Exploring the Interplay between Digital Phobias and Blended Learning Effectiveness among Secondary School Teachers

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Abstract
This study examines the correlation between teachers' digital phobia and the effectiveness of blended learning in Ibadan Metropolis, Oyo State, Nigeria. Through a multistage sampling process involving 186 teachers from private and public secondary schools, the research sheds light on various aspects. It highlights a predominance of female teachers, with public schools hosting a majority of educators. Notably, social media tools like WhatsApp are extensively used for instructional purposes in public schools. The study observes instances of public-school teachers teaching multiple subjects, contrary to specialization policies. Blended learning approaches, particularly the Generic model, are favored, with digital phobias such as Loremophobia and Nomophobia being prevalent. Analysis reveals a strong positive correlation between digital phobia and blended learning effectiveness, emphasizing the importance of teacher commitment in overcoming technological anxieties. Private schools demonstrate superior performance in blended learning effectiveness, potentially due to better access to technology and training. However, private school educators exhibit heightened digital phobias, possibly driven by increased expectations and job insecurity. In conclusion, the study underscores the intricate relationship between digital phobias and the efficacy of blended learning among secondary school educators, emphasizing the pivotal role of teachers in leveraging technology for enhanced learning outcomes.

Introduction
Since the inception of education in 18th-century Nigeria, tracing its roots back to the days of Socrates, the dynamics of teaching and learning within school settings have adhered to a traditional paradigm. This is when teachers and students confined within the four walls of a classroom, engaging in face-to-face interactions. Chalk dust fills the air as instructors employ various methods on the blackboard, while diligent students diligently scribble away with pen and paper.

As time progressed, the developed world embraced a transformative approach known as blended learning—a fusion of online elements with the traditional face-to-face model in the teaching-learning process (Chandraiah, 2021; Radovan & Radovan, 2024). Fast forward to the pivotal year 2020, a paradigm shift occurred, catapulting blended learning into an imperative for 21st-century education, extending its reach even to underdeveloped and developing nations. The classroom landscape has undergone a profound evolution, ushering in a new era where the integration of technology and traditional methods is not just a choice but a necessity (Chee & Sanmugam, 2023; SWARGIARY, 2024).
In the 1960s, the foundational principles of blended learning emerged in corporate and higher education in the United States. The term "Blended Learning" was officially coined in 1999 when the American Interactive Learning Center introduced software programs designed for web-based teaching. Essentially, Blended Learning (BL) integrates both online and traditional face-to-face classes to enhance the learning experience. For example, a student might attend in-person classes while receiving other coursework through multimedia, allowing for self-paced learning and collaboration with peers (Anderson et al., 2010).

Blended learning models vary, ranging from rotational, flex, ala carte, to enrich virtual (Tucker, 2022; Wells, 2023). The Rotation Model includes flipped, station, lab, and individual rotational sub-models. The Flipped Classroom Model emphasizes independent study before class, enabling active learning during face-to-face sessions. Station Rotational Model involves smaller group interactions, while the Individual Rotational Model tailors learning to individual needs (Ahmed Aldukhi, 2021). Lab Rotational Model sees students rotating to a computer lab for online learning within a physical school.

The Ala carte Model allows students to take additional online courses alongside the core curriculum, providing flexibility in scheduling. Flex Model emphasizes independent student coursework, guided by a teacher either online or in-person. The Enriched Virtual Model combines online coursework with occasional face-to-face interactions or webinars, offering a flexible alternative to full-time online learning (Muscat, 2023).

During the COVID-19 pandemic, blended learning became a norm worldwide, adapting to the circumstances in both developed and developing nations. The flexibility and adaptability of blended learning models played a crucial role in maintaining educational continuity during challenging times (Mukherjee & Hasan, 2020).

