THE ROLE OF ONLINE TEACHING ON THE PERCEPTION OF THE SAUDI HIGH SCHOOL TEACHERS DURING COVID -19 PANDEMIC

Turky Al-Shaikhi,
Languages and Translation Department
Faculty of Education and Arts
University of Tabuk

ABSTRACT: *The learning of English as a foreign language is a key aspect in the state of Saudi since learning a foreign language gives you an edge obtaining to create job and academic opportunities. The purpose of this research is to explore the Saudi secondary school teachers' comprehension about the role of online teaching during COVID-19 pandemic. To this end, a semi-structured interview was applied to the Saudi high school language teachers. The findings highlight the instructors' understanding, as well as the interactive role of the tasks in their online teaching, and the alternatives provided to different learning styles. Furthermore, the findings promote students' learning and encourage teachers to diversify the pedagogical techniques they employ with their students. The findings demonstrate that, in addition to the impact that the latter has on students, their learning styles, and the value of the resource chosen for use, its support for learning, the teacher's role, and its teaching approach.*

KEYWORDS: Online high school, EFL teachers, Saudi high school instructors, perception, COVID -19 pandemic, online learning.

INTRODUCTION

There appears to be no data on the population of online instructors, according to Archambault (2011). According to study, the challenges that instructors endure are similar to those seen in conventional face-to-face schools environment. (Barile, 2014; Johnston, 2015). Furthermore, the instructors' understanding of the efficiency, feasibility, engagement, inspiration, teaching methods, technology adoption, and importance of online virtual education has already been established in relation to online secondary education teachers. (Ash, 2010; Barbour, Graham, & Hawkins, 2011; Dipietro, 2010; Murphy & Rodríguez-Manzanares, 2009; Murphy, Rodríguez-Manzanares, & Barbour, 2011). In addition to the studies available on virtual teacher dedication to excellence in the traditional learning environment and on dedication to excellence in online teaching for higher education (Burgess, Slate, Rojas-LeBouef, & LaPrairie, 2010; Connell, 2015; Fitchett, 2010; Varga-Atkins, Dangerfield, & Brigden, 2010; Weber & Johnsen, 2012). Barbour (2013, 2014) there has been conducted research on the role of the online secondary education and perceptions of teacher's role in online secondary education. Eventually, there is evidence conducted on instructors' understanding when converting from a conventional classroom to a technological classroom. (Ash, 2010; Baker, 2009; Barbour, 2013). However, due to a deficiency in the documentation, further research is required to better understand the activities that online secondary school teachers face when

teaching secondary education in a virtual environment, such as capabilities, obstacles, perceived competence, and prospective views on online secondary school.

Online secondary school, on the other hand, was characterized as a relatively recent and creative, addition to secondary education in Hawkins, Barbour, and Graham's (2012) research, with consistent expansion since the advent of the first online secondary school. Utah's Digital Secondary School is one of the country's first entirely secondary cyber-school. According to Moore (2013), the first digital secondary school was a privately owned business affiliated with Laurel Springs School, which opened about 1991, and preceded by Utah Digital Secondary School in 1994. (p. 574). Nonetheless, because of the virtual high school's rapid development, popularity, and acceptance, more than two decades back (Aguilar, 2003; Ash, 2010; Donlevy, 2003; Hawkins et al., 2012). It seems that there is minimal study done into the perspectives of digital secondary school teachers, in terms of the general benefits and drawbacks of teaching online secondary education, as well as the advantages and disadvantages of specifically teaching online secondary school students. As a result, the association between virtual educational and secondary school education is a rising phenomenon with a variety of facets that require additional research, including instructors' understanding and practices. (Borup, Graham, & Drysdale,2014). According to Borup, Graham, and Drysdale (2014), for secondary education virtual education, the instructor is the most significant component of teaching. There is a lack of evidence on how teachers perceive themselves as highly trained while teaching secondary school in a system of electronic learning and insights on the prospects of online learning for secondary students specifically according to the viewpoint of an online secondary school instructor, as well as instructor' understanding of teaching secondary school online's capabilities and difficulties. Having followed an analysis of relevant literature on the subject of virtual high school students, it was determined that this study would bridge a knowledge void by providing findings to the number of studies on the perspectives of teaching secondary school electronically from the viewpoint of an instructor.

