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Future of Foreign Language Teaching: Faculty Perceptions in the Post-Corona Era

By

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Abstract:

Foreign language teaching has gone through unprecedented experiences during emergency remote teaching (ERT) in different higher education institutions worldwide. One of these experiences that the pandemic has offered was how most faculty used to teach foreign languages. For the first time, most foreign language teachers found themselves moved from face-to-face to screen-to-screen. The only way to deliver their courses and practice their profession was through digital platforms that some have never experienced before. This unique experience is worth investigating. The study is one of the pioneering studies that address the views of foreign language faculty teaching in the post-corona era, at least in the Arab World. Thus, this study investigates the faculty perceptions of the future of foreign language (FL) education in the post-corona era. It concentrates on the delivery modes of FL teaching: face-to-face, online, or blended; the faculty believes that FL can be taught post-pandemic at the college level.

Keywords: Digital Teaching, Emergency Remote Teaching, FL Translation, FL Linguistics Courses, FL Skills Courses, Technology Integration.

مستقبل تدريس اللغات الأجنبية: تصورات أعضاء هيئة التدريس في مرحلة ما بعد الجائحة

مشعل بن حسن الشمري

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ملخص:

شهد تدريس اللغات الأجنبية في مختلف مؤسسات التعليم العالي حول العالم تجارب غير مسبوقة خلال فترة التدريس عن بعد الطارئ بسبب جائحة كورونا. ولعل إحدى هذه التجارب هي الكيفية التي درس بها أعضاء هيئة تدريس اللغات الأجنبية خلال هذه الجائحة. فاللمرة الأولى، وجد أعضاء هيئة تدريس اللغات الأجنبية أنفسهم ينتقلون من قاعات التدريس إلى شاشات الأجهزة. حيث لم يكن بمقدورهم خلال تلك الفترة تدريس مقرراتهم وممارسة مهنتهم إلا عبر منصات رقمية، لم يسبق للبعض منهم تجربتها البتة. وهذه تجربة غير مسبوقةٍ جديدةٍ بالبحث والتقصي. تعد هذه الدراسة إحدى أولى الدراسات، على الأقل في العالم العربي، التي تبحث في آراء أعضاء هيئة تدريس اللغات الأجنبية عن تدريسها في مرحلة ما بعد الجائحة، وتحديدًا تصوراتهم عن مستقبل تدريس اللغات الأجنبية بعد انتهاء الجائحة، عبر التركيز على الأشكال التي يعتقدون بأنه يمكن التدريس عبرها، وهي الشكل التقليدي (وجهاً لوجه)، أو التدريس عن بعد (Online)، أو عبر التدريس المدمج (Blended).

الكلمات المفتاحية: التدريس الرقمي، التدريس عن بعد الطارئ، ترجمة اللغات الأجنبية، مقررات لسانيات اللغات الأجنبية، مقررات مهارات اللغات الأجنبية، التكامل التقني.

Introduction:

One of the bright sides of the pandemic, if there are any, is that it has given different sectors undiscovered or hidden opportunities in the way they do their businesses. One of these sectors is the higher education institutions (HEIs). Although several reports and studies since the beginning of the 21st century indicated that information and communication technologies (ICTs) would shape the future of higher education (UNESCO, 2009; UNESCO, 2016; Oliver, 2002; Collis & Van Der Wende, 2002; Isssroff & Scanlon, 2002), few traditional universities worldwide had taken fundamental steps to integrate the ICTs in their curricula until the pandemic hit. In addition, despite the solutions it has offered to HEIs concerning capacity, bending the cost curve (Deming, Goldin, Katz& Yuchtman, 2015), making the process of learning and teaching easier (Kumar, 2019), and enhancing higher education equity, efficiency, access, management, pedagogy, and quality (Mondal & Mete, 2012), many universities worldwide, particularly in developing countries, were behind in integrating ICTs in their curricula. In Saudi Arabia, integrating the ICTs in HEIs was only through installing the learning management systems (LMSs) back in 2006. It was not more than a fashion in most Saudi HEIs, except the Saudi Electronic University (Alshammari, 2021), until March 8th, 2021, when all HEIs shut down due to the pandemic, and the LMS digital platforms were the only panacea. Faculty, including digital immigrants, - for the first time, discovered how ICTs, namely LMS at the beginning and Video Conferencing Platforms (VCPs) later, could change the game in the delivery of instruction, regardless of the field they teach. Foreign language (FL) was no exception.

After having a hands-on experience with digital pedagogy that lasted for almost three semesters, it is now crucial to better future policy formulation and implementation in this era of changing world by investigating how FL faculty perceive and foresee the future of language teaching, namely the delivery methods. Hence, the rationale of this study is to offer universities, foreign language departments, FL education policymakers, and decision-makers in higher education a picture of how foreign language faculty envision the post-pandemic and future language teaching delivery modes whether in FL general courses like university requirement, FL for specific purposes, or FL as a major. Besides that, the importance of the study is that it provides the teacher education (TE) program insights into the future of FL skills and attributes. It is also a stimulation for reconsidering FL study plans and curricula in HEIs. Therefore, this study seeks to answer the following three research questions:

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1. How do foreign language faculty at the College of Language and Translation (COLT) at King Saud University (KSU) perceive the future of foreign language teaching delivery methods: face-to-face, online, or blended?
 2. What are the core courses, namely, FL skills, FL linguistics, or FL translation, that COLT faculty perceive can be delivered online or blended?

The research objective of this study is to foresee the future of FL teaching based on the perceptions of FL faculty after their hands-on experience with online teaching during the ERT.

Literature Review

Higher Education in the Post-Pandemic Era

Since the pandemic hit the world, several studies have been conducted to foresee the future of higher education. Saravanan (2020) studied the economics of internationalization of higher education in the post-coronavirus era and found that the HEIs relying entirely on on-campus mode would not be possible in the future and recommended the blended mode, at least in the future medium range. Laplante (2020) stated that HEIs should address their faculty and staff's technical weaknesses and their students' technological disparity in the post-pandemic time. He also recommended that universities provide more training and incentives for their faculty to build sound online courses and reconsider and change the grading system of online classes. Jones and Sharma (2020) said that the digitalization of higher education had been there for a long time. It is time for universities to take the teachable moment that the pandemic offered to transform their ways of delivery. They called for Randomized Controlled Trials (RCTs) to investigate the credibility of online mode compared to traditional mode across different parameters like learning styles, subject disciplines, and instructional design.

Croucher and Locke (2020) investigated the post-coronavirus pandemic world and the implications for Australian higher education. They concluded that there would be growing acceptance of online study, and many countries will recognize distance and online education programs offered by foreign universities as part of their framework of qualifications. They also expected universities to benefit from economies of scale in developing online courses to mitigate the future, diminishing the capacity for governments to invest in higher education. In the internationalization of higher education, Wit and Altbach (2021) believed that online mobility represented by distance education could have an internationalization component in that it provides access to learning programs

without physical mobility. In the curriculum perspective, Cahapay (2020) discussed the curriculum possibilities in the post-corona era. He called for massive changes in all aspects of the curriculum: goal, content, approach, and evaluation, especially in developing countries.

