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Distance education in the post-COVID-19 era (on the basis of learning the opinions of foreign language teachers)

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Abstract

The *purpose* of the study is to analyze foreign language teachers' views on distance education (DE) in the period that is defined now as post-COVID period; on the optimal ratio of the online and offline forms of education; on main difficulties while shifting to hybrid format of education; on the changes in quality of life among teachers and in their emotional state.

The anonymous answers of 120 foreign language (FL) teachers served as a basis for the research. They answered questions in the online survey.

It was found 46 % of FL teachers have fully adapted to the distance teaching, but 39 % of the surveyed work remotely with great reluctance. Half of the respondents believe that online learning is effective only in combination with full-time education. For 63 % of teachers, the main difficulty of online teaching is the accumulated physical and psychological fatigue. The optimal ratio of offline and online classes in a blended learning format in order to achieve its greatest effectiveness is 50–70 % of offline classes. Teachers perceive the advantages of online learning in the more rational use of their working time (40 %), the possibility of combining it with other work. Distance learning affects the health of teachers.

The received results are recommended to use for the review of teachers' workplace conditions in online as well as in blended learning with the aim to upgrade the quality of their professional activity in blended or distance learning. The research that is based on the empirical data would be useful for specialists in digitalization of the educational system.

Keywords: distance education, foreign language teaching, pandemic, language teachers, COVID-19, post-COVID era, teachers' health

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Дистанционное обучение в эпоху post-COVID-19: на основе изучения мнений преподавателей иностранного языка

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Аннотация

Цель исследования заключается в анализе точек зрения преподавателей иностранного языка на дистанционное обучение в период, который мы определяем теперь как постковидный; на оптимальное соотношение форм реального и виртуального обучения; на основные трудности, которые они испытывают при переходе на гибридный формат обучения; на изменения качества жизни преподавателей и их эмоционального состояния.

Основой для исследования послужили анонимные ответы 120 преподавателей иностранного языка (ИЯ) на вопросы онлайн-анкеты.

По результатам проведенного анкетирования установлено, что 46 % преподавателей ИЯ полностью адаптировались к дистанционному формату преподавания, однако 39 % работают дистанционно с большим нежеланием. Практически половина опрошенных (47,5 %) считает, что онлайн-обучение является эффективным только в сочетании с очной формой обучения. Для 63 % преподавателей главной трудностью онлайн-преподавания на данный момент является накопленная физическая и психологическая усталость. Оптимальным соотношением очных и онлайн-занятий при смешанном формате обучения для достижения его наибольшей эффективности, по мнению опрошенных преподавателей, является 50–70 % занятий в очном формате. Преимущества онлайн-обучения преподаватели видят в более рациональном использовании своего рабочего времени (40 %), возможностью совмещения его с другой работой. Дистанционное обучение сказывается на здоровье преподавателей.

Полученные результаты исследования рекомендованы для пересмотра условий работы преподавателей как при онлайн-, так и при смешанном формате обучения с целью повышения качества их профессиональной деятельности в условиях смешанного и дистанционного обучения. Проведенное исследование, основанное на эмпирических показателях, представляет интерес для специалистов, занимающихся вопросами цифровизации образовательной системы.

Ключевые слова: дистанционное обучение, преподавание иностранных языков, пандемия, преподаватели иностранных языков, COVID-19, постковидная эра, здоровье преподавателей

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Introduction

The years of pandemic COVID-19 are going down in history. However, there remains the experience that humankind has collected during this period in various fields of human activity especially during the shift to DE. Nevertheless, no less importance can be attributed to the ones aimed at studying teachers' work in post-COVID period since the return to classrooms does not imply the return to the original pre-COVID situation [1].

Research problem

While being in lockdown and teaching online we probably returned in our minds to traditional forms of education in classrooms. Surprisingly, after returning from DE we found out now we experience stress is not lower than previously. Is it possible to state distance learning and its elements have truly become an integral part of our professional life? How comfortable do we feel in the framework of blended learning? What is the percentage of those teachers who would like to continue working online? Is there any impact on teachers' health while working in this format? The study of teachers' opinions conducted after the return from DE will help us find the answers to these questions.

Research hypothesis

After analyzing teachers' opinions on DE after their return from lockdown, we better understood actual situation in terms of FL teaching, in particular, to understand the efficiency of forms of DE, their optimal combination with offline forms of teaching; main difficulties teachers have in terms of hybrid education; conditions of their work and their views on further prospects of integration of technologies in the process of FL teachers.

