EFL Learners and Teachers' Satisfaction Degree towards Online Learning and Teaching through COVID-19 Pandemic

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Abstract

The study aims at exploring EFL learners and teachers' satisfaction degree towards online learning and teaching through COVID-19 Pandemic. To conduct the study, the researchers prepared two suitable questionnaires after reviewing a lot of related modern literature to explore the EFL learners and teachers' satisfaction degree towards online learning and teaching through COVID-19 pandemic. They were distributed among 109 learners and 34 Jordanian EFL teachers at different educational institutions and schools in Jordan. The results showed that both EFL learners and teachers had a moderate satisfaction degree towards online learning and teaching through Covid-19 pandemic. Moreover, the results showed that there are no statistically significant differences at (α= 0.05) in students and teachers' responses in their degree of satisfaction towards online learning and teaching through COVID-19 Pandemic that could be attributed to gender.

Keywords: Online learning, traditional learning, COVID-19, EFL Teachers, EFL learners, Satisfaction Degree

INTRODUCTION

The COVID-19 coronavirus pandemic has affected all aspects of life's sections such as trade, transport, industry, travelling, and education. We, as humans, are forced to change our lives as a result of this dangerous virus that affects badly on our lives. Due to Corona virus (Covid-19) and the changes that take place in the whole world, many academic institutions are forced to shut down amid the public health emergency. Consequently, countries in different continents with millions of students around the world, start looking for suitable and effective substitution that can help them to complete the academic year in their universities, colleges and schools. Some countries depend on zoom while others depend and use blackboard. In other countries, they use google classroom. Each academic institution chooses the application that suits its learning system as well as its abilities.

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The researchers chose to write about such a topic because they felt that there was a research gap in writing about this topic in Jordan as the crisis is considered new and teachers and learners have not ever experienced such a universal crisis that affect learning and education in many different ways. Some people look at this crisis positively while others look at in it negatively. The researchers found that few studies are written in Jordan to investigate EFL learners and teachers' satisfaction degree towards online learning and teaching through COVID-19 pandemic.

According to the official numbers of learners around the world, UNESCO has estimated the number of learners around the world with approximately 1.7 billion (Čirjak, 2020), which is considered a huge number that needs great efforts from the world to introduce teaching in a suitable and effective way for the learners in different countries. Different countries depend on the distance learning as a temporary solution in this pandemic. From the researchers' experience, many problems have been noted. It could be listed as below:

1-Not all academic institutions are equipped with the needed requirements for this type of learning especially in the developing countries.

2- The access to the internet networks is difficult in many poor countries due to the modest servers that are used in these countries.

3- This type of learning needs modern laptops to log into the virtual classes and to introduce the learners' assignments, exams and projects. Unfortunately, a good number of learners do not have laptops due to their bad financial situation.

4- A good number of learners, and in different educational levels, depend heavily on their mobiles to log into the virtual classes. The problem is that these devices are not suitable to this kind of online learning. Teachers as well as parents' learners reported that the learners have faced many problems and several difficulties when uploading their exams or assignments or while attending the lectures die to the continuous shut down in their mobile devices.

In this paper, the researchers tried to explore EFL learners and teachers' satisfaction degree towards online learning and teaching through COVID-19 Pandemic. In this section, different studies are going to be presented to examine the researchers' different findings concerning the effect COVID-19 on education.

Frazer, Sullivan, Weatherspoon, and Hussey (2017) conducted a study to investigate the faculty perceptions of the effectiveness of online teaching. Focus groups were formed and semi structured interview were used to apply the study. The sample of the study consisted of 11 participants who were in their doctoral program. The researchers prepared three categories included teaching effectiveness, indicators of quality, and student success to collect the needed data. The findings of the study pointed out that in the effective online teaching, teachers can play an important role in facilitating, connecting, leading, and working with the students to get indicators of quality such as student success and student improvement over time. In addition, the results showed that teachers have crucial role in facilitating the students' job in learning through different crises.

