Foreign Language Literature in the Online Mode: A Quasi-Experimental Study with College EFL Learners in Saudi Arabia

Khaled Abkar Alkodimi[1], & Arif Ahmed Mohammed Hassan Al-Ahdal[2]

[1] Department of English Language and Literature College of Languages and Translation, Imam Mohammad Ibn Saud Islamic University, Saudi Arabia

[2] Department of English and Translation, College of Sciences and Arts in Methnab, Qassim University, Saudi Arabia

Correspondence: Khaled Abkar Alkodimi, Department of English Language and Literature College of Languages and Translation, Imam Mohammad Ibn Saud Islamic University, Saudi Arabia.

Abstract

The sudden outbreak of the Covid-19 pandemic and the subsequent drastic changes in the education sector led to a great deal of interest being generated in educational research. The corpus so added covered a wide range of issues that mushroomed in the new scenario, and as far as language research goes, there were not many areas that did not invoke new forays. However, teaching and learning of literature courses has remained a largely virgin territory and one which this study explores. Using a mixed-methods approach, this study examines the perspectives and satisfaction of EFL learners and teachers at Imam Muhammad bin Saud Islamic University (IMBSIU), Saudi Arabia, to the study of English literature in the online mode with standard online learning platforms in Imam University. This was followed by collection of quantitative data from both teachers (N= 30) and students (N= 50) using online surveys after an interventional period of six weeks during which literature lessons were delivered in a purely online mode. Data were collected via validated questionnaire supported by previous studies. Results showed that teachers reported their satisfaction due to the engagement of their students in the online literature classes. Similarly, students of the EFL literature class at IMBSIU have positive attitudes and high satisfaction on studying literature in the online mode. Furthermore, students reported gains in terms of (i) Efficacy of materials and resources; ii. Opportunities for autonomous learning; and iii. Opportunities for interaction; the teachers reported satisfaction in terms of i. Learner interaction; and ii. Professional satisfaction. The outcomes are likely to reflect on the efficacy of pedagogical practices and help enhance learning outcomes. Based on these findings, the study proposes pertinent recommendations on how online learning platforms in a tertiary setting might be utilized and enhanced over time, even when the pandemic becomes a thing of the past.

Keywords: EFL learners/teachers, foreign language literature, online mode, perception, satisfaction, Saudi university

1. Introduction

Literature is often neglected in foreign language classrooms since many of the students do not enjoy reading literary genre, and it is often seen as a barrier to the more exciting aspects of learning. This can be especially true of the online classroom. But there are many great reasons to make literature an essential piece of the foreign language curriculum. Teaching literature helps in developing cognitive and affective aspects of the students as well as provides the awareness and understanding of cultural and social development. Sometimes literature is instrumental in revolutionising individual and collective lives because words carry force that can motivate or encourage people for action. Literature is not only a tool for understanding the present, but also, one which guides the future action. Its inclusion in the language classroom is qualified by the fact that literature combines the philosophical with the historical aspect of language. Literature is the mirror of culture, values and lifestyle of a society and there exists symbiotic relationship between literature and life. Apart from this educational role of literature, it is a source of enjoyment for students. Having the literature components in the language classroom helps them relate the present to past traditions, conduct, culture, believes, values and thoughts.

In the EFL classroom, many forms of English literature are being taught: Prose, poems short stories, biographies, dramas, novels and autobiographies. Whatever genre of literature is chosen for the EFL classroom, the objective behind inclusion of literature are either cognitive or affective. Whereas the former includes knowledge,

understanding creative, or critical analysis, the latter is the domain of feelings, values, appreciation, beliefs and attitudes. Hence the great significance of exposing the foreign language learner to the literature of the target language. Moreover, literary texts offer a rich source of linguistic input and can help learners to practice the four language skills -speaking, listening, reading and writing- in addition to exemplifying grammatical structures and presenting new vocabulary (Ashirbaeva, 2020). Thus, the benefits of including literature in the non-native language class include promoting not only reading ability and motivation but also enhancing global language skills (Rai, 2012). Literature can also be used to teach grammar (Atmaca & Günday, 2016; Weber, 2018). In addition, integrating literary genres into L2 reading can create a learning environment that will provide comprehensible input and a low affective filter. It offers a refreshing break from the typical routine of learning word lists and engaging in repetitive drills while keeping the students' interests high in comprehension and communicative language learning. Enrichment of the passive vocabulary is the biggest gain when foreign language learners are exposed to target language literature, apart from being sensitized to literary styles in general and ways of using language. Culture informs language. Our environment shapes the words we choose. And literature may be the richest reflection of that influence.

