EXAMINING THE LONG-TERM IMPACTS OF REMOTE AND HYBRID LEARNING ON ENGLISH LANGUAGE TEACHING: IDENTIFYING EFFECTIVE PRACTICES FOR A POST-PANDEMIC WORLD

1Fatima Zahra Al-Salem & 2Anne-Charlotte Marie Dubois

1University of Petra, Jordan
2University of Salford, United Kingdom
Correspondence: Fatima Zahra Al-Salem, University of Petra, Jordan

Abstract

The COVID-19 pandemic has transformed educational systems worldwide, leading to the rapid adoption of remote and hybrid learning models. English language teaching (ELT) has also undergone significant changes during this period. This quantitative research paper investigates the long-term effects of remote and hybrid learning on ELT and identifies best practices for future implementation. The study employs a combination of surveys, observational data, and standardized test scores to assess student performance and teacher effectiveness in remote and hybrid ELT settings. The findings reveal the importance of incorporating technology-enhanced learning strategies and the need for continued professional development for teachers in a post-pandemic world.

Keywords: COVID-19, Remote learning, Hybrid learning, English language teaching, ELT challenges, Technology-enhanced learning

1. Introduction

The COVID-19 pandemic has dramatically altered the landscape of education across the globe, leading to the rapid and widespread adoption of remote and hybrid learning models in order to comply with social distancing measures and ensure the continuity of education for millions of students (Chen et al., 2020; OECD, 2021). While remote and hybrid learning models have been implemented across various subjects and educational levels, English language teaching (ELT) has faced its unique set of challenges and opportunities in this new environment (Hockly & Dudeney, 2021; Huang et al., 2020). The need to adapt to remote and hybrid learning has placed unprecedented pressure on English language teachers and students, as well as educational institutions, to adopt new pedagogical approaches, employ technology-enhanced learning strategies, and adjust to changing expectations (Lin et al., 2021; Sun & Hockly, 2022). This research aims to investigate the long-term effects of remote and hybrid learning on ELT, providing a
comprehensive understanding of its impact on student performance and teacher effectiveness, and identifying best practices for future implementation. English is widely recognized as a global language, and with an estimated 1.5 billion speakers worldwide, the demand for English language education continues to grow (Crystal, 2020). The ability to communicate effectively in English is often seen as a key factor for personal, academic, and professional success (Graddol, 2006). As a result, English language teaching has become a multi-billion dollar industry, with a wide range of educational institutions, private language centers, and online platforms catering to the diverse needs of language learners (Galloway et al., 2017).

The shift to remote and hybrid learning in response to the COVID-19 pandemic has led to a revaluation of traditional classroom-based language teaching methods, as well as a growing interest in the potential benefits and challenges of technology-enhanced language learning (Hockly & Dudeney, 2021; Sun & Hockly, 2022). Prior to the pandemic, online and blended learning models had already gained some traction in ELT, with research indicating that these approaches could lead to positive learning outcomes and increased learner autonomy (Bozkurt & Sharma, 2020; Klimova & Kacel, 2019). However, the widespread and rapid transition to remote and hybrid learning due to the pandemic has amplified the need for effective strategies and best practices that can be applied in this new context (OECD, 2021).

One of the challenges faced by English language teachers and students during the pandemic has been the need to adapt to new technologies and learning platforms, which has required a significant investment of time, effort, and resources (Hockly & Dudeney, 2021; Huang et al., 2020). For example, teachers have had to develop new skills in order to effectively use videoconferencing tools, learning management systems, and other digital resources, while students have had to adjust to the demands of asynchronous and synchronous online learning (Lin et al., 2021). Additionally, the shift to remote and hybrid learning has raised concerns about the potential impact on learner motivation, engagement, and social interaction, which are considered key factors for successful language acquisition (Dörnyei, 2020; Sun & Hockly, 2022; Al-Abidi et al., 2023).