Taamneh (2018) conducted a study to measure Saudi EFL Learners' attitudes towards the effect of the online applications in developing their English language at the university college of Taymaa. The sample consisted of forty students who studied English Language and Islamic Studies in the same college. To conduct the study, a questionnaire was used as the main tool to collect the needed data. The questionnaire consisted of 24 items. The results of the study pointed out that the participants have a positive point of view towards using the online applications to develop their English as a foreign language. Furthermore, the findings showed that there are no significant differences between the students' views towards the effect of the online applications internet that could be attributed to their specializations as the results showed that they have a similar agreement rank towards the effect of online applications in developing their English language.

Shah and Barkas (2018) conducted a study to analyze the effect of e-learning technology on students' engagement, attendance and performance. The study examined two undergraduate engineering modules. To collect the data, the participants were provided with online material in the field of literature. Different statistical analyses were used to analyze the collected data. The findings of the study pointed out that the online technology developed the students' literature through their interaction with the online learning.

Tan, Lee, Ganapathy, and Kasume (2019) conducted a study to investigate the Malaysian ESL Students' Perceptions of an online game designed as an interactive learning game. It was called kahoot. Fifty-seven students participated in this study in order to measure the effect of this game in developing the students' vocabulary and reading comprehension. They were exposed to weekly Kahoot sessions for one semester. A questionnaire of 34 items was used to get the data from the participants. The findings of the study showed that the participants looked at Kahoot as a beneficial online learning as it helped in increasing the students' motivation.

Burgess & Sievertsen (2020) studied the impact of COVID-19 on education and especially on three different aspects; schools, skills, and learning. The researchers noticed that teaching is moving online as all educational institutions moved from the traditional school exams into online home exams. They found that many schools were forced to cancel many assessment tools due to the effect of COVID-19 on ducation.

Toquero (2020) conducted a study to discover the challenges and difficulties that faced the Philippine students in their higher education amid the COVID-19 Pandemic. Based on the researcher's observations experiences in the academic institution that he works in the recommended that academic institutions should work on producing future studies to measure the effect of this pandemic on the higher education. Moreover, he suggested strengthening the practices in the curriculum to make them suitable with the changes that take place amid the COVID-19 Pandemic. Furthermore, more concern should be given to online courses rather than traditional ones.

Sintema (2020) conducted a study to measure the effect of COVID-19 on the performance of Grade 12 students in four learning subjects; mathematics, science and

design and technology. The data were collected through interviews with three teachers at public Zambian schools to ask them about effects of the COVID-19 on the students' general performance in the above subjects. The results revealed that there was a drop in the students' national exams in that year due to the negative effect of COVID-19 on their performance, because of the sudden closure of their schools at the beginning of this pandemic.

Cheng (2020) studied the effect of online education in the era of mobile and during the COVID-19 pandemic. The study presented clear evidence for the successful implementation of "School's Out, But Class's On" as it is considered valuable experience for the further implementation of online education. Moreover, it showed people and enriched their understanding and appreciation to the importance of online education. Furthermore, the study proved the close relation between technology and education. The researcher recommended and advised schools to invest this opportunity to develop and improve the online education through finding the necessary teaching aids and developing the teaching models.

Aucejo, French, Araya & Zafar (2020) conducted a study to understand the impact of the COVID-19 pandemic on higher education. The sample of the study consisted of approximately 1500 who were surveyed at one of American big instructions to explore the effect of the pandemic on students' current and expected outcomes. The findings of the study showed large negative effects on the participants on different dimensions such as graduation delay and losing jobs. Moreover, the results showed that , due to COVID pandemic, students' study times have been changed dramatically either in reducing or increasing the number of study hours per week.

What makes this study different from the above studies is that it tries to explore EFL learners and teachers' satisfaction degree towards online learning and teaching through COVID-19 Pandemic in the Jordanian context. Moreover, it tries to find if there are statistically significant differences at (α= 0.05) in students and teachers' responses in their degree of satisfaction towards online learning and teaching through COVID-19 Pandemic that could be attributed to gender.

