

## **Iraqi EFL Teachers' Digital Competence and Attitudes in Online Teaching during and post Covid-19: Challenges and Impacts**

**Hind Mohammed Abed**

Hind.m@uobaghdad.edu.iq

University of Baghdad/ College of  
Engineering, department of Computer

### **Abstract**

The present study examines the digital competency and attitudes of English as a foreign language (EFL) instructors in Iraq regarding their online teaching practices both during and after the Covid-19 epidemic. The Covid-19 pandemic originated in the latter two months of 2019. The global impact of the danger extended to several nations, including Iraq. The World Health Organization (WHO) has promptly implemented measures to contain and mitigate the spread of this outbreak. Curfews have been implemented by all nations worldwide in order to restrict interpersonal interaction. Iraq implemented comparable initiatives, and the educational sector experienced corresponding actions. This study utilizes two questionnaire models, as presented by Javier (2020), to analyze electronically obtained data. The use of these questionnaires serves the purpose of addressing the study inquiries: To what extent do Iraqi English as a Foreign Language (EFL) instructors possess proficient digital competencies that facilitate their ability to navigate the challenges posed by the COVID-19 pandemic effectively? Were they satisfied with their degree of digital proficiency at that particular moment? What were their digital views about online teaching? Is there a discernible disparity in digital proficiency and attitudes among instructors based on their gender? The data sets undergo statistical analysis. The findings indicate

that Iraqi English as a foreign language instructors had certain difficulties in online teaching during the COVID-19 pandemic, mostly due to their intermediate level of digital competence and moderate degree of digital views. The issues above might be ascribed to the absence of consistent training opportunities and inadequate infrastructure for internet connectivity and electricity provision. In order to foster positive dispositions towards online education, educators must get ongoing training to adapt to the current advancements in English language instruction effectively. In addition, comprehensive governmental assistance is needed for the holistic development of the educational sectors.

**Keywords: Attitude, challenges, COVID-19, Digital competence, Iraqi English a foreign language teachers, Online Teaching**

الكفاءة الرقمية لمدرسي اللغة الإنجليزية العراقيين في التدريس الإلكتروني خلال جائحة كورونا ومابعدا تحديات وتأثيرات

م.م هند محمد عبد

جامعة بغداد/ كلية الهندسة قسم هندسة الحاسبات

### الملخص

تهدف الدراسة الحالية الى الكشف عن مدى الكفاءة الرقمية لتدريسيي اللغة الانكليزية العراقيين ومواقفهم خلال التدريس الالكتروني في فترة كوفيد ١٩ ومابعدا. ان وباء كوفيد ١٩ ظهر في الشهرين الاخيرين لسنة ٢٠١٩ وانتشر تأثيره في كل دول العالم ومنها العراق.تم اتخاذ الاجراءات اللازمة من قبل منظمة الصحة العالمية لتقليل انتشار هذا الوباء ومنها فرض حظر التجوال في كل دول العالم لغرض ايقاف التواصل الشخصي. وقد تم اتخاذ اجراءات مماثلة في العراق وكذلك على الصعيد التعليمي. هذه الدراسة استخدمت استبانات عدد اثنان (جافير ٢٠٢٠) لغرض تحليل العينات الكتورنياً، حيث ان استخدام هذه الاستبانات جاء للاجابة عن اسئلة البحث في هذه الدراسة وهي: ماهي درجة الكفاءة الرقمية لتدريسيي اللغة الانكليزية والتي تم توظيفها لغرض مواحة تحديات انتشار كوفيد ١٩ بفعالية كافية؟ هل ان تدريسيي اللغة الانكليزية راضيين عن مستوى كفاءتهم الرقمية في تلك الفترة ؟ ماهو راي تدريسيي اللغة الانكليزية ازاء التدريس الالكتروني؟ هل يوجد فرق في الكفاءة الرقيمة لتدريسيي اللغة الانكليزية تبعا للنوع الاجتماعي للتدريسيين؟ تم تحليل البيانات احصائياً وقد اثبتت النتائج ان تدريسيي

