



RESEARCH PAPER

# An Analysis of Student Perceptions of Online Language Learning in Virtual Classrooms

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## Abstract

This study analyses the perceptions of students when learning in an online language learning (OLL) environment using virtual classrooms. The main goals were to find out if students enjoy learning in this manner, if they perceive learning benefits and if they would recommend this method to others. A total of 15 OLL students participated in this study and responded to an online questionnaire that mirrored a similar previous study which analysed the perception of online teachers using virtual classrooms (Manegre & Sabiri, 2020). The majority of the students surveyed (60.00%) indicated that they only enjoy learning online sometimes since they are taking OLL classes for professional and academic purposes and not for leisure purposes or general enjoyment. However, the participants of this study found OLL using virtual classrooms to be an effective instruction method and they do believe that this method of instruction is a suitable replacement for in-classroom learning.

## Keywords

Online language learning (OLL), foreign language learning (FLL), virtual classrooms, private language companies, student perceptions

## 1. Introduction

Over the past two decades, there has been extensive growth in the online language learning (OLL) market, particularly in the private sector and especially since the public has become more comfortable with online learning (Manegre & Sabiri, 2020). The success of OLL is primarily driven by globalisation, which has generated a need for international communication in English (Poggensee, 2016). Several reports have indicated that there is an increasing demand for online English language education and that it is the most requested language for online learning, especially in China (Blanco, 2020; Zhang, 2019). During the 2020 global pandemic, approximately 290.5 million students were affected by the closure of schools, which considerably increased the need for online education. As traditional classrooms transitioned to digital spaces, the popularity of online learning rose and quickly became regarded as an effective method of education (Bahasoan et al., 2020). Combining the demand for language learning with home-based learning, the request for OLL steadily increased to meet the rising demand and rapid social changes.

This study focuses on OLL using virtual classroom systems and the perceived effectiveness, benefits, and drawbacks associated with this teaching method. Additionally, this study presents an analysis of student perceptions and assesses their role in using virtual classroom learning platforms. The design of the study is similar to the Manegre and Sabiri (2020) study which focused on teacher perceptions. This study has followed the same format for the method and the results with a focus now on student perceptions.

### 1.1. Online Language Learning (OLL)

Online language learning (OLL) can refer to three different types of online learning, such as a web-facilitated class, a hybrid or blended course, or a fully online course (Blake, 2011). A Web-facilitated class occurs in a traditional classroom and is taught in person with some technology-mediated components that are introduced in the classroom. An example of this is using education software, such as the Moodle Learning Platform, for an examination. Hybrid and blended courses retain face-to-face classroom learning; however, in-person learning is reduced and a high dependency on web-based technology is introduced, typically for asynchronous work. A fully online course relies on web-based technology for the entire course. Several types of platforms can be used for complete online courses, such as MOOCs and webinars. This study focuses on the virtual classroom software that is typically used in the private online education sector, such as online classrooms with virtual textbooks, whiteboards, video conferencing, and other features as detailed in the section below.

#### 1.1.1. Virtual Classroom Software

Virtual classroom software allows for synchronous distance learning, where students and teachers interact using the platform and technical tools provided by the software (Berry, 2019). Virtual classrooms connect students and teachers in real-time, this allows for interaction and corrective feedback. The main advantage of these systems for OLL is that they can connect language learners to native speakers across the globe without the restrictions of time and space. The virtual classrooms also have a visible textbook and the functionality of a traditional classroom setting (Manegre & Sabiri, 2020).

Virtual classroom systems are usually created in-house by private online language companies, therefore, the range of features offered in these systems may vary. There are two groups of features, which can be classed as common features and advanced features (Xenos, 2018); see Table 1 below. Common features can be thought of as the tools that simulate a traditional classroom setting. These features are essential to creating an interactive environment that allows the student to bond with the teacher and potential classmates, such as sound, text, and video. Advanced features vary by company and lesson type. These features enhance the learning experience but are not essential for optimal learning (Berry, 2019; Manegre & Sabiri, 2020; Xenos, 2018).

**Table 1**

*Common and advanced features and practices in virtual classrooms. (Xenos, 2018).*

<b>Common features</b>	<b>Advanced features</b>
Video and sound	Retrospective assignments
Chat	Breakout rooms
Students' feedback	Anonymous polling
Whiteboard	Shared whiteboard
Slide presentations	Shared documents and annotating
Discussion administration	Application sharing

While most virtual classroom systems are created and hosted by the OLL company, some companies opt for an externally sourced platform such as Vedamo, Electa Live, ProProfs, LearnCube, or Blackboard Collaborate. Additionally, some OLL companies use teleconferencing video software such as Zoom, Microsoft Teams, or Adobe Connect since they now offer a variety of features that are available at affordable prices (Darshan, 2020).

### 1.2. Benefits of Virtual Classroom Systems

The main advantage of OLL using virtual classrooms is the ability to simulate the traditional classroom structure in an online environment (Nguyen, 2015). There are several other benefits, such as scheduling flexibility, location, choice of teacher, and selection of the courses (Manegre & Sabiri, 2020; Raes et al., 2019; Jabeen & Thomas, 2015; Michael, 2012), which are summarised in Table 2 below.