The massive outreach of the internet combined with the ease of owning smart devices proved a boon especially to the education sector in the wake of the Covid-19 pandemic. These factors, in fact, ensured that learners who were previously not integrated into the educational system for various reasons could avail of the opportunity to do so as learning shifted to smartphones, tabs, and laptops. This wave also touched the world of research like never before as new vistas in education gave a new dimension to educational philosophy. Different aspects of education in the online mode caught the attention of the researchers especially in sectors such as EFL which could not earlier be imagined in the computer/technology paradigm. Consequently, the vast corpus of literature added during this period will decide the future of education in more ways than one. In the Saudi context, several studies on the EFL classroom during Covid-19 have been conducted (Abdulrahim & Mabrouk, 2020; Al-Ahdal & Alqasham, 2020; Alammary et al., 2021; Almansour & Al-Ahdal, 2020; Alshehri et al., 2020), but to the researchers' knowledge, no previous study focused on teaching literature in the Saudi online classroom.

Moreover, adapting the procedures followed in the physical teaching environment can prove challenging for the teachers to implement and the students to adhere to the genesis of this lies in the selection of the topic from the genre identified: Prose, poetry story, drama, or novel. Thereafter the topic is broken down into its components which are further divided into teaching elements arranged in a learning sequence. The previous knowledge needed for learning the new content is also identified. Sometimes, however, the physical distance created by the online classrooms can be a constraint in the implementation of these procedures.

2. Literature Review

More than 119 million students throughout the world were affected by the Covid-19, which spread to 153 countries since Spring 2020. Fauzi and Khusuma (2020) stated that teachers and students in Saudi Arabian schools selected a wide range of platforms to facilitate their online education. This was done to prevent any disruptions to the instruction of students in elementary and high schools. Research on large-scale online learning implementations is lacking, despite a great deal of theoretical work being carried out on these platforms (Hamid et al, 2020; Hazaea et al., 2021; Verawardina et al, 2020).

However, with the world heaving a sigh of relief (perhaps temporal) from the pandemic, researchers may take advantage to better understand how online learning systems operate in the real world (Dhawan, 2020; Nambiar, 2020). Herein also lies a massive but partially exploited opportunity to redefine "future education" in Saudi Arabia's educational institutions which seek to expand to a parallel online mode. It is notable that so far online education is not available for elementary or secondary school students in Saudi Arabia (Aljedaani, et al., 2021; Almekhlafy, 2020; Khasawneh, 2021; O'Keefe et al., 2020).

Teachers need to consider some important requirements while preparing for online teaching including planning the suitable teaching materials, maximizing the benefits of learning, motivating learners, helping them with their queries and prepare to become independent learners for lifelong learning (Dhawan, 2020; Usher & Barak, 2020). Conventional and online learning differ in terms of the preparation that each entails. In the conventional learning modes, learning is based on teachers' primacy whereas virtual learning orients student-centeredness in the learning process. (Al-Ahdal & Alqshaam, 2020; Alkhudiry & Al-Ahdal, 2020; Fischer, et al. 2020; Kalpokaite & Radivojevic, 202).

The learning process is a kind of integrated task in which the teacher explains and sets some suggestions while students listen and integrate with the learning process by note-taking, asking questions which the teacher later directs and answers. However, in online learning, the role is reversed and teacher listens and may be more active in asking

questions. Din the new paradigm, different concerns have been the focus including cost-benefit, engagement of users as well as the participation of students in such virtual learning modes (Alfallaj, 2020; Aguileral-Hermida, 2020).