اللغة الانكليزية العراقيين قد واجهوا صعوبات خلال التدريس الالكتروني في فترة وباء كوفيد ١٩ وسبب ذلك يعود الى مستوى الكفاءة الرقمية المتوسط للتدريسين فضلا عن المستوى المتوسط للتوجهات الرقمية للتدريسين ذاتهم. ويمكن ارجاع ذلك الى غياب فرص التدريب المستمرة فضلا عن النقص في جودة خدمة الانترنت المتوفرة وانقطاع التيار الكهربائي. ولأجل تعزيز تعليم الكتروني افضل، فانه يتوجب على التدريسي الحصول على فرص تدريبية مستمرة تتماشى مع التطور الحالي لتدريس اللغة الانكليزية فضلا عن ضرورة الدعم الحكومي لقطاع التعليم.

## Introduction

In recent years, there has been significant advancement in the field of digitalization and the integration of technology in educational practices, particularly in wealthy nations. However, the rate of progress in the developing world differs significantly. The shift to online instruction during the COVID-19 era has had a significant influence on both students and instructors, as they have found themselves confronted with this novel circumstance resulting from the epidemic. In order to provide uninterrupted instruction, educational institutions such as schools and colleges are compelled to use online communication methods. During that period, educators exerted their utmost efforts to address this problem.

The phrase "digital competence" has emerged in conjunction with the current situation. The capacity of an individual to utilize and engage with digital technology in their daily lives, particularly in the context of education, is a significant aspect to consider. Therefore, it is imperative for such an educational environment to be priorities. Hence, the present study aims to examine the effects and obstacles encountered in the realm of education during the COVID-19 pandemic in Iraq.

The primary objective of the recent study is to assess the digital competence of English as a Foreign Language (EFL) college professors, as well as examine the extent to which their digital attitude is utilized in

the context of online instruction. This is a contemporary matter that requires more examination and resolution.

The primary objective of this study is to address the research inquiries that have been formulated in the following manner: To what extent do Iraqi English as a Foreign Language (EFL) instructors possess a high level of digital competence, enabling them to effectively navigate the challenges posed by the abrupt onset of the Covid-19 pandemic? Were they satisfied with their degree of digital competency at that particular period? What were their opinions about online instruction in the digital realm at that specific period? Do gender inequalities exist in terms of teachers' digital skills and attitudes?

### **Literature Review**

The dissemination of COVID-19 has resulted in significant transformations within the realm of education (Murphy, 2020, as referenced in Syahrin & Salih, 2020). Online education has emerged as a novel pedagogical approach that has gained significant traction in recent years, with its prominence reaching its zenith during the global COVID-19 pandemic in 2020.

Online courses are perceived favorably when they are developed with a focus on instructional design and incorporate various elements such as the organization of course delivery, communication between teachers and students, suitable assignments and activities that facilitate online learning, and the proficient utilization of online resources that cater to diverse student learning styles. Richmond and Cummings (2005) were quoted by Syahrin and Salih (2020) on page 51.

Therefore, remote learning has emerged as a viable alternative to traditional in-person education in light of the prevailing conditions. The potential afforded by digital technology extends beyond serving as a temporary remedy during times of crisis. It offers many possibilities for addressing inquiries regarding the content of knowledge, the methods of

acquiring knowledge, the locations for acquiring knowledge, and the timing of knowledge acquisition (Schleicher, 2020).

### ***What is Digital Competence?***

Digital competence is a significant collection of competencies within the European framework of competencies, which plays a crucial role in facilitating lifelong learning (Rantala & Suoranta, 2008, as referenced in Al-Khateeb, 2017). Several scholars have asserted that technological competence, often abbreviated as TC, may be conceptualized as digital competence (AL Khateeb, 2017; Prieto et al., 2020; Hämäläinen et al., 2021; Prieto et al., 2020). The literature suggests that there are several key factors related to individuals' proficiency in information and communication technology (ICT) and computer skills. Danner and Pessu (2013), Jimenez-Hernandez et al. (2020), and Rubach and Lazarides (2021) have extensively studied the concept of ICT competence. Additionally, Sieverding and Koch (2009) have focused explicitly on computer competence. In a recent study conducted by Cabangacala et al. (2021), the authors investigated.

