

The Advantages and Disadvantage of Online Teaching of English Main Four Skills to Students of General English at Taif University

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Received: July 18, 2025

Accepted: August 4, 2025

Published: August 6, 2025

doi:10.5296/ijele.v13i2.23073

URL: <https://doi.org/10.5296/ijele.v13i2.23073>

Abstract

Digital technology now revolutionizes education through online teaching which serves as a fundamental aspect of language education. A research investigation reports about the benefits and limitations of online teaching methods used to build four fundamental English language abilities for General English program students at Taif University. The author employed quantitative research techniques to administer questionnaires to 200 students that were analyzed using SPSS.

Online teaching provides students with multiple advantages because it combines three key features: flexibility in learning hours, broad accessibility and multimedia tools which improve student learning. Reading achievements demonstrated the largest growth among the four language skills whereas speaking achieved the second highest gain with writing achieving the least improvement. Students experienced decreased involvement and lost much of the personal contact with instructors along with experiencing technical issues. The statistical results demonstrate that online teaching produces positive substantial outcomes for language learning despite facing limited disadvantages which have no significant negative effect on effectiveness.

The research enhances current knowledge about online English learning through its experimental assessment of Saudi Arabian university students. Research results demonstrate the necessity of implementing blend education systems and developing interactive features plus additional academic support which will optimize internet education advantages. The report makes suggestions to enhance online English teaching techniques which will strengthen student partnership and academic achievement.

Keywords: Online English Teaching, Language Skills Development, Listening, Speaking, Reading, Writing, General English Program, Advantages, Disadvantages

Chapter one:**1. Introduction***1.1 Background and Rationale*

The progression in digital technology, education has been fast emerging rapidly, which has seen institutions all over the globe embracing the use of online learning methods. Online teaching is an ever more viable option to traditional classroom-based learning in English language education. This transition is enabled by high-speed internet, suitable learning management systems and availability of such diverse multimedia tools. The technological advancements in these days have made it possible to deliver education content and make it accessible to the learners as per their choice anywhere and anytime(Allahbi, 2023).

Global events like the COVID 19 pandemic, pushed the education sector online even faster than the shift would have taken place in the long run. Decades of virtual communication and all the innovations that came with it compelled educational institutions to react and transition to digital learning environments as physical classrooms closed(Shami, 2024). One downside of online teaching — especially in specialized fields like English language education — is that it creates a potential for both exploitation and a lack of accountability within the confines of the curriculum and the teacher's room. In Taif University, The General English program was identified as a major tool in the acquisition of basic language skills (listening, speaking, reading and writing). Everyone can benefit from possessing these skills heart for academic and life success(Oudi, 2022).

Online teaching presents many benefits to institutions and to students, making it a desirable choice. Another big benefit is flexibility; the students have more freedom to learn at their own rate and also at times that they have flexibility in their daily schedule. That's especially good for people with other commitments or working students(Gulnaz et al., 2020). Online teaching also makes learning more available, as students from all over the globe can join educational programs without having to move. Additionally, the integration of multimedia tools—videos, interactive exercises, and gamified learning—took place, in order to engage students and make learning more appealing to students' different learning styles.

Although teaching online does have its own set of challenges, there are challenges specific to online teaching. One of the main problems is the absence of physical interaction which will result in feelings of isolation and loss of important collaborative learning opportunities. In traditional classrooms, students and instructors frequently don't experience the immediate feedback and dynamic interaction that happen. A second issue is the range in digital literacy between students and instructors. Some people find their footing online platforms while others fall short even with basic functionalities that hinder their learning(AIHuthayfi, 2024).

Technological barriers also pose a problem because in regions with irregular internet connection or lesser access to the devices. The combination of all these issues will accentuate educational inequality, making some students disadvantaged. More specifically, online teaching requires instructors to redo their ways of teaching and their materials to fit the digital format, which takes extra time and effort and requires more resources (Dung, 2020).