In 2020, a year etched in global memory as the onset of a silent "World War 3," the emergence of the COVID-19 pandemic reshaped the landscape of teaching and learning. Initially reported to the World Health Organization in December 2019, the novel coronavirus swiftly led to unprecedented disruptions across economic sectors worldwide. Lockdown measures, primarily through social distancing, were implemented globally to curb the virus's spread, causing profound impacts on education, livelihoods, transport, and trade. Unlike familiar disruptions such as natural disasters or political unrest, the scale and speed of the pandemic's impact were unparalleled.

In Nigeria, a country familiar with challenges in its education sector, the pandemic exacerbated existing issues. With approximately 20% of the world's out-of-school children, demographic pressures, and regional disparities, the education system faced significant hurdles even before the pandemic. The Northern part of Nigeria, in particular, struggled with high illiteracy rates, gender disparities, and security threats to schooling. However, COVID-19 presented an unprecedented challenge, leading to the closure of schools nationwide. To address the academic setback, virtual or digital learning methods were introduced, marking a significant departure from the traditional ban on phone usage in schools (Tomczyk et al., 2021).

The pandemic forced both teachers and students into the digital realm, demanding a rapid adaptation to virtual learning (Shamir-Inbal & Blau, 2021). Teachers, often regarded as academic and moral guides, had to acquire new skills to navigate digital platforms. Similarly, students had to familiarize themselves with the shift from traditional learning to the virtual world. The complexities of the digital realm, involving training, unlearning obsolete practices, and mastering new skills, posed challenges for educators and learners alike.
In the face of this digital transformation, teachers encountered a unique obstacle: digital phobia. This fear of using digital technologies, manifesting in various forms such as technophobia and cyberphobia, became a significant barrier for those unaccustomed to the digital landscape. Overcoming these fears became imperative for educators and students alike, as the digital world reshaped education in ways previously unimaginable before the advent of COVID-19. Yet, for a teacher grappling with an ingrained fear, particularly in the realm of technology, nurturing a fondness for the teaching profession becomes an uphill battle.

A phobia, an excessive and irrational fear or reaction, encompasses a vast array of types, spanning from Achluophobia to Zoophobia. Within this spectrum lies digital phobia, a fear of engaging with digitalized technologies, manifesting in various forms like technophobia, nomophobia, cyberphobia, telephonophobia, selfiephobia, loremophobia, overtechnophobia, nosophobia, ergophobia, and clasmaphobia. Conquering these fears necessitates both teachers and students mastering the virtual method of knowledge dissemination, demanding the acquisition of skills and expertise in navigating digital platforms. The year 2020 not only marked a global health crisis but also a transformative moment in the world of education, pushing it into an era where technology and virtual learning became indispensable tools for academic continuity.

Statement of the Problem

The absence of the conventional teaching-learning activities in schools for about six months in the year 2020 due to Covid-19 lock-down left a knowledge gap and introduced the era of digital learning forcefully in Nigeria. Before the pandemic, teaching and learning took place in the four walls of the classrooms where teachers could monitor the effectiveness of their teaching. Phones where basically used for texting and calls as earlier said and there where limited exposure to technology and many in the rural areas could not even use smart phones. However, with the advent of Covid-19, and the inclusion of digital learning, teaching-learning process took a new turn, teachers had to figure out how to blend the limited face to face time with virtual learning.

Students took the direct hit, as well as majority of the teachers who were not conversant with the use of smart-phones and technology before the pandemic. Now, COVID-19 lock-down is now history but there is still a need not only to gain lost grounds but to implement a learning process that will take the students outside the walls of the classroom, motivate them to learn beyond the curriculum and also help teachers to build contents that will fit into the modern day living. Moreover, there is a need to guide against complete education standstill that happened in the year 2020. There have been researches on blended learning, however, much work has not been done on digital phobia and blended learning effectiveness especially in Ibadan Metropolis, Oyo State. This study, therefore, aims to investigate the interplay between digital phobia and blended learning effectiveness in Ibadan Metropolis, Oyo State.

