



Students Attitudes toward Using Distance Learning Zoom and Google Meet Strategies for Developing Reading Comprehension

Hayfaa Kadhim Mohammed

College of Basic Education, English Department, University of Misan, Iraq

Paper Received:

05th August, 2021

Paper Accepted:

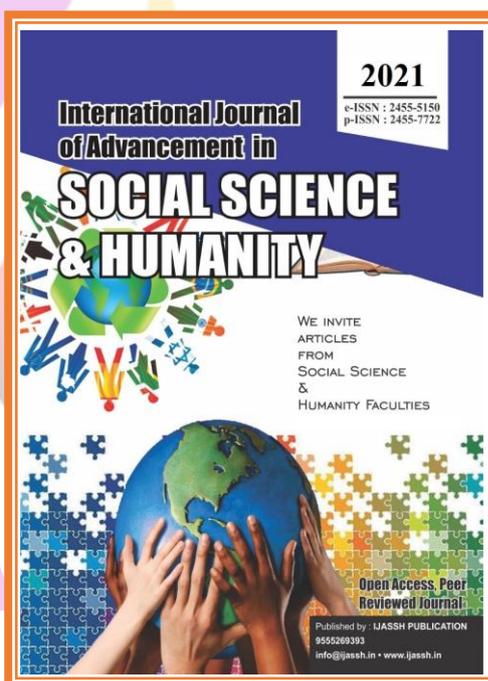
10th October, 2021

Paper Received After Correction:

20th October, 2021

Paper Published:

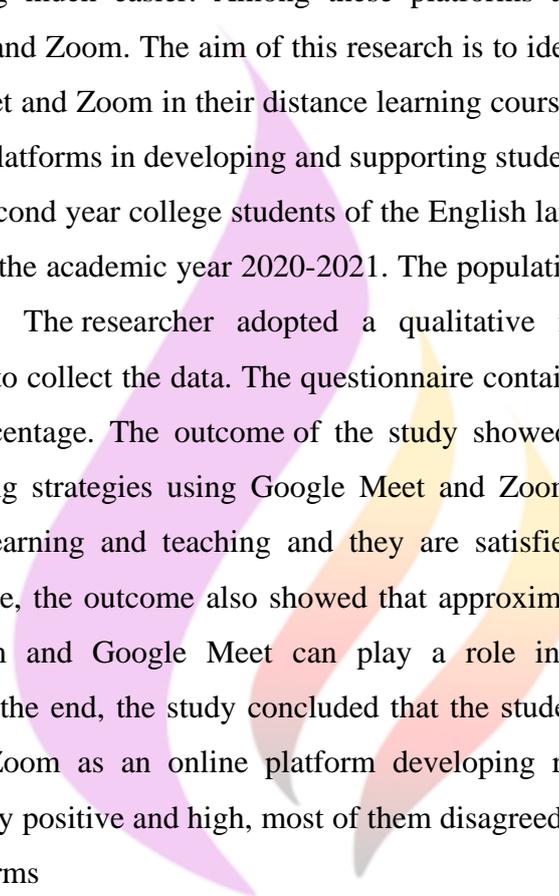
25th October, 2021



How to cite the article: Hayfaa Kadhim Mohammed, Students Attitudes toward Using Distance Learning Zoom and Google Meet Strategies for Developing Reading Comprehension, IJASSH, July-December 2021 Vol 12; 61-78

ABSTRACT

Nowadays, in the field of education, distance learning has become the most widely required and relevant learning mode. Due to the continuously growing technology, a various and multiple online learning platform have emerged. These online platforms are used for the purpose of making distance learning much easier. Among these platforms and technologies of online learning is Google Meet and Zoom. The aim of this research is to identify the student's attitudes toward using Google Meet and Zoom in their distance learning courses. As well as exploring the role of these two online platforms in developing and supporting students reading comprehension. The study is limited to second year college students of the English language in Misan University during the first course of the academic year 2020-2021. The population of subject research were 30 EFL Iraqi students. The researcher adopted a qualitative method and conducted a questionnaire as the tool to collect the data. The questionnaire contained 20 items. The data was analysed by using percentage. The outcome of the study showed that students believe that applying distance learning strategies using Google Meet and Zoom is effective and efficient platforms for distance learning and teaching and they are satisfied with them as an online learning tool. Furthermore, the outcome also showed that approximately 50% of EFL students agreed that using Zoom and Google Meet can play a role in developing their reading comprehension skills. In the end, the study concluded that the students' attitudes toward using Google meet app and Zoom as an online platform developing reading comprehension are English are not completely positive and high, most of them disagreed and had a negative attitude toward using these platforms

