

Teacher's Perceptions Regarding Online Instructional Technology for English Language Teaching & Learning in Covid-19 Pandemic

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Abstract:

During these immediate and unprecedented challenges faced in education due to COVID-19, the mode of instruction suddenly shifted from face-to-face (FTF) to online. The Pandemic's lockdown has created an opportunity for English language teachers and learners to explore new digital tools and resources in teaching and learning English. The aim of the present study is therefore to document the perceptions of English-language teachers about online Instructional teaching (OIT) in general and during the pandemic in particular. A Google form-based survey questionnaire was distributed randomly to English language teachers through social media networks because of lockdown during the Pandemic. We have used descriptive statistics to analyze the data quantitatively. The results indicate that most of the teachers have positive perceptions toward OIT. The results also reveal that the use of OIT is effective for English language teachers and learners. The findings reveal that even though teachers are motivated in using technology in English language teaching, their intentions, and perceptions toward the use of OIT are restricted to handle the present circumstances of COVID-19. It also shows that professional training programs also play an important role in enhancing teachers' skills in using technology.

Keywords: Online Instructional Technology, English Language Teaching and Learning, COVID-19, Technology

I. Introduction

Technology is considered an important issue in the 21st century not only in the teaching of language but in almost all the fields of inquiry. It provides several resources (Cai, 2012) to explore new areas of information available throughout the world in different repositories. Innovative technological resources have somehow changed the way people think, work and live (Grabe, 2007). Educational institutions have been integrating all the recent digital resources into the curriculum (Ghavifekr & Rosdy, 2015) to make their students and teachers live in a knowledgeable society. Rosenberg in 2001 stated that a variety of solutions provided by internet technologies increase the knowledge and performance of learners.

Its acceptance level is not the same in different parts of the world. In Pakistan and other developing countries, good internet connectivity is still a barrier to get access to digital resources. However, despite low connectivity issues in Pakistan, there were 76.38 million internet users in Pakistan in January 2020, which is a 17% increase as compared to the last year that is 2019 (Kemp, 2020, Digital 2020: Pakistan).

Teachers are usually reluctant to use technology in their classrooms. They do not realize the necessity of the change that present information and technology have brought us. In the present circumstances, while sitting and working from home in quarantine, with the outbreak of coronavirus, an outbreak of online education is also going viral. The sudden closure of all the educational institutions all over the world resulted in the need for online delivery of courses. Researchers now foresee the future as present. Moreover, universities' IT departments are now put to test due to the sudden digital shift reported by Lau et al. (2020).

Amid the coronavirus outbreak, lecturers need to bring changes into their working habits. Jeong, (2020) (as cited in Lau et al., 2020) a Chinese lecturer, reported that she has been practicing online presentations with and without video clips, revised her syllabi, uploaded required readings, kept her students interested by developing online activities, group discussions, online polls, etc. It is also reported that the online teaching model has proved to be quite helpful for those students who feel shy in public. So, the participation level is expected to improve. It is also investigated by Lau, Yang, and Dasgupta (2020) that Tsinghua University China, has released 1600 MOOCs free of charge. Pakistan is now also part of this emerging wave of online education resources. Technology provides unlimited resources for language teaching and learning (Bull & Ma, 2001; Allam & Elyas, 2016; Yang & Chen, 2007).

The term online instructional technology (OIT) is used in this paper synonymously to distance learning, e-learning, or internet-based learning. OIT provides students ready access to beneficial language resources (Al-Qahtani, 2016; Hassan & Shukri, 2017; Solanki & Shyamleel, 2012; and Gilakjani, 2017; Patel, 2013). The use of the internet in language teaching increases learners' motivation (Arifah, 2014). However, Olivieir (2020) found that learners cannot pay attention to their studies without peer pressure, a teacher's physical presence, and a structured classroom learning environment. Thus, according to Mutambik (2005), there is a dire need to explore the prevailing attitudes and perceptions of the English language teachers relative to online instructional technology adoption for educational purposes. This paper reports the results of a quantitative study designed to explore English language teachers' perceptions regarding the use of online instructional technology in the domain of English language teaching and learning.

