

Teachers' Perspectives on English Language Online Teaching During Covid-19 Pandemic

Abdulrahman Basalem (Corresponding author)

English Language Institute-KAU

PO BOX: 80200, Jeddah 21589, Saudi Arabia

Tel: 966-55-686-4241 E-mail: asbasalem@kau.edu.sa

Mustafa Hersi

English Language Institute-KAU

PO BOX: 80200, Jeddah 21589, Saudi Arabia

E-mail: mhersi@kau.edu.sa

Received: February 15, 2025

Accepted: March 20, 2025

Published: April 20, 2025

doi:10.5296/ijl.v17i2.22803

URL: <https://doi.org/10.5296/ijl.v17i2.22803>

Abstract

The study explores the perceptions of EFL teachers in Saudi Arabia regarding the transition to online English language teaching during the COVID-19 pandemic. Utilizing a quantitative approach, data was gathered through a questionnaire administered to 122 educators, with subsequent analysis conducted using descriptive statistics. The findings revealed that a majority of teachers favored online teaching and exhibited positive attitudes towards its various attributes. However, challenges emerged, categorized as situational and technical difficulties, which teachers managed based on their circumstances and experience.

The study emphasizes the importance of teachers in effectively delivering course content, encouraging creative approaches, and highlights the significant role of parental support in maintaining student engagement and motivation in the online learning environment.

The study shows that although online teaching improved teachers' skills in lesson development and student engagement, challenges like negative student attitudes, limited internet access, poor home environments, and difficulties transitioning from traditional methods persist. The aim is to inform stakeholders and policymakers, offering insights to

refine current policies and improve the curriculum for a more integrated educational approach.

Keywords: Covid-19 pandemic, Perception, Teachers, Teaching online, EFL

1. Introduction

World Health Organization (WHO) has announced officially the outbreak of COVID-19 in March 2020 (WHO, 2020). Since then, 2020 marked a dramatic shift in how we work and learn, almost overnight. The education sector was hardly hit by the Covid-19 pandemic. Schools, colleges, universities and learning institutions were suspended as an effort to break the chain of Covid-19 and stop the variants from spreading (Askari & Chen, 2021). There was no clear sign of when this notorious virus would have been annihilated (Adnan & Anwar, 2020).

Students had to adapt to online learning, and English language educators were compelled to use platforms like Microsoft Teams, Zoom, Google Meet, and others to interact with students and manage work tasks. It became momentous for educators to utilize these online platforms as an effort to keep their learners learning, despite both being in a tough situation with no signs of Covid coming to an end. Online platform or e-learning became the key component as it not only helped education stay on the course, but also allowed educators to grow and become more competent (Bailey & Lee, 2020; Escobar & Morrison, 2020) as they embrace the opportunities of online teaching (Askari & Chen, 2021).

English language teachers were forced to shift teaching and learning of English from practical environment to online environment (Escobar & Morrison, 2020). More and more challenges surfaced as and when English language educators conducted online lessons. At the same time while Covid cases showed a rising trend, constant changes of policy taken place burdened educators' responsibilities when some of them found it hard to cope with. A lack of experience in implementing e-learning might burden English language teachers or instructors.

Previous studies have concentrated on planned online language teaching, where the language course was already designed and prepared in advance to be delivered online.

2. Literature Review

Online language instruction is a broad term that can refer to different "learning arrangements: a web-facilitated class, a blended or hybrid course, or a fully virtual or online course" (Blake, 2011, p. 19). The terminologies *synchronous* and *asynchronous* are also usually used to differentiate between two different types of online instruction delivery. Online synchronous courses are delivered in real time, while *asynchronous* courses are accessible online and can be accessed at any time (Meskill & Anthony, 2015).

Definition of Concepts:

Teachers' Perceptions:

Perception is process by which individuals select, receive, arrange, and interpret information from their environments in order to give it meaning. Furthermore, perception is defined by

Darmuh and Akib (2017) as the method by which individuals control and interpret sensory perception in order to give meaning to their environments. Perception, according to Diniah (2013), is the process by which we become aware of multiple stimuli affecting our senses. As stated by Sobur (2009), perception is a component of the whole mechanism that produces the reaction following the application of the stimulus to humans. According to the descriptions, perception is the capacity to respond to the general stimulation process, and we become aware of anything once we see and acknowledge it.

Additionally, Rakhmat (2009) identifies structural, cultural, and personal factors as elements influencing perception. First, there are functional/personal aspects that include needs, experience, inspiration, hope, attention, emotion, and situation. Second, stimulus intensity, stimulus amount, and stimulus contradiction are structural factors. People's lives are influenced by cultural elements. One of the teachers' tests for the student may be their own experience. Through perception, the instructor will be able to decide what the students need to learn. Perception research is useful and assists instructors enhance their instruction.

E-learning:

In the majority of nations worldwide, the idea of e-learning has long been put forth and supported. Additionally, it is the newest development in 21st-century teaching approach, which calls for new knowledge and abilities (Askari & Chen, 2021). Stated differently, it is a different way of teaching that uses technology and the internet. In the field of education, it is not a new term. In fact, some common terms coined are related to e-learning such as distance learning, online learning, or virtual learning (Koet & Abdul Aziz, 2021).

Online teaching, or e-learning, is still regarded as one of the most important approaches to employ today, particularly throughout the pre- and post-Covid-19 period (Mardiah, 2020). It is the new paradigm that will take the place of education's conventional "chalk and talk" approach. E-learning supported English teachers and was their primary resource for continuing lessons when teachers and students were required to stay home (Koet & Abdul Aziz, 2021).

