

Analysis of EFL students' interest in online classes during pandemic

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Abstract

During the Corona epidemic, this study aims to investigate the opinions of EFL students at King Khalid University various campuses regarding the benefits, problems, and solutions of online learning. It also attempts to emphasize the effectiveness of online learning as an educational system that can be depended on to fulfill objectives what the university always aims for the best of learning outcomes. The researchers looked at the present state of online learning in the Saudi Arabia. A questionnaire was used by the researchers during the COVID-19 epidemic. The questions in the questionnaire were answered by 226 students of KKU who had all attempted the online course. The purpose of the research was to highlight the difficulties that EFL learners faced last year in online classes. In addition to creating methods for integrating students in the evaluation process, their online courses process. The findings verified the necessity for adjustments and enhancements to be made to the system application of e-learning in the educational process to assist high-level education ministries in achieving their goals ore genuine success in disseminating information The researchers concluded that substantial efforts should be made in this area. Besides providing effective training programs for both students and employees, upgrading the technical infrastructure is also important.

1. Introduction

E-learning is defined as courses delivered through the internet to locations other than traditional classrooms, where the instructor instructs in a non-virtual manner and students may talk with instructors and other students. Students can "electronically" raise their hands and communicate constantly while it is being broadcast live.

There are pre-recorded online lectures and online lecturers, in which the educator or instructor connects/speaks with students on a regular basis and makes the customary assessment notes. The importance of e-learning may be linked to the growth of

higher education and its advancement via the creation of new techniques and the teaching of new ways.

The deliberate use of networked information and communications technology in teaching and learning is known as e-learning. E-learning may also be described in this way: the use of electronic systems such as the internet, computers, and multimedia CDs with the goal of reducing expenditures and outgoings. Higher education institutions throughout the world are beginning to transition to distant education or online learning because of the COVID-19 epidemic. Because students are not required to visit colleges or training facilities, they may learn from

the comfort of their own homes.

According to (Bao et al., “COVID -19 and online teaching in higher education: A case study of Peking University” Wang, Pi, Hu, et al.) half a million overseas students returned home to finish their studies and get the necessary resources. Furthermore, according to UNESCO (2020), Coronavirus outbreaks affect more than 1.5 billion children and youth in 188 countries throughout the world. E-learning has been well-received and well-received by educational institutions. Furthermore, most academic officials are currently using online education as a remedy to the Coronavirus issue, according to UNESCO (2020).

This massive change, which affects the whole globe, might indicate that the future is becoming the present (Filius et al. Donitsa-Schmidt, Topaz, et al. Bao et al., “COVID -19 and online teaching in higher education: A case study of Peking University”) (“COVID -19 and online teaching in higher education: A case study of Peking University” Al-Mayman and E-) This technical advancement might serve as a signal to all educational institutions to enter the e-learning industry. The shifting procedure differed from one nation to the next; no one was completely prepared, and the difficulty of moving varies according to each country’s technological capabilities.

Blended learning was already being employed in the classroom prior to the COVID-19 epidemic. Some countries find it simpler to fit in with blended learning. A good education system, on the other hand, is a must for growth and knowledge. This mixed learning consists of both online and conventional learning.

Successful online students are likely to be organized, initiative, and able to finish their work without direct supervision, according to (Picciano et al. Wang, Pi, Hu, et al.) . Faculty members are more helpful during the adoption of e-learning, according to (Bao et al., “COVID -19 and online teaching in higher education: A case study of Peking University”) .

Teachers can help students via group and individual conversations. They can reply to learners’ queries, provide suitable tasks, and assess students’ progress. Furthermore, according to (Li, Lalani, et al.) students retain 25-60% more content in online learning than they do in a classroom (8-10%). Fur-

thermore, e-learning takes 4-60% less time. E-learning, according to Wang and Hu (2019), is a beneficial option for students, and academics should investigate new approaches to make it more engaged in thinking and creating.