Literature review

A blended form of learning, "hybrid", is defined by the authors as a combination of traditional classroom forms of work using digital technologies. Due to the specifics of the Foreign Language discipline, the use of audio and visual authentic materials on digital media greatly facilitated the massive integration of digital technologies into the learning process during the pandemic [2]. Some researchers call this process as 'digitally-mediated environment' [3, p. 2449].

Scientific publications on the topic of post-COVID changes in education note, first of all, the improvement of the ICT competencies of teachers, who began to feel more confident users (up to 80 % of respondents) [4, p. 91]; gradual disappearance of the boundaries between traditional and DE [5]. In addition, while analyzing the accumulated experience UNICEF considers the pandemic caused the appearance of 'flexible modalities and pathways' in education which could help to make it more 'resilient' [6, p. 102]. Researchers believe changes in the forms of education during the pandemic affected, mostly, educational programs [7], towards their personalization; individualization of learning and development of methods that refer to combinations of synchronous and asynchronous learning [8]; teacher-student relationship in a virtual classroom [9; 10]; increasing the effectiveness of FL teaching, caused by the digitalization of education [11; 12]. Moreover, some authors notice in their analyses post-COVID situation in education has shown teachers' previous knowledge and skills in the usage of digital technologies, their level of digital competence 'has evolved from being a mere tool to becoming an essential pedagogical element' [13, p. 121].

Foreign language teachers see the advantages of a mixed form of education in “increasing the volume of language interaction”, “strengthening the skills of foreign language speech”, increasing the activity of students in the learning process, creating an atmosphere of cooperation, better adapting to the rhythms and needs of the students themselves [2]. However, these conclusions are not always confirmed in scientific research. Teachers also consider the efficiency of communication between students and teachers to be positive changes [4, p. 91]; forced growth of their consciousness and independence.

Along with the intensity of communication, teachers also noted greater cohesion, caused by the need to jointly overcome difficulties [4, p. 92]. Building an individual educational trajectory is considered by teachers to be the strength of the use of information technology [14, p. 71]. The most effective in this case are synchronous forms of work [14, p. 72].

Among the difficulties of virtual communication, teachers noted the absence of psychological readiness of students to turn on the cameras and practical loss of non-verbal forms of communication [4, p. 92].

As recommendations on the use of forms of remote work, teachers should pay attention to the importance of dividing the study load between classroom activities and independent work [14, p. 73]; creation of “lean education” technologies [4, p. 93] to avoid student overload or “comfortable digital learning environment for both students and teachers” and humanization of the digital educational environment [15, p. 32]; the preference for using digital content mainly to reinforce the material covered [14, p. 73].

Methodology

In order to receive data for further analysis we resorted to an online survey conducted among FL teachers who work in higher education in the Central part of Russia. All in all, 120 teachers participated in it. The questions in the survey were open-ended and of multiple choice. Also, there were organized interviews with teachers to receive the extended data.

The return of higher education institutes from DE due to the pandemic has defined the format of teaching as a blended one. Each educational institution has provided students with procedures and regulations of study depending on their facilities to follow health and safety regulations. Thus, teachers received an opportunity to carry on their work both in classrooms and in distance.

The online questionnaire was sent out to FL teachers immediately after several weeks after the full return from the distant format of work. That allowed them to reflect the most recent perception of the situation by teachers while turning to blended education.

The received data were systematized, analysed and presented in graphs. Some of the features were compared with the data that was analyzed in 2019/2020 during the pandemic COVID-19 [16].

Results. By the time of return from 2-year massive distant work due to the pandemic COVID-19, approximately half of FL teachers stated they have fully adapted to distant teaching (Figure 1). Practically 40 % of the surveyed admitted though they do not suffer any stress while teaching only, however, they do that with no desire. 4 % are still suffering from stress.

Every second teacher reckons DE is effective only in combination with offline lessons after their return from lockdown. Nearly a quarter of the surveyed are sure this form of education could be considered as an effective one (Figure 2). If we sum the figures we would get the ratio 76 : 22.

While turning to blended learning, the main difficulty outlined by teachers is in students’ attitude to the educational process which (the attitude) is not responsible enough. That is revealed in their low attendance and their attitude to resort to various technical tricks while answering online (Figure 1).

The fatigue from virtual communication is placed on the second position by the teachers. One third of teachers state they experience some difficulty because of the decline of the speed with which students acquire the material, academic cheating and accumulated fatigue. The recent study conducted in terms of DE during lockdown, also states the increased workload which is the result of the search for the optimal format of teaching, means of online teaching etc. leads to the increased level of stress among teachers [17].