The logo for the International Journal of Advancement in Social Science and Humanity (IJASSH) is a large, stylized graphic in the background. It consists of several overlapping, curved shapes in shades of purple, pink, and orange, resembling a flame or a stylized letter 'A'. The acronym 'IJASSH' is written in a bold, purple, sans-serif font across the bottom of this graphic.

IJASSH

Keywords: *Google Meet, Zoom, distance learning, Online Learning, Learning Media, students' attitudes.*

Aims of the Study

This study aims at investigating the students' attitudes toward using Google Meet and Zoom as their online media for the distance learning process and their roles in developing students' reading comprehension in English language.

Hypothesis

The study hypothesize that students have a positive attitude towards using Google Meet and Zoom for improving their reading comprehension in English language.

Procedures of the Study

1. Give an identification for the facilities these two platforms provide for the process of learning.
2. Choosing the population and numbers of students who will answer the questions of the questionnaire.
3. Conducting a questionnaire contain a question related to the use of Google Meet and Zoom and the attitudes of students toward using it.
4. Investigating whether or not using these two apps can help students to support and improve their reading comprehension.

Limits of the Study

The study is limited to second year college students of the English language department in Misan University during the first course of the academic year 2020-2021.

INTRODUCTION

Recently, due to a different and various circumstances the interest in the learning by distance has increased incredibly. The use of computers and internet in the process of teaching and learning has changed the methods in which the teachers delivered the instructions to students with. Concerning distance learning, the internet can play a significant role in the process of teaching and learning this language. Yang and Chen (2007) state that foreign language learners have the ability to access to unlimited numbers of sources and data related to English language through the internet. They have the opportunity to enhance their foreign language skills such as listening, speaking, reading, and writing skills by having a real-world situation. Due to the fact that using computers and internet has become widespread in the world, teachers get the motivation and enthusiasm to apply and use these technologies and platforms in their classroom in order to make language learning and teaching much easier and faster.

Albirini (2004) states that the educators are considered to be the actual representatives of utilizing technologies in language learning. Among the factors that could affect the use of online platforms and internet educational technology in classrooms is the teacher's attitudes toward using these technologies in his classes. The attitudes of the teachers toward the use technology can be seen either as positive or negative factor, it may be for them a facilitating element or it could also be an obstacle that could affect their ways of teaching and ruining the educational environment (Kim, 2002). Computers and Internet technology are considered to the most efficient methods among the other existing technological that could help in teaching and learning languages. Integrating and applying computers and Internet in a learning environment can strengthen the way that students acquire a foreign language effectively. Hence, teachers' attitudes play a fundamental role in the real utilization of technologies in classrooms.

LITERATURE REVIEW

Internet in language teaching and learning

The Internet is a wide world network of networks by which computers communicate. The foundations of this network are a series of computers that are connected with each

other through cables, wires, and other telecommunication devices, in addition to the protocols to permit these computers to communicate easily with each other. Almost every aspect of our life is deeply affected by The Internet, the way our business is done has changed as well as the way, we, communicate, and even educate ourselves. In addition to being a technological tool we can use it as a pedagogical method for improving language learning and teaching.

According to Wilson (1995), the internet is employed by the teachers in order to get an access to the libraries that exist throughout the world, as well as communicating with their students and the students' parents; to gain instructional materials; also to send their lesson plans, curriculum ideas, and courseware; to let the students from different cultural backgrounds communicate with each other and share their opinions; and finally to download current information beneficial for classroom use. Furthermore, these technologies enabled the teachers to use web-based language activities for the purpose of teaching second and foreign language (Beltz, 2003). The comprehension in listening and reading can be easily acquired through the use of audio and visual input which is provided by the internet. Furthermore, the internet provides a wide range of authentic resources as well. Best ways for provides the best ways to

learn language rather than immersion in an English speaking.

