

English as a Foreign Language Teachers' Perspectives on the Workable Approaches and Challenges that Encountered them when Teaching Reading Using E-Learning

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Abstract : Reading instruction in EFL classes is still challenging for teachers, and many students are still behind their expected level. Due to the Covid-19 pandemic, there was a shift in teaching English from face-to face to online classes. This paper will discover how the digital shift during and post pandemic has influenced English literacy instruction and what methods seem to be effective or challenging. Specifically, this paper will examine English language teachers' perspectives on the workable approaches and challenges that encountered them when teaching reading using E-Learning platform in Saudi Arabian Secondary and intermediate schools. The study explores public secondary school EFL teachers' instructional practices and the challenges encountered when teaching reading online. Quantitative data will be collected through a 28 -item Likert type survey that will be administered to Saudi English teachers who work in public secondary and intermediate schools. The quantitative data will be analyzed using SPSS by conducting frequency distributions, descriptive statistics, reliability tests, and one-way ANOVA tests. The potential outcomes of this study will contribute to better understanding of digital literacy and technology integration in language teaching. Findings of this study can provide directions for professionals and policy makers to improve the quality of English teaching and learning. Limitations and results will be discussed, and suggestions for future directions will be offered.

Keywords : EFL reading, E-learning- EFL literacy, EFL workable approaches, EFL reading instruction

Conference Title : ICILE 2023 : International Conference on Information Literacy and Education

Conference Location : Dubai, United Arab Emirates

Conference Dates : November 13-14, 2023