II. Literature Review

According to Davies (2012) use of computer-mediated technology in language teaching and learning has a long history. Technology has been used in language education since the 1960s and its fame increases with the emergence of the World Wide Web. Online instructional technology or e-learning is a significant development in the field of technology in terms of English teaching and learning methods (Hellebrandt, 1999). Online instructional technology provides teachers and learners an opportunity to communicate one-to-one. According to Mutambik (2018), it offers students to develop their communication skills in English and communicate confidently with each other in the

healthy and meaningful virtual environment (Yang & Chen, 2007; Warschauer, 1999, as cited in Garcia, 2003).

Al-Menei (2008) investigated the effectiveness of computer-assisted English writing skills of Saudi learners. A study of online English language teacher education programs in distance education was conducted in the Pakistani context by Farooq et al. (2012) found that online distance education improves the performance of students in terms of access, interaction, and cost.

Online instructional technology enables students to get access to knowledge at any time and from anywhere. Thus, online instructional technology not only enhances learners' language skills but also fosters student interest and motivation toward language learning. Many books have appeared on the importance of motivation in the field of education (e.g., Dörnyei & Ushioda, 2009; 2011; Murray et al., 2011, as cited in Busse, 2009). It is argued by Stockwell (2013) that problems with adopting the use of technology in language learning arise when there are differences in teachers' and students' views about what and how technologies should be used. On the other hand, some teachers are intrinsically motivated and have a desire to either change the environment and feel that technology will help or teachers who are interested in using technology (Stockwell, 2013).

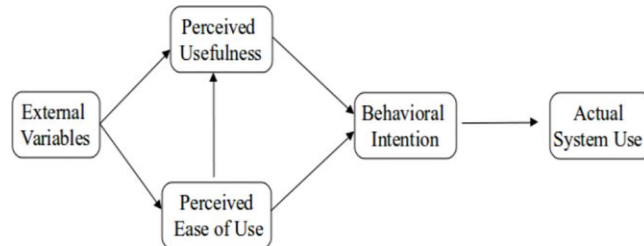
Contextual factors are also involved in using technology (Dörnyei & Ushioda, 2011, as cited in Busse, 2009). In the present scenario emergence of COVID-19 and sudden lockdown may compel teachers to explore online instructional technologies. However, the benefits of such instructional digital technologies cannot be maximized until students and teachers do not use them and it seems to be impossible after COVID-19 (Mutambik, 2018). Moreover, teachers do face many problems and challenges in utilizing these resources in their language teaching. Keeping in mind the above considerations, we have raised the following research questions (RQ):

- RQ1: What are teachers' perceptions toward the use of Online Instructional Technology (OIT) in English language teaching & learning during COVID 19?
- RQ2: What are teachers' perceptions toward the effectiveness of OIT in students' learning of the English language?
- RQ3: What key factors are involved in the adoption or rejection of OIT in ELT?
- RQ4: What kind of challenges do teachers face using OIT in ELT?

III. Conceptual Framework

To answer these questions, we base our study on the conceptual framework shown in Figure 1. This framework incorporates Ghavifekr and Rosdy's (2015) adaptation of the theory of Diffusion of Innovations by Rogers (2003) and Technology Acceptance Model (TAM) by Davis (2003). The TAM theory is the combination of different variables including, behavioral intentions, perceived usefulness, and perceived ease of use. According to Venkatesh & Davis (2000) when teachers are presented with new technology, the following factors would influence their decision of adopting that technology:

Figure 1: Adapted Technology Acceptance Model (TAM) by Davis (2003) & Rogers (2003)



A. External Variables

All the challenges that are outside their control while using that technology are included in external variables. Such as:

- Limited access and network connectivity
- Institution with limited IT resources
- Limited administrative support
- Professional development training
- Limited time for application

