



Online Teaching Shift: A New AI Panacea Pedagogical Paradigm. ESP Course for EFL Learners at King Khalid University. A Case Study.

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Abstract

This paper demonstrates how educational institutions are prompted, with no options, due to natural disasters, or contaminated diseases such as COVID 19, to re-establish new online pedagogical paradigms to supplant the teacher's physical presence. This scenario urged educational institutions around the globe to seek restrained options to deal with this challenging and unexpected reality, then urgently maintain an online quality teaching alternative. As stakeholders, they are expected to look for a remote pedagogy that aptly works as a shift from face-to-face lectures with the teacher's physical presence to online virtual classes avouching the possible output for successful learning. Thereby, educational institutions run to rethink, and set digital literacy skills for both educators and learners. For ESP course at King Khalid University for instance, teachers should transfer to focus on an online teaching paradigm that bridges the gap between conducting classroom pedagogy and a need to master the learners' needs analysis for their professional careers, reflecting the fact that tutors try first to identify, and then meet the diverse and often the conflicting needs of learners in order to embrace the content of ESP online pedagogy. This research investigation utilizes a qualitative method to adequately understand the repercussions of such digital shift in higher education. Therefore, this paper concludes that adjusting a diligent online pedagogy which meets the learners' needs and a panacea educational technology becomes a sine qua non fact in such force majeure circumstances.

Keywords online teaching, pedagogical paradigms, ESP, AI, educational technology, EFL learners

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Introduction

During the beginning of the critical period of COVID 19, King Khalid University (KKU) E-learning Deanship settled a top-priority alternative that was implemented with no options, through setting up an adaptive form of teaching that can be accessed safely anywhere and at any time. In this regard the ICT Unit and e-learning deanship launched a couple of training courses for the teaching staff through Blackboard Ultra Zoom and professional tutors to set up asynchronous tools as being merely a sine qua non substitute during that critical time. This paradigm shift integrated an effective policy to develop a knowledge transfer highway. Arnseth & Hatlevik, (2012, 175) puts: "The capability of ICT in providing dynamic and proactive teaching-learning environment". The E-learning Unit at King Khalid University, in this sphere, collaborated Blackboard with Ultra Zoom to imminently conduct its various classes in diverse domains; to site the technical-operational domain, and the task-oriented domain. This paradigm pedagogy shift to e-learning tends to clinch; teaching staff skills using e-learning platforms, and a perception towards adapting a new teaching platform. In this concern, the E-learning Unit at King Khalid University thought to particularly seek a remote instrument that fits teaching languages, namely ESP. LeLoup and Ponterio (n.d./1998) state "First of all, the web is a genuine treasure trove of authentic materials for ESP instructors. Teachers are always looking for authentic materials, but their resources are

limited. Consequently, the Internet is proved to be a real boom or a bonus for instructors". This certainly stretches back to the fact that ESP should not be taught in isolation from real-life practicum. Again, English language should be presented in authentic contexts to prepare learners 'abreast with a specialized terminology that is needed to appropriately function in their fields of specialty or jobs.