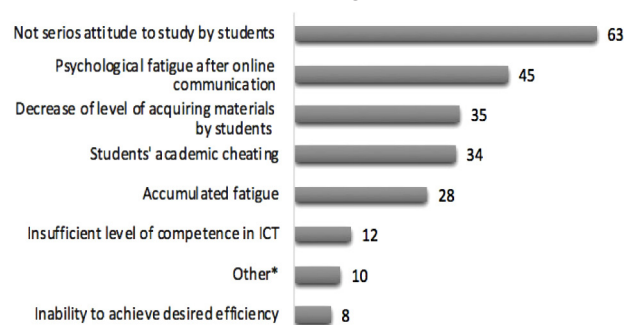


Figure 1. The answers of teachers on the question ‘The main difficulty of teaching online nowadays for me is in ...’ (%)

With 2-year experience of distance and blended formats of teaching, nearly one third of the surveyed suppose the optimal balance of online and offline lessons is 50–70 % of online format of learning (Figure 4).

While assessing a blended format of education, 41 % of FL teachers consider it to be optimal if these two forms of learning are in balance (Figure2). A little more than one third of teachers note this format is

quite effective though it is little behind the offline form. In the answer ‘Other’ teachers offer to decrease the percentage of online lessons either till 10 % or even 1%. Only 1 % of the surveyed were in favor of 100 % DE.

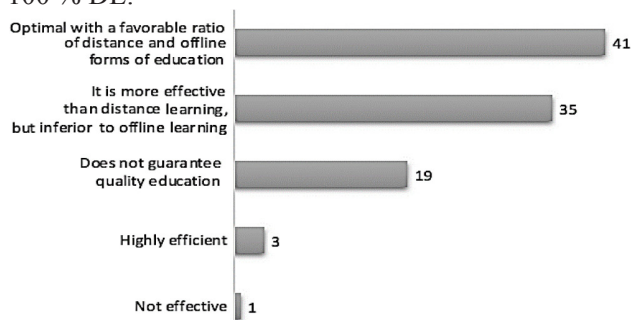


Figure 2. Opinions of teachers about blended learning (%) on the question ‘Have your work conditions changed in blended learning?’

On the question ‘How long does your work day last on average in terms of blended education?’ we see 47 % of teachers manage to accomplish all their work in terms of regulations established by the legislation system. However, for 53 % of teachers a working day exceeds the norm and for 16 % it lasts more than 12 hours.

While answering the question ‘Do you want to continue working in a distance format?’ nearly 40 % of the surveyed prefer to save blended learning format. The ratio of the teachers who would like to continue working online and those who are against it is about 1 : 3.

The reasons to be against distant forms of teaching are seen by teachers mostly in unsatisfactory works done by students and in a big amount of work that teachers have to do (41 %); the latter causes a high level of fatigue. One third of the surveyed do not get personal satisfaction from their work. Approximately a quarter of the surveyed reckon they could not provide the needed quality of teaching in DE.

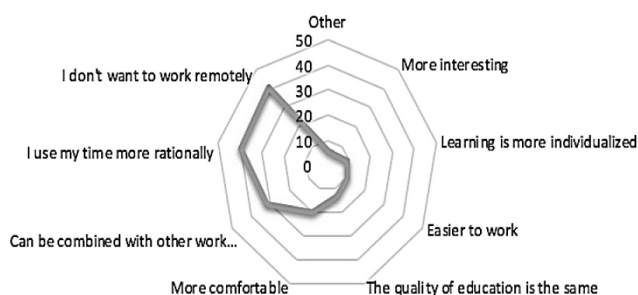


Figure 3. The answers of teachers on the question ‘I want to continue my work distantly because ...’

41 % of the surveyed teachers do not want to return to a distant format of teaching. Though those who would like to work online have several positive

factors: practical use of time (40 %) and the possibility to combine their tasks from their main workplace with some additional tasks (31 %). 20 % of the surveyed value comfortable work conditions. The interest towards distant work is sustained by 6 % of teachers (Figure 3). The significant part of teachers noted health impairment due to a distant form of teaching consists mostly of reduction in vision (nearly $\frac{3}{4}$); every second teacher points out high level of fatigue and problems with musculoskeletal system (neck ache and back aches) (Figure 4). Only 13 % of the surveyed consider online work has not affected them in any way in terms of health.