Attitudes toward Internet

Learners' perceptions for the technologies and the use of them in the English classes as mean for teaching can have either a successful or failure results in the learning and teaching process. According to Lasagabaster and Sierra's (2003) these learning tools can be developed by the learners. Thus, when evacuating such technologies, the researchers need to take into consideration take learners' opinions. A great number of studies were done addressing teacher attitudes towards the application of computer technology in classrooms (e.g. Lam, 2000; Arkin, 2003). One of these studies was done by Stepp-Greany (2002) who studied students' perceptions of the technology at a beginning Spanish class. According to her study, benefits for the students "include increased motivation, improvement of self-concept and mastery of basic skills, more student-centred learning, and engagement in the learning process, and more active processing, resulting in higher-order thinking skills and better recall" (p. 165).

In another study conducted by Aytekin (2004) in Eastern Mediterranean University, 173 undergraduate and M.S. level students' perceptions and attitudes were analysed through the prepared questionnaire about

Internet. The responses of the students were analysed quantitatively based on the education level of their parents, gender, whether or not they have Computer at their homes, and whether they have internet or not. The outcome of this study shows that students strongly agreed on having Internet and using computer in their homes; all values were higher than the standard value.

The use of educational technology is influenced by an important factor which is the teachers 'attitudes on using internet in their language classes. When the teachers have a positive attitude toward using Internet in classroom, then this will help to easily integrate the use of technology in learning and teaching process. Thus, teachers' positive attitudes should be supported and developed. Actually, when the teachers carry positive attitudes this will help to motivate them to learn the demanded skills that are crucial for applying technology-based exercises and activities in classes. Another study done by Mcalister, Dunn, and Quinn (2005), in this study the teachers showed positive attitudes toward using technology despite the fact that they did not have much experience in dealing with technology utilization. This study reached to the conclusion that there should be more training, time, and value given to teachers who are as a model for students. The accessibility to suitable software and teachers' tendency to utilize that software

have a positive influence on teachers' attitudes toward the acceptance of technology in their classes (Sepehr & Harris, 1995).

On the other hand, if the teachers hold a negative attitude toward technology this will result in negative influence on the perception of computer technology (Weil, Rosen, & Wugalter, 1990). If teachers show negative attitudes to the change of traditional instructional practices, the new curriculum may not be successful. For the use of technology in the educational environment, the change encompasses both the learning of new proposed technology skills and pedagogies (see Woodrow, 1987; Saye, 1998).

What is distance learning?

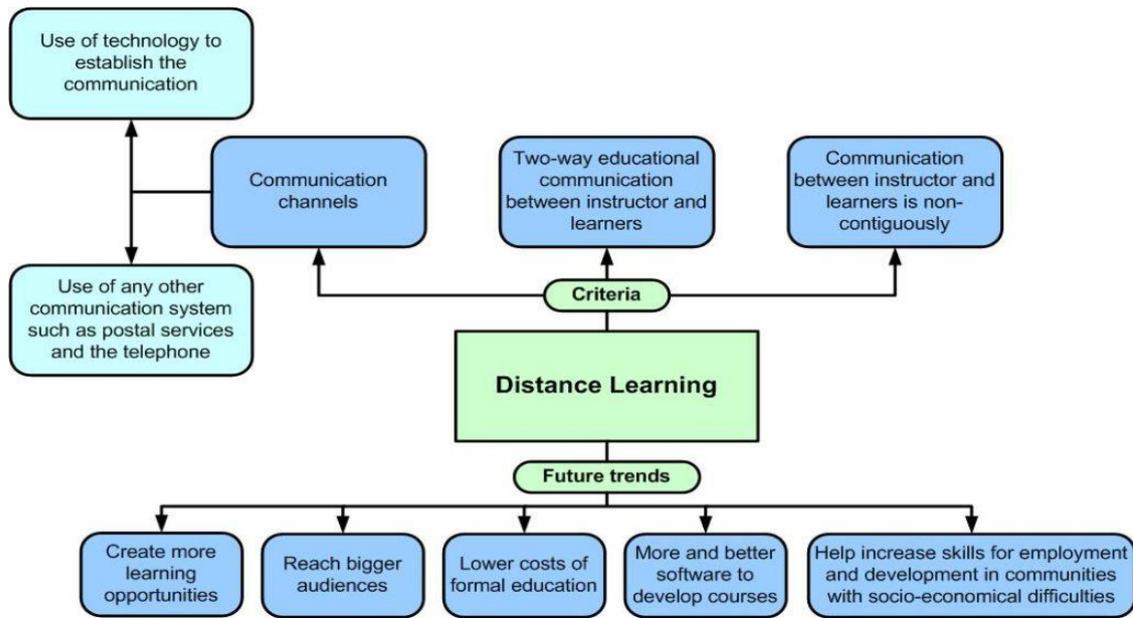
Distance learning or distance education is an educational field that concentrate on the technology, pedagogy, and system of instructional system design which are incorporated in efficient way in giving the appropriate education to the students. Students can communicate in synchronously and asynchronously using online learning or E-learning which is considered to be fit perfectly to distance learning and flexible learning, but can also be used in conjunction with face-to-face teaching, in which case the term Blended learning is commonly used. E-Learning is the process of employing

