Average (/21)	Percentage (/100)	Difference
1	9	10	9.5	45.23%	1	9	9	9	42.85%	- 3.38%
2	7	9	8	38.09%	2	0	0	0	0%	-38.09%
3	12	12	12	57.14%	3	12	12	12	57.14%	0%
4	18	18	18	85.71%	4	19	19	19	90.47%	4.76%
5	11	11	11	52.38%	5	12	12	12	57.14%	4.76%
6	17	19	18	85.71%	6	17	19	18	85.71%	0%
7	17	18	17.5	83.33%	7	18	18	18	85.71%	2.38%
8	10	10	10	47.61%	8	10	10	10	47.61%	0%
9	10	10	10	47.61%	9	11	11	11	52.38%	4.77%
10	10	10	10	47.61%	10	10	10	12	47.61%	0%
11	4	6	5	23.80%	11	4	6	5	23.80%	0%
12	13	13	13	61.9%	12	13	13	13	61.9%	0%
13	4	4	4	19.04%	13	4	4	4	19.04%	0%
14	13	13	13	61.9%	14	14	14	14	66.66%	4.76%
15	14	16	15	71.42%	15	15	17	16	76.19%	4.77%
16	6	7	6.5	30.95%	16	7	9	8	38.09%	7.14%
17	19	19	19	90.47%	17	19	19	19	90.47%	0%
18	16	16	16	76.19%	18	16	16	16	76.19%	0%
19	18	18	18	85.71%	19	17	19	18	85.71%	0%
20	15	15	15	71.42%	20	16	16	16	76.19%	4.77%
21	16	18	17	80.95%	21	17	17	17	80.95%	0%
22	11	11	11	52.38%	22	13	13	13	61.9%	9.52%

23	16	16	16	76.19%	23	16	16	16	76.19%	0%
24	16	18	17	80.95%	24	16	18	17	80.95%	0%
25	15	15	15	71.42%	25	15	15	15	71.42%	0%
26	17	17	17	80.95%	26	17	17	17	80.95%	0%
27	5	7	6	28.57%	27	5	5	5	23.80%	-4.77%

As shown in Table 3, students' scores in the control group in the post-test given to them after 8 weeks of implementing the conventional teaching methods referred to partial and relative improvement in the students' achievements in the ELWS. Nine out of the twenty-seven participant students scored higher in the post-test. The highest difference between the pre-test and post-test scores was 9.52% while the lowest was -38.09%, which needed a reasonable explanation. Though their scores were not high enough to pass the pre-test and post-test, nine students showed a slight improvement in their ELWS achievements, fifteen students showed no improvement, and three students showed a decline. Eight students were not able to pass the post-test, indicating their unreadiness to learn because of their lack of motivation. Three students showed a decline in their scores. Since there were no clear history, maturation, or other symptoms to affect students' performance and achievement during the ODL classroom observations, students' improvement might have occurred because of their inner motivation and readiness to learn under any circumstances. The same idea could be deduced from the decline of the three students who lost their interest in learning in the ODL setting because of their lack of motivation to learn.

The independent samples t-test was utilized to assess whether the means of the control and experimental groups were statistically different from one another at the beginning of the quasi-experiment. As shown in Table 4 below, there were no statistically significant differences in the Means of the pre-test for both groups (M Control:60.92 and M Experimental:50.43). The standard deviation for both groups was the same and there was no significant difference: (SD control:20.83 and SD Experimental:21.63). This meant that both groups were almost equal at the beginning of the quasi-experiment with the same chance to improve their ELWS when exposed to suitable pedagogical approaches in the ODL setting.

Table 4: Group Statistics: The Independent Samples T-Test

Group		N	Mean	Std Deviation	Std Error Mean
Pretest	Control	27	60.9278	20.83474	4.00965
	Experimental	27	50.4374	21.63091	4.16287

As shown in Table 5 below, the t-test for Equality of Means (used to analyze the rate of difference between the means of the samples) was ($t = 1.815$ at $df=52$), indicating similarity in the two groups with no significant Mean difference (10.49). This meant that both variances were approximately equal. The 2-tailed P-value (performed to gain proof that could be utilized to negate the indifference between the averages of two samples) was ($P = .075 > .05$), referring to no significant difference and thus, rejecting the null hypothesis that both groups were different. This confirmed the same result that both groups were the same at the beginning of the quasi-experiment and consequently, had similar chances to improve their ELWS when treated with relevant pedagogical approaches.

Table 5: Independent Samples Test: Pre-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pretest	Equal variances assumed	.053	.820	1.815	52	.075	10.49037	5.77986	-1.10776	22.08850
	Equal variances not assumed			1.815	51.927	.075	10.49037	5.77986	-1.10815	22.08889

Levene's Test was used to test homogeneity of variance, assuming that variances were equal across groups or samples. According to DATAtab Team (2022), Levene's Test could tell us if we would meet the null hypothesis that both groups (Control and Experimental) would have approximately equal variances on the dependent variable (Pre-test). The P-value would measure the probability of obtaining the observed results, assuming that the null hypothesis would be true if it was significant as the two variances were not equal. If Levene's Test was significant ("Sig." was less than .05), the two variances would be significantly different. If Levene's Test was not significant, then, the two variances would not be approximately equal, and the null hypothesis would be met. In this case, as shown in Table 5, Levene's Test did not show significance as the P-value was P= .82 which was greater than .05. (0.=.05<P: 0.82) and thus, rejected the null hypothesis and indicated that the error variance of the dependent variable (Pre-

test) was equal across the two groups as there was no significant difference between the two Means. This gave the researcher the probability of detecting an expected difference between the two variances (pre-test and post-test), for the experimental group after the treatment in the 8-week intervention and consequently, could prove his hypothesis, answering the first main research question.

To determine whether there were any significant differences between the two independent variables (Control and Experiment group) on the dependent variable (students' achievements in the writing pre-test), ANCOVA analysis of covariance was utilized. After analyzing students' grades, as shown in Table 6, the Mean score for the control group was M control (60.92) and the Mean score for the experimental group was M Experimental (50.43). The standard deviation for the control group was SD control (20.83) while for the experimental group was SD experimental (21.63), all of which indicated no significant difference between the two groups. This confirmed the same result and gave the researcher the possibility of detecting differences in the post-test for the experimental group after the intervention and consequently, could prove his hypothesis, answering the first main research question too.

Table 6: ANCOVA Descriptive Statistics: Dependent Variable: Pretest

Group	Mean	Std. Deviation	N
Control	60.9278	20.83474	27
Experimental	50.4374	21.63091	27
Total	55.6826	21.69131	54

This means that the two groups were almost identical at the start of the quasi-experiment and students in both groups almost had the same level of the ELWS with a fair opportunity to improve their ELWS during the 8-week intervention. Using this data from the pre-tests for both groups allowed the researcher to increase the probability of detecting a significant difference between the pre-test and post-test scores after conducting the post-tests in the end of the quasi-experiment when the experimental group would be treated by implementing the proposed psycholinguistic framework in the ODL setting.

A Paired Samples t-Test was used to determine whether the Mean of the dependent variable, (the post-test) was useful in measuring the results before and after the intervention or treatment. Thus, it was utilized to compare the Means in the pre-test and post-test for each group (the control group and the experimental group). As shown in Table 7, comparing the Means in the pre-test and post-test for the control group, the Mean in the post-test showed a slight difference from the Mean in the pre-test (M2 post=61.63 >M1 pre= 60.92, Mean difference= .71). The Standard Deviation of the pre-test for the control group was lower than the Standard Deviation of the post-test (Std post = 24.10 > Std pre=20.83), indicating that the distribution of the data in the pre-test was closer to the Mean, compared to that in the post-test, indicating no significant improvement in students' achievements in the post-test.

Table 7: Paired Samples Statistics for the control group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	60.9278	27	20.83474	4.00965
	Posttest	61.6363	27	24.10408	4.63883

As shown in Table 8, the obtained t-value was -.434 at df = 26. The P-value of the 2-tailed was .668 which was greater than 0.05 (0.=.05<P: 0.668) and thus showed no significant difference between the pre-test and post-test. Therefore, there was no significant difference in students' achievements in the ELWS between the pre-test and post-test for the control group.

Table 8: Paired Samples Test (In-Subjects Effects): Control Group

	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 Pretest - Posttest	-.70852	8.47952	1.63188	-4.06290	2.64587	-.434	26	.668

As shown in Table 9, comparing the Means in the pre-test and post-test for the experimental group, the Mean in the post-test showed a significant difference from the Mean in the pre-test (M2 post=68.42 >M1 pre= 50.43, Mean difference= 17.99). The Standard Deviation of the pre-test for the experimental group was higher than the Standard Deviation of the post-test (SD pre = 21.63> SD post=17.97). Therefore, the distribution of the data of the post-test was closer to the Mean, compared to that of the pre-test, indicating improvement in students' achievements in the post-test.

Table 9: Paired Samples Statistics for the Experimental Group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	50.4374	27	21.63091	4.16287
	Posttest	68.4259	27	17.97142	3.45860

As shown in Table 10, the obtained t-value was -8.438 at df = 26. The P-value of the 2-tailed was .000 which was less than 0.05 (P: 0.00<0.=.05) and thus showed a significant difference between the pre-test and post-test. Therefore, there was a significant difference in students' achievements in the ELWS between their pre-test and post-test for the experimental group. This confirmed the researcher's hypothesis.

Table 10: Paired Samples Test (In-Subjects Effects): Experimental Group

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-17.98852	11.07700	2.13177	-22.37043	-13.60661	-8.438	26	.000

Table 11 demonstrated a comparison between the Mean difference of the pre-test and post-test for the control group and those for the experimental group. There was a significant Mean difference between the pre-test and post-test for the experimental group (M2 68.42 – M1

50.43=17.99) while there was a slight Mean difference between the pre-test and post-test for the control group (M2 61.63 – M1 60.92 = .71). Therefore, there was a significant Mean difference between the pre-test and post-test in favor of the experimental group at the expense of the control group (Mean difference experimental 17.99 >Mean difference control .71). The Standard Deviation of the post-test for the control group was higher than the Standard Deviation of the post-test for the experimental group (Std = 20.80> SD=17.97). Therefore, the distribution of the data of the post-test for the experimental group was closer to the Mean, compared to that of the control group, indicating a significant difference in students' scores in favor of the experimental group.

Table 11: Group Statistics: Independent T-test of the Pre-Test and Post-Test for Both Groups

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Control	27	60.9278	20.83474	4.00965
	Experimental	27	50.4374	21.63091	4.16287
Posttest	Control	27	61.6363	24.10408	4.63883
	Experimental	27	68.4259	17.97142	3.45860

In short, the Mean scores of the writing post-tests were in favor of the experimental group. Therefore, students' achievements in the ELWS in the experimental group, who were taught by implementing the proposed psycholinguistic framework during the 8-week intervention, were better than those in the control group, who was taught by implementing conventional methods.

Consequently, this affirmed the researcher's hypothesis and provided an answer to the first research question about the effectiveness of psycholinguistic approaches in improving students' achievements in the ELWS in the ODL setting.

4.2 Analysis of the ODL Classroom Observations

Four ODL classroom observations were conducted for each group apart to explore how far the implemented psycholinguistic framework or other conventional methods by the ELTs influenced the students' performance and progress in the ELWS in the ODL setting. The main purpose was to explore whether implementing the proposed psycholinguistic framework in the ODL language classroom would be more effective than other conventional methods in improving students' achievements in the ELWS or not. The collected qualitative data was organized, categorized, and coded, and the "Relational Content Analysis Technique" was utilized to analyze, and interpret it to provide an answer to the first research question and confirm the results obtained from the writing pretests-posttests.

4.2.1 Analysis of the ODL Classroom Observations for the Experimental Group

4.2.1.1 The First ODL Classroom Observation for the Experimental Group

The first ODL classroom observation for the experimental group was in the first week of the intervention to make sure that the ELT was implementing the target psycholinguistic framework in his ODL class properly. The period was one complete hour as the school modified the timetable to follow the hourly periods instead of the forty-five minutes to give students more

time to interact in the classroom. The class consisted of twenty-seven students. Only seventeen students attended on time. They started to join the ODL classroom, but they all attended after 8 minutes had passed. The ELT waited to make sure of all students' attendance, exploiting the time by presenting some slides about the ODL classroom rules and how to keep safe during the pandemic.

The ELT was conducting a writing lesson about future careers. He started to implement Suggestopedia in his ODL classroom. First, he explained the method to his students, giving instructions on how the Suggestopedia would be conducted, one by one introducing the main phases and what would happen during each phase. After making sure that all students were sitting in quiet places at their homes with comfortable chairs, he asked them to make some physical exercises to get rid of any tension. Then, he started to present some slides which contained pictures and vocabulary to give students a hint about the topic. He focused on four jobs (police officer, officer in the army, engineer, and businessman). The slides were like a pictorial dictionary to help introduce difficult vocabulary related to the presented jobs. This was accompanied by a piece of classic music in the background while students were guessing the main objective of the lesson. After introducing the difficult words, he read a text about the four careers at a normal speed. After that, he asked the students to write down some sentences from the texts they heard about each career in the chat box. Not all students followed the instructions. Some students did not to understand what was expected from them, being in a state of confusion. This was clear when some students started to write in the chat box, asking each other what was happening and what they should do. That required the ELT to repeat the instructions more than once to make sure they got it. This caused the ELT to spend more time than was planned in

explaining each phase, reducing the time allotted to students' interactions and consequently, affecting their practices and productions. Ten students followed, seven joined them later when they understood their task, three poorly participated and seven were still behind with no responses.

Then, the ELT asked the students to read each other's responses and write down as much as they could in the chat box. This was accompanied again by music in the background. The students wrote down again about the four careers, borrowing sentences from each other that increased their production, though some copied without understanding. This was clear in the incorrect spelling and structure in most of their new sentences. However, this gave them a chance to be open to innovative ideas which they used in their writings in the chat box. At last, the ELT gave students a chance to write down a draft about the four careers using the information they had in the ODL classroom. This was accompanied again by music in the background. The ELT gave the students time to read each other's drafts and find out if there were more sentences to write down. Unfortunately, the ODL class classroom was dismissed as time was over and the ELT asked the students to complete the task at home.

As shown in Table 12, the ELT had a fair and, sometimes, poor impact on the students' performance and progress during this ODL classroom session because of the fair implementation of the setting which affected all the target learning factors. The main reason was the inability to employ what he had already known in the proper way that suited the students' learning interests and needs. His performance showed that he knew about Suggestopedia and the learning factors theoretically, but when it came to practice and implementation it was not

the same and it required him to learn about the various practical learning factors inside the ODL classroom to be ready to meet the unexpected issues that might interrupt the teaching and learning process. The more the ELT put his knowledge into practice, the more he succeeded to implement the target approach properly and influentially.

Table 12: The First ODL Classroom Observation for the Experimental Group

Factors and Influence	Motivation						Interaction						Students' Progress					
	Strength (Degree)				Sign		Strength (Degree)				Sign		Strength (Degree)				Sign	
	Poor	Fair	Good	Outstan	positive	negativ	Poor	Fair	Good	Outstan	positive	negativ	Poor	Fair	Good	Outstan	positive	negativ
Subject Knowledge	10	7	10		17	10	10	7	10		17	10	10	7	10		17	10
Lesson Preparation	10	7	10		17	10	10	7	10		17	10	10	7	10		17	10
Setting	10	7	10		17	10	10	7	10		17	10	10	7	10		17	10
Input	10	7	10		17	10	10	7	10		17	10	10	7	10		17	10
Suggestopedia	10	7	10		17	10	10	7	10		17	10	10	7	10		17	10
Timing	10	7	10		17	10	10	7	10		17	10	10	7	10		17	10

Thus, Suggestopedia missed organization and the ELT partially applied its procedures because of the unfamiliarity with the students and the ambiguity of some instructions. This caused the students to feel confused at first, taking more time than expected to accomplish each task. This also left its impact on the psychological learning environment and consequently influenced the students' performance and interaction. The timing was poorly managed and negatively affected some students' participation or completion of tasks. All this affected some students' motivation and interaction. Progress was good for only ten students who showed a

high capacity for learning which occurred because of their inner motivation that was clear in their readiness to participate in tasks each time, even without being invited by their ELT. Seven students showed fair progress because they needed more timing and clarification of instructions. The remaining ten students were either poorly responding or skipping the ODL class, indicating their lack of motivation. No learning factors had a significant impact on them. Overall, seventeen students showed positive attitudes, even if some were poor, while ten were negative towards ODL, showing exceedingly rare or no responses to their learning tasks. Even though the ELT gave the setting priority at the expense of the other factors, all factors worked as a whole unit to give their influence on students' learning in the ODL classroom.

Still, the students had a chance to learn differently, and most of them gradually enjoyed the new way introduced to them. This was clear when ten students were excited to proceed to the next phases. Unfortunately, ten students poorly responded, and seven students had negative attitudes towards ODL, which was clear in their exceedingly rare responses in the chat box, even with the ELT's many attempts to call them or encourage them to take part like their colleagues, accepting the least they could write down.

4.2.1.2 The Second ODL Classroom Observation for the Experimental Group

The second ODL classroom observation was in the third week of the intervention. This time twenty-two students attended on time and the other five were late by 6 minutes as they did not see the link for the ODL classroom. The ELT invited them one by one to overcome this technical issue after having some notifications that they could not access the meeting. The ELT started by

making sure that the students were choosing their comfortable places at home to attend the ODL classroom, sitting in relaxing chairs and making their usual relaxing exercises.

The ELT provided the students with a link to Padlet (an online digital notice board for students and ELTs). Students were familiar with it as they logged in very quickly, labelled their notices with their names and came back to the ODL classroom, waiting for instructions to use the Padlet. The ELT gave the students more three jobs in the second week that was not scheduled in the classroom observations agreed on. The jobs were "doctor, pilot, and ELT." This was clear when he started presenting some slides to review vocabulary and sentences for the seven jobs he introduced before. The slides were designed in a different way from the last time, using more decorations, slide movements, and pictorial words.

The ELT read the text for the whole seven jobs, with music in the playground as usual. Then, with some music in the background, he presented the text on the screen in two halves (Arabic and English), giving students five minutes to read. Then, he asked the students to pick just one career and write about it as many sentences as they could remember from the text he was presenting. Students used the Padlet to write about their jobs. This task was accompanied by some music in the background that was faster this time to give students some motivation to pay more attention and complete their tasks. Six students chose to be businessmen, five police officers, five officers in the army, four pilots, three ELTs, two doctors and two engineers. Students were familiar with the instructions, carrying them out more easily and comfortably than before, not wasting time as they did in the first week. Then, the ELT asked them to read each other's pieces of writing to benefit and add to their own writings. The students started to

increase the amount of their writing on the Padlet with sentences they borrowed from their classmates, enriching their writing with the innovative ideas they were open to. This time the task was different from the last task observed in the first week as they easily accessed each other's notices that were shown on the same board without wasting time looking for their classmates in the chat which was to some extent confusing and not organized. It also gave them chances to have a look at their classmates and benefit from related ideas.

The tasks were running smoothly until the ELT gave the students a new instruction to be divided into breakout rooms to interact for fifteen minutes, giving them instructions to surf the internet together to look for more information about the careers they chose for themselves. Because the students were not familiar with the new instructions, it took five minutes more to carry them out just like the case in the first week. After the time finished, the students were late three minutes to go back to the main meeting because the instructions were not clear enough and they had no alarm or reminder to alert them on time. Thus, eight minutes were wasted because of unclear and unfamiliar instructions. This was a point the ELT had to bear in mind the next time as agreed on with the researcher in the online meeting which followed that ODL classroom observation. The students came back with more ideas from the sites they visited online about their chosen jobs. These ideas were reflected in the Padlet when the ELT gave them a task to write down about their jobs again. The students increased their writing with more information they acquired online. Some students copied sentences and others tried to write in their own words with some mistakes in spelling and structure.

The ELT did not like to embarrass students, but he asked all students to benefit from what they acquired, learning the new difficult words and how to use them properly in context. He started to indirectly teach them how to use them, asking them to *"help him"* use them in sentences. Though the ELT did not cover all the unfamiliar words the students newly used, he gave them the key and chance to have an idea about how to handle new vocabulary and correct their structures. Tasks were accompanied by various pieces of music in the background. The ELT asked the students to have a final look at each other's writing before writing their final drafts. Unfortunately, the class was dismissed before they completed this task, and he asked them to complete it in the evening to show him in the next ODL classroom.

This time eighteen students out of the twenty-seven started to respond and get involved in the task without the too much effort the ELT spent last time. Three students were responding with much effort from the ELT, expressing themselves in just a few words which the ELT accepted even with their incorrect spelling and structures. Six students were still rarely responding and might be skipping the ODL class. The ELT had already prepared them a worksheet to help them remember the words and properly use them in context so that they could have more positive attitudes the next time. He also provided them with a power point with attractive 3D cartoons about the jobs.

This time the ELT had a better performance as the proposed psycholinguistic framework was implemented more properly because the students became more familiar with the instructions and procedures. It was clear that the ELT had considered the points discussed in the meeting

before with the researcher, modifying instructions in the phases (presentation, active concert, passive concert, and practice), and bearing in mind the timing allocation for each task.

As shown in Table 13, there was a clear relationship between the ELT's improvement to put the subject knowledge and lesson preparation into practice which consequently positively influenced twenty-one students' performance and responsiveness. The ELT's more awareness of the proposed psycholinguistic framework as well as his gradual practical familiarity with the target approach enabled him to have better practice and performance in implementing the Suggestopedia and organizing its procedures. It also empowered him to incorporate the setting in a more creative way that left its positive impact on students' attention and triggered their motivation to participate in the tasks in the ODL classroom. However, the incorporation of the other factors (input, Suggestopedia and timing) needed more than awareness or planning, though they showed improvement to "Good" for eighteen students. It needed more practice to implement and discover what was missing to meet later in the following ODL classrooms.

The indicators and learning factors were handled in a better way than they were in the first ODL session. This had its positive influence on students' progress. However, six students were still behind as they had negative attitudes towards ODL. The ELT did not make use of timing to get them involved in the tasks. This made them have poor or no performance in this ODL classroom, though the positive relationship among the elements was there. Still, the ELT could have a chance to improve and develop the implementation of the proposed psycholinguistic framework to have a more positive impact on students' motivation and interaction.

Table 13: The Second ODL Classroom Observation for the Experimental Group

Factors and Influence	Motivation						Interaction						Students' Progress					
	Strength (Degree)				Sign		Strength (Degree)				Sign		Strength (Degree)				Sign	
	Poor	Fair	Good	Outstan	positive	negativ	Poor	Fair	Good	Outstan	positive	negativ	Poor	Fair	Good	Oustan	positive	negativ
Subject Knowledge	6		21		21	6	6	3	18		21	6	6	3	18		21	6
Lesson Preparation	6		21		21	6	6	3	18		21	6	6	3	18		21	6
Setting	6		21		21	6	6	21			21	6	6	3	18		21	6
Input	6	3	18		21	6	6	3	18		21	6	6	3	18		21	6
Suggestoped ia	6	3	18		21	6	6	3	18		21	6	6	3	18		21	6
Timing	6	3	18		21	6	6	3	18		21	6	6	3	18		21	6

There was a slight improvement in both the ELT's and students' performances. This was because of the ELT's development in implementing more helpful strategies to make the approach more impactful. He tried to make sure that the students felt relaxed, providing them with a smooth psychological learning setting by presenting attractive slides with music in the background, quickly investigating their places, sitting positions and chairs, and practicing some relaxing exercises before he started. It was also because of the students' familiarity with the procedures and instructions that made them respond quickly, saving a lot of time wasted before in the confusion when they first met them. However, the progress was less than expected,

especially when there were still six students behind, with a negative sign that indicated their negative attitudes towards learning in the ODL setting.

4.2.1.3 The Third ODL Classroom Observation for the Experimental Group

The third ODL classroom observation was in the fifth week of the intervention. Twenty-three students attended on time and the other four attended one by one, taking nine minutes to be all there. As usual, the ELT practiced some exercises with his students to get rid of any tension, presenting them with attractive slides to help them practice optimally. Then, he checked the students' places, positions, and chairs, presenting slides for an attractive learning environment that students can have at home. He did this before in the fourth week which was not scheduled in the classroom observations. This was clear as most of the students showed similar settings through their cameras. This was a new improvement in the ELT's strategies, and it helped him make sure that no one was left behind or missed the initial instructions. After providing the students with a link for Padlet, the ELT started the writing lesson by presenting some pictorial slides with some prompts about the seven jobs he introduced during the previous weeks. This was a kind of both reviewing and warming up as students were trying to write down related sentences to each prompt according to the jobs which they chose for themselves before. This task was accompanied by a piece of music in the background. The ELT encouraged all students to get involved, writing on the Padlet, and calling those who were still behind to write down whatever they could. He praised them for the least they did as he was praising everyone who shared his notices on his post.

Then, the ELT asked the students to sit relaxed again as usual, playing a talking program that read a short text about one of the careers with the usual music in the background. Though the sound was clear, the talking voice was not clearly understood. It was boring as there was no intonation or pauses to help students get what was driven to them by the audial text. That was clear when the ELT asked students to write down as many sentences as they could from what they had just heard but they showed poor responses. Then, the ELT published the written text on the screen, labelling it as "Text 1" and telling students to have a quick look at it. The ELT played the talking program again for the same short text. This time the sound was clearer as the voice paused every now and then and the intonation was there. When the ELT asked the students to write down on the Padlet, they were quick to write down many sentences from the text they had just heard. Then, the ELT published "Text 2." It was clear that both texts were the same. The ELT asked them why they did not get it the first time though it was the same. No one had an answer. After that, he told the students to compare the two texts. They recognized that the first text was not organized, and punctuation was missed there, while the second text was organized and punctuated. This was the point the ELT focused on in this class as he started to ask his students about different punctuation marks in both texts, including capital letters, commas, apostrophes, full stops, question marks and exclamation marks. He played the two texts again to stress the difference and make sure that his students got it.

Then, he played "Text 3" which was not punctuated, asking students to write down what they heard but their responses were poor again. He published it on the Padlet, but this time he asked them to write it correctly, fixing the punctuation mistakes. Twenty students completed the task and three wrote with much urging from the ELT. Four students were skipping the class as they

did not write anything even with the ELT's repeated calls for them to answer. After that, he picked a random student's text and played it with the talking program. It was almost clear with pauses and intonation except for one sentence. He asked the students whether there was a problem with the audio, and they quickly recognized the sentence when they heard something strange in the audio. He corrected it and played again and this time there were no mistakes. He stressed the difference between the two texts again by eliciting the answers from the students. He repeated the task with a third short text and every time students could identify new punctuation marks. All tasks were accompanied by various pieces of music in the background. The ELT summed up the whole class by presenting slides that contained both texts, with and without punctuation marks, highlighting the difference made by the punctuation marks in the second text on each slide. Then, he asked students to write down their first drafts of their essays on their future careers to be discussed in the next class. This time the ELT completed all tasks on time, not leaving any tasks behind. The ELT ended his class by asking his students to have a look at their work before they went to bed and in the morning to prepare for the next ODL class.

Improvement in the ELT's performance was clear. He presented pictorial slides for the optimal learning environment to urge students to have more ideas to modify their settings, including their places and positions to feel more relaxed and comfortable. He also presented videos for relaxing exercises to help them practice them correctly to ensure that they were completely out of any tension. This compensated for the lack of physical contact that used to make it easier for students to grasp instructions in face-to-face classes as they could get them now in a more relaxing way through pictures and videos accompanied by music in the

background. This affected students' performance as they looked excited, waiting for the next task eagerly.

As shown in Table 14, there was a type of gradual relational improvement in the ELT's practices and the students' performance in this ODL classroom. When the lesson preparation and subject knowledge developed, the ELT developed the way he integrated the learning factors, leaving a better impact on more students (twenty this time) who were attracted more by the setting and showed to digest more input which was appropriately handled in this class. However, the interaction, which needed more motivation, was not at the same level as three students showed lack of interest and consequently poorly responding, and four students were skipping the ODL classroom, giving no responses at all even with the ELT's repeated attempts to call them or invite them to participate in tasks.

Table 14: The Third ODL Classroom Observation for the Experimental Group

Factors and Influence	Motivation						Interaction						Students' Progress					
	Strength (Degree)				Sign		Strength (Degree)				Sign		Strength (Degree)				Sign	
	Poor	Fair	Good	Outstan	positive	negativ	Poor	Fair	Good	Outstan	positive	negativ	Poor	Fair	Good	Outstan	positive	negativ
Subject Knowledge	4	3	20		23	4	4	3	20		23	4	4	3	20		23	4
Lesson Preparation	4	3	20		23	4	4	3	20		23	4	4	3	20		23	4
Setting	4	3	20		23	4	4	3	20		23	4	4	3	20		23	4
Input	4	3	20		23	4	4	3	20		23	4	4	3	20		23	4

Suggestopedia	4	3	20		23	4	4	3	20		23	4	4	3	20		23	4
Timing	4	3	20		23	4	4	3	20		23	4	4	3	20		23	4

Familiarity with the procedures also helped both the ELT and most of the students, who were gradually increasing to participate and take positive attitudes. The use of adequate input together with the ELT's implemented strategies to achieve the objective in the ODL class were helpful to encourage students to take part in the tasks. This was clear in the chances given to the students to deduce the differences between the audio and script, identifying the punctuation marks that gave meaning to the sentences, not only in written scripts but also in spoken ones. All these indirectly motivated the students to interact more positively, especially when given independent tasks. The number of students who were rarely interacting in the first ODL classes became gradually less, even if they were not working perfectly. This was a good step in changing their attitudes towards ODL which was a burden on their shoulders and sometimes led them to skip the classes, leaving their status on to pretend attending the classes to avoid being registered absentees. The continual interactions gave most students no chances to skip or even get distracted as they were required every now and then to accomplish a task and show their productions online through the notice board. The breaking-out rooms were also wonderful in melting the ice and getting rid of the boredom students always had in their regular classes. However, there were still four students who needed a special action plan to get them involved in the tasks.

4.2.1.4 The Fourth ODL Classroom Observation for the Experimental Group

The fourth and last ODL classroom observation was on the eighth week of the intervention. Twenty-five students attended on time and two were late by three minutes. The ELT followed the usual steps and the students responded smoothly. This time the ELT asked the students to send their full essay drafts online. He started to pick some samples and put them on the talking program to give all students chances to check each other's full work and give their comments. He started by playing shorter drafts, introducing them in paragraphs. Tasks took a shorter time as students were familiar with instructions, and they had more ideas about how to discover mistakes either in spelling or punctuation. This time some students added some comments about coherence and cohesion which was the ELT's objective in the previous ODL classroom which was not scheduled in the observations. This was clear when they gave their opinions about changing the structures of some sentences, which they considered incorrect, into correct structures. They also suggested moving some sentences with some ideas from one paragraph to another which they considered to be more suitable for driving the ideas. This case was a double-mixed weapon as it put students in a challenge to look for mistakes in each other's drafts, but it motivated them to find out the correct and most suitable form for each draft they work on. This increased interactions and motivation. Fourteen students were responding actively and enthusiastically this time, eight students were moderately interacting, three poorly participated and two were showing up from time to time.