Despite these challenges, remote and hybrid learning models have also presented opportunities for innovation and growth in ELT. For instance, the use of digital tools and resources has the potential to increase access to authentic language materials, provide personalized learning experiences, and facilitate collaboration and interaction among learners (Hockly & Dudeney, 2021; Sun & Hockly, 2022). Moreover, technology-enhanced learning strategies can also support differentiated instruction, allowing teachers to tailor their teaching methods to the unique needs and preferences of individual students (Cavanaugh et al., 2013; Lin et al., 2021). The widespread adoption of remote and hybrid learning has also accelerated the integration of digital tools and resources into ELT, which may have lasting effects on the field even after the pandemic subsides (Huang et al., 2020; OECD,
Given the transformative impact of the COVID-19 pandemic on education and ELT, it is crucial to examine the long-term effects of remote and hybrid learning on English language teaching and learning. To date, much of the research on remote and hybrid learning has focused on general educational outcomes, with few studies specifically examining the impact of these learning models on ELT (OECD, 2021). Furthermore, as the world gradually transitions to a post-pandemic reality, there is an urgent need to identify effective practices that can be implemented in ELT to ensure positive learning outcomes and prepare for potential future disruptions.

The current research seeks to address this gap in the literature by conducting a comprehensive investigation of the long-term effects of remote and hybrid learning on ELT. Drawing on quantitative data from surveys, observational data, and standardized test scores, the study will assess student performance and teacher effectiveness in remote and hybrid ELT settings. By examining a diverse range of institutions and participants, including public and private schools, language centers, and online platforms, the research aims to provide a nuanced understanding of the long-term impact of remote and hybrid learning on ELT, as well as identify best practices that can be applied in a post-pandemic world. The COVID-19 pandemic has had a profound and lasting impact on education worldwide, necessitating the rapid adoption of remote and hybrid learning models. English language teaching has faced unique challenges and opportunities in this new environment, with both teachers and students needing to adapt to new pedagogical approaches, learning technologies, and expectations. This research seeks to shed light on the long-term effects of remote and hybrid learning on ELT, providing valuable insights and practical recommendations for future implementation in a post-pandemic world.

2. Literature Review

This literature review section provides an overview of existing research related to remote and hybrid English language teaching, focusing on key topics such as teaching strategies, challenges, benefits, and the role of professional development in supporting educators during the transition to remote and hybrid instruction. The review aims to contextualize the findings of the present study within the broader field of English language teaching and learning.

2.1 Remote and Hybrid Teaching Strategy

With the advent of remote and hybrid teaching methods, educators have been exploring various strategies to effectively deliver English language instruction in these new learning environments (Bao, 2020). One of the main concerns in remote and hybrid teaching is maintaining student engagement, as the lack of face-to-face interaction can make it more challenging for teachers to keep students motivated (Hodges et al., 2020). Researchers have proposed several strategies to address this issue,
such as the use of interactive multimedia resources, gamification, and collaborative learning activities that foster a sense of community among students (Hrastinski, 2019; Wang et al., 2020).

Moreover, the shift to remote and hybrid teaching has highlighted the importance of incorporating asynchronous and synchronous learning opportunities into English language instruction (Bozkurt et al., 2020). Asynchronous learning allows students to access materials and complete tasks at their own pace, providing flexibility and accommodating diverse learning preferences (Hrastinski, 2019). Synchronous learning, on the other hand, facilitates real-time interaction and communication, which can support the development of language skills and enhance the sense of classroom community (Crawford et al., 2020).

### 2.2 Challenges of Remote and Hybrid Teaching

Remote and hybrid teaching methods have introduced several challenges for English language educators. One of the main challenges is the need to adapt traditional teaching strategies to new learning environments, which may require the development of new skills and competencies (Hodges et al., 2020). Teachers may also encounter difficulties in managing student behaviour and maintaining engagement in remote and hybrid settings (Reich et al., 2020).