technology for the purpose of supporting and enhancing learning. The E-learning can be primarily used in the process of education for three reasons, which are to deliver, support and enhance teaching and learning. According to Keegan (1986) there list of characteristics for the distance education:

1. Teacher and students are separated (through most of the instructional process).
2. The educational organization influence (including the provision of student assessment).
3. The educational media is used to bring closer teacher and student (and hold the contents of the course).
4. The two-way communication provision (between teacher, tutor, or educational agency and learner).

Teaching strategies have a different and varied criterion. For instance, the traditional form of teaching includes:

1. Entry that is easily controlled.
2. Classes are taught in direct method.
3. High control of attended time
4. The activities are scheduled in timetable.
5. On-campus



But in open learning which presents a context with:

1. Student can access freely.
2. They are more focused.
3. It is based on possible resource.
4. The timetable is not that strict.
5. It depends on information instead of structured teaching.
6. On-campus.

1. The entry is controlled.
2. Taught or student focused
3. It requires the attendance.
4. Off-campus
5. It is based on Technology

In addition to this, there are other concepts that are related to the distance learning such as independent learning, collaborative learning, and resource-based learning etc. All of these concepts are represented by various mixes of a number of fundamental characteristics.

Therefore, the notion of the distance learning can be said to have the following criteria:

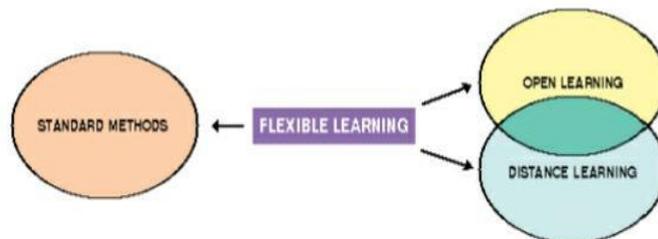


Figure 1. Flexible Learning

The positive of distance learning:

Distance learning has a number of benefits that makes it different from the other forms of traditional classroom training. The first clear benefit is that it is flexible and save money (that spend in travel and be out of work). Additionally, there are also other benefits that may not be noticed, for instance:

1. In distance learning mode, students don't need to travel for the purpose of attending the class. In distance learning, students can easily attend their classes at any time whether night or day.
2. The hard subject can be become much easier and more interesting in online classes.
3. Using e-learning and online classes during the distance learning give students an opportunity to achieve more experiences because he can learn from the presented content as well as from online communities and networks. Thus, it can be said that, e-learning might support "learning through reflection and discussion".
4. Distance learning using e-learning can empower learner and provide them with the ability to manage their learning way and the way he like to learn. This is due to the fact that each

student and learner has his way of learning.