B. Perceived Usefulness

It is the degree to which teachers believe that the use of technology would benefit them, their students, and their teaching. If they perceive it is useful then they would show a positive attitude towards that form of technology (Cox, Preston & Cox, 1999). Key elements are:

- Efficiency
- Productivity
- Usefulness
- Effectiveness for job

C. Perceived Ease of Use

It is the degree to which teachers perceive technology as easy to use and free from effort. Key elements are:

- Easy to learn
- Easy to understand
- Easy to handle
- Easy to remember

D. Intention Towards Use

Teachers' perception of the usefulness and easiness of use of online instructional technology highly influence their intentions, which determine their actual use of that particular technology, Online Instructional Technology in the present study (Ghavifekr & Rosdy, 2015).

IV. Methodology

A. Research Design

A quantitative research design was used in this research to collect and analyze the data received from teachers' responses. Online Google form-based questionnaire was developed and distributed to the targeted sample by using online Facebook, Email, WhatsApp platforms to collect the data. The reason for developing google based questionnaires was the complete lockdown due to COVID-19 and the major academic communication mode between the teachers and students was through the internet.

B. Population

The population for this research was the University English language teachers of Islamabad. Thus, though the targeted population was English language teachers who were teaching at the university level, the researcher shared the questionnaire with the teachers randomly through social media (Facebook & WhatsApp) and e-mail.

C. Sample and Sampling Technique:

For the research probability sampling (simple random) was adopted as Malhotra and Das (2019) said that every individual in a population is equally represented and would have the same chance of being selected. Further, random sampling was adopted for getting the sample of the research from a selected population which was more reliable in proportions to the population to choose samples from defined populations.

D. Research Instrument

A survey questionnaire based on a five-point Likert scale with a total of 46 items was used as the main instrument in this study to investigate the effectiveness of online instructional technology in English language teaching and learning in universities. A total of 43 responses were received. However, one response was excluded due to incomplete responses to questions. All the respondents were asked to choose their responses based on a 5-point Likert scale ranging from Strongly Agree = 5 to Strongly Disagree = 1. The questionnaire consisted of four sections.

Section A was about the demographic background, consisting of 8 items including name, gender, teaching experience, institution, level of teaching, preference of teaching style, highest academic qualification, and the ability to handle technology in teaching. The first section investigated teachers' perception of the use of OIT in teaching English with 20 items. Section 2 includes 11 questions inquiring about teachers' perceptions of the effectiveness of OIT in students' learning and the last section explored the administrative support teachers receive for the use of technology. The questionnaire used for this quantitative study was adapted and modified from the original questionnaire designed by Ghavifekr and Rosdy (2015). The reliability and content validity of the instrument was also verified by experts in the field.

E. Data Analysis

All the data collected from the respondents were analyzed by using the Excel data analysis tool-pack. The data were analyzed using both descriptive and inferential analysis. Descriptive analysis was used to analyze the frequency and percentages of the responses. Mean and standard deviation was calculated to analyze teachers' perceptions about the effectiveness of OIT use in students' learning and the facilitating conditions including administrative support from the institution.

V. Findings

The findings of the responses helped researchers to answer the research questions. As mentioned above, results are analyzed using descriptive and inferential statistics with the help of Excel data analysis tool-pack. Table 1 shows the demographic information of the respondents:

Table 1: Demographic information of the respondents

Factors	Frequency	Percentage%
Gender		
Male	12	28.57
Female	30	71.42
Institution		
Public	23	54.76
Private	14	33.33
Government	5	12.0
Experience		
Less than 1 year	2	4.76
1 to 5 years	8	19.04
6 to 10 years	7	16.68
More than 10 years	25	59.52
Qualification		
PhD	8	19.04
MPhil	18	42.85
MA/BS	16	38.09
Level		
Postgraduate	6	14.28
Undergraduate	36	85.71
Ability		
High	15	35.71
Medium	27	64.28
Low		0.00
Preference		
Use of OIT or CALL(Computer Assisted Language Learning)	5	11.9
	4	9.52