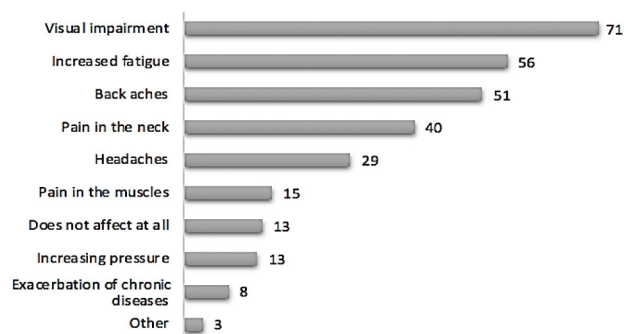


Figure 4. The answers of teachers on the question ‘Distant form of education affects my health. It expresses in ...’ (%)

Do teachers notice any changes in their emotional state while working online (Figure 5)? The negative answer was given by nearly one third of three surveyed. More than 40 % suffer from high levels of fatigue; a quarter of teachers experience psychological stress. From 13 to 18 % of teachers experience irritancy, apathy and symptoms of depression. Only 8 % are always in a good mood.

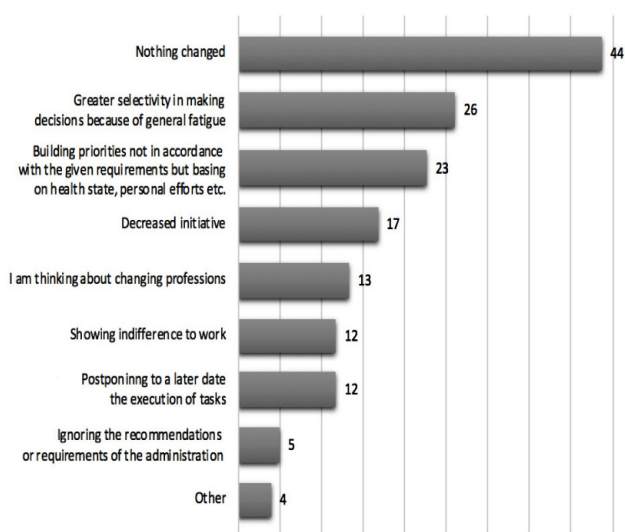


Figure 5. The answers of teachers on the question ‘Have you noticed any changes in your professional behaviour or your attitude to work during the pandemic or lockdown?’

How have the restrictions connected to the pandemic affected teachers' attitude towards their work? Less than half (44 %) of teachers stated they did not feel any changes. A quarter of the surveyed recognized the state of fatigue affects the way they make decisions and the priorities are put forward in accordance with their state of health. 17 % of the surveyed are less initiative, 13 % of teachers started to think about changing their profession. There is a concern that there are teachers who have started being indifferent to their work. In open-ended questions, teachers write they are thinking about 'decreasing their workload ... as it is too high and it is difficult to combine work, scientific study and family'; 'It is as if you are always at work even though you work from home'.

On the question 'What is the main disadvantage of DE that if improved you'd be more willing to stay in DE?' we received full answers from 93 % of the surveyed. Such a high number of open answers is quite a rare situation, since due to the workload and fatigue teachers are not likely to spend time on writing.

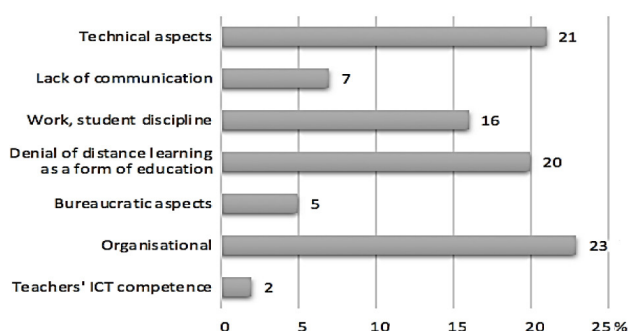


Figure 6. Teachers' opinions on the main disadvantage of DE

As we can see from the table, main disadvantages of DE are attributed to the organisation aspect. It consists of several points: review of the norms of teachers' workload, salary ('Decrease of teaching hours in terms of the same salary/its increase. It is not safe to sit for 10 hours in front of the computer with 10 minute breaks with such a salary'), provision with free platforms, optimisation of timetable, taking into account the time spent on preparation for lessons, technical provision of teachers at the expense of an educational institution.

The second position is occupied with technical problems, especially technical facilities in educational institutions and Internet access. The third position is for the opinions of teachers who deny DE: 'The disadvantage of DE is DE itself', 'Not the organisation of DE but DE itself'. 16 % of the surveyed teachers see the disadvantage of DE in students' attitude to it that is revealed in their low level of discipline ('Discipline among students is not controllable in DE'); academic cheating and low level of motivation.