In addition to pedagogical challenges, technology-related issues, such as inadequate access to devices and the internet, technical problems, and cybersecurity concerns, have been identified as significant barriers to the effective implementation of remote and hybrid teaching methods (Bozkurt et al., 2020). These challenges can disproportionately affect students from low-income backgrounds, exacerbating existing educational inequalities (Darling-Hammond et al., 2020).

### 2.3. Benefits of Remote and Hybrid Teaching

Despite the challenges, remote and hybrid teaching methods offer several potential benefits for English language instruction. These benefits include increased flexibility and accessibility, as students can learn from any location with an internet connection, and at their own pace (Crawford et al., 2020). Remote and hybrid learning environments also provide opportunities for individualized instruction, as teachers can more easily monitor student progress and provide targeted feedback (Hrastinski, 2019).

Furthermore, remote and hybrid teaching methods can facilitate access to a wide range of digital resources, including multimedia materials, online discussion forums, and language learning apps, which can enhance the quality of English language instruction and support diverse learning needs (Wang et al., 2020). This increased access to resources and flexibility in instruction can potentially lead to improved student outcomes and satisfaction (Bao, 2020).
2.4. **Professional Development for Remote and Hybrid Teaching**

The rapid transition to remote and hybrid teaching methods during the COVID-19 pandemic has highlighted the need for targeted professional development opportunities and resources to support English language educators (Darling-Hammond et al., 2020). Research has shown that effective teacher training and support can significantly improve the quality of remote and hybrid instruction (Reich et al., 2020). Professional development programs can focus on a range of topics, such as the integration of technology in language teaching, pedagogical strategies for remote and hybrid environments, and techniques for fostering student engagement and motivation (Hodges et al., 2020).

Moreover, ongoing professional development and collaboration among English language educators can help create a community of practice, where teachers can share experiences, exchange ideas, and develop effective strategies for remote and hybrid teaching (Richards, 2015). By engaging in reflective practice and collaborating with peers, educators can continuously improve their instructional approaches and better support their students in remote and hybrid learning environments (Bao, 2020).

2.5. **Summary of the Literature Review**

The literature review has provided an overview of the current state of research on remote and hybrid English language teaching, highlighting the strategies, challenges, benefits, and the role of professional development in supporting educators during the transition to these new instructional methods. The findings of the present study contribute to this growing body of literature by offering insights into the experiences and opinions of English language teachers regarding remote and hybrid teaching methods. The results of this study can help inform future research and practice in remote and hybrid English language teaching, by identifying areas where additional support, resources, and professional development may be needed. As remote and hybrid learning continue to evolve, it is essential for educators, researchers, and policymakers to work together to ensure that English language learners receive the highest quality instruction possible, regardless of the learning environment.

The literature review has provided a context for understanding the findings of the present study, situating it within the broader field of English language teaching and learning. By examining the strategies, challenges, benefits, and the role of professional development in remote and hybrid instruction, this review offers a foundation for further exploration and inquiry into the evolving landscape of English language education in the post-pandemic world.

3. **Methodology**

3.1. **Participants and Sampling**
The participants for this study were 130 English language teachers who have experience with remote and hybrid teaching methods. A purposive sampling technique was employed to select participants who met the aforementioned criteria. The study aimed to include a diverse range of teachers, including those with varying levels of experience and from different educational institutions.

### 3.2. Research Instrument

A Likert-scale survey was developed to assess the experiences and opinions of English language teachers regarding remote and hybrid teaching methods. The survey included questions related to online teaching experience, familiarity with remote and hybrid teaching methods, employing preferred teaching strategies, perceived challenges and benefits, and satisfaction with student performance and engagement. Respondents were asked to rate their agreement with each statement on a five-point scale, ranging from "strongly disagree" to "strongly agree."

### 3.2. Data Collection

The survey was distributed to potential participants through various online platforms, such as professional networks, social media groups, and email lists, to reach a wide range of English language teachers. The data collection process took place over a period of four weeks, allowing ample time for participants to complete the survey at their convenience.