A. Teachers' Perceptions on the use of OIT for ELT

Findings (Table 2) show that most teachers are aware of the effectiveness and usefulness of OIT in English language teaching. However, a negative trend towards the use of OIT is also found. Most teachers opined that it is all possible for them to teach effectively even without the use of OIT once the FTF classes resume. It indicates the teachers rely more on FTF classes and consider it more fruitful for language teaching. Data shows that 5% of the population still do not feel confident in learning new computer skills which

highlights their negative intentions towards the adoption of technology. Though the majority of the teachers have shown ease of use to teach English with OIT with the mean score of 3.98, some teachers still believe in the conventional way of teaching or blended learning for classroom teaching.

Table 2: Teachers' perception of the use of OIT in ELT

NO	ITEMS	Frequency and Percentages (%)					MEAN	SD
		SA	A	N	D	SD		
1.	I feel confident learning new computer skills.	50%	38%	7%	0%	5%	4.48	0.63
2.	I find it easier to teach by using Online Instructional Technology (OIT).	24%	40%	26%	10%	0%	3.98	0.72
3.	I am aware of the great resources that Online instructional technology offers effective English language teaching.	12%	74%	14%	0%	0%	3.98	0.52
4.	I think that Online instructional technology-supported teaching makes English language learning more effective.	19%	55%	24%	2%	0%	3.95	0.66
5.	I think OIT provides several resources to teach English language within the context.	19%	62%	14%	5%	0%	4.05	0.58
6.	OIT helps English language teachers to improve language skills of their students with updated materials.	19%	67%	14%	0%	0%	4.05	0.58
7.	I think the use of OIT helps to prepare teaching resources and materials.	19%	67%	12%	2%	0%	4.07	0.56
8.	I have an opportunity to cater to students' individual differences if OIT is used in teaching English language.	14%	33%	33%	17%	2%	3.83	0.70
9.	OIT is the best solution to handle the English language skills of my students in the situation of COVID-19.	31%	60%	10%	0%	0%	4.21	0.61
10.	COVID 19 has given me an opportunity to use online instructional resources in ELT for the first time.	17%	29%	10%	43%	2%	4.10	0.53
11.	OIT has given me opportunities to explore new ways to teach language in COVID 19.	31%	60%	5%	5%	0%	4.26	0.54
12.	I think I will use OIT with face-to-face classes in my language teaching after COVID 19.	21%	55%	17%	7%	0%	4.05	0.62
13.	OIT can be used anywhere and at any time to help students in improving their language skills.	19%	67%	10%	5%	0%	4.10	0.53
14.	I think the use of OIT is not a good choice for teaching language after COVID 19.	0%	17%	19%	48%	17%	3.98	0.60
15.	The use of OIT frustrates me.	0%	7%	21%	62%	10%	3.88	0.55
16.	I can still have effective teaching of English without the use of OIT once face to face classes resume after COVID 19.	7%	40%	36%	17%	0%	3.71	0.60
17.	I think the use of OIT in English language teaching is a waste of time.	0%	5%	2%	60%	33%	4.31	0.52

18.	I think OIT cannot be used in face-to-face classes after COVID 19 because the preparation of material requires a lot of time and effort.	0%	19%	21%	48%	12%	3.90	0.58
19.	I am confident that my students learn best without the help of OIT.	0%	21%	31%	38%	10%	3.79	0.61
20.	Classroom management is out of control if OIT is used in teaching English.	2%	12%	24%	52%	10%	3.88	0.59

Results of Table 2 show that teachers agreed that the use of OIT helps teachers to prepare and use effective and updated resource material for the teaching of the English language. The majority of the English language teachers positively perceive that OIT is the best solution to ELT during COVID-19, as well as the use of OIT has provided the opportunity to explore new ways of teaching English. Findings obtained also show that the majority of the teachers strongly agree that they will use OIT with FTF classes after COVID 19. However, few teachers still believe that they will not use OIT after COVID 19.