Purpose of the Study

The paper tries to answer the following four questions:

1. What are the EFL learners' satisfaction degree towards online learning through COVID-19 Pandemic?
2. What are EFL teachers' satisfaction degree towards online teaching through COVID-19 Pandemic?
3. Are there any statistically significant differences (α = 0.05) in EFL learners' satisfaction degree towards online learning through COVID-19 Pandemic due to gender variable?
4. Are there any statistically significant differences (α = 0.05) in EFL teachers' satisfaction degree towards online learning through COVID-19 Pandemic due to gender variable?

Statement of the Problem

In the era of COVID-19 pandemic, more and more concern was given to the online education because the direct communication and presence in the traditional classes becomes impossible so all the academic institutions were forced to be closed in this crisis. The problem that comes to the surface is whether our students and instructors are ready to the online learning in different educational institutions? Different satisfaction degrees towards online learning and teaching through COVID-19 pandemic are expected to appear in any interview or a study concerning their degree of satisfaction toward the online education in this difficult crisis. Some teachers and learners may look at the online learning positively, while others are expected to look at it negatively. This feeling depends on the respondents' experience with the online learning through COVID-19 Pandemic.

Significance of the Study

The significance of this study stems from the fact that it tries to explore learners and teachers' satisfaction degrees towards online learning and teaching through COVID-19 pandemic. Moreover, it tries to find whether there are any statistically significant differences (α=0.05) in EFL learners and teachers' satisfaction degree towards online learning through COVID-19 Pandemic that could attributed to gender variable.

It is expected to have different satisfaction degrees towards online learning through COVID-19 Pandemic. This matter depends mainly on the person's experience with online learning and teaching. Moreover, its significance comes through its results and recommendations that the study is going to present.

METHOD

Participants of the Study

To conduct the study, 109 EFL learners (males and females) and 34 EFL teachers (males and females), in different educational schools and institutions, were asked politely to respond the questionnaires' items. The following two tables show the distribution of the learners and students' samples in accordance to their gender, frequency and percent.

Table 1. The Distribution of the Learners' Sample in Accordance to their Gender, Frequency and Percent

Gender	Frequency	Percent
Male	70	64.2
Female	39	35.8
Total	109	100.0

Table 2. The Distribution of the Teachers' Sample in accordance to their Gender, Frequency and Percent

Gender	Frequency	Percent
Male	18	52.9
Female	16	47.1
Total	34	100.0

Instruments

To achieve the purpose of the study, two questionnaires were designed and prepared by the researchers. The questionnaires were prepared to explore EFL learners and teachers' satisfaction degree towards online learning and teaching through COVID-19 Pandemic. (Appendices A & B).

Validity and Reliability of the Instruments

To guarantee the validity of the questionnaire, the researchers asked a group of TEFL specialists in different Jordanian universities to assess the questionnaires' items. Their suggestions and advices were taken into consideration to adopt the final draft of the questionnaires.

As for the reliability of the two questionnaires, the internal consistency approach (Cronbach Alpha) was calculated. It was (0.87) for the all the learners questionnaire's items and it was (0.77) for the teachers questionnaire's items. These values are considered satisfactory to adapt the two questionnaires to collect the needed data to start conducting the study. Table 1 shows the reliability for the questionnaires of students as well as of the teachers.

Table 3. The Reliability of Teachers and Students' Questionnaire Items

N	Domain	Cronbach Alpha	test retest Pearson R
1	STUDENTS	0.87	(0.90)
2	TEACHERS	0.77	(0.85)

The Questionnaire Correcting Method

To find the degree of acceptance, the researcher used the following Questionnaire Correcting Method that classified the means into three levels according to their categories.