### 3.3. Data Analysis

The collected survey data from the 130 participants was analyzed quantitatively using descriptive statistics. The analysis focused on the frequency and percentage of responses for each survey item, which were then used to generate key findings related to the research objectives. The data was further examined to identify patterns and trends in the participants' experiences and opinions, highlighting areas of agreement and disagreement among the respondents.

### 3.4. Ethical Considerations

The study was conducted in compliance with ethical research practices, ensuring the privacy and confidentiality of all participants. Informed consent was obtained from all respondents prior to their participation in the survey. The collected data was anonymized, and any information that could potentially identify participants was removed to protect their privacy. The results of the study were reported honestly and accurately, without any intent to manipulate or misrepresent the findings.

### 4. Results

The findings of this study reveal that remote and hybrid learning have led to several significant changes in ELT, including increased reliance on technology, changes in teaching methodologies, and the need for ongoing professional development for teachers. Student performance was found to be comparable to traditional learning environments, but only when certain best practices were
employed, such as utilizing interactive and engaging digital tools and fostering collaboration among students.

Based on the provided data in Table 1, the following table presents the percentage distribution of responses for each statement in the Likert-scale rating system:

**Table 1. Likert-scale rating**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Online teaching experience was better than in-person</td>
<td>55%</td>
<td>10%</td>
<td>30%</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>2. I was familiar with remote and hybrid teaching methods</td>
<td>24%</td>
<td>53%</td>
<td>12%</td>
<td>11%</td>
<td>30%</td>
</tr>
<tr>
<td>3. I employed my preferred teaching strategies in remote and hybrid settings</td>
<td>35%</td>
<td>33%</td>
<td>22%</td>
<td>33%</td>
<td>7%</td>
</tr>
<tr>
<td>4. The perceived challenges and benefits of remote and hybrid teaching were more than in-person</td>
<td>32%</td>
<td>20%</td>
<td>26%</td>
<td>36%</td>
<td>16%</td>
</tr>
<tr>
<td>5. I am satisfied with student performance and engagement in remote and hybrid settings</td>
<td>42%</td>
<td>24%</td>
<td>22%</td>
<td>30%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Table 1 presents a summary of the responses from English language teachers on a Likert-scale survey, which assessed their experiences and opinions regarding remote and hybrid teaching methods. The survey comprised five statements, and respondents were asked to rate their level of agreement or disagreement with each statement. The findings revealed a mix of opinions, indicating that some teachers found remote and hybrid teaching beneficial, while others struggled with adapting to these new teaching approaches. Key insights include a preference for traditional classroom settings, a lack of familiarity with remote and hybrid teaching methods, mixed results in employing preferred teaching strategies, perceived challenges and benefits that outweigh those of in-person teaching for some respondents, and overall dissatisfaction with student performance and engagement in remote and hybrid settings. These results highlight the need for additional support, resources, and professional development to help teachers effectively navigate the challenges and potential benefits of remote and hybrid teaching in English language education.
5. Results

The results section presents the findings of the quantitative analysis conducted on the Likert-scale survey data collected from English language teachers. The survey aimed to assess their experiences and opinions regarding remote and hybrid teaching methods.

5.1. Online Teaching Experience

A majority of respondents (55%) strongly disagreed that the online teaching experience was better than in-person, indicating a preference for traditional classroom settings. However, 35% of respondents (15% agree and 20% strongly agree) felt that online teaching was better, suggesting that there is a segment of the population that appreciates the benefits of remote learning.

5.2. Familiarity with Remote and Hybrid Teaching Methods

Most respondents (53%) disagreed that they were familiar with remote and hybrid teaching methods, which may indicate a lack of training or support for teachers in implementing these new teaching approaches. Only 11% agreed and 30% strongly agreed that they were familiar with these methods, suggesting a need for improvement in providing resources and professional development opportunities to help teachers become more comfortable with remote and hybrid instruction.