The objectives of the study are to (1) identify the most prominent blended learning type being used by teachers in both private and public secondary schools in Ibadan Metropolis, Oyo State; (2) identify the type of digital phobia among both private and public secondary school teachers in Ibadan Metropolis, Oyo State; (3) examine school type differences in teachers digital phobia in both private and public secondary schools in Ibadan Metropolitan, Oyo State

Research Questions

1. What is the most prominent blended learning type being used by teachers in both private and public secondary schools in Ibadan Metropolis, Oyo State?
2. What is the most prominent digital-phobia among secondary school teachers in Ibadan Metropolis, Oyo State?

**Hypotheses**

H01: There will be no significant relationship between digital phobia and blended learning effectiveness in Ibadan Metropolis, Oyo State

H02: There will be no significant school type difference in digital phobia in private and public secondary schools in Ibadan Metropolis, Oyo State

H03: There will be no significant school type difference in blended learning effectiveness in private and public secondary school in Ibadan Metropolis, Oyo State

**Methods**

The research used a descriptive research design method using questionnaires. It divided Ibadan into urban and semi-urban areas, selecting Ibadan North-west and Ido and Lagelu LGAs for sampling. A total of 207 private and public secondary schools were identified, and the research used Stratified Sampling Method to select 2007 established secondary schools for the study. The study also used five-likert scale instrument to collect data on the teachers' attitudes towards blended learning and their organizational commitment.

**Questionnaire return/Response rate**

Of the 235 structured research questionnaires distributed to respondents, 186 were properly completed and returned for analysis. Among the respondents, 52.7% were female (98) and 47.3% were male (88). This indicated that there were more female respondents than male respondents.

**Results and Discussion**

**Teaching-learning Platforms**

![Figure 1. Frequency](source FIELDWORK, 2023)
Research Question One

What is the most prominent blended learning type being used by teachers in both private and public secondary schools in Ibadan Metropolis, Oyo State?

Table 1: The Most Prominent Blended Learning Type Being Used By Teachers In Both Private And Public Secondary Schools In Ibadan Metropolis, Oyo State

<table>
<thead>
<tr>
<th>Items (Model)</th>
<th>Always (Freq %)</th>
<th>Very Often (Freq %)</th>
<th>Some times (Freq %)</th>
<th>Rarely (Freq %)</th>
<th>Never (Freq %)</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic Rotation</td>
<td>77.5 (41.7)</td>
<td>20 (10.8)</td>
<td>24 (12.9)</td>
<td>12.5 (6.7)</td>
<td>52 (28.0)</td>
<td>3.31</td>
</tr>
<tr>
<td>Station Rotation</td>
<td>35.5 (19.1)</td>
<td>45 (24.2)</td>
<td>51.5 (27.7)</td>
<td>20 (7.8)</td>
<td>34 (18.3)</td>
<td>3.15</td>
</tr>
<tr>
<td>Lab Rotation</td>
<td>42.5 (22.9)</td>
<td>20.5 (11)</td>
<td>23 (12.4)</td>
<td>42.5 (22.9)</td>
<td>57 (30.9)</td>
<td>2.72</td>
</tr>
<tr>
<td>Flip Classroom</td>
<td>42 (22.6)</td>
<td>34 (18.3)</td>
<td>29.5 (15.9)</td>
<td>27.5 (14.8)</td>
<td>53 (28.5)</td>
<td>2.92</td>
</tr>
<tr>
<td>Individual Rotation</td>
<td>19 (10.2)</td>
<td>41.5 (22.3)</td>
<td>50 (27.0)</td>
<td>35 (18.9)</td>
<td>40 (21.6)</td>
<td>2.81</td>
</tr>
<tr>
<td>Flex</td>
<td>8 (4.4)</td>
<td>14 (7.6)</td>
<td>22 (11.9)</td>
<td>27.5 (14.8)</td>
<td>114.5 (61.6)</td>
<td>1.78</td>
</tr>
<tr>
<td>Ala Carte</td>
<td>26.5 (14.3)</td>
<td>34.5 (18.6)</td>
<td>44.5 (23.9)</td>
<td>25.5 (13.8)</td>
<td>55 (29.6)</td>
<td>2.74</td>
</tr>
<tr>
<td>Virtual</td>
<td>17.5 (9.4)</td>
<td>36 (19.4)</td>
<td>24.5 (13.2)</td>
<td>26.5 (14.3)</td>
<td>81.5 (43.8)</td>
<td>2.36</td>
</tr>
</tbody>
</table>