5. Distance learning using E-learning can be so beneficial to the companies because it costs less time and money.
6. It's much cheaper than the traditional forms.
7. It's self – paced
8. This mode gives a consistent message
9. The learner or student can study and attend the classes from any location and any time and place.
10. Large groups of learners and students can be managed in much more easy way. As well as the information like those which concerns health and safety can be kept by updating the intranet site.
11. Students can study whenever they want to. Furthermore, they can divide the course sections as they see fit (removing the problem of concentration loss).
12. Students don't need to worry about the constraints on the timetable.
13. Enables 'just in time' learning (Al-Arimi,2014: 84).

Negative of distance learning:

1. Content may become subservient to the technology.

2. There may some sort of problems related to language barriers/translation.
3. It may get obstructed by time zones.
4. The institutional support is demanded in order to be projected to distant students.
5. There may be some sort of problems related to copyright issues.
6. Sometimes it demands a center's regional establishment.
7. The equipment that are needed for the distance learning may be expensive and hard to get for some students.
8. There is no certain definite way that can be used to know whether or not students are actually completing and doing their homework in efficient way as much as they would from a classroom.
9. Some students may face difficulty in learning how to use the technology.

Monitoring and evaluating in distance learning

The students and teachers' relationships and the power imbalance of power in distance learning is considered to be an issue which cause trouble in the field of education and educationalists, who are theoretically responsible for assessing the way learners control their own learning and became self-

directed. Furthermore, in distance learning, students are included in making sense of course materials for themselves, to structured learning situations and shaping their own learning experiences.

Types of distance education courses:

1. The course that is conducted by using regular mail.
2. The course that is conducted either synchronously or asynchronously.
3. Tele-course-Broadcast where content is delivered via radio or television
4. CD-ROM course where the student interacts with computer content stored on a CD-ROM.
5. Pocket-PC/Mobile Learning where that student accesses course content stored on a mobile device or through a wireless server (Al-Arimi,2014: 85)

Using Google Meet

Video conferencing with other people around the world now become available by Google which is making enterprise-grade video available to everyone. Any user with Google account can make an online meeting with more than one hundred participants and meet for up to 60 minutes per meeting. Google Meet is an alternative to common web conferencing like Zoom and Skype that

can be entered from any device by using the Google Meet app or going to meet.google.com on Google Chrome or Firefox. Google Meet is already associated with your Elmira College email accounts, since it is a Google product. This allows the user to record meetings and automatically have them uploaded to the Elmira College Google Drive for sharing.

Using Zoom

Distance education may be an acquainted and well-accepted mode of study specially for regional areas, because of enhancements in technology and convenience of learning opportunities. Several students opt for distance mode over face-to-face due to flexibility around work and family commitments. But still, there are unit heaps of challenges to keep up student engagement and to form learning by distance as effective as on-campus studies. Moreover, most of the space students value more highly to study and need to interact with teachers outside normal operating hours that challenges work-life balance. On-line support tools like Zoom permit students and teachers to attach through virtual tutorials from any convenient location, that is a good use of technology to enhance student engagement and their success rate whereas minimising the inconvenience of late commitments for academics (Syam et al ,2017:1).

Distance Learning Strategies for Google Meet and Zoom

A lot of teachers nowadays are using platforms such as Zoom and Google Meet to connect with their students. These platforms are not only used for the purpose of teaching and delivering the subjects materials to the students, but also can be used for socialization during these times. These are some of creative ways that can be used to engage the students during online classes:

1. Games

The teacher can use games as a mean to make the online classes much more interesting and funnier. These games can be applied using Zoom or Google Meet:

- **Charades**– the teacher send a private message to one of the students. This card contains a word. The other students have to guess the word in the card.
- **Pictionary**– This game can be played by using whiteboard feature. The teacher sends a private message to a student with the word, and then allow that student to draw the clues on the whiteboard feature.
- **4 Corners**– The teacher asks students to use a personal dry-

erase board or a piece of paper and a marker for this game.