In FL education, Gorban and Nalivaiko (2020) looked at the Covid-19 as a driving force of change in FL teaching. They stated that it had made e-learning and digital platforms a reality in FL teaching. They listed several benefits that the pandemic has brought to the field regarding digital education: 1) learning has been shown to increase retention of information and takes less time, 2) it is much convenient for learners to study from home, 3) stress-free environment, 4) the learning process includes individual study programs of specific topics, with interaction inserts in the form of games, quizzes or videos, and 5) the courses are more flexible and user-friendly. They concluded that the digital learning of FLs should be integrated with the traditional one in the future after the pandemic is over. They put some conditions for this integration: improvement of digital literacy of FL teachers, organization of training through the involvement of students in joint productive tasks with some consideration to their level of foreign language proficiency, and enhancing FL teachers' methodologies in using modern digital tools. Alshammari (2021) concluded that there would be inevitable integration of digital learning of FL in higher education, and some courses will be delivered entirely online when the pandemic is over.

Before the pandemic, Kessler (2017) investigated the technology and the future of FL teaching in the world. He pointed out the possibilities as well as the new realities that technology has brought to FL education. One of the primary realities that the advancement of technology has brought to the field is the social media and the participatory culture, which has provided the EFL learners with limitless opportunities for learning authentic, pragmatic, and registered inputs and a variety of learning contexts. He pointed how the technology facilitates and enhances learner-centered instruction and collaborative learning. Kessler also explained the importance of technology in the future of FL teaching, particularly the big data that learners create and artificial intelligence (AI) in teaching.

Technology and Foreign Language Teaching

Since the 1950s, technology has been used in language teaching, although minimally (Valacich, 1991; Alshammari, 2007). Different terms have been used to describe the use of technology in language teaching and learning: Technology-

Enhanced language learning (TELL); Technology-Assisted Language Learning (TALL); Web-Enhanced Language Learning (WELL); Computer-Assisted Language Instruction (CALI), Computer-application in Second Language Acquisition (CASLA). However, Computer-assisted language learning (CALL) is the umbrella of the application of technology in language learning and teaching. CALL is defined as "using computers to support language teaching and learning somehow. This definition applies to all languages, skill areas, and contents" (Egbert 2005, p. 3). Since then, and as with other fields, the positive correlation between technology and language teaching has continued: the more advanced computers in both hardware and software, the more benefits for language teaching.

Several innovations in the first decade of the 21st century, besides the advent of the Internet earlier, have changed the game of technology in FL education:

1. The increasing and extensive use of the Internet and its rapidly increased speed (figure 1 and 2).
2. The advancement of smartphones and mobile devices (figure 3).
3. The social media and Web 2.0 applications: blogs, wikis, folksonomies, podcasting, etc. (see figure 4).
4. The field of big data and Artificial Intelligence (AI).

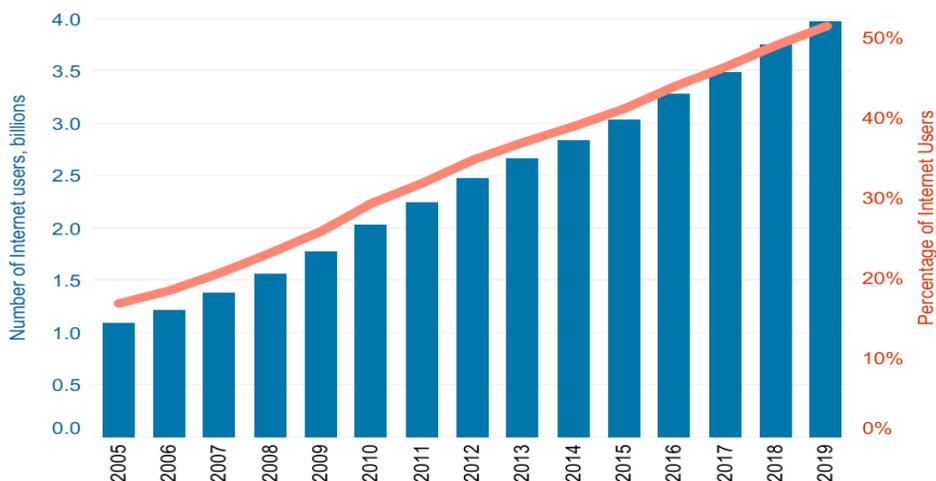


Figure 1. The spreading use of the Internet in the world from 2005-2019

Note: from International Telecommunication Union: <https://www.itu.int/en/ITU-D/Statistics/Pages/stat/default.aspx>

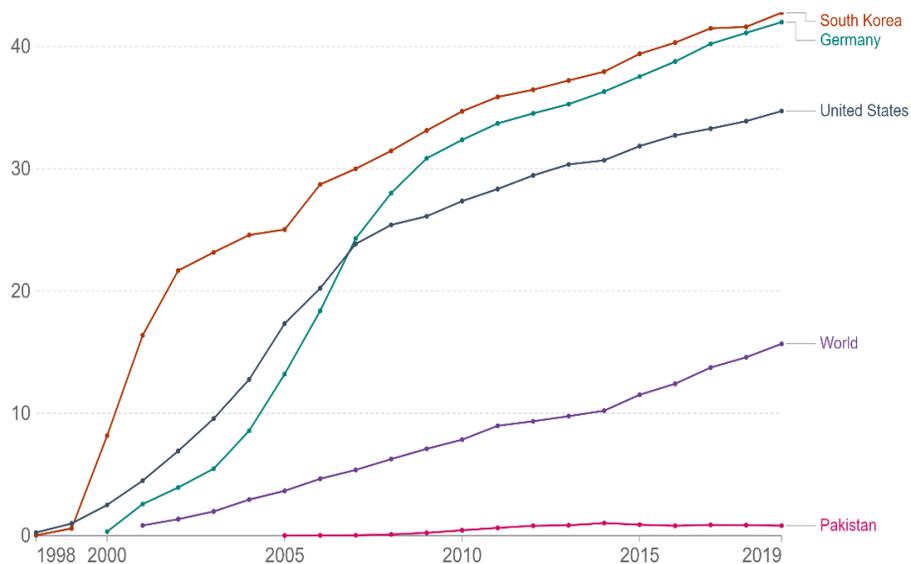


Figure 2. Broadband Subscriptions per 100 People from 1998 to 2019

Note: from Roser M., Ritchie, H., Y??& Ortiz-Ospina E. (2015)

