EFL Teachers' Perceptions towards English Language Teaching During the Pandemic: Jordanian Perceptive

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Abstract

The pandemic necessitated shift to online teaching, which has a massive impact on the educational system across the globe. There is ardent need to evaluate the effects of the pandemic with reference to the changes and challenges it has developed for the teachers and the students. The sudden shift in the learning platforms has developed a range of issues especially for the EFL teachers and students. To address this issue, the present study evaluated the perceptions of the Jordanian EFL teachers relating to the online teaching processes. The study used the quantitative approach, and a survey questionnaire was developed for the evaluation of the perceptions of the teachers. The results of the study highlighted the most essential elements in EFL teaching. The results indicated that the teachers necessitated top priority to the subject matter knowledge as well as the socio-affective skills induced by the pandemic. The results also indicated that the teachers placed pedagogical knowledge as the least important area within the EFL teaching. The results and findings of the study have illustrated that the most vital aspect of the learning environment is to develop a constructive approach outside of the school context and development of a teaching methodology that allows the students to learn effectively without compromising their safety and health. The findings of the study suggest for the development of policies and procedures for tackling the imminent health crises without compromising on the learning of the students.

Keywords: English language teaching, Jordanian EFL teachers, pandemic, teacher perceptions, pedagogical skills, subject knowledge.

Introduction

The Corona Virus epidemic in 2019 around the world and proceeded to be propagated countries to countries becoming the world pandemic in 2020 and now in 2022 it is still existing there with a lot of challenges to be faced around the world. Pandemic has caused detrimental effects over industrial, economic and educational settings of lives. Research domain is becoming rich with the studies over pandemic fallacies and making the impacts occurring through this outbreak being in improvement domain (Spinelli & Pellino, 2020). World Health Organization (2020) reports that corona virus outbreak is contagious and the less physical contact and maintaining social distance

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can make it control otherwise the outbreak is hazardous for every individual. Considering the educational system, this outbreak has dreadful repercussions over the globe reported by Toquero (2020). Pandemic effects on educational system, studied by Chen, Peng, Yin, Rong et al. (2020) reported that since we have abandoned the traditional teaching method in classroom to avoid viral infections, the classroom environment has been shifted to home education and cause the distraction in the teaching and learning practices.

Physical platforms from every field have been replaced with online platforms to be able to get fir tin with this pandemic situation around the world so is for the case with the education system as online platforms of education are being preferred to teach the students. However, online platforms differ for different countries being adapted by them depending on their requirements. Such as reported by Reimers, Schleicher, Saavedra, and Tuominen (2020) that some countries use social media platforms like Facebook or You Tube to provide classes to their students, similarly, Australia using Microsoft Teams to render classroom teaching to their students, some countries also preferred to use television broadcasting of education at larger level to the students.

There have been arguments over educational system over the years and now since the pandemic has emerged around the world, it is being center of attention for the researchers as it has to challenged issues enormously in different regions. Huge number of studies being taken over the time by Alqahtani and Rajkhan (2020); Daniel (2020); Karalis (2020); Tria (2020) reporting that migrating from physical to online metho of teaching, rendering the accessible school assessment subjects, teacher trainings, assessment method, etc have been a great challenge for the educational system during this pandemic duration, similarly, making the normal education policy is now being a topic of focus for the educationalists along with the notion that online platform of education should be need to embraced by the teachers and students for effective teaching.

Pandemic fallacies adversely impacted the EFL teaching as well making it more critical within educational system (Agung, Surtikanti, & Quinones, 2020). As conveyed by Lie, Wong, Wong, Wong et al. (2020) finding the demerits of pandemic teaching situations dwelling into arenas of no prior experience of teachers and students with online education system, pedagogical sacking, absence of supporting system, deficiency of technological awareness among teachers and students having adverse influence over their EFL education. EFL studies are getting importance in investigation shell and especially under this pandemic outbreak. Studies from the past revealed that EFL teaching has been facing problems like lack of facilities, availability of internet and networks, planning and organizing online teaching method while conforming to online teaching structure (Fauzi & Khusuma, 2020).

However, research form the internet and technology field have made through the importance of technological necessity in improving the educational quality for EFL teaching. As before pandemic the students were not accustomed to the online learning plat form, their attitude does also have been impacted due to corona outbreak dealing situations where educational attitude and perception have been changes and this has made the teachers more responsible for the engagement of students in the learning process for EFL teaching. University of Jordan have been facilitating students with the blended learning by providing online, hybrid as well as campus courses for the education. It is reported that even before pandemic, providing these services by university of Jordan, neither students nor the teachers were being trained for the employing of these methodologies for effective teaching and learning. However, for foreign language learning, teachers through synchronized way of professing have made the language skills like speaking, listening, writing and reading fascinating for the students in e learning (Mahfouz, 2021).