The challenges it faced however, didn't stop the online teaching from being a great tool in the field of education, especially on times of crisis. Institutions can do this by strengthening its strengths and diminishing its limitation to create a more effective and more inclusive learning environment (Stecula & Wolniak, 2022). The aim of this study is to know the advantages and disadvantages of online teaching by studying its effects on the general English program at Taif University. The research examines the impact of online teaching in this instance to offer some useful insight for educators and policymakers. The manipulation of these dynamics allows stakeholders to make decisions and put forth strategies which are well equipped to maximize the positive impact of online education while minimizing its negative impact.

1.2 Research Problem

1.2.1 Research Gap

While there is an increasing body of literature about online education, research is lacking on how it affects teaching English language skills at the university level in Saudi Arabia (Al-Samiri, 2021). Much existing literature is about general online education or some skills but very little has been written about the holistic development of listening, speaking, reading and writing skills in one study (Al-Jiboury, 2024). Additionally, there are unique challenges and opportunities that have yet to be fully explored regarding online teaching in Saudi Arabia in a cultural and educational context.

1.2.2 Objectives

1. To evaluate the advantages of online teaching for developing English language skills in listening, speaking, reading, and writing.
2. To evaluate the disadvantages of online teaching for developing English language skills in listening, speaking, reading, and writing.
3. To propose strategies or recommendations for optimizing online instruction in the General English program at Taif University.

1.3 Research Questions

1. What are the key advantages of online teaching for developing English listening, speaking, reading, and writing skills among students in the General English program at Taif University?
2. What are the primary disadvantages or challenges of online teaching for these skills?
3. How can online teaching methods be improved to better support students' English language learning?

1.4 Research Methodology

1.4.1 Approach

The method employed for this study involves a quantitative research design for the collection and analysis of data regarding students' experiences and perceptions of online teaching in the

General English program.

1.4.2 Sample Size

The research includes 200 students enrolled in the General English program in Taif University. This is how we make sure that the results are generic and statistically significant.

1.4.3 Data Collection and Analysis

Structured questionnaires will be developed to collect data and capture students' view of the good and bad of online teaching. With that we will analyze the collected data to extract the trends, correlations and significant findings required. This quantitative approach provides a systematic evaluation of research questions allowing for robust conclusion and recommendations.

Chapter tow:

2. Literature Review

In academic literature there has been a discussion on online teaching in English language education and how it affects skill development, student engagement, overall effectiveness. This chapter reviews existing research to provide a comprehensive understanding of the advantages and disadvantages of online teaching, particularly in the context of teaching English's main four skills: listening; speaking; reading; and writing.

2.1 Online Teaching and Language Learning

The language education was adjusted in online way of delivering, which includes unique learning process of technology and traditional method. In online education, Klimova (2021) emphasize the importance of a collaborative 'community of inquiry' by which cognitive, social and teaching elements work together to create learning experience. Because this model balances individuals working on their own learning and collaborative interaction with their peers, it very much applies to English language learners. Tools on online platforms, like discussion boards, live chatter, and video conferencing, serve to facilitate engagement and real time communication, key elements to improving language proficiency (Oraif & Elyas, 2021).

2.2 Listening and Reading Comprehension

Online teaching through multimedia resources has a very significant impact on the student's listening and reading skills. According to Masykuri (2022), Podcasts, audiobooks and interactive videos provide learners with authentic use of the language that increase the chance of learners to understand and analyze sounds that are written. Furthermore, these tools are able to deliver repeated exposure and self-pace learning, critical for learning receptive skills. Adaptive systems and online quizzes take that a step further by personalizing learning more by identifying students' weaknesses and creating content targeted at closing that gap (Altuwairesh, 2021).

2.3 Speaking and Writing Skills

One cannot discount those technological advancements in online education are beneficial not just to inert skills, but also to those that involve speaking and writing—that is, to those called productive skills. As synchronous tools such as Zoom allow for real time speaking practice, Castillo-Cuesta (2022) notes, learners may forge their fluency and confidence. At the same time, asynchronous tools like blogs, forums, and portfolio are used to encourage them to write reflectively, read and give comments to one another and instructors. It guarantees the comprehensive training specific to each user's needs.

