

Midocean University

College of Management

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Title of the Research

**Challenges of Teaching English in Language Institutes and Online in
Riyadh: A Comparative Study**

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Introduction

Educational changes in the English language have occurred substantially in recent times because of the growing adoption of the online learning system. Due to the rising need for proficiency in English as a language central for educational work, professional duties, and global communication, the switch in Riyadh, Saudi Arabia, corresponds with the increasing demand for English proficiency. As a result, English language education demands have made language institutes alongside online education platforms central to learn the language, and every teaching approach creates specific difficulties which impact the educational staff together with their students.

The researcher conducted this study because they obtained teaching experience in traditional English language institutes and online educational platforms. The transformation between these two education environments exposed multiple problems, including variations between student activity levels, evaluation approaches, and pedagogical approaches. The identification of these obstacles enables teachers to develop better educational methods which create higher levels of learning success.

Traditional language education derives its dominant stance from face-to-face instruction which provides students with direct contact along with instant feedback and controlled classroom characteristics. On the other hand, online learning implemented through digital education brings flexibility and accessibility as opportunities to students, but simultaneously creates these obstacles of limited student interactions and technological constraints. Research has studied the effectiveness of individual teaching modes independently, but fewer studies analyze their comparison within the Riyadh context.

This research investigates the challenges that develop between physical and virtual English learning spaces within Riyadh educational establishments. It also investigates these obstacles to expand the current English language teaching methodology literature and generate practical implementation ideas for educational staff and institutional leaders and government officials.

Research Problem

Teaching English in Riyadh in both language institutes and through online platforms confronts multiple obstacles which reduce its teaching efficiency. The challenges in such teaching include diverse teaching methods, limited direct student-teacher interaction, technical problems related to educational systems, and problems measuring practical abilities such as oral communication. Some of the existing challenges of education intensify in the virtual learning environment because of its ongoing online education expansion.

Significance of the Study

This research addresses an underexplored area in academic literature by conducting an in-depth investigation of the challenges associated with teaching English in a language institute in Riyadh. Unlike previous studies that have focused either on face-to-face or online education separately, this study provides a focused examination of both teaching modes within a single institutional setting. By doing so, it offers a localized perspective on the effectiveness of English language instruction in different learning environments.

Position of the Current Study Among Previous Research

While existing research has mostly addressed the challenges of teaching English either from traditional language institutes or online learning platforms, few have focused on comparing these teaching experiences within one institution. This research intends to fill this gap by providing a comprehensive description of how students and teachers experienced both learning modes within a single language institute in Riyadh. The research also focuses on the cultural and social factors peculiar to the Saudi Arabian educational context, which sets this study apart from similar research conducted in other countries.

Academic and Practical Contributions of This Study

- The study provides a comprehensive assessment of how different English language skills (speaking, listening, reading, and writing) are developed in both face-to-face and online learning formats within one institute.
- The study offers practical recommendations on the particular challenges that students and teachers in each environment are experiencing, and provides evidence-based recommendations for curriculum change.

- The findings will contribute to teaching strategies and solutions for improving the quality of English language instruction in language institutes. The findings will be useful to teachers, curriculum developers, and policymakers who want to optimize English language instruction in Saudi Arabia.

Importance of the Study

The significance of this study is that it provides theoretical and practical contributions to English language instruction, especially in Riyadh, Saudi Arabia. Theoretical significance is the reality that the study has the potential to shed more light on the challenges faced by teachers and students in conventional and online settings. Through exploring the learning and teaching dynamics of these two modes, the study will be formulated to enhance the theoretical framework regarding language acquisition and teaching methodologies in Saudi Arabia.

In terms of its practical significance, the study can meaningfully contribute to policymakers, educators, and educational institutions. The findings can be applied to improve the teaching techniques and address the problems that arise in actual classrooms and virtual classrooms as well. This can ultimately reflect in more effective language learning achievements for students and effective teaching practices for instructors.

The findings of the study will benefit different stakeholders:

1 .Language Institutes: The research can inform language institutes in Riyadh about the specific challenges and opportunities in face-to-face and distance teaching, which will allow them to rationalize their teaching process.

2 .English Language Teachers: Teachers will be better informed about the issues they may face in different settings of teaching and how to tackle them, improving their teaching practice and interaction with students.

3 .Students: Through the solution of both learning modes' problems, the research can lead to more effective and customized learning processes for students, eventually improving their English language abilities.

4 .Educational Policymakers: The findings could assist in developing policies that support both traditional and online language learning, making them more adaptive to the learners' needs.

The current study can be beneficial in providing a clear, comprehensive comparison of language teaching issues in traditional and online contexts,

resulting in more effective teaching and learning outcomes in the case of Riyadh. It gives a realistic framework that can be adopted not only in Saudi Arabia but also in comparable educational settings worldwide.