Significance of the Study
There is a paucity of data on instructors' interactions with virtual secondary school teaching. According to research in the relevant literature, the interactions that teachers in typical face-to-face high schools have are the ones that have been researched the most. (Johnston, 2015). Furthermore, what is already conducted concerning virtual high school teachers tends to refer to the subject such as teachers' views of success, efficiency, engagement, inspiration, teaching methods, technology adoption, and the importance of virtual secondary education. Moreover, research occurs on elementary and secondary instructor expertise in the conventional learning environment as well as on expertise in virtual teaching for higher education (Burgess et al., 2010; Connell, 2015; Fitchett, 2010; Varga-Atkins ,Barbour (2013, 2014) has conducted studies on the status of the virtual secondary school instructor and instructors' views of their status in virtual secondary school. Eventually, there is data available on the challenges that instructors encounter when transitioning from the conventional classroom to the online classroom. (Ash, 2010; Baker, 2009; Barbour, 2013). However, attributable to a void in knowledge, which necessitates more study to be conducted, to investigate the practices that virtual secondary school instructors confront when teaching secondary education in an digital

environment, such as benefits, obstacles, anticipated degree of expertise, and views on the prospects of secondary school online.

The purpose of this qualitative study was to find out how electronic instructors understand their responsibilities in distance classes. (Merriam, 2014, p. 24). This research was expected to have a practical application, which helps promoting educational community advancement, respecting the interpretation of virtual secondary education from the online instructor's understanding. These could be accomplished by supplying updates to potential online secondary school students, and their parents or family members. as well as schools that provide secondary education through the internet, and schools that are debating whether or not to adopt this electronic education framework with knowledge on the advantages, obstacles, educational understanding, and insights on the potential of the secondary school learning curriculum from an academic's viewpoint. Because of these considerations, this research can include realistic examples of constructivist theory application, enhance the knowledge on training in education, as well as provide minimum observations, which can be used for years.

LITERATURE REVIEW

The undergraduate level was the first educational level to establish recognized educational courses that is available electronically(Moore, 2013); "Digital learning at the elementary and secondary level, on the other hand, has a background nearly as long as virtual education in higher education," according to the study. (Moore, According to McPherson and Bacow (2015), obviously, "online education" is not a novel concept. In 1858, Queen Victoria allowed the University of London permission to grant certificates to learners from all around the globe through its Foreign Courses. Nelson Mandela, for instance, was a law student online at the university's International Programs while incarcerated. Thousands of students have graduated from these and other similar programs that granted certificates through standardized test exams. Such courses have become core products at a variety of for-profit colleges and universities the emergence of online education. (p. 141). Following the transition to online learning in higher education, a new trend in education has emerged: That is, online education is combined with secondary education. (Hawkins et al., 2012). Elementary and secondary education has been reluctant to follow the digitally curriculum paradigm, despite the growing popularity of virtual higher education. (Brunkow, 2000); however, by2009, 45 of the 50 states had implemented at least one online learning system operated by the state. (Compton, Davis, & Correia, 2010). Electronic government and private schools diploma developed technologies and are now available worldwide since 2009. (Moore, 2013).