**Table 2**

*Benefits of Virtual Classroom Systems.*

<b>Benefit</b>	<b>Description</b>
<b>location flexibility</b>	The students and the instructors may attend the class from anywhere on the planet, provided they have a stable internet connection.
<b>choice of language teacher</b>	Some private companies allow the students to select which teacher they want to work with, and this is based on the teacher profile. The students can select teachers based on common interests, type of accent, or professional and educational experience.
<b>schedule flexibility</b>	Many private OLL companies have classes running 24/7, which allows the students to select a class that best suits their schedules.
<b>course variety</b>	OLL courses can be customized to the learner, and they could include individual or group classes with either general or specific course content, such as Business English or academic exam preparation.

<b>access to uncommon languages</b>	Many companies offer a variety of languages that are not easily found at local language institutions. This allows the language learner to have access to language classes that are not offered locally.
<b>inclusivity and equality in learning</b>	Learning languages online grants easy access for persons with disabilities and it also allows students to reach intercultural groups from various locations, thereby creating a multicultural and diverse classroom.
<b>cost-effective</b>	OLL is more affordable than traditional language classes. The rates are often 20% of the rate for traditional language learning programs.

One potential benefit of OLL in virtual classroom systems, which is not included in the table above, is the potential benefit for mental health. There are conflicting accounts in the literature as to whether or not this type of instruction can benefit mental health. The use of computers and the internet has not been found to affect the learner's psychological well-being either positively nor negatively (Slegers et al., 2008). Later studies have tended to show that internet use has stronger positive effects on well-being, depending on the personal characteristics of the user (Castellacci & Tveito, 2018; Pallavicini, et al., 2018). However, other research has suggested that online learning negatively influences the health and well-being of children (Stiglic & Viner, 2019). In relation to adult learners during the COVID-19 pandemic, after many learners adapted their routines, OLL was found to be beneficial for professional development and connecting with people remotely. Recent studies found that OLL benefitted the mental health of people who enrolled in OLL programs during the pandemic (High Focus Centers, 2021; Jenkins, 2021). Additionally, Narushima et al. (2012) determined that mature adults who choose to learn new languages for leisure purposes showed positive psychological well-being despite encountering many illnesses. These language learners are driven by intrinsic motivation, and their enrollment in OLL for pure enjoyment has caused improvements to their mental health (Sims et al., 2016).

### 1.3. Disadvantages of OLL

While there are many advantages to OLL in virtual classrooms, as outlined above, there are several disadvantages of OLL, such as isolation, content reformatting, difficulties in maintaining student focus, and technical issues (Misir et al., 2018; Raes et al., 2019). These disadvantages are summarised in Table 3 below.

**Table 3**

*Disadvantages of OLL.*

<b>Disadvantage</b>	<b>Description</b>
<b>Isolation</b>	The lack of regular in-person contact can lead to a feeling of isolation for some.
<b>Content reformatting</b>	The quality of teaching depends on the teacher knowing the course material and the platform. Any updates to the platform require adjustments and potential training for the teachers.
<b>Maintaining Student Focus</b>	When students are working remotely, it can be challenging for some to focus on the course material without distractions.
<b>Technical issues</b>	A stable internet connection, functioning web camera, headset, microphones, and a reliable computer are necessary for online learning. Should the technology fail, this can disrupt the learning process.

Learning online may not be the best option for everyone since social interaction plays a role in learning (Okita, 2012) and the appropriate technology is not available to everyone.

It is important to consider both the advantages and disadvantages of OLL before undertaking an online program. To assist with this, many of the online private companies offer free trials for potential students to assess if their programs are an appropriate fit.

#### 1.4. The economic impact of OLL

The demand for OLL has steadily increased over the past few years. In 2019, the OLL market was worth 5.9 billion USD globally. This increased in 2020 to approximately 6.4 billion USD and is estimated to rise to 21.2 billion USD by 2027 (Meticulous Research, 2020; Valuates Reports, 2020). The majority of OLL companies are in the private sector and many lack accreditation or are not recognised by their governments as private educational institutions. Online companies that lack accreditation may offer online instruction, but they are not able to offer certification recognised by other international institutions, such as CEFR certification. Such OLL companies are simply profiting from the need for foreign language education and they may not be regulated for quality and level appropriateness.