Objectives of the Study

The research objectives of the study are structured to respond to the central research questions and contribute to the existing knowledge on the challenges and best practices of teaching English both in language centers and online environments in Riyadh. The research is conducted to probe the difference of online learning versus classroom learning and provide recommendations which can improve both the quality of English language instruction in both locations.

1. To identify the key challenges facing students and teachers in language centers and online education in Riyadh.
2. To compare and contrast face-to-face learning with online learning with respect to being efficient in achieving English language capability, particularly spoken capability.
3. To explore the best teaching practices utilized to overcome difficulties in both traditional and online education.
4. To explore the student-teacher interaction component in enhancing learning achievements in both learning environments.
5. To evaluate the technology and tools implemented for online learning and their role in students' English language acquisition process.

The objective of this study is to present practical recommendations for improving English language teaching methodology in language centers and online courses in Riyadh based on the findings of the challenges and successful methods outlined.

Main Research Question:

What are the principal obstacles that instructors of English language encounter while working at their institutes in Riyadh while providing instruction through online and physical platforms?

Sub-questions:

1. Do students encounter different obstacles when they choose between traditional classroom attendance and online learning formats?
2. Does online education effectively develop English speaking proficiencies to the same level as traditional face-to-face language instruction?
3. Which instructional techniques serve best to resolve issues educators face while working in these two instructional settings?
4. Do standards of learning outcomes for students show different patterns based on the level of interaction in language institutions versus online environments.
5. Does the learning experience for English language learners in online education include analysis of the tools and technologies which determine their educational outcomes?

Research Hypotheses

In line with the goals of the research and study issue, the following hypotheses are hereby posited:

- 1 .A significant disparity between face-to-face English learning students' and teachers' problems and online English learning students' and teachers' problems exists. (Correlational Hypothesis)
- 2 .Online English learning is less efficient than face-to-face learning in terms of increasing students' ability to speak. (Causal Hypothesis)
- 3 .Conventional classroom teacher-student interaction has better impacts on learning achievement than in online learning. (Causal Hypothesis)
- 4 .Certain teaching practices can support the learning process and problem-solving in offline and online English learning environments. (Descriptive Hypothesis)
- 5 .Language learning and students' participation are greatly influenced by the application of computer-based instructional materials to online learning. (Correlational Hypothesis)

Previous Studies:

1. **The Reality, Issues, and Challenges of English Language Education in the Kingdom:**
 - This book was published in **2011**.
2. **The Impact of E-Learning on Language Acquisition (English as a Model):**
 - This study was published on **February 28, 2024**.
3. **The Effectiveness of E-Learning in Teaching English at the University Level in the Kingdom of Saudi Arabia:**
 - This study was published in **2015**.
4. **Challenges of Speaking English in the Classroom and the Role of Group Projects in Developing Speaking Skills:**
 - This article was published on **May 13, 2022**.

Explaining the Phenomenon from Multiple Perspectives:

Some of the problems in face-to-face and distance learning can be explained by some learning theories, while others can be explained better by interaction or motivation theories.

2. Strengthening the Scientific Foundation of the Study:
Employing more than one theory provides a comprehensive theoretical framework, which enhances the validity and richness of the study.

3. Comparing the Impact of Different Theories on Outcomes:

Types of Theories:

1. Second Language Acquisition (SLA) Theories:

Krashen's Input Hypothesis: Focuses on how a language is acquired through comprehensible input.

2. Social Learning Theories:

Vygotsky's Sociocultural Theory: Focuses on social interaction during the process of language learning.

3. Motivation Theories:

Self-Determination Theory (SDT): Explains the function of intrinsic and extrinsic motivation during the process of language learning.

4. Technology Integration Theories of Education:

Theory of Community of Inquiry: Focus on online learning environment interaction and engagement.

5. Cognitive Theories:

Information Processing Theory: Explains how learners process linguistic information cognitively

Methodology and Research Methods

This study applies a Descriptive analytical method to investigate and compare the issues in English teaching in the face-to-face and online classes. The mythology behind it will be using hypothesis formulation, data collection methods, data analysis techniques, target population, and sample selection form the research strategy.

Research Design

The study is based on the following research hypotheses:

1. Challenges faced by the students and teachers in the traditional and virtual English learning environments are quite disparate.
2. Virtual learning is not as effective as face-to-face learning in enhancing the ability of students to speak.
3. The extent of student-teacher interaction in traditional classrooms contributes more to achievement in learning compared to virtual learning.
4. There are teaching methods that are effective in neutralizing challenges faced by both face-to-face and virtual learning environments.
5. Use of online learning tools in education has a significant effect on the motivation and language acquisition of students.

The research will use a quantitative methodology approach where numerical data analysis will be utilized to ascertain patterns and relationships between different issues in teaching.