Methodology

This paper is divided into four main important parts; where it first introduces the teaching of ESP in King Khalid University. (KSA), and then will focus on how it was shifted to online learning, and implementing a new pedagogy for the new established online teaching. In a second stage, it sketches the need to establish a virtual classroom for ESP graduate students for MA students in TEFL program. In a later part, the paper's concern emphasizes the practical Saudi National Quality Framework and its implications upon online teaching shift pedagogy. The fourth part is devoted to the students' feedback and reflection regarding such new enforced pedagogy transformation. The primary data collected from 21 students to investigate the establishment of an online paradigm in teaching ESP for MA (TEFL program) adult students. A Qualitative method has been implemented in such regard to document the students' feedback for such new established paradigm. Their ages range from 22 to 34 in the department of English, college of Languages and Translation, King Khalid University. It presents a survey in which remote learning in the field of ESP is addressed more on language in context rather than teaching language system or language structure. It covers various subfields of ESP discipline (e.g. EAP, EST, EBE, EVE, etc.) along with clarification of ESP's principles. i.e. needs/ genre analysis, learners' needs, wants, learner-centered curricula. The course is designed to students who then wish to learn how to teach ESP courses and programs in various areas of specialization such as tourism English, management English, medical English, business English, legal English, engineering English, medical English, etc. ESP emphasizes more on language in context than on teaching grammar and language structures. The introduction of Information Communication Technology (ICT) pedagogy makes it fundamentally fit for teaching foreign languages, especially ESP because the ICT resources are considered as a genuine resource for materials on the one side. On the other side, the online context of language teaching and mainly ESP has proved the urgent need to establish new teaching approaches and up-to-date materials. Therefore, the ESP focal point behind implementing an online teaching paradigm must be integrated into a subject matter area that is crucial to the learners' careers. To consider too, such a type of learners come with a strong knowledge of the subject area that correspondingly enables them to identify a real context for the vocabulary and structure of the ESP courses. The fact that enables teachers to implement new standard multimedia and virtual tools/ activities that integrate the different language skills with practical focus.

Literature Review

Considering the spread of coronavirus, every system worldwide, including education, has an impact of Covid-19. Therefore, urgent necessity announced a rapid shift in order to guarantee society's safety and education continuation. According to Alashwal (2020, 69), The Ministry of Education in Saudi Arabia decided to shift traditional education in all schools and universities to a distant learning format. Therefore, general education completely shifted through online modes such as '*Madarasati*' (my school) platform, Microsoft teams, and universities to the Blackboard platform. Hence, enormous challenges and opportunities emerged along with that shift, which we would not recognize its importance if the necessary substitution did not occur. Society has been influenced by the urgent and rapid shift to online learning, including tutors, students, and their families as well. Thereby, people argued that it would be problematic and challenging to change for those students have no background in using online educational modes. When teachers deal appropriately with a remote and new pedagogy and have skills of using the Blackboard, the learning process will go smoothly, even with the learners themselves. A study conducted in the Philippines by Rome et al. (2020) suggested that the older faculty, who had teaching experience, had prior computer competence in online pedagogy. In contrast, in Saudi Arabia, even young teachers who had bachelors' degrees and had short teaching experience, had a prior and online solid perspective. Mahyoob (2020, 2) reveals: "In Saudi Arabia, all the universities used the Blackboard tool for distance education and taught some elective and general courses." Teachers and students should be aware and

familiar with using technology notably teachers. It is always known that good preparation will help for such a surprising disaster.

When it comes specifically to student-teacher interaction in an online learning environment, it decreased in comparison to face-to-face lectures. Advocates claim that it is normal due to the difficulty of interrupting the teacher's explanation during the lecture, while it is a challenge. Moreover, frequent computer exposure leads to students needing more focus for a long time. With the shift from traditional lectures to online ones, the course' objectives and educators' needs have changed. Thereby, flexibility is needed to get students back on track, develop their engagement, and allow them to choose when and how to learn. Scholars have discussed their points of view on this argument; on the one hand, Bates (1995, 1) states, instead of using technology to imitate traditional methods, technology should be otherwise used to improve delivery and instruction. In contrast, Holmberg (1989, 10), on the other hand, believes that distance learning as a mode of education which has a very different output rather than simply considering it as a face-to-face class substitute. Teachers are required to diversify the academic tools to engage the educators and effectively facilitate the learning process. Teachers should be trained on how to promote the students' interaction in specific online modes, the Blackboard, as an instance sample.