##### 1.4.1. OLL in Asia

The demand for learning English has grown internationally due to increased globalisation and the need for English as a lingua franca for business. It is estimated that only 25% of global English speakers are native speakers (Seidlhofer, 2011). In Asia, learning English is now a requirement to succeed in business and academia. While students in Asia have been learning English for years, many former students in older generations were considered “mute learners of English”. This term was coined to describe the older generation in China who had the ability to understand written English but lacked the ability to carry out a spoken conversation (Manegre & Sabiri, 2020). Considering that English is one of three main subjects in China’s National Entrance Examinations (the *Zhongkao* and the *Gaokao*), the importance for students to excel in English production and comprehension is considerably high. The *Zhongkao* (Senior High School entrance examination), has an average pass rate of 50%. The *Gaokao* (college entrance examination) has a pass rate that varies from 9.48% to 30.5%, depending on the province (Patrick, 2020; Xinhua, 2017). These low pass rates have placed a lot of pressure on Chinese students to perform well. Chinese parents value their children’s education and they search for resources to help their children prepare for the exams, especially the *Gaokao*, which is one of the toughest exams globally (Ma, 2019). This has increased the demand for teachers who are native speakers of English. OLL has bridged the gap created by space and time by connecting students in China with native English speakers around the globe (Manegre & Sabiri, 2020). The increase in demand for native speakers of English has caused the OLL industry to grow considerably in recent years. From 2016 to 2017, “there was 298% growth from 19.4 billion USD to 76.7 billion USD in the English Education market” (Daxueconsulting, 2018).

##### 1.4.2. OLL in Europe

Europeans often regard Foreign Language Learning (FLL) as a necessity since languages are usually considered core subjects in school, where children are often required to learn more than one (Manegre & Sabiri, 2020). For the non-English speaking countries in Europe, English is the most common foreign language studied in educational institutions. Additionally, linguistic diversity is highly encouraged not only in academic fields but also in professional settings. Because of this, FLL is prominent in Europe where, for example, 100% of the inhabitants of Luxemburg, Malta, and Liechtenstein and 80% of the inhabitants of other European countries have studied foreign languages (Civinini, 2018). Because of the importance of FLL in European education, 80% of working-age adults know at least one foreign language, and 24.8% can communicate in that language at an advanced level (Eurostat, 2021).

Over the past few years, OLL in Europe has been progressively growing. Approximately seven percent of adults in Europe were enrolled in OLL courses in 2017 and that number grew to eight percent by 2019, with the highest number of online students in Norway (21%) and Sweden (18%). These numbers likely increased during the pandemic in 2020 and 2021.

### 1.5. Objectives of the study

The purpose of this study is to analyse student perceptions of OLL using virtual classrooms. The Manegre and Sabiri (2020) study focused on the perceptions of teachers, and found that teachers preferred teaching online using virtual classroom systems. The teachers enjoyed using this method of instruction and they recommended that both students and teachers use virtual classroom systems not just for language learning but for other core subjects as well. The research questions for this study are as follows:

- 1) Do students studying languages online in virtual classroom systems prefer this method of instruction?
- 2) Do students enjoy learning languages online using a virtual classroom system with a teacher present?
- 3) Do students recommend this method of learning to other students and do they feel this method of instruction is effective for learning?

## 2. Method

### 2.1. Participants

The participants of this study were recruited from social media groups (on Facebook). The participants had indicated that they were students of private online education companies who use virtual classrooms with video conferencing and whiteboard technology. The majority of the participants were female (60%), while 33.33% were male and 6.67% were undefined. All of the participants were adults between the ages of 18 and 49, with the majority being in the 18 to 29 age range (53.33%). The majority of the participants had a bachelor's degree or higher. 40% reported having a bachelor's degree, 33.33% reported having a master's degree, and 13.33% reported having a doctorate. The remaining participants had a high school diploma. Additionally, the majority of the participants (66.67%) were European and were residing in Europe. The remaining participants were from Asia (20%) and North America (13.33%). The linguistic profiles of the participants can be seen in Table 4 below.

**Table 4**

*Linguistic profiles of the participants.*

<b>Profile</b>	<b>Responses</b>
<b>Native language</b>	26.67% Spanish; 20.00% Mandarin Chinese; 20.00% English; 13.33% Catalan; 6.67% Moroccan; 6.67% Italian; and 6.67% Polish.
<b>Number of languages spoken</b>	6.67% one language; 20.00% two languages; 46.67% three languages; 6.67% four languages; 6.67% five languages; and 13.33% speak more than five languages.
<b>Languages spoken and understood at a B1 level or higher</b>	31.03% Spanish; 20.69% English; 13.79% French; 10.34% Mandarin Chinese; 6.90% German; and 17.24% other languages (Italian, Portuguese, Catalan, Irish, Gaelic and Italian).
<b>Languages learned through OLL</b>	53.33% English; 20.00% German; 6.67% French; 6.67% Spanish; 6.67% Mandarin Chinese; and 6.67% Polish.

<b>Duration of studying with OLL</b>	33.33% less than six months; 13.33% more than six months but less than one year; 26.67% one year; 13.33% one and one half to two years; and 13.33% more than two years.
<b>Duration of studying foreign languages in general</b>	7.14% less than six months; 21.43% more than six months; 7.14% one year; 14.29% one and one half to two years; and 50.00% more than two years.

## 2.2. Procedure

As this is a replication study, the questionnaire used in this study mirrored the original questionnaire from the Manegre and Sabir (2020) study, which was validated before testing. The questions were modified to change the focus of the analysis from the teachers' perspective to the students' perspective, that is, instead of asking whether the participants enjoy *teaching* online using the virtual classroom software, they were asked whether they enjoy *learning* online using virtual classroom software. The questionnaire was created using Qualtrics software due to its high levels of data security. Once the participants were confirmed to be OLL students using virtual classrooms, they were asked to give their consent to participate in the study and the questionnaire was sent to them via a private message. The participants were notified about the purpose of the study and they were informed that their responses and personal information would be kept confidential.