Secondary schools have broadly incorporated the internet into their curricula as a result of developments in education and technology. This progression led to the first time courses being revamped as hybrid education high school courses or lessons with a digital dimension. (Brunkow, 2000). For example, some secondary schools developed an interactive educational environment using learning management systems such as Pearson's online labs and Google Classroom to incorporate the online component of their courses. (Aguilar, 2003). Afterwards, schools started incorporating entirely innovative classes into their traditional secondary school curriculum. Finally, elementary and secondary education adopted an internet streaming system

for distance classes. Most high schools already provide their full four-year education available on the internet. (Hawkins et al., 2012). Though studies on the emergence of internet streaming mechanisms for elementary and secondary education to record the process, Barbour (2013) claims that there is a lack of studies regarding the general techniques of electronic teaching and learning for elementary and secondary education. He suggested that future studies focus on better understanding the changing status of the instructor in the virtual learning streaming mechanisms in order to strengthen elementary and secondary teaching and learning techniques. However, data on digital instructors' interactions in their responsibilities is required to explain how the changing status of the online teacher is evolving, which is what this specific targeting to do.

According to researchers in secondary schooling online teaching, such as Burgess et al. (2010) and Garrison, Anderson, and Archer (2010), the most critical advantage of virtual high school is its effectiveness in education. Performance in electronic learning, according to Garrison et al. (2010), is that Community of Inquiry system allows for the development of a successful learning environment in online education. The Community of Inquiry or COI framework, which is theoretical paradigm denotes a method for generating a rich and substantive educational experience, consists of three different components. Each of these elements must be available for effective learning to occur. (Burgess et al., 2010; Garrison et al., 2010). Teacher engagement, social interaction, and cognitive presence are the three elements of the community of inquiry framework. Effective learning is created through the collaboration of components, such as student educational growth, motivation, and engagement, when these three components are combined. (Garrison et al., 2010). A quantitative study involving only adults in online education has been used to validate the Community of Inquiry framework. According to Garrison et al. (2010), "Work continues in verifying the structure of the presences through diverse communities (e.g., universities, career development, secondary schools) and fields of study," (p. 8). Therefore, research on the relationship between instructor attendance and social presence related to the cognitive growth must be undertaken in order to validate this three-party theory of secondary education online. (Garrison et al., 2010). Internet secondary school, on the other hand, exemplifies a segment existence in all three elements of the COI structure. As a result, there is a case to be made that the Community of Inquiry model has already been used, but unwittingly, at the bulk of digital secondary schools. Garrison et al. (2010) claim it is valuable to both learners and lecturers. For instance, Hawkins et al. (2012) revealed that instructors used the COI structure's best activities to foster a strong sense of community among instructors and learners. Therefore, according to Hawkins et al. (2012), digital high school is academically successful for students because it adheres to the COI system. In addition to using learning theories, traditional educational environments are often compared when considering the efficacy of online high school. Some researchers have discovered that secondary online education is successful, when contrasting digital secondary schools to conventional secondary schools. (Barbour, 2013; Hawkins et al., 2012). In Hawkins et al (2012).'S research, illustrated by a contrast of students' performance in digital learning has now reached the same degree of efficacy as in- person learning. Digital education considered effective for school community in general, as well as it has also been lauded for improving its efficacy for learning disabilities and students who are likely to fail or drop out of their school. (Cavanaugh, Repetto, & Wayer, 2011; Repetto, Cavanaugh, Wayer, & Liu, 2010). This was possible, because digital high

15

schools do not have deprivation due to absence that would cause students who are likely to fail or drop out of their school and with behavioural problems to stay home and miss tasks and teaching (Cavanaugh et al., 2011). Students with learning challenges and attendance problems, in addition to its efficiency to students with behavioural issues, have a higher chance of succeeding because chances of failure are minimized because digital high school classes can be completed at an individualized level. (Barbour, Grzebyk, & Eye, 2014).