The ELT presented some drafts that took about thirty minutes. Then, he gave the groups a chance to interact in the breaking-out rooms and discuss their drafts, surf the internet when

needed, and come back to the main meeting in fifteen minutes. He had more than one device that helped him to move among rooms to monitor the breaking-out meetings. This was a new strategy he used to meet the technical issues that might have affected the meetings before. At last, students came back on time and the ELT asked them to publish their drafts online on the notice board. He picked one sample which was the most organized and directed all the students to have a quick look at it, writing down their remarkable comments about it. The students started to fix their drafts on the notice board, correcting mistakes, adding some punctuation marks, modifying places for some sentences, and borrowing some ideas to add to their drafts. All tasks were accompanied by music in the background as usual. The ELT ended the ODL class by asking the students to write their full essays about their future careers according to what they have learned during this ODL class and the previous 7 ones.

The ELT was varying the setting with more attractive ideas to always put the students in a state of excitement as well as relaxation to be motivated to participate in the ODL tasks. In each new ODL classroom, more students were familiar with all instructions and even proceeded to prepare themselves before listening to the ELT's usual instructions. However, sometimes, they were reacting to the new slides and videos which the ELT prepared for them in this stage as if they were having it for the first time as if their ELT was telling them that they could not fully expect what he was introducing to them in his ODL class. This was professional enough from the ELT who wanted to keep them motivated and eager to know what was coming next.

Table 15 summed up how students were all involved in the learning tasks, even if some were struggling to respond. This time fourteen students were performing outstandingly, eight students

were good, three students were struggling, and two students were having negative signs with no responses at all. A remarkable thing about students this time was that, except for two, all students participated in the ODL tasks, even if some did not accomplish all the tasks. This reflected how they were gradually influenced by the implemented proposed psycholinguistic framework which urged them to change their negative attitudes towards ODL. Even if they still needed more time and more action plans to get them completely involved, it was a good step to start learning motivationally in the ODL setting.

Table 15: The Fourth ODL Classroom Observation for the Experimental Group

Factors and Influence	Motivation						Interaction						Students' Progress					
	Strength (Degree)				Sign		Strength (Degree)				Sign		Strength (Degree)				Sign	
	Poor	Fair	Good	Outstan	positive	negativ	Poor	Fair	Good	Outstan	positive	negativ	Poor	Fair	Good	Oustan	positive	negativ
Subject Knowledge	2	3	8	14	25	2	2	3	8	14	25	2	2	3	8	14	25	2
Lesson Preparation	2	3	8	14	25	2	2	3	8	14	25	2	2	3	8	14	25	2
Setting	2	3	8	14	25	2	2	3	8	14	25	2	2	3	8	14	25	2
Input	2	3	8	14	25	2	2	3	8	14	25	2	2	3	8	14	25	2
Suggestopedia	2	3	8	14	25	2	2	3	8	14	25	2	2	3	8	14	25	2
Timing	2	3	8	14	25	2	2	3	8	14	25	2	2	3	8	14	25	2

This was the first table for the experimental group to have a few numbers of students who had negative attitudes (only two). This referred to an expectation of changing attitudes of those

students who skipped the ODL classes before. It was the first time too to record this number of students in the outstanding columns (fourteen students) which reflected how their performances progressed every time they practiced learning in the ODL setting with the proposed psycholinguistic framework. The number of low achievers was gradually decreasing as they were given chances to collaborate with their classmates with no fear to make mistakes. This was a prompting step to give them more confidence to start participating positively even with the least they had. However, they still needed more planning to find out workable strategies that could help them proceed and develop their learning.

4.2.2 Analysis of the ODL Classroom Observations for the Control Group

The same relational table was used to analyze the relationship among the concepts selected to reflect the students' progress for the control group in ODL classrooms. The researcher was careful to not interfere or give any hint related to the proposed psycholinguistic framework to make sure that the ELT was conventionally teaching the control group, using his familiar LTMs and strategies. Thus, the ELT for the control group had the freedom to implement any of the LTMs and strategies to conduct his writing classes during the eight-week intervention. Even if there was a possibility to implement Suggestopedia itself, it was impossible to predict the other components of the proposed psycholinguistic framework implemented in the experimental group. Some concepts in the table were changed to suit the control group method such as "setting" which was replaced with "learning environment," "input" with "content," and "Suggestopedia" with "LTM."

4.2.2.1 The First ODL Classroom Observation for the Control Group

The first classroom observation in the ODL setting for the control group took place in the first week of the intervention. The ELT was supposed to use his ordinary way to instruct students during the eight weeks. As agreed, the observation was through a regular Microsoft Teams meeting which the ELT daily used to invite his students to the ODL English classroom. The class consisted of twenty-seven students in grade eleven. Only fourteen students attended when the meeting started, and the rest of the students joined gradually during the first fifteen minutes. The ELT stopped every now and then to give instructions and directions to the late students, asking them to be on time next meeting. This wasted some minutes that were supposed to be dedicated to learning tasks.

It was a writing lesson about "Your Future Career." The ELT started by asking all students: "What would you like to be when you grow up?" He asked without specifying a single student to answer, but no student responded. He started to call students by names, and he picked a good student first to answer the question. The student said that he wanted to be a police officer. Then, the ELT started to circulate the question among the other students but only eight students answered, and the rest of the students was distracted or even skipping their laptops or devices. This was clear when they took a long time to respond to the ELT when he called them or even when they did not respond at all.

The ELT opened the whiteboard in Microsoft Teams and wrote down the question to make it clearer to students who might not understand him or did not listen to the question. Then, he asked the same students to repeat their answers again to write them down in front of all students.

Each time the ELT wrote a student's answer, he was correcting his mistakes in structure or choice of suitable words. He wrote eight answers that were the same except for the jobs which he tried to help each student to change, (*I would like to be a ….*). The ELT tried to get more answers from the students, but he received no more and that made him call other students in a louder tone to take part in the activity. Other seven students answered him, just reading the written answers with difficulty. The ELT was in a state of frustration, so he went on to the next activity, exerting no more effort to get the other students involved.

The next activity was another question: "What does a police officer do?" He followed the same steps again and received the same responses from the same students. Then, he moved to another question: "Why would you like to be a police officer?" The same steps were repeated and consequently, he had the same responses from the same participating students. He threw a fourth question: "Why would you like to be a doctor?" He repeated the same steps which had the same reaction on the side of the students without any change. Every now and then he was interrupting his instructions to call for students whom he thought skipping the ODL class and leaving their laptops on just to pretend attending. Some students were answering him, but they were late as if they were coming from another place or paying no attention to their ELT. This took much time and reduced the learning activities he was supposed to get his students engaged in. Only eight students were following him without exerting much effort to give them instructions. Other seven students answered him but with much effort to urge them to participate. Twelve students were not responding, even with their laptops on status.

At last, he asked the students to write down the topic and answer the questions, giving them space to change the jobs as they liked. There were just ten minutes left for this activity which was not enough for some students to complete the task. Only the same five students completed it. He waited for more students to answer, but he received no responses, so he asked the rest of the students to complete it at home as their homework because the ODL class was coming to its end. He rapidly started to sum up what was going on during the whole class, directing students to the answers to the questions in such a way as to make them the general ideas students had to follow when writing about the job which they would choose for themselves.

The ELT repeated himself in the way he gave instructions which was the main reason behind his students' negligence or poor responses. Students were familiar with this way, so they were distracted, and some of them skipped the class and appeared online only to avoid being registered absentees. The ELT was the center of the whole class, speaking more than eighty per cent of the class which gave students the impression that there was no need for them to voluntarily exert any effort in any activity as the ELT was going to replace them in case they were not involved in tasks. Most time of the ODL class was wasted on repeated instructions and directions, especially for those who used to have the habit of attending late or those who did not respond at all.

As shown in Table 16, all factors interrelated to leave a weak impact on students' progress in this ODL classroom. The ELT's subject knowledge and lesson planning did not meet students' learning interests. The ELT did not pay much attention to the learning environment (setting) and used plain slides with rigid instructions that attracted no students nor triggered their

motivations to take part in the ODL tasks. The amount of content (input) he used was not suitable for all students' capacities. He was moving from one question to another, asking to get whatever information he might elicit from his students without bearing in mind whether it was meeting all the different abilities of learners or not. This negatively impacted their interaction. Even though eight students were participating in the tasks, their engagement was because of their intrinsic motivation to learn, not because of any outer motives created by the ELT to arouse their interests. Twelve students had no responses, while seven students were struggling to work with the ELT's repeated commands to take part in the learning activities he was conducting. However, their engagements were poor, and they only copied their classmates with the help of their ELT who was feeding them all the time, giving them no chance to make a mistake and consequently embarrassing them and killing their motivations to learn because of the pressurized psychological state he created and put them in. There was no effective LTM to address their learning interests and timing was not exploited properly to cover the lesson activities, resulting in nineteen negative signs and eight positive ones, even though their participation was only fair. All this passively influenced students' progress and resulted in a poor ODL classroom for both the ELT and his students.

Table 16: The First ODL Classroom Observation for the Control Group

Factors and Influence	Motivation						Interaction						Students' Progress					
	Strength (Degree)				Sign		Strength (Degree)				Sign		Strength (Degree)				Sign	
	Poor	Fair	Good	Outstan	positive	negativ	Poor	Fair	Good	Outstan	positive	negativ	Poor	Fair	Good	Oustan	positive	negativ

Subject Knowledge	19	8			8	19	19	8			8	19	19	8			8	19
Lesson Preparation	19	8			8	19	19	8			8	19	19	8			8	19
Learning Environment	19	8			8	19	19	8			8	19	19	8			8	19
Content	19	8			8	19	19	8			8	19	19	8			8	19
LTM	19	8			8	19	19	8			8	19	19	8			8	19
Timing	19	8			8	19	19	8			8	19	19	8			8	19

The ELT did not use any visual aid to help him convey or clarify his ideas to his students. He did not introduce new vocabulary to help students express any idea that might come to their minds during the discussion. He was just correcting their answers, leaving them to pick the new forms he corrected which was not enough for them to memorize or learn. Most of the ODL class was spoon-feeding, so there was no chance for students to express themselves or exchange their experiences. The ELT did not make sure whether his students grasped his instructions about the tasks they were supposed to accomplish or not, so he received a few responses from the same students who worked with him every time in his ODL classes. The ELT's efforts did not help much to motivate the other students to get involved or to encourage the active students to expand their work to express innovative ideas. All this left its negative impact on students' performance and progress. The ELT needed to think of some more practical strategies to get students to attend on time and get them involved in the learning tasks like introducing new vocabulary and using some visuals to help students learn.

4.2.2.2. The Second ODL Classroom Observation for the Control Group

This was in the third week of the intervention. Some students were late to join their ODL English class. The ELT started with seventeen students who joined on time. He did not like to start the lesson to give a chance to the other late students so that they might not miss a part of the lesson. He spent about seventeen minutes giving instructions to his students to enrich their vocabulary and study hard to get high marks. When all students attended the class, he warned them against lateness, threatening them of deducting some marks if they would not be punctual the next time.

It was a writing lesson. The ELT continued what he had started in the first week about "Future Careers." This time he had some job titles which he started to introduce to his students. At first, he displayed them in words, but only ten students recognized them while the other students (only seven) were repeating them after their colleagues repeated them many times. The ELT interfered to correct them when they pronounced incorrectly, asking them to repeat after him. He asked the students the same questions as in the first ODL class: "What would you like to be when you grow up? What does a doctor do? Why would you like to be a doctor?" The teacher exerted more effort to get the rest of the students involved and participate in the ODL class. He called some by names to answer him but not all of them replied. Ten students were not showing any sign of attending the ODL class. They appeared online in the meeting, but they might have left their devices alone. The ELT called them many times with a louder tone, but he received no answer. He had to move to other students who answered him reluctantly as if they were shy to get embarrassed when making mistakes in front of their classmates. Ten students

were moderately responding as usual and seven were fairly responding. The ELT was satisfied with this number of students. This was clear when he was directing his attention to them only for the rest of the ODL class. These activities took about twenty-five minutes.

Then, the ELT asked them to start writing about the job they chose for themselves, telling them that they could resort to "Google Translate" in case they needed help. He did not dedicate a specific time to this activity and left it open. The students kept silent for about twenty minutes as they were supposed to be busy working on their essays. Every five minutes the ELT was calling them by names, asking whether they were writing or not, but he did not check any. Forty-five minutes passed and there was no sign of real learning interaction among the students. At last, the teacher called one student by name to read what he had written. The student read his essay without sharing his screen, so the other students were expected to listen to what he was reading. The ELT stopped the student every time he made a mistake either in structure or pronunciation and the student was correcting himself after the ELT. After he finished, the ELT called another student to read his essay and he repeated what he did with the first student. Only two students read their essays in about fourteen minutes and the class came to its end. Then, the ELT asked the rest of the class to modify their essays to present them in the next ODL classroom.

Table 17 showed a slight increase in the number of students who fairly participated in the learning tasks from eight in the first ODL classroom observation to ten in the second one. It also showed the consistent number of those who had a negative attitude towards ODL. Ten students showed no sign of existence and seven poorly reacted. Even though this was the third week of intervention, the ELT did not have any clear action plan to manage students' poor participation

in the ODL classroom. He might have adequate subject knowledge, but this did not help him to plan well for this lesson. However, the negative sign decreased to seventeen, instead of nineteen with no logical reason as the ELT did not introduce any different pedagogical method that might help students change their negative attitude.

Table 17: The Second ODL Classroom Observation for the Control Group

Factors and Influence	Motivation						Interaction						Students' Progress					
	Strength (Degree)				Sign		Strength (Degree)				Sign		Strength (Degree)				Sign	
	Poor	Fair	Good	Outstan	positive	negativ	Poor	Fair	Good	Outstan	positive	negativ	Poor	Fair	Good	Oustan	positive	negativ
Subject Knowledge	17	10			10	17	17	10			10	17	17	10			10	17
Lesson Preparation	17	10			10	17	17	10			10	17	17	10			10	17
Learning Environment	17	10			10	17	17	10			10	17	17	10			10	17
Content	17	10			10	17	17	10			10	17	17	10			10	17
LTM	17	10			10	17	17	10			10	17	17	10			10	17
Timing	17	10			10	17	17	10			10	17	17	10			10	17

Thus, the learning environment (setting) was not addressing any kind of learning or encouraging students to pay attention. The content (input) was not suitable for the class as it was the same with no change from that in the first classroom observation for this control group. The ELT's of LTMs and pedagogical strategies did not help get all students involved in the learning tasks during the ODL class. Even timing was not managed well; so that the students did not have the proper time to accomplish their learning tasks according to their different abilities.

The ELT played the dominant role in the ODL classroom, giving no space for students to feel relaxed, express themselves, interact freely, or avoid stress. The ELT was there in the picture all the time, spoon-feeding the students, correcting their mistakes, giving them direct instructions, and momentarily giving them feedback. This put the students in a state of embarrassment, fearing making mistakes, so they preferred to avoid such critical situations either by rarely taking part in the learning tasks or by skipping the ODL class. Even when the ELT asked them to present their work, he did not give them the chance to share their screen so that he could vary his learning styles, employing the aural and visual. He just let them read and corrected them, not giving other students the chance to exchange their learning experiences and identify each other's work. In short, the ELT did not bear in mind any psychological aspect that might affect the students' learning. All these elements affected the students' motivation and interaction during the ODL class and consequently left its negative impact on their performance and progress.

4.2.2.3. The Third ODL Classroom Observation for the Control Group

The third classroom observation for the control group took place in the fifth week of the intervention. This time there was a clear change from the first two observations as the ELT used some new methods and strategies that impacted the students. Seventeen students attended in time. The ELT asked them to invite the late students to the Microsoft Team meeting. It took about two minutes, and all students were there. He had a follow-up checklist which he showed to the students to check their attendance and participation in the ODL classroom. He also showed them a feature in the Team that could be utilized to record their participation so that he could

send this to their parents to check their progress. He made sure that all students were there and that no one left his device alone as before, warning of the consequences of skipping this time and promising to give more grades to active participants. This took about 7 minutes.

Then, the ELT started the class by playing a 10-minute video in which some people were talking about their careers. He interrupted the video two times to check whether certain students were still there or skipped the ODL as usual. The video was showing what each one was doing in his or her career while they were talking. After the video ended, the ELT asked the students: "How many jobs were there in the video?" He did not specify a certain student to answer so a lot of students answered ten and there was a kind of noise. It was difficult to say how many students answered. The ELT asked them to raise their hands on the Teams so that he could give them permission to answer. This time there was a better chance to count the hands of participants. Twenty students raised their hands and answered: "8 jobs." He asked them one by one. Next, he asked: "What are they?" They answered again without permission, and it was difficult to decide how many of them answered. He asked them again to raise their hands. Twenty students raised their hands again. This time he asked them to write their answers in the chat box. Ten students wrote quickly the eight jobs correctly. Five students followed them, but there were some spelling mistakes in their answers. The ELT was reading each student's answer, correcting mistakes when he found them. Then, the remaining twelve participants wrote their answers with no mistakes. They waited for the ELT's feedback and copied the right answers from their classmates. This took 10 minutes after the video.

After that, the teacher asked them: “What does a doctor do?” He asked them to write their answers in the chat box. The students started to write in the chat and the same thing happened; five students wrote correctly, five with a few mistakes in spelling and structure, five with more mistakes and the last five with no mistakes again. They were waiting for the ELT’s feedback to copy the correct answer and publish it. The same steps were repeated with the other questions: “What does a policeman do?” “What does a vet do?” and “What does a teacher do?” This took twenty minutes.

Then, the ELT asked: “Which job do you prefer and why?” The same twenty students wrote their answers in the chat box like before. It was like a routine in this ODL class. It took ten minutes to complete this activity. three minutes were left, and the ELT had to close the lesson by asking the students to write down about two jobs they watched in the video, saying which one they would prefer most and why.

This time there was clear progress in the ELT’s practice in the ODL classroom. This had its positive impact on students’ participation and progress. He started by making sure that all students attended on time through their classmates’ invitations. This strategy worked well and saved wasted time by the late attendees in every previous class. Then, he used the strategy of reward and punishment to urge all his students to actively take part in his ODL lesson, showing them the follow-up checklist and the recording system of their participation. This worked again to increase the number of active participants. However, seven students were left behind without taking any active role in this ODL classroom. Even though the ELT was continuously checking whether they were next to their devices or not by randomly calling them from time to time, they

did not take any positive action in the learning tasks. The ELT even forgot about them with time as the class was going on and twenty students were participating actively.

Table 18 showed how students' performance and progress developed because of the ELT's development in implementing new LMTs and strategies to get students engaged in the learning tasks. Ten students showed satisfactory progress and ten showed fair progress. However, seven students had negative attitudes towards ODL, giving no responses at all. All students attended the ODL class, even if some of them were forced to do. There was a positive relationship among the selected concepts. The more the ELT was aware of the learning factors in the ODL, the more he successfully implemented his LTMs and strategies and consequently positively impacted his students' performance and progress. Remarkably, the number of negative attitudes declined to seven only.

Table 18: The Third ODL Classroom Observation for the Control Group

Factors and Influence	Motivation						Interaction						Students' Progress					
	Strength (Degree)				Sign		Strength (Degree)				Sign		Strength (Degree)				Sign	
	Poor	Fair	Good	Outstan	positive	negativ	Poor	Fair	Good	Outstan	positive	negativ	Poor	Fair	Good	Oustan	positive	negativ
Subject Knowledge	7	10	10		20	7	7	10	10		20	7	7	10	10		20	7
Lesson Preparation	7	10	10		20	7	7	10	10		20	7	7	10	10		20	7
Learning Environment	7	10	10		20	7	7	10	10		20	7	7	10	10		20	7
Content	7	10	10		20	7	7	10	10		20	7	7	10	10		20	7
LTM	7	10	10		20	7	7	10	10		20	7	7	10	10		20	7

Timing	7	10	10		20	7	7	10	10		20	7	7	10	10		20	7

The learning environment had a new change when he started to change the boring rigid screen into a living one changing between forms and programs. He introduced the content in a more attractive way through a video, even if it did not address all students' learning interests. He made use of timing in a better way than he did in the first two ODL sessions. The interactive tasks were good enough to get students actively engaged.

However, the ELT's effort to involve the remaining seven students did not help much. All he cared about was to make sure that they attended the ODL class. He made no action plan to change their negative attitude towards ODL and towards language learning. Even though ten students worked well, the other ten students who fairly worked still needed proper ways to have feedback to get improved. The ELT did not bear in mind the psychological state of students and insisted on correcting mistakes one by one. This had its passive impact on some students who did not like to embarrass themselves by giving incorrect answers. That was clear when some waited until the end to make sure of the correct answers after the ELT's feedback and then they published their answers.

4.2.2.4 The Fourth ODL Classroom Observation for the Control Group

The fourth and last ODL classroom observation for the control group was in the eighth week of the intervention. Twenty students attended on time and the ELT asked them to invite the late

seven students who joined in a minute. Almost no time was wasted in attendance like before. This time the ELT started by playing the video of the careers he played in the last classroom observation. Then, he presented a PowerPoint in which he introduced the jobs on written slides that had some pictures and paragraphs about each job. After that, he uploaded them on the Microsoft Team so that every student could download them when he needed. This took 20 minutes.

After that, he divided the students into three groups, calling them by names and asking them to start working together to write down the essays about the careers each one would choose for himself. Then, he gave them thirty minutes to accomplish their tasks. He was freezing the screen on a slide that contained many job descriptions. Sometimes he asked some students if they needed help. He asked them to publish the first paragraph when they finished it in the chat box. Eighteen students published gradually in the first twenty minutes. Their pieces of writing varied from five long pieces, five moderate, three short and five wrote one sentence only. During this time, he was calling some students by their names to make sure that they were working and not skipping the ODL class. Nine students were answering him, but they did not publish their paragraphs as instructed, even with his repeated requests. At last, in the remaining 9 minutes, he called a student by his name and asked him to share his screen to display his essay in front of all his classmates. The student started to read quickly and every time he made a little mistake, he was stopped to have his feedback. The student corrected his mistakes about five times and at last, the bell rang. The ELT quickly asked the students to write the essay again and prepare it for the next classroom.

The ELT repeated himself, making no significant change from the last ODL classroom observation for the control group. Though he saved the time, which was wasted before in attendance and instructions, he did not make use of it to motivate students in more interactive learning tasks that might help them improve their ELWS. It was enough for him to make sure that all students were there in the ODL classroom, even if they did not have any active role in learning. It was clear that he repeated this in the last ODL classroom which was not scheduled for observation. This was clear when the number of students who were participating last time decreased as they lost interest again in participating in the learning tasks.

Table 19 showed how only eighteen students participated this time, compared to twenty last time. Thus, those who took negative attitudes increased to nine, compared to only seven last time. Eight students were rated fair and five were rated good. Remarkably, there were some changing statistics in the table after publishing their pieces of writing, holding five new places under “outstanding” which was not there in the last three ODL classroom observations. Though there was nothing new to motivate those students, they might have their inner motivation that pushed them to learn under any circumstances.

Table 19: The Fourth ODL Classroom Observation for the Control Group

Factors and Influence	Motivation						Interaction						Students' Progress					
	Strength (Degree)				Sign		Strength (Degree)				Sign		Strength (Degree)				Sign	
	Poor	Fair	Good	Outstan	positive	negativ	Poor	Fair	Good	Outstan	positive	negativ	Poor	Fair	Good	Oustan	positive	negativ
Subject Knowledge	9	8	5	5	18	9	9	8	5	5	18	9	9	8	5	5	18	9
Lesson Preparation	9	8	5	5	18	9	9	8	5	5	18	9	9	8	5	5	18	9
Learning Environment	9	8	5	5	18	9	9	8	5	5	18	9	9	8	5	5	18	9
Content	9	8	5	5	18	9	9	8	5	5	18	9	9	8	5	5	18	9
LTM	9	8	5	5	18	9	9	8	5	5	18	9	9	8	5	5	18	9
Timing	9	8	5	5	18	9	9	8	5	5	18	9	9	8	5	5	18	9

Comparing the relational tables of the ODL classroom observations for the experimental group with those for the control group, it could be clearly seen that there is a significant difference in students' performance and progress in favor of the experimental group.

Tables 12 and 16 summed up the data in the first ODL classroom observations for both the experimental and control groups. Though there was unfamiliarity and ambiguity at the beginning of the first ODL class for the experimental group, the ELT's implementation of the proposed psycholinguistic framework partially left its impact on the students' performance and progress and by the end of the ODL class they were rated as ten poor, compared to nineteen in the control group, seven fair compared to eight and ten good compared to none in the control

group. However, seventeen students positively participated in the experimental group compared to eight in the control group, and ten students showed a negative sign compared to nineteen. The poor statistics for the control group might be due to the poor performance of the ELT who did not try to use any method to attract students or change their attitudes to get them involved in the learning tasks.

Comparing students' performance and progress for the experimental group as shown before in Tables 12 and 13, there was a slight change in students' attitudes as students, who positively participated, increased to twenty-one, compared to seventeen in the first ODL classroom observation. The ELT's effort to get students familiar with the proposed psycholinguistic framework as well as his endeavor to attract them to actively take part in the learning tasks was the weapon, he used to motivate students and keep them motivated during the ODL language classroom. Thus, the number of students who poorly performed in the first ODL classroom observation decreased from ten to six students in the second ODL classroom observation. Also, the number of students who fairly performed in the first classroom observation decreased to three from seven students, while good performance increased from ten to eighteen students. However, the ELT's implementation of the proposed psycholinguistic framework, including his strategies and techniques, was not perfect enough to leave a distinct influence on students' attitudes towards learning in the ODL setting. Even though there was slight development in students' performance, it was within the same previous levels in the first classroom observation and students did not upgrade to a higher outstanding level.

Comparing students' performance and progress for the control group as shown before in Tables 16 and 17, there was a slight change in students' attitudes as students, who positively participated, increased to ten, compared to eight in the first ODL classroom observation. The ELT's boring methods and strategies which were expected from him by his students left their negative impact on their performance which was the same as in the first ODL classroom observation. Students paid no attention to what he was doing in the ODL classroom and kept distracted and even they might skip the class. Thus, the number of students who poorly performed in the first classroom observation decreased from eighteen to seventeen students only in the second classroom observation. The students who fairly performed in the first classroom observation increased from nine to ten only, while there was no sign of students with good or outstanding performance. When the ELT lost his motivation to teach, his students also lost their motivation to learn or take part in the learning tasks.

Students' performance for the experimental group in the third classroom observation was gradually improving. Tables 13 and 14, shown before, summed up how students started to gradually get involved in the learning tasks. Though there were four students who did not change their negative attitudes and showed no sign of learning engagement, the remaining twenty-three students positively got involved in the learning tasks, increasing from eighteen students who were rated as good performers to twenty. The students who were rated poor performers decreased from six to four students while those who fairly performed stayed the same three students in the second and third ODL classroom observations. However, students were also improving in the same levels without upgrading to the next ones and the outstanding level

showed empty cells which reflected the overall students' progress. Though the ELT was varying his strategies and techniques in the ODL classroom to address more students' learning interests and get them involved in the learning tasks, his endeavors were not enough to make the expected influence and difference in their performance and progress.

Tables 17 and 18 also showed how students in the control group gradually improved in their third ODL classroom. The ELT's tools of reward and punishment were useful to decrease the number of negative performers from seventeen in the second classroom observation to only seven in the third classroom observation. It was also useful to push students to hit a new rating scale for the first time as ten students were rated good performers in the third ODL classroom observation, compared to none in the second one. The ten students who were rated as fair performers stayed the same while the seventeen poor performers decreased to only seven. However, students' active performance in the third classroom observation was due to the ELT's new weapons which were used for the first time in the third ODL classroom observation to figure out a solution to the students' negative attitudes which they adopted towards ODL. Though students lacked a comfortable learning environment, and they were working because they had to, they showed slight progress in their performance.

Students' performance for the experimental group in the fourth classroom observation was distinctly improving. Tables 14 and 15, shown before, summed up how students in the fourth ODL classroom observation distinctly developed, upgrading their levels of progress, and hitting the new outstanding level for the first time. The ELT's continual reflections after each ODL class gave him the chance to develop his strategies and techniques to make the proposed

psycholinguistic framework work properly and leave its effective influence on students' performance and progress. Thus, for the first time, most students in the fourth ODL classroom observation stayed motivated till the end of the class, looking forward to what was coming next to enthusiastically get involved in the ODL tasks and successfully accomplish them. For the first time, in the fourth ODL classroom observation, fourteen students were rated to be outstanding performers, compared to none in the previous ODL classroom observations. Students' negative attitudes were almost disappearing as the number decreased from four to two, giving way to twenty-five positive performers, instead of twenty-three in the previous classroom observation. The twenty good performers in the last classroom observation shoed development to the level of outstanding performers, leaving only eight in the good level, compared to 20 in the third ODL classroom observation.

Tables 18 and 19 also showed how five students in the control group distinctly improved in the fourth ODL classroom observation, upgrading their level to an outstanding. It was useful to push students to hit a new rating scale for the first time as five students were rated outstanding performers in the fourth ODL classroom observation, compared to none in the third classroom observation. However, there was also a decline for some students. Though the ELT's tools of reward and punishment were effective to decrease the number of negative performers to only seven students in the third classroom observation, the number increased again to nine in the fourth classroom observation, decreasing the number of positive performers to eighteen. This might be due to the lack of saving a comfortable learning environment which would motivate students to learn enthusiastically even without the teacher's monitoring. The ten students who

were rated as fair performers decreased to eight, while the ten good performers decreased to five as they showed upgrade to the outstanding rating scale.

In short, the fourth ODL classroom observation for both the experimental group and the control group was completely different from the other three ODL classroom observations as students achieved distinct performance and progress. However, comparing Table 15, which summed up the experimental group's performance and progress in the fourth ODL classroom observation, to Table 19, which displayed the control group's performance and progress in the fourth ODL classroom observation, it was clear that there was a distinct difference between the experimental group's progress and that of the control group. After the 8-week intervention, the positive performers in the experimental group were twenty-five, compared to eighteen in the control group. The statistics for the experimental group showed two poor performers, compared to nine in the control group, three fair, compared to eight, eight good, compared to five and fourteen outstanding, compared to only five.

Therefore, after analyzing the qualitative data from the ODL classroom observations for the experimental and control group, findings showed a distinct difference in students' performance and progress in favor of the experimental group and confirmed the results obtained from the quantitative data analysis of the writing pre-tests and post-tests for both groups.

4.2.3 The Close-ended Questionnaire

The five-point Likert-type scale was used to collect the required data to answer the second research question and sub-questions. The twenty-four items varied to explore ELTs' perceptions

of psycholinguistic approaches, LTMs, learning factors, whether they could implement them in their language classrooms (face-to-face or ODL) or not, their perceptions of their influences on students' achievements in the ELSs in ODL English language classrooms, their suggestions for the optimal teaching and learning strategies to implement them in their language classrooms, and their suggestions to meet the problems they might meet in the ODL setting. Fifty-three responses from the participant ELTs were collected, grouped, categorized, and coded to enter the IBM SPSS Statistics 23 program for analysis.