Table 4. The Questionnaire Correcting Method

Rank	Category	
	from	to
1. Low	1	2.33
2. Moderate	2.34	3.66
3. High	3.67	5

THE RESULTS AND DISCUSSION

Findings related to the first research question

The first question of the study was: What are the EFL learners' satisfaction degree towards online learning through COVID-19 Pandemic?

To answer the first question of the study, means and standard deviations of EFL learners' satisfaction degree towards online learning through COVID-19 Pandemic were computed as presented in tables 5.

Table 5. Means and Standard EFL Learners' Satisfaction Degree towards Online Learning through COVID-19 Pandemic, Ranked in a Descending Order

Rank	N	Item	Mean	SD
1	16	I think that the faculty members deal with us in a friendly and flexible manner through the pandemic.	3.18	.915
2	6	I think that the faculty members were ready to respond to the students' questions and inquiries.	3.16	.935
3	13	I see that the online learning helps in developing our skills in using the computer and the internet.	3.09	1.019
4	4	I believe that the faculty members have sufficient skills in dealing with the online learning through COVID-19 Pandemic.	3.06	1.012
5	14	I believe that the lack of laptops and computers create many challenges for the students.	3.02	1.080
6	12	I think that the online learning saves students' time and effort.	3.00	.986
7	1	I think that the online learning through COVID-19 Pandemic is a new experience for me.	2.99	.957
8	2	I believe that the online learning is a very useful experience for me.	2.98	1.054
9	5	I think that the faculty members use the modern scientific methods in teaching.	2.98	.913
10	9	I believe that traditional learning is better than the online learning	2.96	1.045
11	7	I faced many difficulties in logging to the application through the online learning.	2.95	1.027
12	10	I think that depending on various and multiple sources was useful in increasing our understanding to the presented online lessons.	2.94	.988
13	15	I think that using the mobiles by the majority of the students to log into the virtual classes create many learning difficulties.	2.91	1.059
14	3	I feel that the college was completely ready for this new kind of teaching.	2.83	1.026
15	11	I believe that some of the application sites, which are used in the online learning through the pandemic, were not effective due to the continuous shutdowns.	2.78	.970
16	19	I encourage my university to increase the online lectures in the coming semesters.	2.78	1.092
17	18	I think that students were able to express their ideas and search for information in more flexible way compared with the traditional learning.	2.72	1.046
18	20	I see that we should stop the online learning and return to the traditional learning, as it is more effective.	2.68	1.105
19	8	I think that online learning is a waste of time as we faced many difficulties while learning.	2.62	1.078
20	17	I believe that students are generally satisfied with the quality of the online learning.	2.59	.996
		Total score	2.91	.539

Table 5 shows that item 16 "I think that the faculty members deal with us in a friendly and flexible manner through the pandemic." receives the highest mean (3.18) regarding the degree of agreement followed by item 6 "I think that the faculty members were ready to respond to the students' questions and inquiries." with mean (3.16), while item 17 "I believe that students are generally satisfied with the quality of the online learning." was ranked last with mean (2.59). Students think that the online learning helps in developing our skills in using the computer and the internet as their teachers use their sufficient

skills in computer and other learning platforms to facilitate their learning process in through COVID-19 Pandemic. One of the major problems that students concentrate on is the lack of laptops and computers because this problem creates many challenges for the students. The importance of this fact appeared clearly in item 6 " I believe that the lack of laptops and computers create many challenges for the students." as it comes in the fifth rank with mean (3.02). The table also shows that the total   mean as a whole is (2.91). This mean shows that it moderate according to the Questionnaire Correcting Method.

The learners have a positive attitude towards the abilities of their teaching staff as they responded saying that their teachers deal with them in a friendly and flexible manner through the pandemic and they were ready to respond to their questions and inquiries.

These results are supported by other researches such as Frazer, Sullivan, Weatherspoon, and Hussey (2017), Taamneh (2018), Shah and Barka (2018), Tan, Lee, Ganapathy, and Kasume (2019), Burgess and Sievertsen (2020), Cheng (2020), and Sintema (2020) who look at online learning, and its applications in the teaching process, as a helpful tool to develop the learners' abilities.