Besides the awareness that success of digital high schools with a degree of efficiency, online secondary schools characterized by their peer engagement in educational practices (Borup, 2016). The teacher is regarded as the most essential medium for teaching in traditional school environments; Higher education online, on the other hand, requires a takes a unique tactic to what it finds essential to its students' progress. (Biesta, 2015). Traditional, in-person learning, for example, dependent on structure of authority of learning, granting complete influence to the teacher and, unwittingly, making the teacher do more tasks and work than the students, according to Biesta (2015). digital high school instructors are being considered as, on the other hand, facilitators who direct students through the learning process through exercises and lessons that are structured to move at the pace of the student, which allowing students to use the instructor and their peers as learning resources.. (Donlevy, 2003; Hawkins, Graham, Sudweeks, & Barbour, 2013). Consequently, many techniques integrated into secondary education's online curriculum for students to learn from their classmates in the online course room. In an electronic learning environment, for example, the most common forms of peer interaction included are assignments and discussions, small-group interactions, and direct meetings. (Greer, Johnston, & Smith, 2014).

According to Biesta (2015), competence in teaching includes verifying that not only the management staff of a school is content, but also the learners. If there is no community spirit among students, this contentment can be problematic to achieve in any classroom. Yuen (2010) argued that the ability to enhance this variety is a skilled characteristic shown by teachers and is critical to their success. According to Gu and Day (2014), "To educate, and to instruct well over time, has always necessitated perseverance." (p. 22). Scholars have coined the word "grit" to describe this form of perseverance in students. "Grit" means the qualities that students must possess this ability to persevere in the face of adversity and achieve long-term tasks. (Barile, 2014). It involves the willingness to establish goals, to be determined, and have patience when dealing with a few little things (Barile, 2014, p.8). Through student engagement, teachers can detect this motivation in students. This student persistence and enthusiasm could be seen among the many reasons that enhance to teacher endurance and leads to high levels of self-efficacy.

Research Objective:

To find out how online teaching affects the affects teachers' experiences during COVID-19 pandemic.

Research Question

What are the perspectives of high school teachers during the COVID-19 pandemic as online educators?

Research method and procedure

This study used qualitative methodology in this study, the basic qualitative inquiry used was semi-structured interviews; the interview guide had both closed-ended and open-ended questions that could be followed up by "investigations." (Merriam, 2009, p. 103). The questions of the interview were based on the nature of the analysis and research topic. Thus, semi-structured interviews were used as a technique in the information recovery process; so that the interviewer can respond, the study questions and respondents can have comprehensive accounts of their perceptions of the teaching phenomena in a virtual secondary school. During participants still answering the research question, they can be prompted to share information that might lead to new findings during interviews. The initial interviews took about ten minutes. The initial interviews were audio recorded and transcribed for data analysis. Instructors, who were actually teaching at an entirely online high school, including public high schools, comprised the bulk of the population. This included schools in which students were not asked to come at any time to a certain place for lectures, rather, all lessons were given online.

RESULTS AND DISCUSSION

Research Question: What are the perspectives of high school teachers as online teachers?
Interview Question: Does interacting with colleagues as an online instructor in secondary school have an impact on the entire high school experience online? Please clarify if so. The following are collections of the teacher's answers. (T is the teacher in the replies.)

T1: At least at my school, one of the main benefits of teaching online is the opportunity to collaborate. I am constantly communicating with my colleagues on various challenges and interacting with students via email, phone, instant messaging, texting, and almost any other means of communication. As a result, I believe it is one of my greatest strengths and one of the activities I enjoy doing the most. I interacted on a far lower basis while I was teaching in a traditional environment.

T2: I have had two different experiences of becoming an online instructor. I saw this as an adjunct, where I did not have to access a site. I have been at my own house entirely. I might work at my own speed, without the need for communication. Under any case, you are wasting a lot of communication. For illustration, as an instructor, I had no idea we were using checklists to rate our science classes in the science department, so you lack a lot of conversation with your peers over what everybody should do and even some of the standard activities. Nevertheless, as full-time educators, we served at a single location where all of the instructors shared a single office space. Then we were able to have training sessions, and explore basic rubrics and talk about how we preferred all of our activities across departments to be coordinated. As a result, I believe that being able to work with peers full-time enables you to have a consistent rating scale and attitude to learners.