## 3. Results

Similar to the previous study, the results of this study have been divided into three sections, i.e., the enjoyment level and preferences for learning, the self-perception of learning by the students, and any recommendations.

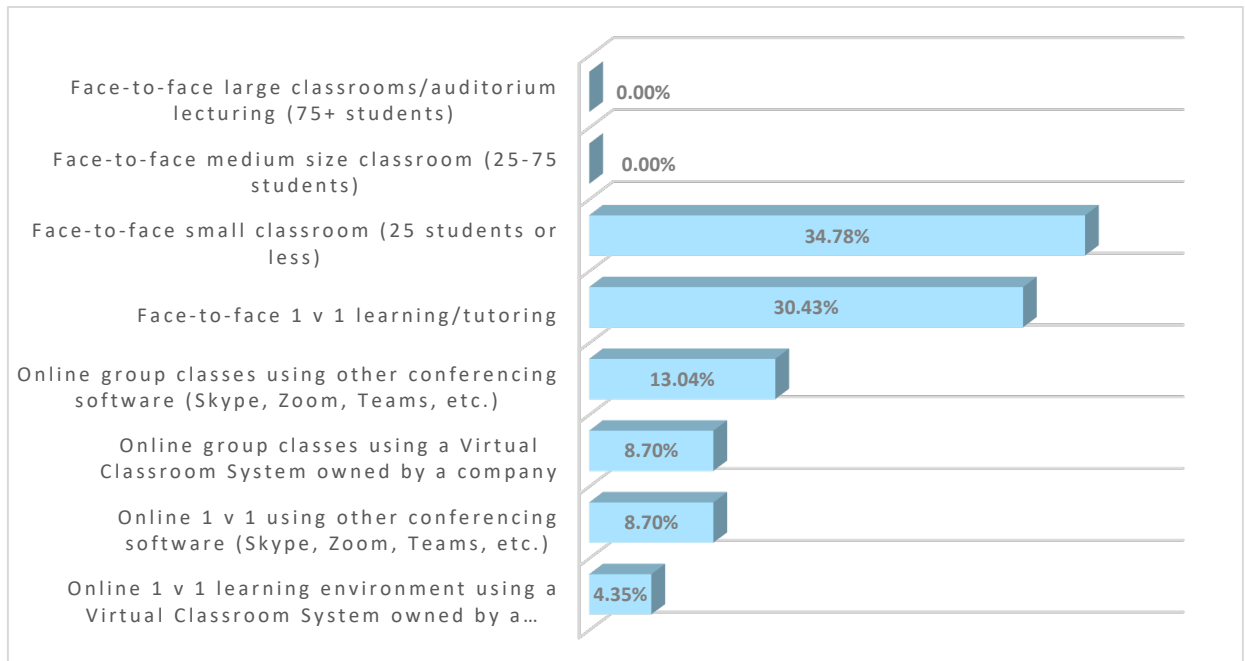
### 3.1. Enjoyment level and preferences

The participants reported that they prefer learning in person with either individual lessons or small class sizes, as can be seen in Figure 1 below. The most popular preference for language learning was in small face-to-face classrooms of 25 students or less (34.78%), followed by face-to-face 1-to-1 learning or tutoring classes (30.43%). The preferences for OLL were lower than in-person, where the group classes were preferred to individual classes. The preference for using other conferencing software such as Skype, Zoom or Teams (13.04%) was higher than using proprietary virtual classroom software owned by a company (8.7%). The preferences for individual classes online were even lower, where 8.70% reported that they prefer online 1-to-1 classes using video conferencing software and 4.35% prefer online 1-to-1 classes using a virtual classroom system owned by the language company. Similar to the analysis of teacher perceptions, none of the participants reported a preference for medium or large classes.



**Figure 1**

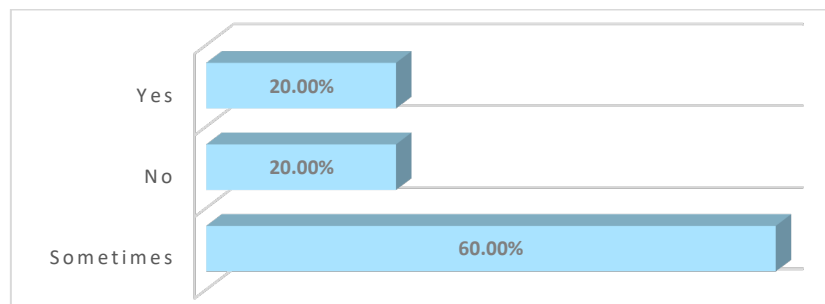
*Participants' preferred environment for language learning.*



The participants were also asked if they enjoy learning online in general. While the responses to Yes and No were the same (20%), most of the participants (60%) reported that they enjoy online learning sometimes (see Figure 2 below).