Findings related to the second research question

The second question of the study was: "What are EFL teachers' satisfaction degree towards online teaching through COVID-19 Pandemic?"

To answer the second question of the study, means and standard deviations of EFL teachers' satisfaction degree towards online teaching through COVID-19 Pandemic were computed as presented in table 6.

Table 6. Means and standard EFL Teachers' Satisfaction Degree towards Online Teaching through COVID-19 Pandemic, Ranked in a Descending Order

Rank	N	Item	Mean	SD
1	20	I believe that student should be provided with modern laptops and iPads to log into the online lectures in an appropriate way.	3.32	.638
2	15	I see that the faculty members deal with their students in a friendly and fair manner.	3.15	.784
3	19	I think that the lack of laptops for the students create many challenges in attending the online lectures.	3.12	.769
4	11	I think that the students' absences thorough the online lectures was a real problem for the faculty members.	3.09	.793
5	5	I think that the university provides technical support service in case of problems quickly.	3.06	.886
6	3	I see that the online learning through the COVID-19 pandemic was an effective useful experience.	3.03	.870
7	8	I see that students face a lot of challenges while uploading their online assignments and projects.	3.03	.717
8	6	I think that the university provided the needed workshops and training sessions in the pandemic in an acceptable way.	2.97	.797
9	14	The university appreciates the difficulties that students face in a friendly and flexible manner.	2.97	.797
10	9	I think that students face many difficulties while dealing with the online exams as the majority of them depend on their mobiles.	2.91	.793

11	16	I think that the online learning decreases the percentage of students' absence thorough the online lectures.	2.79	.770
12	18	I believe that students are able to receive the academic material in a manner that is appropriate for their personal abilities through visual, audio and readable aids.	2.79	.687
13	2	I believe that the shift from the traditional learning into online learning goes smoothly throughout the semester.	2.74	.898
14	13	I think that the online learning was a great opportunity for students to participate actively in expressing their views freely.	2.68	.843
15	12	I see that the students' assignments and examinations were fairly and appropriately corrected.	2.65	.812
16	4	I believe that the faculty members were ready for this new kind of teaching.	2.62	.779
17	10	I believe that the online learning helps in increasing students' academic achievement.	2.62	.739
18	1	I think that the students were ready to start this kind of learning.	2.32	.843
19	17	I think that the university should depend on the online learning in the future semesters.	2.26	.864
20	7	I believe that students do not face any difficulties while attending their online lectures.	1.88	.880
		Total score	2.80	.348

Table 6 shows that Item 20 "I believe that student should be provided with modern laptops and iPads to log into the online lectures in an appropriate way." receives the highest mean (3.32) regarding the degree of agreement, followed by item 15 "I see that the faculty members deal with their students in a friendly and fair manner." with mean (3.15), while item 7 "I believe that students do not face any difficulties while attending their online lectures" was ranked last with mean (1.88).

Teachers have the same student's point of view toward some of the problems that they have faced them as item 9 "I think that the lack of laptops for the students create many challenges in attending the online lectures." comes in the third rank with mean (3.12). One could conclude that the lack of laptops, iPads and computers create a very serious problem in the teaching and learning process through COVID-19 Pandemic.

The table also shows that the total   mean as a whole is (2.80). The results of this study go in complete harmony with other studies such as Aucejo, French, Araya & Zafar (2020), Burgess & Sievertsen (2020) as the researchers concluded that students faced a lot of difficulties and challengers in their studying. Even the results of this study supported this claim as item 20   "I believe that student should be provided with modern laptops and iPads to log into the online lectures in an appropriate way." show clearly that teachers face many difficulties as the majority of the students do not have lap tops or iPads which stand against the students' improvement in the educational process. The researchers think that if students and teachers provided with iPads, laptops, and free internet, this could play an important role in having positive attitude toward the online learning through COVID-19 Pandemic. Moreover, teachers look at the online learning, as an effective experience and they were ready to hire all their experiences and skills present to help their students through the pandemic. This could be seen from item 3 " I see that

the online learning through the COVID-19 pandemic was an effective useful experience." as it comes in the sixth rank with mean (3.03).