Competence is the capacity to effectively integrate and use pertinent traits in order to accomplish activities within a particular setting. The word "attributes" pertains to the competencies possessed by students, encompassing their abilities, knowledge, and capacity to effectively use and apply technology within the context of online learning.

According to Al-Khateeb (2017: 39), Sysoyev and Evstigneev (2015) argue that proficiency in information and communication technologies (ICT) is a crucial component of foreign language teachers' professional competence. This assertion highlights the significance of digital skills and ICT adoption in the field.

In addition, digital competence encompasses an individual's recognition, understanding, and disposition towards the values

associated with information and communication technology (ICT), as well as their proficiency in navigating and utilizing the latest technological advancements and digital data. This capacity empowers users to engage in activities such as generating, modifying, designing, and achieving personal fulfillment through digital means (Ferrari, 2013, as cited in Al-Khateeb, 2017). This particular skill pertains to the cognitive processes involved in using digital information and accomplishing activities inside digital environments.

In their study, Mahyooob (2020) provides an examination of several pedagogical theories and teaching methodologies related to the use of technology in educational settings. The author emphasizes that contemporary advancements in technology have led to the development of several innovative strategies and concepts inside academic procedures. The utilization of technology has been crucial in facilitating the growth of educational opportunities via the use of various tools and instruments. Nevertheless, there are still those who adhere to the conventional method of in-person interactions. The subsequent sections include a comprehensive examination of digital proficiency as observed in prior research that pertains to English as a Foreign Language (EFL) instructional environments.

### **Previous studies**

During Covid-19, scholars examine many aspects of online learning and online education. Here is a brief overview of a few relevant studies:

The initial chosen research is a scholarly article authored by Al-Khateeb (2017), which investigates the digital competence and ICT literacy of English language educators in select schools within Saudi Arabia. Additionally, the study assesses the level of competency in using digital tools to enhance the teaching of English as a second or foreign language. The present study employed a standardized questionnaire to evaluate and quantify the professional proficiency of English as a

Foreign Language (EFL) instructors in utilizing Information and Communication Technologies (ICTs), as well as their digital competence. The study encompasses a diverse array of participants, encompassing individuals from various origins, genders, and experiences. The study's findings indicate that educators inside the Saudi Arabian education system exhibit a lower level of digital competence.

The second study chosen for analysis is a research conducted by Mahyoob (2020), which examines the educational situation in Saudi Arabia. Specifically, the study focuses on English as a Foreign Language (EFL) learners at the College of Arts at Taibah University, with a particular emphasis on the impact of the COVID-19 epidemic. This study explores the novel and abrupt occurrences in the realm of online education while assessing the potential viability of this emerging virtual learning approach. The outcome is contingent upon the use of a survey questionnaire, whereby an analytical approach employing descriptive statistics is employed for the study. The present study reveals that the fundamental issues affecting online English as a Foreign Language (EFL) learning during the Covid-19 pandemic manifest in the form of technological, academic, and communicative hurdles. The findings indicate that English as a Foreign Language (EFL) learners express dissatisfaction with the continuance of online instruction.

Another research conducted by Syahrin and Salih (2020) examines the experience of English as a Second Language (ESL) online classrooms in Oman during the COVID-19 pandemic. The primary objective of this research is to investigate the online learning encounter of a specific set of English as a Second Language (ESL) students enrolled in a higher education institution located in Oman. Additionally, it emphasizes the students' chosen methods of online learning and their engagement with



technological tools. Further, it demonstrates the pupils' familiarity with the MOODLE platform. The objective of this study is to determine the extent to which learning styles and technology are mutually compatible. The findings indicate that the predominant learning style aligns with the technology utilized by students in their virtual learning environment. However, the emphasis in the online classroom is mainly on the development of receptive skills, such as listening and reading. Conversely, the absence of focus on other productive skills, namely writing and speaking, is a significant drawback that raises concerns.

The most recent study under consideration is a research done by Javier (2020). This research addresses the transition to a novel instructional mode in response to the COVID-19 epidemic. The objective of this study is to examine the respondents' attitudes towards online teaching, as well as the technological ability of instructors. The given scenario pertains to a group of educators specializing in the Filipino language. The findings indicate that the participants have a tendency towards negativity and demonstrate a moderate level of technological proficiency.

