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**Teachers' Perceptions about the Use of Mandarah as a Learning
Platform in EFL at Omani Public Basic Education schools.**

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Chapter 1: Introduction

The year 2020 came to highlight the importance of using technology in teaching. In that year, Covid-19 created new challenges for schools, teachers, students, and the whole educational system. Covid-19 has motivated teachers to help their students to undergo learning and deal with the challenges of this pandemic using technology.

Governments worldwide are trying to find the best platform for students to obtain a high-quality education. For example, the Omani Ministry of Education set up an educational platform to activate distance learning that is called “Mandarah”. It is used in basic education schools in Oman. This platform allows students to attend their lessons with their teachers without going to school. The platform is supported by Microsoft Teams, which allows teachers to present lessons to all students in the classroom simultaneously. Also, teachers can asynchronously teach by posting videos, voice notes, or any other documents. The educational platform allows teachers and the school’s administrations to monitor as well.

However, Abunowara (2014) mentioned that the key to the successful use of technology in language teaching lies not only in hardware or software but also in [the] human capacity of teachers to plan, design, and implement effective educational activities (p.10). Thus, it is very important to study English Omani teachers’ perceptions of teaching through the educational platform “Mandarah” and understand their ability and the challenges, they are facing, in teaching through this platform.

Considerable research has been directed toward teaching through platforms at universities. All these researchers’ results showed a clear variation in their results; some of them showed

positive reactions while others showed negative reactions to teaching through platforms. However, schoolteachers' perspectives on distance teaching through platforms have remained mostly investigated, although distance teaching has become the common mode of teaching at schools. There is even very little research on foreign language distance teaching at schools. The variation in the previous research's results and lack of teaching through platforms in school should motivate researchers to conduct more research on distance teaching at the school level.

Teaching English in Oman has got special attention in research and has been widely studied as there is research study low English proficiency (Al-Mahrooqi 2012), English as a foreign language constraint (Al Shanfari 2020), and English Classroom management procedures (Al-Mahrooqi 2019), and the motivation of English teachers (Khan,2012) and more other research. However, there is no research has been conducted on teaching English through platforms or even teaching English distantly.

The emphasis on EFL teaching in the Omani context is justified because teaching EFL courses had already been challenged before the covid-19 pandemic. Al Mahrooqi (2012) found in a study that there are seven main factors that cause the collapse of teaching English in Oman; teachers, students themselves, limited English proficiency, courses, lack of practice outside the classroom, parents and social environment, system and school environment, and careless and unmotivated friends. In fact, in that research, teachers, as a factor, were the main factor that led to low proficiency in English in that study. Moreover, Omani students play a role in their poor performance. Al Mahrooqi (2012) also found that "most of the Omani students' attitudes toward English are negative, and they have no interest in English learning

which limits the quality of their production” (p. 196). This means that teaching EFL courses through distance teaching may be more complicated.

This current research aims to fill these gaps by focusing on teachers’ attitudes toward teaching English as a foreign language (EFL) through the Mandarrah platform at Omani public basic education schools.

In the fall of 2020, teachers in Oman used Mandarrah for teaching for the first time. This research will focus on understanding and analyzing English teachers’ attitudes and reactions to teaching English online through Mandarrah. It will attempt to address English teachers’ perceptions about the nature of distance teaching English as a foreign language in Omani public basic education schools.

Chapter 2: Literature Review

2.1 Introduction

Before covid-19, distance learning was not a common way of teaching at schools.

Consequently, research that relate to distance teaching is usually conducted at universities, which creates a gap in distance teaching at schools. However, one might argue that distance teaching in universities will be similar to distance learning because technical skills are already mastered by almost everyone. This part will review the research related to distance foreign language teaching and teaching platforms in EFL learning.

2.2 Distance teaching:

Before introducing various aspects of distance teaching in the context of foreign language teaching, this section will first introduce the definition of distance teaching. More than one definition of distance learning is generally accepted, and in this section, some of them will be introduced. In addition, this section will introduce a brief historical background on distance teaching.

2.2.1 The definition of distance teaching:

MacTeer (2011) defined distance teaching as the educational field that focuses on delivering education to students who are not physically present in a traditional campus or classroom.

Another definition of distance education is the teaching and learning brought about by media: in principle students and their teachers do not meet face to face. One or more mediums are used for their interaction and for communicating the subject. (Holmberg 2005: 9)

MacTeer highlighted that students in distance teaching are not physically "on-site". In addition, Holmberg stated that distance teaching should be conducted through a tool. In another word, they confirmed that teachers and students are not physically present in the same place; however, they engage with each other through a tool as computers and phones.