It is to be noted that as technology develops, online learning develops too and updating of students and the learning environment becomes necessary to cope up with the changes. It has been argued that deciding which mode of learning is suitable to the students, both pros and cons of each type of learning should be comprehended and examined (Fischer et al, 2020). As both teaching modes have unique advantages, the unanswered question stills remains as to which mode has the greater positive impact on students' learning outcomes (Dong et al., 2020; Zhang et al, 2020).

Bobkina and Dominguez (2014) reviewed ideas and research on the place of literature in the EFL university level classroom. The study talks about how literature he was first debunked and then reintroduced to boost the input in foreign language classes. the use of literature in EFL is not easy by any means, but even with all the difficulties that it entails, literature certainly adds to the quality of the language learning experience. Among the approaches discussed here one finds Maley's (1989) differentiation between the study of literature as a cultural artifact and the use of literature as a resource for language learning. Further the two approaches that characterise malice approach are the critical literary approach and the stylistic approach to literature in the language classroom. This is an important differentiation as where the former demands very specific knowledge of learners' linguistic background, the letter focuses on the proficiency of learners to describe and analyse the literary language.

Khan and Alasmari (2018) critically documented comprehensive literature as a tool teach EFL learners the actual application of language. This study goes on to demonstrate the success of literary texts in the acquisition of different language skills by foreign language learners. It also identifies the pedagogical approaches to literature as a guide for as a guide for EFL teachers. Further, it shows the value edition and enrichment of the learning experience of EFL learners with inclusion of foreign language literature in their curriculum.

In a study with Bangladeshi higher education learners of English in the online mode, Islam (2021) came up with mixed results: Learners found the poetry and short story elements of English literature both engaging and effective unlike the novel and drama components. Moreover, inclusion of more visual inputs in the online mode was unanimously mooted by the participants as much as greater opportunities for learners to interact with others during the online literature class.

In a study in a western setting, Sigona (2022) concluded that "excitement and self-expression replaced fear and dread" when literature was used in a flipped online EFL classroom of Bachelor's Degree in Spanish Language and Literature. The researcher used videos

Instructors' opinions regarding online teaching during the Covid-19 epidemic were objectively studied in this study, which provided advice for teachers in an online learning environment. To aid in the development of online learning platforms and in their incorporation into K-12 education systems during a pandemic, the results of this study may be of use.

3. Research Objectives

The aims of this study are summarized as:

i. Evaluating learner's satisfaction at IMBSIU with learning English literature in the online mode.

ii. Inquiring into the challenges and obstacles faced by Saudi EFL learners at IMBSIU in literature studies in non-physical mode.

4. Research questions

1. How satisfied are literature students at IMBSIU with pandemic-forced online education?

2. How satisfied are the instructors of English literature course at IMBSIU with pandemic-forced online education?

5. Significance of the study

Literature in EFL constitutes half of school and university curriculum. The researchers' experience as a teacher showed him that grammar is more readily acceptable to teachers and students in the online mode than literature as it involves a greater degree of language proficiency and learners' participation and critical thinking skills. This makes it pertinent to explore (i) the efficacy of teaching literature in the online mode and; (ii) learners' satisfaction with learning literature via online mode. This makes this study unique and also significant in its contribution to existing literature as well as the prospects of online EFL education.

6. Methods

Research design

The study followed the quantitative research design to explore the perceptions of both Saudi EFL teachers and students' satisfaction with using/studying literature virtually. The study was held at the IMBSIU, Saudi Arabia, for the academic year (1444 AH) during the first semester.

Sample

The study collected quantitative data from teachers and students at IMBSIU as part of this inquiry. The participants in this study were 50 EFL students of literature and 30 teachers at IMBSIU. They were selected randomly. Both students and teachers were fully affiliated to IMBSIU. They were informed about the purpose of the study and their verbal consent was taken for participation. All student participants were male in the age group of 19-21 years with median age of the group at 19.3 years. Amongst the teacher participants, 14 were female and 16 male teachers with teaching experience of at least 7 years at an institution of higher education, with master or higher degree, and with some research background in ELT.

Instrument

Previous studies whether in language or medical education among other fields have relied on learning satisfaction questionnaires on the lines of which the researchers here plan to develop a questionnaire to be duly evaluated for reliability and validity. This was administered after an interventional period of six weeks of teaching literature exclusively in the online mode.