To control the measurement error, validity and reliability were established. The internal consistency of the twenty-four items in the Likert-type scale close-ended questionnaire was measured for each item by using Cronbach's Alpha coefficient. To Bruin (2006), Cronbach's Alpha is a measure of scale reliability which normally ranges between 0 and 1. However, there is no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. As shown in Table 20, Cronbach's Alpha was .957 which was excellent as it was remarkably close to 1. This showed how close the items of the questionnaire were and consequently, the internal consistency of the scale was reliable.

Table 20: Reliability of the Items

Cronbach's Alpha	N of Items
.957	24

To Bhandari (2022), the five-point Likert-type scale is an interval scale where the Mean is significant as it indicates the central tendency of the variances. From 1.00 to 1.80 it means

"Strongly disagree." From 1.81 to 2.60 it means "Disagree." From 2.61 to 3.40 it means "Neutral." From 3.41 to 4.20 it means "Agree." From 4.21 to 5.00 it means "Strongly agree."

To determine the reliability and validity, inferential statistics in the form of a one-sample test analysis of variance (t-test) was undertaken to compare the Mean scores of all ELTs' responses. As shown in Table 21, the mean scores for items 1, 2, 3, 5, 9, 11, 12, 13, 16, 18, 19, 20, 21, 22, and 24 were inclining between 2.74 to 3.40 which indicated that ELTs were "Neutral" in their responses as they could not decide whether they were aware of the target pedagogical terminologies, their impact on language classrooms, how to implement them and how to suggest solutions to the challenges they might meet if they implemented them. The Mean scores for items 4, 6, 7, 8, 10, 14, 15, 17, and 23 were between 3.43 and 4.04 which indicated that ELTs chose "Agree" to these statements and consequently, they had some knowledge about the target pedagogical terminologies, their impact on language classrooms, how to implement them and how to suggest solutions to the challenges they might meet if they implemented them. This gave a primary idea about ELTs' perception and knowledge about the target terminologies which was poor and thus they would need to enrich their knowledge about such terminologies and about how to implement them in their language classrooms.

Table 21: One-Sample T-Test Statistics

	N	Mean	Std. Deviation	Std. Error Mean
1	53	3.32	1.221	.168
2	53	3.21	1.007	.138
3	53	3.17	1.051	.144
4	53	3.60	1.062	.146

5	53	3.09	1.079	.148
6	53	3.68	1.015	.139
7	53	4.04	.919	.126
8	53	3.94	1.045	.144
9	53	2.94	1.117	.153
10	53	3.47	1.120	.154
11	53	3.40	1.044	.143
12	53	3.36	1.002	.138
13	53	3.28	.988	.136
14	53	3.64	.942	.129
15	53	3.49	.973	.134
16	53	3.04	.940	.129
17	53	3.43	.930	.128
18	53	2.74	.923	.127
19	53	3.30	.822	.113
20	53	3.34	.898	.123
21	53	3.25	.830	.114
22	53	3.34	.876	.120
23	53	3.49	.912	.125
24	53	3.40	.906	.124

To Frost (2017), a correlation between variables indicates that as one variable changes in value, the other variable tends to change in a specific direction. To measure the strength of the relationship between two variables, Pearson’s correlation coefficient was used. Understanding

the relationship between variables is useful because the value of one variable could be used to predict the value of the other variable.

As shown in Table 22, domain one addressed how far ELTs perceived “Psycholinguistic Approaches,” “LTMs,” “Suggestopedia,” “Learning factors,” “Setting,” “Input,” “Interaction” and “Motivation.” It included statements 1 to 9. Pearson Correlation coefficient was used to measure the strength and direction of the linear relationship between every two variables in the domain. To Bruin (2006), the correlation coefficient can range from -1 to +1, with -1 indicating a perfect negative correlation, +1 indicating a perfect positive correlation, and 0 indicating no correlation at all. A variable correlated with itself will always have a correlation coefficient of 1 (any variable correlated with itself has a correlation of 1). Table 22 showed that the Pearson correlation coefficient was inclining between 0.323 and 0.805, referring to a good and sometimes a very good correlation between each pair of variables, except for statements 1 and six, two and six and five and six which had weak correlation as their Pearson coefficient was inclining between .198 and .240. The Table also summed up the positive relationship between each pair of variables which indicated that they were all in the same direction. Except for statements one and six, two and six and five and six, which had weak relationships as their Sig. (2-tailed) or P value associated with their correlations was higher than .05, even though they were in the same direction, the Sig. (2-tailed) or the P value associated with the correlation of all other pairs of variables was 0.000 (less than .05) which indicated significant correlations between them.

Table 22: Descriptive Statistical Analysis of Domain 1 Items (ELTs' Perceptions), Correlations between Variables

		1	2	3	4	5	6	7	8	9
1	Pearson Correlation	1	.805**	.586**	.559**	.692**	.240	.383**	.572**	.535**
	Sig. (2-tailed)		.000	.000	.000	.000	.084	.005	.000	.000
	N	53	53	53	53	53	53	53	53	53
2	Pearson Correlation	.805**	1	.693**	.510**	.548**	.198	.365**	.523**	.558**
	Sig. (2-tailed)	.000		.000	.000	.000	.155	.007	.000	.000
	N	53	53	53	53	53	53	53	53	53
3	Pearson Correlation	.586**	.693**	1	.440**	.528**	.449**	.491**	.394**	.598**
	Sig. (2-tailed)	.000	.000		.001	.000	.001	.000	.004	.000
	N	53	53	53	53	53	53	53	53	53
4	Pearson Correlation	.559**	.510**	.440**	1	.470**	.362**	.469**	.637**	.370**
	Sig. (2-tailed)	.000	.000	.001		.000	.008	.000	.000	.006
	N	53	53	53	53	53	53	53	53	53
5	Pearson Correlation	.692**	.548**	.528**	.470**	1	.204	.345*	.533**	.547**
	Sig. (2-tailed)	.000	.000	.000	.000		.143	.011	.000	.000
	N	53	53	53	53	53	53	53	53	53
6	Pearson Correlation	.240	.198	.449**	.362**	.204	1	.652**	.454**	.323*
	Sig. (2-tailed)	.084	.155	.001	.008	.143		.000	.001	.018
	N	53	53	53	53	53	53	53	53	53

7	Pearson Correlation	.383**	.365**	.491**	.469**	.345*	.652**	1	.723**	.414**
	Sig. (2-tailed)	.005	.007	.000	.000	.011	.000		.000	.002
	N	53	53	53	53	53	53	53	53	53
8	Pearson Correlation	.572**	.523**	.394**	.637**	.533**	.454**	.723**	1	.458**
	Sig. (2-tailed)	.000	.000	.004	.000	.000	.001	.000		.001
	N	53	53	53	53	53	53	53	53	53
9	Pearson Correlation	.535**	.558**	.598**	.370**	.547**	.323*	.414**	.458**	1
	Sig. (2-tailed)	.000	.000	.000	.006	.000	.018	.002	.001	
	N	53	53	53	53	53	53	53	53	53

**. Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 23, taking the arithmetic average of the items in the first domain that addressed ELTs' perceptions of the target pedagogical terms in the study, an analysis of the ELTs' central tendency, using the Mean, Mode and Median as the measurement tools, revealed that the Mean scores for statements 1, 2, 3, 5, and 9 were inclining between 2.61 to 3.40 which referred to the "Neutral" scale level, and consequently, meant that the ELTs could not decide whether they were aware of the terms "psycholinguistic approach," and "Suggestopedia" or not. Despite the slight differences in ranking order, the items for all 53 ELTs inclined between two scales, "Neutral" and "Agree." The Mean scores for statements 6, 7, and 8 were between 3.41 and 4.20, pointing to the "Agree" scale level, which indicated that ELTs were, to some extent, aware of the terms "learning factors, setting, interaction, input, motivation, and LTMs." The consistency among these three variables was clearly reflected in the ELTs' perceptions of the

terms which they considered familiar to them and consequently, they might implement in their language classrooms. The Mean score for statement four showed that they also agreed that it was important for all ELTs to learn about "psycholinguistic approaches" to which they previously responded "Neutral" and could not decide whether they knew or not. This meant that they needed to focus more when dealing with the related statements as it was not logical to confess the importance of something they were not sure whether they were aware of or not. Consequently, this required them to enrich their knowledge about these terminologies. Comparing the Mode and Median to the Mean scores for each item, they were close to each other, confirming the same central tendency.

The standard deviation was used to determine the proportion of values that lay within a specific range of the Mean if a set of data had a normal distribution. As Kakkar (2021) stated, for a normal distribution:

i. 68% of the data is less than 1SD away from the mean.
ii. 95% of the data is less than 2SD away from the mean.
iii. 99.7% of the data is less than 3SD away from the mean.

The standard deviation scores for all items were acceptable as they were all close to 1, showing that data points in a normal distribution were more likely to fall closer to the Mean.

Table 23: Descriptive Statistical Analysis of Domain 1 Items (ELTs' Perceptions)

	N		Mean	Median	Mode	Std. Deviation
	Valid	Missing				
1	53	1	3.32	4.00	4	1.221
2	53	1	3.21	3.00	4	1.007
3	53	1	3.17	3.00	4	1.051
4	53	1	3.60	4.00	4	1.062
5	53	1	3.09	3.00	4	1.079
6	53	1	3.68	4.00	4	1.015
7	53	1	4.04	4.00	4	.919
8	53	1	3.94	4.00	4	1.045
9	53	1	2.94	3.00	2[a]	1.117

A scrutiny of the items demonstrated that the ELTs' agreement to statements 4, 6, 7, and 8 was because of their general knowledge of the terms and their familiarity with them. On the contrary, while statements one, two, three, five, and six were unfamiliar to them, they should have used "disagree" or strongly disagree," but instead they selected "neutral," being so proud to confess that they did not know them. This reflected a dangerous phenomenon or culture spread among ELTs that they pretended to know about everything which might passively impact their practices as they would keep to what they already knew without trying to ask for more information to enrich their knowledge.

In Figure 4, an analysis of the first statement showed that twenty ELTs had the same opinion and agreed that the term "psycholinguistic approach" was familiar to them, while eight ELTs strongly agreed, nine ELTs disagreed, and three ELTs strongly disagreed. However, twelve were reluctant to decide whether it was familiar or not and only one ELT did not respond to this statement. What was remarkable here was the twelve ELTs who selected "Neutral" which was higher than those who selected "Disagree" or "Strongly Disagree," referring to ELTs' culture

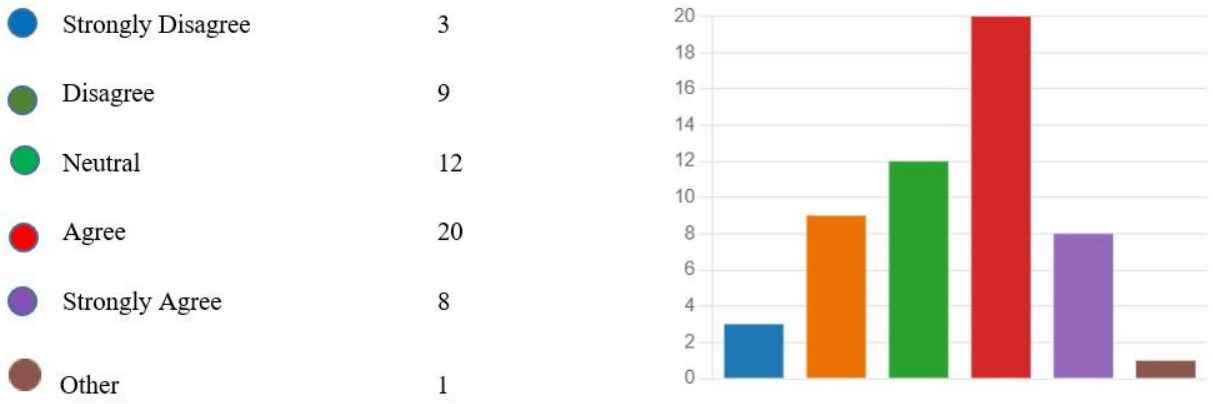

Figure 4: Statement 1: The term "psycholinguistic approach" looks familiar to me.

to confess that they did not know. This would be repeated in the following responses to confirm the phenomenon discussed above.

Figure 5 showed an analysis of the second statement, which the researcher used to make sure of the ELTs' consistency. Twenty-two ELTs had the same opinion that they were aware of the term "psycholinguistic approach," while three were quite sure that they were fully aware of it. Twelve ELTs disagreed and two ELTs strongly disagreed that the term was familiar to them.

However, Thirteen ELTs were reluctant to decide whether they knew about it or not and one ELT did not respond to this statement, confirming the ELTs' insistence on refusing to show that they did not know or had no idea about the terminology.

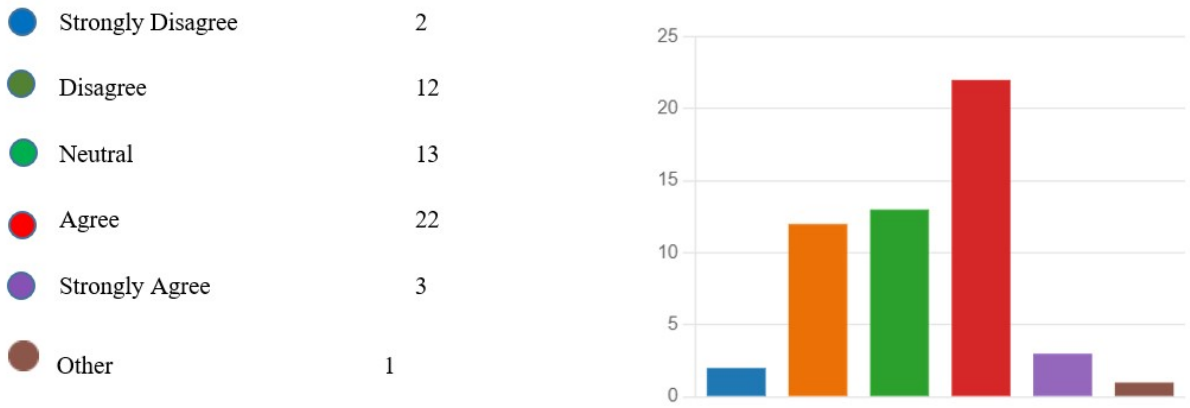

Figure 5: Statement 2: I am fully aware of what "psycholinguistic approaches" means.

Figure 6 displayed an analysis of statement three, which checked ELTs' knowledge about "psycholinguistic approaches" and where they were used. Twenty-four ELTs agreed that they knew where "psycholinguistic approaches" would be used, while two strongly agreed, thirteen ELTs disagreed, and one strongly disagreed. However, twelve ELTs were reluctant to decide whether they knew about them or not and one did not respond. There was a consistency among those ELTs who selected "Neutral" or did not respond to statements one, two and three. This indicated their need to enrich their knowledge about these approaches.

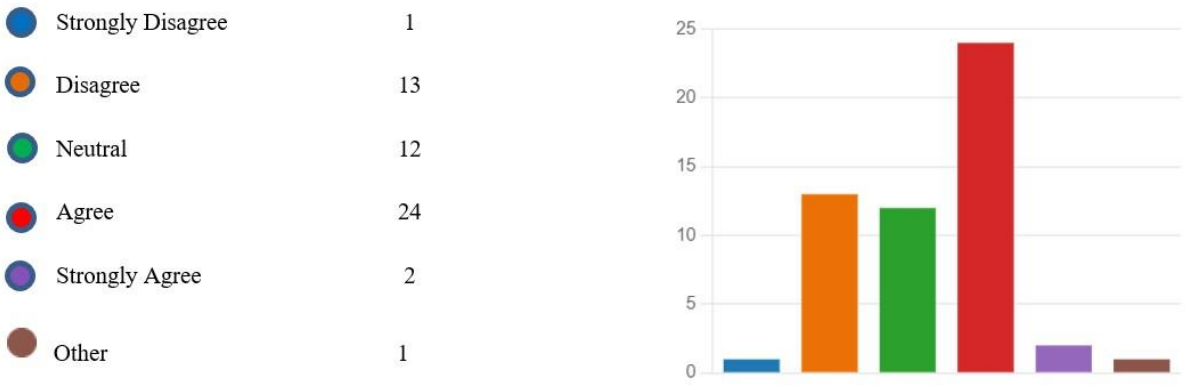

Figure 6: Statement 3: I know where "psycholinguistic approaches" is used.

In Figure 7, an analysis of statement four, which checked the ELTs' opinion on whether it was important for all ELTs to learn about "psycholinguistic approaches" or not, showed that twenty-five ELTs agreed that all ELTs should know about them, while nine ELTs strongly agreed. Only one ELT disagreed, and four ELTs strongly disagreed. However, fourteen ELTs were reluctant to take a decision and selected "Neutral."

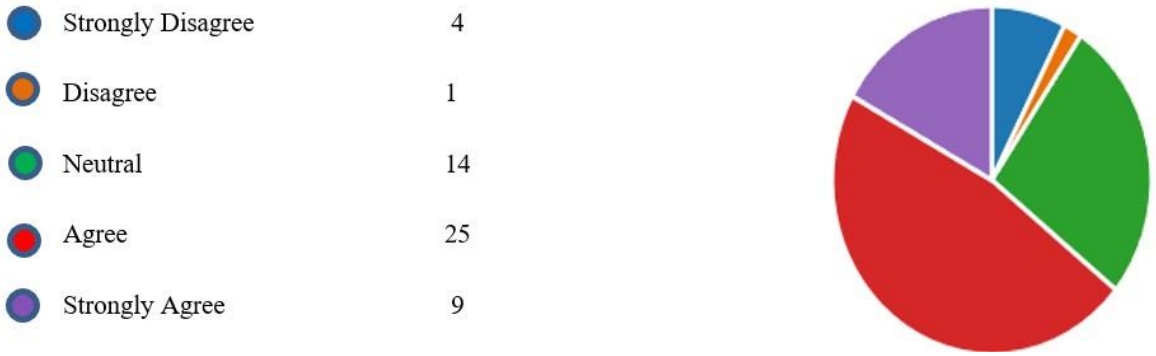

Figure 7: Statement 4: I think it is important for all ELTs to know about "psycholinguistic approaches."

In Figure 8, an analysis of statement five, which explored how far ELTs could explain the "psycholinguistic approaches," showed that twenty-two ELTs agreed that they could explain them, while two ELTs strongly agreed, ten ELTs disagreed, and five strongly disagreed. However, thirteen ELTs were reluctant to take a decision, selecting "Neutral," while one ELT did not respond.

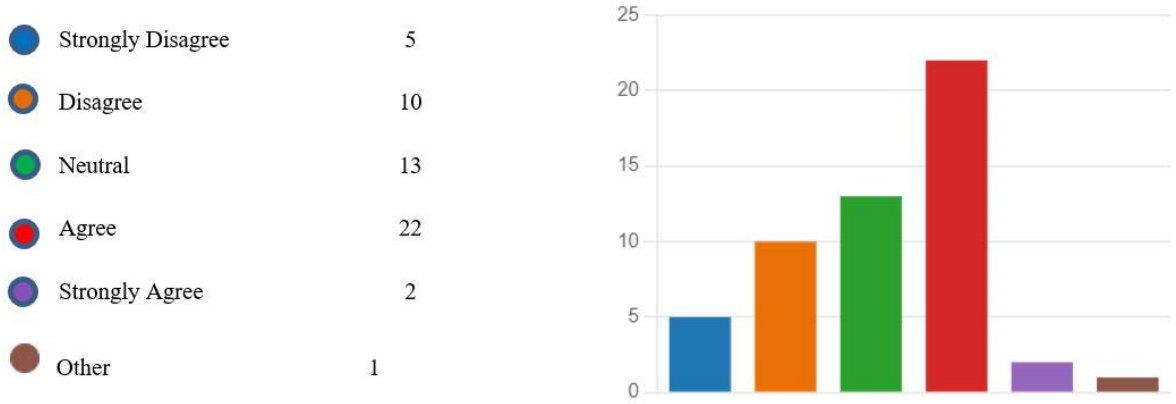

Figure 8: Statement 5: I could explain the term "psycholinguistic approaches" to other ELTs.

Statements one to five explored the same variable (ELTs' perception of "psycholinguistic approaches") in a different way to check how consistent ELTs were when they gave their responses. From the Figures above, there were some differences in their responses that ranged from slight differences that showed consistency in their responses to significant ones that showed inconsistency. For example, ELTs who responded "agree" to statements one to five, were twenty ELTs to statement one, twenty-two ELTs to statement two, twenty-four ELTs to statement three, twenty-five ELTs to statement four, and twenty-two ELTs to statement five. Thus, twenty ELTs were consistent in their responses and five ELTs changed their responses.

ELTs who responded “strongly agree” to these statements were 3 ELTs to statement one, eight ELTs to statement two, two ELTs to statement three, nine ELTs to statement four, and two ELTs to statement five, showing that only two ELTs were consistent in their responses. Those who responded “disagree,” varied between nine, twelve, thirteen, one and ten, referring to only one ELT who was consistent in his or her responses. ELTs who responded, “strongly disagree,” varied between three, two, one, four, and five, indicating that only an ELT was consistent in his or her responses. “Neutral” ELTs to statements one to five were twelve, thirteen, twelve, fourteen, and thirteen and almost all were consistent in their responses and could not decide whether they could recognize the term or not. This confirmed their insistence on being the know-it-all ELTs who knew everything and did not like to show their ignorance of unfamiliar terms to them.

Tracking these items fulfilled ELTs’ perceptions of the term whether they were aware of it or not. The differences in the statistics referred to the lack of knowledge for some ELTs who could not evaluate themselves or their knowledge about the target pedagogical terms. This reflected how far they were in need to enrich their knowledge to be able to identify and use such terminologies properly in context.

In Figure 9, an analysis of statement six, which explored how far ELTs could identify “learning factors,” showed that thirty-one ELTs agreed that they were fully aware of the term, while seven ELTs strongly agreed. Two ELTs disagreed, and two ELTs strongly disagreed. However, eleven ELTs selected “Neutral” again to announce that they could not decide whether they were aware of the term or not. What is remarkable here is the vast number of those ELTs

who selected “agree” and “strongly agree,” referring to their knowledge or even full knowledge of the term which was familiar to them. However, despite this familiarity, some ELTs knew nothing about it and needed more information to enrich their knowledge.

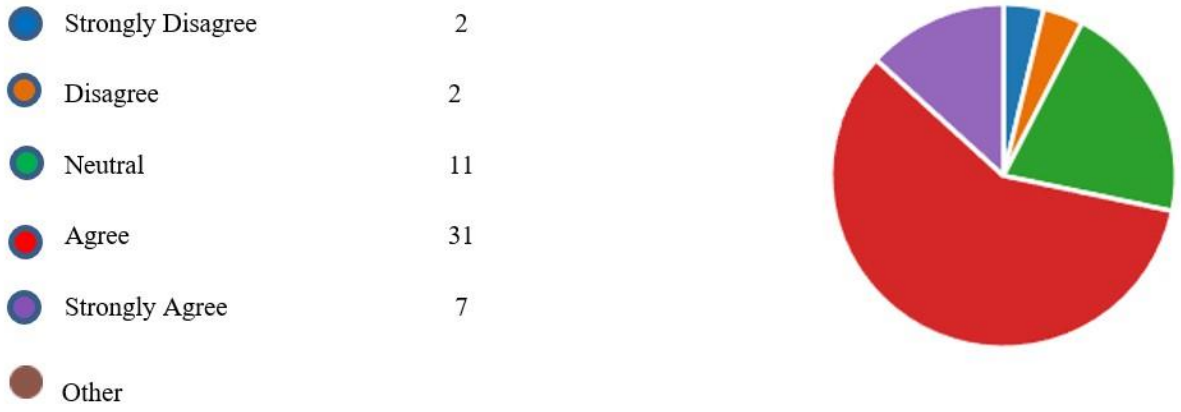

Figure 9: Statement 6: I am fully aware of what “learning factors” means.

In Figure 10, an analysis of statement seven, which explored how far ELTs were aware of the terms “setting, interaction, input, and motivation.” showed that thirty-one ELTs agreed that they were aware of them, while fifteen ELTs strongly agreed. Two ELTs disagreed and two ELTs strongly disagreed. However, three ELTs were reluctant to take their decision and selected “Neutral.” The decline from twelve or thirteen for those ELTs who selected “Neutral” to statements from one to five to only three ELTs when responding to statements six and seven was remarkable. This might be because of the familiarity of the terminologies in these statements which moved these ELTs from “Neutral” to “Agree” or “Strongly Agree.” However,

even though the terminologies were familiar, three ELTs were still unable to decide whether they knew them or not.

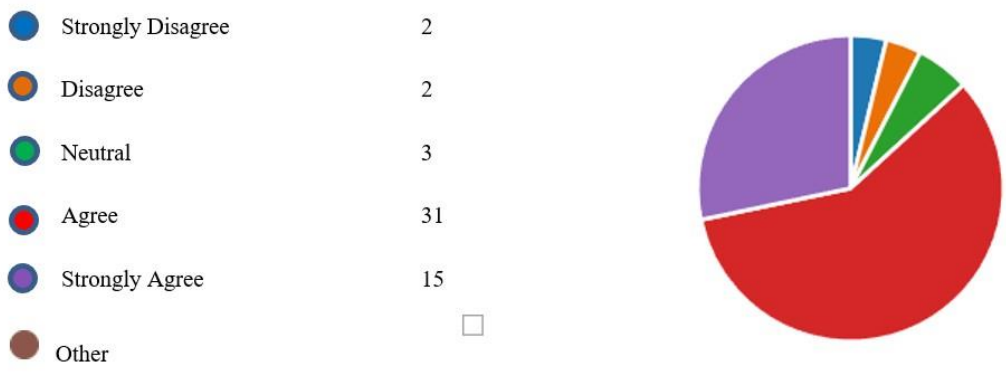

Figure 10: Statement 7: I am fully aware of the terms: "setting, interaction, input, and motivation."

In Figure 11, an analysis of statement eight which explored how far ELTs were aware of "LTMs," showed that twenty-nine ELTs agreed that they were aware of the term, while fifteen ELTs strongly agreed. Three ELTs disagreed and three strongly agreed. However, three ELTs were reluctant to take a decision and selected "Neutral." Most ELTs showed that they knew the terminology and selected "agree" and "strongly agree" because they thought it was familiar to them. This is the first time to have this number with these selections compared to other statements.

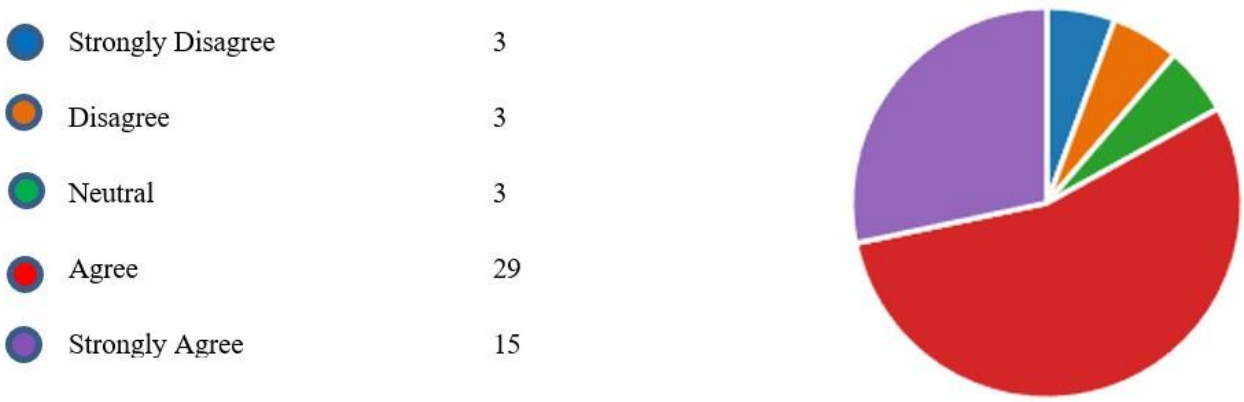

Figure 11: Statement 8: I am fully aware of what "language teaching methods" means.

Analyzing statement nine, which explored how far ELTs were aware of "Suggestopedia," Figure 12 showed that fourteen ELTs agreed that they were aware of the term, while four ELTs strongly agreed, fifteen ELTs disagreed, and five ELTs strongly disagreed. However, fifteen ELTs were not sure whether they knew Suggestopedia or not and thus, they were reluctant to take a decision. For the first time, Figure 13 showed a decline in the number of ELTs who responded "agree," indicating their lack of knowledge about "Suggestopedia," even though they showed their knowledge of LTMs before in their responses to statement eight. Thus, many of their responses to statements eight and nine were inconsistent as they gave contradicted responses to related statements. This showed their lack of knowledge about the terminologies and their need to enrich their knowledge.

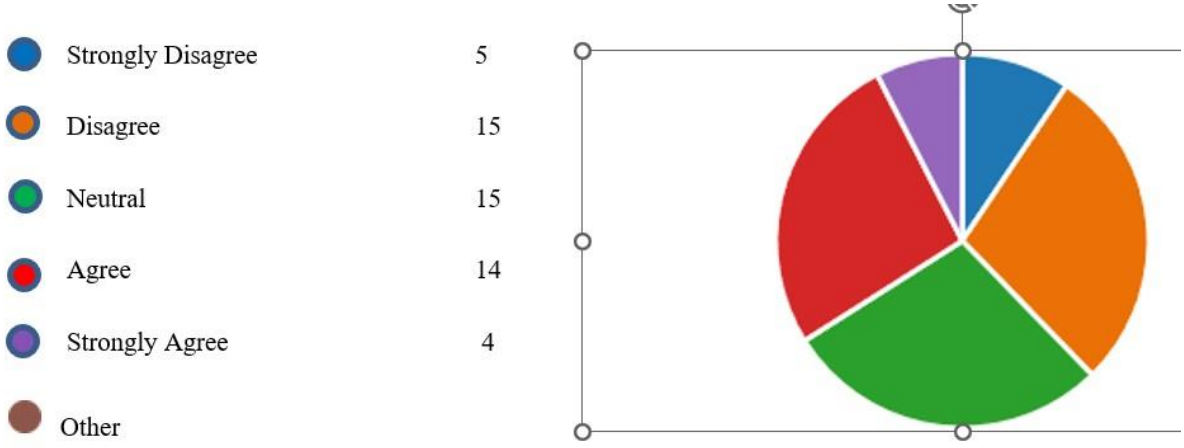

Figure 12: Statement 9: I am fully aware of "Suggestopedia."

Tracking ELTs' responses to statements eight and nine, there was a clear difference in the number which declined from twenty-nine ELTs who agreed that they were fully aware of "LTMs" to fourteen ELTs who agreed that they were fully aware of "Suggestopedia" (one of the methods of teaching foreign languages). It happened once more with fifteen ELTs who strongly agreed and then became only four ELTs. The same clear difference occurred again in the number which increased from three ELTs who disagreed that they were fully aware of "LTMs" to fifteen ELTs who disagreed that they were fully aware of "Suggestopedia." The difference was slight between three ELTs who strongly disagreed with statement eight and increased to five in statement nine. Even with those three ELTs who were "Neutral" to statement eight, and could not take a decision, they increased to fifteen ELTs in statement nine. These

differences indicated a clear inconsistency in their responses to the two related statements. Hence, those ELTs showed that they were in need to enrich their knowledge again about such pedagogical terminologies.