Source: Author’s Fieldwork, 2023

Decision Rule: 0–1.49=Very Low, 1.50–2.49=Low, 2.5–3.49=High, 3.50–4.0=Very High

The table above reveals that the Generic Blended Learning Model (Rotation Model) stands as the most prevalent blended learning approach among teachers in Ibadan Metropolis, Oyo State, Nigeria. This Rotation Model encompasses four distinct types: station, lab, flip, and individual rotation models. Notably, a majority of teachers in Ibadan Metropolis seamlessly integrate these four Rotation Model types using WhatsApp as their learning platform.

Research Question Two

What is the most prominent digital-phobia among secondary school teachers in Ibadan Metropolis, Oyo State?

Table 2. The Most Prominent Digital-Phobia among Secondary School Teachers in Ibadan Metropolis, Oyo State

<table>
<thead>
<tr>
<th>Items</th>
<th>Always (Freq %)</th>
<th>Some times (Freq %)</th>
<th>Rarely (Freq %)</th>
<th>Never (Freq %)</th>
<th>Not Applicable (Freq %)</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technophobia</td>
<td>34.5</td>
<td>36</td>
<td>27</td>
<td>69.5</td>
<td>19</td>
<td>2.99</td>
</tr>
<tr>
<td>Nomo</td>
<td>(18.6)</td>
<td>(19.3)</td>
<td>(14.5)</td>
<td>(37.4)</td>
<td>(10.2)</td>
<td></td>
</tr>
<tr>
<td>Cyberphobia</td>
<td>35</td>
<td>41.5</td>
<td>32</td>
<td>57</td>
<td>20.5</td>
<td>3.07</td>
</tr>
<tr>
<td>Telephonophobia</td>
<td>(18.8)</td>
<td>(22.3)</td>
<td>(17.2)</td>
<td>(30.7)</td>
<td>(11.0)</td>
<td></td>
</tr>
<tr>
<td>Tele</td>
<td>24.5</td>
<td>19.5</td>
<td>27.5</td>
<td>93.5</td>
<td>21</td>
<td>2.64</td>
</tr>
<tr>
<td>Cyberphobia</td>
<td>(13.2)</td>
<td>(10.5)</td>
<td>(14.8)</td>
<td>(50.2)</td>
<td>(11.3)</td>
<td></td>
</tr>
<tr>
<td>Tele</td>
<td>7</td>
<td>14</td>
<td>13.5</td>
<td>121</td>
<td>30.5</td>
<td>2.16</td>
</tr>
<tr>
<td>phonophobia</td>
<td>(3.7)</td>
<td>(7.5)</td>
<td>(7.3)</td>
<td>(65.1)</td>
<td>(16.4)</td>
<td></td>
</tr>
</tbody>
</table>
The table above outlines the prevalence of digital phobia among secondary school teachers in Ibadan Metropolis, Oyo State. The identified digital-phobias include Technophobia (fear of technology or discomfort around advanced technology), Nomophobia (fear of being without a mobile device), Cyberphobia (fear of computers or the Internet), Telephonobia (fear of telephones), Selfiephobia (fear of taking a photograph of oneself), Loremophobia (fear of losing a phone), Ovetechphobia (fear of overwhelming technology), Nosophobia (abnormal fear of virtual teaching), Ergophobia (persistent fear), and Clasmaphobia (fear of virtual class management).

Examining the data, Loremophobia (fear of losing a phone) emerges with the highest frequency, followed by Nomophobia (fear of being without a mobile device). On the other end of the spectrum, Ergophobia (persistent fear) and Telephonobia (fear of phones) exhibit the least reported instances among secondary school teachers in the region.