Though all EFL teachers could be contacted to respond to the survey, due to the ongoing examinations, only 50 students of the literature class consented to submit their responses. Since the number of participants was considered small by the researcher, the questionnaire was piloted with students who did not participate in the study.

Face validity was instead established by requesting three professors of literature in ESL and EFL to review the questionnaire. Two suggestions made were duly incorporated and thereafter the survey link was shared with the student participants. The teachers' questionnaire, however, was designed after referring to previous studies thought this too was validated by two retired professors of language and translation. Respondents were free to add inputs aside from the questionnaire items, seven students and nine teachers added some pertinent thoughts under this. Both surveys were conducted online and the data obtained were fed into the spreadsheet for ease of use. Tables 1 and 2 later in this study summarize the students' and teachers' responses.

7. Data Analysis

Descriptive statistics were used to arrive at usable results. Frequencies were calculated to responded to the research questions. The students' questionnaire items loaded onto three factors: i. Efficacy of materials and resources; ii. Opportunities for autonomous learning; iii. Opportunities for interaction. Items 1, 2, 3, 10 pertained to factor (i), items 4, 5, 6, 9 pertained to factor (ii), and items 7, 8, 11 pertained to factor (iii). Research question 1 sought to evaluate students' satisfaction with the interventional online literature classes (six weeks totaling to 18 hours).

8. Results

RQ1: How satisfied are literature students at IMBSIU with pandemic-forced online education?

Satisfaction with learning in terms of materials and resources related to the EFL literature components was reported to be high by the respondents. Referring to Table 1, the researcher took responses under categories 'strongly agree' and 'agree' as indicative of positive perceptions, neutral responses were not counted whether under positive or negative perceptions.

Table 1 shows that about two-third of the participants were (strongly) satisfied with the practice of English in the literature classes (19.54, 15.09) whereas 11.54 out of 30 stayed neutral. On the contrary, just (2.63, 1.18) were not satisfied with learning English literature in the online classrooms.

Answering to item 1, 82% of the responses favored the efficacy of the materials in terms of 'explanation', a task which is relegated to the teacher in the physical mode of education. Course objectives too were reported to be fulfilled by the online literature materials with 74% of the responses (item 2) favoring them on the count of relevance. Materials which are extrinsically and intrinsically satisfactory to the learners are valued by them. Accordingly, responding to item 3, 68% of the responses favored the materials provided for EFL literature in the online mode at IMBSIU. Finally, the last item that loaded onto the factor of efficacy of materials and resources was 10, and responding to this, as many as 68% of the participants opined that the exercises were useful in reinforcing the knowledge gained in the online literature class.

Opportunities for autonomous learning were indicated under survey items 4, 5, 6, 9. Pre-class preparation goes a long way in ensuring learning motivation and engagement, and while responding to survey item 4, 76% of the students in the survey found the materials great for the purpose. Similarly, 62% of the responses to item 5 favored the idea that the students appreciated the autonomy afforded by the availability of lessons and materials irrespective of time and place. Not only this, but achievement motivation and actual scores have been reported by 76% of the respondents while answering survey item 6. Finally, comprehension (another factor of autonomy) has been reported by 72% as being aided by the agency of the online learning. The last of the three factors evaluated here is opportunities for interaction, survey items 7, 8, 11 loaded onto this factor. 62% of the respondents reported improved teacher interaction (item 7), 48% of the respondents reported assistance in collaborative learning (item 8) and 74% of the respondents reported efficacy of online feedback (item 11). Thus, on all eleven counts of learning satisfaction, student perceptions have been positive.