**Figure 2**

*Participants' enjoyment of learning online.*



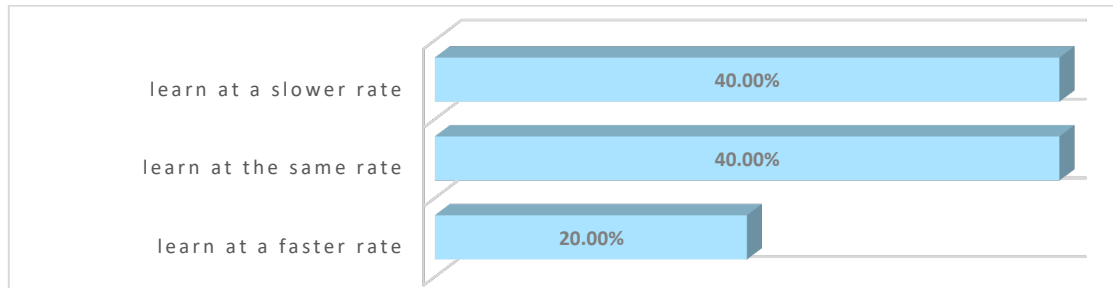
### 3.2. Perception of Student Learning

Aside from enjoyability, several questions focused on whether the participants believed that OLL in a virtual classroom assisted in learning foreign languages. The participants were first asked whether they feel they learn at a faster rate, slower rate, or at the same rate online as they would in a traditional face-to-face classroom. As can be seen in Figure 3 below, the participants reported that they either learn at the same rate or slower than in a virtual classroom where only 20% of the participants reported that they learn faster online.



**Figure 3**

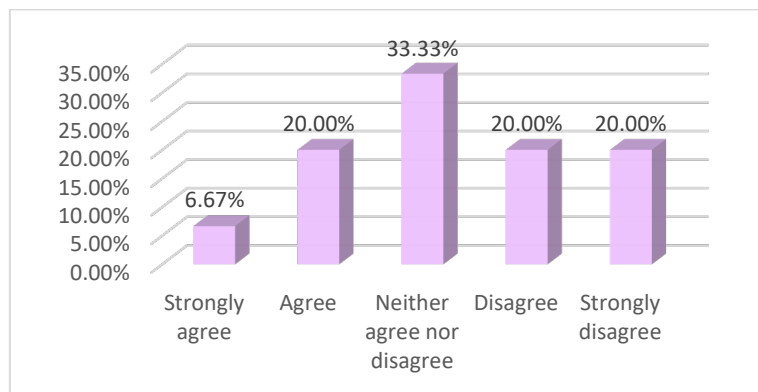
*Participants' views on how OLL affects their rate of learning.*



When asking the participants if their participation increases in a virtual classroom as opposed to a traditional classroom, 26.67% agreed, 40% disagreed and the rest remained neutral, as can be seen in Figure 4 below.

**Figure 4**

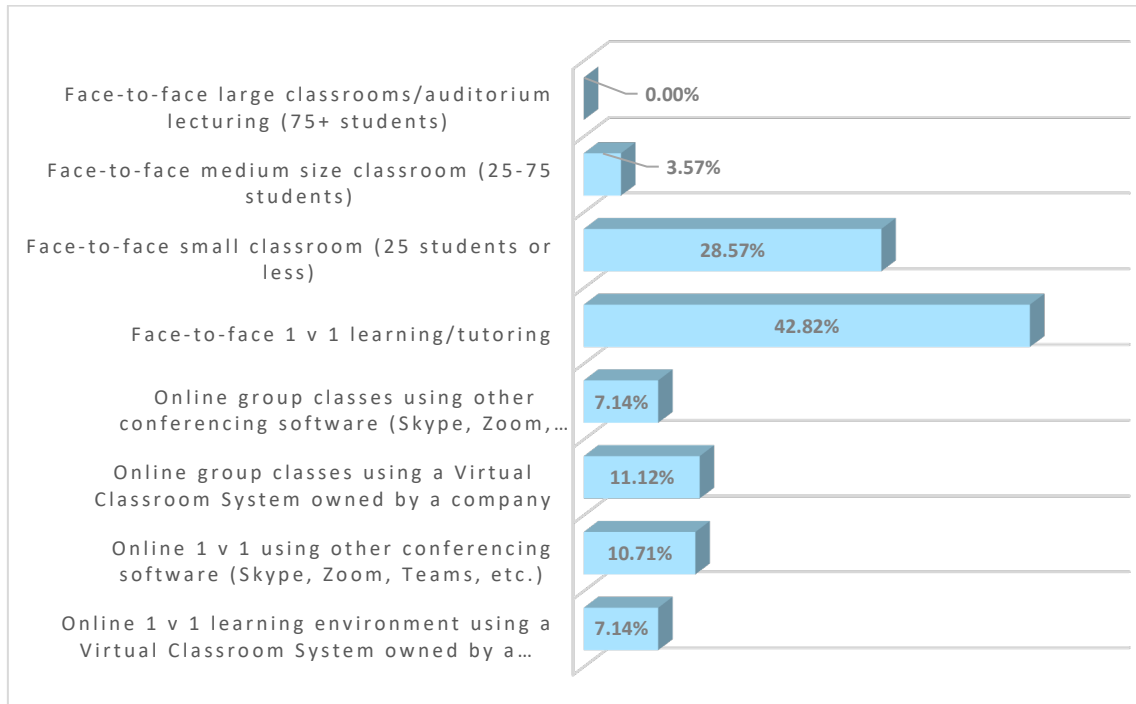
*Participants views on whether or not participation in FLL increases online compared to learning in a traditional classroom.*