2.2.2 The history of distance teaching:

It is important to understand the history of distance teaching to know the potential developments in the future.

Holmberg (2005) mentioned that the 1970s was the first time when the term "distance teaching" was used. However, in 1982, the terminology of distance learning was changed from the International Correspondence Education Council to the International Distance Education Council, and distance learning was officially adopted that year. However, distance

teaching has not only changed in terms of terminology but has also changed in its way.

Anderson and Dron (2011) proposed that the development of distance learning can be divided into three different generations: (1) correspondence, (2) mass media, and (3) interactive technology (p.80- 81).

2.2.3 Distance foreign language teaching:

Distance learning is not a new definition, nor does it appear in the age of covid-19, but it is a method with a long history. Kentnor (2015) said distance teaching can be traced back to as early as the 18th century. Even in Oman, distance teaching during covid-19 is not the first experience in distance teaching. For many years, Oman teaches distantly through a television program called "Dars Al Alhawa. That program means to provide different lessons in different courses for students in grade twelve.

2.2.3.1 The cases against teaching foreign language in distance:

Kear et al. (2012) studied the use of web conferencing in distance learning. This research showed that teachers face difficulties in managing cognitive load and finding social presence when dealing with multiple tasks online (p. 9). In addition, Xu and Jaggars (2014) conducted a study at community colleges in Washington State. They compared over 40,000 students' performances who studied the same course but some of them studied face-to-face and others distantly. The results show that students who studied in online sections got lower grades compared to students who studied in face-to-face sections. According to their findings, "English is shown to be one of the subject areas with the highest performance gaps." (Xu and Jaggars, 2014)

2.2.3.2 The cases with teaching foreign language in distance:

Soleimani et al. (2012) examined students' and instructors' satisfaction with the online language courses at Carnegie Mellon University. They found that students in distance-learning foreign language classes performed better than students in traditional foreign language classes (p.4). According to their study, " qualitative data from students indicated a trend of increasing satisfaction with the online courses compared with offline (traditional)." (Soleimani, Sarkhosh, and Gahhari.1). In addition, Murday et al. (2008) found similar results to Soleimani, Sarkhosh, and Gahhari (2012). They (2008) found that compared with face-to-face foreign language classes, students who learn foreign languages distantly are more satisfied (P.12). Another study conducted later in 2013 by Canto et al showed a positive attitude toward distance learning foreign languages. In that study, he randomly assigned 36 students to three groups:

Group 1: a group performed tasks with their peers via videoconferencing.

Group 2: a group performed tasks with their peers in the virtual environment of Second Life.

Group 3: a group carried out tasks face-to-face in their classroom with peers.

After the study period, students' communicative competence was tested. The study findings show that students in Group 1 and Group 2 were more motivated to complete tasks. Also, students in that two groups expressed that "they had become more confident, were able to talk more fluently" (Canto et al. 2013).

These researchers have come up with inconsistent results. It can be said that the early research has a negative attitude towards distance learning of foreign languages, which is related to the technical limitations of the time. However, Xu and Jaggars' study goes against this argument. Although their study showed positive attitudes, earlier research showed negative attitudes towards distance learning of foreign languages. It is clear that more research is needed in distance learning foreign languages, especially at school.

2.4 Teaching platforms in EFL Learning

If the 21st century is a century in which the use of technology changes with each passing day, then 2020 will be the year when people have entered a new era of using technology. In 2020, a pandemic has control over the world and people's lifestyles. Teaching has been maintained through teaching platforms and virtual classrooms. Although there is research on EFL teaching through platforms, teaching through platforms at the school level has not been paid much attention. Several researchers attempted to figure out students' and teachers' perceptions of teaching English as a foreign language (EFL) online at universities. However, one could argue students' and teachers' perceptions at university would be similar to students' and teachers' perceptions at school since nowadays, almost school students are adapted to using technology as professionally as a student at the university level since school students are Net Generation members. Also, it is expected that teachers in both universities and schools have sufficient qualifications to use technology. Then, for example, the difficulties faced by teaching EFL in universities will be similar to those faced at the school level. Especially, if these difficulties are related to the platforms' features. It is worth mentioning that reviewing literature that aimed to study students' perceptions will be worthwhile as there are not many types of research conducted on teachers' perceptions. Then, later, it can help us understand some of the teachers' perceptions.