- **Simon Says**– This game is played in the same way as the original one. The teacher gives the action directions and the students participate. When the students miss the action cue “Simon says,” then they are out. Keep going until you have a winner!
- **Bingo**– The teacher directs his students to fill the squares with the words that the teacher asks.
- **I Spy**– In this game, the teacher can use his students’ background in order to play this game. The teacher chose an item that and make it visible to all students and share a clue. When the students guess the answer, they can raise their hand.

2. Conversation Activities

In any classroom, the teachers can clearly observe that some students tend to be shy on camera, and may not speak up as quickly in your meetings. The following activities can be used for the purpose of encouraging the conversation for them:

- **Show & Tell**
- **Two Truths & a Lie**
- **Would You Rather...**

- **Pet Parade**
- **Mad Libs**
- **LEGO Challenge**
- **Art Show**
- **Snack & Chat**

3. Movement Activities

The students while attending Zoom or Google meet may need some kind of brain breaks. The teacher can make students do some movement activities while on your Zoom or Google Meet call.

- **Go Noodle**
- **Dance and Freeze**
- **Scavenger Hunts**

4. Fun Fridays

The teacher can end the study week with some sort of interesting and fun activities. These activities can be used on Fridays, or any day if you need to mix-it up!

- **Funny Friday**
- **Spirit Day**
- **Field Trip Friday**
- **Flashlight Friday**
- **Friday Drawings**

Reading Comprehension(RC)

According to National reading panel and the Reading program is part of the five language skills that learners need to learn in order to

become an efficient in his language. Durkin (1993) states that comprehension is the essence of reading, because in order to comprehend a text the learners would actively interact. This the main reason why people read, which is to learn something new or just enjoying.

METHODOLOGY

Participants

The present study was conducted to a number of EFL Iraqi students the researcher chose a sample of 20 English students from English Department in Misan college. The sample was taken from second stage students in English Language basic Education Department. The questionnaire was done online to ensure the reliability of

the results. The researcher adopted a qualitative method and conducted a questionnaire as the tool to collect the data.

Pilot Administration

After constructing a questionnaire items, a pilot study was needed to find out whether the questionnaire is well constructed or not. For the pilot administration, Twenty English language teachers have been chosen randomly from different preparatory schools. The pilot sample has not been included in the sample of the study.

To determine the effectiveness of the items in the light of the subjects' responses, the Results of the pilot administration can be depended upon since they represent the best indicator for making any modifications in the final version of the questionnaire.

Table (1) the questionnaire

No	The Questions	Options			
1.	What is your Gender?	Male	Female		
		33.33%	60.00%		
2	What do you think about distance learning mode as an alternative learning method instead of the traditional methods?	Excellent	Good	Fair	Poor
		26.67%	60.00%	6.67%	0.0%
3	Have you ever taken a	Yes		No	

	distance learning course?	73.33%	20.00%			
4	Does your course include using Zoom as a platform for lessons and lectures?	Yes	No			
		53.33%	40.00%			
5	Does your course include using Google Meet as a platform for lessons and lectures	Yes	No			
		73.33%	20.00%			
6	Which one of these Zoom App accessibility do you prefer more?	Live meeting	Recording a Zoom meeting			
		33.3%	66.6%			
7.	Using Zoom app make it easier for me to recognize words and read more fluently.	Agree	Disagree	Strongly agree	Strongly disagree	Neutral
		46.67%	20.00%	26.67%	0.07%	0.0%
8.	When the teacher use games to illustrate the subject, this help me to gain and learn more vocabulary.	Agree	Disagree	Strongly agree	Strongly disagree	Neutral
		53.00%	26.67%	33..33%	0.0%	0.0%
9	When the teacher use conversation activities during the Zoom meeting it helps me to learn and understand sentence construction and cohesion.	Agree	Disagree	Strongly agree	Strongly disagree	Neutral
		44.44%	0.0%	55.56%	0.00%	0.00%
10	Using movement activities	Agree	Disagree	Strongly	Strongly	Neutral