The participants were further asked whether they feel they get to know their teachers better online or in face-to-face classrooms. The majority of the participants (71.39%) reported they get to know their teacher better in person with either individual or small classes (see Figure 5 below). Less than half of the participants (36.11%) reported that they get to know their teachers better in any of the online environments.

**Figure 5**

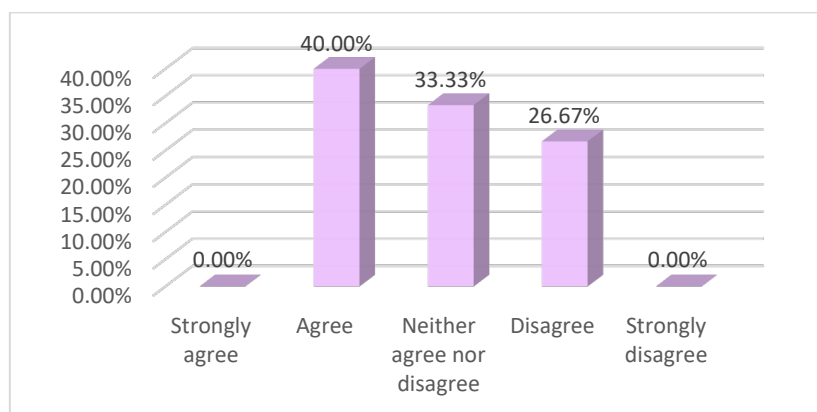
*Environments in which the participants feel they get to know their teachers better.*



When asking whether learning online with a virtual classroom system helped the students to strengthen their knowledge and feel more comfortable with technology overall, more of the participants agreed (40%) than disagreed (26.67%) as we can see in Figure 6 below.

**Figure 6**

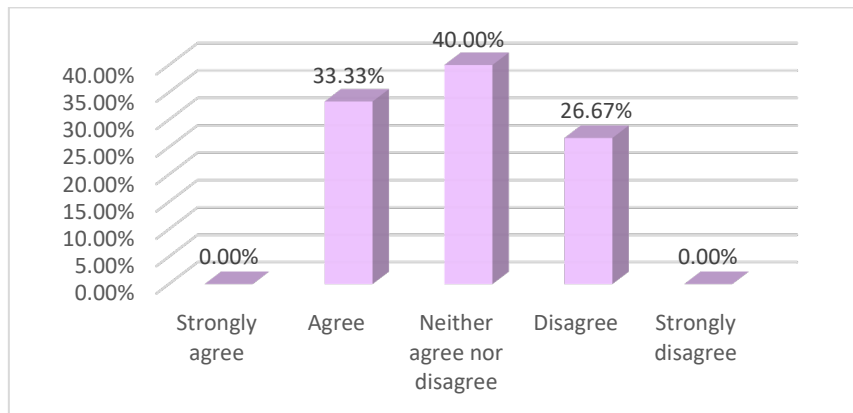
*Participants' views on whether or not online learning in a virtual classroom helps them to strengthen their knowledge and feel more comfortable with technology overall.*



The participants were generally undecided when considering if learning in virtual classrooms slows down their thinking, writing, and calculation skills. None of the participants had either strongly agreed or strongly disagreed and 40% of the participants remained neutral (see Figure 7 below).

**Figure 7**

*Participants' views on whether or not learning in a virtual classroom slows down thinking, writing, and calculation skills.*

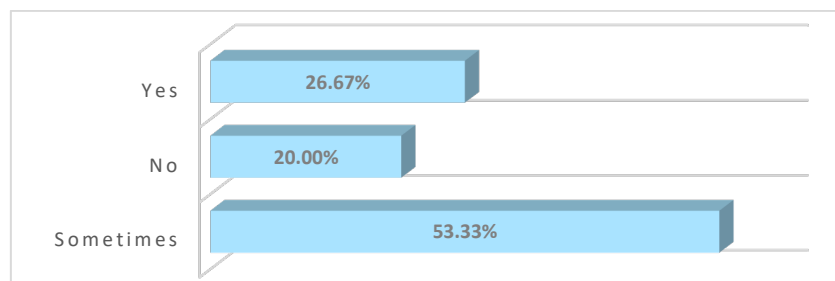


### 3.3. Recommendations for Use

The participants of this study reported that, in general, they would recommend using OLL in virtual classrooms where 26.67% reported they would recommend learning online through a virtual classroom to a friend or a colleague and 53.33% would recommend it only sometimes (see Figure 8 below).