Table 1. Students' satisfaction on studying literature virtually

	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The online instructional resources we get do an excellent job of explaining the English literature.	25	16	09	0	0
2	The online study resources were pertinent to the English literature course's requirements.	23	14	10	03	0
3	Online learning of literature courses was extremely valuable to the students.	19	15	12	03	01
4	Using the study materials available online, I could get a thorough grasp of each literature lecture before attending.	25	13	12	0	0
5	I was able to revise my literature lectures more efficiently because they are available online.	20	11	11	0	8
6	The online literature learning resources aided me in achieving a higher level of performance in assignments/coursework.	20	18	10	02	0
7	Online literature learning has aided in the improvement of communication with the professor.	20	11	15	04	0
8	I believe that interactions with my classmates in online literature classes aided me in constructing collaborative skills.	12	12	20	04	02
9	Online discussion in literature lectures aided my comprehension of the course content.	16	20	06	07	01
10	The online exercises were quite beneficial in aiding my comprehension of the English literature components.	17	17	12	04	0
11	The feedback/answers I received on the quizzes in the English literature course were quite beneficial.	18	19	10	02	01
	Frequency average	19.54	15.099	11.54	2.63	1.18

RQ2: How satisfied are the instructors of English literature course at IMBSIU with pandemic-forced online education?

Teachers and students are the two driving forces or agencies in the classroom: Their symbiotic and responsive relationships to each other and to the course content and delivery are central to learning success. Table 2 below summarizes the teachers' responses in this study.

Table 2. Teachers' responses

	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	In general, I am pleased with teaching literature virtually.	05	14	04	05	02
2	The literature course, which I teach online, provided me with a beneficial teaching experience.	07	17	03	02	01
3	I feel I have achieved the literature course learning outcome in online mode.	05	16	04	04	01
4	It is possible to teach any literature course in online mode.	04	16	08	01	01
5	I can use my previous teaching notes while preparing the PowerPoint Presentation.	11	16	02	0	01
6	This course aided my professional growth.	09	16	03	02	0
7	I am content with the degree of involvement of my students in this course.	04	16	06	04	0
8	In the future, I would be willing to teach literature using online mode.	05	16	04	03	02
	Frequency average	6.25	15.87	4.25	2.62	1

The teachers' comprised eight items to evaluate their satisfaction with the online teaching of the EFL literature course. Table 2 indicates that two third of the teacher were satisfied with the engagement of their students in the literature classroom (6.25, 15.87), whereas 4.25 out of the 30 teachers stayed neutral. Additionally, a very low number of the teachers were not satisfied about the involvement of their students, (2.62, 1). As reported earlier, the sample was of thirty teachers at IMBSIU. The items loaded onto two factors: i. Learner interaction; and ii. Professional satisfaction. Questionnaire items 3, 4, 5, 7 loaded onto the former factor, while items 1, 2, 6, 8 loaded onto the latter factor. The teachers reported satisfaction with the achievement of learning outcomes (item 3, 70% positive response), flexibility of application on different literary components (item 4, 66% positive response), making connections with previous resources (item 5, 90% positive response), and learner involvement in learning literature in the online mode (item 7, 66% positive response). The second factor here was professional satisfaction which was represented by items 1, 2, 6, 8. 63% of the teachers reported pleasure with the online teaching of literature while responding to item 1. 80% of the respondents reported enhancement of teaching skills in response to item 2, 83.3% reported enhancement of professional aptitude in response to item 6, and 70% reported willingness to teach literature online in the future as well in response to item 8.

9. Discussion

This study reported that the majority of EFL students at IMBSIU expressed their satisfaction with studying literature virtually. This finding is confirmed by some previous studies which indicated the decisive role that literature can play to develop certain areas of the English language for EFL students. Khan and Alasmari (2018) pointed out the success of literary texts in the acquisition of different language skills by foreign language learners. It also identifies the pedagogical approaches to literature as a guide for EFL teachers. Furthermore, Sigona (2022) concluded that "excitement and self-expression replaced fear and dread" when literature was used in a flipped online EFL classroom of Bachelor's Degree in Spanish Language and Literature. Likely, Islam (2021) studied the Bangladeshi students learning English in the online mode. The study showed that poetry and short story elements of English literature were both engaging and effective unlike the novel and drama components. Moreover, inclusion of more visual inputs in the online mode was unanimously mooted by the participants as much as greater opportunities for learners to interact with others during the online literature class.

Similarly, the study also reported the satisfaction of Saudi EFL teachers at IMBSIU on engaging their students in the online literature classroom. Such satisfaction may be related to the good preparation and use of various technological tools to make students enjoy their learning. Previous studies linked the success of virtual teaching with some requirements like

planning the suitable teaching materials, motivating learners, maximizing the benefits of learning, helping them with their queries and preparing them to become independent learners for lifelong learning (Dhawan, 2020; Usher & Barak, 2020).