The purpose of online learning is to make remote learning systems easier to use. It is one of the educational tools included in an interactive online learning program that facilitates asynchronous connections between educators and learners. In a distance learning setting, online learning gives students access to learning support materials and makes it possible for them to receive extra services that aid in their comprehension and analysis of the course material.

Benefits of teaching English online:

Cheok et al. (2017) claim that e-learning greatly aided educators in their instructional endeavors. Teachers' work were made easier by the integration of e-learning into the classroom. They can post and keep a variety of assets and information on online platforms. In addition to saving time, this ultimately resulted in some financial savings (Bailey & Lee, 2020). English teachers faced many difficulties during the COVID-19 pandemic, but they also benefited greatly from online instruction and e-learning (Koet & Abdul Aziz, 2021).

Online instruction, according to Escobar and Morrison (2020), improves teachers' pre-class preparation. The majority of teachers received indirect training on how to prepare their classes more creatively (Kapar & Bhandari, 2020; Ginaya, Somawati & Mataram, 2021).

Teachers' Perceptions toward the Use of Online Learning:

Kizil in Diniah (2013), stated that instructors' judgements on the usage of online learning are influenced by their beliefs regarding the advantages of doing so for language instruction. In a similar vein, Atkins and Vasu (2000) observe that key elements influencing the successful integration of online learning into English language instruction are connected with the attitudes and beliefs of educators. In this regard, some educators may be excited and optimistic about using online learning in ELT, while others may be reluctant or even unwilling to use it (Suherdi, 2012).

However, there is a discrepancy between instructors' actual use of technology in the classroom and their beliefs and principles, as stated in Dashtestani (2012). To put it another way, it is thought that a favorable attitude toward online learning does not imply that instructors will use it in the classroom (Mollaei & Riasati, 2013). This could be because of some factors that discourage educators from using online education. Furthermore, a great deal of study has been done to find out how teachers feel about the use of online learning in teaching English, as well as the challenges and responses they have encountered.

3. Related Previous Studies

Aldayel (2024) conducted a study titled "Challenges and Opportunities of Teaching English Online in Saudi Arabia during the Covid-19 Pandemic," which aimed to explore the experiences of EFL teachers adapting to online instruction during this period. Qualitative semi-structured interviews were conducted with educators from Saudi universities and English language centers. The findings highlighted several challenges, including low student engagement, communication difficulties, planning demands, and technical issues. Additionally, factors that hindered remote learning were identified, such as insufficient technology, emotional strain, and students' perceptions of the course. The study also suggested potential solutions to enhance online teaching, including the development of engaging materials, the use of effective online tools, and a focus on improving listening skills through appropriate technologies.

A study conducted by Algraini (2023) at Majmaah University, Saudi Arabia, examined EFL university instructors' perceptions of online education during the Covid-19 pandemic. The research involved thirty-two instructors from various higher education institutions and utilized an online questionnaire for data collection. Findings indicated three primary advantages of online education: flexibility, cost-effectiveness, and the encouragement of creative thinking among instructors. Conversely, the study highlighted several disadvantages, including a lack of face-to-face social interaction, poor internet accessibility, and insufficient regulations to deter dishonesty. The research concluded with recommendations and suggestions for future studies.

Irfan and Asif Raheem (2023) conducted a review titled "Perception of Students and

Teachers regarding Online Teaching-Learning During Covid-19 at University Level," which analyzed thirty-five studies to assess the experiences of students and teachers with online learning during the pandemic. The findings indicate that while students faced challenges such as technical issues, diminished interaction, and low motivation, they also enjoyed increased flexibility, opportunities for self-directed learning, and broader access to resources. Teachers, conversely, struggled with adapting to online platforms, providing effective feedback, and engaging students. The review emphasizes the need for improvements in online education, advocating for enhanced technological support, training, and mechanisms to foster engagement. It stresses the importance of continual adaptation to ensure equitable educational access. Future research should focus on the long-term impacts of online teaching and learning on the performance, engagement, and satisfaction of students and teachers, as well as the implications for policy and practice.

A study by Algethami (2022) investigated the perceptions of English language instructors regarding online instruction during the COVID-19 pandemic, involving 161 teachers from several Saudi universities. The results highlighted the preparedness of these institutions concerning resources and technological support for online education. It was found that teachers received sufficient training for conducting online learning and assessments. However, due to varying educational backgrounds and personal preferences, opinions among instructors regarding online English teaching were mixed. Generally, they shared similar views about the effectiveness of online instruction and assessment compared to traditional methods. The study recommends that Saudi educational institutions enhance their current successes by implementing innovative solutions to improve assessment reliability and student engagement.

A study by Alolaywi (2021) investigated EFL teachers' perspectives on online instruction during the COVID-19 pandemic. Conducted with professors from Qassim University in Saudi Arabia, the research highlighted both the challenges and advantages of distance learning. Teachers noted that online education provided immunity from the virus and allowed for experimentation with various teaching strategies while easing some in-person responsibilities. However, they recognized that traditional education could not be entirely supplanted by e-learning. The findings suggest the need for training educators in effective e-learning practices, adaptability to changes, and the development of monitoring systems to enhance teaching efficacy.

Nashir and Laili (2021) conducted a study examining teachers' perceptions regarding the transition from in-person to online instruction due to the COVID-19 pandemic. The research involved 50 English teachers from Banyuwangi and revealed a lack of comprehensive assessment of teachers' feelings towards online learning. Findings indicated that only approximately 35% of students actively engaged in virtual classes and completed assignments on time, as teachers struggled to monitor student participation. Furthermore, nearly 68% of teachers expressed that the shift to online teaching increased their workload, as they required additional time to develop effective virtual learning environments aimed at enhancing student motivation in English classes.