Hypotheses

H01: There will be no significant relative influence of digital phobia on blended learning effectiveness in Ibadan Metropolis, Oyo State

Table 3: the results imply that the coefficients of digital phobia variables

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>9.739</td>
<td>0.548</td>
<td>17.767</td>
<td>0.000</td>
</tr>
<tr>
<td>Digital</td>
<td>0.774</td>
<td>0.026</td>
<td>0.913</td>
<td>30.277</td>
</tr>
<tr>
<td>Phobia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Dependent Effectiveness</td>
<td>Variable:</td>
<td>Blended</td>
<td>Learning</td>
<td></td>
</tr>
</tbody>
</table>

Source: Author’s Fieldwork, 2023

Table 3: the results imply that the coefficients of digital phobia variables are statistically significantly predictors of blended learning effectiveness. With one-unit increase in digital phobia, the blended learning effectiveness increases by 0.774, which was found to be a significant change, \( t(184) = 30.277 \ p < 0.05 \).
H02: There will be no significant school type difference in digital phobia in private and public secondary schools in Ibadan Metropolis, Oyo State

t-Test

Table 4. independent samples t-test was conducted to assess differences in digital phobia

<table>
<thead>
<tr>
<th>Group Statistics</th>
<th>School Type</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Phobia</td>
<td>Private</td>
<td>69</td>
<td>26.7391</td>
<td>5.29054</td>
<td>0.6369</td>
</tr>
<tr>
<td></td>
<td>Public</td>
<td>117</td>
<td>16.4615</td>
<td>4.72071</td>
<td>0.4364</td>
</tr>
</tbody>
</table>

Source: Author’s Fieldwork, 2023

An independent samples t-test was conducted to assess differences in digital phobia between private and public secondary schools in Ibadan Metropolitan City, Oyo State. The results showed a noteworthy school type difference in digital phobia among secondary schools in the region (t=13.311, df=130.043; p<0.05). As a result, the hypothesis is rejected at the 0.05 significance level. This shows a substantial difference in digital phobia between private and public secondary schools in Ibadan Metropolis, Oyo State, with digital phobia being more prevalent in private secondary schools. The mean values for private and public respondents are 26.7391 and 16.4615, respectively, while the standard deviation values for private and public schools are 5.29054 and 4.72071, respectively.

H03: There will be no significant school type difference in blended learning effectiveness in private and public secondary school in Ibadan Metropolis, Oyo State

t-Test

Table 5. independent-samples t-test was conducted to assess the distinction in blended learning effectiveness

<table>
<thead>
<tr>
<th>Group Statistics</th>
<th>School Type</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blended Learning</td>
<td>Private</td>
<td>69</td>
<td>30.8116</td>
<td>2.34693</td>
<td>0.2825</td>
</tr>
<tr>
<td></td>
<td>Public</td>
<td>117</td>
<td>22.2564</td>
<td>5.06365</td>
<td>0.4681</td>
</tr>
</tbody>
</table>

Source: Author’s Fieldwork, 2023

An independent-samples t-test was conducted to assess the distinction in blended learning effectiveness between private and public secondary schools in Ibadan Metropolis, Oyo State. The analysis reveals substantial school type differences in blended learning effectiveness among secondary schools in the region (t=15.646, df=176.051; p<0.05). Consequently, the hypothesis is rejected at the 0.05 level of significance. This signifies a noteworthy variance in blended learning effectiveness between private and public secondary schools in Ibadan Metropolis, Oyo State, with blended learning effectiveness being more pronounced in private secondary schools. The mean values for private and public respondents in the table above are reported as 30.8116 and 22.2564, respectively, while the standard deviation values for private and public schools are 2.34693 and 5.06365, respectively.

The study finds out that a significant portion (47.31%) utilized social media tools like WhatsApp for teaching and that most public-school teachers worked in schools with 31 to 40 teachers, and the majority (76.9%) had less than ten years of teaching experience in their current school.
Notably, some public school teachers in remote areas teach more than six subjects, contrary to the policy emphasizing specialization in senior secondary schools. Generic rotation blended learning was the most common (41.7%), while the Flex Model was the least used (4.4%). The study suggested that blended learning, particularly Flexible and Enriched Virtual Models, holds promise for 21st-century teaching.