2.3 Advantages of Online Teaching

One of the most common benefits of online teaching is flexibility. In line with Sun and Chen (2016), online learning environment provides students the opportunity to control their own pace and timetable for learning. It is particularly good for students with work or family commitments because it is so flexible. On top of that, online teaching includes the possibility of access to a lot of courses resources that may not be always available in a regular classroom. For example, Turgunova and Abdurahimovna (2023) state that authentic language learners can receive podcasts, news articles and online videos to enhance their skills in real life contexts.

It's another advantage is the potential for personalized learning. These adaptive learning technologies can analyze students' performance and recommend tailored action to fill students' specific needs. A study of this approach has found that it enhances the language proficiency and the student motivation (Stecula & Wolniak, 2022). Also, gamification and interactive content in online teaching can help increase student engagement and make learning more enjoyable (Lei & So, 2021).

2.5 Disadvantages of Online Teaching

However, the online teaching still has many challenges. One problem has been the lack of a face-to-face interaction to support the development of speaking and listening skills based on real time communication. Moise et al. (2021) state that in online interaction environments, lack of nonverbal cues may result in misunderstandings and a poor communication efficacy. This issue can be especially challenging in the context of language education, since the context and culture in language use are absolutely key to meaning.

The digital divide is another disadvantage, which is the difference between people that have technology and people who don't. Students in regions that are underserved by internet connectivity and are not well served by devices, may be facing significant barriers to participation in online education. This makes things worse, exacerbating existing inequalities and, in some cases, threatens to produce lower levels of academic performance by disadvantaged students (Kotrikadze & Zharkova, 2021).

It's also the case that digital literacy is part of the requirement for both students and instructors when teaching online. For instructors, this means being good at using online platforms and creating digital content, but for students, it means the ability to navigate and be autonomous in online platforms and learning. Failure to learn will also happen with limited digital literacy

(Alolaywi, 2021).

2.6 Online Teaching in the Saudi Context

Government initiatives such as Vision 2030, which aim to integrate technology for better education, have spurred the adoption of online teaching in Saudi Arabia. Based on the Ministry of Education (2016) technological advancements are prioritized in improving accessibility, quality and efficiency in education. In English language education a particularly important example of such shifts has been in the area of platforms designed to tackle problems of large class sizes as well as gaps in students' proficiencies (Al-khresheh, 2022). Blackboard, Moodle, Microsoft Teams become more important to deliver language courses and assessments.

The effectiveness of online teaching in Saudi Arabia will be culturally and institutionally unique. According to Algethami (2022) online teaching approaches should be adapted to students' cultural preferences and learning style. In a collectivist society such as Saudi Arabia, students usually tend to prefer group and interactive learning environment, which help them socialize with their peers. Therefore, online teaching strategies should include those which stimulate teamwork features like group discussions, peer assessments and collaborative projects.

Additionally, instructors struggle having to adapt traditional teaching modes to meet the capricious requirements of digital platforms. For maximizing the benefits of online education, educators need training and support for digital pedagogy. Another very important factor is to make access to technology fair, because gaps in the digital infrastructure, especially in rural areas, may limit the extent of participation and rate of engagement you have (Iffat Rahmatullah, 2021).

The opportunity to teach remotely in the Saudi context emphasizes the importance of culturally responsive and inclusive online teaching strategies. Being an online education organization, it can play a transformative role in English language learning in Saudi Arabia, with online education both encouraging collaboration and addressing technological disparities (Al-Samiri, 2021).

Chapter 3:

3. Methodology

The research methodology section features an analysis of how online teaching influences the four main English language abilities at Taif University—including listening skills and speaking competencies along with reading proficiency and writing capability (Al-Mansour, 2019). This section discusses the principal participants while describing both data collection approaches and analysis procedures for the research structure in detail.