As it is believed that language teaching gets more valuable while having interactive sessions, though increasing the communication in that language physically face to face and making it more comprehensive. English as foreign language has a direct anticipation with the interactive communication between students and teachers making it more acquirable for the learners however in pandemic duration this myth has come true and causing the EFL learning difficult for the learners (Maher, 2020). Moreover, other studies like Agung et al. (2020) have also shown the positive effect of pandemic duration in EFL studies, by stating that student centric approach is more possible in online teaching method then the physical method (Hamzah, Januarty, & Syawal, 2020).

Current study claims that Jordanian EFL teachers' Perception towards English language teaching has been influenced during the pandemic specifically in context of Jordan, therefore, taking account of drastic replacement of teaching methodology the present study is aimed to focus

over the EFL teacher's perception on how to effectively teach in this specific time period to make their students ready for the language learning. Objectives are defined to be in terms of seeking for the degree to which pandemic has affected the EFL teaching practice, exploring the underlying traitor of the adversity and accurately making it identifiable. How has the teacher's perception has been shifted along with the pandemic shift related to pedagogical knowledge of their subject and effective skills. This study is aimed to render the Jordan pedagogy field to be creating the contributors for the solution of these issues and cater these pandemic adverse facets in education setting of EFL teaching.

Literature review

The Worldwide Pandemic and its Impact on Education: A Shift towards Online Learning Since the close of 2019, Coronavirus has swept across the globe and presented one of the most debilitating challenges to every business sector and individual throughout the world. As of the 29th of December 2020, the World Health Organization reported a devastating total of 79 million infections, which is then overshadowed by the staggering 1.7 million deaths that have torn through families (World Health Organization, 2020). Taking the virus's airborne nature into account, government bodies have established preventative recommendations to slow the spread and protect vulnerable demographics. Social distancing, handwashing, and masks are a few of many precautionary measures that have been implemented in workplaces, city centers, and schools (Spitzer, 2020). However, despite these measures being recommended in schools due to the safety they can provide, studies have argued that schools pose a greater risk of infection amongst children regardless of the measures implemented (Szablewski, Chang, Brown, Chu et al., 2020). As the virus has progressively worsened, many governments enforced mandatory curfews and the previously noted preventatives as law, which then catalysed schools shifting to teaching on entirely digital platforms for the first time in history (Saribas & Çetinkaya, 2020). Acknowledgedly, teaching through online platforms has previously been used as a support measure for those in higher education, specifically those of college and university demographics, which has subsequently extended education to students' broader population (Gillett-Swan, 2017; SETYANI, SUSILOWATI, SHOLIHAH, & LENGGONO, 2021). The previous use of online education on a small scale has allowed education bodies to formulate models that have been created, evaluated, revised, and developed depending on their contributions to institutional learning; as demonstrated by the 'Supplementary Model', 'Replacement Model', 'Emporium Model', 'Fully Online Model', and 'The Buffest Model' (ADELOWOTAN, 2021; Twigg, 2009). Yet despite this previous trialling, criticism has been rife as to the one-size-fits-all approach adopted by educators, which fails to provide comparable levels of support for diverse student needs and has further suggested that educators should facilitate accessible e-activities that can be brought to the curriculum to provide an optimal learning experience for all students (Gillett-Swan, 2017; Salmon, 2003). Inevitably it can be suggested that the transition towards an entirely digital education requires comprehensive planning and an articulate design that accommodates a range of courses (Griffiths, 2004). With the pandemic being entirely unprecedented, an immense level of strain has been imposed on schools to entirely shift their curriculum online, leading researchers to hypothesise the extent to which teachers have accepted online learning within such a short period and whether they are exhibiting dissatisfaction when undertaking teaching activities, despite how inhibiting the pandemic has been on education (Fauzi & Khusuma, 2020). Similarly, other studies have identified the lack of preparation teachers have been faced with curating online materials, building their curriculum whilst also highlighting teachers' inefficient instructions within an online teaching environment (Shakuna, Mohamad, & Ali, 2016). Contrarily, other studies ponder as to whether online studies have decreased teachers' content overload whilst simultaneously increasing collaborative efforts between students, parents, and other stakeholders in education (Aliyyah, Rachmadtullah, Samsudin, Syaodih et al., 2020), which has led to a more effective teaching method and stronger student outcomes (Bahasoan, Ayuandiani, Mukhram, & Rahmat, 2020).