1.1. Education sector response to COVID-19

As , (Al-Mayman and E- Alshehri et al. Global Education Coalition-290-million students out school due-COVID-19) & Affouneh etl. stated, due to the COVID-19 outbreak, all educational facilities in Saudi Arabia have been closed, resulting in an unexpected quick change from the previous ‘traditional’ learning style to the government strategy, namely online learning. ‘Without the pandemic, our schools and colleges would not have implemented distant learning in such a fluent way,’ Saati argues Al Arabiya News. (2020). To prevent the spread of COVID-19, the Saudi government has ensured that all sectors cooperate in a network. On the advice of the Ministry of Health, the Ministry of Education (MoE) agreed to close all educational sectors in Saudi Arabia (MoH). The creation of a platform to assure learning continuity was the first step toward this important transformation. Since the start of the Saudi Arabian school suspension, the Ministry of Education has worked hard to adapt the educational system to distant learning. Saudi Arabia has had a long history of remote learning, dating back to the establishment of community colleges and open universities in 2002 Arab News (2020). King Abdulaziz University, for example, implemented a home study system 30 years ago, requiring just physical attendance for final exams. This was classified as an example of online/distance learning. Given the existing state of remote learning in Saudi Arabia, especially considering these efforts, students may adopt a pessimistic mindset and oppose change.

Even as reported at school level in Saudi Arabia, according to Al-Mayman, the Ministry of Education collaborated with other ministries to guarantee that each student has the tools and resources needed to successfully finish the school year via remote learning. The goal is to broadcast during school hours to assist students who do not have access to the Internet or who do not have the necessary gadgets to use the platform (Alshehri et al.)

2. Methodology

The research was carried out during ongoing Coronavirus. Keep the same in account questionnaire google form were send to the students of KKU randomly and total 226 students submitted their response online. These students were of various level and courses. However, the maximum number of students were from the Department of English language and Translation from the various campuses of King Khalid University. The questionnaire included various question based on the student interest, psychology and problems faced by them during this sudden change from traditional learning to online learning.

Questions addressed in this study:

1. What is the degree of participation among high school EFL students in English classrooms when online learning is used?

3. How do EFL students feel about getting English education in an online environment?

I am a student of
224 responses

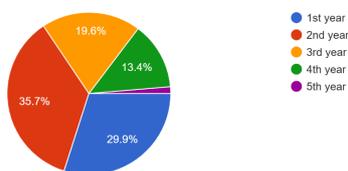


FIGURE 1. The number of students participated in the survey.

4. How has online education changed the interaction between professors and students?

The figure clearly show that the respondents were from various level, which made the researchers to analysis the students issue more clearly and elaborately. As the students of different level face different issues and the level of handling and understanding also differs. Hence it was very essential to take the response from students of different level.

Because online learning settings lack face-to-face interaction between students and instructors, it is becoming increasingly vital to understand how to develop and sustain social presence in online learning. Student-Teacher Interaction in Online Learning Environments outlines effective techniques and procedures for creating policies to raise knowledge of

online learning practices. As the face-to-face learning also varies from student to students. Most of the students as per the research done agreed that face to face learning is more fruitful as compared to online learning.

Department
226 responses

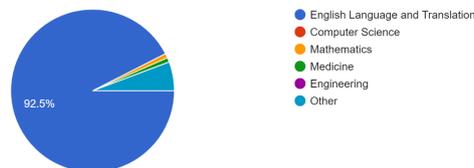


FIGURE 2. The issue faced by students of other courses.

Although computer science, math, and statistics are less difficult than Medicine and hardware training, they still have more challenges, such as human physiology or solving equations and drawing charts. The variety of programs available adds to the difficulty of transitioning from traditional to online instruction. Switching to online teaching for engineering courses or courses that require hands-on training is more difficult than switching to online teaching for courses that only deliver theoretical concepts as stated by Bourne(2020). The same goes with the EFL Learners as it involves learning the language with four basic skills writing, reading, listening, and speaking.

During the Covid-19 epidemic, some earlier research on integrating online learning was explored. At the College of Medicine (COM) of Alfaisal University in Riyadh, Saudi Arabia, (Rajab, Gazal, Alkattan, et al.) performed a cross-sectional study to examine the impact of the COVID-19 pandemic on online education. The findings revealed that the COVID-19 outbreak had a good influence on online medical education at Alfaisal University. Communication, student evaluation, usage of technology tools, online experience, pandemic-related worry or stress, time management, and technophobia are among the difficulties that have emerged. In this study, the students who were questioned discussed the challenges of studying online from home. They complained about an unreliable internet connection and prohibitively costly internet bundles. They believe that the online is less successful since