2.4.1 Teaching via Microsoft Teams

In 2017, Microsoft produced Microsoft Teams. The first version was created to find a virtual meeting for collaborative teamwork. What is good about this platform and what makes it very popular is that it is available on all gadgets and computer operating systems. Thus, in recent years, there has been more and more literature on the use of Microsoft Teams as a teaching platform.

Researchers such as Rababah (2020) and Rojabi (2020) conducted a study on teaching English as a foreign language via Microsoft Teams. Rababah aimed to find students' attitudes toward using Microsoft Teams as a learning platform in EFL. Participants in this study said that learning through the Microsoft team can bring them some benefits, such as time efficiency, shared learning resources, and convenience. In addition, they pointed out that they still encounter some technical problems. Rojabi (2020) found that class via Microsoft Teams supports the students' learning environment optimally. In this study, participants gave positive responses after they had the experience of studying through teams Microsoft. Also, they find it a good tool to interact with their teachers.

2.4.2 Quipper School in Teaching English.

Saptani (2017) conducted a study to show English teachers' perception of the use of Quipper School (QS) in teaching English. The research was conducted in Semarang, Central Java, involving three English teachers at schools. It was found that the participating teachers commonly encourage the use of QS in teaching as it provides a great amount of alternative material, promotes interactions, and increases students' motivation.

Chapter 3: Methodology

3.1 Aim of this study:

The primary focus of this research is to explore how English teachers at Omani public basic education schools perceive the use of the Omani educational platforms "Mandarah" in teaching EFL.

3.2 Data collection:

Smith and Kleine (1986) argued that triangulation is used to increase the study's accuracy. Since using many different sources to collect data is the best way to improve the reliability of research, this

research will use the triangulation method, including quantitative and qualitative methods using a questionnaire and interview. Thus, data for this research were collected using a questionnaire and interviews tool.

3.2.1 Questionnaire:

A Google Form questionnaire is the first set of data. It was written in English because the sample is English teachers. Then, it was piloted by two English teachers teaching in Omani basic education schools. Thus, the Google Form questionnaire was updated depending on their feedback. Then, it was distributed to English teachers teaching in Oman's public basic education schools via WhatsApp to understand their attitudes and views on teaching English as a foreign language through the Mandarah platform. The number of respondents is one hundred and six. This questionnaire is designed for teachers who teach grades one, grades two, three, and four in basic education because grades five and six of basic education are not taught through the Mandarah platform.

The questionnaire is divided into three sections. The first section enquires about background information such as gender, the governorate teacher teaches in, and grades teachers normally teach. The purpose of this section is to provide information to clarify whether there are patterns or trends in teachers' opinions based on gender, the governorate teacher teaches in, and the grades teachers normally teach.

The second section of the questionnaire helped us determine how often technology was used in teaching before Covid-19 and the technology teachers used in face-to-face teaching in the past. This section provides information that helps us to understand whether teachers are familiar with dealing with technology before Covid-19.

The third section, the final section, of this questionnaire is exploring in English teachers' perceptions of using the Mandarah platform. It includes questions that ask teachers about

their general views on using Mandarah and how they found teaching skills through the platform. In addition, this section includes questions ask about the difficulties they encounter when using the platform and the features that are helpful to them. This section is very important because it provides information to answer research questions.

3.2.1.1The questionnaire responses:

One hundred and six teachers from Oman’s public basic education schools participated in the study. It is worth mentioning that all participants were females since teachers in Omani public basic education schools always are females except in a very few schools which are located in rural areas. Twenty-two teachers came from Al Batinah South schools, eighteen teachers from Ad Dakhiliyah schools, and seventeen teachers from Al Batinah North schools. The rest teachers came from the following governorates schools: Ad Dhahirah schools (10), Al Buraymi schools (1), Al Wusta schools (2), Ash Sharqiyah North schools (7), Ash Sharqiyah South schools (7), Dhofar schools (9), Muscat schools (11) and two teachers from Musandam schools. In addition, most teachers in this study usually teach grade four; however, there are still many teachers who usually teach grades one, two, and three. Indeed, the teachers involved in this study differ greatly in terms of the governorates they teach in and the grades they teach.