Teachers also agreed that the use of OIT is not a waste of time with the second highest mean of 4.31 and quite a consistent standard deviation of 0.52. In addition to that, teachers' positive perception is evident by their response that OIT is an effective mode of instruction because it can be used anywhere and at any time with a mean of 4.10.

On the other hand, a large number of teachers either remain undecided or disagree that OIT provides them the opportunity to cater to the individual differences of their students while teaching the English language. Next, the results also show that where the majority of teachers disagree to the point that the use of OIT is not a good choice for teaching language after COVID-19, some still agree to the point. So, differences are evident from teachers' responses about being not sure of the use of OIT in teaching English. Data also show that there are some teachers who feel frustrated with the use of OIT in English language teaching and many are neutral about it. However, the majority of the teachers disagree with this fact, which shows they don't feel anxious while using technology.

A slight negative trend towards the use of OIT for English teaching can also be seen when teachers accept that it is difficult for them to manage the classroom when OIT is used in English language teaching. However, the majority of the teachers have a positive perception toward the control of classroom management with the use of OIT. Data also show that the majority of the teachers feel confident about the fact that the use of OIT in English language teaching increases their students' learning.

B. Teachers' Perceptions of the use of OIT in students' English language learning

Results obtained from Table 3 show that teachers do consider the effectiveness of OIT for students learning language skills. However, many teachers remained neutral indicating them being a novice in using the virtual mode of teaching. Thus, we can see a negative trend toward the use of OIT. However, teachers believe that OIT allows their students to explore many resources for learning English. It also makes them creative, imaginative and autonomous.

Where almost half of the population perceives that OIT encourages communication, some disagree that it increases communication and confidence level of their students. Half of the population agreed that students find it easier to use OIT for English language learning whereas half remained neutral and disagreed with the fact.

Similarly, teachers show negative perception toward the motivation of the students with the use of OIT in language learning during COVID 19. As Stockwell (2013) pointed out, motivation depends upon external and internal factors. If the learner is forced to use any form of technology without its future benefits, the learner may be unwilling to use that technology and feel demotivated. So, because students and teachers are suddenly enforced and compelled to teach and learn using DL mode during COVID-19, they are not motivated enough to teach and learn in these environments. Teachers' perception of students' attention when OIT is used for English is negative.

Table 3: Effectiveness of the use of OIT in students' English language learning

NO	ITEMS	SA	A	N	D	SD	MEAN	SD
		Frequency and Percentages (%)						
1.	OIT allows students to explore new English language resources to be creative and imaginative.	12%	64%	17%	7%	0%	3.95	0.54
2.	The use of OIT enables students to be more active and engaging in the lesson.	10%	45%	17%	26%	2%	3.95	0.54
3.	The use of OIT makes students autonomous in searching for knowledge and information related to language learning.	19%	62%	14%	5%	0%	4.05	0.58
4.	The use of OIT encourages students to communicate more with their classmates.	10%	43%	17%	31%	0%	3.93	0.51
5.	The use of OIT increases students' confidence to participate actively during the lesson.	7%	45%	26%	19%	2%	3.83	0.58
6.	I think students find it easier to learn language during COVID-19 with the use of OIT.	10%	40%	31%	19%	0%	3.79	0.61
7.	I think the students are more motivated to learn English language during COVID -19 using OIT.	5%	31%	33%	26%	5%	3.76	0.62
8.	I think the use of OIT helps to improve students' language skills, specifically reading and writing.	7%	45%	26%	21%	0%	3.81	0.55
9.	The use of OIT enables students to express their ideas and thoughts better in English.	5%	60%	24%	12%	0%	3.81	0.51
10.	Students pay less attention when OIT is used in English language teaching.	12%	33%	24%	31%	0%	3.88	0.59
11.	Students make no effort for their lesson if OIT is used in English language teaching.	7%	19%	29%	43%	2%	3.81	0.59

Table 3 indicates that many teachers perceive students pay less attention to the lesson and thus make less effort when OIT is used in learning English. Thus, students' indifferent attitude is an important factor in teachers' low acceptance of OIT for ELT. However, 24% of teachers remained undecided and 31% disagreed with the statements.