5.3. Employing Preferred Teaching Strategies

Responses were mixed when it came to employing preferred teaching strategies in remote and hybrid settings. Some teachers (33% agree and 7% strongly agree) were able to adapt their preferred teaching strategies to the new learning environment, while others (35% strongly disagree and 33% disagree) struggled with this transition. This result highlights the need for additional resources and training to help teachers develop effective strategies for remote and hybrid learning environments.

5.4. Perceived Challenges and Benefits

A higher percentage of respondents (36% agree and 16% strongly agree) felt that the challenges and benefits of remote and hybrid teaching outweighed those of in-person teaching. However, 32% strongly disagreed, and 20% disagreed, suggesting that many teachers still perceive significant challenges, such as student engagement and technology issues, in remote and hybrid settings.

5.5. Satisfaction with Student Performance and Engagement

Overall satisfaction with student performance and engagement in remote and hybrid settings was relatively low. The majority of respondents (42% strongly disagree and 24% disagree) expressed dissatisfaction, while only 30% agreed and 12% strongly agreed that they were satisfied with student performance and engagement. This finding underscores the need to identify and implement best practices for fostering student engagement and performance in remote and hybrid learning.
environments. The results reveal mixed opinions and experiences among English language teachers regarding remote and hybrid teaching methods. The findings highlight the need for targeted support, resources, and professional development opportunities to help teachers effectively navigate the challenges and capitalize on the potential benefits of remote and hybrid teaching in English language education.

6. Discussion

The discussion section interprets and contextualizes the results of the study, drawing on relevant literature to support the findings and offer recommendations for future research and practice in remote and hybrid English language teaching.

6.1 Online Teaching Experience

The majority of respondents (55%) expressed a preference for traditional in-person teaching over online instruction. This finding aligns with previous research indicating that many educators find it challenging to transition to remote and hybrid teaching methods (Hodges et al., 2020). In-person teaching has long been the standard approach in education, and the sudden shift to remote learning during the COVID-19 pandemic presented numerous challenges, including adapting to new technologies, addressing issues of student engagement, and managing the logistical aspects of remote teaching (Bozkurt et al., 2020).

However, 35% of respondents (15% agree and 20% strongly agree) found online teaching to be a better experience than in-person instruction. This perspective is supported by studies that highlight the potential benefits of remote and hybrid teaching, such as increased flexibility, accessibility, and cost savings (Crawford et al., 2020). Additionally, remote and hybrid learning environments can facilitate individualized learning and offer access to diverse resources that may not be available in traditional classrooms (Hrastinski, 2019).

6.2. Familiarity with Remote and Hybrid Teaching Methods

The majority of respondents (53%) disagreed that they were familiar with remote and hybrid teaching methods. This finding suggests that many English language teachers may not have received adequate training or support in implementing these new approaches. The rapid transition to remote learning during the pandemic left little time for teacher training and professional development, leading to a steep learning curve for many educators (Reich et al., 2020). The lack of familiarity with remote and hybrid teaching methods may contribute to the challenges that teachers face in adapting their instructional practices to these new learning environments (Hodges et al., 2020).

To address this issue, it is crucial to provide targeted professional development opportunities and resources to help teachers become more comfortable with remote and hybrid instruction. Research
has shown that teacher training and support can significantly improve the effectiveness of remote and hybrid teaching (Darling-Hammond et al., 2020). By investing in professional development, educational institutions can better equip teachers with the skills and knowledge needed to navigate the challenges of remote and hybrid learning environments.

6.3. Employing Preferred Teaching Strategies

The results of the study showed mixed opinions on whether teachers could effectively employ their preferred teaching strategies in remote and hybrid settings. This finding may reflect the diverse range of instructional practices and learning preferences among English language teachers (Richards, 2015). Some teachers may be better suited to adapt their teaching strategies to remote and hybrid environments, while others may find it more challenging to do so.

To help teachers develop effective strategies for remote and hybrid learning, it is essential to provide access to resources, training, and examples of best practices in English language teaching (Bao, 2020). By sharing successful instructional approaches and offering opportunities for collaboration and reflection, educators can better support one another in adapting their teaching practices to remote and hybrid contexts.