Alves et al. (2021), studied the factors behind the professional satisfaction of instructors within the COVID-19 crises in the Portuguese context. The instructors were satisfied with the education system before the pandemic. This pandemic has reduced the perception of satisfaction in the face of the profession, creating some worry among instructors about their career length of service, satisfaction, perceptions of teaching difficulties, and future perspectives proved to be predictors of professional satisfaction in times of Covid-19 pandemic.

Al-Samiri (2021) conducted a comprehensive study titled "English Language Teaching in Saudi Arabia in Response to the COVID-19 Pandemic: Challenges and Positive Outcomes," which investigates the impact of the transition to online education on English as a foreign language (EFL) instruction at the university level in Saudi Arabia. The research assesses both the challenges and opportunities that arose from this shift, particularly focusing on issues identified in literature since the onset of the pandemic. Key challenges included students' lack of motivation, attributed to factors such as inadequate technology, unsuitable learning environments, and mental health concerns. Conversely, the study also highlights unexpected benefits of digital learning, including enhanced flexibility regarding time and location and improvements in specific language skills. This synthesis of research aims to deepen understanding of the dynamics of online English learning in Saudi Arabia.

Hakim (2020) conducted a study titled "Technology Integrated Online Classrooms and the Challenges Faced by the EFL Teachers in Saudi Arabia during the COVID-19 Pandemic," focusing on the challenges encountered by EFL teachers in Saudi Arabia during the pandemic and the integration of technology in online teaching. Utilizing an Exploratory Sequential Mixed Method Design, the research involved fifty language teachers from King Abdulaziz University's English Language Institute, who taught online from March to May 2020 amid the lockdown. The study aimed to investigate the advantages of technology integration while also addressing the difficulties faced by educators during this period. Findings indicated that despite the availability of advanced technological tools like podcasting and Blackboard Ultra, teachers faced challenges such as inadequate equipment, unreliable internet connections, and students' lack of engagement. Nonetheless, many educators maintained a positive outlook on the use of technology in EFL courses. The study offers valuable insights for stakeholders, including policymakers and EFL instructors, regarding effective technology use in online classrooms and highlights the importance of fostering a strong virtual connection between educators and students, along with skill-based learning strategies.

A study by Rahman (2020) involving 50 English language teachers from three Saudi Arabian universities revealed that while many educators felt equipped with the necessary technology and knowledge for online instruction, they identified challenges such as effective communication with students and maintaining student motivation. Just 20% of participants considered online teaching more effective than face-to-face instruction. Additionally, Hakim (2020) noted a favorable perspective on the utilization of Blackboard for online English teaching, yet acknowledged persistent issues like poor internet connectivity and students' lack of motivation and attention.

Bonner and Reinders (2018), noted that the usage of modern technologies in language learning had a positive impact on the online teaching and learning environment and encouraged learners to actively participate in the process. Although prior research suggests that integrating new technologies into EFL classrooms under the physical supervision of teachers is generally difficult but doable, it is found to be considerably more difficult in the current abrupt COVID-19 pandemic state, particularly in Saudi Arabia, for both teachers and students.

The Covid-19 pandemic necessitated the transition of language courses to an online format, prompting an examination of the preparedness of teaching staff for this shift. This unplanned transition required educators to adapt from traditional campus teaching to virtual environments utilizing online tools, presenting numerous challenges for English as a Foreign Language (EFL) instructors. Consequently, this study seeks to explore EFL educators' perspectives on online teaching during the pandemic to enhance the effectiveness of online language instruction.

4. Methodology

The research adopts a cross-sectional design to achieve its objectives. According to Mohajan (2017), a research approach serves as a systematic and efficient plan of action. There are three primary research approaches: quantitative, qualitative, and mixed methods. Creswell (2014) indicates that the quantitative approach involves testing objective theories by exploring relationships among measurable variables, and the analysis of collected data employs statistical procedures. The study addresses the following three questions;

- 1- What are the main challenges of teaching online?
- 2- Were the teachers have a positive experience of teaching online?
- 3- Were the teachers and the institutions prepared for the sudden online shift?

4.1 Context of the Study

The study focuses on an English language institute (ELI) within a Saudi public university, which offers various English as a Foreign Language (EFL) courses tailored for Foundation Year Program (FYP) students across all undergraduate disciplines. EFL teachers play a crucial role in delivering these courses in a diverse, multinational environment. The teaching staff comprises a mix of native, non-native, and a smaller percentage of local Saudi teachers, with non-native teachers being the majority, coming from several countries in Asia and Africa. The institute employs approximately 179 teachers in total.

4.2 Participants

The population of the current study include all academic staff working at the English Language Institute in the King Abdulaziz University in Jeddah. The total Population size equal to 179, from which the researcher selects a simple random sample to represent the total staff whom teaching English Language. The application of statistical equation resulted in a sample of size 122 to represent the population of this current study. The distribution of the

survey instruments to the target sample yields 122 valid responses.

4.3 Research Instruments

A Likert-scale questionnaire was developed to assess the perspectives of English language teachers on online teaching at King Abdulaziz University. The scale featured four points, ranging from strong disagreement to strong agreement, and included 37 items. The first nine items collected demographic information, while the remaining 28 were organized into three sections: Teachers' Attitude towards Online Teaching, Online Teaching Experience, and Provision of Resources and Technical Support by the Institution. The survey was conducted through Google Forms, and a link to the questionnaire was shared via email with English language teachers.