3.1 Participants

The research involved 200 students who study General English at Taif University as participants. Students came from various academic groups and discipline backgrounds at

different proficiency levels and the selection happened through stratified random sampling to show representative characteristics across all groups. The researchers employed this research design because it properly recorded diverse viewpoints regarding students' experiences from various academic backgrounds and demographic groups encountered with online teaching (Sileyew, 2019).

The selection criteria were straightforward: The study required participants who maintained current enrollment in the academic General English program and who completed online classes throughout the research year. Each research participant gave their consent to participate voluntarily for this study. The research design incorporated students with diverse background profiles including students from variable age groups and different academic disciplines and gender distributions to guarantee all-inclusive results.

At the study's initial stage researchers gathered demographic information on students' ages and genders to determine if their earlier experienced distance education might impact their reactions to the educational programs. The study population consisted mainly of students who fell between the ages of 18 and 24 because this represents the typical demographic range of undergraduate students. This research studied various perspectives to understand how its results would apply to different settings.

3.2 Data Collection

A quantitative research design was used to evaluate students' perception of benefits versus drawbacks from online learning situations within English language teaching environments (Kashinath & Raju, 2023). The primary data collection tool used a structured questionnaire which was developed to answer the research questions specifically. The questionnaire consisted of three sections:

1. **Demographic Information:** The initial section of the study collected participant information including age, gender, academic standing and existing familiarity with online learning formats. Understanding participant backgrounds as well as response patterns required these essential data points.
2. **Perceived Advantages:** The second section highlighted essential aspects of online teaching by exploring its flexibility features combined with its accessible nature and multimedia tools implementation. Participants evaluated their degree of agreement toward perceived benefits by using a 5-point Likert scale that spanned from "Strongly Disagree" through "Strongly Agree."
3. **Perceived Disadvantages:** The third section analyzed the obstacles students experience when learning online which includes diminished student-student interaction and technical problems along with variations in digital competency. The assessment utilized a Likert scale pattern identical to that found in section two to measure participant experiences.

The final version questionnaire which successfully achieved both thorough investigation of experiences while maintaining a user-friendly format to prevent respondent difficulty. Officials hosted the survey through a protected online platform where participants could easily reach the

questionnaire. The survey invitation reached participants through university official communication channels and students received two weeks to finish the survey. The response rate improved after sending periodic follow-up reminders.

3.3 Data Analysis

A Statistical Package for the Social Sciences (SPSS) analysis processed the gathered information to uncover students' experiences during online English language instruction (Md Yunus et al., 2021).

3.3.1 Descriptive Statistics

The analysis involved calculating mean scores with standard deviations alongside tallying frequencies which displayed core patterns regarding participants' views on online teaching benefits and drawbacks.

3.3.2 Inferential Statistics

- **T-tests:** To compare perceptions of online teaching between male and female participants.
- **ANOVA:** The evaluation investigated how students with varying academic standing along with internet teaching background performed differently in their responses.
- **Correlation Analysis:** The study used statistical methods to verify associations between documented online teaching advantages and disadvantages as well as student satisfaction ratings.

3.3.3 Reliability Analysis

The questionnaire items achieved reliability through Cronbach's alpha method enabling researchers to accurately measure student perceptions. Research along with academic studies used 0.7 as their minimum standard across all measurement scales.

3.3.4 Ethical Considerations

The research maintained ethical research practices through colleague consent while maintaining participant confidentiality and board-based approval. After detailing research objectives and participant rights and voluntary status of study involvement, the researchers explained the process to all participants.

Chapter 4:

4. Results

The findings of this research emerge from data analysis conducted within the study. The research examines both advantages and disadvantages of digital language education for acquiring English skills through listening and speaking and reading and writing as well as it suggests specific instructions for the General English courses at Taif University.