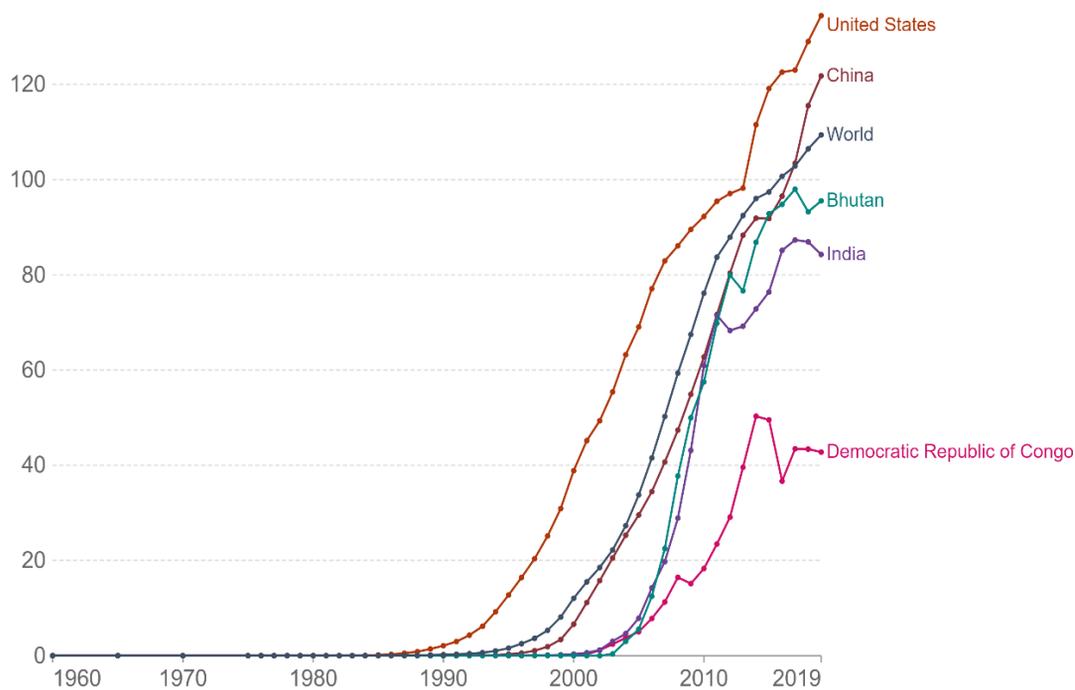


Figure 3. Mobile Cellular Subscription measured as the Number per 100 People from 1960 to 2019.

Note: from Roser M., Ritchie, H., Y& Ortiz-Ospina E. (2015)

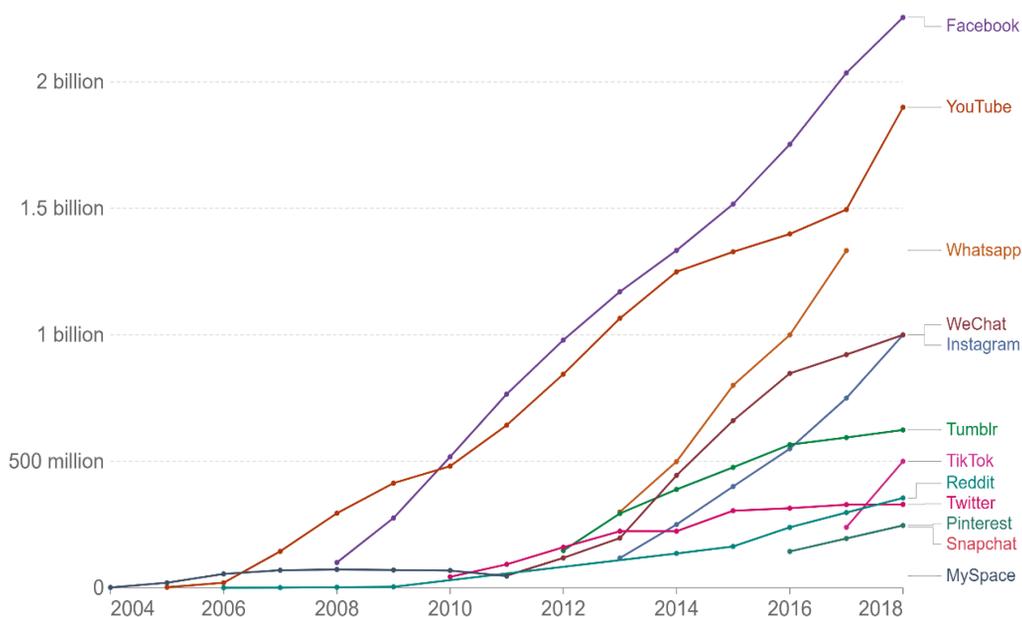


Figure 4. Number of People Using Social Media Platforms from 2004 to 2018

Note: from Roser M., Ritchie, H., Y& Ortiz-Ospina E. (2015)

Due to these innovations and advancements, a new subfield of CALL has emerged as Intelligent Computer-Assisted Language Learning (ICALL). ICALL is about applying AI concepts, techniques, and technologies to CALL (Woo & Choi, 2021). Kessler (2017) commented on the reevaluation these innovations have brought, stating that CALL has been the standard and reaches a minimal population in the FL field compared to what new technologies have provided. He said:

In contrast, new worldwide participatory culture presents foreign language teachers with limitless opportunities to create for learners meaningful, authentic language practice experiences that situate learning in truly compelling contexts. Thus, unlike at any other point in our history as a profession, new technologies provide opportunities that truly support effective learning. They allow us to create learning activities, tasks, and experiences that are authentic, that take place in authentic contexts, and that involve authentic language in order to optimize language eLearning (page 207).

Indeed, each use of Internet-based technology, which is the most pervasive tool today in language learning, and the new worldwide participatory communities, whether from FL learners or teachers, have primarily contributed to creating data compared to nothing digitally left so far in the traditional classrooms. Each of the digital footprints of FL learners and teachers creates data, and we can imagine the population of FL learners: around 1.5 billion are only English language learners

(Beare, 2019) and teachers worldwide. All this creates big data, which is the primary source for AI; otherwise, no AI is without data. Thanks to big data, today, several subfields have been there to enhance FL teaching and learning; among them are Natural Language Processing (NLP), Learning Analytics (LA), and Teaching Analytics (TA). In addition, big data has contributed to creating many AI-based language learning tools like tutoring systems, virtual reality, chatbots, writing and speaking assistants, machine translation, language learning assessment, and language teaching tools (Woo & Choi, 2021; Kannan & Munday, 2018).

FL Faculty Perceptions in the Post-Corona Period

Few studies have addressed this issue in faculty perceptions of FL teaching in post-Covid 19 in tertiary education. Van der Spoel, Noroozi, Schuurink, and van Ginkel (2020) studied 200 Dutch teachers' perceptions regarding their online teaching expectations before the transition to ERT and their experiences after a month of online teaching. They found that FL teachers held more positive attitudes toward significant technology integration in their teaching than before the pandemic. The faculty also stated that the primary purpose of this post-pandemic integration was what the technology offered them in the pandemic time, particularly in their instruction, giving feedback, formative evaluation, active learning, and collaborative learning. They also stressed that the use of technology had increased efficiency and led to diversity and personalized education, besides the increasing motivation of students. Almahasees and Qassem (2021) studied 49 FL faculty's perceptions of teaching translation courses online and stressed the relative effectiveness of online delivery of translation courses, although it was less effective than traditional face-to-face learning. They concluded that blended learning would be the most efficient way of teaching translation subjects.

Zhang (2020) qualitatively and quantitatively studied seven Chinese as a foreign language (CFL) teachers' beliefs on modes of online language teaching and digital competence self-assessment in the Danish higher education context. She found that participants found many benefits of teaching online. The majority of participants stated that these benefits mainly are the increased efficiency and quality of teaching, increasing the students' motivation and interests, including various digital tools, meeting different learner styles, and opening new methods in language evaluation. However, she stated that the integration of technology in teaching CFL and other languages would depend on three factors: 1) enhancing the faculty's ability, awareness, and attitudes toward content and design of curriculum for teaching online, 2) equipping the faculty's capabilities in digital pedagogy and using

different digital tools, 3) foster the faculty agency to utilize digital tools to extend time and space for more flexible learning and teaching.