Domain two addressed how far ELTs could implement "Psycholinguistic Approaches" in their language classrooms. It included statements ten to thirteen. Pearson Correlation coefficient was used to measure the strength and direction of the linear relationship between every two variables in the domain. Table 24 showed that the Pearson correlation coefficient was inclining between 0.590 and 0.873, referring to good and sometimes a very good correlation between each pair of variables. The Table also summed up the positive relationship between each pair of variables which indicated that they were all in the same direction. The Sig. (2-tailed) or the P value associated with the correlation of all pairs of variables were 0.000 which indicated a significant correlation between them.

Table 24: Descriptive Statistical Analysis of Domain 2 Items (ELTs' Ability to Implement Psycholinguistic Approaches in Language Classrooms): Correlation between Variables

		10	11	12	13
10	Pearson Correlation	1	.873**	.652**	.590**
	Sig. (2-tailed)		.000	.000	.000
	N	53	53	53	53
11	Pearson Correlation	.873**	1	.652**	.635**
	Sig. (2-tailed)	.000		.000	.000
	N	53	53	53	53
12	Pearson Correlation	.652**	.652**	1	.809**

	Sig. (2-tailed)	.000	.000		.000
	N	53	53	53	53
13	Pearson Correlation	.590**	.635**	.809**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	53	53	53	53

**. Correlation is significant at the 0.01 level (2-tailed).

The second domain addressed ELTs' perceptions of how far they could implement the target pedagogical approach in their language classrooms. As shown in Table 25, taking the arithmetic average of the items, an analysis of the ELTs' central tendency, using the Mean, Mode and Median as the measurement tools, revealed that the Mean score for statement 10 was 3.47 (between 3.41 and 4.20), pointing to the "Agree" scale level, which indicated that ELTs could fairly implement psycholinguistic approaches in their language classrooms, either in the face-to-face or ODL setting. The Mean scores for statements 11 (3.40), 12 (3.36), and 13 (3.28) were inclining between 2.61 and 3.40 which referred to the "Neutral" scale level and consequently meant that the ELTs could not decide whether they could implement "psycholinguistic approaches" in their face-to-face and ODL language classrooms or not.

Despite the slight differences in ranking order, the items for all fifty-three ELTs inclined between two scales, "Neutral" and "Agree," which referred to ELTs' fair or even poor knowledge about how to implement "psycholinguistic approaches" in their language classrooms. Consequently, this required them to enrich their knowledge about how to implement

such approaches in their practices. Comparing the Mode and Median scores to the Mean scores for each item, they were close to each other, confirming the same central tendency. The standard deviation scores were all close to 1 and consequently, they were acceptable as they were showing that data points in a normal distribution were more likely to fall closer to the Mean.

Table 25: Descriptive Statistical Analysis of Domain 2 Items (ELTs' Ability to Implement Psycholinguistic Approaches in Language Classrooms)

		10	11	12	13
N	Valid	53	53	53	53
	Missing	1	1	1	1
Mean		3.47	3.40	3.36	3.28
Median		4.00	4.00	4.00	3.00
Mode		4	4	4	3
Std. Deviation		1.120	1.044	1.002	.988

Statement ten explored how far ELTs could implement "learning factors" in their face-to-face classrooms. Figure 13 showed that twenty-seven ELTs agreed that they could, while seven ELTs strongly agreed, six ELTs disagreed, and three ELTs strongly disagreed. However, nine ELTs did not know whether they could or not and thus they were reluctant to take a decision. Only one ELT did not submit a response to this statement. Thus, most ELTs believed that they could implement psycholinguistic approaches in their face-to-face classrooms, selecting "agree" and "strongly agree."

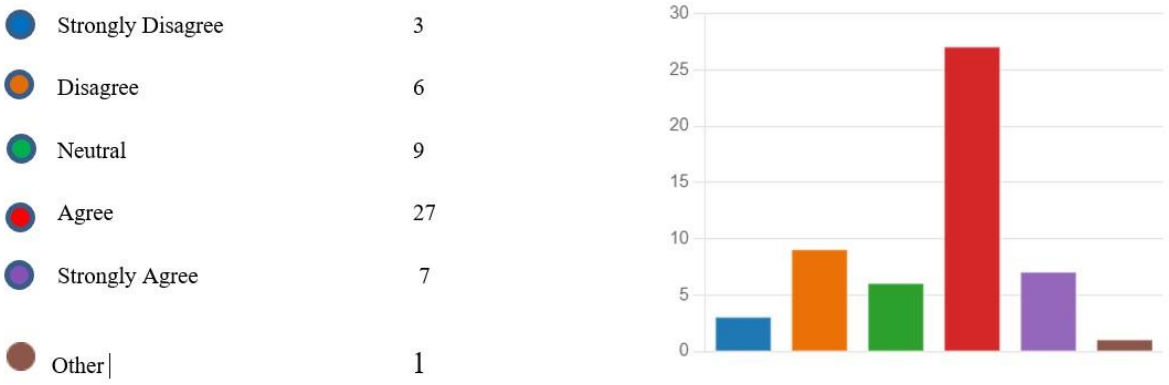

Figure 13: Statement 10: I know how to implement "learning factors" in my face-to-face classes.

Tracking ELTs' responses to statement seven which explored how far ELTs were aware of "learning factors" and statement ten which explored how far they could implement these "learning factors" in their face-to-face classrooms, it could be found that there were some slight differences in their responses. For example, the two ELTs who strongly disagreed to statement seven increased to three ELTs, the two ELTs who disagreed, increased to six, the three neutral ELTs increased to nine, the thirty-one ELTs who agreed, declined to twenty-seven, and the fifteen ELTs who strongly agreed declined to seven ELTs. Only one ELT did not submit a response to statement ten. These slight differences referred to a few numbers of ELTs who were inconsistent in their responses and therefore, needed to enrich their knowledge about the terminologies.

Statement eleven explored how far ELTs could implement “learning factors” in their ODL classrooms. Figure 14 showed that twenty-five ELTs agreed that they could, while five ELTs strongly agreed, eight ELTs disagreed, and three ELTs strongly disagreed. However, twelve ELTs did not know whether they could or not and thus, they were reluctant to take a decision. Thus, most ELTs also believed that they could implement “learning factors” in their ODL classrooms.

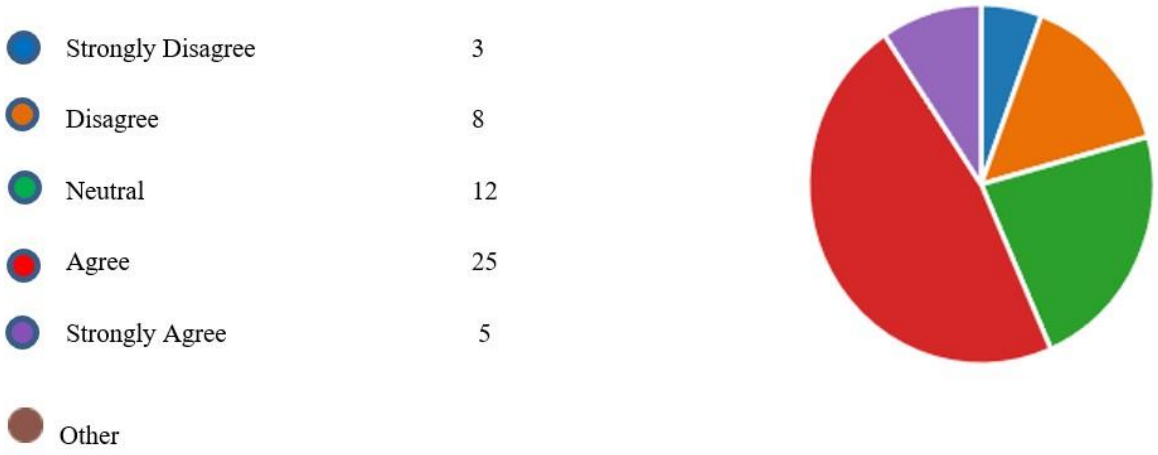

Figure 14: Statement 11: I know how to implement “learning factors” in the Online Distance Learning ODL classes.

Tracking statements seven, which explored ELTs’ awareness of learning factors and statements ten, and eleven which explored if they could implement them in their face-to-face and ODL classrooms, there were no significant differences between ELTs’ responses who selected “Agree” to these statements. Twenty-nine ELTs agreed to statements seven, twenty-seven ELTs to statement ten and twenty-five ELTs to statement eleven, which indicated consistency in their

responses. However, there was a difference when the fifteen ELTs who strongly agreed to statement seven decreased to one ELT to statement ten and five ELTs to statement eleven. This indicated that ELTs' responses were inconsistent again. There was no significant difference in numbers for those ELTs who disagreed. They were three ELTs to statement seven, six ELTs to statement ten and eight ELTs to statement eleven, while they were the same three ELTs who strongly disagreed to the three statements.

Statement twelve explored how far ELTs could implement "psycholinguistic approaches" in their face-to-face classrooms. Figure 15 showed that twenty-two ELTs agreed that they could implement them, while five ELTs strongly agreed, eight ELTs disagreed, and two ELTs strongly disagreed. However, fifteen ELTs did not know whether they could implement psycholinguistic approaches in their face-to-face classrooms or not and thus they were reluctant to take a decision. One ELT did not respond to this statement. The increasing number of those ELTs who selected "Neutral" was remarkable, indicating their unfamiliarity with the terminology about which they were proud to confess their poor knowledge.

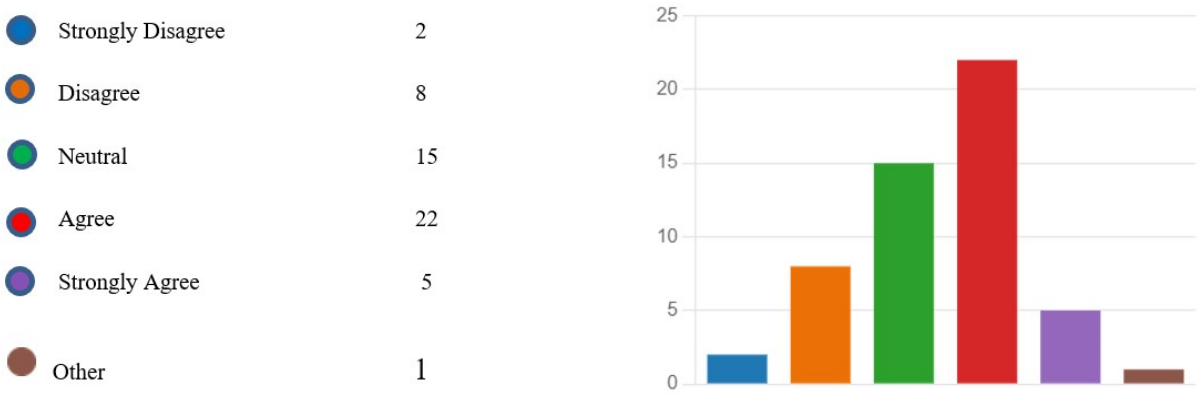

Figure 15: Statement 12: I implement some "psycholinguistic approaches" in my face-to-face classes.

Statement thirteen explored how far ELTs could implement "psycholinguistic approaches" in their ODL classrooms. Figure 16 showed that eighteen ELTs agreed that they could, while five ELTs strongly agreed, eight ELTs disagreed and two strongly disagreed. However, nineteen ELTs did not know whether they could implement psycholinguistic approaches in their ODL classrooms or not and thus, they were reluctant to take a decision. One ELT did not respond to this statement. The decreasing number of ELTs, who selected "Agree" and "Strongly agree," and the increasing number of those who selected "Neutral," were remarkable, indicating their need to learn more about the terminology and how to implement it in their ODL classrooms.

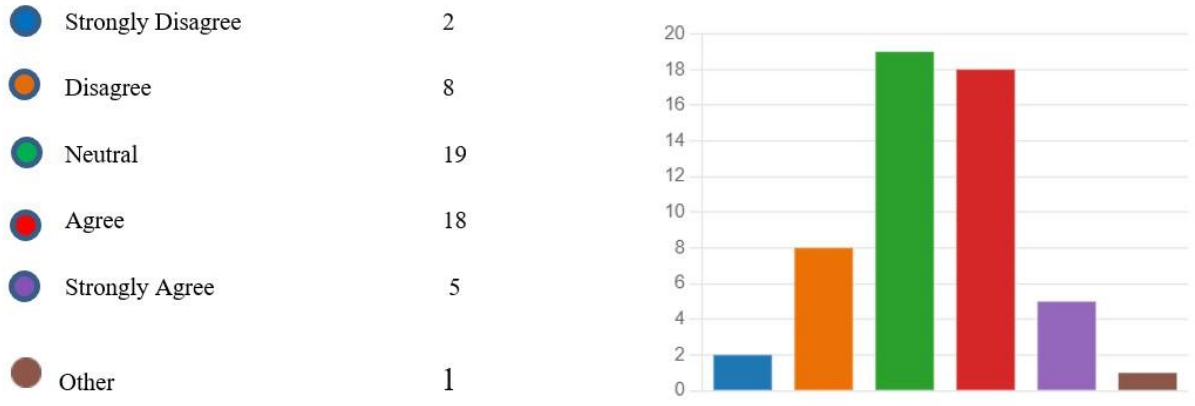

Figure 16: Statement 13: I implement some "psycholinguistic approaches" in ODL classes.

Domain 3 addressed how far the impact of implementing "psycholinguistic approaches" in their language classrooms was. It included statements fourteen to eighteen. Pearson Correlation coefficient was used to measure the strength and direction of the linear relationship between every two variables in the domain. As shown in Table 26, the Pearson correlation coefficient was inclining between 0.355 and 0.887, indicating a good and sometimes a very good correlation between each pair of variables. However, statements fourteen and eighteen, fifteen and eighteen and seventeen and eighteen showed weak correlations as their coefficient was inclining between 0.091 and 0.254. The Table also summed up the positive relationship between every pair of variables which indicated that they were all in the same direction. Except for fourteen and eighteen, fifteen and eighteen and seventeen and eighteen, the Sig. (2-tailed) or the P value associated with the correlation of all pairs of variables was 0.000 (less than .05) which indicated a significant correlation between them.

Table 26: Descriptive Statistical Analysis of Domain 3 Items (Impact of Implementing Psycholinguistic Approaches), Correlation between Variables

		14	15	16	17	18
14	Pearson Correlation	1	.887**	.428**	.817**	.132
	Sig. (2-tailed)		.000	.001	.000	.345
	N	53	53	53	53	53
15	Pearson Correlation	.887**	1	.400**	.780**	.254
	Sig. (2-tailed)	.000		.003	.000	.066
	N	53	53	53	53	53
16	Pearson Correlation	.428**	.400**	1	.355**	.411**
	Sig. (2-tailed)	.001	.003		.009	.002
	N	53	53	53	53	53
17	Pearson Correlation	.817**	.780**	.355**	1	.091
	Sig. (2-tailed)	.000	.000	.009		.516
	N	53	53	53	53	53
18	Pearson Correlation	.132	.254	.411**	.091	1
	Sig. (2-tailed)	.345	.066	.002	.516	
	N	53	53	53	53	53

**. Correlation is significant at the 0.01 level (2-tailed).

The items in the third domain addressed how far implementing "psycholinguistic approaches" would have an effective impact on students in face-to-face and ODL classrooms. As shown in Table 27, taking the arithmetic average of the items, an analysis of the ELTs' central tendency, using the Mean, Mode and Median as the measurement tools, revealed that the

Mean scores for statements 14 (3.64), 15 (3.49), and 17 (3.43) were inclining (between 3.41 and 4.20), pointing to the "Agree" scale level, which indicated that ELTs believed that implementing psycholinguistic approaches would have an effective impact on students' achievements in ELSs in face-to-face and ODL classrooms. However, they thought that this impact would be more effective in face-to-face classrooms than in ODL ones. The Mean scores for statements 16 (3.04), and 18 (2.74) were inclining between 2.61 and 3.40 which referred to the "Neutral" scale level, and consequently meant that the ELTs could not decide whether implementing psycholinguistic approaches in face-to-face classes would have the same or less impact than in ODL classes or not.

Despite the slight differences in ranking order, the items for all 53 ELTs inclined between two scales, "Neutral" and "Agree," which pointed out how far ELTs believed that implementing psycholinguistic approaches would have an impact in their face-to-face and ODL language classrooms. However, ELTs' responses to statements 16 and 18 showed a kind of contradiction to their responses to statement 17 as they agreed that implementing psycholinguistic approaches in face-to-face classes would have more impact than in ODL classes and at the same time they were neutral to decide whether implementing psycholinguistic approaches in face-to-face classes would have the same or less impact than in ODL classes. Consequently, this required them to pay more attention when giving responses to such related statements to be more consistent.

Comparing the Mode and Median to the Mean scores for each item, they were close to each other, confirming the same central tendency. The standard deviation scores were all close to 1

and consequently, were acceptable as they were showing that data points in a normal distribution were more likely to fall closer to the Mean.

Table 27: Descriptive Statistical Analysis of Domain 3 Items (Impact of Implementing Psycholinguistic Approaches)

		14	15	16	17	18
N	Valid	53	53	53	53	53
	Missing	1	1	1	1	1
Mean		3.64	3.49	3.04	3.43	2.74
Median		4.00	4.00	3.00	3.00	3.00
Mode		4	4	3	3	3
Std. Deviation		.942	.973	.940	.930	.923

Statement fourteen explored how far ELTs believed that implementing "psycholinguistic approaches" in their face-to-face classrooms would have an effective impact on students' achievements in ELSs. Figure 17 showed that twenty-two ELTs agreed that they would have an effective impact, while nine strongly agreed, eight ELTs disagreed, and two ELTs strongly disagreed. However, eighteen ELTs did not know whether implementing psycholinguistic approaches in their face-to-face classrooms would have an effective impact or not and thus, they could not take a decision. The increasing number of ELTs who selected "Neutral" was remarkable again, indicating their unfamiliarity with the terminology and its implementation in face-to-face classrooms.

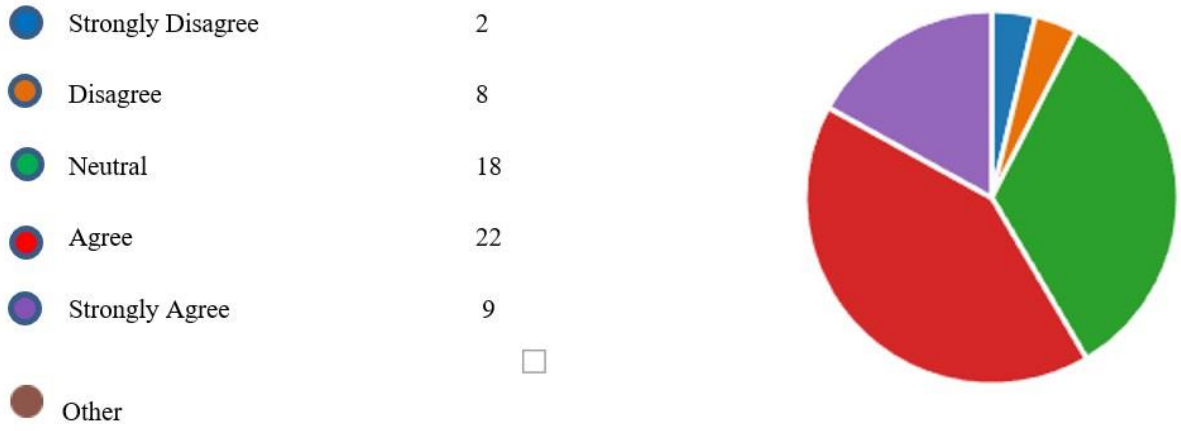

Figure 17: Statement 14: Implementing "psycholinguistic approaches" in face-to-face classes has an effective impact on students' achievements in English language skills ELSs.

Statement fifteen explored how far ELTs believed that implementing "psycholinguistic approaches" in their ODL classrooms would have an effective impact on students' achievements in ELSs. Figure 18 showed that twenty-one ELTs agreed that they would have an effective impact, while seven ELTs strongly agreed, five ELTs disagreed, and two ELTs strongly disagreed. However, eighteen ELTs did not know whether implementing psycholinguistic approaches in their ODL classrooms would have an effective impact or not and thus, they could not take a decision. ELTs' responses to statements fourteen and fifteen were almost the same, indicating their consistency.

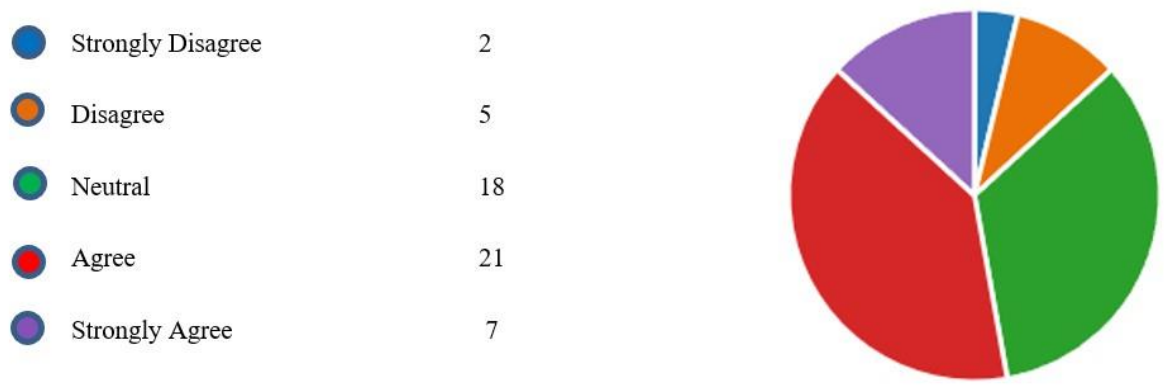

Figure 18: Statement 15: Implementing "psycholinguistic approaches" in ODL classes has an effective impact on students' achievements in ELSs.

Statement sixteen explored whether ELTs believed that implementing "psycholinguistic approaches" in face-to-face classes would have the same impact in ODL classes on students' achievements in ELSs or not. Figure 19 showed that ten ELTs agreed that it would have the same effective impact, while four ELTs strongly agreed, ten ELTs disagreed, and two ELTs strongly disagreed. However, twenty-five ELTs were neutral as they did not know whether implementing psycholinguistic approaches in face-to-face classes would have the same impact in ODL classes on students' achievements in ELSs or not and thus, they could not take a decision. Two ELTs did not give responses. Even though statement sixteen was related to statements fourteen and fifteen, ELTs who selected "Neutral" increased from eighteen to twenty-five, in addition to two ELTs who did not respond. This indicated how far they were unfamiliar with the terminology about which they needed to enrich their knowledge.

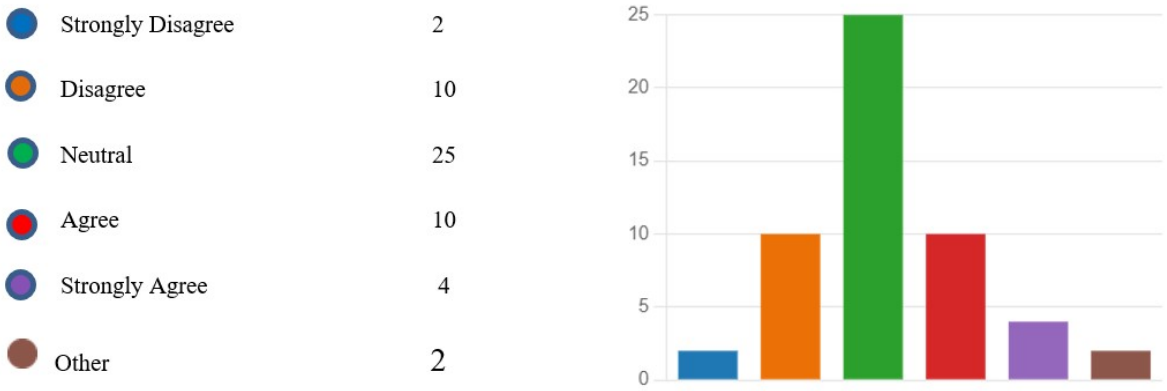

Figure 19: Statement 16: Implementing "psycholinguistic approaches" in face-to-face classes has the same impact in ODL classes.

Statement seventeen explored whether ELTs believe that implementing "psycholinguistic approaches" in face-to-face classes would have more impact than in ODL classes on students' achievements in ELSs or not. Figure 20 showed that thirteen ELTs agreed that it would have more impact than in ODL classes, while eight ELTs strongly agreed, two ELTs disagreed, and two ELTs strongly disagreed. However, twenty-eight ELTs were neutral as they did not know whether implementing "psycholinguistic approaches" in face-to-face classes would have more impact than in ODL classes on students' achievements in ELSs or not and thus, they could not take a decision. It was remarkable that with each new statement about psycholinguistic approaches, ELTs became more reluctant to give answers and consequently, they selected "Neutral." This confirmed their lack of knowledge and their need to learn more about such terminologies.

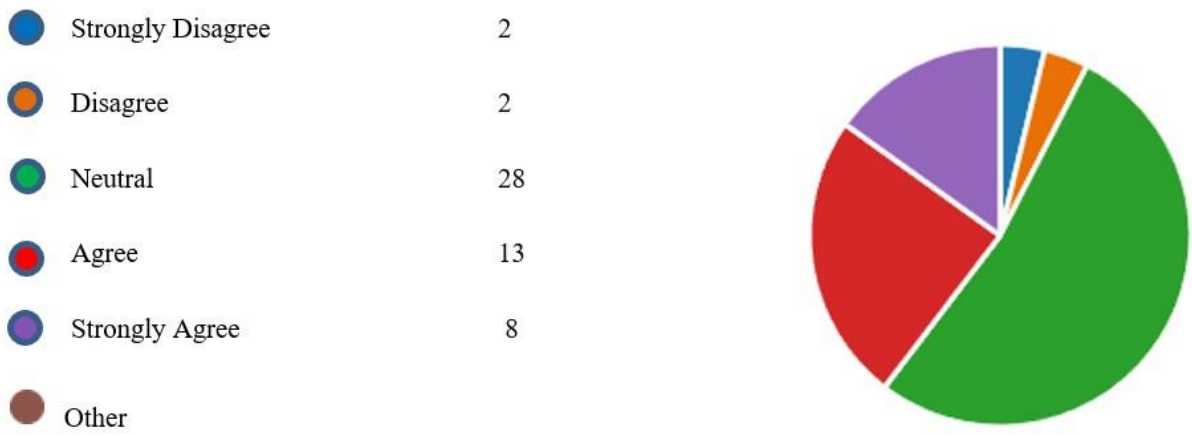

Figure 20: Statement 17: Implementing "psycholinguistic approaches" in face-to-face classes has more impact than in ODL classes.

Statement eighteen explored whether ELTs believed that implementing **"**psycholinguistic approaches" in face-to-face classes would have less impact than in ODL classes on students' achievements in ELSs or not. Figure 21 showed that six ELTs agreed that it would have less impact than in ODL classes, while two ELTs strongly agreed, thirteen ELTs disagreed, and five ELTs strongly disagreed. However, twenty-six ELTs were neutral as they did not know whether implementing psycholinguistic approaches in face-to-face classes would have less impact than in ODL classes on students' achievements in ELSs or not and this made them unable to take a decision. One ELT did not respond. Even though statement eighteen was related to statements fourteen, fifteen, sixteen and seventeen, ELTs' responses to statement eighteen showed a significant decrease in the number of ELTs who revealed that they knew or did not know about

the terminology and its implementation. This confirmed their lack of knowledge and need to learn more about it.

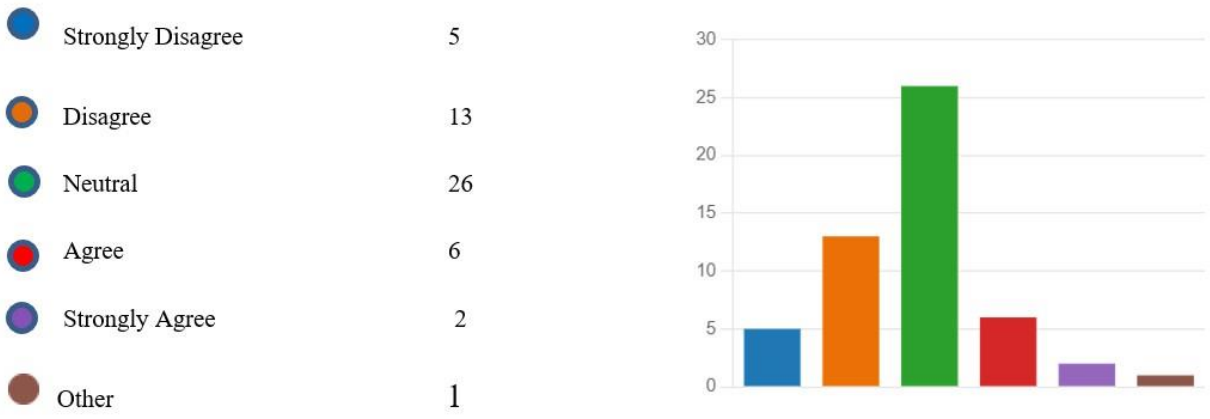

Figure 21: Statement 18: Implementing "psycholinguistic approaches" in face-to-face classes has less impact than in the ODL classes.

Domain four addressed how far ELTs could give suggestions to develop the implementation of "psycholinguistic approaches" in their language classrooms and to meet the upcoming challenges in the ODL setting. It included statements nineteen to twenty-four. Pearson Correlation coefficient was used to measure the strength and direction of the linear relationship between every two variables in the domain. Table 28 showed that the Pearson correlation coefficient was inclining between 0.594 and 0.902, referring to a very good and sometimes an excellent correlation between each pair of variables. The Table also summed up the positive relationship between each pair of variables which indicated that they were all in the same

direction. The Sig. (2-tailed) or the P value associated with the correlation of all pairs of variables was 0.000 which indicated a significant correlation between them.

Table 28: Descriptive Statistical Analysis of Domain 4 Items (ELTs' Suggestions), Correlation between Variables

		19	20	21	22	23	24
19	Pearson Correlation	1	.901**	.819**	.843**	.594**	.688**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	53	53	53	53	53	53
20	Pearson Correlation	.901**	1	.790**	.902**	.662**	.706**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	53	53	53	53	53	53
21	Pearson Correlation	.819**	.790**	1	.889**	.677**	.610**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	53	53	53	53	53	53
22	Pearson Correlation	.843**	.902**	.889**	1	.750**	.724**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	53	53	53	53	53	53
23	Pearson Correlation	.594**	.662**	.677**	.750**	1	.761**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	53	53	53	53	53	53
24	Pearson Correlation	.688**	.706**	.610**	.724**	.761**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	53	53	53	53	53	53

**. Correlation is significant at the 0.01 level (2-tailed).

Table 29 sums up the statistics of the items in the fourth domain which addressed how far ELTs could suggest some pedagogical strategies to effectively implement "psycholinguistic approaches" in their ODL classrooms to improve students' achievements in ELSs and to meet the upcoming challenges in this setting. Taking the arithmetic average of the items, an analysis of the ELTs' central tendency, using the Mean, Mode and Median as the measurement tools, revealed that the Mean score for statement 23 (3.49) was inclining (between 3.41 and 4.20), pointing to the "Agree" scale level, which indicated that ELTs could suggest some pedagogical strategies to implement psycholinguistic approaches in their ODL classrooms to improve students' achievements in ELSs and to meet the upcoming challenges in this situation. The Mean scores for statements 19 (3.30), 20 (3.34), 21 (3.25), 22 (3.34) and 24 (3.40) were inclining between 2.61 and 3.40 which referred to the "Neutral" scale level, and consequently meant that the ELTs could not decide whether they could suggest any pedagogical strategies or not.