### **Methodology**

This section presents the methodology employed in this study, which seeks to assess the digital skills and attitudes towards English as a Foreign Language (EFL) among around 60 university professors and instructors in Iraq amidst the COVID-19 pandemic. The presence or absence of digital competence among instructors prior to the transition to online teaching in universities may influence their digital competence and attitudes. Additionally, variations in digital competence and attitudes may exist based on gender.

The examination of obtained data often employs the quantitative technique, as supported by statistical evidence. The samples were collected using two questionnaire models, as described by Javier



(2020). The selected models encompass Attitudes toward Online Teaching Tools and Teachers' Technological Competence Tools.\_

The following is a description of those forms of inquiry:

1– Perceptions of Online Teaching Tools. The initial tool, referred to as "Attitude towards Online Teaching Tools," used a Likert scale consisting of four points, namely "disagree/never," "somewhat disagree/rarely," "somewhat agree/often," and "agree/always."

2– The second instrument utilized in this study is the assessment of instructors' technical ability, which is measured using a four–point Likert scale ranging from "not competent" to "very competent."

Some aspects from the original two surveys have been consolidated in order to minimize their impact on the overall structure of the questionnaires. Hence, Cronbach's alpha equation is utilized to obtain the validity coefficient of 0.90 for the digital competency instrument and 0.84 for attitudes toward online teaching tools.

The surveys were sent to a sample of 60 university professors/instructors who specialize in English as a Foreign Language (EFL). This was done through the utilization of both Google Forms and paper–based forms. The aim was to obtain prompt and precise replies from professors/instructors who possessed extensive experience in online teaching during the COVID–19 pandemic.

### **Data Analysis**

The selected sample is subjected to quantitative analysis in order to investigate its characteristics. This selection consists of 60 English as a Foreign Language (EFL) college teachers/professors. The internal correlation approach is employed for analyzing items from two models, namely the Attitude towards Online Teaching Tools model and the Teachers' Technological Competence Tools model. The Pearson correlation coefficient is utilized to determine the correlation between all components of the scales above and the overall degree of the complete

sample, consisting of 60 questionnaires, in order to obtain the final results. The data is shown in Tables 1 and 2.

**Table 1.** Item validity of ‘Teachers’ technological competence tools’

Item	Correlation value	Significance	Item	Correlation value	Significance
1	0.82	Sig	5	0.68	Sig
2	0.81	sig	6	0.79	Sig
3	0.71	Sig	7	0.84	Sig
4	0.67	Sig	8	0.82	Sig

**Table. 2.** Item validity of ‘Attitudes toward online Teaching Tools’

Item	Correlation value	Significance	Item	Correlation value	Significance
1	0.57	Sig	12	0.70	Sig
2	0.55	sig	13	0.70	Sig
3	0.63	Sig	14	0.68	Sig
4	0.52	Sig	15	0.28	Sig
5	0.55	Sig	16	0.29	Sig
6	0.34	Sig	17	0.37	Sig
7	0.30	Sig	18	0.27	Sig
8	0.39	Sig	19	0.64	Sig
9	0.32	Sig	20	0.47	Sig
10	0.49	Sig	21	0.72	Sig
11	0.49	Sig	22	0.36	Sig

Note: All values reported in the tables above exhibit statistical significance, surpassing the correlation value of 0.25 in Table 1, with a significance threshold of 0.05 and a degree of freedom of 58.

Moreover, Cronbach's alpha internal consistency approach is employed as a mechanism to establish the validity of both scales. In order to assess the validity of the digital competence tool and attitudes towards online teaching tools, a total of 60 sample questionnaire forms were utilized. The Cronbach Alpha equation was applied to calculate the validity coefficients, resulting in a coefficient of 0.90 for the digital

competence tool and 0.84 for the attitudes towards the online teaching tool.

### ***Digital Competence Tool Analysis***

The digital competency tool, in the form of a questionnaire, was administered to a sample of 60 English as a Foreign Language (EFL) professors working at colleges. The questionnaire is distributed to instructors by both digital means, such as Google Forms, and traditional paper-based forms in order to obtain prompt and precise replies. The use of the Relative Importance Index is applied in the examination of the entire sample with regard to the scale above, after which the mean value of the RII is computed.