Discussion. In comparison to the results of surveys conducted after the pandemic when teachers associated the benefits of distance learning with the individualization in education (82 %), interactivity (29 %) [16, p. 5] at this stage, we find practically every second surveyed believes DE can be quite effective in combination with the full-time form. The extreme figures from "ineffective" to "highly effective" lie between 5–7 %, which is rather low.

In this respect, teachers are trying to move from extreme judgments in the perception of distance learning and, based on their accumulated experience, are already ready to work in a blended format of teaching. This is also reflected by 39 % of the surveyed who are for maintaining the blended format of education after the pandemic and 15 % for online learning, which in sum constitutes 54 %. This is a significant breakthrough in the mass perception of distance learning by teachers.

The preferred distant format of education remains for those who work part-time and those who spend a large amount of time on work. It is interesting to note if in 2020 – 60 % of the surveyed spoke in favor of greater comfort of working at home [16, p. 6], in 2022 this figure dropped to 19.5 %. The elimination of organizational and technical problems could significantly modify teachers' attitude towards DE. Perhaps, these factors explain the high percentage of complete rejection of online learning (20 % of open responses). Even with the shift to a blended learning format, 60% of teachers notice the insufficiently responsible attitude of students to online learning. However, even in offline classes, there is a significant decrease in the academic discipline of students.

Both distance and blended learning lead to a decrease in the rate of assimilation of the material by students, which is stated by one third of the respondents. As a result, there are changes in scheduling, which ultimately result in a change in the work programs for the discipline. Teachers face a dilemma: either to force the passage of the program with a lack of the needed quality of assimilation of the material, or accept the situation as it is.

Increasing the level of information and communication competence of teachers, adapting to new conditions allowed colleagues to optimize their work, which affected the length of their working day. However, as before, during the period of blended learning, teachers worked a lot of overtime, which is not actually taken into account in their workload. It is no coincidence the performance of a large amount of work and the increased fatigue of teachers that occupy the second and third positions among the factors on which teachers oppose distance learning (81 % in total). The negative consequence of this is a decrease in the motivation of teachers (one third of the

answers), which cannot but affect the efficiency and quality of their work.

Serious medical research is required in order to study the health status of teachers in conditions of remote work. We see numerous subjective complaints of colleagues about the deterioration of health. Increased fatigue, mental stress, irritability and even signs of depression in total exceed one hundred percent, which means teachers note several indicators of a change in their psycho-emotional state at once. Only 23 % of respondents either do not notice changes in their mood or say they are always good.

One of the alarming indicators is the fact that it is the fatigue of teachers in a number of cases that changes their professional behaviour. Obviously, even difficult working conditions do not significantly reduce their initiative, cause indifference to work (slightly more than 10 %), however, one cannot completely ignore these indicators, because, under certain conditions, this trend may increase. That is why, in our opinion, distant work should be regulated by some elaborated norms in terms of its amount and forms of organisation in order to save students' and teachers' health.

Recommendations:

1. It is recommended to regularly monitor the usage of online forms in the educational process in order to reveal the weakest points in organisational work of teachers. In this way, the attention ought to be paid not only on the control of the teachers' activity but also to the assistance that could be provided to them.

2. While organising blended education it is important to take into account the regulation of the ratio of offline and distant forms of education. Offline form should be of no less than 50 % and even 70 % of the whole amount of hours.

3. While integrating distance form of work into hybrid education or as its self-consistent part, one of the main criteria of its regulation should be all participants' health of the educational process. For that, it is to take into account the workload of DE and the negative consequences that could occur and are reflected on physical and psychological health of teachers.

4. Teachers' psychological fatigue and avalanche of workload should become the issue of serious discussion not only in academic fields but also on the level of managing organisations.

Due to serious teachers' concern (of 97 %) about students' behaviour (tardiness, absence from university, online cheating, no desire to study with their camera switched on) it is necessary to discuss ethical norms of study and the understanding of strengthening educational aspects by teachers.

Conclusion

The received data show that the experience of DE during the pandemic and return from it to offline learning demonstrated serious changes in teachers' consciousness not only in favour of the increase of the loyalty to DE but also by admitting its effectiveness. At the same time, it is to note that the maintenance of quality education in terms of lockdown or DE as well as in terms of blended learning has been conducted thanks to teachers' efforts. Thus, special attention should be drawn to the elaboration of the program aimed at the support of teachers.

The limitations of study. We consider that the accumulated fatigue among teachers after 2-year distant teaching has had some influence on their answers while assessing the use of online forms of learning and in turn was negatively perceived by teaching. The latter was expressly written in their answers.

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