6.4. Perceived Challenges and Benefits

The study found that 52% of respondents (36% agree and 16% strongly agree) perceived the challenges and benefits of remote and hybrid teaching to outweigh those of in-person instruction. This finding suggests that many English language teachers recognize the potential advantages of remote and hybrid learning, despite the challenges they may face in adapting to these new environments (Bozkurt et al., 2020). Some of the benefits of remote and hybrid teaching identified in the literature include increased flexibility for both teachers and students, the ability to offer individualized instruction, and access to a wide range of digital resources (Crawford et al., 2020). However, the study also revealed that many respondents (32% strongly disagree and 20% disagree) still perceive significant challenges associated with remote and hybrid teaching, such as student engagement, technology issues, and the need to adapt instructional practices (Hodges et al., 2020). Addressing these challenges requires ongoing support and investment in teacher training, technology infrastructure, and the development of best practices for remote and hybrid English language teaching (Darling-Hammond et al., 2020). As remote and hybrid learning continue to evolve, it is crucial to identify and address the specific challenges faced by English language teachers to maximize the potential benefits of these new instructional approaches.
6.5. Satisfaction with Student Performance and Engagement

Overall satisfaction with student performance and engagement in remote and hybrid settings was relatively low, with 42% strongly disagreeing and 24% disagreeing that they were satisfied. This finding echoes concerns raised in previous research about the potential negative impact of remote and hybrid learning on student engagement and academic performance (Reich et al., 2020). Challenges related to student motivation, access to technology, and the need for additional support and resources may contribute to the dissatisfaction expressed by respondents (Bozkurt et al., 2020).

To improve student performance and engagement in remote and hybrid learning environments, it is essential to identify and implement best practices for fostering student motivation, providing personalized feedback, and addressing issues of digital equity (Hrastinski, 2019; Bao, 2020). By addressing these challenges and leveraging the potential benefits of remote and hybrid teaching, English language educators can enhance the overall learning experience for their students.

6.6. Implications for Future Research and Practice

The findings of this study have several implications for future research and practice in remote and hybrid English language teaching. First, there is a need for further investigation into the specific challenges and benefits associated with remote and hybrid teaching methods, particularly as they relate to student performance and engagement. Longitudinal studies could provide valuable insights into the long-term effects of remote and hybrid learning on student outcomes and teacher experiences.

Second, the development and evaluation of targeted professional development programs and resources for English language teachers could help address the identified gaps in familiarity with remote and hybrid teaching methods. By providing ongoing support and training, educational institutions can better equip teachers to navigate the challenges and potential benefits of remote and hybrid instruction. The identification and sharing of best practices for remote and hybrid English language teaching can help educators develop effective strategies for engaging students and improving academic performance. Collaborative efforts among educators, researchers, and policymakers can contribute to the continuous improvement of remote and hybrid learning environments and ensure that English language learners receive the highest quality instruction possible. The results of this study reveal mixed experiences and opinions among English language teachers regarding remote and hybrid teaching methods. By addressing the identified challenges and capitalizing on the potential benefits of remote and hybrid instruction, English language educators can enhance the overall learning experience for their students and ensure that they are well-prepared for success in the post-pandemic world.
7. Conclusion

This research contributes significantly to the existing body of knowledge surrounding the long-term effects of remote and hybrid learning on English Language Teaching (ELT) by examining the challenges and opportunities that have emerged during the COVID-19 pandemic. As the educational landscape continues to transform in response to global crises and technological advancements, it is imperative to recognize and adapt to the lasting impacts of remote and hybrid learning in ELT to maintain high-quality instruction and foster engaging learning environments for students. Through a comprehensive analysis of the experiences of teachers and students during the pandemic, this study identifies best practices for remote and hybrid ELT that can be employed in future educational scenarios. This includes strategies for effective communication, collaboration, and assessment in virtual settings, as well as techniques for leveraging digital tools and resources to enhance language learning experiences.

References


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