As shown in Table 29, comparing the Mode and Median to the Mean scores for each item, they were close to each other, confirming the same central tendency. The standard deviation scores were all close to 1 and consequently, were acceptable as they were showing that data points in a normal distribution were more likely to fall closer to the Mean.

Table 29: Descriptive Statistical Analysis of Domain 4 Items (ELTs' Suggestions)

		19	20	21	22	23	24
N	Valid	53	53	53	53	53	53
	Missing	1	1	1	1	1	1
Mean		3.30	3.34	3.25	3.34	3.49	3.40

Median	3.00	3.00	3.00	3.00	4.00	3.00
Mode	3	3	3	3	4	4
Std. Deviation	.822	.898	.830	.876	.912	.906

Despite the slight differences in ranking order, the items for all fifty-three ELTs inclined between two scales, "Neutral" and "Agree," which referred to ELTs' fair or poor ability to suggest pedagogical strategies to effectively implement psycholinguistic approaches in their ODL classrooms to improve students' achievements in ELSs and to meet the upcoming challenges in this situation.

Statement nineteen explored how far ELTs believed that they could improve the way "psycholinguistic approaches" would be implemented in ODL classes. Figure 22 showed that seventeen ELTs agreed that they could improve implementing them in ODL classes, while three ELTs strongly agreed, two ELTs disagreed, and two ELTs strongly disagreed. However, twenty-eight ELTs were neutral as they did not know whether they could improve the way psycholinguistic approaches would be implemented in ODL classes or not and this made them unable to take a decision. One ELT did not respond. The increasing number of ELTs who agreed and strongly agreed was remarkable. Even though they revealed their lack of knowledge in the previous related statements, they started again to show their ability in suggesting strategies to improve the implementation of psycholinguistic approaches in their ODL classes. Therefore, there was a kind of contradiction in their responses.

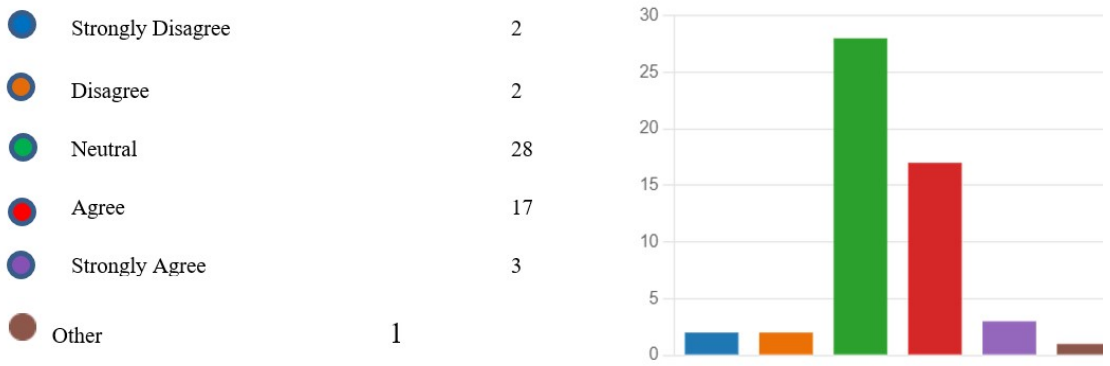

Figure 22: Statement 19: I could improve the way "psycholinguistic approaches" are implemented in the ODL classes.

Statement twenty explored how far ELTs believed that they could suggest some pedagogical strategies to implement "psycholinguistic approaches" in ODL classrooms to improve students' achievements in ELSs. Figure 23 showed that nineteen ELTs agreed that they could, while four ELTs strongly agreed. four ELTs disagreed and two strongly disagreed. However, twenty-three ELTs were neutral as they did not know whether they could improve implementing "psycholinguistic approaches" in ODL classrooms to improve students' achievements in ELSs or not and this made them unable to take a decision. An ELT did not respond.

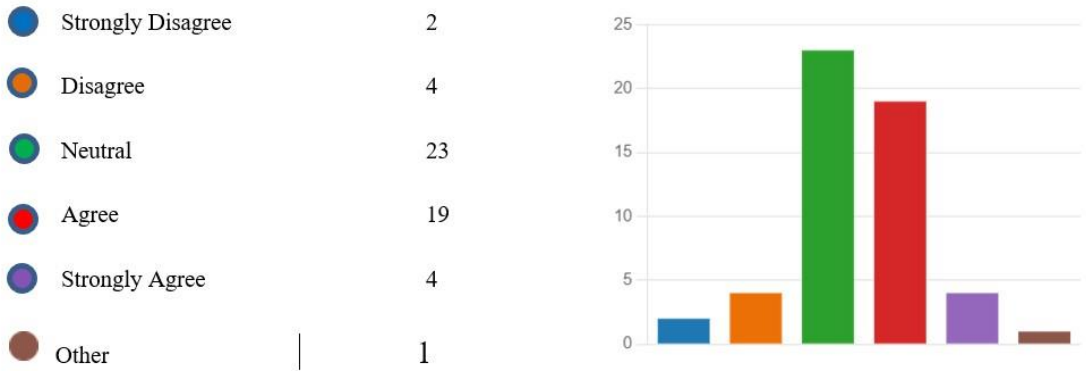

Figure 23: Statement 20: I could suggest some pedagogical strategies to implement the "psycholinguistic approaches" in the ODL classroom to improve students' achievements in ELSs.

Statement twenty-one explored how far ELTs believed that they could use "psycholinguistic approaches" to create an inclusive ODL classroom. Figure 24 showed that eighteen ELTs agreed that they could, while two ELTs strongly agreed, four ELTs disagreed, and two ELTs strongly disagreed. However, twenty-six ELTs were neutral as they did not know whether they could use "psycholinguistic approaches" to create an inclusive ODL classroom or not and this made them unable to take a decision. One ELT did not respond. There was a remarkable consistency in ELTs' responses to statements twenty and twenty-one which indicated that believed that they could improve and suggest pedagogical strategies to improve the implementation of psycholinguistic approaches in ODL classrooms to improve students' achievements in ELSs.

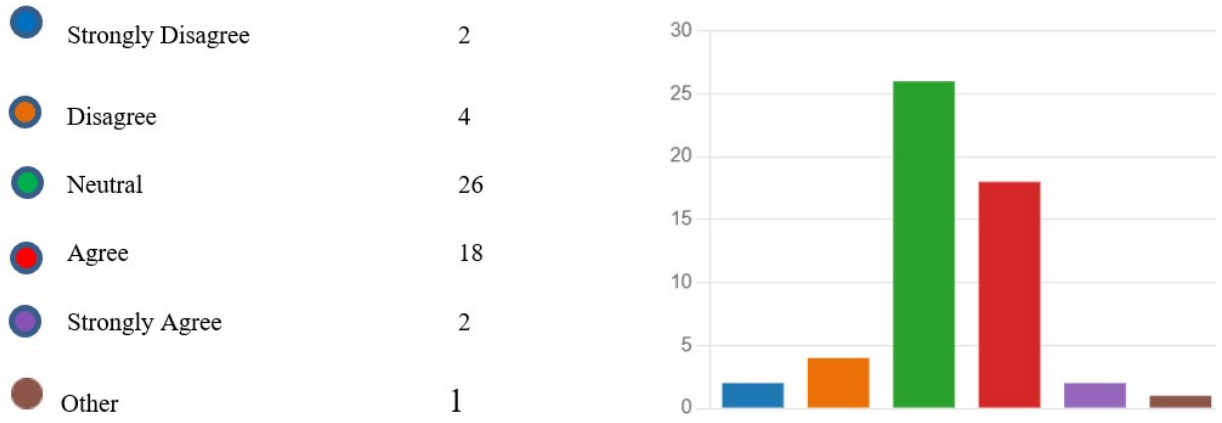

Figure 24: Statement 21: I could use "psycholinguistic approaches" to create an inclusive ODL classroom.

Statement twenty-two explored how far ELTs believed that they could implement "psycholinguistic approaches" to help students learn effectively in ODL classrooms. Figure 25 showed that twenty-one ELTs agreed that they could, while three ELTs strongly agreed, four ELTs disagreed, and two ELTs strongly disagreed. However, twenty-two ELTs were neutral as they did not know whether they could implement "psycholinguistic approaches" to help students learn effectively in ODL classrooms. or not and this made them unable to take a decision. One ELT did not respond. This confirmed ELTs' same consistency in their responses in the previous related statements nineteen, twenty, and twenty-one, which reflected their belief in their ability to implement such approaches.

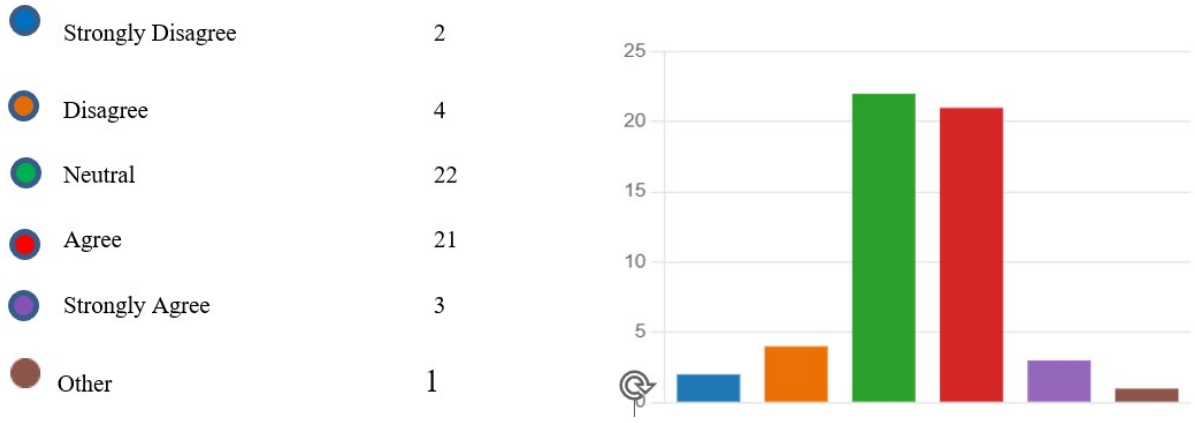

Figure 25: Statement 22: I could implement "psycholinguistic approaches" to help students learn effectively in ODL classrooms.

Statement twenty-three explored how far ELTs believed that they could cooperate with other ELTs to find out new strategies to help them create an auspicious ODL setting. Figure 26 showed that twenty-one ELTs agreed that they could, while three ELTs strongly agreed, four ELTs disagreed, and two ELTs strongly disagreed. However, twenty-two ELTs were neutral as they did not know whether they could cooperate with other ELTs to find out new strategies to help them create an auspicious ODL setting or not and this made them unable to take a decision. One ELT did not respond. Consistency in ELTs' responses was still there which reflected how they believed in their ability to create the auspicious ODL environment when cooperating with other ELTs.

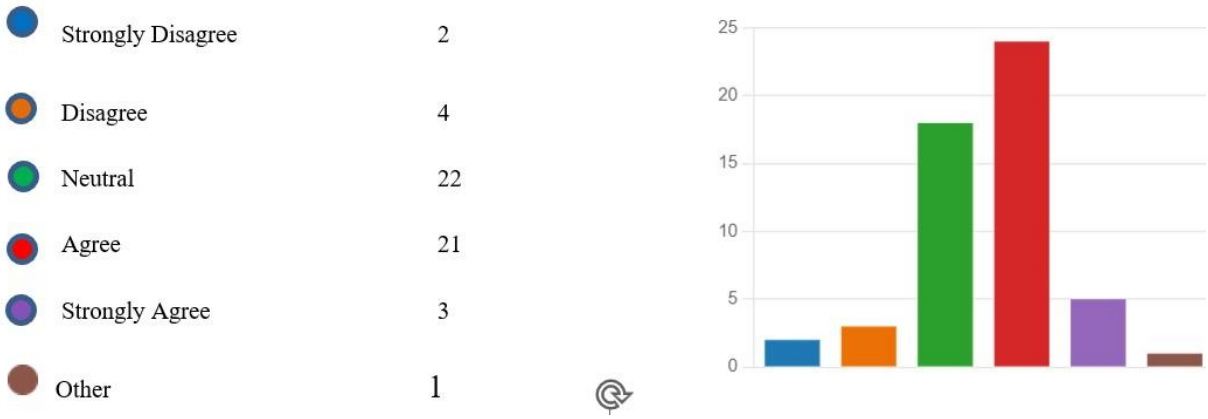

Figure 26: Statement 23: I could cooperate with other ELTs to find out new strategies to help me create an auspicious ODL setting.

Statement twenty-four explored how far ELTs believed that they could develop strategies to implement psycholinguistic approaches to improve students' achievements in ELSs. Figure 27 showed that twenty-two ELTs agreed that they could, while four ELTs strongly agreed, four ELTs disagreed, and two ELTs strongly disagreed. However, twenty ELTs were neutral as they did not know whether they could develop strategies to implement psycholinguistic approaches to improve students' achievements in ELSs or not and this made them unable to take a decision. An ELT did not respond.

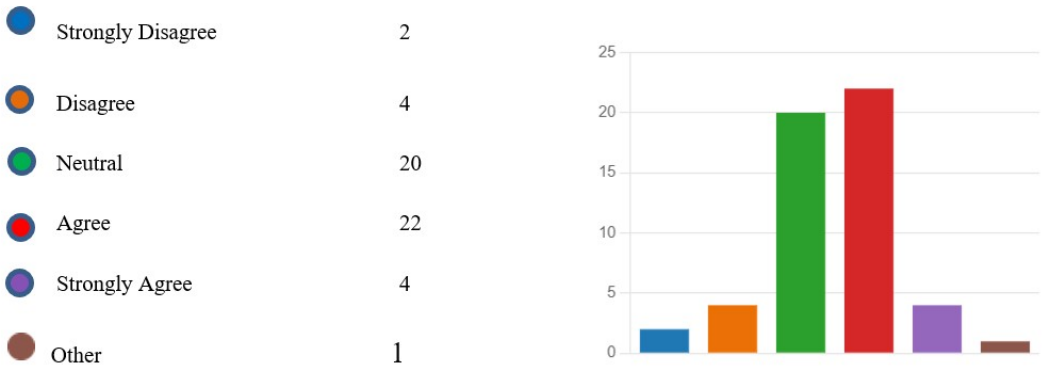

Figure 27: Statement 24: I could develop strategies to implement psycholinguistic approaches to improve the students' achievements in ELSs.

Relying on ELTs' responses to statements nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-three ELTs showed fair knowledge of some ELTs about implementing psycholinguistic approaches in their face-to-face and ODL classrooms, figuring out strategies to improve their implementation, and cooperating with other ELTs to develop these strategies to improve their implementation. This was clear in their average selection of "Agree" which was about eighteen and "Strongly agree" which was about three. This meant that more than half of the sample population had a poor or no idea about the highlighted issue. Consequently, they were in need to enrich their knowledge about such pedagogical approaches.

As shown in Table 30, comparing ELTs' responses to statements twelve and thirteen to their responses to statements nineteen, twenty, twenty-one, twenty-two, and twenty-four, there was consistency in their responses, even though there were slight differences. Thus, most of them selected "Neutral" which indicated that they were reluctant to decide whether they could

implement “psycholinguistic approaches” in their face-to-face or ODL classrooms and consequently, they could not decide whether they could improve or suggest any strategies to develop or improve implementing them. However, some ELTs were also consistent in their responses and agreed to cooperate with other ELTs to find out new strategies to help them create an auspicious ODL setting. Consequently, this required them to exchange experiences with other ELTs to enrich their knowledge and learn about the approaches, how to implement them and how to develop and improve them to create the relevant and optimal ODL setting.

Table 30: ELTs’ Implementation of “Psycholinguistic Approaches”

ELTs’ Implementation of “Psycholinguistic Approaches”	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Other
S 12: I implement some “psycholinguistic approaches” in my face-to-face classes.	2	8	15	22	5	1
S 13: I implement some “psycholinguistic approaches” in the ODL classes.	2	8	19	18	5	1
S 19: I could improve the way “psycholinguistic approaches” are implemented in ODL classes.	2	2	28	17	3	1
S 20: I could suggest some pedagogical strategies to implement the “psycholinguistic approaches” into the ODL classroom to improve students’ achievements in ELSs.	2	4	23	19	4	1
S 21: I could use “psycholinguistic approaches” to create an inclusive ODL classroom.	2	4	26	18	2	1

S 22: I could implement "psycholinguistic approaches" to help students learn effectively in ODL classrooms.	2	4	22	21	3	1
S 23: I could cooperate with other ELTs to find out new strategies to help me create an auspicious ODL setting.	2	3	18	24	5	1
S 24: I could develop methods to implement psycholinguistic approaches to improve the students' achievements in ELSs.	2	4	20	22	4	1

Overall, based on ELTs' responses in the Likert-type close-ended questionnaire, most of them were inclining between "Neutral" and "Agree," referring to ELTs' humble perceptions of "psycholinguistic approaches" and the utilized terminologies in the target psycholinguistic frame and their ability to implement it in their language classrooms, either face-to-face or ODL. There were exceedingly rare responses under the "Strongly Agree" level scale which might refer to their full awareness of the terminologies and consequently their ability to put them into effective practices in their language classrooms. There were also some consistencies when they selected "Neutral" to unfamiliar terminologies which indicated how proud they were to confess their ignorance of them and consequently might lead them to a dangerous area where they might commit mistakes at the expense of their teaching quality. This required them to learn more about them to enrich their knowledge and develop their skills.

4.3 Open-ended Statements and Questions

To give ELTs more space to openly express how far they comprehended the target terminologies and to elicit more information and make sure that there was consistency in their responses, the researcher used seven open-ended statements and two open-ended questions at

the end of the Likert-type close-ended questionnaire. They were designed with the purpose of exploring how far ELTs perceived psycholinguistic approaches, LTMs, and learning factors, their suggestions to effectively implement them in the ODL setting to improve students' achievements in the ELWS and their suggestions to meet the upcoming challenges in the ODL setting. The researcher focused on exploring the relationship among the related variables represented by certain key indicators such as ELTs' knowledge, their suggested strategies, and their suggested solutions and the main key concepts such as Suggestopedia, setting, input, interaction, and motivation. The relationship has been analyzed in terms of strength and sign. Transcripts from the ELTs' responses were selected to search for deeper meanings and interpretations of what they openly expressed. The data were correlated with that from the Likert-type close-ended statements to check whether to affirm the results or negate them.

Table 31 displayed statistical analyses to explore the differences and look for relationships between "psycholinguistic approaches" on the one hand, and ELTs' knowledge of the terminology, their suggested strategies to improve their implementation in their classrooms and their suggested solutions to meet ODL challenges when implementing them, on the other hand. Exploring ELTs' knowledge about "psycholinguistic approaches," their responses showed that thirty-two ELTs gave poor definitions of the terminology, while one ELT gave a fair definition, fifteen ELTs good and five ELTs outstanding. In their responses, thirty-two ELTs showed negative attitudes, dealing with the statements carelessly and giving noticeably short answers or even not answering them, while twenty-one ELTs were positive, giving reasonable responses. Their suggestions for implementing them varied between thirty-two ELTs who gave poor

suggestions, sixteen ELTs fair and five good, also reflecting thirty-two negative responses and twenty-one positive ones. There were no outstanding suggestions which affirmed their poor knowledge of the terminology, though five ELTs showed their outstanding knowledge of the terminology when they defined it.

Remarkably, negative responses declined to fifteen from thirty-two, while the positive rose to thirty-eight from twenty-one when they were asked to give suggestions to overcome ODL challenges. Thus, fifteen suggestions were poor, thirty were fair and eight were good, not introducing any outstanding suggestions. The reason behind this was ELTs' familiarity with ODL challenges and their previous and continuous attempts to exchange experiences to figure out solutions to the challenges they had already met.

Table 31: Relational Analysis of the Open-ended Statements and Questions (Psycholinguistic Approaches Vs ELTs' Knowledge and Suggestions)

Relation and Influence	*ELTs' knowledge*						*ELTs' Suggestions for Implementation*						*ELTs' Suggested Solutions*					
	Strength (Degree)				*Sign*		*Strength (Degree)*				*Sign*		*Strength (Degree)*				*Sign*	
	Poor	*Fair*	*Good*	*Outstanding*	*positive*	*negative*	*Poor*	*Fair*	*Good*	*Outstanding*	*positive*	*negative*	*Poor*	*Fair*	*Good*	*Outstanding*	*positive*	*negative*
Psycholinguistic Approaches	*32*	*1*	*15*	*5*	*21*	*32*	*32*	*16*	*5*		*21*	*32*	*15*	*30*	*8*		*38*	*15*

This summed up the situation that if ELTs learned about the terminology and exchange their experiences, they would be able to develop its implementation, and figure out effective strategies to overcome challenges. This required them to learn more and enrich their knowledge.

Table 32 displayed a comparison between ELTs' open responses to statement twenty-five, in which they expressed how they perceived "psycholinguistic approaches," and their responses to close-ended statements one, two, three, four, and five which explored how far they perceived the same terminology. In statement twenty-five only five ELTs gave outstanding definitions that reflected how far they digested the terminology and consequently, they could explain it to others. This was compared to those ELTs who were slightly different in their responses to statements one to five as they inclined between two ELTs and nine ELTs who "Strongly agreed" that they perceived the terminology which indicated that they were fully aware of it and consequently, they could give outstanding definitions and explain it to others. This meant that four ELTs (nine ELTs – five ELTs) thought themselves fully aware of it but could not express it in their open responses which meant that they could not evaluate their knowledge regarding this issue. Therefore, three ELTs (five ELTs – two ELTs) might have checked the terminology online and given those outstanding definitions. Consequently, most ELTs were not fully aware of the terminology and thus needed to learn about it.

Table 32: ELTs' Perception of "Psycholinguistic Approaches"

ELTs' Perception of "Psycholinguistic Approaches"	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Other
S1: The term "psycholinguistic approach" looks familiar to me.	3	9	12	20	8	1
S2: I am fully aware of what "psycholinguistic approaches" means.	2	12	13	22	3	1
S3: I know where "psycholinguistic approaches" is used.	1	13	12	24	2	1
S4: I think it is important for all ELTs to know about "psycholinguistic approaches"	4	1	14	25	9	0

S5: I could explain the term "psycholinguistic approaches" to other ELTs	5	10	13	22	2	1

Similarly, fifteen ELTs gave good definitions and only one ELT gave a fair definition, while the number of ELTs who responded "Agree" to these close-ended statements inclined between twenty ELTs and twenty-five ELTs, indicating that, at least, twenty ELTs could give good or even fair definitions of the term. This pointed to the inconsistency in the responses of ten ELTs (twenty-five ELTs - fifteen ELTs) and consequently their inability to evaluate their knowledge. This affirmed the same idea as these cases reflected how ELTs were also in need to learn about the terminology to enrich their knowledge.

Table 33 displayed some statistical analyses to show how far ELTs' knowledge about LTMs and Suggestopedia, as one of these LTMs, could help them suggest strategies to improve their implementation in their language classrooms and their suggested solutions to ODL challenges when implementing them. Their responses showed that twenty-six ELTs gave poor definitions of LTMs, seventeen fair, nine good and one outstanding. In their responses, twenty-six ELTs showed negative attitudes, dealing with the statements carelessly and giving noticeably short answers or even not answering them, while twenty-seven ELTs were positive, giving reasonable responses, even though most of them were fair. Their suggestions for implementing them in their classrooms varied between thirty poor, eighteen fair and five good, reflecting thirty negative responses and twenty-three positive ones. There were no outstanding suggestions which affirmed their lack of knowledge about the terminology, though five ELTs showed their

good knowledge when they defined it. Remarkably, negative responses declined to fifteen from thirty, while the positive rose to thirty-eight from twenty-three, even with no outstanding responses.

Table 33: Relational Analysis of the Open-ended Statements and Questions

(LTMs and Suggestopedia Vs ELTs' knowledge and Suggestions)

Relation and Influence	***ELTs' knowledge***						***ELTs' Suggestions for Implementation***						***ELTs' Suggested Solutions***					
	Strength (Degree)				***Sign***		***Strength (Degree)***				***Sign***		***Strength (Degree)***				***Sign***	
	Poor	***Fair***	***Good***	***Outstanding***	***positive***	***negative***	***Poor***	***Fair***	***Good***	***Outstanding***	***positive***	***negative***	***Poor***	***Fair***	***Good***	***Outstanding***	***positive***	***negative***
LTMs	***26***	***17***	***9***	***1***	***27***	***26***	***30***	***18***	***5***		***23***	***30***	***15***	***30***	***8***		***38***	***15***
Suggestopedia	***35***	***7***	***6***	***5***	***18***	***35***	***35***	***13***	***5***		***18***	***35***	***15***	***30***	***8***		***38***	***15***

Checking the statistics of "Suggestopedia," ELTs' responses showed that thirty-five ELTs gave poor definitions of it, seven fair, six good and five outstanding. In their responses, thirty-five ELTs showed negative attitudes, dealing with the statements carelessly and giving noticeably short answers or even not answering them, while eighteen ELTs were positive, giving reasonable responses. Their suggestions to improve implementing them in their classrooms varied between thirty-five poor, thirteen fair and five good, also reflecting thirty-five negative responses and eighteen positive ones.

Even though Suggestopedia is one of the LTMs and therefore ELTs' responses to both statements should have been the same, there were some differences in the statistics of their responses to each statement. Thus, ELTs who gave poor responses to LTMs increased from 26 to thirty-five when they defined Suggestopedia, while their seventeen fair definitions of LTMs declined to seven when defining Suggestopedia and nine good responses declined to six, indicating that there were some ELTs who lacked the required knowledge about LTMs and consequently, could not evaluate how far they were aware of the target terminologies. Remarkably, only one ELT gave an outstanding definition of LTMs, and five ELTs gave outstanding definitions of Suggestopedia, giving a possibility that they might have resorted to Google to help them in their responses, which also indicated their poor knowledge of the given terminologies. This was affirmed by the rise of the twenty-six negative signs in LTMs to thirty-five in Suggestopedia or the decline from twenty-seven positive signs to eighteen in Suggestopedia.

Remarkably, the number of poor suggested solutions to the upcoming ODL challenges when implementing LTMs and Suggestopedia in their classrooms was the same and declined to only fifteen, while most responses were rising to thirty fair, and eight good responses and thus, negative responses declined to fifteen, while the positive responses were thirty-eight. The reason behind this was also ELTs' familiarity with ODL challenges and their attempts to exchange experiences to figure out solutions to the challenges they had already met.

Table 34: ELTs' Perception of "LMTs and Suggestopedia"

ELTs' Perception of "LMTs and Suggestopedia"	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Other

S8: I am fully aware of what "Language Teaching Methods" means.	3	3	3	29	15	0
S9: I am fully aware of "Suggestopedia."	5	15	15	14	4	0

Table 34 displayed a comparison between the statistics of ELTs' open responses to statements twenty-six and twenty-seven about LTMs and Suggestopedia and those obtained from ELTs' close responses to statements eight and nine which explored how far ELTs perceived them. Only one ELT could give an outstanding definition to LTMs compared to fifteen who "strongly agreed" that they were fully aware of the terminology. Similarly, only nine ELTs gave good definitions, and seventeen ELTs gave fair definitions, compared to twenty-nine who "agreed" that they were fully aware. Likewise, five ELTs gave outstanding definitions of Suggestopedia, compared to four ELTs who "strongly agreed" that they were fully aware of the terminology, while 6 ELTs could give good definitions, and seven fair definitions, compared to fourteen who "agreed" that they were fully aware of it. Thus, those ELTs thought they knew, but when it came to openly expressing it, they realized how difficult it was. This summed up how those ELTs lacked the necessary knowledge that enabled them to judge how far they perceived the target terminology.

Table 35 sums up how far ELTs' knowledge about learning factors could help them suggest some strategies to implement them in their classrooms more effectively and figure out some solutions to the challenges they might meet in the ODL setting when implementing them. Checking the statistics of "Setting," ELTs' open responses to statement twenty-eight showed

that twenty-seven ELTs gave poor definitions and twenty-six could fairly define the terminology and thus, twenty-seven ELTs showed negative attitudes, dealing with the statements carelessly and giving very short answers or even not answering them, while twenty-six ELTs were positive, giving reasonable responses. Their suggestions to improve it in their classrooms varied between thirty poor, eighteen fair and five good, indicating thirty negative responses and twenty-three positive ones. Remarkably, the number of poor suggested solutions to the upcoming challenges in their ODL setting declined to fifteen only, while most responses were rising to thirty fair, and eight good responses and thus, negative responses also declined to fifteen, while the positive responses were thirty-eight.

Table 35: Relational Analysis of the Open-ended Statements and Questions (Learning factors Vs ELTs' knowledge and Suggestions)

Relation and Influence	*ELTs' knowledge*						*ELTs' Suggestions for Implementation*						*ELTs' Suggested Solutions*					
	Strength (Degree)				*Sign*		*Strength (Degree)*				*Sign*		*Strength (Degree)*				*Sign*	
	Poor	*Fair*	*Good*	*Outstanding*	*positive*	*negative*	*Poor*	*Fair*	*Good*	*Outstanding*	*positive*	*negative*	*Poor*	*Fair*	*Good*	*Outstanding*	*positive*	*negative*
Setting	*27*	*26*			*26*	*27*	*30*	*18*	*5*		*23*	*30*	*15*	*30*	*8*		*38*	*15*
Input	*26*	*14*	*13*		*27*	*26*	*30*	*18*	*5*		*23*	*30*	*15*	*30*	*8*		*38*	*15*
Interaction	*24*	*21*	*8*		*29*	*24*	*30*	*18*	*5*		*23*	*30*	*15*	*30*	*8*		*38*	*15*
Motivation	*25*	*21*	*4*	*3*	*28*	*25*	*30*	*18*	*5*		*23*	*30*	*15*	*30*	*8*		*38*	*15*

ELTs' open responses to define "Input" showed that twenty-six ELTs gave poor definitions, fourteen fairly defined it and thirteen could give good definitions, and thus, twenty-six ELTs showed negative attitudes, while twenty-seven ELTs were positive. Statistics of "Interaction" showed that twenty-four ELTs gave poor definitions, twenty-one fairly defined it and eight ELTs could give good definitions, and thus, twenty-four ELTs showed negative attitudes, while twenty-nine ELTs were positive. Statistics of "Motivation" were close to those of "Interaction" as twenty-five ELTs gave poor definitions, twenty-one fairly defined it, and four ELTs could give good definitions. However, three ELTs could give outstanding definitions of "Motivation" which was missing in all the other learning factors. The reason behind this was that the term "Motivation" was more familiar among them than "Setting," "Input" and "Interaction" because of the repeated training on it. Twenty-five ELTs showed negative attitudes, while twenty-eight ELTs were positive.