3.2.2Interview:

The interview was the second set of data. It was a one-to-one unstructured interview. The interviewees were chosen from teachers who have participated in the questionnaire. The Interviews were conducted in the English language; however, there are two teachers who asked to conduct the Interviews in the Arabic language since they mentioned that they have very simple English that does not qualify them to be Interviewed in English. The Interview

was an unstructured interview since the aim of the interview was to get more details about what respondents had already written in the questionnaire. Ten teachers were interviewed, and all of them have experience in distance teaching. They worked at eight different governorates: Al Batinah North (2 teachers), Al Batinah South (1 teacher), Al Buraymi (1 teacher), Al Wusta (2 teachers), Dhofar (1 teacher), Musandam (1 teacher), Muscat (1 teacher) and Ash Sharqiyah South (1 teacher). Each interview was conducted in between 15 to 20 minutes, and it was recorded.

3.3 Data Analysis:

Both PSPP and Microsoft Excel were used in analyzing qualitative data collected via the questionnaire. Then, the results were reorganized and presented in tables. While quantitative data in both questionnaire and interview were analyzed manually

Chapter 4: Results

4.1 Using technology in teaching before Covid-19:

In the fourth question of the questionnaire, English teachers were asked how often they used technology in teaching before Covid-19. To analyze the results, teachers' answers were split into five categories that describe the use of frequently that are: always, sometimes, never, once, and rarely. In Table 1, the percentage of each frequent category out of the 106 is mentioned: 57% of teachers answered that they used to use technology sometime before the pandemic while 29% of teachers answered that they always used to use technology. 11% of them responded that they had never used technology before the pandemic, and 3% mentioned that they rarely used technology.

TABLE 1: ANSWERS TO QUESTION 4 THE FREQUENCY OF USING TECHNOLOGY IN TEACHING BEFORE THE PANDEMIC

Frequent	Number (%) (n = 106)
Sometime	60(57%)
Always	31(29%)
Never	12(11%)
Rarely	3(3%)

In addition, in question 5, the respondents listed a variety of technologies that they used before Covid-19. Most teachers mentioned that they used to use PowerPoint and YouTube. In addition, they also mentioned some applications and sites, such as Hp Display, Make it, Class 123, Activin Spire, and Whiteboard. It is worth mentioning that teachers also mentioned that they used their phones, laptops, speakers, and CD players to play the listening and apply listening tests. Also, most teachers mentioned that they used to use Proxima and Overhead projectors in presenting the educational materials during the classes. They also used other technologies, such as smart TVs, smart panels, LCDs, monitors, iPads, and augmented reality video. However, some teachers still mentioned that they had never used technology in teaching before the covid-19 pandemic.

The respondents showed that most of them had been using technologies in their teaching before covid-19. However, technology is partly used in teaching as it was used only to present some materials inside the classroom. Some teachers mentioned that they used to face many difficulties in using technology in teaching because of the lack of technology in the

schools they teach. There are examples of this case; the following are two interviewed teachers:

If I decided to present only a video for my student, it required me to book a room which is prepared with computers and Proxima. [Participant 1]

To be honest, there is only one Proxima in the school where I teach. When other teachers need Proxima, I usually sacrifice for them. [Participant 2]

4.2 Distance teaching:

In the interview, the interviewees were also asked how to find distance teaching. All the teachers, and interviewees, believe that distance learning is a new experience, which has inspired them. However, they still face many difficulties. To analyze the results, teachers' answers were split into three categories: social difficulties, educational difficulties, and technological difficulties.

Social difficulties:

The teacher mentioned the social difficulties they have been facing in distance teaching.

There are examples of these difficulties:

- Some students came from carless families that do not motivate them to study and attend their lessons.
- Some students come from poor families and cannot afford laptops, iPads, or any devices.
- Some students rebel against their parent's instructions when they ask them to attend online classes.
- Some teachers cannot ask students to turn on the camera because they believe that asking students to turn them on the camera will break students' houses privacy.

Therefore, this weakens the quality of communication between teachers and students.

Educational difficulties:

Teachers also faced educational difficulties. There are examples of these difficulties:

- Curriculums are designed to suit face-to-face teaching .
- Teachers meet their students only in one synchronous lesson per week .
- Some students do not study the materials of asynchronous lessons .
- Students fall behind the teaching plan. An interviewed teacher mentioned:
Some of my students have not attended any lessons till today. [Participant 3]
- Students are cheating in tests and exams.
- Parents attend the classes and write the assignments and do all their children's duties as students.

Technological difficulties:

Finally, the teachers also mentioned the following technical problems

- Weak networking
- Students struggle in using technology.