Luu (2021) studied the opportunities and challenges faced by 15 English as a foreign language teachers in a university in Vietnam. He found that most faculty held positive attitudes toward online teaching of English due to ten benefits they believed that the online teaching offered, on the top of them, was its flexibility and appropriateness with Education 4.0. The participants also listed ten challenges they faced with using online teaching. Faculty and learners' access and skills in the technology were on the top of these challenges.

In Saudi Arabia, Al-Samiri (2021) studied the challenges and positive outcomes of English language teaching in Saudi Arabia during the pandemic and concluded that one of the most significant advantages of this experience is the flexibility that online teaching has offered to the domain. She stated that remote learning offered both students and faculty the ability to attend their classes ubiquitously, especially in the asynchronous mode. Another benefits of online teaching is that it increased the motivation of shy learners to participate compared to the traditional classes (Al-Samiri, 2021).

However, after surveying many research databases, including Google Scholar, EBSCO, and JSTOR, no single study was found until the time of writing this research to address the topics addressed in this paper, namely the FL faculty perceptions on future teaching FLs majors and the specialized courses in FL majors in the post-corona time.

Methodology

Design

This quantitative paper aimed at investigating the perception of FL faculty on the future of FL teaching and how they look at it after the unprecedented experience they have gone through due to Covid-19. It seeks to find out the teaching delivery of FL in the post-coronavirus time: traditional face-to-face, blended, or entirely online method in teaching the three main pillars of FL study plan: FL skills, FL linguistics, and FL translation courses.

An online survey using Google forms was designed to answer the two questions of the study. The descriptive study, namely percentage, mean, median, and mode, were used to analyze the data and answer the questions of the study.

Instrument

An online survey was designed to answer the questions of the study. The survey consisted of two parts: the first addressed the demographic data of the participants, including gender, age, major, qualifications, and academic rank. In addition to the study's questions, the second part addressed a self-evaluation of computer skills, previous teaching experiences with online and blended learning, and the evaluation of their teaching experience in the ERT. All questions were closed-ended questions. The survey was piloted to five professors at the COLT, and a few changes were made to clarify the questions.

The survey was then available online through Google forms from July 23rd, 2021, until September 5th, 2021. Emails and WhatsApp messages were sent to all faculty members at COLT to participate in the study stating that participation was voluntary. The majority of responses came in the second half of August 2021, and all voluntary responses were collected electronically. All data were processed using SPSS.

Context of the Study

The study was conducted at the College of Language and Translation (COLT) at King Saud University (KSU) in Riyadh, Saudi Arabia, at the end of the spring semester of 2021. COLT was established as a center of European languages and translation in 1977 in the College of Arts at KSU. It later expanded to be an institute of languages and translation in 1990. In 1994, the institute became an independent college under its current name: College of Languages and Translation.

COLT has four departments: English and Translation, French Language and Translation, Modern Languages, and Linguistics and Translation Studies. These four departments offer both undergraduate and graduate degrees in ten different foreign languages. Undergraduate degrees include the following languages:

1. English
2. French
3. Spanish
4. German
5. Russian
6. Turkish
7. Japanese
8. Chinese
9. Farsi
10. Hebrew

All these degrees are available for male students at the Men's Campus. Only three undergraduate programs are offered at the Women's Campus: English, French, and Chinese. Graduate degrees at COLT, namely master degrees, are only in English, French, and theoretical linguistics. All these graduate degrees are taught on both campuses. This study was limited to undergraduate FL faculty on both campuses.

The ten languages' study plan of undergraduate FL programs consists of 52 courses with 137 credit hours. These 52 courses are divided into seven subjects:

1. University requirements
2. Arabic Language skills
3. FL skills
4. Arabic Linguistics
5. FL linguistics
6. FL Translation
7. Research Skills

Table one shows the distribution of courses and hours among these seven subjects.

Table 1. *Main Subjects in the Study Plan and Distribution of Courses and Hours*

No.	Subject	Number of Courses	Total Hours
1.	University Requirements	9	24
2.	Arabic Language Skills	3	6
3.	FL Skills	11	32
4.	Arabic Linguistics	2	6
5.	FL Linguistics	8	20
6.	FL Translation	18	47
7.	Research Skills	1	2
Total	7	52	137

As seen in Table one, the FL study plan at COLT consists mainly of three pillars in the specialization: FL skills, FL linguistics, and FL translation subjects. These three pillars represent 71.15% of the total courses and 72.26% of the total credit hours. Figure five reveals the weight of these three subjects compared to other courses in the study plans.

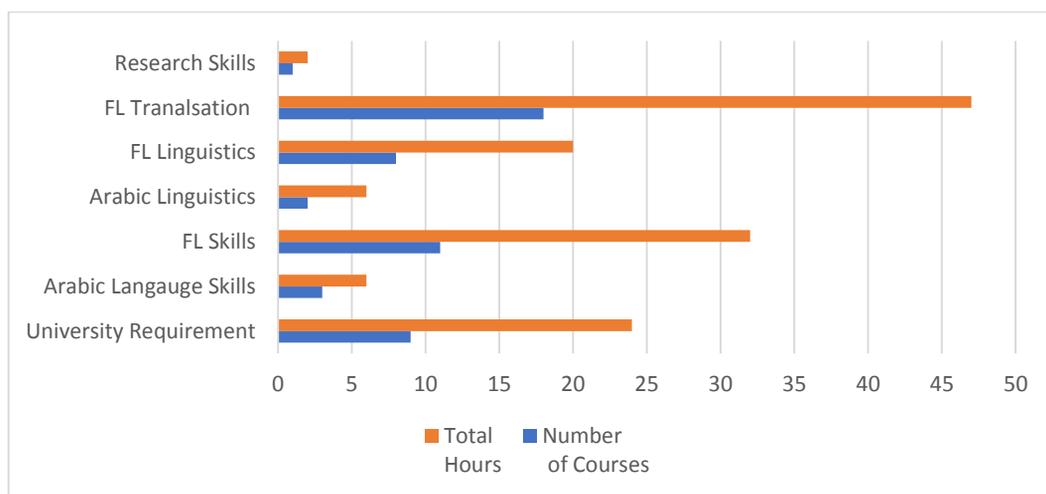


Figure 5. The Weight of Specialization Courses at COTL compared to All Courses in the Study Plan

As shown in Table one and Figure five, FL translation came first with 18 courses and 47 credit hours, followed by FL skill with 11 courses and 32 credit hours, and finally came FL linguistics with 8 courses and 20 credit hours. The research questions of this study are limited to these three pillars regarding teaching and evaluation methods.

Participants

The total number of current faculty members at COLT is 158 in all ten FL majors, excluding those currently studying abroad. Table two shows the FL faculty population at COLT.

Table 2. The Faculty Population at COLT Based on FL Major

No.	Major	Male	Female
1.	English	45	46
2.	French	16	11
3.	Chinese	2	3
4.	Spanish	5	NA
5.	Russian	4	NA
6.	Turkish	5	NA
7.	German	3	NA
8.	Hebrew	8	NA
9.	Farsi	6	NA
10.	Japanese	4	NA
Subtotal	10	98	60
Total	10	158	

A total number of 64 faculty from eight FL majors participated in the study. The majority of the participants were from the English major at the Women's Campus, where 25 faculty participated and represented 54%. Then came their counterparts at the Men's' Campus, with a total of 12 participants representing 26.6 of the total faculty population at the English major in the Men's Campus. The highest percentage of participants compared to the population came from the French major in the Women's Campus with 72.7%. Table three and Figure two show the participants' distribution based on their FL majors and their percentage.