Please answer all questions by circling one out of numbers 1 - 5 against each statement. *

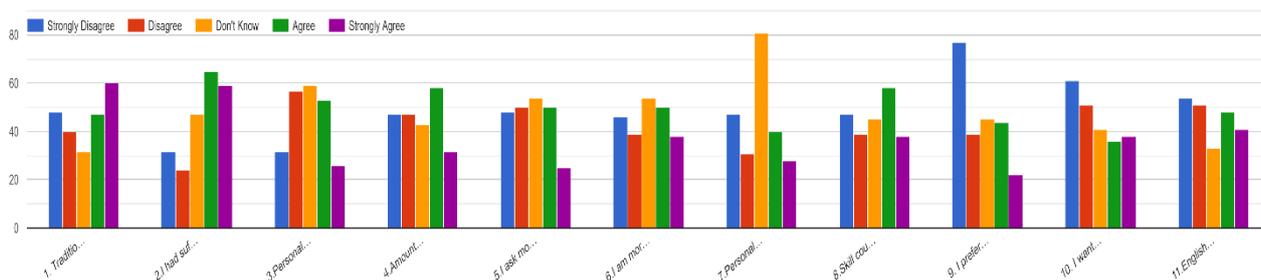


FIGURE 3. The response to the various questions based on EFL Learning.

it requires a steady signal. However, not every student lives in an area with a reliable internet connection. Some of the students answered in open ended questions as well, stating that the assignments given to them they answer from my own personal perspective, based on my own experience in online classrooms. Without the influence of other pupils, they explore the answer or issues on their own, as the answers or perspectives will be completely different. This was quite evident that the students were missing the face-to-face discussion which goes on in the traditional classroom. As they believe the task is too large and difficult to finish. Since a result, we must be resourceful in managing our time for many jobs, as we also require time to rest. Based on the data above, EFL students in KKU believe that integrating online learning is the best option during a pandemic. In this circumstance, when we are unable to study face to face in the classroom due to health reasons, online learning is the greatest approach and solution we can use.

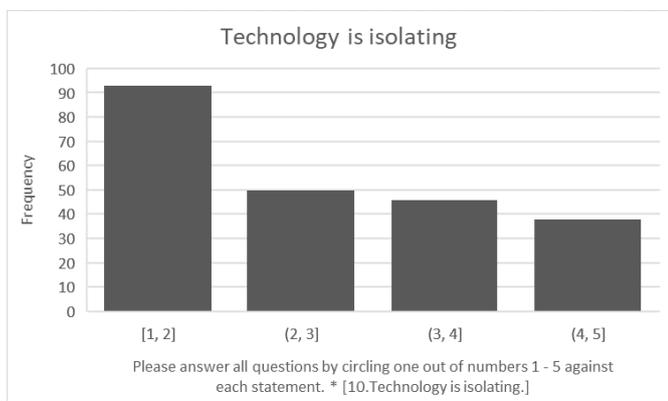


FIGURE 4. Students agree that Technology is Isolating.

The above figure shows the impact of technology

on learners of various levels. No matter what they study and of what age they fall in. Maximum number of university students admitted that technology is isolating them. As this shows the psychological impact of lockdown on the learners. Even though the world was at their approach with the help of internet, this cloud does not fill the void created by ongoing pandemic of staying away from friends and relatives.

5. Conclusion

In this study, we discuss the experience of Saudi Arabian higher education with special emphasis of King Khalid University during the Coronavirus outbreak, as well as how the university, professors, and students responded to the crisis. Because this scenario is unprecedented and occurred so rapidly, we believe it is critical to explore the consequences of the crisis. The paper also discussed some of the challenges that come with these transitions, as well as some of the lessons learned from the crisis. As the research shows Online learning, on the other hand, is not thought to be as successful as face-to-face learning in terms of implementation. The most significant hurdles that students confront are technological and psychological. Finally, a variety of needs have necessitated an urgent reform for educational change both globally and in 'Saudi Arabia' as stated by (Obaid, Saudi, et al.) More empirical studies are needed to see if there is no significant difference in course outcomes when students are taught online versus when they are taught in a traditional classroom. The research should include a variety of courses from various disciplines. The study's findings are hoped to spark further discussion to overcome online learning barriers by emphasizing the

importance of learners' voices.

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