Regarding digital phobias, Loremophobia (fear of losing one's phone) and Nomophobia (fear of being without a mobile device) emerged as the most common, indicating potential increase in teacher familiarity with technology. The research established a significant positive correlation between digital phobia and blended learning effectiveness, proposing that committed teachers were better equipped to overcome digital phobias, thereby enhancing blended learning outcomes.

The study also identified higher effectiveness in blended learning in private schools, potentially attributed to their commitment to delivering quality education. Significant differences in digital phobia were found between private and public schools, with private school teachers experiencing higher levels which may be due to greater expectations and potential job loss.

In conclusion, the search highlighted the intrinsic relationships between digital phobia and blended learning effectiveness among teachers in Ibadan Metropolis, underscoring the importance of addressing digital phobias to enhance blended learning outcomes.

**Conclusion**

In the current landscape of twenty-first-century education, teachers are expected to be proactive, committed, and unwaveringly dedicated to their craft, evolving beyond mere proficiency. The education sector is undergoing a profound transformation, emphasizing the necessity for educators to be technologically adequate in the teaching-learning process.

Both the Nigerian government and the global community acknowledge the importance of student-centered learning, setting rigorous standards for its realization. The Teachers Registration Council of Nigeria upholds professional standards for teachers. However, it is concerning that fifteen percent of teachers still handle the responsibility of teaching more than six subjects in senior secondary schools. This practice not only contradicts the required specialized qualifications but also places an unsustainable burden on educators, impeding their ability to be wholeheartedly dedicated.

This situation underscores the need for a transformative approach to education, one that can adapt to the evolving demands of our time. Blended learning, particularly the Flex Model, emerges as a solution. While the disruptions caused by Covid-19 are now in the past, the paradigm shift initiating in traditional teaching and learning endures. Blended learning, especially the Enriched Virtual and Flex Models, has positioned itself as the future of education.

Consider the broader context: Beyond the influence of Covid-19, factors like subsidy removal in Nigeria continually reshape the way we live and work. The ever-changing dynamics underscore the paramount importance of embracing blended learning. It provides the adaptability and resilience needed to navigate these shifts seamlessly.

Our findings emphasize that digital phobia among secondary school teachers significantly impacts the effectiveness of blended learning. Therefore, educational stakeholders must foster a supportive organizational culture, address digital phobias, and introduce flexibility into...
teaching methods. Only by doing so can we unlock the full potential of twenty-first-century education and prepare our students for a future that is as dynamic as it is unpredictable.

Acknowledgments

Based on research findings, the following recommendations are suggested: (i) Promote the use of Flexible Models of Blended Learning: Flexible Models of Blended Learning are flexible and adaptable approaches to blended learning that can be tailored to the needs of different schools and students. This approach is also relatively cost-effective, making it a good option for schools with limited resources; (ii) Provide support for teachers in developing their digital skills: Many teachers may not have the digital skills necessary to use blended learning effectively in their classrooms. Schools can provide support for teachers by offering training and professional development opportunities; (iii) Create a positive and supportive school culture: Schools can create a positive and supportive school culture by rewarding and recognizing teachers for their efforts, and by providing opportunities for teachers to collaborate and learn from each other; (iv) Provide financial support for schools to implement blended learning: Blended learning can be a more expensive teaching and learning approach than traditional face-to-face instruction. Governments and other stakeholders can provide financial support for schools to implement blended learning, especially in low-resource areas; (v) Provide access to technology for all students. All students should have access to the technology they need to participate in blended learning. This includes providing students with tablets or laptops and ensuring that they have access to the internet.

In addition to the recommendations above, it is also important to note that blended learning is not a universal solution. Schools must carefully consider their own needs and resources when deciding how to implement blended learning. It is also important to involve students and parents in the planning and implementation process.

By following these recommendations, schools can create blended learning environments that are effective and beneficial for all students.

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