Population and Sample Selection

Target Population:

- The study will be conducted in one language institute located in Riyadh, Saudi Arabia.
- The target participants are English language teachers and students of both face-to-face and online English courses at the selected institute.

Sampling Method:

- A purposive sampling method will be used to enlist experienced participants from traditional and online English learning settings.
- The sample will consist of approximately (50-100) participants, including:
 - Experienced teachers who have practiced teaching English in both face-to-face and online classes.
 - Students who have received both learning approaches at the institute.

Methods of Data Collection

Since the study is quantitative in nature, data will be collected through the use of closed-ended questionnaires for systematic and measurable responses.

Closed-Ended Questionnaires:

- The principal data collection tool will be a systematic questionnaire, which will be given to the teachers and the students.
- The questionnaire will include Likert scale questions (e.g., strongly agree to strongly disagree) to assess their experiences, challenges, and perceptions of both learning environments.
- It is simple to compare answers and statistically analyze.

Data Analysis Techniques

1. Descriptive Statistical Analysis:

Closed-ended questionnaire data will be analyzed using SPSS software to generate frequencies, means, and correlations among variables.

2. Comparative Analysis:

The study will also compare students' and teachers' response towards their experience in both learning environments in order to determine differences and key challenges.

3. Reliability and Validity Testing:

To ascertain the reliability of the questionnaire, Cronbach's Alpha will be used to determine internal consistency.

Study Instruments (Research Tools)

Closed-ended questionnaire will be employed for data collection to ensure the reliability and validity of their measurement of the research variables. The closed-ended questionnaires will be used to collect quantitative data from both students and teachers at a language institute in Riyadh.

1. Research Instrument

This study would set up a structured closed-ended questionnaire with multiple-choice and Likert scale questions to measure participants' perceptions and experiences regarding face-to-face and online English learning environments.

Questionnaire Structure:

Section 1: Demographic Information Age, gender, level of English proficiency, prior experience with online learning.

Section 2: Teaching and Learning Challenges Questions assessing the difficulties faced in both face-to-face and online methods of instruction.

Section 3: Student Engagement Questions measuring how student participation, motivation, and interaction were enacted in both settings.

Section 4: Effectiveness of Learning Approaches Questions examining which mode of learning (face-to-face vs. online) is perceived as more effective in developing skills (speaking, listening, reading, and writing).

2. Reliability and Validity Testing

The content validation of the questionnaire will be done by subjecting it for review to experts in language teaching to ensure the effectiveness of the questionnaire in measuring the variables intended. The internal consistency of the questionnaire would also be established by carrying out reliability testing using the Cronbach's alpha score to test its reliability. A score of over 0.7 would be accepted as the standard acceptable score for the present study.

3. Data Collection Procedure

The questionnaire will be distributed through Google Forms and printed copies among participants at the selected language institute. Information will be given to participants on how to fill in the survey to guarantee maximum understanding of every question in the scale. Data collection will be done in a specific time frame, say within a month, to allow for adequate responses.

Study Limitations:

This study is limited by the following:

1. Subject Matter Limitations

This research explores the topics of teaching English only in face-to-face and online learning environments in one language institute in Riyadh. However, it does not examine other aspects like government policies, socioeconomic factors, or external technological limitations that may prevent learning.

2. Geographical Limitations

The study will be conducted in one language institute in Riyadh, so the results may not be fully generalizable to other institutes in Saudi Arabia or worldwide. However, other language institutes may have their different teaching methodologies and resources, which are not explored fully in this research.

3. Methodological Limitations

The research adopted a closed-ended questionnaire, which is easy to statistically analyze, but it may limit participants from providing their own opinions in depth or describing their experiences. No qualitative methods (e.g., open-ended surveys or interviews) are involved, which may restrict in-depth information on the perceptions of students and educators.

The study is lacking longitudinal analysis, i.e., it mirrors challenges at a specific point in time rather than observing changes over an extended time.

4. Sample Limitations

The study is limited to a specific number of students and teachers at the selected institute, which may not be indicative of all English language learners in Riyadh.

The purpose of the sampling method is to ensure experienced participants, but it may also lead to bias because the sample isn't completely random.

5. Time Constraints

This study will be held within a limited timeframe (e.g., a semester or academic term), which may not pick up flips in teaching quality over longer periods.

6. Reliability and Response Bias

Even though Cronbach's Alpha will be used to establish the reliability of the questionnaire, respondent bias (e.g., giving socially acceptable answers) can still affect data accuracy.

Some respondents may hastily skim through the survey without fully considering their responses.

Minimising These Limitations

Notwithstanding these limitations, the study will try to surmount them by:

- Ensuring a well-structured questionnaire that covers significant aspects of the research problem.
- Having a sufficient sample in the selected institute in order to enhance reliability.
- Comparing with previous research to identify comparable patterns and trends.

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