Table 1. Demographic Characteristics of Participants

Variable	Category	Frequency (N)	Percentage (%)
Gender	Male	148	74.0
	Female	52	26.0
Age	18-20	59	29.5
	21-23	58	29.0
	24 Above	83	41.5
Education Level	First Year	111	55.5
	Second Year	54	27.0
	Third Year	22	11.0
	Fourth Year	13	6.5
Previously Studied English Online	Yes	127	63.5
	No	73	36.5

4.1 Descriptive Statistics

The research uses descriptive statistics to explain three main assessment points for this analysis: online English teaching Advantages and Disadvantages and student learning outcomes(Allahbi, 2023).

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Advantages of Online English Teaching	200	18.00	45.00	32.12	4.74
Disadvantages of Online English Teaching	200	16.00	35.00	23.96	3.17
Impact of Online English Learning	200	8.00	23.00	16.74	2.87

Most students believe online English teaching delivers considerable benefits compared to its difficulties because their assessment scores demonstrate this strong preference. Student perception indicates that online learning presents both obstacles and advantages leading to a positive outcome.

4.2 Reliability Analysis

A Cronbach's Alpha reliability coefficient evaluated the questionnaire's internal consistency.

Cronbach's Alpha	Number of Items
0.750	22

The survey instrument demonstrates reliable performance because its Cronbach's Alpha measurement stands at 0.750 which indicates satisfactory results(Oufkir & Kassou, 2019).

4.3 Correlation Analysis

The study used Pearson correlation analysis to identify the relationships that exist between the benefits and challenges students encounter with online English teaching and their resultant learning experience.

Variable	Advantages of Online English Teaching	Disadvantages of Online English Teaching	Impact of Online English Teaching
Advantages of Online English Teaching	1		
Disadvantages of Online English Teaching	0.555**	1	
Impact of Online English Teaching	0.829**	0.415**	1

Note: $p < 0.01$, two-tailed.

The research data demonstrates a robust direct connection ($r = 0.829$, $p < 0.01$) between the positive elements of remote English instruction and its effect on education. The students who identify more advantages during online learning demonstrate increased improvements in their English language skills. Students experience a moderate relation between the problems of online teaching and its effect measured through ($r = 0.415$, $p < 0.01$), indicating that learning difficulties are not significant (Chang et al., 2021).

4.4 Regression Analysis

The study applied a regression analysis to determine how the benefits and drawbacks of online English instruction influence students' assessment of online learning quality.

4.4.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.831	0.691	0.687	1.60

The predictive strength between advantages and disadvantages of online English teaching and the perceived impact of online English learning reaches 69.1% as judged by the R-square value of 0.691.

4.4.2 ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1131.85	2	565.93	219.85	0.000**
Residual	507.10	197	2.57		
Total	1638.95	199			

The ANOVA results confirm that the regression model is statistically significant ($F = 219.85$, $p < 0.01$), meaning that the advantages and disadvantages of online teaching significantly predict the perceived impact on English learning.

4.4.3 Coefficients

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	1.318	0.937		1.407	0.161
Advantages of Online English Teaching	0.524	0.029	0.865	18.165	0.000**
Disadvantages of Online English Teaching	-0.059	0.043	-0.065	-1.369	0.173

The data shows that benefits of online English teaching effectively predict the influence of online learning since B equals 0.524 ($p < 0.01$). Most students evaluate the advantages of online learning to be more influential than its disadvantages since the disadvantages do not show significant effects ($B = -0.059$, $p = 0.173$).

4.5 One-Sample t-Test Results

The research used a one-sample t-test to determine whether online teaching successfully develops English language listening and speaking and reading and writing abilities).

Skill	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
Listening	20.842	200	0.000	2.34	2.13 – 2.53
Speaking	21.719	200	0.000	2.32	2.11 – 2.52
Reading	25.493	200	0.000	3.24	3.34 – 3.73
Writing	19.890	200	0.000	2.26	1.93 – 2.29

The t-test data demonstrates that online teaching produces statistically important positive results across all four English language competencies ($p < 0.01$). Students achieve the maximum benefit from online learning through reading since their mean difference reaches 3.24. The demonstrated improvements extend to listening as well as speaking and writing

abilities(Ikram MEKHENANE, 2024).