	encourage me to participate more in the class.		e	agree	disagree	
		50.00%	12.50%	25.00%	12.50%	0.00%
11	Using Zoom gives me a better understanding of the text.	Agree	Disagree	Strongly agree	Strongly disagree	Neutral
		50.00%	4.55%	40.91%	0.0%	0.0%
12	Using Zoom app makes the process of reading a text much easier to me.	Agree	Disagree	Strongly agree	Strongly disagree	Neutral
		44.44%	0.00%	55.56%	0.00%	0.00%
13	Would you recommend others to use Zoom as an effective and efficient tool for learning?	Yes	No	Never	Maybe	
		64.67%	0.0%	13.33%	33.33%	
14	Do you believe that Google Meet is applicable and useful methods for a distance learning?	Yes, I do		No, I don't		
		66.6%		33.33%		
15	Do you think that Google Meet can aid students to develop their comprehension skills	Yes, I do		No, I don't		
		53.0%		47.00%		
16	Using Google meet gives me a better understanding of a text than the traditional methods.	Agree	Disagree	Strongly agree	Strongly disagree	Neutral
		50.00%	4.55%	40.91%	0.00%	40.91%
17	Using Google meet for teaching student's English language improve their	Agree		Disagree		Neutral
		62.50%		25.00%		12.50%

	reading comprehension.				
18	When the teacher during Google meet use games to illustrate the subject, this help me to gain and learn more vocabulary	Agree	Disagree	Neutral	
		37.50%	50.00%	12.50%	
19	When the teacher use conversation activities during the Google meet it helps me to learn and understand sentence construction and cohesion.	Agree	Disagree	Neutral	
		37.50%	25.00%	37.50%	
20	Would you recommend other learners to use these two platforms to improve their reading comprehension	Yes	No	Never	Maybe
		46.67%	0.00%	13.33%	33.33%

Table (2) the percentage of students who believed in the effectiveness and efficiency of distance learning strategies and activities

<u>The online platform</u>	<u>Percentage</u>
Zoom	49.14%
Google Meet	49.5%

RESULTS AND DISCUSSION

Based on the data collected from the questionnaire about the use of Zoom and Google Meet as an alternative distance learning platform. The researcher attempted to investigate to what extent using Zoom and Google meet can be used as a distance learning platform and how the distance learning strategies that can be applied using these platforms can help students to improve their reading comprehension. The results from the questionnaire shows that (60.00%) of the participants believed that Zoom and Google Meet represents good method for distance learning and teaching. Three quarter of the participants had an online distance learning course which included the use of Zoom and Google Meet for lessons and lectures. As we know Zoom app has a lot of techniques that can be used during the class , so the researcher asked the students about which one of Zoom facilitates they prefer the most, that's to say whether they prefer to attend in live online meeting or they prefer to listen to recorded lectures.66.6% of the students answered that they prefer the recorded meeting, probably because they might feel more shy during the live meeting.

As for the role of Zoom in improving students' reading comprehension skills, it has been found that 46.67% of the students agreed that using Zoom helped them

recognizing more and read more fluently. As for the using distance learning different strategies that can be applied using Zoom, half of the students responded that using games to illustrate the lesson helped them gaining more vocabulary. Furthermore, 55.56% of them agreed that when the teacher use conversation activities during the Zoom meeting it helps them to learn and understand sentence construction and cohesion. Almost 50.00% of the students agreed that using movement activities encourage them to participate more in the class. In addition to that, half of them agreed that using Zoom help them to understand the text in much better way as well as making the process of reading a text much easier to them. In the second part of the questionnaire, the students were asked about their experience with using Google Meet. 66.6% of them agreed that using Google meet is applicable and useful method to be used in distance learning. Half of them agreed that using Google meet would help improving reading comprehension. Additionally, half of the participants agreed that using Google meet gives me a better understanding of a text than the traditional methods. As for the distance learning strategies that can be applied during a Google Meet class, almost 37.50% of the students agreed that when the teacher during Google meet use games to illustrate the subject this help them to gain

and learn more vocabulary. The same percent agreed that when the teacher use conversation activities during the Google meet it helps them to learn and understand sentence construction and cohesion.