10. Conclusions

This study set out to answer three questions concerning the level of satisfaction and best teaching strategies for the literature components in the EFL class at an institution of higher education in Saudi Arabia. In a unique approach, the researcher collected data parallelly from teachers and students to obtain a holistic picture of the online teaching-learning experience in the literature class. Certain useful and pertinent conclusions could be arrived at here. For contemporary students, the digital world is a reality that allows them to communicate freely across the world, and also enables them to solve problems, conduct research, and seek and offer learning like never before and in forms available to fulfill every kind of learning preference. For these students, the note-taking, rote-learning classroom with limited or no opportunities to interact is not workable. Much like the blackboard, pen and paper in the earlier age of learning, interactive technology is the learning tool of the current generation and where it is not well integrated into the learning process, learning itself cannot be expected to happen. Two, the contemporary classrooms are the first time in history where learning tools are first mastered by students and later by the teachers. This immediately calls to attention the need for teachers to catch up with the times and do what it takes to be on the same plane as their learners.

It is heartening to note that teachers are aware of the affordances of technology which ensure satisfaction for them at both personal and professional levels, for instance, as recorded in this study, the teachers reported that they find the applications of tech useful for making notes for teaching as well as for better learner engagement.

In the specific learning environment under study here, it was possible for the teachers to differentiate learning needs

of the students and incorporate visual, verbal, and kinesthetic learning in the EFL literature classes. Addition of multimedia formats over the learning university portal made the lessons more interesting and fulfilled varied learning needs efficiently. The interactive whiteboards coupled with the learning app made the teaching-learning experience real while ensuring in-class interaction of teachers with students and students with peers. While teaching literature, the teachers used available clips specially created for educational purposes and ensuring that teachers did not need to worry about the copyright laws. These were rich additions to the EFL literature classes. As gathered from the responses to the open-ended inputs, the participating students in this study were thrilled with the visual inputs as a majority of learners in our times are most comfortable with this mode (owing to the use of their smart devices for playing video games), and could later seek other online resources to supplement the information gathered in the classes.

The other big benefit of the online literature classes has been the freedom to build on prior knowledge for both teachers and students. The individual opportunity to review past information is a major plus of the online mode and while learning foreign literature, it helped students find usable scaffolding. Students today, as noted earlier, are mostly visual and kinesthetic given that they were practically born into a world where they have been looking at and interacting with tech. In this background, the participants in this study were comfortable with the digital inputs and constructive feedback which helped them evolve through the classes.

To conclude, the current study shed light on the prevailing practices in teaching literature at IMBSIU. The intervention used in this experiment highlights the efficacy of teaching literature in a foreign language and that too, in the non-physical mode. Learner satisfaction is one of the key factors in learning success and its evaluation is of primary concern to both teacher sand institutions if they are to honor Maslow's Needs Theory. Continuous appraisal of teachers and learners is recognized as being central to early course correction. In the view of these, the outcomes of the study are likely to bring in some decisive academic changes.

11. Recommendations

Though the study established that the coordination between the teachers and students of EFL at the literature class in IMBSIU is perfect as far as online education is concerned, there is always scope for reaching higher benchmarks. Accordingly, this study recommends the following:

1. Contemporary students prefer to have quick and easy access to multiple multimedia learning resources while teachers may prefer the information to percolate slowly and in a controlled manner. This need not be so: We understand that digital students know how to access the information they desire and in institutions of higher education, learners may be entrusted with greater autonomy. Thus, it may be useful to post all literature related content and supplementary materials on the learning portal at the beginning of the academic session for anytime-anywhere access of the students.

2. Introducing our literature students to materials in the order of pictures, sounds, video before text may be a better strategy to enhance their engagement in the learning.

3. Multimedia information related to the literature content should be hyperlinked by the teachers so that students may use them at leisure. This will also allow them to connect current learning with prior knowledge.

4. Teacher feedback mechanisms may be put in place to make space for immediate, individual feedback to keep the learning on track.