Findings related to the third research question

The third question of the study was: Are there any statistically significant differences (α=0.05) in EFL learners' satisfaction degree towards online learning through COVID-19 Pandemic due to gender variable?

To find out whether there are statistically significant differences (α=0.05) between the means of in EFL learners' satisfaction degree towards online learning through COVID-19 Pandemic due to gender variable, t-test analysis was conducted and the results are shown in tables 7.

Table 7. T-test Results of Students' Response due to Gender Variable

Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Male	70	2.89	.598	-.643	107	.521
Female	39	2.95	.418			
Total	119	-				
Average	-	2.92				

Table 7 shows that there are no statistically significant differences at (α= 0.05) in students' responses that could be attributed to gender. The table shows clearly that the mean for both male students is very close to the female students. This result indicates that all students have a close degree of satisfaction toward online learning through COVID-19 Pandemic despite the difficulties and challenges at the beginning of COVID-19 Pandemic as lack of internet, laptops, tabs and the correct use of some online platforms such as blackboard and Microsoft teams. When students are forced to use the online learning through COVID-19 Pandemic, they have discovered and experienced its negatives as well as its positives. The total average is (2.92) which is considered moderate according to The Questionnaire Correcting Method as presented in Table 4. This average shows that some students look at the online learning positively while others look at it negatively. We could say that this felling differs from one student to another according to the facilities that each student has (lap top, iPads, new modern mobiles, and a strong network).

Findings related to the fourth research question

The fourth question of the study was: Are there any statistically significant differences (α = 0.05) in EFL teaches' satisfaction degree towards online learning through COVID-19 Pandemic due to gender variable?

To find out whether there are any statistically significant differences (α = 0.05) in EFL teaches' satisfaction degree towards online learning through COVID-19 Pandemic due to gender variable, t-test analysis was conducted and the results are shown in table 8.

Table 8. T-test Results of (TEACHERS) Responses due to Gender Variable

Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Male	18	2.82	.333	.390	32	.699
Female	16	2.78	.373			
Total	34	-				
Average	-	2.8				

Table 8 shows that there are no statistically significant differences at (α= 0.05) in teachers' responses that could be attributed to gender. The table shows clearly that the mean for both male teachers is very close to the female teachers. This result indicates that all teachers have the same degree of satisfaction toward online learning through COVID-19 Pandemic. When teachers start using online learning through COVID-19 Pandemic, they have experienced its negatives as well as its positives. The total average is (2.8).It is considered moderate according to The Questionnaire Correcting Method as presented in Table 4.It is something expected to get a moderate degree of satisfaction toward online learning through COVID-19 Pandemic as many teachers have faced many problems when they start teaching using the online learning through COVID-19 Pandemic. Teachers expressed their opinions about the problems that they really face or the difficulties that their students face in a clear way as not all students are ready to such new experience. This result is supported by some researchers like Aucejo, French, Araya & Zafar (2020), and Sintema (2020).

CONCLUSION AND RECOMMENDATIONS

The results of this study showed out that EFL learners and teachers had a moderate satisfaction degree towards online learning and teaching through Covid-19 pandemic. Furthermore, the results pointed out that there are no statistically significant differences at (α= 0.05) in learners as well as teachers' responses that could be attributed to gender.

The researchers recommended to carry out future researches on the effect of online learning and teaching through Covid-19 pandemic on developing students' English language skills such as reading and writing. Furthermore, the researchers recommended conducting other researches for the teachers who teach different School subjects such as Arabic, Maths, and Science to explore their satisfaction degree towards online learning and teaching through COVID-19 pandemic.