C. Administrative Support or Facilitating Conditions for the Use of OIT in ELT

Results (see Table 4) reveal that even during the unpredictable situation of COVID-19, teachers feel motivated. The highest average of 4.12 may indicate that teachers like to learn and use OIT even if help from the administration is not sufficient. However, results also show that a small number of teachers are still not ready to use OIT for English language teaching. A large number of teachers show a positive attitude towards the administrative help during Covid-19. Interestingly, an equal proportion of the teachers (31%) agreed, undecided, and disagreed on inquiring about the discouragement they feel because of lack of IT training. Being neutral in reporting this may indicate that they do not want to reveal their intentions about the administration.

Table 4: Administrative support for the use of OIT in ELT

NO	ITEMS	SA	A	N	D	SD	MEAN	S.D
		Frequency and Percentages (%)						
1.	I think I was provided sufficient and adequate training and professional development about OIT use in ELT.	7%	38%	31%	24%	0%	3.76	0.58
2.	I think sufficient technical support is provided whenever teachers face difficulties in using OIT during COVID 19 for ELT.	7%	45%	29%	19%	0%	3.79	0.56
3.	Little access to technology prevents me from using OIT in ELT.	2%	26%	21%	48%	2%	3.83	0.49
4.	I feel discouraged when insufficient training does not allow me to use OIT for ELT.	2%	31%	31%	31%	5%	3.76	0.58
5.	I like to learn and use OIT in ELT even if the help from the administration is limited.	24%	52%	12%	12%	0%	4.12	0.59
6.	Whenever I use OIT, I feel that my knowledge of OIT is limited to teach English language.	5%	29%	14%	48%	5%	3.95	0.49
7.	Teachers are given more time and flexibility to learn the use of OIT in teaching English during COVID 19.	7%	48%	21%	24%	0%	3.86	0.52
8.	Teachers are given the freedom to design their own teaching with the help of OIT.	12%	55%	21%	12%	0%	3.90	0.58

However, the results of Table 4 show that some teachers accept that there is less support for the administration as far as training of the use of OIT is concerned.

D. Administrative Assistance

We conduct a correlational analysis to investigate the significant relationship between the perceived usefulness of OIT and the freedom provided by the institutions to teachers in preparing their resource material. After that, we ran a regression analysis to analyze the significance of predictors in the regression equation. Results indicate a 95% chance of a strong relationship among the variables. Thus, we can say that the support from the institution plays a vital role in enhancing teachers' technological skills and creating a positive perception towards the use of online instructional technology in English language teaching and learning. In Table 5, the p-value highlights the significant relationship between the variables.

Table 5: Showing the relationship between Perceived usefulness and Facilitating Conditions

Regression Statistics								
Multiple R	0.452149							
R Square	0.204439							
Adjusted R Square	0.18455							
Standard Error	0.660049							
Observations	42							
Anova								
	df	SS	MS	F	Significance F			
Regression	1	4.478188	4.478188	10.27899	0.002646			
Residual	40	17.42657	0.435664					
Total	41	21.90476						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	1.71	0.71	2.43	0.02	0.29	3.13	0.29	3.14
FC 6	0.57	0.19	3.21	0.003	0.2119	0.93	0.21	0.93

VI. Discussion

Results reveal that teachers' perception of the usefulness and easiness of use of online instructional technology highly influence their intentions, which determine their actual use of that particular technology (Ghavifekr & Rosdy, 2015).