12. Limitations

Though this study has established some significant conclusions for the EFL literature class of higher education, its limitations cannot be ignored. Despite of the researcher's best intentions, the study participants could not be mixed genders and this makes the results less applicable. Moreover, certain administrative compulsions compelled the number of participants to be low, it is expected that future studies will not be hampered by these limitations.

Acknowledgment

References

Abdulrahim, H., & Mabrouk, F. (2020). COVID-19 and the digital transformation of Saudi higher education. *Asian Journal of Distance Education*, *15*(1), 291-306.

Aguilera-Hermida, A. P. (2020). College students' use and acceptance of emergency online learning due to Covid-19.

International Journal of Educational Research Open, 1, 100011. https://doi.org/10.1016/j.ijedro.2020.100011

Al-Ahdal, A. A. M. H., & Alqasham, F. H. (2020). Saudi EFL learning and assessment in times of Covid-19: *Crisis and beyond. Asian EFL Journal, 27*(4.3), 356-383

Al-Ahdal, A. A. M. H., Alqasham, F. H., & Qarabesh, M. A. M. (2022). Lateral Multimodal Learning in a Saudi EFL Context: Investigating the Perceptions of Teachers and M2E Female Learners. *F1000Research*, *11*(369), 1-16. https://doi.org/10.12688/f1000research.109454.1

Alammary, A., Alshaikh, M., & Alhogail, A. (2021). The impact of the Covid-19 pandemic on the adoption of e-learning among academics in Saudi Arabia. *Behaviour & Information Technology*, 1-23. https://doi.org/10.1080/0144929X.2021.1973106

Alfallaj, F. S. S. (2020). Technology in Saudi EFL undergraduate classrooms: Learning tool or weapon of distraction? *The Asian ESP Journal, 16*(4), 97-115.

Aljedaani, W., Aljedaani, M., AlOmar, E. A., Mkaouer, M. W., Ludi, S., & Khalaf, Y. B. (2021). I cannot see you—the perspectives of deaf students to online learning during Covid-19 pandemic: Saudi Arabia case study. *Education Sciences*, *11*(11), 712. https://doi.org/10.3390/educsci11110712

Alkhodimi, K., & AL-Ahdal, A. A. M. H. (2019). Literature in the EFL classroom in KSA: Rectifying a Relationship at Odds. *UTOP Í A Y PRAXIS LATINOAMERICANA, 24*(6), 256-264.

Alkhudiry, R., & Al-Ahdal, A. (2020). The role of online learning during and post COVID-19: A case of psycho-social study. *TESOL International Journal, 16*(1), 119-138.

Almansour, M. I., & Al-Ahdal, A. A. M. H. (2020). University education in KSA in Covid times: Status, challenges and prospects. *International Journal of Innovation, Creativity and Change, 14*(3), 971-984.

Almekhlafy, S. S. A. (2020). Online learning of English language courses via blackboard at Saudi universities in the era of Covid-19: perception and use. *PSU Research Review*, *5*(1), 16-32. https://doi.org/10.1108/PRR-08-2020-0026

Alshehri, Y. A., Mordhah, N., Alsibiani, S., Alsobhi, S., & Alnazzawi, N. (2020). How the regular teaching converted to fully online teaching in Saudi Arabia during the coronavirus Covid-19. *Creative Education*, *11*(7), 985-996. https://doi.org/10.4236/ce.2020.117071

Ashirbaeva, A. (2020). Positive traits of teaching language through literature. *Science and Education, 1*(Special Issue 2), 43-46.Atmaca, H., & G ünday, R. (2016). Using literary texts to teach grammar in foreign language classroom. *Participatory Educational Research*, *4*(2), 127-133.