**Table 3.** *The RII of the first questionnaire, 'Teachers' Technological Competence Tools.'*

No.	Item	Mean	RII RELATIVE IMPORTAN CE INDEX	IMPORTANCE LEVEL
1	Accessing numerous technical resources and tools, e.g., productivity tools, e-books, content management systems etc.)	2.35	58.75	Moderate
2	Putting out a digital course outline and presenting the course content	2.48	62	Moderate
3	Creating Evaluations Using Digital Resources.	2.25	56.25	Moderate
4	Incorporating the use of computers and other digital tools typical of online education.	2.50	62.50	Moderate
5	online communication tool use and troubleshooting internet connections and devices.	2.10	52.50	Moderate
6	Designing lessons with student participation in mind and using technology to facilitate it is a growing trend in education.	2.33	58.25	Moderate

7	Using multimedia tools well-suited to educational pursuits and harmonizing content with pedagogical strategies and technological means.	2.25	56.25	Moderate
8	The use of electronic means of communication.	2.53	63.25	Moderate
“The total relative importance of digital competence”	58.75	2.35	Moderate	

Based on the findings above, the digital competence of Iraqi English as a Foreign Language (EFL) instructors is of moderate level. This conclusion is drawn based on the overall relative importance level, which has been determined to be 58.75, as per the standards established by Akadiri (2011).

The table below presents the Relative Importance Index criteria that demonstrate the level of digital competence among the selected sample of English as a Foreign Language (EFL) instructors.

Table 4. *Relative importance index*

No.	RII	Importance level
1	$0.78 \leq RII \leq 1$	high
2	$0.52 \leq RII \leq 0.77$	Moderate
3	$0.26 \leq RII \leq 0.51$	Low
4	$0 \leq RII \leq 0.25$	Very low

### ***Attitudes of EFL Teachers Towards Online Teaching Tools***

The questionnaire on the attitudes of English as a Foreign Language (EFL) instructors towards online instruction is also utilized. The surveys are sent to the instructors by both digital means, such as Google Forms,

and traditional paper-based forms in order to efficiently and accurately gather replies. The examination of the entire sample utilizes the relative importance index, as discussed before. Subsequently, the average RII is computed, as indicated in table 5.

**Table 5. RII of Attitudes of EFL teachers towards online teaching questionnaire**

No.	Item	Mean	RII RELATIVE IMPORTANCE INDEX	IMPORTANCE LEVEL
1	It's fun to create digital materials for use in online education.	3.18	79.50	High
2	Realizing recitation online is a pleasant experience.	2.92	73	Moderate
3	It's a lot of fun to design and manage online tests.	2.82	70.50	Moderate
4	Teaching in a virtual classroom environment is exciting.	2.83	70.75	Moderate
5	It's fascinating to learn about innovative tools for online education.	3.35	83.75	High
6	It's annoying to struggle to maintain a reliable internet connection for online lectures.	3.15	78.75	High
7	Having to learn in an uneasy environment makes people detest online classes.	2.92	73	Moderate
8	The complexity of the abilities required and the	2.87	71.75	Moderate

	difficulties of controlling class engagement make it unpopular.			
9	It's uncomfortable and uninteresting to have to record oneself teaching through video for an online course.	2.83	70.75	Moderate
10	Students find online classes to be intellectually stimulating.	2.55	63.75	Moderate
11	The educational outcomes of online teaching are comparable to, if not superior to, those of traditional face-to-face classroom instruction.	2.42	60.50	Moderate
12	It is feasible to create high-quality digital materials for use in online education.	2.97	74.25	Moderate
13	Students are more likely to be actively involved and invested in their education when taking classes online.	2.37	59.25	Moderate
14	Since there is no requirement for a specific location in which to hold an online class, both the instructor and the students benefit from its accessibility.	2.78	69.50	Moderate
15	When compared to face-to-face instruction, online	3.35	83.75	High

