Chapter 17
Challenges and Sustainability of E-Learning Adoption Among EFL Teachers in the Post-COVID-19 Era

Mohammad Mahyoob
http://orcid.org/0000-0002-6664-1017
Taibah University, Saudi Arabia & Technical Community College -Taiz, Yemen

Jeehaan Algaraady
http://orcid.org/0000-0003-3901-4648
Taiz University, Yemen

Omer Elsheikh Hago Elmahdi
http://orcid.org/0009-0009-1335-2607
Taibah University, Saudi Arabia

ABSTRACT

This study actively examines the resilience of online learning in EFL (English as a foreign language) instruction during the COVID-19 pandemic, focusing on adaptive strategies and resources in Saudi Universities. It shows a significant research gap in how these digital learning strategies have adapted post-pandemic to be sustainable. However, the chapter also provides a qualitative and quantitative analysis of strategies among 84 EFL teachers (81% male, 19% female) used to collect data on online learning experiences during the pandemic. Findings reveal significant increases in teachers' and students' digital skills, facilitating adaptation to online learning

environments and continuing those practices. These positive outcomes offer hope and optimism for the future of online learning. It concludes by recommending that research be expanded to include different academic disciplines, including students in remote areas, and to explore new instructional methods and support strategies for asynchronous learning to meet the challenges of scheduling and Internet connectivity.

INTRODUCTION

Since the onset of the COVID-19 pandemic, online teaching and learning have experienced unprecedented change in the EFL landscape, highlighting the need to evaluate its impact. This study addresses critical gaps in how these changes have affected EFL education, particularly concerning technology adoption, teaching strategies, and the resulting instructional inequalities. It seeks to explain the sustainability, effectiveness, and long-term success of these emerging online learning practices from the EFL perspective.

The impact of the COVID-19 pandemic on various aspects of life is significant. Education is one of the aspects that has positively transmitted to be conducted online and used technology effectively (Papadakis et al. 2023, a). The recent improvement positively impacts EFL learning. This situation has necessitated a closer look at how EFL online learning has adapted and evolved regarding sustainability, resilience, and innovation. Hidalog-Camacho et al. (2021) investigated the difficulties teachers, students, and parents encountered during the pandemic. The study emphasized the necessity for support and resources to ensure equitable access to quality education. The sustainability in EFL e-learning indicates the capacity to overcome these difficulties. To enhance a reliable online platform, it is necessary to have support for the technological infrastructure and internet connectivity (Papadakis et al., 2023a; Rajab et al., 2020; Pellegrini et al., 2020; Byun & Slavin, 2020; Mahyoob, 2021). Teacher training workshops are essential to activate proficient online learning (Tülübaş et al., 2023)

A notable instance is the situation in Saudi Arabia, where the government-imposed curfews and restrictions prompted a swift transition to online education. This transition forced teachers to create alternative assessment methods, positively affecting students' overall skills (Adedoyin & Soykan, 2023; Adeyeye et al., 2022; Chu, 2021; Algaraady & Alrahili, 2022). During the pandemic, innovation in EFL online learning was crucial for maintaining effectiveness and relevance (Al-khresheh,2022).

When the pandemic began, teachers struggled to transition from conventional classroom instruction to online platforms (Betancourt-Odio et al. (2021). Although many teachers initially lacked the necessary digital tools or creativity, they adapted over time (Han and Wang (2021). For example, only about 10% of English language

25 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/challenges-and-sustainability-of-e-learning-adoption-among-efl-teachers-in-the-post-covid-19-era/351639

Related Content

Successful Strategies in Online Courses
Linda W. Cooper (2009). *Encyclopedia of Distance Learning, Second Edition (pp. 1973-1977).*
www.irma-international.org/chapter/successful-strategies-online-courses/12018

Utilizing Free Augmented Reality App for Learning Geometry at Elementary School in Taiwan: Take Volumetric Measurement of Compound Body for Example
Koun Tem Sunand Meng Hsun Chen (2019). *International Journal of Distance Education Technologies (pp. 36-53).*
www.irma-international.org/article/utilizing-free-augmented-reality-app-for-learning-geometry-at-elementary-school-in-taiwan/236117

Understanding Innovative Professional Development for Educators Through the Analysis of Intersubjectivity in Online Collaborative Dialogues
Diane Huiand Donna L. Russell (2007). *International Journal of Information and Communication Technology Education (pp. 25-38).*
www.irma-international.org/article/understanding-innovative-professional-development-educators/2320

A Unified Learning Style Model for Technology-Enhanced Learning: What, Why and How?
Elvira Popescu (2010). *International Journal of Distance Education Technologies (pp. 65-81).*
www.irma-international.org/article/unified-learning-style-model-technology/45145

Identifying Factors Influencing Pre-Service Teacher Readiness to Use Technology During Professional Practice