4.4 Data Analysis

To conduct data analysis with the aims to answer the research questions, both the descriptive and inferential statistical methods have been used. The descriptive statistics includes frequencies, percent, and means and standard deviation. The inferential statistics include: T-test, ANOVA, and correlation. In addition to that, Cronbach's Alpha coefficient has been used to examine the research instrument reliability, while correlation coefficient was used to measure the research instrument validity.

5. Finding and Discussion

5.1 Demographic Characteristics Analysis

Teachers subjects of the current study were described according to their demographic profile, including gender, nationality, age, language, and academic qualification. Table 1 illustrates the demographic profile of the academic staff at the English Language Institute at King Abdulaziz University.

5.2 Analysis of Questions Related to Subject of the Study

Table 2. English Language Teachers perceptions of learning English Language

	Frequency	Percent %
Yes	115	94.3
No	7	5.7
Total	122	100%

Table 2 shows that nearly 94.3% of participants confirmed they learned English, while only 5.7%—for whom English is their native language—did not.

However, when English teachers were being required to show how they learnt English, the result found that, there were about 45.1% report that, they learnt English Language within

Saudi Arabia, while 54.9% thought that they learnt English on abroad. The Table 3 present the previous statistics:

Table 3. How teachers learned English

	Frequency	Percent %
Within Saudi Arabia	55	45.1
On abroad	67	54.9
Total	122	100%

Table 4. Years of English Language

	Frequency	Percent %
0-5 years	16	13.1
6-10 years	36	29.5
11-15 years	18	14.8
More than 15 years	52	42.6
Total	122	100%

The statistics in Table 4 show that 42.6% of the teachers reported that they learned English for more than 15 years, while 29.5% were learnt English language for 6-to 10 years, whereas, 14.8% they learnt English for 11-15 years, where 13.1% learnt English for 0-5 years.

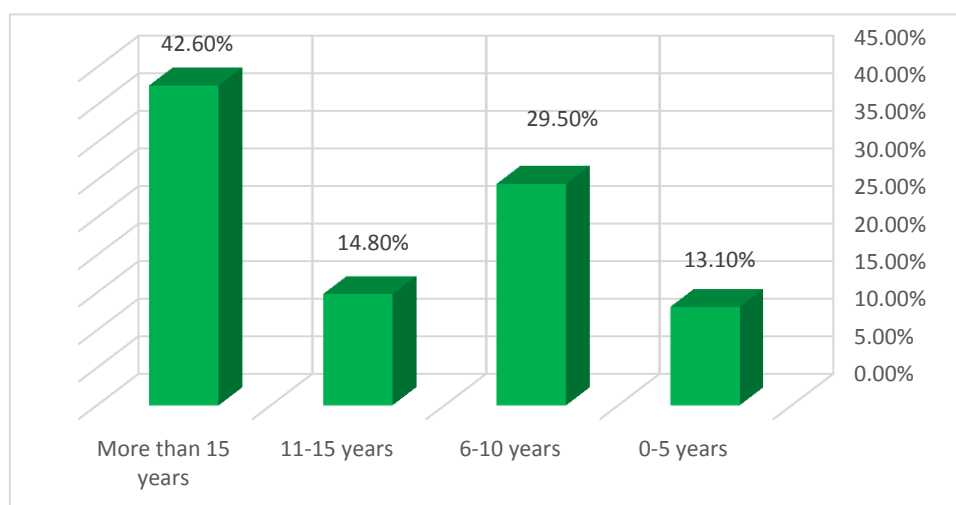


Figure 1. Years of Learning English

Table 5. Years of experience in teaching online

	Frequency	Percent %
0-10 years	103	83.1
11-20 years	14	11.3
21-30 years	5	4.0
31- to 40 years	2	1.6
Total	122	100%

The statistics in Table 5 show that 83.1% of participants had experience of 0-10 years in teaching online while 11.3% have an experience between 11-20 years in teaching English language online, whereas 4% have an experience between 21- to 30 years, and there is only 1.6% have an experience between 31- up to 40 years.

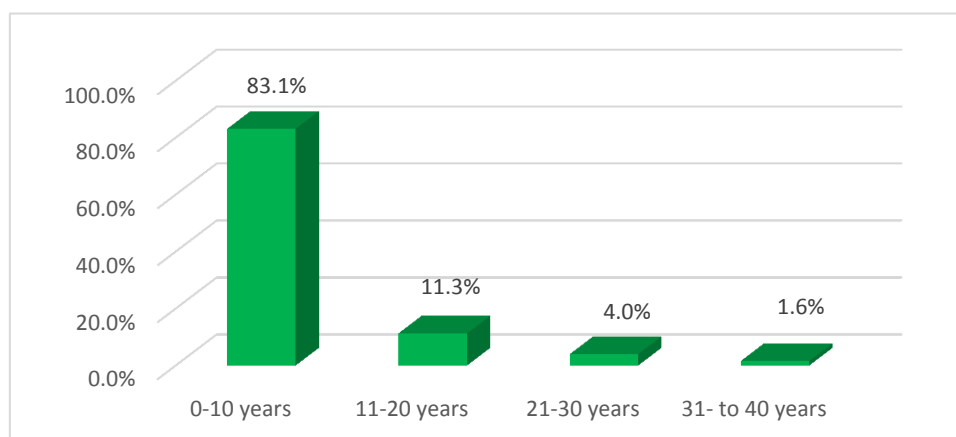


Figure 2. Years of teaching g English language online

The result of question one

What are the main challenges of teaching online?