Table 3. The Distribution and Percentage of Participants Based on their FL Majors

Major	Participants at Men's Campus	Participants at Women's Campus	Total Participants in the Two Campuses	Participant Percentage Compared to the Population	
				Men's Campus	Women's Campus
English	12	25	37	26.6%	54%
French	6	8	14	37.5%	72.7%
Chinese	0	0	0	0%	0%
Spanish	3	NA	3	60%	NA
Russian	0	NA	0	0%	NA
Turkish	1	NA	1	20%	NA
German	2	NA	2	66.6%	NA
Hebrew	3	NA	3	37.50%	NA
Farsi	2	NA	2	33.30%	NA
Japanese	1	NA	1	25%	NA
Subtotal	31	33	64	NA	NA
Total	64		64	40 %	

Table 4 and figure 6 show the age group of all 64 FL faculty members who participated in the study. The age of the majority of participants was between 36-40 years old, with 17 participants. In second place came those between 41-45 with 14 participants. They were followed by those between 46-50 with nine participants, followed by those between 30-35 with eight participants, and finally came those between 56-60 with seven faculty members, 51-55 with five participants, 61-65 with three faculty members, and only one faculty member's age was less than 30 years old.

Table 4. *The Age Group of the Participants*

Age Group	Gender	Number of Participants
Less than 30	Female	1
From 30-35	Female	6
	Male	2
From 36-40	Female	11
	Male	6
From 41-45	Female	6
	Male	8
From 46-50	Female	2
	Male	7
From 51-55	Female	1
	Male	4
From 56-60	Female	5
	Male	2
From 61-65	Female	1
	Male	2

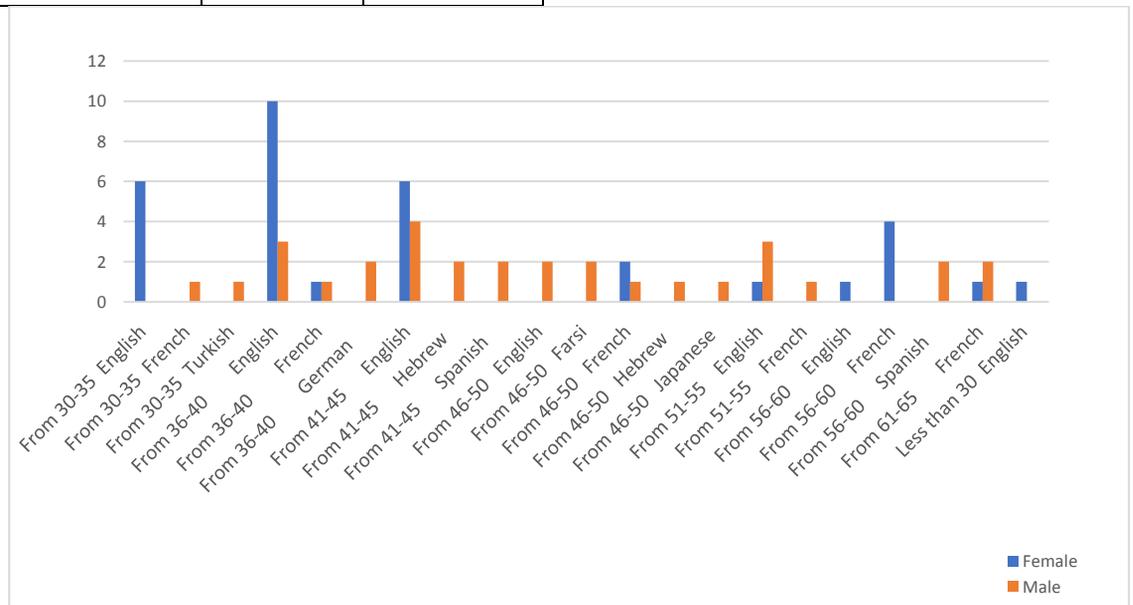


Figure 6. *The Age Group of All 64 Participants*

For the academic ranks of the participants, the majority of them were assistant professors with 32 faculty members, followed by associate professors with 11 participants, then came senior lecturers with 10 people, and finally came lecturers and others with 6 (female) and 1 participant, respectively. Table five

shows the distribution of participants based on their academic rank, and figure seven shows their distribution based on their academic rank and gender.

Table 5. Academic Ranks of the Participants

Academic Rank	Gender	Number of Participants
Full Professor	Female	1
	Male	3
Associate Professor	Female	1
	Male	10
Assistant Professor	Female	15
	Male	17
Senior Lecturer	Female	9
	Male	1
Lecturer	Female	6
Other	Female	1
Total		64

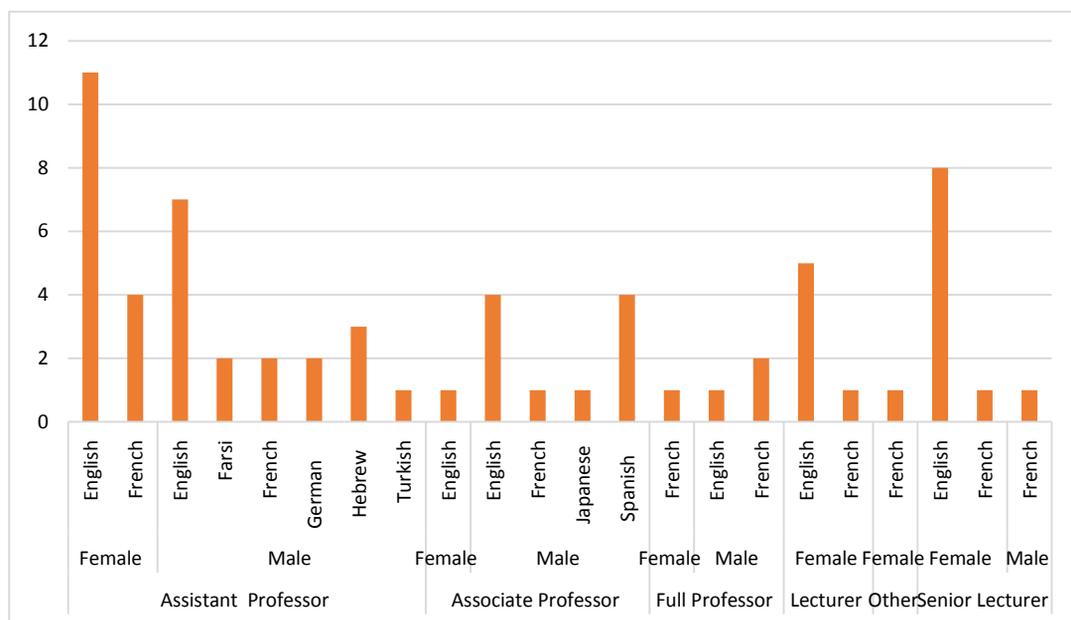


Figure 7. the Distribution of Participants based on their Academic Rank and Gender

Results

Faculty Self-Evaluation of Computer Skills

Before answering the questions of the study, participants were asked to give a self-evaluation of their computer skills. The majority of participants considered themselves to have advanced experience representing 53.1% of the participants. Then came those who stated that their skills are average with 26.6%, followed by those who said they have very advanced skills with 18.8, and finally one participant stated that his skill is weak (1.6%). Figure eight shows The Participants' self-evaluation of their computer skills.