The Impact of Pandemic on Effective EFL Teaching: The Cause-Effect Relationship With the pandemic reimagining online teaching as the 'new normal', the birth of a new cause effect relationship has become more relevant within the effective teaching practice of EFL. Two distinguishable repercussions this shift in teaching methods have had can be categorized as the implications on teachers themselves and the influences this new teaching trend has had, specifically on students' learning outcomes. Throughout, these two repercussions are respectively

discussed. With the recent global turmoil caused by the pandemic, teaching and learning across all manners of subjects have taken an exponential leap from a traditional schooling environment to an incongruous digital format, which in some cases has arisen concerns as to the effectiveness of EFL teaching based on the current climate and poses the need for impactful change (Nartiningrum & Nugroho, 2020). Barring resource issues (including limited access to the internet), EFL teaching as a whole has faced an array of major issues that have begun to affect the overall quality of the teaching experience, including students' low motivation and poor attention, incoherent instructions from teachers, excessive study materials, and an indistinguishable student evaluation system, and so forth (Farnia & Mohammadi, 2021; Karalis, 2020). Because of the pandemic, online study is the only practical means of sustaining an appropriate EFL teaching-learning process. They allow some form of engagement between students and teachers and help introduce a more individualistic focus on tasks due to the inability of students to collaborate efficiently on projects. Retrospectively, when the emphasis is placed on the potential outcome for this new teaching trend, the growing adaptation to the 'new normal' is resulting in a constructive outlook towards the opportunities of this teaching reformation, whilst pointing to the notable advantages of online learning and how this can be used to reconstruct a more effective EFL teaching. Particularly, this is evident through the importance of student learning autonomy within EFL (Aljohani, 2017; Muthuswamy, 2021), which is easily provided due to current online learning formats and the focus on a learner-centric environment (Bursali & Misir, 2021; Reinig, 2010).

Pandemic Induced Changes in the Characteristics of Effective EFL Teaching Effective EFL teaching has been rigorously studied over the past two decades, following a relatively distinct pattern. However, due to the pandemic normalizing online learning, it prompts questions about whether or not it is appropriate to envisage the current rate of effectiveness based on previous analytical methods due to the stark contrast between the past year and those prior. Before the pandemic, effective EFL teaching has been viewed as a multi-dimensional and useful skill to attain, which placed a predominant focus on each students' individual content knowledge and development (Khoram, Bazvand, & Sarhad, 2020; Liton, 2012). EFL had always integrated minimal forms of technology into the curriculum, even before it became a global necessity, to engage students further and to encourage active participation (Mathew & Alidmat, 2013), which led to a more strategic approach in terms of student progress evaluation (Shin & Son, 2007). Subsequently, technology provides authentic teaching materials (Hwang, 2005) and helped establish more communicative approaches (Kourieos & Evripidou, 2013). The most recent research studies conducted before the pandemic on EFL teaching propose a paradigm shift from typical classroom environments (Zhang, 2018) that could aid in establishing amicable relationships between both the teacher and learners to help in addressing current socio-cultural and wider communal issues through EFL teaching practices (Alzeebaree & Hasan, 2021), as a result placing a greater emphasis on students' attitude, motivation, and individuality (Halvaei & Ansarin, 2018). Since the emergence of the pandemic, a detrimental breakdown of the quality of student's mental health worldwide has become a pressing issue, as the inducement of stress (Al Haddad, O'Neal, Batarseh, & Martoncik, 2021), xenophobia (Claravall & Evans-Amalu, 2020), amongst a collective of other damaging mental health problems. As a result, a commissioned report on the 'State of the Nation' on elearning in Canada has emphasised the need for a more innovative pedagogy to help sustain the education system throughout the pandemic (Barbour, LaBonte, Hodges, Moore et al., 2020). To maximise the opportunities of this sudden transition to an online format whilst promoting students' taking autonomy over their learning, studies have called for more emphasis to be placed on the role of compassion within educational environments (Al Haddad et al., 2021; Claravall & Evans-Amalu, 2020; Stoller, 2020). In a study conducted by Barrett-Fox (2020), predictions were made as to how the pandemic is not only limiting current teaching abilities, but in fact, it is establishing a long-lasting change in attitudes towards students, thus allowing more flexibility and compassion towards them, that will likely withstand even following the pandemic. This evidence promotes the growing need for a more specialised skill set to be developed amongst teachers to sustain effective EFL teaching. Alongside previous studies used to measure effective EFL teaching, this study explores the extent to which the pandemic has influenced teachers' perception of the varying levels of importance on particular aspects of EFL teaching. Identified by Park and Lee (2006), there are three essential criteria of effective EFL teaching - subject matter knowledge, pedagogical knowledge, and socio-affective skills - each of which covers the three primary areas, cognitive, psychomotor, socio-affective domains. However, from the previous