However, despite all these difficulties, some teachers still believe that distance teaching is an experience that has taught them a lot. Distance teaching has improved their technological skills. For example, they know new programs that have helped them in presenting educational materials and designing tests and games. These programs have helped them in being creative in presenting educational materials and breaking the usual routine. In addition,

if teachers return to face-to-face teaching, many of them have decided to complete the process of using these programs.

4.3 Teaching via Mandarah platform:

In the questionnaire, 64 out of 106 teachers agreed that it is difficult to use the Mandarah platform. They gave various factors that made it difficult to be used. The reasons mentioned by the teachers are:

1. Mandarah platform is not working well all the time.
2. Designing activities are not easy and need many steps to make a single question.
3. Difficult to be used, especially for some parents.
4. It is hard to use its features.
5. The platform is too slow and takes too much time to log in.
6. The platform is always under repair, so it will not work properly in most cases.
7. It is difficult to upload lessons, add appointments, and assist with homework.
8. The platform is not supported by all Microsoft Office programs; for example, the lessons that are designed via PowerPoint program, it does not work with the students.
9. The platform only works locally, inside Oman.

In the questionnaires and interviews, most of the respondents shared the difficulties they face when using the Mandarah platform. The teachers mentioned that the platform is not yet fully prepared and is always in a state of repair and update. In addition, they added that the platform is supported by a small number of features and it is difficult to take advantage of these features because the platform is too slow. A teacher teaching in Musandam governorate, which borders the UAE, said that the platform does not work outside Oman, so her students cannot join every time they go to the United Arab Emirates (UAE). Also, she added that she was not able to join the platform when she was visiting her family in UAE.

4.4 Mandarrah platform's useful features:

Although teachers in general have faced many difficulties in teaching through Mandarrah, they are still satisfied with some of the Mandarrah platform's features, and they found it useful in developing their teaching methods. Some teachers shared that they are satisfied with the way teaching materials are organized on the platform. Therefore, students can check the materials anytime and anywhere in Oman.

4.5 Teaching language skill via Mandarrah platform:

In addition, in the questionnaire, teachers are asked to mention the language skills they find easy to teach through the platform. As in Table 2, the results show that most respondents think it is easy to teach reading. 43 out of 106 respondents shared that they find reading is easily taught through the Mandarrah platform, while speaking was easier for 31 respondents out of 106. However, other respondents found it easier for them to teach listening or writing.

TABLE 2: ANSWERS OF "WHICH LANGUAGE SKILL DO YOU THINK IS EASILY TAUGHT THROUGH MANDARAH PLATFORM?"

The language skill	Number (%) (n = 106)
Reading	43(41%)
Speaking	31(29%)
Listening	19(18%)

In the interview, the teachers detailed the nature of the difficulties they face in teaching listening and writing skills via the Mandarah platform. Some teachers shared that teaching listening through the Mandarah platform is not an easy task, because they cannot add listening tasks to platforms that lack the function of allowing users to add voice notes or mp3 files to the tasks. In addition, some teachers added that teaching writing was not an easy task either for them or for their students. They said that students must deal with a new skill which is typing. Also, some teachers add that their students have not studied uppercase letters, while laptops keyboard are usually available only with uppercase letters.

Although most teachers find teaching reading via the Mandarah platform is the easiest, some teachers still complained that it was useless to teach reading via the platform. Thus, they added that they tried to find another way to teach reading. For example, some teachers teach reading by using the whiteboard and evaluate their students' loud reading in live lessons.

4.6 Testing via Mandarah platform:

In the questionnaire, teachers were asked how they used Mandarah to evaluate/test students. Responses showed that teachers were not satisfied with doing tests via the Mandarah platform. Respondents said that testing students on the platform is complicated, and they face many challenges. In addition, they added that designing activities requires many steps and takes a long time. Others said that the Mandarah platform does not provide evaluation through multiple choices and other evaluation methods. In addition, they cannot add pictures or mp3 to the tests. Therefore, they used other sites and applications to test their students, such as Google Forms, Bad Way, class123, Microsoft Forms, and Worksheets.

In addition, when teachers tested through the Mandarah platform, they also faced other problems. Mandarah has no features that allow teachers to monitor faraway students while they are doing the test. Thus, teachers complained about the issue of online cheating. Also, teachers added that they not only faced students who have been cheating online but also faced parents and relatives who have been taking the exam instead of students. As a result, some teachers decided to stop testing students. In addition, some teachers decided to rely solely on online classroom participation.