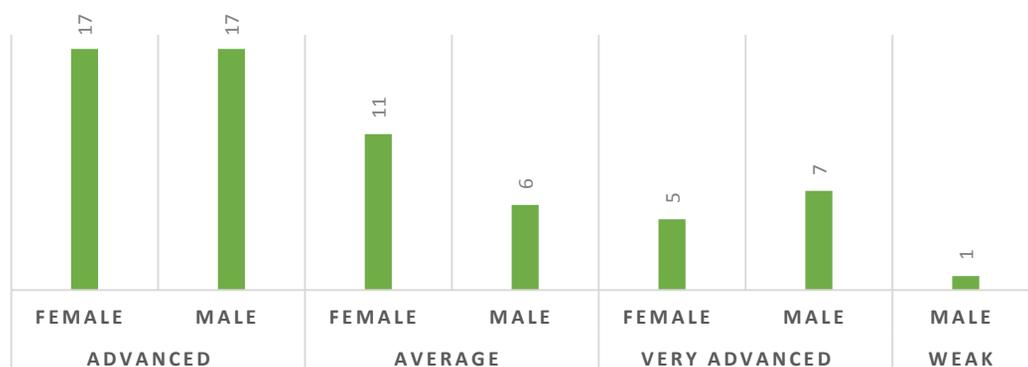


Figure 8. The Participants' Self-Evaluation of their Computer Skills

Faculty Pre-Pandemic Online Teaching Experience

The findings showed that 50 (78.1%) of the participants out of 64 participants had no online teaching experience before the pandemic, and all their FL teaching experiences were face-to-face instruction. Only 14 participants (21.9%) had online teaching experiences before the coronavirus breakout in March 2020. Before the pandemic, most faculty with online teaching experiences were men, representing 14% of the total participants. Figure nine shows the faculty's previous experience with online teaching prior to the pandemic.

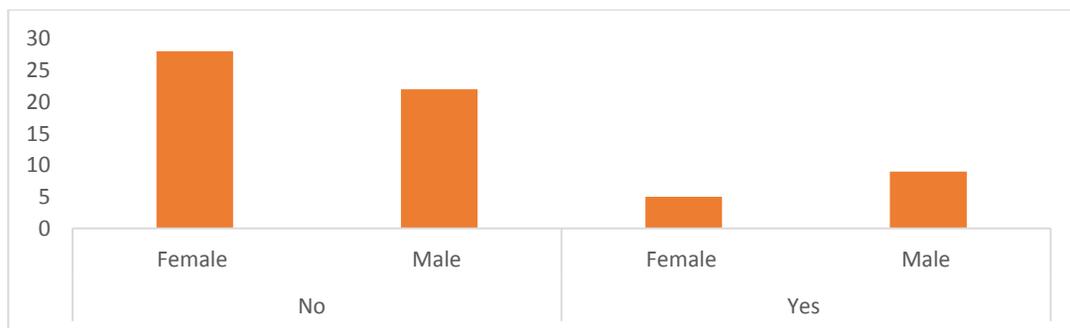


Figure 9. Participants' Previous Experience with Online Teaching before the Pandemic

Faculty Evaluation of their Experiences during ERT

Participants were asked to evaluate their experience with online teaching during the ERT. Five descriptors of the experiences were given to choose among them: very rich, rich, average, limited, very limited. The majority of participants (58.5%) stated that they had rich experience, followed by those who stated that their teaching experience was average with 18.5%, then came those who considered their experience during the pandemic was very rich (16.9%) and finally came those who looked to their teaching experiences as limited. Figure 10 shows how faculty looked at their experiences during the pandemic.

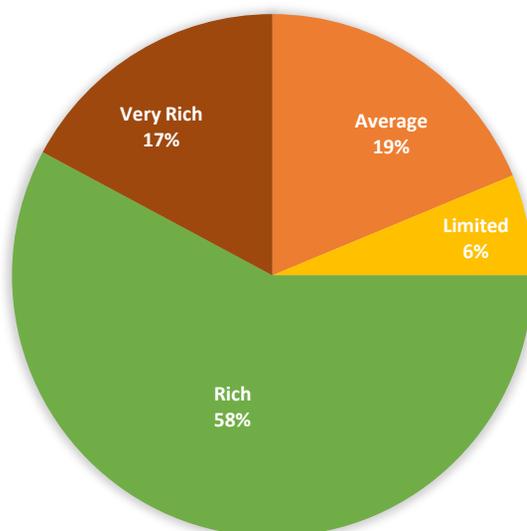


Figure 10. Faculty Self-Evaluation of their Online Teaching Experiences during ERT.

Methods for FL Teaching in Post-Corona Era

Participants were asked to list all methods they believed that COLT's FL courses could be taught in the post-corona era to answer the study's first question. They could choose the traditional, blended, entirely online, or all methods. The findings indicated that the faculty who believed that FL courses could only be taught in traditional instruction as before the pandemic, face-to-face represented only 5% of the total participants. The faculty who believed that FL courses could be taught face-to-face and blended methods represented 22%. The percentage of faculty who believed that FL courses could be taught in all methods was 26% of all participants. The majority of participants were for the blended method, with 44%. Only 2% of participants stated that FL courses could be taught entirely online, and 1% said that both the blended and all methods were suitable for teaching FL in the post-coronavirus time. Figure 11 shows the teaching methods for FL courses at COLT based on faculty perceptions.

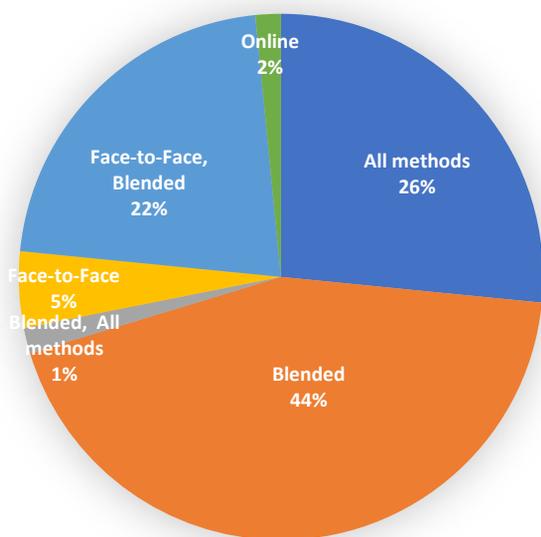


Figure 11. Methods for Teaching FL courses in the Post Pandemic based on FL Faculty Perceptions

Online Teaching

The faculty was then asked if some of the FL courses could be entirely taught online. Figure 12 reveals the answers of the faculty. The percentage of faculty who said that some FL courses could be taught online was 83%, and those who disputed represented 9%, whereas the faculty who were not sure consisted of 8%.

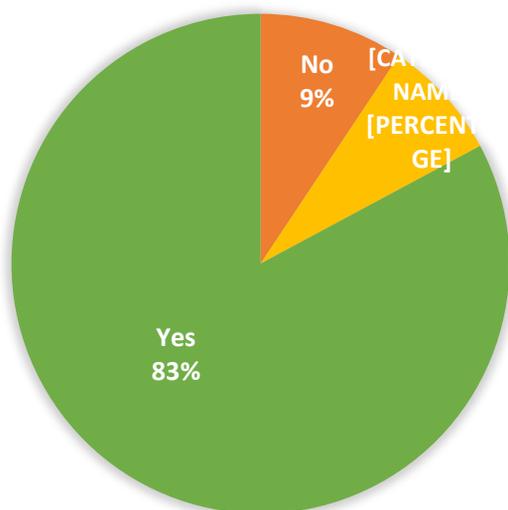


Figure 12. Faculty Answers to Possibility that some COLT's FL courses can entirely be Taught Online

The next question for the faculty who answered yes, was to indicate a rough percentage of the FL study plan courses that could be taught online. The mean for the percentage of courses that could be taught online was 36.17%, the mode was 20, the median was 30%, and the standard deviation was 22.33. Table six shows the descriptive statistics of the answers.