	learning results in far less student-teacher and student-student contact and online dialogue is much more emotionless and impersonal.			
16	Because of its impersonal nature, online lecturing has a negative impact on student retention.	3.18	79.50	High
17	Online students are more prone to engage in dishonest behavior, such as plagiarism.	3.72	93	High
18	Both educators and students face financial challenges when engaging in online learning.	2.88	72	Moderate
19	I create digital materials while still teaching in-person, and I've been teaching online long before it was the norm.	2.87	71.75	Moderate
20	In order to gauge student performance, I design and develop online tests. Aside from requiring online presentations of student reports and activities, I also ask for electronic submissions of any requirements or output.	3.05	76.25	Moderate
21	My students and I hold online recitations and have other digital interactions in	2.88	72	Moderate



	class, and I also use apps and websites to support my pedagogical methods.			
22	I invest in digital tools for online instruction and regularly research and learn about novel educational software.	2.93	73.25	Moderate
“The Total relative importance of EFL teachers’ attitudes toward online teaching”	73.75	2.95	Moderate	

The findings pertaining to the attitudes of English as a Foreign Language (EFL) instructors towards online instruction reveal that their views are somewhat favorable, as shown by a total relative significance level of 73.75 based on the criteria employed in the study conducted by Akadiri (2011). Table 6 presents the parameters for assessing the relative relevance index of attitudes among EFL teachers.

Table 6. *Relative importance index.*

No.	RII	Importance level
1	$0.78 \leq RII \leq 1$	High
2	$0.52 \leq RII \leq 0.77$	Moderately
3	$0.26 \leq RII \leq 0.51$	low
4	$0 \leq RII \leq 0.25$	Very low

***The T-test***

The T-test is utilized to assess the gender disparities in the selection of EFL teachers with regard to their digital competency and attitudes towards online teaching. The findings of the T-test are presented in Tables 7 and 8.

Table 7. *T-test Results*

Sample	gender	Number	Mean	Standard Deviation	T equated	T in table	Significance
60	Male	19	20.11	4.34	1.30	1.96	Not significant
	Female	41	18.20	5.67			

Table 7 highlights that there is no statistically significant disparity in the digital competence of English as a Foreign Language (EFL) instructors based on gender. This conclusion is drawn from the fact that the calculated T value in the table (which is less than 1.96) is at a significance level of 0.05 and with 58 degrees of freedom.

Table 8 presents the T-test results pertaining to the gender disparities seen in the sample's views towards online instruction among EFL teachers.

Table 8. *T-test Results*

Sample	gender	Number	Mean	Standard Deviation	T equated	T in table	Significance
60	Male	19	66.63	7.60	1.03	1.96	Not significant
	Female	41	63.98	9.97			

Table 8 demonstrates that there is no statistically significant difference in the attitudes of EFL teachers toward online instruction based on gender. This conclusion is supported by the T value, which is lower than the critical T value of 1.96 at a significance level of 0.05, with a degree of freedom of 58.

#### ***Relation between both EFL teachers' digital competence and their attitudes***

The association between the digital competence of EFL instructors and their attitudes towards online teaching was determined by calculating the Pearson correlation coefficient, which measures the strength and direction of the relationship between the total scores. Based on the findings, a statistically significant positive relationship is seen between the digital competence of English as a Foreign Language (EFL) instructors and their views towards online instruction. The estimated correlation coefficient has a value of 0.48, which exceeds the table correlation coefficient of 0.25 at a significance level of 0.05 and with 58 degrees of freedom. However, there is a positive correlation between the level of digital competence possessed by instructors and their views toward online instruction.

#### **Discussion**

In response to the research inquiries posited in the opening of this scholarly article, and in light of the findings, it is evident that English as

a foreign language instructors in Iraq possess a modest degree of digital proficiency. However, they express dissatisfaction with their current skill levels. This phenomenon has been demonstrated by the challenges encountered by individuals during the global pandemic. Moreover, there is a lack of disparity in the attitudes towards gender, since both male and female instructors face similar obstacles.

Based on the numerical data presented in the preceding sections, it is apparent that the digital proficiency and attitudes of Iraqi English as a Foreign Language (EFL) instructors are moderate, as indicated by the findings of the study. The task of maintaining a decent level of online teaching performance during the COVID-19 period has posed a significant challenge for both Iraqi EFL instructors and some Arab and foreign teachers.