ELTs' suggestions to improve implementing learning factors in their classrooms were the same for each factor and varied between thirty poor, eighteen fair and five good, indicating thirty negative responses and twenty-three positive ones. Remarkably, the number of poor suggested solutions to the upcoming challenges in their ODL setting also declined to only fifteen, while most responses were rising to thirty fair, and eight good responses and thus, negative responses also declined to fifteen, while the positive responses were thirty-eight.

Table 36: ELTs' Perception of "Learning Factors"

ELTs' Perception of "Learning Factors"	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Other
S6: I am fully aware of what "learning factors" means.	2	2	11	31	7	0
S7: I am fully aware of the terms: "setting, interaction, input, and motivation."	2	2	3	31	15	0
S10: I know how to implement "learning factors" in my face-to-face classes.	3	9	6	27	7	1
S 11: I know how to implement "learning factors" in the ODL classes.	3	8	12	25	5	0

Table 36 displayed a comparison between the statistics of the open responses to define learning factors in statements twenty-eight, twenty-nine, thirty and thirty-one and those obtained from ELTs' close responses to statements six, seven, ten and eleven which explored how far ELTs perceived them. Except for three outstanding definitions of "Motivation," no ELT could give outstanding definitions, compared to fifteen who "strongly agreed" that they were fully aware of the terminologies. Similarly, thirty-one ELTs "agreed" that they were fully aware of them but when they were given the space to openly define them, no one could give good definitions of "setting" while only thirteen ELTs gave good definitions of "Input,' eight of "Interaction" and four of "Motivation." This reflected how those ELTs were in need to learn about such terminologies to enrich their knowledge.

Table 37: Relational Analysis of the Open-ended Statements and Questions

Relation and	***ELTs' knowledge***	***ELTs' Suggestions for Implementation***	***ELTs' Suggested Solutions***

Influence	*Strength (Degree)*				*Sign*		*Strength (Degree)*				*Sign*		*Strength (Degree)*				*Sign*	
	Poor	*Fair*	*Good*	*Outstanding*	*positive*	*negative*	*Poor*	*Fair*	*Good*	*Outstanding*	*positive*	*negative*	*Poor*	*Fair*	*Good*	*Outstanding*	*positive*	*negative*
Psycholinguistic Approaches	*32*	*1*	*15*	*5*	*21*	*32*	*32*	*16*	*5*		*21*	*32*	*15*	*30*	*8*		*38*	*15*
LTM	*26*	*17*	*9*	*1*	*27*	*26*	*30*	*18*	*5*		*23*	*30*	*15*	*30*	*8*		*38*	*15*
Suggestopedia	*35*	*7*	*6*	*5*	*18*	*35*	*35*	*13*	*5*		*18*	*35*	*15*	*30*	*8*		*38*	*15*
Setting	*27*	*26*			*28*	*25*	*30*	*18*	*5*		*23*	*30*	*15*	*30*	*8*		*38*	*15*
Input	*26*	*14*	*13*		*32*	*21*	*30*	*18*	*5*		*23*	*30*	*15*	*30*	*8*		*38*	*15*
Interaction	*24*	*21*	*8*		*29*	*24*	*30*	*18*	*5*		*23*	*30*	*15*	*30*	*8*		*38*	*15*
Motivation	*25*	*21*	*4*	*3*	*28*	*25*	*30*	*18*	*5*		*23*	*30*	*15*	*30*	*8*		*38*	*15*

Table 37 sums up the relational analysis of all the target terminologies and ELTs' perceptions of them, how far they could suggest strategies to effectively implement them in their classrooms and how far they could suggest solutions to meet the challenges they might meet in their ODL language classrooms. Remarkably, except for "Psycholinguistic Approaches" and "Suggestopedia," which were unfamiliar to some of them, statistics of ELTs' knowledge of the terminologies, their suggested strategies to effectively implement them in their language classrooms and their suggested solutions to ODL challenges were all the same without significant differences, indicating consistency in their responses. The main reason behind this might be their familiarity with the terminologies and the repeated ODL challenges they already met in their ODL classrooms which pushed them to exchange their experiences with each other to figure out what might help them in this situation.

Table 38 gives a clear picture of ELTs' knowledge of the target terminologies. The selected sample responses varied in ranking from poor to outstanding. Some ELTs did not have much to say so they gave noticeably short definitions or even one word. Others try to improvise giving fair or good definitions, relying on their previous knowledge and experience. Very few ELTs could give outstanding definitions for only some terminologies. Also, very few ELTs could give some outstanding suggestions to incorporate some strategies that could improve the implementation of the proposed psycholinguistic framework in their language classrooms. However, most of their suggestions varied in ranking from poor to good. Remarkably, no ELTs could give any outstanding solutions to the ODL challenges they might face in their language classrooms, even though they were familiar to some of them because of their regular use during the Covid-19 time. Overall, except for a few ELTs, their responses reflected their lack of knowledge or limited ideas which required them to learn more about such terminologies and enrich their pedagogical knowledge.

Table 38: ELTs' Open Definition of the Target Terminologies and Suggestions

	Poor	Fair	Good	Outstanding
Psycholinguistic Approaches	"Taking care of students" "I'm not sure"	"The study of the relationship between linguistic behavior and psychological processes…"	"It is the mental aspects of language and speech. It is concerned with the ways in which language is processed in the brain."	"When you use psychology with linguistics. It is a study to see how the brain reacts when learning languages or elements of language…"
LTMs	"Are strategies that are applied in Language classes." "I will check"	"The ways teacher uses to teach languages and also learners can use to learn languages"	"Approaches of teaching such as TPR, natural approach, communicative and communicative"	"The different language teaching methods like the direct method, communicative, structural approach, task-based teaching approach"
Suggestopedia	"Pedagogic system of teaching " "I do not know"	"Considering social and psychological factors of learners to increase language learning opportunities"	"Teaching students in a comfortable and relaxing atmosphere where learning takes place indirectly through different phases including concert session and elaboration.	"A teaching method used to learn a language using positive suggestions developed by a Bulgarian psychiatrist, George Lozano."
Setting	"Learning environment"	"Environment in which the process of teaching and learning takes place"		
Input	"What you put in" "Yes"	"What learners acquire during class learning"	"Context and content students are exposed to learn. This can happen through listening and reading in language learning"	
Interaction	"Communication"	"Being involved in a process "	"It is the learning process either between teacher and students or students themselves"	"Students participate in discussions, explore, or do hands-on activities. It depends on using open-ended questions that motivate students to use critical thinking and engage in discussions. It also encourages collaboration and communication."
Motivation	"Encourage"	"The desire to learn"	"Condition that activates and sustains behaviour in order to achieve a goal"	"The process that gets people to behave or maintain certain behaviour. Motivation can be internal or external. It refers to a desire for change."
Suggested Strategies	"None " "Neutral"	"Providing authentic reading material that can scaffold the writing process"	"Using the gradual release method. The teacher demonstrates writing, students write with support from the teachers and finally, they write independently"	"Setting a positive non-threatening environment, Encouraging students to use online dictionaries and resources effectively Encouraging students to self-evaluate their own work using a rubric before they share it with me and their peers

				Encouraging students to work cooperatively"
Suggested Solutions	"Have no suggestions" "Not sure." "No idea" "Sorry, not much help"	"Defining the common challenges first, meet with ELTs in the field and make realistic suggestions."	"Optimize the modelling phase of the skill to be learned and develop more rigorous monitoring strategies during breakout time to support students when interacting with each other and networking for information."	

Based on the relational analyses and the comparisons in the Tables above, the conclusion was set clearer that ELTs were in need to learn more about "Psycholinguistic Approaches," "LTMs," especially "Suggestopedia," and "Learning factors," especially the factors used to constitute the proposed psycholinguistic framework which included, "Setting," "Input," "Interaction" and "Motivation" to be able to effectively implement them in their ODL.

Comparing the findings from the open-ended part to that obtained from the close-ended questionnaire to check convergence and similarity and make sure that they provided the answer to the second research question and sub-questions, it was clear that ELTs had limited perceptions of "Psycholinguistic Approaches" and the target "learning factors" which required them to learn more about such pedagogical approaches and learning factors to be able to constitute applicable ones to effectively implement them in their ODL language classrooms. Moreover, ELTS should cooperate with other ELTs to exchange their experiences to figure out more effective suggestions to help them improve their practices in the ODL setting. This will give them the opportunity to look for more effective pedagogical approaches to learn about, enrich their knowledge, polish, and develop their teaching skills and effectively improve their teaching quality in ODL language classrooms. It will also help them handle and master the teaching and learning practices in the ODL setting and develop their strategies to be always ready to meet the

upcoming challenges to create the optimal ODL environment that might push their students to learn effectively and enthusiastically in this situation.

Summary

To answer the first research question: "What is the effectiveness of psycholinguistic approaches in improving students' achievements in the ELWS in the ODL setting in the UAE?," and sub-question: "What is the effectiveness of employing Suggestopedia, incorporating the setting, input, interaction, and motivation in improving the students' achievements in the ELWS in the ODL language classroom in the UAE school?," a writing pre-test and then after an 8-week intervention, a writing post-test were used for both the experimental group and the control group to collect the required quantitative data. Four ODL classroom observations for each group were also conducted during the 8-week intervention to collect the required qualitative data to affirm or negate the results from the pre-tests and post-tests. After being discussed, considering the proposed psycholinguistic framework within the related learning theories, results from the writing pre-post tests showed that there was a significant difference in students' ELWS achievements between the students taught by implementing the proposed psycholinguistic framework and those taught by implementing conventional methods. After examining and interpreting the identified elements in their symbolic function, findings from the ODL classroom observations affirmed the results from the pre-posttests and confirmed the answer to the first research question and sub-question of the study. Thus, implementing the target psycholinguistic framework gave students chances to enhance their writing abilities, positively influence their performance, and improve their achievements in the ELWS in the ODL language classes. It

triggered students' motivation in the experimental group, to some extent, to get engaged in the ODL tasks to acquire the required ELWS by helping them work enthusiastically to enhance their knowledge and improve their achievements. Therefore, these results and findings confirmed the effectiveness of implementing psycholinguistic approaches on grade eleven students in the ODL language classroom to improve their achievements in the ELWS, compared to the conventional teaching methods. Therefore, to yield the best results and to be at par with the continual fast changes in the world, it could be concluded that ELTs should bear in mind the effectiveness of their teaching and learning methods by being abreast with the upcoming changing modern pedagogical approaches. Deporter (2008) argued that the human brain could process great quantities of material when provided with the proper conditions for learning.

A Likert-type close-ended questionnaire, tagged with seven open statements and two open questions, was also conducted to answer the second research question; "How far do ELTs perceive psycholinguistic approaches?" and sub-questions; "How far do ELTs perceive Suggestopedia? How far do ELTs perceive the setting, input, interaction, and motivation? What are ELTs' suggestions to be more effective in meeting the upcoming challenges in the ODL language classroom in the UAE?" Findings from the close-ended questionnaire showed that ELTs had limited perceptions of "Psycholinguistic Approaches" and the target "learning factors" and thus they were required to learn more about such pedagogical approaches and learning factors to be able to constitute applicable ones to effectively implement them in their ODL language classrooms. Moreover, ELTS should cooperate with each other to exchange their experiences to figure out more effective suggestions to help them improve their practices in the

ODL setting. This will give them the opportunity to look for more effective pedagogical approaches to learn about, enrich their knowledge, polish, and develop their teaching skills and effectively improve their teaching quality in ODL language classrooms. It will also help them handle and master the teaching and learning practices in the ODL setting and develop their strategies to be always ready to meet the upcoming challenges to create the optimal ODL environment that might push their students to learn effectively and enthusiastically in this situation.

Chapter 5: Discussion

5.1 Effective of ODL in Improving Students' Achievements in ELWS

Covid-19 has been a turning point in the history of ODL form as it has pushed all educational stakeholders to view ODL from a different lens. Thus, it is seen, not as a luxurious form of learning for specific learners in specific countries under certain conditions and circumstances but rather as an essential and effective form of learning that has all potentials to produce high-quality learning. It is also seen as a motivator for all those involved in the teaching and learning process, including curriculum designers, who have more chances to vary contents and dedicate more digital platforms and online accesses, ELTs, who can make use of all available online educational platforms and networks for the benefit of their students, students, who can access more and more networks to enrich their knowledge and interact with each other to exchange experiences and have feedback, schools administrations, who can easily access these assigned online educational sites to monitor and follow up to make and improve their plans, and parents, who can have regular feedback to follow up their kids and learn more about their progress to help take the required actions, when needed, to promote their learning.

ODL is an opportunity for educational practitioners to consider incorporating new digital techniques to meet upcoming challenges and overcome emerging barriers. Therefore, the idea becomes, not only proposing one medium over the other but rather selecting the optimal one to enrich students' learning experiences. Though the absence of body language in ODL classrooms

makes the scene more monotonous as it directs the entire burden of teaching and learning to the eyes and maximizes the visual overload, ELTs can resort to new digital techniques and strategies to compensate for that physical absence and keep students engaged in most, if not all, learning activities. In this context, free writing and journaling may be effective instructive ways for students to achieve this and avoid online distractions.

ODL is a rich soil that ELTs and even other subject teachers can make use of to implement what could help their students learn effectively. Thus, when ELTs are pedagogically aware of how to implement the relevant pedagogical approaches and employ all available and influential tools of technology in the ODL setting, they can influentially deliver the target content and provide their students with a good chance to overcome the barriers they meet during their student-centered learning process (Moule, Ward & Lockyer 2011). This requires them to be aware of the pros and cons of digital situations to be able to provide their students with the optimal ODL environment where they can reach a great level of functional proficiency as well as linguistic accuracy. This helps provide students with the advantages and disadvantages of ODL which is essential in understanding their learning process and could influence their overall performance (Rawashdeh et al. 2021). This means that ELTs must be knowledgeable enough of the technology they deal with so that they can select the influential tools, adapt the content materials, and implement the optimal pedagogical LTMs and learning styles that suit and meet their students' learning needs and interests and their cultural backgrounds. ELTs are also required to gradually teach their students how to shoulder the responsibility of their learning to be ready for the shift from the traditional stereotyped spoon-fed method they used to have in the past into the autonomous student-centered learning in the ODL setting.

Results from the writing pretest-posttests and findings from the ODL classroom observations in the study have proved the effectiveness of ODL itself in improving ELSs. This has been supported by similar studies on the impact of ODL on improving ELSs (Ahmed 2016; Almekhlafy 2020; Alsubaie & Madini 2018; Mohd Yusof et al. 2021; Zubanova, Isaeva & Movchun 2021). However, this study provides more chances to access as many ODL websites and platforms as possible if they could be motivational and helpful enough to improve and develop students' ELSs. Moreover, the ODL classroom observations in the study have described some ODL opportunities and challenges which have been investigated and explored before in some related studies (Berti 2018; Borthwick & Gallagher-Brett 2014; Fojtik 2018; Hiani 2015; Karunanayaka & Naidu 2016; Lane & Dorp 2011; Latchem & Jung 2010; Stewart 2019). However, this study looks more realistic as it has been conducted in the ODL setting which has been the only compulsory form of learning and consequently, has had more challenges and opportunities than those in previous studies where ODL has been an optional learning form, especially for a specific type of learners with less or limited challenges and opportunities.

ODL is a good chance for ELTs as it gives them the luxury to select and set up as many pedagogical frameworks as they can to improve their students' ELSs. It also makes it easier for them to vary their settings, adapt their input, create more interactive learning atmospheres, and trigger more motivations, all of which help create the optimal environment for learning. Therefore, ELTs need to bear in mind that it is not a matter of employing specific pedagogical approaches all the time in all their ODL classes. They also need to bear in mind that what may work for one class does not necessarily work for another class or level. They should also

remember that what may work in a class for a while may not work later. It depends upon the learning circumstances that are defined by the ELTs in this class by means of diagnostic tests, analyses, and reports. This means that they are required to be always creative and innovative. In this context, relying on limited learning styles could create boring learning environments which negatively affect students' learning attitudes and consequently, achievements. Students need to be exposed to different learning styles that may address their learning interests and capacities. ODL could be ELTs' tool to vary their learning styles to arouse their motivation to get involved in learning. Thus, ELTs can determine whether the input is adequate, authentic, interesting, and comprehensible or not according to their knowledge of their students. This is applied to the settings, types of interactive tasks and motivations. ELTs should also bear in mind that the learning interests differ in one class from another according to the cultural identities and backgrounds which determine the type of ODL content, learning materials and learning tasks.

5.2 Linking Learning to Connectivism and Symbolic Interactionism

The proposed psycholinguistic framework in this study is tackled, considering "Connectivism" as one of the most significant networking learning theories that address e-learning settings (Goldie 2016). The theory explains how knowledge could be gained and developed through technology, data servers and personal networking and is seen by Duke, Harper and Johnston (2013, p.7) as an actionable knowledge seeker that initially focuses on where to find knowledge rather than "how or what knowledge encompasses." Thus,

"Connectivism," as Siemens and Downes (2006) have developed, is a theoretical framework for instructional environments and a guide for educationalists to reconsider the importance of digital learning and its influence on the new generations of learners. Siemens (2006) believes that in Connectivism, the network, technology and socialization have great influences on learning and therefore knowledge is no longer seen as residing only in the mind, but it also resides in complex external networks. In this way, learning can occur in internal neural networks across our brains as well as in external networks across nodes of technology and social communication. Thus, learners can use different tools of learning to access different formats of knowledge at different paces. Accordingly, as Siemens (2004) claims, knowledge results from the collective connections among all the "nodes" in a network. In this way, it is chaotically established, shifted, and changed beyond the control of its participants as information flows across myriad inter-connected networks. Thus, the continual change in technology and the internet influence the nature of knowledge. Relying on the results and findings from the writing pretest-posttests and ODL classroom observations for both groups, which prove the effectiveness of the proposed psycholinguistic framework in the ODL setting, it is found that students could gain and develop their learning through accessing nodes of networks. When their ELT has given them the opportunity to work in groups in separate breakout ODL rooms to share their ideas and exchange their learning experiences, dividing them according to their related topics and interests, they could enhance their learning and add to their knowledge, coming back to the original ODL room with richer ideas and pieces of writing. The results and findings from the close-ended questionnaire also have revealed how ELTs themselves could produce richer suggestions when

they could interact and access the relevant websites to help them enrich their pedagogical perceptions.

The proposed psycholinguistic framework also gets to grips with "Symbolic Interactionism," which West and Turner (2020) define as a micro-level theory that describes how individuals interact with each other to create symbolic worlds that shape their behaviors in return. In this context, students' social interactions create a symbolic meaning to their learning that extends to the real world outside their classrooms. The more students interact, the more they shape new meaning to their learning and consequently, have different actions based upon their new perceptions which impact their attitudes towards learning and socially desirable behaviours. That is why educators and instructors are required to pay more attention to students' surrounding cultural and social backgrounds. This could help them be effective agents for their own learning and personal development. Therefore, students can learn well if they are guided to navigate and create useful social networks which help them acquire knowledge. The same results from the writing pretest-posttests and findings from the ODL classroom observations in this study have also shown how students could develop their learning through their interactions which could give them a new symbolic meaning that motivates them to get engaged in ODL tasks. This has been gradually occurring successfully when they have gone through more interactive learning tasks during the 8-week intervention. Results and findings from the close-ended questionnaire have revealed how ELTs could have new symbolic meanings of the pedagogical perceptions when they accessed the internet and interacted. This has helped them to start to think of the optimal strategies and solutions to meet the requirements of the ODL setting.

5.3 Effectiveness of the Proposed Psycholinguistic Framework in Improving Students' Achievements in ELWS.

This study focuses on the psychological role in the process of language teaching and learning because of its importance to encourage students to adopt a positive attitude towards learning, especially in the ODL setting, provide them with a comfortable learning environment, where they feel relaxed, and actively interact to share ideas and exchange their learning experiences. Properly employing the optimal LTMs and incorporating the relevant learning factors help students get rid of the learning barriers they create for themselves, kill their fear to make mistakes while learning and encourage them to get involved in learning tasks.

Based on the results from the writing pre-tests for both the experimental and control groups, there is no significant difference between them in their ELWS achievements. This means that both groups have been almost identical and equal at the beginning of the quasi-experiment and have had the same level and consequently, the same chance to improve their ELWS when being exposed to suitable pedagogical approaches in the ODL setting. This has given the researcher the possibility of detecting differences between the pre-test and post-test scores after conducting the post-tests in the end of the quasi-experiment after implementing the proposed psycholinguistic framework in the 8-week intervention on the experimental group in the ODL setting. Consequently, this would provide the researcher with an answer to the main research question and its sub-question.

Based upon the results from the writing pre-test and post-test for the experimental group, even though 6 students out of the 27 ones could not pass the post-test and 9 students have shown a slight improvement, not showing proficiency in the ELWS, all 27 students have shown progress in their ELWS achievements after the 8-week intervention of the proposed psycholinguistic framework in the ODL setting. This is clear in the higher scores they have achieved in their writing post-test compared to their pre-test. Therefore, there is a significant difference in students' achievements in the ELWS between their pre-test and post-test. The same results have been confirmed by the findings from the ODL classroom observations for the same experimental group as they have shown a gradual improvement in students' performance in the ELWS. This progress has been partial in the control group which has been taught conventionally as nine students out of the twenty-seven have shown a slight improvement in their ELWs achievement, fifteen students have shown no improvement and three students have shown a decline in the writing post-test scores compared to the pre-test. Therefore, there is no significant difference in students' achievements in the ELWS between the pre-test and post-test. This gives a possibility to refer the slight improvement of the nine students to their inner motivation and readiness to learn in any learning setting and under any circumstances. It also indicates the unreadiness of other students to learn because of the negative attitudes they create for themselves towards learning as well as their lack of motivation, all of which have not been treated during the quasi-experiment. Therefore, students' achievements in the ELWS in the experimental group, who have been treated by implementing the proposed psycholinguistic framework during the 8-week intervention, are better than those in the control group, who have been taught by implementing regular conventional methods. Thus, the implementation of the proposed

psycholinguistic framework has proved its effectiveness in improving students' achievements in the ELWS in the ODL setting. This same result has been fostered by results and findings in similar related studies which have investigated the effectiveness of psycholinguistic approaches in improving students' ELSs in ODL (AlHammadi 2016; Azpiroz, Allen, Katsika & Fernandez 2019; Eghlidi, Talebinezhad, & Fard 2017; Hastowohadi & Kumaini 2019; Haukås, Pietzuch & Schei 2022; John 2017; Marinis 2003). However, these studies have focused on limited psycholinguistic factors, giving no space to move freely to implement more or other factors. Nevertheless, this study provides ELTs with a flexible psycholinguistic framework which consists of, not only an LTM but also more incorporated and interrelated learning factors to be more effective in creating the required optimal ODL setting to deliver high-quality learning where students could develop their ELSs and improve their achievements. Moreover, this framework gives more space to adapt and modify by employing and incorporating more various LTMs and learning factors to be relevant for more learning situations and settings.

5.4 Effectiveness of Employing Suggestopedia in the ODL Setting

Within the proposed psycholinguistic framework, "Suggestopedia" has been employed as an LTM that hits the psychological side in the ODL setting to teach the English language. Suggestopedia has been modernized to be merged with technology in the ODL setting, which provides students with more comfort when they have more space to choose the best places they like to have their ODL classes, more relaxing settings when their ELTs have more space to provide them with more ODL scenes, more chances for students themselves to access more ODL websites and platforms, and more courage to kill their fear of learning to get involved in

interactive learning tasks. Based on the results and findings from the writing pretest-posttests and ODL classroom observations, Suggestopedia has proved its effectiveness in improving students' achievements and performance in the ELWS. The same result has been reached in similar studies (Colliander & Fejes2021; Rustipa 2011; Sundari et al. 2021; Zou, Thomas & Barr 2022). Even though Suggestopedia is an old LTM from the 1970s, the researcher has implemented it in his proposed psycholinguistic framework in such a way as to modernize it by incorporating technology and networking to develop it and give space for ELTs to move flexibly and implement more similar LTMs, modernizing and developing them too with the suitable learning strategies and techniques. This defies Vanorsdale (2017) who has explained how ODL cannot be a success with the traditional LTMs, referring to the importance of promoting teacher-centered learning to sustain this learning type.

Implementing specific LTMs such as Suggestopedia in ODL language classrooms is a unique experience as it adds some features which have not been found before in physical classrooms and which could vary the teaching and learning practices and empower students to be motivated all the time to get engaged in the learning tasks. In face-to-face classes, the ELT is the only one who chooses the scene of the class and the type of music played in the background during the class which may be not compatible with all students' moods and interests. This means that the ELT is the only one who selects the decoration, the types of chairs, mostly imposed by the school, and the type of music played in the background. In ODL classes, it differs as there is a chance for every single student to prepare the learning atmosphere according to his or her own interests and needs under their ELTs' monitoring and within the main framework of Suggestopedia. So, each student can choose the room where he or she could feel relaxed in the

ODL classroom, the decoration, the type of comfortable chairs, and even the background music he or she listens to during the passive stage in coordination with the ELT. Moreover, learning in ODL classes has a great tool for decentering strategies as it offers real-time parallel participation from all parties and the ELT is no longer the central authority. Thus, the learning environment becomes that inclusive one that provides all students with the space for alternate class discussions and debates that reflect their critical thoughts without direct or absolute power from the ELT's side but within controlled guidance when required. This gives more space to students to improve their accessibility and increase their participation and go through more interactive experiences that enhance their knowledge and help them take more positive roles even when they learn in their face-to-face classrooms.

Both speaking and writing are productive skills, but the difference between them is that the speaker's fear is less than that of the writer as the latter is more careful to make mistakes to avoid embarrassment and consequently, criticism for his or her piece of writing which is supposed to be concrete evidence of his or her thoughts after being transcribed on papers. At the same, time the writer could have more chances to review what is written, which could be taken against him or her in case of inaccuracies. This adds more fear which stands as a barrier on the way of this language skill. Ali and Anwar (2021) believe that anxiety and attitude among students are necessary ingredients of learning which play a significant role in SLA. Employing Suggestopedia, which is mainly used with speaking, to serve in developing other language skills, ELWS in this case, needs more professional skills from ELTs to properly implement the relevant

strategies that make it effective enough to develop these other skills if it is done within the main framework of the Suggestopedia LTM.

Relying on the first ODL classroom observation, the ELT in the experimental group fairly implemented the proposed psycholinguistic framework. Though he had a good idea about Suggestopedia, there were some challenges as it was the first time to apply the method and strategies, especially in the ODL setting. This is normal to happen in any educational situation because teachers are not expected to work in an ideal setting without meeting challenges or limitations, especially with technology. It depends upon each ELT's skills to quickly improvise and pedagogically adapt the strategies according to what it needs. Besides, not all performances in classes are expected to be perfect all the time as they need more time and experience to get developed. Consequently, the results depend upon what is already done. Findings from the ODL classroom observations describe how students' performance has gradually improved, and this gives a true and realistic picture that what has been happening in the observed ODL classrooms has been authentic with no attempts to pretend or act in a fake way. It also gives an important idea to ELTs that they could adapt their strategies as required in their learning settings and situations to get the optimal practices. The more optimal they would perform, the better achievement they could get.

However, the implementation of the regular phases of Suggestopedia by the ELT with the experimental group in the first ODL session during the 8-week intervention needed to be more organized to have a better impact on students' performance and achievement. This required allocating proper times to each phase according to what the conducted activities and tasks

required. It also needed figuring out more suitable strategies to push all students to get involved in each phase properly like using a clearer and more attractive pictorial dictionary as well as using music slightly faster than the one used before to avoid driving them to sleep. It would be also more practical to give students the chance to suggest some pieces of music which they liked best and suits the situation at the same time. This would help create and foster a positive attitude towards the ODL setting, which also needed more attention to be more attractive through varying the designs of the slides and types of the chosen music to have positive effects on students' moods. When this was adjusted in the next ODL sessions, it gave the expected result of progress.

Even though Suggestopedia was a teacher-center method, the ELT succeeded in adopting some strategies that aroused most students' motivation to interact positively in the breaking-out rooms to exchange learning experiences and enrich their knowledge to learn and acquire the English language and extend this learning outside the classroom in the real world. This space of independent learning was a helpful strategy to increase the number of students who actively participated in the ODL tasks.

5.5 Effectiveness of Incorporating Learning Factors in the ODL Setting

The "setting," "input," "interaction," and "motivation" have been incorporated in the proposed psycholinguistic framework as considered by the researcher to be close learning factors that emphasize the same psychological aspect in ODL language classrooms. Moreover,

they could closely interact to address and make use of all influential online drivers and authoring tools to create the most relevant ODL setting, which motivates students and keeps them motivated, improves their achievements in the ELWS and overcomes ODL challenges. As essential components of the framework, the effectiveness of these learning factors could be also proved by the same previous results and findings from the writing pretest-posttests and ODL classroom observations in this study. This has been fostered before by similar studies on the impact of learning factors on teaching and learning (Cheawjindakarn, Suwannatthachote & Theeraroungchaisri 2012; Lee & Park 2016) or on language learning (Baroto 2016; Gass 1997; Pleines 2020; Sigurjónsdóttir & Nowenstein 2021; Sivertzen 2013; Taskiran & Goksel 2022; Yu 2021; ZHAO Congmin 2021). Integrating the setting, input, motivation, and interaction into one whole unit in the ODL setting is a dilemma which requires professional and skillful teachers to overcome it. Thus, it needs ELTs to create the relevant virtual learning environment where students are comfortably exposed to an appropriate amount of input in an interactive social learning setting that ensures their learning at ease without experiencing any types of tensions or pressures that are met in educational institutions in face-to-face classrooms. It also gives them the opportunity to practice the acquired language in real-life situations.

The gradual increase of the input was also a remarkable thing in the fourth ODL class as students grasped all the amount given to them this time. This was impossible to happen in the first class of intervention as time was lost in giving and explaining other instructions and unfamiliar tasks which were strange to students and took time to be grasped. It was clear that the more students were familiar with the instructions, the more they could positively interact

and save time. This gave them chances to grasp the gradually increased amount of input introduced by the ELT. The variation of music, slides, and videos in every ODL classroom destroyed any boredom created in regular classes. Moreover, it helped create an optimal ODL environment that motivated the students to get involved in tasks in the ODL setting. The presentation of students' productions, together with the opportunity given to surf the internet, gave them the chance to exchange information and build more knowledge. The continual practice and implementation of more related and impactful strategies helped the proposed psycholinguistic framework to be more influential in positively involving the students in tasks and killing their desire to skip the ODL classes or distractedly attend them.

When the ELT in the experimental group paid more attention to the setting introducing more attractive slides, slide movements, and pictorial words, he started to provide students with motivational and relevant learning materials. The Padlet was an attractive and interactive online digital tool that helped students to get involved in the ODL tasks, especially it had some features to define students, allowed them to import images and quotes online and gave them the chance to add or delete whatever they liked during their tasks. It also added attraction to the setting with its diverse designs and colours. Keeping pace with the Suggestopedia phases while considering the suitable setting (decoration, various pieces of music, slide movements, colours, and Padlet), adequate input (seven jobs introduced before and information acquired online), and adequate time and potentials for the students' interactions (allotted appropriate time and learning tools for each interactive task) all helped make the students slightly motivated to get involved in the

different tasks conducted in the ODL classroom. This was mated with the ELT's attempts to award students with marks, stars, and praises after each task they accomplished.