Bobkina, J. & Romero, E. (2014). The use of literature and literary texts in the EFL classroom; between consensus and controversy. *International Journal of Applied Linguistics & English Literature, 3*(2), 248-260. https://doi.org/10.7575/aiac.ijalel.v.3n.2p.248

Dhawan, S. (2020). Online learning: A panacea in the time of Covid-19 crisis. *Journal of Educational Technology Systems*, *49*(1), 5-22. https://doi.org/10.1177/0047239520934018

Dong, C., Cao, S., & Li, H. (2020). Young children's online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes. *Children and Youth Services Review, 118*. https://doi.org/10.1016/j.childyouth.2020.105440

FFauzi, I., & Khusuma, I. H. S. (2020). Teachers' elementary school in online learning of Covid-19 pandemic conditions. *Jurnal Iqra': Kajian Ilmu Pendidikan*, *5*(1), 58-70. https://doi.org/10.25217/ji.v5i1.914

Fischer, C., Xu, D., Rodriguez, F., Denaro, K., & Warschauer, M. (2020). Effects of course modality in summer session: Enrollment patterns and student performance in face-to-face and online classes. *The Internet and Higher Education, 45*. https://doi.org/10.1016/j.iheduc.2019.100710

Hamid, R., Sentryo, I., & Hasan, S. (2020). Online learning and its problems in the Covid-19 emergency period. *Jurnal Prima Edukasia*, *8*(1), 86-95. https://doi.org/10.21831/jpe.v8i1.32165

Hazaea, A. N., Bin-Hady, W. R. A., & Toujani, M. M. (2021). Emergency remote English language teaching in the Arab league countries: Challenges and remedies. *CALL-EJ, 22*(1), 201-222.

Islam, M. Z. (2021). Shift of English literature learning from classroom to online: Preferences and attitude of Bangladeshi undergraduate students. *Elsya: Journal of English Language Studies*, *3*(1). 1-7. https://doi.org/10.31849/elsya.v3i1.5869

Khan, M. S. R., & Alasmari, A. M. (2018). Literary texts in the EFL classrooms: applications, benefits and approaches. *International Journal of Applied Linguistics and English Literature*, *7*(5), 167-179. https://doi.org/10.7575/aiac.ijalel.v.7n.5p.167

Khasawneh, M. A. S. (2021). Challenges resulting from simultaneous online education during the "Covid-19" pandemic: the case of King Khalid University, Saudi Arabia. *Science and Education*, *2*(8), 414-430.

Maley, A. (1989). Down from the pedestal: Literature as resource. In R. Carter, R.Walker & C. J. Brumfit (Eds.), *Literature and the learner: Methodological approaches* (pp. 10–24) Basingstoke, London: Modern English Publications.

Nambiar, D. (2020). The impact of online learning during Covid-19: students' and teachers' perspective. *The International Journal of Indian Psychology*, *8*(2), 783-793.

O'Keefe, L., Dellinger, J. T., Scragg, B., Amelina, N., & Mathes, J. (2020). The State of online learning in the Kingdom of Saudi Arabia: A Covid-19 impact study for K-12. *Online Learning Consortium*. Retrieved from https://eric.ed.gov/?id=ED608877

Rai, A. (2012). Use of literature in teaching English. *International Journal of Educational Research and Technology, 3*(3), 71-80.

Sigona, C. M. (2022). the use of literature in EFL classroom: Italian Canadian short stories as a teaching innovation experience through flipped classroom strategy. *European Scientific Journal, ESJ*, *18*(18), 62. https://doi.org/10.19044/esj.2022.v18n18p62

Usher, M., & Barak, M. (2020). Team diversity as a predictor of innovation in team projects of face-to-face and online learners. *Computers & Education, 144*. https://doi.org/10.1016/j.compedu.2019.103702

Verawardina, U., Asnur, L., Lubis, A. L., Hendriyani, Y., Ramadhani, D., Dewi, I. P., ... Sriwahyuni, T. (2020). Reviewing online learning facing the Covid-19 outbreak. *Talent Development & Excellence*, *12*, 385-392.

Weber, A. (2018). Teaching grammar through literature in foreign language learning with German as an example. Per Linguam. *A Journal of Language Learning= Per Linguam: Tydskrif vir Taalaanleer, 34*(1), 78-89. https://doi.org/10.5785/34-1-826

Zhang, Q., He, Y. J., Zhu, Y. H., Dai, M. C., Pan, M. M., Wu, J. Q., ... Qu, F. (2020). The evaluation of online course of traditional Chinese medicine for MBBS international students during the COVID-19 epidemic period. *Integrative Medicine Research*, *9*(3). https://doi.org/10.1016/j.imr.2020.100449