Table 6. The assessment of English Language teachers' attitudes towards teaching English language online

No.	Teachers' attitudes	Mean	SD	Agreement rate	C.V	ranking
2	Online teaching is challenging.	3.09	.90	55%	29%	2
4	Online teaching makes it difficult to motivate students.	2.98	.98	49%	33%	3
12	I feel confident when teaching online.	3.32	.78	66%	23%	1
Overall mean		2.63	0.60	32%	23%	

The statistics in Table 6 present the English language teachers' attitudes in regards to the challenges of teaching online. The results reveal that, the overall mean value is reaching 2.63 with SD equal to 0.60, meaning that teachers hold different attitudes regarding teaching English language online. The results indicate that, teachers have different opinions in regards of teaching English online.

Among the most positive indications, presenting teachers attitudes is that, almost teachers think that, they feel confident when teaching English language online. The mean value reaching 3.32 is a positive indicator. In addition, it is clear that teachers rate of agreement is reaching 66%. Additionally, the table indicates that nearly all participants found online teaching challenging, with a mean of 3.09 and a 55% agreement rate.

One of the interesting results, which may be considered as a challenge is that most participants confirmed that, it difficult to Online teaching makes motivate students as the mean value to their responses is equal to 2.98, and a level of agreement reaching 49%. That is about half of the participants thought that teaching online makes it difficult to motivate students during lecturing.

The findings indicate that a significant disadvantage of online teaching is the difficulty in engaging students, with a 48% agreement among participants and a mean perception score of 2.96. Similarly, among teachers, the level of agreement is 44%, with a mean value of 2.87, reflecting a notable challenge in maintaining student engagement in an online environment, differentiated by 33%.

Additionally, the results in Table 6 regarding the assessment of students when teaching online, the results detect that, there are only 32% of participants agreed that, they feel confident when assessing the students online.

The results presented in Table 6 indicate a significant diversity in participants' perceptions regarding the convenience of online teaching, as evidenced by a 42% coefficient of variation.

Additionally, opinions on anxiety experienced during online teaching showed a higher variation of 54%, while perceptions of anxiety post-lesson delivery revealed an even greater difference of 55%. These findings suggest a lack of consensus among teachers on these matters.

In conclusion to the previous analysis concerning teachers of English language at the English Language institute at KAU, it is clearly seen that, among the most important evidences are that, almost participant do agree that, they feel confident when teaching English language online. In addition to that, almost teachers agreed by 55% that teaching online is a challenging.

Results of second research questions: stated that,

Were the teachers, have a positive experience of teaching online?

Table 7. Teachers' experiences of online teaching

No.	Experiences of teaching online	Mean	SD	Agreement rate	C.V	ranking
1	I have experience teaching online classes.	3.57	.74	79%	21%	1
6	I have experience adapting to the online teaching environment.	3.47	.76	74%	22%	3
7	I have experience maintaining the integrity of small online classes (around 15-20 students).	3.50	.72	75%	21%	2
8	I find some English language skills difficult to develop in an online environment.	3.04	.97	52%	32%	8
Overall mean		3.34	.53	67%	16%	

The statistics in Table 7 illustrates the English language teachers' perceptions in regards to their experiences of teaching online. The results show that, the overall mean value is reaching 3.34 with SD equal to 0.53, meaning that teachers some positive experiences and other positive experiences that we will analyze in the coming section.

When we focus on the results in Table 7, it is clear that among the important elements that show teachers' experiences is that, almost teachers confirmed that, they have experience of teaching online. The positive teachers' perceptions were supported by the mean value equal to 3.57 and a rate of agreement reaching 79%.

On the other hand, the second elements presenting teachers experience of online teaching is that the majority of teachers 75% thought that they have experience maintaining the integrity of small online classes (around 15-20 students).

Moreover, the results in Table 7 reveal that, most teachers' participants of the current study agreed by 74% that, they I have experience adapting to the online teaching environment. The mean value reaching 3.47 is a good indicator.

On the other hand, when teachers' subjects of the study provide their perceptions in regards to the statement No.8 stated that ' I find some English language skills difficult to develop in an online environment" the results found that, most participants 52% agreed that they find some English language skills difficult to develop in an online environment.

In conclusion, the study highlighted several key findings regarding teachers' experiences with online instruction. A significant number of educators reported having experience in teaching online classes, particularly in managing smaller groups of 15-20 students. Furthermore, the majority of participants acknowledged their ability to adapt to the online teaching environment effectively.

Results of third research questions: stated that,

Were the teachers and the institutions prepared for the sudden online shift?

Table 8. Preparedness of teachers, and the institution for sudden online shift in teaching English language

No.		Mean	SD	Agreement rate	C.V	ranking
1	The institution provides ample training for teachers.	3.43	.83	72%	24%	7
2	The institution provides technological resources to support my online teaching.	3.53	.73	77%	21%	5
3	The institution provides infrastructure to support my online teaching.	3.55	.76	78%	21%	3
4	The institution provides resources to assess students reliably.	3.45	.76	73%	22%	6
5	The institution provides support to resolve technical difficulties.	3.53	.69	77%	20%	4
6	The institution ensures access to the online teaching platform (Blackboard) almost all the time.	3.75	.60	88%	16%	2
7	The institution provides tools to conduct online teaching (Blackboard).	3.78	.57	89%	15%	1
Overall mean		3.57	.58	79%	16%	

The statistics in Table 8 illustrates the status of preparedness of teachers and the institution for a sudden shift in teaching English language online, it is clear that, the overall mean value is reaching 3.57 with SD equal 0.58. Hence, we conclude that, there are many positive indications to support the readiness of institution, the teachers to cope with the sudden shift in teaching.