English language teachers perceive online instructional technology to be a useful resource for English language teaching and learning. Teachers believe that OIT supported English language teaching makes English language teaching and learning effective as Stockwell (2013) reported that there are teachers who are intrinsically motivated and have

desire to either change the environment and feel that technology will help or teachers who are interested in using technology. However, study also reveals that some teachers still believe use of OIT frustrates them, it is not a good choice to use OIT during COVID-19 and surprisingly few teachers think that it is a waste of time. The reasons behind this negative perception need further investigation. Nevertheless, we can say that sudden enforcement of technology use may be one of the reasons. Venkatesh & Davis (2000) presented that limited access and network connectivity, institutions with limited IT resources, limited administrative support and lack of professional development training would influence their decision of adopting that technology.

47% of the teachers' perceptions (Table 1) revealed that they can still have effective teaching of English without the use of OIT once face to face classes resume after COVID 19 which seems to be aligned with the previous studies (Mutambik, 2018; Stockwell, 2013; Dörnyei & Ushioda, 2011, as cited in Busse, 2009) that the introduction of technologies as a job requirement, an externally initiated pressure from the institutions, make teachers an unwilling user of technology, a novice user, who has had a pressure applied to him or her. It would be very difficult for the teachers to continue using technology especially without support and their use depends upon how long the pressure is kept on them.

Results (Table 2) indicate that teachers perceive online educational technology to be highly effective and productive in English language learning as it gives students autonomy but at the same time teachers consider that OIT creates classroom management problems and make students less attentive towards learning. Moreover, students make no effort in learning English. I believe that it depends upon teachers' motivation and the way technology is used to motivate learners as stated by Stockwell (2013). It is clear from Table 3 that many external factors influence teachers' perceptions about the usefulness and effectiveness of using OIT for ELT. Teachers reported that enough training and network facilities were not provided to them. Thus, it is essential to address these factors to get the maximum output from teachers and learners. Finally, the need is obvious to explore various reasons of teachers' and students' experiences in the use of OIT on the basis of their demographics to improve the generalizability of results.

VII. Conclusion

The results of the study show that English language teachers are motivated to learn and use technology for their English language teaching. However, there are several factors that influence their motivation. There is a strong relationship between motivation and external factors affecting teachers' use of technology in teaching. Present situation of COVID-19 has forced teachers to use online instructional technology that otherwise they were reluctant to use. The majority of English language teachers prefer to use blended learning with face-to-face classes that gives them the opportunity to interact with English language learners and assess their verbal and nonverbal communication, which is not possible in OIT.

Results also indicate that teachers are positive about students' autonomy in using OIT to improve their language skills. But as far as use of OIT in the teaching of English is concerned, there is a negative trend toward the use of OIT. It indicates that many teachers still believe in traditional ways of teaching English and want to continue them. They seem

to use technology in the classrooms with face-to-face classes, thus it may be pointed out that they don't perceive the use of virtual teaching and learning as effective as FTF.

The study highlights the variations in teachers' perception for the use of OIT. Though there are a majority of English language teachers who believe in the effectiveness and usefulness of the use of OIT in English language teaching and learning, there are many identified teachers who are not confident and ready to accept the adoption of technology in language teaching.

Thus, we conclude that the lack of professional training and administrative support play an important role in adopting any technology in teaching and learning. Lastly, the survey results indicate that the adoption of OIT by most of the teachers for teaching English is due to the sudden enforced turn over to online education to meet the challenges of the pandemic. It allows many English language teachers to explore new ways to teach language as well as enable them to overcome their anxiety of technology handling.

It is recommended that the researchers should conduct studies on the use of online instructional technology to further change the perspectives of English language teachers about the usability and easiness of the technology integration. It is also recommended that one way and two way ANOVA tests may also be conducted to analyze the effects of institutions' types, academic qualifications and gender on the results.

The present study may provide higher education institutions an opportunity to further improve their areas of professional development and training of their language teachers and provide them the freedom to develop their language curriculum to make teachers and students more autonomous. It may also give an opportunity to higher institutions to develop any policy of starting virtual teaching and learning arenas, especially in English language learning so that English language teachers feel more confident in utilizing technology.

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