As the need for online shifts becomes a necessity, the assessment remains to be an issue. It is generally known that the traditional assessment methods are not adequate for measuring the online learning objectives. Thereby, it is required to change those methods to achieve the objectives of the course. In the ESP courses, the assessment scale is divided into synchronous and asynchronous forms. Speaking courses and workshop of speech need synchronous evaluation, in which the teacher and the student should be online through any educational means together at the same time. However, the asynchronous form needs no interaction through a live form between the teacher and the student. Even the grading system has changed because of the different circumstances of the students. As a result, that new assessment evokes some of the educational stakeholders' concerns. Therefore, the evaluation system should be objective, in which the teacher is informed of the new ways of assessment according to the current changes in education.

Ultimately, we conclude that the aforementioned challenges were guided by wise, ambitious, and dedicated leaders in the Saudi Ministry of Education side with the government's instructions. Covid-19 has affected different aspects, educationally, economically, and socially. There have been solutions to overcome the rapid shift, assessment, student engagement, and different challenges to supplant the teachers' physical presence. The education system takes into consideration the significant needs of the learners while designing the content of ESP online pedagogy.

A Need to Establish a Virtual Classroom ESP Pedagogy

E-learning paradigm education has since ever developed into mainly two major directions; the individual flexible teaching model and the extended classroom model. Lesiak Bielawska, (2015, 87) asserts "ESP teachers tried to integrate technology in their classes and eventually ESP pedagogy was affected by the use of technology". To mean that being an ESP teacher might be seen as the only English-speaking person in an EFL setting accessible to your students. The fact that prompts the ESP tutor to structure a Learning Management System (LMS) that effectively meets the target objectives. In order to succeed in establishing a strong interactive bond with your students, try to first, carefully design your short-term goals and long-term objectives for your students' achievements. Second, attentively listen to what your students are saying about their needs, which afresh you in designing a syllabus with realistic, practical, and achievable goals that adjoins your students' concern in learning English.

With regard to ESP courses, the teacher needs to know how to fairly implement an assessment method where the instructor must be aware of the common learners' weak potential that they come with to the program. On this matter, ESP students come with an eminent frustration inherent with infirm competencies in English that enable them to use English fluently and chiefly appropriately, and which is well demonstrated in language use/ usage in various contexts since the student has both; the language tools and language system which permit him/ her to get such communicative competency. In such vein,

the ESP instructor has to create an atmosphere which relieves such anxiety pressure on the one side, and support students' integration, maintain motivation, and involvement, on the other side.

Conducting such asynchronous online classes urges teachers to behave as digital natives in order to set the tech support, resource digital library, access virtual gradebook assessment, and most of all train students to be well-versed in different technologies and platforms. Subsequently, the ESP tutor ought to set his output interactive language performance that can be conceived at the learners' own pace then transform them into an institutional program with the timing of activities.

Teaching ESP Through AI Paradigm

One of the core issues in teaching ESP online among teachers is that they find themselves in need of technology-based pedagogy training to tailor their designed curricula and materials to exactly match the needs of ESP learners. Not surprisingly, as White (2015, 45) believes " It is essential for teachers to develop their digital literacy skills and competence to become digitally literate professionals in order to facilitate self-regulated learning of students in the digital world". Nevertheless, ESP tutors' contribution endures strategical orchestrating planning, and involving learners' motivations vis-à-vis the linguistic aspects of computer-literacy, and seeking to create an appropriate atmosphere for ESP learning. To thoroughly manipulate these, the teacher then must learn to become as Morrison, (2014, 1) argues "a guide on the side' rather than a 'sage on the stage". However, the difficulty that hurts most ESP instructors emerges from the materials conceptualized through a learner-centered approach. Graves (1996, 27) points out, "Tools can be figuratively cut up into component pieces and then re-arranged to suit the needs, abilities, and interests of the students in the course". The other challenge that instructors often encounter is that "there is a number of complexities in introducing Web-based activities, such as; mal-function of hardware and software, and slow loading of web sites due to slow uploading of internet connection". Fazeli, (2012, 13). Therefore, the materials distributed to students must be appropriate to the Web-based Instruction, and given handouts in the early sessions when limits and guidance for using online learning were provided. i.e. learners should be instructed both theoretically and practically to a suitable digital literacy in using Zoom and/ or Ultra- Blackboard virtual classes such as implementing core pool questions which eventually meets the course learning outcomes with the course objectives already attributed.