T3: There is some communication in the "for profit/virtual" environment, However, it is more in the format of electronic notes. There are benefits and drawbacks of both: The fact that you do not have to attend a conference to receive feedback, which can be conveyed by email, is an advantage, however it is a disadvantage since the information is not always straightforward. A weekly connecting with people is another way to connect by a Google Hangout, which a department head organized. They have a particular focus and can be valuable if you have queries or complaints about your instruction challenges.

T4: Since there are many practices and information to remember in order to be competent, it helped me to be more effective. At my company, I made many friends; It was simply a wonderful gathering of people who desired to do well. However, as a group, we would simply look at each other and exclaim, "What! Why?" Since it was so badly managed, I wondered, "How is this happening?" But we're all professionals, and that was the source of our dissatisfaction. It's also what helped us stay together as a team.… Since you are not well trained, I would not have been content to survive without the help of my teammates. I wasn't really taught by instructors, and the teaching was a farce. I received training from people who were not even instructors; some of the coaches were not professionally qualified. In addition, my own knowledge exceeds that of my colleagues, having taught for ten years as a teacher. Our part-time teachers did not work at the location. They worked from home because they were adjunct teachers. They just had two or three classes on their schedule, and they had almost no interaction with us. Only two or three of them actually attend to the department for general matters.

T5: Since we were in cubicles, another issue we like to illustrate online education to new teachers is that it is like interacting with your colleagues during the day in the lunchroom. We were able to communicate with each other when we were not on the internet or contacting students, which turned educating a load of activities, especially when you have interesting teaching staff. Most instructors, throughout my experience, are knowledgeable, entertaining, and collaborative, which enhanced my online education knowledge with my teammates. I have taught in both interactive and traditional environments. When you are in a non-virtual or traditional classroom by yourself all day and just meet your teammates in the lunchroom on limited times, it is difficult to get some communication or suggestions on your performance. Although I was online in a virtual class, but I am in a location with a group of teammates, they could hear me teaching, notice what I am doing, and offer me guidance, input, or assistance if it is necessary.

T6: We obtain ideas from each other. There is a chat room for each department. As a result, we send messages to each other during the day. We share reviews and common knowledge because all of us instruct the same lessons. In addition, teachers with special education meet and communicate with us.

T7: That is right, mostly due to the lack of a department head, so no one is in director position of our department. Furthermore, as online educators, we often engage in non-teaching activities. The case is not that we do not really want to interact with our teammates or get their feedback; but actually, the time I spend in the department is only for meetings, not for

interacting with teammates. All of the English teachers, for example, would get together. And, as a group, we would propose a variety of strategies relating to how we intended to teach our students in a specific way. For me does not contribute to improving educational interaction. If we only meet once a month or less to go through these issues, I do not think that is an appropriate way to meet students' demands. … The colleagues are co-operative and wonderful. Nonetheless, we are separated as a group.

T8: I had a fellow special education teacher as a co-teacher, and we interacted as a cooperating group .We communicate on the smartphone and then have electronic sessions via WebEx. It is not the same as being there in person, so many of certain social facets of teaching are missed. I was in desperate need of the in-person meetings with my teammates. I am certain that some instructors were not concerned. The school was supportive and provided us with all we requested, but I only hoped we had more sessions.

CONCLUSION

To draw the conclusion, the increase in online secondary education, the perspective of online secondary teachers' changes from conventional to virtual classrooms. From an academic's viewpoint, the advantages of electronic secondary education, as well as instructors' insights on performance, communication, inspiration, and instructional activities in secondary education utilizing this interactive platform. The investigator would relate the findings of the study to those obtained from the survey and draw conclusions based on an interpretation of the results by utilizing research theoretical or conceptual context in the following section. The section will sum up with an employing a set of results, literature review, hypothesis, and the perception of the investigator, that means how the findings are perceived.