Previous research has approached a threshold where the evidence suggests that the samples utilized in these investigations exhibit suboptimal technical and digital performance, which may be attributed to various personal or general issues. The present study reveals that the digital competence and proficiency of English as a Foreign Language (EFL) instructors are not at a high level but relatively moderate. Moreover, their perspectives on online instruction are similarly mild, as seen by their provided answers.

The field of online teaching and learning has garnered significant attention in recent research, indicating its importance as a topic that warrants further investigation and study in the future.

### **Conclusion**

The COVID-19 pandemic has prompted a shift towards online teaching in Iraqi educational sectors, including universities. This has provided valuable insights into the digital capabilities and attitudes of instructors towards online instruction. This time further exemplifies the rapid transition of instructors to the digital and online teaching modality

in response to the global crisis. This necessitates the utilization of their whole range of technical skills and resources in the context of their online instructional practices. They organize and participate in several virtual seminars as a means to enhance their expertise and remain current in their field. In other words, students attempted to acquire knowledge independently using digital means.

Therefore, the findings suggest that English as a Foreign Language (EFL) instructors at the tertiary level possess a modest degree of digital proficiency in relation to their pedagogical practises during and post the Covid-19 pandemic. In addition, the views of English as a Foreign Language (EFL) teachers towards online education are likewise characterized as moderate. The findings underscore a clear correlation between the level of digital proficiency exhibited by English as a Foreign Language (EFL) instructors and their perspectives on the use of online instruction. However, there is a positive correlation between the level of digital and technical proficiency among instructors and their views towards online instruction, with more competence resulting in more favorable opinions.

Similarly, the difficulties encountered by educators can be ascribed to the absence of ongoing professional development opportunities and inadequate resources, particularly in relation to internet connectivity and reliable power sources. In order to foster positive dispositions towards online education, educators must get ongoing professional development to adapt to the current advancements in English language instruction effectively. In addition, comprehensive governmental assistance is needed for the optimal development of the whole educational sector.

In summary, in order to cultivate digital solid and technological proficiency among educators, students, and other stakeholders in the education sector, it is imperative to prioritize enhanced training

opportunities, increased access to internet resources, innovative learning experiences, and comprehensive technical and academic support.

## References

Akadiri, O.P., (2011). *Development of a Multi-Criteria Approach for Selection of Sustainable Materials for Building Projects*, Ph.D. Thesis, University of Wolver Hampton, UK.

Al-Khateeb, A., A., (2017). *Measuring Digital Competence and ICT Literacy: An Exploratory Study of In-Service English Language Teachers in the Context of Saudi Arabia*, International Education Studies.

Barragan-Sanchez, R., et al., (2020). *Teaching Digital Competence and Ec0- Responsible Use of Technologies: Development and validation of a Scale*, DOI: 10.3390/su12187721, [www.mdpi.com/journal/sustainability](http://www.mdpi.com/journal/sustainability)

Cabangacala, R., Alieto, E., Estigoy, E., Delos Santos, M., & Torres, J., (2021). *When Language Learning Suddenly Becomes Online: Analyzing English as Second Language Learners (ELLs) Attitudes and Technological Competence*. *TESOL International Journal*, 16(4.3).

Javier, C., L., (2020). *The Shift towards New Teaching Modality: Examining the Attitude and Technological Competence among Language Teachers Teaching Filipino*, *The Asian ESP Journal*.

Mayhoob, M., *Challenges of e-Learning during the COVID-19 Pandemic Experienced by EFL Learners*. *Arab World English Journal*, 11 (4) 351- 362.

Schleicher, A., (2020). *The Impact of COVID-19 on Education at a Glance* 2020, OECD.

Syahrin, S., & Slalih, A. A. (2020). *An ESL Online Classroom Experience in Oman during Covid-19*. *Arab World English Journal*, 11 (3) 42-55.

Torres, J., Estigoy, E., & Alieto, E., *When Language Learning Suddenly Becomes Online: Analyzing English as Second Language Learners* (ELLs) Attitude and Technological Competence. Accessed online on July 2022 from

[www.researchgate.net/publication/351613418](http://www.researchgate.net/publication/351613418)