**Figure 8**

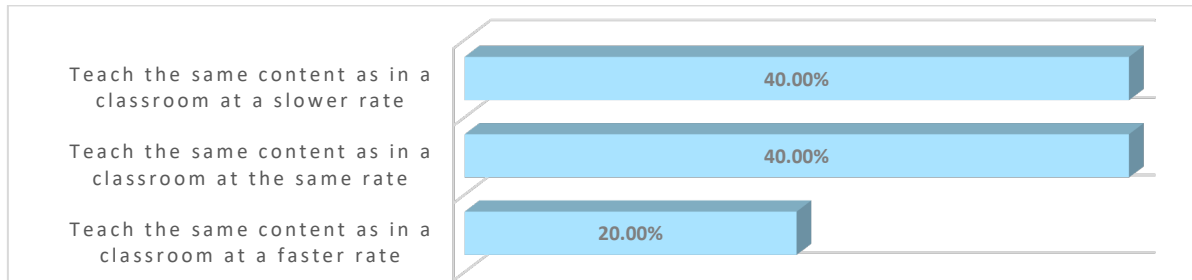
*Participants' views on whether or not they would recommend online learning in virtual classroom to a friend or colleague.*



The remaining questions focused on whether the participants believed learning online in virtual classrooms could teach the same content, replace other core subjects, and replace homeschooling. Figure 9 below indicates that 40.00% of the participants believe that online language learning in a virtual classroom can teach the same content at the same rate and 20% believe the same content could be taught at a faster rate. The remaining 40% believed that online instruction would be taught at a slower rate.

**Figure 9**

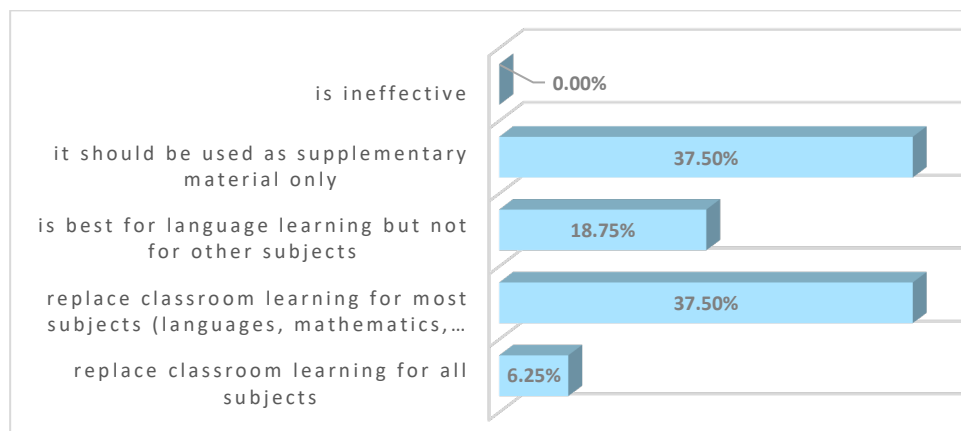
*Participants' views on whether or not OLL in a virtual classroom can be taught at the same rate as offline instruction.*



While the participants previously reported that they enjoy in-person learning, when asked if online instruction in a virtual classroom could replace most subjects, the participants generally agreed that this method of instruction could replace some or all of the in-person learning. None of the participants felt the method was ineffective. As can be seen in Figure 10, only 37.50% believe that it should be used only as supplementary material. The remaining participants felt that language learning, core subjects, or all subjects could be taught in virtual classrooms.

**Figure 10**

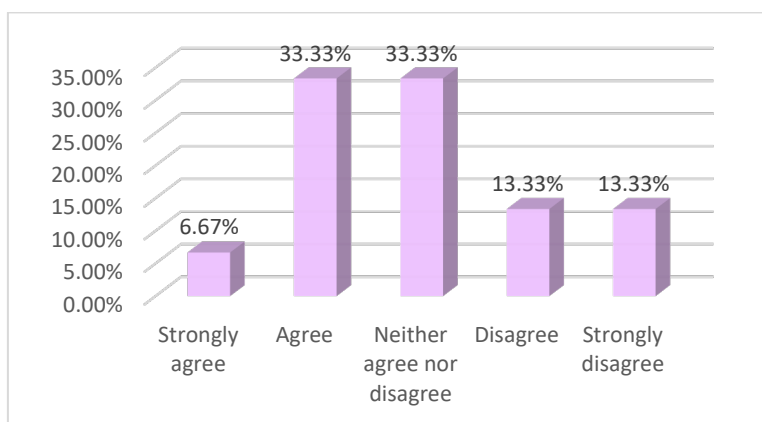
*Participants' views on whether or not OLL in virtual classrooms can replace traditional in-person learning.*



Finally, we asked the participants if they believed that online learning in a virtual classroom with a certified teacher could replace homeschooling. In general, the participants either agreed (40%) or were undecided (40%) as can be seen in Figure 11 below.