References

Ajzen, I. (1985). From intentions to actions: A theory of planned behavior. In J. Kuhl& J. Beckman (Eds.), *Action-control: From cognition to behavior* (pp. 11-39).
Heidelberg: Springer.
Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and humandecision processes, 50*, 179-211.
Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior*. Englewood Cliffs, NJ: Prentice-Hall.
Alkandari & Al-hazmi (2016). A comparative study of English and non-English primary university students' motivation to learn English oral communication. 91-101.
Arnfast, J. S., Jergensen, J. N., & Holmen, A. (2010). Second language learning. InAukrust, V. G. (ed.). *Learning and cognition*. Elsevier Lt
Bahrani, T., Tam, S. S., & Zuraidah, M. D. (2014). Authentic language input throughaudiovisual technology and second language acquisition. *Sage Open, 4*(3), 1-8. DOI: 10.1177/2158244014550611
Bhattacherjee, A., & Sanford, C. (2006). Influence processes for information technology acceptance: An elaboration likelihood model. *MIS Quarterly,30*(4), 805-825.

Cotterall, S. (1999). Key variables in language learning: What do learners believeabout them? *System, 27*(4), 493-513.

Dang, H. T. & Nguyen, N. H. T. (2014). An exploratory study of ICT use in Englishlanguage learning among EFL university students. *Teaching English withTechnology, 14*(4), 32-46.

Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User acceptance of computertechnology: A comparison of two theoretical models. *Management Science,35*(8), 982-1003.

Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User acceptance of computertechnology: A comparison of two theoretical models. *Management Science,35*(8), 982-1003.

Fageeh, A. I. (2011). EFL learners' use of blogging for developing writing skills andenhancing attitudes toward English learning: An exploratory study. *Journal ofLanguage and Literature, 2*(1), 31-48.

Ho, T. M. H. (2002). Developing pragmatic competence in Vietnamese learners ofEnglish. *Teacher's Edition,* 4-11.

Godwin-Jones, B. (2006). Emerging technologies: Tag clouds in the blogosphere:Electronic literacy and social networking. *Language Learning & Technology,10*, 8-15. Retrieved from http://llt.msu.edu/vol10num2/pdf/emerging.pdf

Godwin-Jones, B. (2011). Emerging technologies autonomous language learning.*Language Learning & Technology, 15*(3), 4-11.

Liu, J. (2009). A survey of EFL learners' attitudes toward information andcommunication technologies. *English Language Teaching, 2*(4), 101-106

Lloyd, E. (2012). Language learners' willingness to communicate through

Livemocha.com. *Social Media and language Learning Revolution, 15*(1),[Online] doi:10.4000/alsic.2437. Retrieved from http://alsic.revues.org/2437

Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User acceptance of computertechnology: A comparison of two theoretical models. *Management Science,35*(8), 982-1003.

Rogers, E. (2003). *The diffusion of innovations* (5th ed.). New York: Free Press.

Singh, I. G. (2010). *The computer-mediated communication to develop ESL learners'communicative competence, 2*(3), 72-85. Retrieved fromhttp://www.inflibnet.ac.in/ojs/index.php/JLCMS/article/view/128/125

Stevenson, M. P., & Liu, M. (2010). Learning a language with Web 2.0: Exploring theuse of social networking features of foreign language learning websites.*CALICO Journal, 27*(2), 233-259

Singh, R. K., & Embi, M. A. (2007). Learner autonomy through computer mediated

communication (CMC). *Jurnal Teknologi, 46*(1), 99-112Zheng, D., Young, M. F., Brewer, R. A., & Wagner, M. (2009). Attitude and selfefficacychange: English language learning in virtual worlds. *CALICO Journal, 27*(1), 205-231

Turky Al-Shaikhi is an assistant professor of Translation and TESOL at the languages and translation department in the faculty of education and Arts at the university of Tabuk