4.6 Summary of Findings

Students demonstrate wide acceptance of online English instruction benefits due to its noticeable advantage on their educational results. The internal consistency of the survey instrument proves reliable according to its reliability assessment results. Results show that the positive relationship between online teaching advantages and their impact exists at a strong level yet disadvantage factors maintain only a moderate influence. Advantages from online teaching demonstrate substantial predictive power regarding its impact on students while disadvantages demonstrate little or no predictive power according to regression analysis results. The one-sample t-test data demonstrates that online teaching provides substantial improvements to listening and speaking abilities and reading and writing skills but reading receives the highest level of enhancement. This research demonstrates that online instruction effectively develops language abilities and delivers essential information about method enhancements needed to achieve better General English student results at Taif University.

Chapter 5:

5. Discussion & Conclusion

This research reveals important details regarding what students gain and lose when taking General English classes through online methods at Taif University while focusing on listening and speaking and also reading and writing skills. Most students recognize that online teaching produces advantageous results which positively affect their educational journey according to the academic investigation. Several obstacles persist which potentially minimize the best possible learning results.

According to descriptive statistics ease of access combined with flexibility proves to be one of the main benefits of online English instruction. Online students experience flexible access to education tools which provide personal learning speeds for studying recorded lessons together with multiple media resources that assist understanding. The analysis demonstrates a strong positive link between online teaching benefits and its total influence on language development across students. The research findings support previous scholarly work by Al-Jarf (2022) that demonstrates how online educational platforms help students access authentic language content as well as interact through exercises while getting instant performance feedback.

The results from one-sample t-tests demonstrated that reading abilities showed the highest positive effect from online teaching. Students achieve better reading skills from online teaching since the platform provides access to extensive e-book resources along with academic articles and discussion communities that support reading engagement. The extended comprehension time during asynchronous learning helps students enhance their reading ability. The research by Mahdavi et al. (2024) demonstrated that digital reading materials appeared more capturing and easily accessible than traditional textbooks.

Online teaching allowed students to develop their speaking abilities as well as their listening

abilities significantly. The combination of audio-visual content with virtual discourse and voice assignments played an important part in this development. Students' reading abilities appear to be minimally affected by poor face-to-face interactions as well as the lack of immediate feedback because their reading skills remain strong anyway. The effectiveness of speaking practice diminishes when technical problems occur and spontaneous conversations become limited on communication platforms such as Zoom, Google Meet, and Microsoft Teams. Ali et al. (2024) demonstrated that synchronous discussions help enhance online speech skills though students tend to avoid discussion because of virtual environment confidence limitations.

The study recognizes multiple drawbacks that emerge from teaching English online. The evaluation data demonstrates that learning disadvantages slightly affect the outcomes yet they do not contribute substantially to the complete online learning process. In-person interaction absence remains the principal weakness since it causes reduced student motivation and lower engagement levels (Shami, 2024). Certain students experience difficulty practicing self-discipline because they need a structured classroom setup to maintain focus. Students in rural areas are most affected by technological barriers that create unstable internet connections and limit their access to digital devices whereas these barriers affect their learning.

The successful execution of optimal online teaching approaches becomes vital because it helps reduce their present limitations. Question-based assignments accompanied by gamified engagement systems and digital and physical learning combination formats will enhance the success rates of distance education (Gulnaz et al., 2020). Training along with technical assistance provided to students and teachers enhances the outcome of online English language instruction. The General English program at Taif University will achieve its maximum potential with developed approaches to resolve online teaching limitations.

5.1 Conclusion

This research evaluated how online teaching benefits and challenges affect student development of the fundamental English skills listening, speaking, reading and writing within the General English program at Taif University. Online instruction allows students to benefit from three key elements including accessibility along with flexibility and multimedia integration tools when learning. Most students evaluated online learning positively while reading proved to be the most improved skill after speaking and listening stood as the next most improved abilities with writing ranking lower. Increased access to digital materials and recording of lectures combined with interactive educational content enhanced student success in the learning process.