**Figure 11**

*Participants' views on whether or not OLL in virtual classrooms can replace homeschooling.*



#### 4. Discussion and Conclusion

OLL has revolutionized the language education sector. Many factors have influenced the success of OLL, in particular, the introduction of virtual classroom systems. Virtual classrooms have allowed OLL to adapt and create features found in traditional classrooms, but with key advantages such as having scheduling flexibility, connecting with others across vast spaces, and the freedom to choose an instructor.

This study was designed to repeat a previous study by Manegre and Sabir (2020), which analysed teacher perceptions with OLL in virtual classrooms. The results from the current study are not consistent with the results of the previous study. While the teachers showed a preference for online teaching, the students participating in this study showed a preference for in-person learning. The difference in responses is logical since online teachers should show higher enjoyment levels with online teaching as this is their chosen profession. On the other hand, some students may choose online learning due to a lack of resources in their area where in-person learning is not an option. Additionally, some students may be asked to take online courses by a supervisor or parent where this is not necessarily a personal choice or leisure activity. In addition to academic purposes, many students have decided to enrol in OLL education for professional development and training in order to advance their careers. Students may have decided to enrol in online classes for conventional reasons rather than enjoyment purposes.

Students may regard learning from home as a disadvantage, they may feel that they are missing the social aspect of classroom learning. Traditional language learning, on the other hand, allows students to attend classes in person and connect with their peers. This may explain why the participants of this study felt that using virtual classrooms should be recommended "some of the time". The participants also felt that they got to know their teacher more personally through in-person learning. This response may be due to the timing of this questionnaire since it was launched during a global pandemic when there was a longing for personal connections outside the home. Nevertheless, all the participants agreed that learning online in virtual classrooms is effective.

#### 5. Limitations of the study

This study was designed as a follow up study to discuss student perceptions of online learning in the private sector. The main limitation of this study is the sample size. A

greater number of participants would ensure the data is more accurate. Additionally, since this was a study of perceptions, only descriptive statistics were used to show the general tendencies. Further research with a more robust analysis would allow for findings with greater accuracy.

### Ethical statement

This study was conducted in Catalonia, Spain in accordance with professional standards of research. Additionally, this study received ethical approval from the associated university where the research was conducted. The participants volunteered for this study, and they were aware that their data was being kept confidential. The study was self-funded, and there were no conflicts of interest. This article has not been published either in part or in whole elsewhere.

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**Appendix A**

<i>Purpose of Question</i>	<i>Question</i>	<i>Type of Question</i>
<b>Background Information</b>	What is your chronological age?	Forced-Choice
	What is your highest level of education?	Forced-Choice
	How would you describe your gender?	Forced-Choice
	What is your nationality?	Forced-Choice
	Where are you currently residing?	Forced-Choice
	What is your native language?	Forced-Choice
	How many languages do you speak?	Forced-Choice
	Which languages do you speak/understand at a B1 or higher level (if applicable)?	Free Answer
	Which languages do you speak/understand at A1 or A2 level (if applicable)?	Free Answer
	What language/s are you learning through OLL?	Free Answer
	How long (duration) have you been learning (the specific language) through OLL?	Forced-Choice
	How long (duration) have you been learning (a specific language/s) in general?	Forced-Choice
	Which environments have you learned in?	Forced-Choice
	Have you ever been a student in a virtual classroom using videoconferencing and a company's virtual system besides in language learning?	Forced-Choice
<b>Enjoyment Level and Preferences</b>	Which learning environments do you prefer for learning languages?	Forced-Choice
	Do you enjoy learning online?	Forced-Choice
<b>Perception of Student Learning</b>	In general, when you take classes in the virtual classroom environment: you learn at a faster rate; learn at the same rate; learn at a slower rate; other.	Forced-Choice
	Do you participate more in virtual classrooms that use videoconferencing and the company's virtual system than in traditional classrooms?	Forced-Choice
	In which learning environments do you feel you get to know your teachers more personally?	Forced-Choice
	Does participating in a virtual classroom with videoconferencing and the company's virtual system help the students strengthen their knowledge and feel more comfortable with technology overall?	Forced Choice
	Do you think learning in a virtual classroom with videoconferencing and the company's virtual system slow down your thinking, writing, and calculation skills?	Forced-Choice
<b>Recommendations for Use</b>	Would you recommend learning online through videoconferencing and a company's virtual system to a friend or a colleague?	Forced-Choice
	Online Language Learning in a virtual classroom using videoconferencing and the company's virtual system can: teach the same content as in a classroom at a faster rate; teach the same content as in a classroom at the same rate; teach the same	Forced-Choice

	content as in a classroom at a slower rate; other.	
	Online Language Learning in a virtual classroom using videoconferencing the company's virtual system can: replace classroom learning for all subjects; replace classroom learning for most subjects (languages, mathematics, sciences, social sciences) but not for other subjects; is best for language learning but not for other subjects; should be used as supplementary material only; is ineffective	Forced-Choice
	Do you agree with this statement: Online learning in a virtual classroom with a certified teacher using videoconferencing and the company's virtual system is a better option for school-age children than home-schooling?	Forced-Choice