When we undertake the detailed analysis to understand how the institution and the teachers were ready to the sudden shift in teaching from the traditional methodology to the new methodology which was based on the technological revolution, we find among the most important indication, that support the readiness is that, almost participants 89% thought that the institution provides tools to conduct online teaching (Blackboard). The mean value to support that is reaching 3.78 and SD equal to 0.57.

Additionally, the results in the previous table, show that one of the most positive elements to explain the institution readiness to support online teaching is that, almost participants 88% confirmed that, the institution ensures access to the online teaching platform (Blackboard) almost all the time.

Moreover, the results in Table 8 show that, the majority of the teachers who participate in the current study were agreed with a rate of percent reaching 78% that, the institution provides infrastructure to support the online teaching. The mean value reaching 3.55 is a good indicator to support the readiness of the institution. As well, the results in table 4.8 show that, there about 77% of the participants agreed that the institution provides support to resolve technical difficulties. The mean value reaching 3.53 with SD equal 0.69 explain how participants agreed about how the institution is ready to resolve the technical problems.

On the other hand, when participants present their opinion regarding item 2 concerning the provision of technological resources to support online teaching, the statistics in table 4.8 show good evidences confirming that, almost participants 77% think that they had been provided by technological resources to support online teaching. At the same time, the results show that around 73% of the teachers who participated in this current study agreed that the institution provides resources to assess students reliably.

Finally, we conclude that, there were about 72% of the participants do agree that the institution provides ample training for teachers, which will lead to positive outcomes in the result of online teaching.

The analysis of participants' perceptions indicates a positive readiness for online teaching among both teachers and the institution. Key findings reveal that the institution offers adequate tools and nearly constant access to the online teaching platform. Furthermore, approximately 78% of participants affirmed that the institution provides the necessary infrastructure to support online teaching initiatives.

6. Discussion

The current research paper on the advantages and disadvantages of teaching English as a Foreign Language (EFL) online highlights several key findings. Almost all participants

reported feeling confident when teaching online, although 55% acknowledged the inherent challenges of this method. Notably, difficulties in motivating and engaging students were identified as significant disadvantages of online instruction. This aligns with the findings of Nashir and Laili (2021), which indicated that only 35% of students actively participated in virtual learning. Moreover, the study emphasized the lack of direct methods available for teachers to encourage student motivation and monitor engagement. Similarly, research by Algraini (2023) and Rahman (2020) corroborates these challenges, highlighting that student-teacher interaction and student motivation are critical difficulties in online education.

The study indicates that a significant majority of teachers have experience teaching online. Specifically, 79% of the participants reported familiarity with online teaching, while 75% expressed confidence in managing the integrity of small online classes, typically consisting of 15-20 students. Furthermore, the findings demonstrate that teachers have successfully adapted to the online teaching environment. These results align with previous research by Rahman (2020) and Aldayel (2024), which similarly found that most teachers possess the necessary knowledge to effectively teach English online.

The study indicates that institutions prepared for online teaching are significantly supported by the provision of tools and platforms. An overwhelming 89% of participants acknowledged that their institutions offer the necessary tools for online teaching, particularly through Blackboard, while 88% affirmed the consistent availability of the platform. Additionally, 72% of English Language teachers reported receiving ample training from their institutions, which contributed positively to online teaching outcomes. These findings align with previous research by Algethami (2022), which discusses resource adequacy and technology support in Saudi universities, and by Alolaywi (2021), which highlights the opportunities for innovative teaching strategies within distance learning.

The current study highlights a positive and significant relationship between the academic qualifications of English language teachers and their success in online teaching. It indicates that higher academic qualifications correlate with enhanced teaching skills and effectiveness in an online environment. Additionally, the age of teachers is identified as a significant factor affecting their online teaching experience. Consequently, it is recommended that academic institutions provide opportunities for their staff to pursue further education and qualifications pertinent to online teaching, as emphasized by Irfan and Asif Raheem (2023).

7. Summary of Findings

Based on the previous data analysis, the results conclude with a set of findings as follows:

1. The results of the current study found that, among the most important evidences to support teaching English Language online is that, almost participant do agree that, they feel confident when teaching English language online. In addition to that, almost teachers agreed by 55% that teaching online is a challenging.
2. In regards to teaching English Language online, the results reveal that, among the most interesting findings are that, almost teachers agreed that, teaching online makes it difficult to motivate students, as well as the results show that most teachers participants

of the study thought that, teaching online makes it hard to engage students. Thus, the motivation of students and to engage them are two of the disadvantages of teaching online.

3. In regards to teachers experience of teaching online, the current study reveals that, among the most important elements reflecting teachers experience are that, almost teachers confirmed that, they have experience teaching online classes, as well as they have e experience maintaining the integrity of small online classes (around 15-20 students).in addition to that, almost all participants of the study agreed that, they have experience adapting to the online teaching environment.
4. In regards to teaching online experience, the results reveal that, 79% of the teachers confirmed that, they have experience of teaching online, as well as there were 75% thought that they have experience to maintain the integrity of small online classes.
5. In regards to how institutions, were prepared to online teaching, the result finds that, the most important indication, that support the readiness is that, almost participants 89% thought that the institution provides tools to conduct online teaching (Blackboard). In addition to that, 88% of the participants confirm that, one of the most positive indications to support online teaching is that the institution provides the platform almost all the time.
6. The results of the study conclude that, there were 72% of English Language teachers agree that, the institution provides ample training for teachers, which will lead to positive outcomes in the result of online teaching.
7. The results of the study proved that, there is a positive and significant relationship between the academic qualification, and the success of teaching online. Meaning that the academic qualification has a positive effect on the success of teaching online. Hence, the result proved H1.
8. The results of testing the relationship between teachers experience in teaching online, and their ages show that, the Spearman's correlation coefficient is reaching 0.233. Which is statistically significant at (0.01) level. Thus, we conclude that the age of teachers is one of the factors that has a significant effect on teaching experience.
9. The of the study reveal that, the correlation coefficient between the provision and preparedness of technological resources and the success of online teaching is reaching 0.310, which is statistically significant at the (0.01) level.
10. The results of the study detect that, there are no significant variations among teachers towards the provision and preparedness of technological resources to sup show that the correlation coefficient between the provision and preparedness of technological resources to support online teaching, related to gender, nationality and age. Whereas the results find that, there is a significant relationship between academic qualification and the provision and preparedness of technological resources by the institution.