5.6 How the Proposed Psycholinguistic Approach impacted Students' Attitude towards ODL

The main challenge during the 8-week intervention was the students' attitudes towards the ODL, in general, especially when they missed physical contact and interactions with their classmates and ELTs, and towards the newly implemented approach, which made them feel strange at first and put some students in a state of confusion. Yazgan (2022) has revealed that ODL includes both opportunities and limitations in terms of interactions. This was to be handled by practicing the proposed psycholinguistic framework in more ODL classes on different occasions and trying to convey instructions more clearly by using more clarifying pictures in the next classes for the experimental group. When the ELT has resorted to innovative strategies, organizing how to introduce Suggestopedia and clarifying his instructions, students' attitudes have increasingly changed to be positive, getting them to be active in ODL tasks and improving their achievements. The same results have been revealed before in similar studies on attitudes (Alhamami 2017; Estelami 2016; Sinkeviciute et al. 2019)

Another challenge was the irresponsiveness of some students who did not like to take part in the first ODL classroom most of the time, even with the ELT's attempts to encourage them to work. One more problem that created a kind of a mess was the ELT's instructions to write in the chat box. It would have been much better for him if he had used another digital board to

dedicate to the activities only to avoid the mess which students went through when they mixed their personal chats to ask each other about other things concerning their writing activities. This required the researcher to have a quick meeting with the ELT to find out some strategies to meet these challenges, suggesting meeting the students to listen to them and identify their learning interests and needs to bear in mind while designing the following lesson to excite them to take part in the next ODL classroom session and get rid of any confusion. Thus, findings from the ODL observations have explored some ODL challenges and provided some suggestions to meet them. This has supported some previous similar studies on such challenges and their solutions (Berti 2018; Fojtik 2018; Hiani 2015; Karunanayaka & Naidu 2016; Lane & Dorp 2011; Latchem & Jung 2010; Maboe 2017; Mahlangu 2018; Sim, Sim & Quah 2021; Yang & Cheng 2015; Willging & Johnson 2004; Yang & Cheng 2015).

5.7 ELTs' Need to Enrich their Pedagogical Knowledge

Based upon the results from the Likert-type close-ended questionnaire, the study has provided an answer to the second research question and its sub-questions. Thus, ELTs are in need to enrich their knowledge about psycholinguistic approaches to be able to implement them properly and effectively in their ODL language classrooms. This gives them more motivation to learn about more pedagogical approaches to create the relevant ODL setting and empower their students to learn enthusiastically and improve their achievements in the ELSs. This supports comparable results in previous studies (Johler et al. 2022; Qadan & Chaleila 2022; Shahat, Ambusaidi & AlBahri 2022). All these refer to the importance of enriching teachers' pedagogical perceptions to improve their teaching practices. The results from the questionnaire

in this study also refer to teachers' needs to have more training to develop their skills to face ODL challenges as discussed in Chirume (2017). However, this study gives more space for teachers to access more networking to interact, cooperate and develop new workable strategies for the upcoming ODL challenges.

Even though the ELT in the experimental group has prepared his lesson and materials to implement in the first ODL classes, his strategies have taken time to develop as he has acquired more experiences from the real learning situations in this setting. With time, he has been able to handle the challenges he has come across in the previous ODL classes. Every time he has been modifying and implementing new strategies; his students' performance has been developing as they have got familiar with the new strategies. This means that ELTs are required to have more training on how to implement and deploy the relevant range of ODL strategies that would help students facilitate their learning and provide them with high-quality learning as well.

Moreover, it is important for ELTs to bear in mind that their expectations of their students impact their students' learning. In other words, when ELTs expect much of their students, they tend to exert more effort and spend more time with them to enable them to learn more. On the contrary, when they expect less of their students, they neglect them and tend to exert less effort and spend less time with them which may lead them to learn less. In Johler et al. (2022), the researchers have explored how teachers' expectations correspond to students' performance levels and have concluded that there is a moderate correlation between expectations and achievement. In the first ODL classes in the control group, the ELT's performance affected the students' performance. He did not expect much from them, and this was clear in the way he has

asked and nearly provided his students with answers without giving them the proper chances to independently answer. Moreover, he has focused on just a few numbers of his students who regularly used to participate in the learning tasks he has been providing them with. When he insisted on involving more students in the next ODL classes, they started to improve. In the experimental group, the ELT has tried his best to figure out new strategies to foster students' attitudes towards his ODL classrooms and there has been noticeable progress in their performance, even though they need more time to raise their learning achievements.

Unfortunately, implementing psycholinguistic approaches or other pedagogical approaches is an individual practice by some ELTs who are interested in the field of research, and this makes it difficult or unfamiliar to understand and estimate by other ELTs and even by school administrations, students, and parents. However, with further research on this topic and similar related ones, it could be generalized to all ELTs to help have a better impact on their teaching practices as it will have more attention from curriculum designers and educationalists at all educational levels. Therefore, more pedagogical approaches will be hit to add more experiences and improve ELTs' practices in their language classrooms.

Being knowledgeable of the learning content did not give the ELT in the experimental group the privilege to master the first ODL scene and control students' progress. It was a matter of properly integrating all the learning factors to be able to deliver effective teaching and create the relevant ODL environment where students could benefit and learn how to learn and acquire the required language skills and sub-skills. Thus, being fully aware of the subject matter could enable ELTs to prepare a lesson plan well, dedicate proper and appropriate timing to each

learning task according to what is required, perfectly design the setting to suit the lesson objectives and meet students' learning needs, and select the suitable motives in accordance with students' interests. Shohel (2022) claims that to attain effective academic outcomes, ODL necessitates adopting different teaching and learning approaches to deliver the curriculum content as well as new means of assessment to evaluate students' personal skills and learning experiences. When the ELT's content knowledge developed and improved, his teaching practices became effective in improving students' test scores. Thus, students' scores in the test were associated with the ELT's subject content knowledge and his teaching practices. However, some students may have used their technological skills in the wrong way, cheating online, or even submitting more than once to have more chances to get higher scores. This required their ELT to have the required skills to meet such challenges and handle such unexpected situations.

There is a difference between ELTs who think they are aware of certain pedagogical terms and those who know them already. However, it is not a matter of knowing but rather a successful process of employing what is already known in the proper way to suit the learning environment, meet students' learning needs and interests and trigger their motivation to get involved in learning tasks. In Kuleshova et al. (2020), the researchers believe that many crucial elements could make ODL effective like interactivity, simplicity, the speed of student-teacher interaction, platform flexibility, and quality control. Even though students in the experimental group showed gradual progress in the classroom observations from the first ODL class to the fourth, their degree of progress was not reflected in their writing post-test. This could be because of their ELT's interference to support when they needed it or their dependence on each other to integrate their work. Therefore, ELTs need to bear in mind that they must dedicate appropriate times for

their students to work individually and independently to be able to master their tasks without looking for or waiting for any help or support from their instructors or classmates. Moreover, ELTs also need to be aware of when to interfere, guide, instruct and give them the required feedback. This will help students become independent learners who shoulder the responsibility of their learning, acquire, and develop the necessary skills to learn how to learn and gain the knowledge they need in their practical life.

Too much of anything is not helpful and could sometimes cause confusion that may result in failure in implementing the effective pedagogical approaches as required. Schmidt (2020) explains how multitasking and multiple streams of information could cause learning distraction. Thus, when ELTs provide their students with too many materials, give them too many instructions or make the learning scene crowded with more than what it requires, even though they think they are useful, they could cause students to get distracted, not focusing on what they need to learn. Therefore, if they think that it is necessary to give all they have already planned to provide their students with, they need to provide them gradually and in chunks to make sure that they absorb what they get and that they are ready to get more. The input, especially in the first ODL class for the control group, needed to be less to give students a chance to reduce stress and memorize the words and sentences in the memorization phase.

It is important to bear in mind that random teaching practices could be extremely dangerous as they may leave negative impacts on students' learning. Thus, not giving clear instructions to students, not specifying relevant timings for learning tasks, not assigning clear tasks, and not giving appropriate feedback to students may result in creating a negative attitude towards

learning as it pushes them to constitute a negative meaning about the messy learning situation they experience. During the first ODL classroom observation, the ELT in the control group was giving different questions without assigning certain students to answer, which made them answer randomly and their voices mixed to create a noisy atmosphere that made some students refrain from taking part as they did not understand what was happening. The ELT also gave feedback before making sure that all students had already completed their tasks. Such random practices gave some students the chance to copy the answers and publish them later after their classmates published them already and they became sure that he accepted them. Thus, this was not learning but rather copying to satisfy the ELT or skip the consequences of not participating in the tasks.

Even though some ELTs are aware of the required methodological approaches in the teaching and learning process in the ODL setting, including the proposed psycholinguistic framework, there is still the usual gap between theory and practice which leaves its negative impact on the process. Thus, new, and unexpected situations and challenges ELTs meet inside the classrooms could affect their performance and interrupt the procedures they plan to go through while implementing their methods and approaches in the ODL setting. Consequently, this may also leave its negative effect on students' performance and achievements. This requires ELTs to have more training to learn about how to pitch up this gap and develop the process to have high-quality learning that improves students' skills and achievements. They also need to read more about the main skills and sub-skills of language to learn about their types, aspects, significance, and ways of implementation to help students develop their performance and improve their

learning. Theory and Practice must always go together side by side to get satisfactory results in language learning as well as make optimal utilization of a variety of methodological approaches. Shaharabani and Yarden (2019) call for supporting teachers by developing courses and providing them with professional development programs that could help combine educational theory and practice.

Implementing the proposed psycholinguistic framework or even any other proposed pedagogical approach needs more time to have the required effective influence on students' learning as a whole and their achievements in the ELWS. The psychological state of students plays a distinct role in changing their attitudes towards learning. So, ELTs are required to make use of this to turn it into an advantage that helps change their attitude positively, not negatively. Suggestopedia has been targeted to enable students to learn and improve their ELSs at an accelerated pace by tapping their mental capacities and overcoming the psychological barriers they create for themselves when learning. Thus, students can change their attitudes towards ODL and get engaged in ODL language classes by making use of the most conspicuous features of Suggestopedia such as decoration, furniture, arrangement of the learning setting, use of appropriate music, and above all, the ELTs' authoritative behavior.

It is important for ELTs to bear in mind that if all the power remains in their hands all the time during their ODL classrooms, this means that they are still adopting a traditional approach even if it is in an ODL setting because they do not give their students the required space to be creative and innovative. Keller (2018) has revealed the benefits of teaching in a student-centered classroom which makes a difference from traditional classrooms. Kong (2021) claims that

experiential learning is a learner-centric pedagogy which improves the value of education as it motivates students and develops their abilities and experiences. Therefore, ELTs are required to be facilitators and motivators who create the best possible learning conditions to push their students to be active during and after the learning activities, bearing in mind how to cope with the mixed-ability groups. They should also give their students access to interesting materials that help them foster their language learning. To make their teaching more practical, they need to avoid boring lessons in their language learning process.

5.8 Creating the Required Motivational ODL Setting

One thing that distinguishes the ODL from the face-to-face setting is that it addresses students' responsibilities to learn because it tends to focus more on student-centered learning that gives students the necessary confidence to work independently and assesses their progress through their continual self-reflection, not waiting all the time for their ELTs' judgments. This type of learning triggers students' motivations and gives them space to promote their performance and actively get engaged in more interactive tasks to develop their skills and enrich their knowledge. Moreover, it empowers them to be creative and innovative. Isman, Altinay and Altinay (2004) explain how ODL can lead students to learn individually as it shifts the learning responsibility from instructors to students, facilitate students' selection of learning courses and content according to their needs, interests, and cultural backgrounds and provide creative ideas to motivate them to get engaged in learning. Aziz (2022) reveals how students' responsibility could be fostered by their teachers, suitable learning models and school positive support. Thus, ELTs are required to work hard to develop this learning form to make it as motivational as

possible so that students are empowered to take their learning responsibilities from the scratch, set their own goals and make progress in all learning tasks they get involved in. This means that ELTs must be skillful to keep their students motivated enough to start and stay engaged in their learning journey. This requires ELTs to keep their students aware of the nature of their learning responsibilities to get involved in the proper type of learning as required or instructed by their ELTs. So, they need to be ready to learn independently if the tasks' instructions necessitate this and they need to be also familiar with interactive or collaborative learning when they are guided or instructed to do. Thus, they can recognize what is expected from them when they are involved in individual, student-student, student-students, and student-ELT interactive tasks. This understanding facilitates their tasks and motivates students to exert more effort to learn and acquire the language, exchange their learning experiences, develop their ELSs and apply what they have learned to real-world situations to enrich their knowledge.

Creating an ODL environment where students can interact through authentic social interactive tasks requires specific skills to digitalize the curricula contents and materials to suit the situation and attract students to change their negative attitudes towards learning in this unfamiliar setting. In this way, they can comfortably get engaged in collaborative learning tasks and practice the English language without having any stress or tension to make mistakes and thus, they can look for new meanings of their knowledge by accessing limitless ODL nodes. However, ELTs can resort to some effective pedagogical methods in traditional classes to adapt and implement in ODL ones. In Jin et al. (2021), the researchers explore if the traditional push-pull-mooring model (a model based on push effects like a perceived security risk, learning

convenience, and Service quality, pull effects like usefulness, ease of use, teacher's teaching attitude, task-technology fit, and mooring effects, habit) could be a reference for developing and implementing ODL courses in the future after the Covid-19 pandemic. Results show how this traditional model significantly influences users' intentions to switch from the offline to ODL setting. Therefore, it is time for educational practitioners to look for interventions that make the most of ODL as an accompaniment to the traditional classroom experiment.

In the pursuit of motivating students to learn English as a second language in the ODL setting, ELTs are required to chase all possible opportunities they may come across to figure out the effective methodological approaches that may help them improve their students' second language skills and sub-skills and achieve their pedagogical targets to pitch up the gap always found when moving from the traditional classroom to the ODL one. Khan and Perveen (2021) refer to the importance of psycholinguistics in comprehending the process of teaching and learning as teachers are required to recognize how language learning occurs in learners' minds and what factors could contribute to or stand as barriers to their learning. The proposed psycholinguistic framework could be one of the helpful approaches to leave a powerful impact on students' achievements in the ELWS. Moreover, this influence could be extended to other subjects when appropriately adapted to their learning needs. Professionally implementing the proposed psycholinguistic framework in this study in the ODL setting to teach L2 curriculum could help students acquire the language and enhance their ELWS. Moreover, the framework is flexible enough to give ELTs and other subject teachers space to suggest, constitute and adapt more similar pedagogical frameworks to suit the learning settings and situations.

Teaching students how to learn independently in the ODL setting is important because it gives them the opportunity to know how to properly deal with every learning element. To Vijay Vardhan (2014) an independent learner is a conceptual learner who is highly motivated, resilient, and confident so that he or she could transfer knowledge to the real world and overcome challenges. Tekkol and Demirel (2018) conclude that students' self-directed learning skills are related to life-long learning. Thus, they will have the required tools to take their learning into their own hands to set their goals, monitor their progress and gain knowledge by accessing more nodes of networks to explore and investigate to do their own research without much interference from their teachers or institutions. Scheel, Padova, and Ullrich (2022) conclude that independent learning abilities constitute one of the factors that positively impact students' acceptance of digital learning. Moreover, independent learning helps students be responsible enough when managing their time, accurately carry out instructions, and honestly and seriously accomplish their tasks. Ahmad, Batool and Hussain (2019) prove that web-based learning students have more time management ability for better academic achievement.

After conducting the writing pre-tests for both groups, the researcher noticed that, even though all students took their full time, some students were so fast and took no time to complete their tasks, writing short paragraphs, and not meeting the two hundred words requirement. Others, who took a shorter time, wrote more than two hundred words to complete their tasks and write about the requested topic, while some students did not deal with the task seriously, writing just a few words. Moreover, most students did not give importance to writing punctuation or organization. Additionally, some students wrote down certain known and repeated statements like "No doubt…," No one can deny…," "It is known that…" and others

which indicated that they depended upon their memories rather than their skills to deal with new topics. This could cause them a big problem as memory is linked with their psychological state which could be negatively affected by such factors as stress or time pressure and consequently, forget what they think they could remember in this situation. Vogel and Schwabe (2016) explain how stress may be a reason behind difficulties in learning and remembering under stress in the classroom. This needs further research to explore why students did not put what they had already learnt to practical use, retrieving suitable forms and structures when required. These findings also reflect how students need to have some sense of responsibility for their own learning. Thus, they need to learn how to learn to be able to put things on the right path.

During the ODL classroom observations for both groups, especially in the first sessions, some students still needed to have the basic skills to deal with digital ODL tasks, wasting a lot of time to reach the provided learning platforms or even writing properly on the requested form through the given links. This meant that they needed proper time to get familiar with any pedagogical approach implemented to teach them in this setting. Various studies have focused on the importance of practice to develop performance and attainment (Moreau et al. 2018; Thomas & Lawrence 2018, Wrenn & Wrenn 2009). The more they got familiar with and practiced in the ODL setting, the more they positively and actively responded and succeeded in accomplishing their ODL tasks.

5.9 ELTs' Task

However, motivating students to learn the target language in the ODL setting is the beginning of a long process that requires them to keep motivated and interact during their language-learning experience. Vroom develops his expectancy theory to explain the change that takes place in learning when learners expect personal benefits (Vroom 1964, cited in Morrison 2015). ELTs, either in the experimental or control group needed to focus more on motivation which needed to be more effective by allowing students to visit related learning sites and platforms, awarding them with marks, stars, certificates, and praises, and accepting all the answers from all different levels without directly correcting students to avoid embarrassing them or affecting them negatively. Therefore, ELTs need to exploit all available digital tools they may come across in the ODL setting to motivate students to participate and get engaged in authentic language tasks. The more motivational and seamless the ODL setting is, the more students become willing to take an active part in the new change and realize the link between their performance and the benefits they expect. Being fully aware of this link is a motivator to develop their abilities and skills to enhance their SLA. When this takes place in a collaborative and social interactive setting, it becomes more effective.

In the first period, the ELT's preparation for the experimental group did not match the actual procedures he already applied in the ODL classroom because of the unexpected challenges he came across like lateness, technical issues. Later in the following ODL classes, he started to fix and improve this, paying more attention to timings, interaction and completing the learning

tasks. This gives a picture of how ELTs could develop and improve their practices and find out solutions based on realistic situations they experience in their real classrooms.

The difference between the two ELTs' motivations played a role in their practices in the ODL classroom. The first ELT who was implementing the proposed psycholinguistic framework had the motive to make the treatment work well to improve his students' achievements in the ELWs. Therefore, he was reflecting after each ODL classroom to think of new and more workable strategies to implement in the next class. Thus, he was observed to be trying to motivate students to engage more of them every ODL class, varying his strategies to avoid boredom. On the contrary, the other ELT, who was teaching the control group, did not have a specific motive to push him to produce the best he had. He was doing his regular work, driving some lessons to accomplish his regular task as a teacher. This passively affected him and made him easily give up on any pressure or challenge he might meet in his ODL language classrooms. Thus, he was observed to be focusing only on those students who were positively reacting to his instructions, leaving the other students without trying hard to get them engaged after his repeated attempts to call them.

It is important to bear in mind the connection between the psychological state students already have and the motivation ELTs need to create to suit their interests and influence their learning effectively. The more students feel relaxed in their ODL environment, the more ELTs are on the right track to trigger their motivation which is an influential factor in the process of L2 teaching and learning. In Lo et al. (2022), the researchers reveal how motivation and learning experiences impact students' cognitive learning outcomes while engaging in academic service

learning. They provide educators with insight into how to enhance their teaching pedagogy. Most students' attitudes towards the ODL setting in the experimental group changed, especially when some of them, who were careless to deal with the topic in the writing pre-test, paid more attention and dealt seriously with the same topic in the post-test. Therefore, ELTs are required to check where their students are, what they should do for them in each stage and how they should do it. This starts from the first moment they meet their students and start their L2 teaching and learning to the last moment when they assess and evaluate them to check their progress. They can also make use of their assessment to be a generator of more motivations to affect and modify students' attitudes and interactions during the process.

The overload ELTs have shouldered is not in just arousing students' motivations to learn, but it is also in succeeding to make a balance between their inner motivation (intrinsic) and their outward (extrinsic) which is a very hard task that requires ELTs to be fully aware of their students' learning needs, interests, cultural backgrounds, identities, and personal attitudes. In Liu et al. (2020), the researchers have concluded that when students are highly intrinsically motivated, extrinsic motivation can harm them. Thus, interest, which is an intrinsic motivation, is not the only key motive to learning as extrinsic reasons could facilitate students' learning when they are not interested in learning. ELTs are also required to be motivated to perform actively and enthusiastically as well. However, this task becomes challenging because of the pressures practiced on them in the rocky real situations they are exposed to inside the classrooms. Thus, there is a need to figure out some solutions to motivate both ELTs and their students to guarantee success when implementing any proposed pedagogical approach in the

ODL setting. In this case, ELTs need to make sure that they do their best when they play their role as ELTs, making use of all possible and available potentials they come across in the ODL experience. They need to start getting rid of any stress or pressure that may be practiced on them by skipping to what may please them and creating the most possible relaxing and comfortable environment where they can think of the most relaxing and comfortable learning environment for their students. They need to remember that just as there is no complete perfection, so there is no complete failure, and they need to start finding their place in-between to begin their success journey. They need to avoid being distracted by others to have more focus on their work because if they succeed in doing this, they will succeed in transferring their experiences to their students who will consequently succeed to play their roles actively and enthusiastically.

Since face-to-face interaction among students is missing in the ODL setting, which seems to some students unfamiliar and may take them away from their regular learning track, the mission to engage them in virtual learning tasks becomes more challenging, especially if ELTs are not professional enough or have the proper training to compensate for that transition. This means that ELTs need to be fully aware of how to create the optimal ODL atmosphere where students do not miss what they already have in physical classrooms. Moreover, they need to be innovative enough to make that virtual learning setting more attractive so that students change their negative attitudes towards it and even prefer it to the face-to-face setting. This requires ELTs to adopt the most influential virtual learning drivers, blogs, social media, platforms, and learning websites to help students smoothly and independently practice the target language by going through life-like experiences. Thus, if students are exposed to competence tasks which are

concerned with life skills like communication, critical thinking and problem-solving, they will struggle to figure out the correct and best situational answers according to the new meaning they form during their knowledge discovery journey. There are many strategies ELTs can make use of to do this. Chittaro and Ranon (2007) have suggested combining 3D interactive language scenarios to motivate students to interact when they go through the semi-real learning experience. In Konstantakis et al. (2022), the researchers claim that mobile applications enhance children's learning experiences and increase their willingness to learn a new language, improving their speaking abilities and critical thinking skills. Adopting the meaning of "Media Pedagogy" to integrate media into the learning situation is another strategy that tends to extend students' learning to real-life practices. Such strategies are helpful since they give students the chance to define themselves and their levels, realize where they are, what they can do, and what they are missing to look for. In this case, ELTs need to be knowledgeable enough about their students' identities, and their social and cultural backgrounds.

Furthermore, ELTs are required to identify their students' L1 and L2 knowledge and address their learning needs and interests to be able to plan on what and how to facilitate their target language learning in the ODL setting when they come to design, develop, and provide them with the impactful digital pedagogical contexts. This means that ELTs need to create the optimal digital learning setting, select the relevant digital materials for L2 to suit students' levels, design meaningful digital contexts to be relevant to students' learning needs so that they can achieve proficiency, check the relevant digital LTMs and strategies, and design the suitable E-assessment methods.

5.10 Employing Various Pedagogical Approaches

The main goal is to recognize and fully control the ODL setting to design the optimal framework that employs the full technology and its components, as well as psycholinguistic approaches to positively impact and enhance the target language learning. Therefore, interactive life-like learning settings are required to be designed to provide students with various learning materials for the target language that motivate them to get involved in the learning process and achieve higher levels of proficiency. Sweetman (2021) has claimed that students' engagement is emphasized with synchronous and highly interactive virtual learning sessions to improve, not only their learning outcomes but also to improve their mental health. Based upon the ODL classroom observations, especially in the first sessions, the ELTs needed to pay more attention to the interactions among students, giving them more time to have more chances to learn from each other without feeling any time pressure. Designing the proper ODL setting and adapting the materials to suit the digital drivers require implementing the relevant ODL methods and strategies to change students' attitudes towards learning in this setting, motivate and keep them motivated and promote their learning.

There is a need to change the grammatically sequenced linguistic contents that focus only on grammatical structures and adapt them to SLA contexts in the ODL setting. To Krashen (2009) in Hamakali Hafeni (2017), when the goal is language acquisition, grammatical sequencing in language instruction is rejected. This will change the idea kept in mind about technology as just an aid in facilitating learning into an essential tool of authentic learning that helps students acquire the target language subconsciously. It will also eliminate any negative

suggestion or experience that may impact students' learning as it helps them get rid of any stress they may have when they are exposed to the ODL setting. Pawlak (2021) has provided a selective overview of instructional options to enhance the effectiveness of grammar teaching with respect to ensuring a fuller understanding of grammar rules as well as helping students use these rules in communicative interaction. Even though students in the control group were sometimes given the opportunity to independently interact and exchange experiences so that they could learn from each other, the ELT was always there in the center of the ODL class, giving them no space to avoid the stress and pressure they felt to be practiced over them. This negatively impacted their performance and limited their empowerment to freely practice the language.

Based on results from the pretests and posttests in the study, it could be proved that the utilization of both guided and interactive writing is effective enough to improve students' achievements in writing. When students have been first guided by their ELT, who has implemented the guided writing method strategy, and then they have interacted in breakout rooms and in the main room, they have been able to enrich and develop their knowledge by sharing their learning experiences and benefiting from each other. Thus, at the end of the ODL classes, they could present their pieces of work with more ideas with self-confidence.

Emphasizing the importance of meaning rather than rules or forms should be the main goal of ELTs to facilitate learning for students. So, it becomes necessary to check the type of learning tasks in language classrooms to help students effortlessly and automatically acquire the language and develop an accurate long-lasting L2. In task-based learning situations, students

can independently and successfully acquire the language, enhance their ELSs, and extend their learning experiences to the world outside the classroom. They can also have limitless access to language learning websites and platforms anytime and anywhere to enrich their knowledge. Therefore, ELTs are required to select relevant online task-based learning materials to provide students with reasonably meaningful tasks to accomplish. They are also required to create the relevant learning setting that addresses students' interests as groups or individuals so that they can learn collaboratively to gain knowledge and, at the same time, make use of their individual abilities that are different from one learner to another. This gives each learner the chance to rely on his or her unique way to acquire the target language and put it to use in accordance with the differences in abilities that constitute their levels of attainment. In this context, students can make use of the ODL setting to access as many websites as they like to seek the information and knowledge they require. The amount of knowledge they grasp is based on their individual capacities to accomplish the task-based learning activities which they practice individually or in groups. They can make use of the language they acquire and put it to use in any real situation they may be exposed to. Thus, they have a great opportunity to go around the whole world, interact with different people, and explore various locations such as oceans, deserts, forests, mountains or even space through the virtual trips they have in the ODL setting. They can also express themselves, share ideas, discuss them, and debate in the target language they acquire and use it as their means of interaction and communication in the virtual classroom.

Moreover, it is important to set up evaluation standards for online resources to select the relevant digital materials and keep pace with the technological advances that have a significant

impact on creating the required innovative ODL atmosphere for language learning. Thus, when students are exposed to the appropriate input and interactive ODL scenarios and equipped with the relevant digital tools to accomplish their learning tasks, their learning is maximized to the most. Elleman and Oslund (2019) state that when all learning strategies are integrated together, language development could occur.

Coupling the rapid change in IT and the change in e-learning creates challenges as well as opportunities for learners. Utilizing these opportunities for success requires a clear vision, goals and strategic plans that must include full realistic instructional skills to keep pace with these changes. Thus, shortcomings and pitfalls in ODL could be met with solutions that may lead ODL to improve rapidly. One noticeable thing while conducting the writing pre-tests was that a few students submitted more than once which indicated that they were interested and careful enough to get more marks but at the same time, it referred to the ELTs' lack of IT skills to handle the settings of the online forms and other technical issues. This means that ELTs should have more training on technical issues to meet any challenges they may come across while teaching online.

Though ELTs have utilized various methodologies, strategies, and techniques to impact language teaching and learning in the ODL setting, it is important to consider more aspects, (Karami 2016). Even though ELTs have already made use of a lot of ODL authoring tools and drivers, they still lack the full knowledge that enables them to exploit them effectively to introduce high-quality learning in the field of SLA. In this case, they need to have more training to be fully aware of what the whole ODL scene requires and how its tools work effectively to

provide students with the best learning circumstances that motivate them to learn and acquire L2 confidently, comfortably, and fast. They need to learn that there must be continuous stations or checkpoints where they must stop and evaluate their last phase through which they have gone in the ODL setting with all its components to have an objective review and estimate all involved factors in the SLA process. Thus, there must be a continuous review and estimation of technology with its all-available learning tools and drivers, human resources, digital content materials, plans, relevant LTMs, and strategies all of which are vital elements in building positive practices and experiences to prepare for the next step. This will help ELTs select the relevant drivers and tools that support students in their ODL SLA journey to enthusiastically get involved in their learning tasks and promote their levels of proficiency and accuracy.

One common thing noticed during the researcher's first classroom observation was the ELTs' hard attempts in each group to reach their students, calling them many times to answer and sometimes raising their voices to a louder tone to make sure students could hear them. Sometimes, some of the late-responsive students answered after three or four times calls from their ELTs. They were hurrying to their devices to answer, which indicated that they were in another world of their own. They were close to their devices so that they could answer in case they were called by their ELTs to avoid being registered absentees, which they cared about most. Other students did not answer at all even after six or seven times calling from their ELTs which indicated that they were far from their devices though they appeared on in the ODL meeting. In both cases, such students were skipping the class in one way or another, either by sleeping, paying little attention, being in other places or keeping themselves busy with other things they

were interested in, all of which indicated that they had a passive attitude towards their ODL setting, English subject, their ELTs and even their learning. However, this phenomenon was gradually and partially vanishing with the experimental group in the next ODL classroom observations after the researcher had some discussions with the participant ELT in this group, suggesting some solutions to meet that challenge. Unfortunately, this was clear in the control group from the first to the last classroom observation because the researcher did not like to interfere or change any variables to keep results valid and reliable. All this means that ELTs are required to reflect on their ODL methods and strategies every now and then to figure out the reasons behind such challenges and think of the optimal solutions to overcome them and make their learning atmosphere more effective.

Though the ELT partially affected his students' performance and progress in the experimental group in ODL language classrooms by implementing the proposed psycholinguistic framework and incorporating the assigned learning factors, this impact was not enough to include all students. This was clearly reflected in the writing pre-test results of some students who showed language proficiency when they wrote only two or three high-level sentences with high accuracy. Then, in the post-test, they repeated the same thing, not completing the assigned task, though their sentences indicated how proficient they were. This could be interpreted because of their lack of motivation which they needed to push them to complete the task. They wrote only these sentences just to participate in the task to prove their attendance and avoid the consequences of absence. Their little piece of writing reflected how they could complete the whole task with proficiency which was noticed in their high-quality

sentences with accuracy, coherence, and cohesion. This requires the ELT to search for what is missing in his ODL class to trigger those students' motivation to get involved in the ODL process.