Hampel and Stickler, (2005, 317) summarize the seven key competences necessary for online language teaching through the following pyramid:

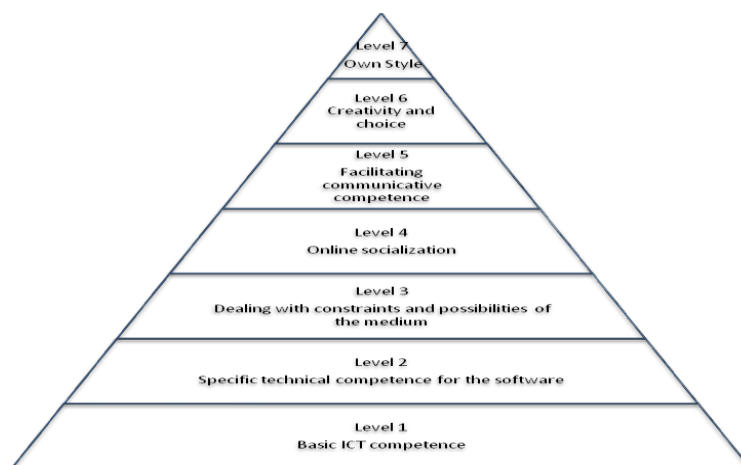


Figure1. Skill pyramid (Hampel & Stickler, 2005, 317)

Such taxonomies are established to well- measure the outcomes intended for a balanced equation which in its own turn works in a plausible manner starting from level 1 to level 7; with a strong basic ICT competence through various constraints of the material taught for the intention to facilitate not only

communicative competence, but rather the whole mandatory key competences for a successful online learning / or teaching.

NQF Online ESP Teaching Strategies and Assessment Methods

The National Quality Framework (NQF) in KSA suggested the instruction of suitable and measurable course learning outcomes required in the appropriate learning domains which were implemented in KKU, this latter was deputized by its E-learning Unit to figure out first, the learning outcomes, second the online teaching platform, and then the course assessment tools and methods.

In the table below are the five NQF learning domains numbered in the left column which demonstrate the strong bond that correlates the learning outcomes of teaching ESP in accordance with the Saudi National Quality Framework specifications.

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Develop English language knowledge in ESP field by having learners engage in a range of ICT communicative tasks and activities.	<ul style="list-style-type: none"> - Find learning content of interest - Encourage the use of strategies, such as contextualization of new vocabulary, use of previewing, skimming and scanning techniques. 	<ul style="list-style-type: none"> - Assert learning control - Mini-research project Presentation Mid-term Tests and Assignments
1.2	Improve the target knowledge and use of English on the job in significant ways.	-Understanding each other's challenges, working within the constraints, and accepting trade-offs, e-learning experts and language specialists can work together to create successful online ESP program.	<ul style="list-style-type: none"> - Group work, cooperation & collaboration - Project
2.0	Cognitive Skills		
2.1	<ul style="list-style-type: none"> - Create awareness about learning styles and college resources through the adoption of the use of technology so that learners may more effectively achieve academic goals. - Online interactive activities. 	-Familiarize students with different technological resources to conduct their different types of classes in ESP.	<ul style="list-style-type: none"> -Foster participation and interaction - encourage student initiatives, creativity, problem-solving
2.2	-Consolidate language	-Use awareness in	-Settle individual