8. Recommendations

Based on the findings and outcomes of the current study, the researcher recommended by the following recommendations and proposes:

1. The availability of various resources for online English language teaching is crucial, especially technological tools such as blackboard, platform along with equipping teachers with necessary teaching skills and offering students appropriate guidance, as these are vital elements for the successful delivery of EFL online.
2. Universities were required to build suitable educational infrastructure to support online EFL teaching, supported by all means that enhance the learning environment.
3. To motivate students on learning online environment, it is necessary to search for new methods of motivation in order to make an interactive environment between students and the teacher.
4. Due to the lack of direct interaction between teachers and students, institutions or universities must develop new techniques and systems to evaluate students.
5. It is necessary to propose policies that encourage the students to learn EFL, and make new incentives to raise the interest of students for learning EFL online.

9. Conclusion

The current study aimed to examine the reliability of teaching EFL online during Covid-19 Pandemic at the English Language Institute in KAU. In addition to that, the study aims to understand how the institute has been ready to start teaching online. To achieve the research objectives the descriptive approach has been used, and the survey instrument was used to collect data. This research paper has been conducted to achieve various objectives among the most important ones are to provide policy makers in the institution regarding the development of teaching online for EFL. The study was divided into 5 chapters. Chapter one is the introductory chapter which devoted to illustrates problem statement, research objectives, research significant, whereas, chapter two was organized to include the literature review and previous studies. Chapter 3 in this study was shed light on the research methodology, including research approach, population and sampling, research instrument and its reliability and validity. In addition to that, this chapter ends with the statistical methods for data analysis. Chapter four is devoted to for data analysis and interpretation, while chapter 5 was specified to discussion and conclusion.

The study acknowledges several limitations that may affect the generalizability of its findings. Firstly, the sample size was constrained due to the survey being distributed in two phases, with the initial distribution hindered by limitations in data storage at the English Language Institute of King Abdulaziz University. A second opportunity for data collection was provided, yet the potential for sampling error remains pertinent since participation was voluntary. The predominance of male participants may have influenced the perspectives reported on English language online teaching during the Covid-19 pandemic, as incorporating more female viewpoints could have enhanced the study. Finally, the research was focused on

a single institution, while numerous English Language Institutes and colleges exist throughout Saudi Arabia.

Future research should explore teachers' attitudes in greater depth through interviews. This could investigate the effects of the extended period of online education, especially after the Covid-19 pandemic has either stabilized or transformed, leading some educational institutions to resume online teaching while others have returned to traditional in-person teaching. Research of this type can contribute to the general advancement of education and particularly to the professional development of teachers.

References

- Adnan, M., & Anwar, K. (2020). Online learning amid the COVID-19 pandemic: students' perspectives. *Journal of Pedagogical Sociology and Psychology*, 2(1), 45-51. <https://doi.org/10.33902/JSPS.202020261309>
- Aldayel, H. S. (2024). Teaching English Online During the COVID-19 Pandemic in Saudi Arabia: Challenges and Pedagogical Opportunities. *Sage Open*, 14(2). <https://doi.org/10.1177/21582440241253916>
- Algethami, G. (2022). Teachers' perspectives towards teaching English online at the tertiary level in Saudi Arabia. *Arab World Engl. J., Spec. Issue COVID 19 Chall.*, 2, 317-328. <https://doi.org/10.24093/awej/covid2.21>
- Algraini, F. N. (2023). Saudi EFL university instructors' perceptions of online education during the COVID-19 pandemic. *Journal of Language Teaching and Research*, 14(3), 799-807. <https://doi.org/10.17507/jltr.1403.28>
- Alolaywi, Y. (2021). Teaching online during the COVID-19 pandemic: Teachers' perspectives. *Journal of Language and Linguistic Studies*, 17(4), 2022-2045. <https://doi.org/10.52462/jlls.146>
- Al-Samiri, R. A. (2021). English Language Teaching in Saudi Arabia in Response to the COVID-19 Pandemic: Challenges and Positive Outcomes. *Arab World English Journal, Special Issue on Covid 19 Challenges*, (1), 147-159. <https://doi.org/10.24093/awej/covid.11>
- Alves, R., Lopes, T., & Precioso, J. (2021). Teachers' well-being in times of COVID-19 pandemic: Factors that explain professional well-being. *International Journal of Educational Research and Innovation*, 15, 203-217. <https://doi.org/10.46661/ijeri.5120>
- Askari, H., & Chen, L. (2021). Challenges and Opportunities of Teaching Online in an Iranian EFL High School Context During the Covid-19 Pandemic. *Readingmatrix.Com*, 21(2), 32-46.
- Atkins, N. E., & Vasu, E. S. (2000). Measuring knowledge of technology usage and stages of concern about computing: A study of middle school teachers. *Journal of Technology and Teacher Education*, 8(4), 279-302.
- Bailey, D. R., & Lee, A. R. (2020). Learning from experience in the midst of covid-19: Benefits, challenges, and strategies in online teaching. *Computer-Assisted Language*

Learning Electronic Journal, 21(2), 176-196.