Chapter 5: Discussion

In general, when looking at the data from the questionnaire and the interviews we will see that teachers are able to deal with distance teaching, and they agreed that distance teaching improved their knowledge of using technology in teaching. On the other hand, teachers complained that the Mandarah platform was hindering their work since the platform is always under repair, so it will not work properly in most cases. There are 64 out of 106 teachers shared that using Mandarah in teaching was a difficult experience and they are not satisfied with it at all. While the others were neutral in their opinions and some of them have not shared their opinion at all. Two interviewees who have experience in teaching both via the Mandarah platform and Google Classroom mentioned that teaching through Google Classroom is going smoothly and students can join live sessions and submit their tests and homework easily. Other teachers also recommended other apps and sites that made distance teaching easier for them such as Google Meet and E-learning.

Although teachers have been facing many difficulties in distance teaching, teachers seem always works to find solutions for the tectological difficulties they faced. Many teachers said that they shared the educational materials with their students via WhatsApp to solve the problem of difficult login to the platform. Also, there are teachers who mentioned that they

used different apps and sites to test their students since the test icon in Mandarah lacks a lot of features. However, difficulties do not always appear because of teaching through technology, but some of them are related to social factors; for example, parents took exams instead of their children or attended classes instead of them. This difficulty has been mentioned by all interviewed teachers. Actually, technological problems can be easily solved as there are a lot of technological alternatives nowadays. While the problems are related to social factors, they seem to be hard to solve. Thus, problems in distance teaching do not always relate to technology, but to how people deal with it. The findings in this study could then be used to assess the need to improve the Mandarah platform.

At the time of data collection, it seems that most teachers are learning how to deal with technology. However, there are teachers who cannot find solutions whenever they encounter technological issues, and some of them added that they have not qualified for distance teaching. Thus, the Ministry of education should provide courses to help teachers in dealing with distance teaching.

Chapter 6: Conclusion

First of all, this study does not aim to support any current theory in teaching English as a foreign language. The intent of this study is to point out teachers' perceptions about the use of Mandarah as a platform in EFL at Omani public basic education schools. There are many English teachers' perceptions listed in this study, and there are other possible perceptions of English teachers that we were not able to reach in this study. It is up to future researchers to ascertain the credibility of English teachers' perceptions in using the educational Omani platform, the Mandarah, in distance English language teaching. Also, it is clear that there are other areas of study that remain unexplored in this study and need to be conducted.

The present study confirms that English teachers face many problems in distance teaching, and they are not satisfied with the Mandarah platform. Also, they are working hard to avoid all these difficulties and try to find solutions. In addition, teachers believe that distance teaching was an experience that added to them and to their technological knowledge a lot. Also, teachers added that they are planning to continue using technology in teaching if they go back to face-to-face teaching.

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Appendices

The Use of Mandarah as a Learning Platform in EFL at Omani Public Basic Education schools.

Dear teachers ,

This is a preliminary investigation of teachers' perceptions about the use of Mandarah platform in EFL at Omani public basic education schools. We invite you to participate in this questionnaire. We would appreciate it if you answer the following questions in as much detail as possible .

All information in the questionnaire will be kept confidential .

The research is conducted by Buthaina ALRiyami, a student at Sultan Qaboos University.

Section1:

Background Information

1. Gender (multiple choice)
 - i) Male
 - ii) Female
2. In which governor do you teach? (multiple choice)
 - i) Ad Dakhiliyah
 - ii) Ad Dhahirah
 - iii) Al Batinah North
 - iv) Al Batinah South
 - v) Al Buraymi
 - vi) Al Wusta
 - vii) Ash Sharqiyah North
 - viii) Ash Sharqiyah South
 - ix) Dhofar
 - x) Muscat
 - xi) Musandam
3. Which grades do you teach? (Checkboxes)

- i) 1
 - ii) 2
 - iii) 3
 - iv) 4
4. your phone number *optional (short answer)

Section 2: (Short/ long answers)

- 5. How often did you use technology in your teaching before Covid-19?
- 6. Can you list the type of technologies you used before Covid-19?

Section3: (long answers)

please, answer the following questions in as much detail as possible.

- 1. Briefly, how do you find teaching via Mandarah platform?
- 2. Give (an) example (s) of difficulties you have encountered when using Mandarah platform.
- 3. Give (an) example (s) of Mandarah platform' features that help you in developing your teaching methods.
- 4. Which language skill do you think is easily taught through Mandarah platform?
 - (a) Listening
 - (b) Speaking
 - (c) Reading
 - (d) Writing

Section 4: Thanks