	awareness associated with ESP, such as knowing about language, explicit knowledge, metalinguistic awareness, and metalinguistic knowledge.	raising techniques to teach ESP. The lecturer should make the student aware in his activities in learning process, and emphasized to the use of strategy in completion the task given related to ESP materials.	oral recordings to class Podcast
3.0	Interpersonal Skills & Responsibility		
3.1	-Manage challenging situations professionally.	-Gauge how good you are in interacting with others in your target field.	-Participation, interaction
3.2	-Become a more effective communicator in a wide range of work-related scenarios and contexts.	-Conveying ideas effectively through verbal and non-verbal means.	-Authentic, real-life problem solving
4.0	Communication, Information Technology, Numerical		
4.1	-Encourage greater tolerance, greater co-operation and greater collaboration between ESP and communication studies.	-Materialize how dissimilar is ESP discourse different from other communicative joint acts.	-Task-based, learner creativity e-portfolios
4.2	-Materialize the communicative sphere among students to communicate confidentially in a range of business situations.	-ICT Integration in ESP classroom- a step ahead of teaching effectiveness.	-Class Blog
5.0	Psychomotor		
5.1	Not Applicable (NA)	NA	NA
5.2	NA	NA	NA

6. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Projects	4-13	10
2	Presentations	3-13	10
3	Midterm Tests	7	15

4	End of Term Paper	14	15
5	Final Exam	15	50

The introduction of such a framework is seen as a fully-fledged criterium to assess distance education projects. Alessi and Trollip, (2001, 8) argue that, "setting standards and carrying out evaluation at the levels of Planning, Design, and Development could only be beneficial for technology-based projects if they are carried out consistently throughout the project and on an iterative basis". Consequently, a need to set up original materials for authentic contexts to prepare students abreast with a specialized language/ terminology that EFL learners need to function appropriately in their ESP fields. To that end, a shift towards establishing a new pedagogy in teaching ESP online becomes more than an obligation chiefly during such epidemiological conditions.

Reflection and Evaluation

For many instructors, the establishment of an e-learning platform instead of a face-to-face physical classroom presence during the early days of the COVID 19 at King Khalid University was patently a challenge. Practitioners in the field of online language teaching in general, and ESP in particular have painstakingly drawn up to remote pedagogy during the COVID 19 pandemic crisis: with a frustrated turned-online teacher struggling what the experts are telling him seldom seems to match the practical issues which he might encounter in his real-online faced problems. Amy Lightfoot, (2020, 1) affirms, "Getting started, the tutor has to manage stress and anxiety, it can be useful to think of looking after our well-being as part of our work".

Disappointingly, this problematic reality of synchronous, or even asynchronous, online teaching in a virtual classroom led the E-learning Unit in collaboration with the Students Deanship at King Khalid University to take some alternative decisions to solve techno-training tools' problems for both instructors and learners; Internet connectivity and bandwidth, technical breakdowns in students' home cities during online teaching, individual students' schedules (work vs study) since the majority of ESP students are employees in different sectors. It is therefore, the eminent time to bridge the gap between online teaching theory and practice. Lebrun, (2005, 4) states, "to be successful e-learning, it should involve problem-solving, cooperative, project-based, and contextual learning". Therefore, programs should include graphics or videos which meet the preferences of varying individual learners' preferences. The view was confirmed by Yue Hua Sun, (2015, 441) who puts, "course design and delivery are driven by learners' interests and needs".

Again, for many learners at the MA program in College of languages and Translation at King Khalid University, the establishment of an e-learning tool instead of face-to-face classroom presence during the COVID19 was patently a challenge to study a course like ESP, and this had adversely affected the students' results due to the fact that EFL and ESP diverge not only in the nature of the learner, but also in the aim of instructions. Such output was clearly deputized through the students' feedback at the end of the Spring semester (2020- 2021). In ESP, for instance, it is a needs analysis that determines which language skills are most needed and emphasized among learners. As a matter of fact, the needs of the students, as well as the materials and the technology available are to determine the success and failure of the course output. In this respect, I encountered a bundle of obstacles using Zoom online in teaching ESP, that in nature, must be correlated to the NQF, and which halted the teaching progress. This latter reality was apparent in being overwhelmed by the encountered difficulties in getting integrated to the course, hence ESP course should be a learner-centered from one side, and the tutor's scarce virtual presence, from another side. So, setting standards and clear objectives for a distance education in ESP Program must be based on needs analysis, and designing ESP course contents should respond to the specific needs, and their integration into online teaching. In this sketch, Nelly Abaidoo and Vlentina Arkorful (2016, 6) assert that "Further action should be taken where students should be given more control on the e-learning content. They should be given the control to select and present the tasks and content, as well as the transfer process, according to their needs and preferences."