Contribution/Originality:

In this paper, the researchers try to shed the light on EFL learners and teachers' satisfaction degree towards online learning and teaching through COVID-19 pandemic. It is expected from this paper to provide some recommendations that may help teachers and learners on how to deal with such these educational crises in successful ways.

The study could be used as a basis for other researchers in different countries to conduct other studies to investigate different topics such as the readiness of educational institutions to deal with such crises. In addition, they could investigate the countries' plans to prepare suitable procedures to present the online or the distance learning in a perfect way to avoid negative obstacles that appear in this crisis.

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APPENDICES

No.	Statements	Totally Agree	Agree	Disagree	Totally Disagree
	Appendix A EFL Learners' Satisfaction Degree towards Online Learning through COVID-19 Pandemic				
1	I think that the online learning through COVID-19 Pandemic is a new experience for me.				
2	I believe that the online learning is a very useful experience for me.				
3	I feel that the college was completely ready for this new kind of teaching.				
4	I believe that the faculty members have sufficient skills in dealing with the online learning through COVID-19 Pandemic.				
5	I think that the faculty members use the modern scientific methods in teaching.				
6	I think that the faculty members were ready to respond to the students' questions and inquiries.				
7	I faced many difficulties in logging to the application through the online learning.				
8	I think that online learning is a waste of time as we faced many difficulties while learning.				
9	I believe that traditional learning is better than the online learning				
10	I think that depending on various and multiple sources was useful in increasing our understanding to the presented online lessons.				
11	I believe that some of the application sites, which are used in the online learning through the pandemic, were not effective due to the continuous shutdowns.				
12	I think that the online learning saves students' time and effort.				
13	I see that the online learning helps in developing our skills in using the computer and the internet.				
14	I believe that the lack of laptops and computers create many challenges for the students.				
15	I think that using the mobiles by the majority of the students to log into the virtual classes create many learning difficulties.				
16	I think that the faculty members deal with us in a friendly and flexible manner through the pandemic.				
17	I believe that students are generally satisfied with the quality of the online learning.				
18	I think that students were able to express their ideas and search for information in more flexible way compared with the traditional learning.				
19	I encourage my university to increase the online lectures in the coming semesters.				
20	I see that we should stop the online learning and return to the traditional learning, as it is more effective.				

	Appendix B **EFL Teachers' Satisfaction Degree towards Online** **Teaching through COVID-19 Pandemic**				
21	I think that the students were ready to start this kind of learning.				
22	I believe that the shift from the traditional learning into online learning goes smoothly throughout the semester.				
23	I see that the online learning through the COVID-19 pandemic was an effective useful experience.				
24	I believe that the faculty members were ready for this new kind of teaching.				
25	I think that the university provides technical support service in case of problems quickly.				
26	I think that the university provided the needed workshops and training sessions in the pandemic in an acceptable way.				
27	I believe that students do not face any difficulties while attending their online lectures.				
28	I see that students face many challenges while uploading their online assignments and projects.				
29	I think that students face many difficulties while dealing with the online exams as the majority of them depend on their mobiles.				
30	I believe that the online learning helps in increasing students' academic achievement.				
31	I think that the students' absences thorough the online lectures was a real problem for the faculty members.				
32	I see that the students' assignments and examinations were fairly and appropriately corrected.				
33	I think that the online learning was a great opportunity for students to participate actively in expressing their views freely.				
34	The university appreciates the difficulties that students face in a friendly and flexible manner.				
35	I see that the faculty members deal with their students in a friendly and fair manner.				
36	I think that the online learning decreases the percentage of students' absence thorough the online lectures.				
37	I think that the university should depend on the online learning in the future semesters.				
38	I believe that students are able to receive the academic material in a manner that is appropriate for their personal abilities through visual, audio and readable aids.				
39	I think that the lack of laptops for the students create many challenges in attending the online lectures.				
40	I believe that student should be provided with modern laptops and iPads to log into the online lectures in an appropriate way.				