5.11 Interpreting How Learning Occurs

With everyday practices, technology proves to be a dependable factor that fosters the process of teaching and learning. Thus, modern learning theories like Connectivism could be tackled to interpret learning situations and highlight how it occurs, what is already there to make use of to the most, what is still missing to improve, and how to improve. Such learning situations could be more effective when they are linked to other related learning theories like Symbolic Interactionism. Thus, when ELTs are aware of how to apply such learning theories in their teaching practices, they can make use of all available potentials they already have to effectively deliver their contents, look for more impact impactful pedagogical approaches to implement to improve their students ' attainments and achievements, and figure out more solutions they can use to help them face the upcoming challenges. At the same time, students themselves can create a new meaning to their learning, which could foster positive attitudes towards learning and motivate them to learn enthusiastically.

Since learning could take place in different and various settings and situations, it could have a possibility of being interpreted according to the different settings and situations where and when it occurs. Thus, it could be viewed from a behaviorist lens when the ELT in the experimental group has utilized Suggestopedia to change his students' attitude towards ODL

and trigger their motivation, extrinsically, to actively get engaged in ODL tasks. With time and more innovative strategies, he could increase the number of his students to get enthusiastically involved in the ODL tasks, rewarding them to reinforce their efforts to learn. In this context, the ELT has resorted to the stimuli, response, and reinforcement model. Thus, this could be related to the operant conditioning model in which learning occurs because of reinforcement and reward and thus, human behaviour results from an interactional stimulus-response process, supporting Johnson (2001). To Long (2011), the influence of behaviourism on learning occurs when motivation is used to shape students' behaviour in the classroom. It could be also viewed from a Connectivism perspective when students have gained their knowledge by accessing nodes of networking. Symbolic Interactionism could be there as students could form a new symbolic meaning of their learning when they have interactively cooperated to exchange their learning experiences through the different tools of ODL, communicating, and interacting to gain more information and enrich their knowledge. Constructivism is also there when the ELT has exploited the students' prior knowledge of technology to access networks and construct their knowledge by such exchanges of learning experiences through the internet and networking. The ELT's efforts to encourage students to adopt a positive attitude towards ODL and believe in their abilities to learn have been the main reason to get them engaged in learning tasks and gain knowledge. Thus, when he allowed them to go to breakout rooms to interact with each other and access the websites, they could shoulder the responsibility of their own learning and interactively exchange their learning experiences, internally processing what they have acquired and coming back to the main ODL session to produce richer pieces of writing, reflecting the three stages of acquiring, processing, and producing the language. Therefore, this could be also

interpreted, considering Cognitivism. These findings support Ally (2007) who asserts that Connectivism could be considered an instructional guide that integrates Behaviorism, Cognitivism and Constructivism and extends them to a globalized networked age. These findings also defy Ensias (2012) who has claimed that Behaviourism, Cognitivism and Constructivism are considered "pre-technology" learning theories that are no longer valid because of the utilization of new types of learning such as e-learning, online learning and ODL where Connectivism should take place where possible. However, as Siemens (2006) argues, existing learning theories are being molding if not compatible with the continual dramatic change in environments, societies, knowledge, and technology.

The process of teaching and learning is a whole package that consists of different and various ingredients that are required, at least at a satisfactory level, to integrate and fortify each other to be effective enough to address students ' learning needs and interests, positively impact their attitudes towards learning, trigger their motivation and create them the required learning environment which enables them to acquire the language, develop their skills and improve their academic achievements. These ingredients include students, with their learning needs and interests, cultural backgrounds, learning abilities and capabilities, differentiations, and attitudes towards learning, parents, with their partnership role to effectively follow up their kids and cooperate with their educational institutes to help facilitate and improve their learning, teachers, with their experiences and professional skills to identify their students well and create them the required learning atmospheres that properly suit them and develop their learning, educational institutes, with the required potentials which are necessary for a successful teaching and learning process, administrations, with their professional experiences to regularly evaluate and modify

when required, curriculum designers, with their responsibility to provide the suitable curriculum, and decision-makers, with their role to facilitate challenges to help run the process smoothly and effectively. Such ingredients are like gears, with their various shapes and sizes, in a big machine. If they work regularly, properly, and effectively, the machine will run smoothly to play its productive role for which it is created or designed. On the contrary, if any of these gears, whatever size it has, does not work properly, it will negatively influence the others and may cause damage to the big machine or even stop it.

Overall, ODL proves to be an important learning tool that needs to have more attention by educationalists to be effectively used to deliver the English language to second language learners. Encouraging students to adopt a positive attitude towards ODL is the first step to start their effective learning in this setting. This, in turn, needs educationalists to address the students' psychological side to kill their fear of getting engaged in learning, motivate them, and keep them motivated during the learning process to improve their ELSs. This requires ELTs to adopt valid and relevant methodological approaches and adapt suitable strategies and techniques to help them improve their teaching practices in the ODL setting, which may be applicable in other language teaching contexts. This needs them to enrich their knowledge to be skillful enough to handle this situation. This study is a contribution to our knowledge of how to effectively employ psycholinguistic approaches in the ODL setting to improve students' achievements in the ELWS. The study provides ELTs with a flexible framework they can rely on and adapt to integrate as many learning aspects as they like and see suitable to their teaching and learning situations and settings. It is also a chance for ELTs to set up what they like to motivate themselves, which is important and a first step they can take to motivate their students. When

they have the space to be involved in designing the curriculum they are driving to their students, they will have a chance to get motivated and keep motivated because this will make them think all the time, as being shouldering the responsibility, to set up new applicable approaches and figure out workable solutions to the challenges they may come across. Besides, they are the first to identify what their students need to improve their learning. Thus, the study proposes some guidelines for future research into language teaching and learning in ODL and the need for a more evident base in theory as well as practice.

Chapter 6: Conclusion

6.1 ODL Importance in Learning

ODL has been an optional form of learning in many countries, mostly at the university level, where learners could save time and effort to get their educational degrees. Because of the Covid-19 pandemic, there has been a fundamental change in the way educationalists deal with ODL as it changes to be the only obligatory learning driver to which all educational institutions have resorted. Accordingly, the task of teaching and learning English as a second language in the ODL setting has become more challenging. It has expanded to be for ELLs at all educational levels from kindergarten to postgraduates with their different attitudes towards learning and learning in the ODL setting. Therefore, this requires a significant change to deal with learners who are required to shoulder the responsibility of their own learning. This means that ELTs need to develop their role and change it from the static one they have been used to, which was restricted to regular traditional methods inside the face-to-face classroom, into the dynamic one that is always ready to cope with the newly emerging innovative teaching tools that are continually coming to the surface, turning things up and down, to add to the history of teaching and learning. ELTs are also required to keep pace with updated teaching methodologies, developing and improving their strategies to effectively employ and implement them in the ODL setting. Moreover, they need to be able to encourage their students and convince them to change their attitude from the passive into that positive one which helps increase their motivation towards learning the English language in the ODL setting. Thus, ELTs are required to make

sure that they can effectively adapt their practices when they apply these methodologies in the ODL setting, exploiting all available potentials to improve their students' ELSs. Consequently, all involved stakeholders need to prepare for more follow-up, support, and guidance to learners at all educational levels as they are not all on the same page and might adopt different attitudes towards learning that might result in arousing different challenges in this situation.

Even after the pandemic has ended, ODL should be no longer optional but rather an essential teaching and learning driving tool that gives ELLs the chance to enhance their ELSs by providing them with free limitless access to information networks. These chances increase when ELTs effectively integrate various pedagogical approaches into technology to make use of ELLs' mental powers and full capacities to influentially enhance their SLA. Implementing the proposed psycholinguistic framework in the ODL scene, considering and incorporating some LTMs such as Suggestopedia and some learning factors such as the learning setting, input, interaction, and motivation could promote ELLs' abilities and enhance their ELSs. Appropriately exploiting the close relationship that connects them together could create the suitable social interactive setting that enables students to improve their ELSs when they are provided with suitable authentic contexts which help them excel. In this context, exposing ELLs to various authentic social interactive motivational settings results in improvements in their ELSs achievements. Therefore, when the learning setting is natural, ELLs' level of functional proficiency becomes higher, while the instructional setting results in a higher level of linguistic accuracy. However, the learning setting is just one learning factor that cannot work alone to improve students' ELSs unless it is integrated with other influential learning factors and LTMs. Therefore, improving students' achievements in the ELSs can become more successful if ELTs

are able to create the necessary relaxing, attractive comfortable, interactive, and motivational learning atmosphere where they effectively make use of adequate, authentic, interesting, and comprehensible input, that focuses more on the functional and communicative aspects rather than the grammatically sequenced ones. This could be achieved by employing suitable pedagogical approaches and adapting the curriculum by digitalizing it to be more relevant, comprehensive, and influential in the ODL setting. In other words, adopting and constituting effective pedagogical approaches such as the proposed psycholinguistic framework and adapting the proper strategies and techniques to make them work well in the ODL setting must be a new knowledgebase for all ELTs.

Just as ODL has so many advantages that could be exploited in favor of students learning, it still has many drawbacks that may have its passive impact on the teaching and learning process. Some results may not reflect the real level of students' achievements especially when some students are skillful enough to make use of technology in their favor.

6.2 Psycholinguistic Approaches Effectiveness

The main purpose of implementing the proposed psycholinguistic framework was to establish a comfortable and relaxing ODL environment where interactions occurred among students and their ELTs and among students and their peers. Such interactions gave space for students to set up their linguistic confidence to freely practice all ELSs (writing in this case) without fear or stress. The difference shown in the experimental group's results in the post-test from the pre-test indicated how effective the implementation of such a psycholinguistic

approach was in improving grade 11 students' achievements in the ELWS in the ODL setting. The findings from the ODL classroom observations supported these results, referring to the implementation of the proposed psycholinguistic framework as a main reason behind this improvement as there were no history, maturation, or other apparent symptoms during the 8-week intervention to have affected students' improvement. The researcher resorted to the multiplicity of tools of measurement to increase the validity and reliability of the results which were, as argued in Ary et al. (2010), the two most important criteria for measuring devices. With further research on similar related topics, such results and findings could be generalized to all other students at different educational levels with the required adaptation to learning settings and situations. In this context, implementing such a psycholinguistic framework to teach the ELWS in the ODL setting could be a remarkably interesting learning experience, though challenging. This challenge would rely on ELTs' abilities to appropriately plan and prepare for their ODL classes, selecting the suitable and optimal learning materials which would address their students' learning needs and interests and make them suggestible to them and feel relaxed and comfortable during the ODL tasks.

The proposed psycholinguistic framework in this study is just one of so many pedagogical approaches educationalists could resort to, form and frame, to improve the quality of the process of teaching and learning in the ODL setting. The ambiguity of the implementation of Suggestopedia as one of the proposed LTMs in any of the pedagogical approaches is not taken against it as criticism because it gives space to ELTs to be creative enough to set up the relevant strategies and techniques under its umbrella to drive the learning content. This means that there is not only one strategy to implement in the ODL scene but rather as many various strategies

and techniques as possible, relying on how ELTs implement, and students respond. This diversity intensifies the Suggestopedia method, as well as other LTMs, and reinforces it to be more powerful and impactful to result in higher achievements.

Overall, with the invasion of technology that is now part and parcel of everyone's daily life in all fields, ODL has become an essential learning tool that needs to have more attention because of the vital role it plays in driving high-quality learning to students at all educational levels, especially at times of crises when all have no other choices to resort to. More research is needed to highlight how important it is to provide diverse fruitful instructional teaching and learning tools that could have the upper hand in motivating students to learn independently, interactively, and collaboratively to achieve higher levels of success and improvements. There is an urgent need to focus on the most optimal learning approaches in the ODL setting, explaining how to adopt and adapt the best LTMs and strategies, giving more space to access and connect to diverse networks of information, to be more influential in the process of language teaching and learning. Properly employing Suggestopedia with consideration to the setting, input, interaction, and motivation, all of which set up a psycholinguistic framework in the ODL setting, is a step in the way of improving students' achievements in the ELWS. With further research on similar related topics, it could be generalized and transferred to all educational levels with the necessary adaptations required to suit these levels. This study fills a gap by employing a proposed psycholinguistic framework that helps improve both ELTs' conduct in design and practice as well as students' ELWS achievements within the ODL setting.

6.3 Recommendations

Based on the results and findings in this study, implementing psycholinguistic approaches in the ODL setting could prove its effectiveness in improving students' achievements in the ELWS. The study provides a flexible psycholinguistic framework to be adapted to more learning settings and situations to create the optimal learning environment necessary for motivating students and keeping them motivated to improve their ELSs. Therefore, there are some recommendations to bear in mind:

There is a need for further educational research about related topics to investigate the effectiveness of more pedagogical teaching and learning approaches. This should be conducted on more grade levels to tackle more skills and sub-skills. This could help improve ELTs' teaching practices in their language classrooms.

ODL should be paid more attention, dedicating regular weekly or even biweekly classes to be ready for similar conditions, which might impose it as a lonely form of learning as happening during the Covid-19 pandemic. In this context, curriculum designers should design the required digital materials that will work in this setting. This will help teachers have the required skills and be ready with the optimal teaching and learning approaches to drive high-quality learning. It will also help students absorb their ODL instructions smoothly without the sense of unfamiliarity they experienced before when they first met that form of learning and suffered its challenges.

Relying on the findings from the ODL classroom observations and analysis of students' responses in the writing pretest-posttests, some students could make use of their technological skills to do unacceptable actions like skipping ODL classrooms while leaving their laptops on to avoid absenteeism, copying answers to pretend participating, surfing and getting busy with other websites, or submitting more than one response. Therefore, digital security and safety are necessary in the teaching and learning process. In this context, educational institutes must save suitable online digital programs to enable ELTs to have full control over their students to monitor them while accomplishing their tasks, direct them, freeze their screens, when required, give them additional instructions, learn about their progress during tasks, and make adaptation to suit their learning situations. They should also provide ELTs with the required PDs to master the implementation of pedagogical methods in ODL classrooms.

Based on findings from the ODL classroom observation ELTs showed some practices which requires them to be professional enough to effectively implement the optimal teaching and learning approaches and practices. Moreover, the ELTs' answers to the open questions were mostly short and not enough or lacked the accuracy needed to show that they had the adequate knowledge about the pedagogical approaches and terms. In this context, linking the two research questions, the more ELTs enrich their knowledge about psycholinguistic approaches, the more they could find the optimal methods and strategies to implement. Therefore, more ODL training on ELTs' teaching practices should be provided on a regular basis to exchange their thoughts and share their experiences to ensure their capabilities and skills to be able to deliver effective teaching and learning in ODL setting.

Teaching must be skill-based rather than theme-based so that students can be creative and innovative when they are met with any topic of writing, even not expecting it. Unfortunately, based on the writing pre-tests and post-tests for both groups, students learned certain topics by heart and used them everywhere in different topics even if they lacked coherence and were not related to the topics. The type of writing topic aimed at eliciting students' interests in their future careers, expecting them to express what they already wanted to be but when comparing the pre-tests and post-tests it was clear that students only wrote about what they had more information about, whether it expressed them or not, and this indicated that they needed to be trained to develop their skills to write about any topic at any time.

Moreover, just because writing is a challenging language skill, it needs more time to practice and more guidance to develop. This requires both students and ELTs to be motivated all the time to meet the challenges and barriers they may come across during the teaching and learning process. This, in turn, requires including suitable educational programs for both ELTs and students to enhance their autonomy and help create effective teaching and learning processes. Accordingly, ELTs are required to provide their students with various kinds of motivations as limited kinds make learning boring for them and may not have the required effect in their ODL language classrooms. These motivations must be suitable to their ages, interests, cultural backgrounds and learning needs. So, ELTs should bear in mind that what may work with students in higher school stages may not work with those in other lower stages and the same with students in different schools or areas that may have different habits or customs like those in Bedouin areas and civilized city areas and vice versa. Implementing various LTMs properly in the ODL setting is a motive itself as it helps students get familiar with them and saves a lot

of time and effort that could be made use of for further effective teaching and learning practices inside classrooms and this, in turn, could be extended outside classrooms in real life.

Based on the findings from the ODL classroom observations, ELTs needed time to have more practice and experience to develop the way they implemented their pedagogical strategies and overcome the challenges they came across. Thus, it is recommended that ELTs must have more training on pedagogical LTMs and learning styles to be skillful enough to adapt them to the ODL setting to deliver the English language properly and enable students to learn and acquire it faster, more comfortably and effectively. ELTs also need training on the digital instructional design of the English language content materials to be professional enough to innovatively create the facilitative learning atmosphere that is rich with its proper language learning approaches, LTMs, strategies and techniques. Moreover, ELTs need to select the suitable and optimal ODL platforms and materials for their students to motivate them to get engaged in the learning tasks. They are also required to adapt the pedagogical approaches they are implementing to suit the new learning situations they are creating for their students so that they could encourage them to positively interact and improve their performances. ELT-students, student-student and student-students contact in face-to-face classrooms could be compensated in ODL classrooms by employing interactive learning tasks through which they can positively interact to exchange their learning experiences and integrate each other under the umbrella of the ELT's guidance.

Relying on results and findings from the close-ended questionnaire, ELTs need to enrich their knowledge about ODL and exchange experiences with other professional ELTs and other

subject teachers. This could help them be creative and innovative to set up the required motivating ODL setting that addresses their students' learning needs and interests to learn and improve their ELSs. Therefore, they are required to continually keep pace with the digital education updates to evaluate how students acquire the language to be able to identify where they are, what they are still missing and what is optimal for them to go ahead to excel and reach higher results.

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Appendices:

Appendix A: Research Plan

No	Task(s)	Objectives	Evidence	Person in Charge	Time
					Month
1	Study Design	To design the study methods, approaches, & paradigms	The section is designed	The researcher	1 (October 2020)
2	Introduction & Literature Review	To situate the current study in literature and find out and explain the gap	The sections are suitable and complete	The researcher	2 (November-December 2020)
3	Methodology	To design the study, methods, paradigms, and approaches	The sections are suitable and complete	The researcher	2 (January and February 2021)
4	Proposal Development	To make sure that the proposal is developed	The proposal is developed and complete	The researcher, Module coordinator, DOD	3 (March to May 2021)
5	Permissions and Ethical Procedures	To go through the ethical steps for the empirical procedures.	Requests are approved and permissions are obtained.	BUiD, MoE, School Principals & the Researcher	2 (July to August 2021)
6	Pre-posttests, Observation & Questionnaire (Data Collection)	To collect the required data through the proposed research tools.	Tools are conducted and responses are collected	The researcher & Participants	2-4 (September 2021 to January 2022)
7	Data Analysis	To reach the findings and conclusion	Done	The researcher	4 (February to May 2022)
8	Drafting	To write down the first drafts of the study	Drafted	The researcher	2 (June to July 2022)

9	Reviewing, Refining, Editing & Submission	To prepare for the final	The study is submitted	The researcher	4 (August to December 2022)

Appendix B: Consent Letter

Consent Form

Title of the Study:

Effectiveness of Psycholinguistic Approaches in Improving Students' Achievements in Writing in the Online Distance Learning Setting: A Case Study on Grade Eleven Students in the UAE

Purpose and Objectives:

The main purpose of this study is to investigate the effectiveness of psycholinguistic approaches in improving the students' achievements in the ELWS in the ODL setting in the UAE through employing the Suggestopedia LTM in language classrooms, incorporating the input, interaction, setting, and motivation, considering related theories, Connectivism and symbolic interactionism. The main objective is to explore how far ELTs perceive these psycholinguistic approaches to make use of and implement them more effectively in the ODL setting in the UAE to create the optimal learning environment where they could motivate their students and meet their interests, improve their achievements in the ELWS and figure out the optimal answers to the challenges they may come across in this situation.

Consent:

I……. agree to participate in the research study, conducted by Tarek Mahmoud Ibrahim Emara, who has introduced himself as a doctor student in the British University in Dubai (BUiD) through his ID and university ID card and who has explained me the research topic, its objective, and procedures.

I have received, read, understood, and kept a copy of the permission letter. I have had the appropriate time and opportunity to ask all my questions about this research and I have received satisfactory answers. I have a complete awareness of the general purpose, risks, and procedures of this research. I understand that my participation is voluntary and confidential and that I have the full freedom to withdraw at any time, without being exposed to any kinds of legal penalties.

The following has been explained to me:

- The purpose and objective of the study
- The study procedures I will be involved in
- I will have no direct benefit from this research.
- My complete voluntary participation.
- My right to withdraw from the study at any time without any implications to me.
- Any expected risks I may come across, including any possible discomfort, any inconvenience or harm resulting from my participation in the study.
- The roles I am expected and required to play.
- Contacts I should resort to in case of any complaints regarding the study or the researcher.
- I can have feedback on my participation.
- All my details and personal information will be confidential and secured.
- Some activities will be audio-visual recorded.

Hence, I voluntarily consent to take part in this study.

Contact Information:

In case you may have further questions at any time about this study, or you feel that you have experienced any negative effects because of participating in this study, you may reach

the researcher through his contact information, provided below. If you have questions or problems you cannot discuss with the researcher, regarding your rights in the research participation, please contact the institutional review board at (00971) 42791448.

Participant name:	**Researcher name:**
Signature:	Signature:
Date:	Date:

Name: Tarek Mahmoud Ibrahim Emara

University: The British University in Dubai (BUiD)

Address: PO Box 345015 – 1st & 2nd Floor, Block 11

Dubai International Academic City (DIAC)

Dubai, United Arab Emirates

Email: 20190307@student.buid.ac.ae

Mobile: 0507635587

Appendix C: Permission Letter

Permission Letter

Date: October 10th 2021

Dear Principal,

The British University in Dubai offers a Doctor of Education (PHD) degree in different fields for interested students, ELTs, and professionals in the United Arab Emirates. The doctor's program is designed and developed in collaboration with the School of Education of the University of Glasgow, one of the United Kingdom's leading schools of education. Our PHD programs are approved and accredited by the Ministry of Higher Education and Scientific Research in the UAE.

The purpose of this letter is to kindly ask your permission to allow our Doctor of Education student, who presents this letter to you, to conduct school experience by observing teaching and learning in classrooms in your school. This school experience will do the following:

- Close-ended & close-ended Questionnaires: These will be conducted on ELTs to explore their perceptions of the psycholinguistic approaches and their suggestions for implementing and integrating certain factors affecting the language learning as the setting, input, motivation, and interaction into certain language teaching methods like the Suggestopedia.
- Pretest-posttest and classroom observations will address the main research question, investigating the investigate the effectiveness of psycholinguistic approaches in improving the students' achievements in the ELWS in the ODL setting in the UAE

through employing the Suggestopedia in language classrooms, considering the input, interaction, setting, and motivation, considering related theories, Connectivism and symbolic interactionism. The BUiD doctor student will coordinate with your ELTs an online visit schedule for at least four periods for each ELT, this term starting from October 2021. Visits can be with two or more ELTs for same or different classes. BUiD students will make the observations without interrupting classes and with complete confidentiality per the University's human review board policy.

Finally, we look forward to collaborating with you on this school experience and other future functions to benefit students in both, your school and BUiD. If you require any additional information, please do not hesitate to contact me at …….@buid.ac.ae +971 4 279 1448.

Yours Sincerely

Dr ……..

The British University in Dubai

PO Box 345015 – 1st & 2nd Floor, Block 11

Dubai International Academic City (DIAC)

Appendix D: Pre=Post-Test

Writing Pre-Test

Write an essay of no less than 200 words about your future career. You may use the following prompts:

- Think of the ideal job for you when you grow up:

What do you think would be better for you in a career?

- Now think of reasons why this would be a good job for you:

Why is this your ideal job?

- To be well-known or well-liked?
- Do you think it makes a difference depending on the type of career?

Writing Post-Test

- Write an essay of no less than 200 words about your future career. You may use the following prompts: Think of the ideal job for you when you grow up:

What do you think would be better for you in a career?

- Now think of reasons why this would be a good job for you:

Why is this your ideal job?

- To be well-known or well-liked?
- Do you think it makes a difference depending on the type of career?

Appendix E: Close-ended Questionnaire

The following questionnaire has been designed to measure how you perceive psycholinguistic approaches, including some teaching methods and language factors. Please read each statement and mark, as you think best suit you, on a scale from:

1- strongly disagree, 2- disagree, 30 neutral, 4- agree, 5- strongly agree.

	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	How do you evaluate the following?	1	2	3	4	5
1	The term "psycholinguistic approach" looks familiar to me.					
2	I am fully aware of what "psycholinguistic approaches" means.					
3	I know where "psycholinguistic approaches" is used.					
4	I think it is important for all ELTs to know about "psycholinguistic approaches"					
5	I could explain the term "psycholinguistic approaches" to other ELTs					
6	I am fully aware of what "learning factors" means.					
7	I am fully aware of the terms: "setting, interaction, input, and motivation."					
8	I am fully aware of what "language teaching methods" means.					
9	I am fully aware of "Suggestopedia."					
10	I know how to implement "learning factors" in my face-to-face classes.					
11	I know how to implement "learning factors" in the Online Distance Learning ODL classes.					
12	I implement some "psycholinguistic approaches" in my face-to-face classes.					
13	I implement some "psycholinguistic approaches" in the ODL classes.					

14	Implementing “psycholinguistic approaches” in face-to-face classes has an effective impact on students’ achievements in English language skills ELSs.					
15	Implementing “psycholinguistic approaches” in ODL classes has an effective impact on students’ achievements in ELSs.					
16	Implementing “psycholinguistic approaches” in face-to-face classes has the same impact in the ODL classes.					
17	Implementing “psycholinguistic approaches” in face-to-face classes has more impact than in the ODL classes.					
18	Implementing “psycholinguistic approaches” in face-to-face classes has less impact than in the ODL classes.					
19	I could improve the way “psycholinguistic approaches” are implemented in ODL classes.					
20	I could suggest some pedagogical strategies to implement the “psycholinguistic approaches” into the ODL classroom to improve students’ achievements in ELSs.					
21	I could use “psycholinguistic approaches” to create an inclusive ODL classroom.					
22	I could implement “psycholinguistic approaches” to help students learn effectively in ODL classrooms.					
23	I could cooperate with other ELTs to find out new strategies to help me create an auspicious ODL setting.					
24	I could develop methods to implement psycholinguistic approaches to improve the students’ achievements in ELSs.					
25	I know “Psycholinguistic Approaches” is ……..					
26	I know “Language Teaching Methods” is ……..					
27	I know “Suggestopedia” is …….					

28	I know “Learning Setting” is ……..
29	I know “Input” is …….
30	I know “Interaction” is …….
31	I know “Motivation” is ……..
32	What are your suggestions to implement “psycholinguistic approaches effectively in the ODL setting to improve your students’ achievements in the English writing skill?
33	What are your suggestions to meet the upcoming challenges in the ODL to implement psycholinguistic approaches effectively to improve students’ achievements in the English writing skill?

Class:

Instructor:

# of Students:

Observer:

Appendix F: Classroom Observation Checklist

Developed Second Language Classroom Observation

Pre-Observation Questions for the Instructor

(Please write your answers to the following questions and give them to the observer before class begins.)

1. What are your objectives for today's lesson?
2. How do the objectives for today's lesson relate to the goals of the course?

PREPARATION	4 Outstanding	3 Good	2 Fair	1 Poor
The instructor has a clearly discernible lesson plan				
There is an appropriate balance of structured and close-ended/communicative activities				
The exercises and activities are introduced in context				
The plan is geared toward real/authentic language use				
Comments:				
Teaching Methods\ Timing				
The instructor uses the target online language teaching methods in the classroom appropriately and effectively.				
The lesson is presented effectively and clearly				
The activities/exercises chosen to achieve the objectives are effective				
There are smooth transitions between activities				
The time allotted for activities is appropriate.				
The amount of ELT's talk and student's talk is appropriate				
The type and amount of ELT feedback is effective				
Cultural instruction is integrated into class activities				
Comments:				

ODL Psychological Learning Environment				
The use of small groups/pair work during each activity is appropriate				
The students' interaction facilitates learning				
The instructor divides his or her attention among students appropriately				
Student participation was on task.				
Use of technology (video, audio, web materials) is appropriate given the material being presented				
The ELT has made use of different online educational platforms				
The ELT has made use of different online educational websites				
Comments:				
ODL Students' Performance and Interaction				
Student participation is active and lively				
The ODL class atmosphere is warm, open, and accepting.				
The instructor is sensitive to students' difficulties and abilities				
Comments:				
Impact				
The implemented methods help motivate students' interaction				
The setting enables students to get engaged in tasks and work smoothly.				
The input is appropriate to help students employ it properly.				
The students' performance is progressing				

Comments:	Strengths:	Suggestions for Improvements:

Appendix G: English Language Writing Rubrics:

Band	Task Completion	Organization	Use of Vocabulary	Range of Language Structure	Accuracy of Grammar	Punctuation	Spelling
3	Completes all prompts, addressing every aspect - achieving the expected text lengths where required - with possibly only one or two minor omissions.	Writes each response clearly into structured texts; with paragraphs having a clear topic sentence and relevant supporting details.	Consistently uses a range of lexis specific to the topics and possesses sufficient vocabulary to construct a detailed response to each prompt.	Uses simple and complex language structures consistently, with only minor lapses.	Shows consistent control over relevant grammatical structures, both simple and complex, with only isolated minor errors.	Includes appropriate spacing, capitalization and punctuation, with only one or two minor errors	Demonstrates consistently accurate spelling, with only a few minor errors that do not obscure meaning.
2	Completes at least half of the prompts fully - achieving, or close to, the expected text lengths where required - but misses aspects and does not meet the full requirements of the prompts (e.g. missed bullet points)	Shows some ability to form structured texts with clearly marked paragraphs including main and supporting details, but with some errors in execution.	Gives examples of topic-specific lexis related to the prompt in most responses, with some omission, repetition, or simplification.	Uses simple and complex language structures as appropriate to most prompts, though with notable omissions.	Generally shows control over both simple and complex grammatical structures, though there are several errors in complex structures (which don't disrupt meaning).	Includes some appropriate spacing, capitalisation and punctuation, with some notable omissions or errors that may obscure meaning.	Demonstrates generally accurate spelling of common, topic specific words, but with some consistent errors, or errors in more complex words, that may obscure meaning.
1	Shows little ability to address the prompts relevantly and little to no ability to write texts of the	Shows little to no ability to organise texts into paragraphs or show the relationships between main and	Uses little or no lexis related to the prompts and shows insufficient vocabulary to adequately construct	Uses only basic language structures, with consistently notable omissions	May show control over simple language structures but still contains consistent and	Includes little or no appropriate spacing, capitalization and punctuation, with several notable	Demonstrates frequent errors in spelling and, lack of control over spelling rules and conventions,

	expected length.	supporting ideas.	responses in most cases		distracting errors, especially when attempting to use more complex structures.	omissions or errors that obscure meaning.	may make the response difficult to decipher.
0	Absent without excuse; clear evidence of cheating; nothing of meaning communicated						