Blake, R. J. (2011). Current trends in online language learning. *Annual Review of Applied Linguistics*, 31, 19-35. <https://doi.org/10.1017/S026719051100002X>

Bonner, E., & Reinders, H. (2018). Augmented and virtual reality in the language classroom: Practical ideas. *Teaching English With Technology*, 18(3), 33-53.

Cheok, M. L., Wong, S. L., Ayub, A. F., & Mahmud, R. (2017). Teachers' Perceptions of E-Learning in Malaysian Secondary Schools-Frog VLE. *Malaysian Online Journal of Educational Technology*, 5(2), 20-33. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1142390.pdf>

Cresswell, A. D. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. California: Sage Publication, Inc.

Darmuh, M. M., & Akib, E. (2017). The students' perception toward the implementation of peer feedback receiver in debate subject. *Leksika*, 11(2), 6-11. <https://doi.org/10.30595/lks.v11i2.2068>

Dashtestani, R. (2012). Barriers to the implementations of call in EFL courses: Iranian EFL teachers' attitudes and perspectives. *JALT Call Journal*, 8(2), 55-70.

Diniah, S. N. (2013). Teachers' perceptions towards the use of English textbook in EFL classrooms (A descriptive study of EFL teachers at one Islamic senior high school in Cirebon). *Journal of English and Education*, 1(2), 72-81.

Escobar, P. S., & Morrison, A. (2020). Online teaching placement during the COVID-19 pandemic in Chile: challenges and opportunities. *European Journal of Teacher Education*, 43(4), 587-607. <https://doi.org/10.1080/02619768.2020.1820981>

Ginaya, G., Somawati, N. P., & Mataram, I. G. A. B. (2021). Implementation of e-learning for esp. in tourism during the covid-19 pandemic. *Journal of Language Teaching and Research*, 12(4), 572-578. <https://doi.org/10.17507/jltr.1204.07>

Hakim, B. (2020). Technology integrated online classrooms and the challenges faced by the EFL teachers in Saudi Arabia during the Covid-19 pandemic. *International Journal of Applied Linguistics and English Literature*, 9(5), 33-39. <https://doi.org/10.7575/aiac.ijalel.v.9n.5p.33>

Heal, R., & Twycross, A. (2015). Validity and reliability in quantitative research. *Evid.-Based Nurs.*, 66-67.

Irfan, T., & Asif Raheem, M. (2023). Perception of students and teachers regarding online teaching-learning during Covid-19 at university level. *Middle East J Appl Sci Technol*, 6, 9-19. <https://doi.org/10.46431/MEJAST.2023.6202>

Kapar, H., & Bhandari, L. P. (2020). Teaching English during COVID-19: Nepalese Teachers' Voices. *Journal of English Language Teaching and Applied Linguistics*, 76-81. <https://doi.org/10.32996/jeltal>

Koet, T. W., & Aziz, A. A. (2021). Teachers' and Students' Perceptions towards Distance

Learning during the Covid-19 Pandemic: A Systematic Review. *International Journal of Academic Research in Progressive Education and Development*, 10(3), 531-562.

Mardiah, H. (2020). The Use of E-Learning to Teach English in the Time of the COVID-19 Pandemic. *English Teaching and Linguistics Journal (ETLiJ)*, 1(2), 49-55. <https://doi.org/10.30596/etlij.v1i2.4894>

Meskill, C., Anthony, N., & Sadykova, G. (2022). Learning How to Teach Languages Online: Voices from the Field. *Online Learning*, 26(4), 494-518.

Mohajan, H. K. (2017). Two criteria for good measurements in research: Validity and reliability. *Annals of Spiru Haret University. Economic Series*, 17(4), 59-82.

Mollaei, F., & Riasati, M. J. (2013). Teachers' perceptions of using technology in teaching EFL. *International Journal of Applied Linguistics & English Literature*, 2(1), 13-22. <https://doi.org/10.7575/ijalel.v.2n.1p.13>.

Nashir, M., & Laili, R. N. (2021). English teachers' perception toward the switch from offline to online teaching during lockdown in the midst of COVID-19 outbreak. *Edukatif: Journal Ilmu Pendidikan*, 3(2), 250-260. <https://doi.org/10.31004/edukatif.v3i2.287>

Rahman, M. (2020). Challenges and Solutions of Teaching English as a Foreign Language Online during a Global Pandemic like COVID-19: Saudi EFL Teachers' Perspectives. *Journal of Southwest Jiaotong University*, 55(6), 1-9.

Rakhmat, J. (2009). *Psikologi komunikasi [Psychology in communication]*. Bandung. PT. Remaja Rosdakarya.

Sepulveda-Escobar, P., & Morrison, A. (2020). Online teaching placement during the COVID-19 pandemic in Chile: Challenges and opportunities. *European Journal of Teacher Education*, 43(4), 587-607. <https://doi.org/10.1080/02619768.2020.1820981>

Sobur, A. (2009). *Psikologi Umum [General psychology]*. Bandung: Pustaka Setia.

Suherdi, D. (2012). *Towards the 21st century English teacher education: An Indonesian perspective*. Bandung: Celtics Press.

World Health Organization. (2020, 27 February). Coronavirus disease 2019 (COVID-19): Situation Report – 38. Retrieved 28 February 2020, from www.who.int/docs/default-source/coronaviruse/situation-reports/20200227-....

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>)