Interpretation of the Main Findings & Recommendations

Extracted from KKU ESP students' feedback on both strengths and weaknesses in a Likert scale rating numbers, from one side, and constant observations of the way students learn from another side, I gradually revamped an adapted new online didactic managing the teacher well-being while teaching remotely tailoring the learners' needs and expectations through the following recommendations:

- Teaching staff should encourage group discussion, initiatives in practicing ESP vocabulary which matches their fields of interests.
- Incubate real-life problem-solving.
- Promote critical thinking skills through strategic peer and pair-work assignments.
- Endorse self-directed and group-regulated activities.
- Assert authentic and up-to-date e-learning materials.
- Staff managing the e-learning should make effective use of ICT apps; blogs, Wimba Voice Board, AUT Package, Adobe Captive Software, Recordings, Wimba Voice Direct Conference, Blackboard Tests, Assignments, e-portfolios, etc.
- ESP instructors have to boost learners' creativity in addressing their preferences.
- Develop a complementary support system.
- Lower anxiety levels and frustration in using techno-resources to make the experience as comfortable and enjoyable as possible for students.
- Adjust pre-service and in-service practicum trainings for both parts of the distance learning to boost digital literacy.
- Manage the instructors' well-being while teaching remotely as part of the online teaching challenge(s).

Conclusion

The current study deeply investigated the challenges the ESP teacher encountered in conducting his online classes which makes the situation further confused during the pandemic crisis. With regard to the results obtained in this paper, ESP in MA program at King Khalid University has substantially transformed the way students learn via a shift from face-to-face classroom interaction into an online pedagogy. This Online Teaching Shift study was exploratory about the changing dynamics of teaching ESP. Moreover, it is starkly fair to say that teaching ESP online chiefly in KKU is substantially challenging during the COVID 19 crisis with unprecedented alarm to tailor the teaching patterns and styles. Nonetheless, the striking integrated teaching tools in KKU substantiated, to a great extent, to be a big step heading in the right direction. The fact that is well demonstrated via the measured learning outcomes obtained in these imposed and unexpected COVID 19 circumstances. It requires substantially a continuous development and an assurance that the quality of education matters the most in any matter. Otherwise, unplanned instructions will forcibly fail in the learning process during the Covid-19 crisis.

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Useful links

- [19] •An article about keeping learners' attention while teaching remotely:
- [20] <https://bit.ly/RTTVoicesRT>
- Some free resources for autonomous learning: <https://bit.ly/RTTAutonomous>
 - A recorded Facebook Live session on motivating learners: <https://bit.ly/RTTFBMotivation>
 - More ideas for making your online lessons engaging for learners: <https://bit.ly/RTTOnlineMenu>
- [21] A blog on a teacher's experience of using WhatsApp: <https://tinyurl.com/y7kvxubq>
- A blog on using WhatsApp to support teacher development: <https://tinyurl.com/ybr7hp7v>
- [22] <https://bit.ly/Mind5Steps>
- [23] •Five steps to well-being from the New Economics Foundation and Mind:
- <https://bit.ly/Mind5Steps>
 - A useful article on teacher stress and well-being by Marie Delaney: <https://bit.ly/TeacherStressWB>
 - More information and resources on teacher well-being from Education Support: <https://bit.ly/EdSupportWellbeing>