Table 6. The Descriptive Statistics of Percentage of Courses to be Taught Online.

Mean	36.171875
Standard Error	2.792293345
Median	30
Mode	20
Standard Deviation	22.33834676
Sample Variance	499.0017361
Kurtosis	0.006825774
Skewness	0.519251723
Range	100
Minimum	0
Maximum	100
Sum	2315
Count	64

Blended Teaching

As for blended teaching, the faculty were asked to answer the same questions that were asked with online teaching above. A total of 86% of the participants said yes, 5% said no, and 9% were unsure. Figure 13 reveals the participants' answers to the possibility of teaching FL courses at COLT in a blended method.

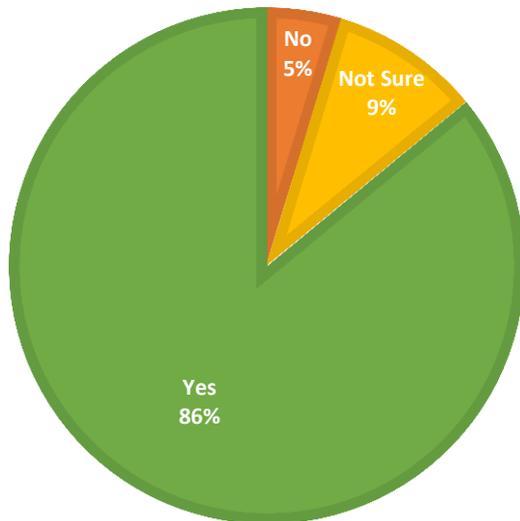


Figure 13. Faculty Answers to the Possibility of Blended Teaching of COLT's FL Courses

The faculty who answered yes were then asked to give a percentage of FL courses that could be taught in a blended mode. The mean percentage of the answers was 46.74%, the median was 50%, the mode was 50%, with a standard deviation of 28.52. Table seven shows the descriptive statistics of the faculty's answers to the percentage of FL courses that could be taught in a blended method.

Table 7. The Descriptive Statistics of Percentage of Courses to be Taught in a Blended Mode.

Mean	46.74603
Standard Error	3.59417
Median	50
Mode	50
Standard Deviation	28.52784
Sample Variance	813.8377
Kurtosis	-0.6234
Skewness	0.286715
Range	100
Minimum	0
Maximum	100
Sum	2945
Count	63

Online Teaching of FL Courses

To answer question two of the study, the faculty who believed that some FL courses could be entirely taught online were asked to choose FL courses: FL skills, FL linguistics, and FL translation delivered entirely online. The majority of participants who stated that some FL courses at COLT could be taught entirely online said that FL linguistics or some of them could be entirely delivered online with 53.6% of participants. Then came FL translation courses, or some of them with 30.4%, followed by FL skills courses or some of them with 23.2%, and finally came the faculty who believed that all FL courses: skills, linguistics, and translation could be entirely taught online with 16.1%. Figure 14 reveals the percentage of FL courses that faculty believed that they could be entirely taught online.

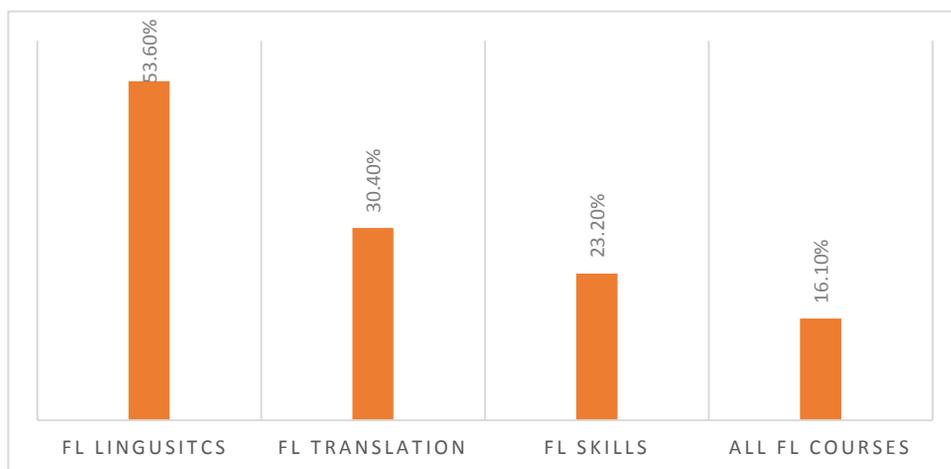


Figure 14. The Percentage of FL Courses that Could be Taught entirely Online.

Blended Teaching of FL Courses

The faculty who agreed that FL courses could be taught in a blended mode in post-corona time were asked to choose FL courses: FL skills, FL linguistics, and FL translation that could be delivered through blended teaching. Figure 15 shows the percentage of FL courses that they could use blended teaching to deliver them. FL linguistics courses came first with 41.1%, followed by FL translation courses with 34.5%. Opposite to online teaching, faculty who believed that all FL courses could be delivered in a blended mode came in third place with 32.8%, and finally, faculty chose FL skills courses with 27.6%.

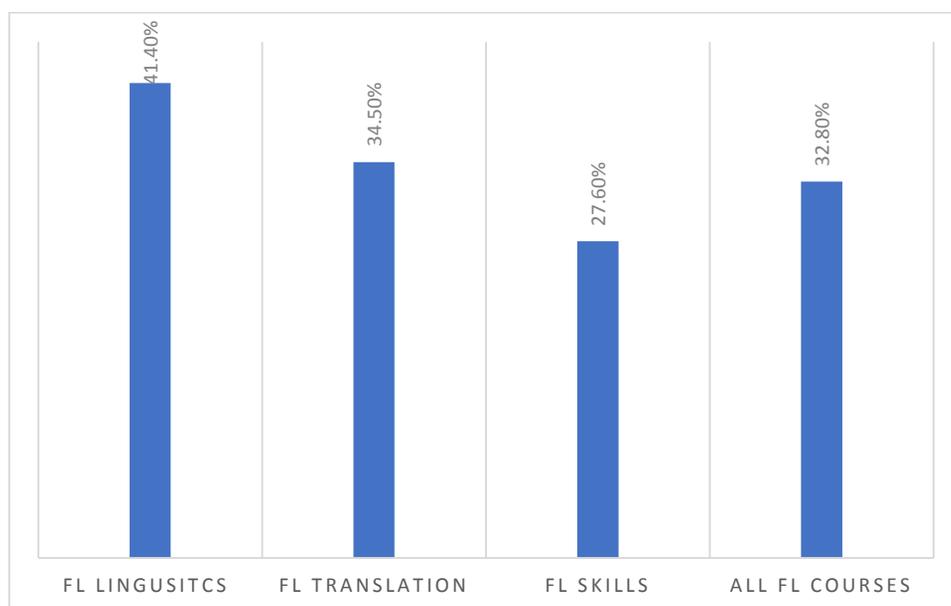


Figure 15. The Percentage of FL Courses that Could be Taught in Blended Mode.