CONCLUSION

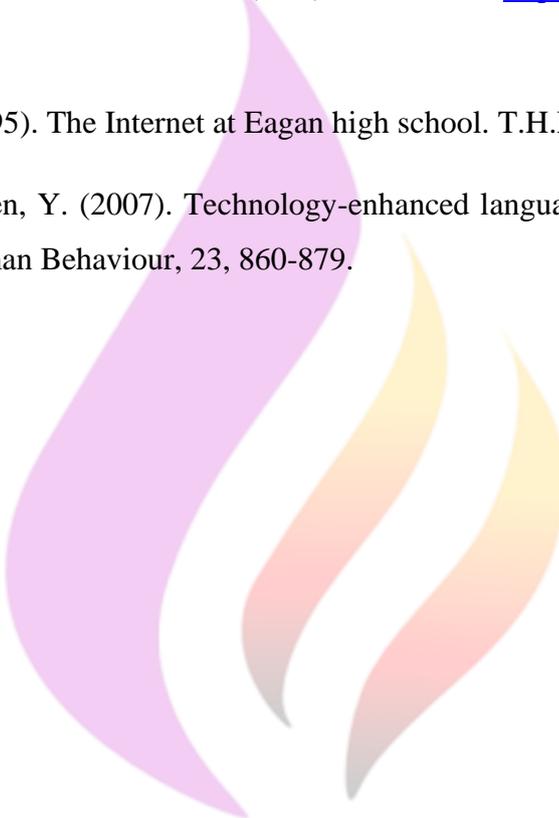
As the world nowadays witness a magnificent changing, the way process of education works has changed into using the distance learning online platforms as a substitution for the actual educational institutions. Thus, this research examined the use of Zoom and Google Meet as a virtual online platform and the student's responses toward it and whether or not this

platform can play role in improving students reading comprehension skills. The results of the questionnaire showed that there are almost half of the participants agreed that using Zoom and Google Meet can in fact improve students English reading comprehension skills, especially if the teacher used a specific and special activities and strategies. Thus, we can reach to the conclusion that half of the students 'responses toward using Zoom and Google Meet as online platforms for teaching English and improving reading comprehension are positive and high while the other half are negative and low.

REFERENCES

- 1- Al-Arimi, A. M. A. K. (2014). Distance learning. *Procedia-Social and Behavioural Sciences*, 152, 82-88.
- 2- -Albirini, A. (2004). Teachers' attitudes toward information and communication technologies: The case of Syrian EFL teachers. *Computers and Education*,
- 3- -Alderson, J.C. (2000) *Assessing Reading*. Cambridge, C.U.P.
- 4- -Allen, Edward David and Rebecca M. Valette (1977). *Classroom Technique*
- 5- assessment of the scientific research literature on reading and its implications
- 6- -Aytekin, I. (2004). Attitudes of students towards the Internet. *Turkish Online Journal of Distance Education*, 5(4), 25-37.
- 7- -Beltz, J. A. (2003). Linguistic perspectives on the development of intercultural competence in telecollaboration. *Language Learning & Technology*, 7(2), 68-11. for reading instruction. Bethesda, MD: NICHD.

- 8- -Mcalister, M., Dunn, J., & Quinn, L. (2005). Student teachers' attitudes to and use of computers to teach mathematics in the primary classroom. *Technology, Pedagogy and Education*, 14(1), 77-106. <http://dx.doi.org/10.1080/14759390500200194>.
- 9- -National Panel (2000a). Teaching children to read: evidence-based
- 10- -Sepehr, H., & Harris, D. (1995). Teachers' use of software for pupils with specific learning difficulties. *Journal of Computer Assisted Learning*, 11, 64-71. <http://dx.doi.org/10.1111/j.1365-2729.1995.tb00118.x>
- 11- -Weil, M. M., Rosen, L. D., &Wugalter, S. (1990). The etiology of computer phobia. *Computers in Human Behaviour*, 6, 361-379. [http://dx.doi.org/10.1016/0747-5632\(90\)90014-8](http://dx.doi.org/10.1016/0747-5632(90)90014-8)
- 12- -Wilson, T. F. (1995). The Internet at Eagan high school. *T.H.E. Journal*, 22(9), 75-79.
- 13- -Yang, Sh., & Chen, Y. (2007). Technology-enhanced language learning: A case study. *Computers in Human Behaviour*, 23, 860-879.



IJASSH