The research study discovered various obstacles as well as benefits which exist during online English instruction. Some learners faced challenges because of limited face-to-face contact and reduced student interest and technical hardware problems. The communication systems we have today allow interaction between students but they fall short of creating the authentic class discussions that train students to communicate orally. The virtual learning environment creates difficulties for students regarding their self-discipline and motivation levels.

Statistics show that the positive factors of online teaching act as strong predictors for overall

effectiveness although negative aspects influence it less strongly. Research shows that online instruction produces satisfactory learning results but teachers need to address known drawbacks to make virtual education optimal.

Educational and policy leaders should work to advance online English instruction by implementing hybrid learning systems together with interactive tools for students while setting up technical support systems. Online language instruction will maintain its value in education despite its current limitations because of implemented improvements. The research findings will direct future developments in online English learning which guarantees attentive educational experiences at Taif University along with other institutions after the study.

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Appendix

Appendix A: Questionnaire: Online Teaching of English Language Skills at Taif University

Section 1: Demographic Information

1. What is your age?
 - ☐ 18–20
 - ☐ 21–23
 - ☐ 24 and above
2. What is your gender?
 - ☐ Male
 - ☐ Female
3. What is your academic level?
 - ☐ First-year student
 - ☐ Second-year student
 - ☐ Third-year student
 - ☐ Fourth-year student or higher
4. Have you previously studied English online before enrolling in this course?
 - ☐ Yes
 - ☐ No
5. How frequently do you use online platforms for learning English outside of your coursework?
 - ☐ Never

- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

Section 2: Perceived Advantages of Online English Teaching (*Rate each statement on a scale of 1 to 5: 1 = Strongly Disagree, 5 = Strongly Agree*)

6. Online learning provides flexibility to study at my own pace.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

7. I find it easier to access learning materials in an online setting.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8. Online learning allows me to review recorded lessons, which helps improve my understanding.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

9. I feel more comfortable participating in discussions through online platforms than in face-to-face classes.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

10. Online courses provide diverse multimedia tools (videos, quizzes, interactive exercises) that enhance my learning experience.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

11. Online learning allows me to practice listening skills through a variety of digital resources.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

12. Online platforms provide opportunities to develop writing skills through assignments and discussions.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

13. Online English courses encourage independent learning and self-discipline.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

14. Online assessments are fair and accurately measure my English proficiency.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Section 3: Perceived Disadvantages of Online English Teaching (*Rate each statement on a scale of 1 to 5: 1 = Strongly Disagree, 5 = Strongly Agree*)

15. Online learning limits my ability to interact with my instructor.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

16. I find it difficult to stay motivated when learning English online.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

17. Technical issues (internet connectivity, platform errors) negatively impact my learning experience.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

18. Online learning does not provide sufficient opportunities to practice speaking English.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

19. I struggle with concentration when studying English in an online setting.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

20. Online learning does not provide enough real-time feedback from instructors.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

21. Online assessments are harder to complete compared to traditional classroom exams.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

22. The lack of face-to-face interaction makes online English learning less effective.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Section 4: Overall Perception of Online English Learning *(Rate each statement on a scale of 1 to 5: 1 = Strongly Disagree, 5 = Strongly Agree)*

23. I prefer online English learning over traditional classroom learning.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

24. Online learning has improved my English proficiency.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

25. I would like to continue learning English through online platforms in the future.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

26. Online learning should be combined with in-person classes for better results.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

27. I feel that my overall learning experience in online English classes has been positive.

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

End of Questionnaire

Thank you for your participation! Your responses will help improve the quality of English language teaching at Taif University.

Acknowledgments

Not Applicable.

Funding

There is no sponsors for this research. I am sponsor myself.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Macrothink Institute.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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