Discussion

This research paper aimed at investigating FL faculty's perceptions from eight Asian and European languages on the future of teaching FL languages in COLT in KSU. It also addressed their opinions on which of the FL courses could be taught in the three modes of teaching: face-to-face, blended, and online or a mix of the three. The research was conducted after investigating the faculty who had enough online teaching experience during the ERT.

In the beginning, FL faculty were asked to evaluate their teaching experience during the ERT. Although this teaching experience was not planned and was merely ERT and the majority of participants never had pre-pandemic online

experience (78.1%), the results interestingly showed that the majority of the participants considered it either rich (58%) or very rich (17%) representing 75% of the participants. In addition, 19% of the faculty looked at it as an average experience, and only 6% of them viewed it as very limited. The results here indicate that most faculty held positive perceptions of digital pedagogy, which aligned with the findings of Van der Spoel, Noroozi, Schuurink, and van Ginkel (2020) and Luu (2021).

As for the first question of the study that addressed the modes of FL teaching in the post-pandemic era, the findings surprisingly showed that FL teaching at COLT should not be the same as prior to the pandemic. Only 5% of the faculty stated that the FL courses should be taught in the traditional mode: face-to-face. The majority of the participants chose the blended method on top of other delivery modes for teaching FL courses (44%), followed by 26% who selected all three methods. Then came the faculty, who chose both face-to-face and blended modes. Finally came FL teachers who believed that FL teaching could be delivered through blended and all methods.

For teaching some FL courses entirely online, most participants (83%) believed that some courses could be taught online without any need for the other two methods. On the other hand, 9% of them did not accept the online teaching of FL courses, followed by those who were not sure (8%). Faculty answered the questions about the percentage of courses at COLT, stating that they could be entirely delivered online; the mean was 36.17%, with the mode of 20%, and the median was 30% of all FL courses taught at COLT.

The results here showed faculty's acceptance of online teaching in FL education. Based on the results, the range of the FL courses that could be delivered entirely online represented fifth to third of the total number of FL courses at COLT. This undoubtedly showed a great acceptance of the online teaching in FL courses considering the faculty's percentage that could be entirely delivered online.

Regarding the blended method of teaching FL courses at COLT, the findings indicated that 86% of participants believed FL courses could be delivered in the blended method. Only 5% said no to the possibility of teaching FL courses in a blended mode, and 9% were not sure. For the percentage of FL courses to be delivered in the blended method, the mean of the percentage was 46.74%, mode and median was 50%, with a standard deviation of 28.52. This means that half of the FL

courses at COLT could be delivered through blended teaching. The findings here also showed the unquestionably significant perceptions of the faculty about using blended teaching in FL education. These findings came in line with the findings of Almahasees and Qassem (2021), particularly in translation courses.

Comparing the online teaching and the blended teaching, the findings of this study demonstrated that the faculty were more for blending teaching of FL course (86%) than the online mode (83%). Based on the faculty at COLT, the percentage of FL courses in the study plan of eight FL major courses to be delivered in the blended mode reached half, compared to the fifth or third to be taught online. There is an exciting finding here. Although the faculty experienced only face-to-face method prior to the pandemic and most of their profession, and the minority used distance learning entirely through online teaching during the ERT almost for three semesters, and never experienced blended teaching, they were more in favor of the mix of the two. They demonstrated that a mix of the two modes they experienced would be the best in teaching FL courses.

The second question of the study addressed the faculty perceptions of using teaching modes in FL core courses: FL skills, FL linguistics, and FL translation. The findings showed that the faculty perceived that most FL linguistics courses could be taught online (53.6%), FL translation (30.4%), and FL skills with 23.2%. The minority of the faculty (16.1%) perceived that all FL courses could be delivered online. Like online teaching, FL linguistics came first in the courses done through blended teaching (41.4%), followed by all FL translation courses (34.5%). The difference was in third and fourth places. The findings showed that all FL came in third place with (32.8%), and then finally came language skills (27.6%), which was the opposite with online teaching.

The findings also show an interesting consensus about the FL courses to be delivered either online or blended. FL linguistics courses appeared first to be taught online (53.6 %) and blended (41.4%). These percentages showed that more than half of the participants perceived that linguistics courses would be entirely delivered in either teaching methods rather than the traditional mode. The policymakers and the future planning of the curriculum in FL should consider these two modes of teaching in delivering the linguistics courses. The same is valid with translation courses that 34.5% and 30.4% of the faculty stated that translation courses could be taught blended and online. Future technology integration should consider these findings in all curriculum elements: content, objectives, activities, and evaluation.

This study also indicated that the faculty were more conservative in using online and blended modes in teaching language skills courses. Through online teaching, a percentage of 23.2% of the who participated in the study were for online teaching for skill courses, compared to 27.6% were for blended mode. One reason could be that these courses are taught at the beginning of the FL majors and are prerequisites for FL linguistics and translation courses to finally succeed to FL major. Further investigations are needed to address these observations of the teaching faculty.

The findings also demonstrated that the faculty were less enthusiastic about the online teaching of all FL courses. Only 16% of the participants believed that all FL courses could be entirely online, and the percentage was doubled with blended mode (32.8). The results showed that the faculty perceived blended teaching as more effective in teaching all FL courses. Further investigations, preferably qualitative studies, are needed to address these differences.

Conclusion and Recommendations

This paper focuses on the perceptions of FL faculty on the future of teaching FL in the post-pandemic time. It is one of the early studies of its kind to explore FL faculty's standpoints on integrating digital tools in their professions after they have had enough hands-on online teaching experiences during the ERT.

One of the main findings is that the faculty stated that teaching FLs shouldn't be the same as it was before the pandemic. The investigation showed the faculty held strong perceptions of both online and blended teaching. They were more for blended teaching (almost half of all FL courses) than the online mode (third to fifth of all FL courses), although they had never experienced the blended teaching before. For the FL core courses, the findings showed that most faculty first chose the FL linguistics courses to be either online or blended, followed by the FL translation courses. They were more conservative in teaching FL skills courses online and blended and preferred to be in traditional face-to-face or in a blended way. The results have also shown that faculty members strongly believe that digital teaching will be an essential alternative in post-Covid19 FL teaching. It can achieve the best results only if it is blended with face-to-face instruction, and they believe that it could bring about a robust FL environment.

Thus, technology integration shortly will be inevitable and should be involved in all curriculum elements: learners, contents, activities, logistics, and evaluation. That is, digital integration is not "throwing a computer into a

classroom” (Howell, 2012, p.5) as it was before and as many believe. A carefully planned integration means that faculty need to understand how to use technologies, the learning theories behind the practice, and select the right digital tool for the learning outcomes they want (Howell, 2012).

Learning and teaching analytics will also dominate the HEIs, besides the academic analytics and digital integration, which is the only way to benefit from the AI in HEIs. No AI without the big data that are created by the footprints of students, teachers, and administrators. In addition, digital teaching has proven to foster learner-centered instruction and the heutagogical approach required for Education 4.0.

One of the study's main recommendations is to rethink the teacher preparation programs in the FL domain and all fields. Another recommendation is to equip the faculty with the needed skills and abilities to deal with this new reality in HEIs.

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