argument, it is deductible that throughout the lasting duration of the pandemic, a need to explore both teachers' perception of the challenges they face, but also the strategies implemented to help them cope during such a time of volatility and change, which was induced by the pandemic. In the following, the first element, effective EFL teaching during the pandemic has been visualized.

Pedagogical Knowledge

In addition to subject matter knowledge, pedagogical knowledge or the 'pedagogical knowledge base' is undeniably one of the most crucial aspects of the teaching of EFL, with several studies alleging that alongside teachers' content knowledge, there are additional variables that reflect on the quality of their teaching (Akbari & Dadvand, 2014) (Danielsen & Valaker, 2021). More specifically, in EFL teaching, teachers' ability to reflect on their pedagogical knowledge base carries a strong allusion towards the standard of their teaching (Estaji & Dezfoolian, 2018). With some studies portraying the challenges faced by students when learning EFL (Baykalova, Artyna, Dorzhu, Ochur et al., 2018; Kormos, 2020; Niazifar & Shakibaei, 2019), juxtaposing studies highlight the primary role of teachers to motivate their students to actively want to learn a second language (L2) in addition to a first language (L1), through the quality of their pedagogical skills (Niazifar & Shakibaei, 2019).

Socio-Affective Skills

If ruminated upon, the contributors to effective EFL teaching can be applied to Bloom's taxonomy, with the subject matter knowledge belonging to the cognitive layer of the hierarchy (Kurniawati & Fitriati, 2017). Teaching involving the use of motor skills to move about the classroom and the coordination of different skills aligns with the psychomotor domain (Begam & Tholappan, 2018). Reigning at the highest form of knowledge within the hierarchy amongst Bloom's taxonomy is socio-affective skills, which are a culmination of motivational, psychological, and emotional aspects, which is defined by Begam and Tholappan (2018) as: 'the influence of changes in lifestyle, L2 learning motivation, overall well-being, self-esteem, different life and learning histories, present-day conditions, general communicative skills, construction of third age identity, and sense of purpose.' (pp. 2)

Special Skills for Teaching Which Embrace the Cause-Effect Relationship during the Pandemic

With prominent gaps in literature existing, researchers can assess the special skills required by teachers about previous documentation to help adapt to the current change in teaching platforms (Abobaker, Khalil, Merghani, Mahadeen et al., 2021; Yuwono, Rapisa, & Damastuti, 2021). Both strategies used to help manage students' mental health have an important set of criteria during a pandemic-induced transition to online teaching methods. Teachers' who are subject to challenges catalysed by the pandemic have repercussions on their teaching and attainment of learning outcomes, defined as the cause-effect relationship. This study focuses on addressing the literary gap and exploring unforeseen obstacles, strategies, and perceived importance of special skills required to maintain effective EFL teaching

Research methodology

Research method

The current study is exploring that how the pandemic of COVID-19 has impacted the perspective of teachers regarding different aspects of the effectiveness of EFL teaching. For this purpose, initial quantitative study is conducted, with the help of predefined and developed instrument, involving more personal questions. It led the researcher towards the second part of the research, involving the analysis of the survey results with the help of interview groups whereas, the third stage included the conceptualization of the specific skills that are significant as elaborated by the Jordanian EFL teachers. So, in this research, mixed method of research is utilized (Alavi & Hąbek, 2016).

Sample

For the first step of research, snowball sampling was utilized in order to achieve optimal sample, the survey questionnaire was distributed among 643 participants with the help of 15 university teachers, the participants were Jordanian EFL teachers, providing with 302 responding

participants, out of which 47% were males, and 53% were females (Bentahar & Cameron, 2015). For the second step of study, the respondents are selected with help of purposeful sampling, the researcher reached out to 50 teachers, whereas only 21 of the teachers significantly participated in the study. These teachers were specialized in EFL teaching and work from Jordan and have significant experience of teaching online during the pandemic (Bickel & Lehmann, 2012).

Instruments

Two different instruments are utilized in this study for both different stages, the first instrument utilized was "teachers' perception of the effective EFL teaching questionnaire", including structured open-ended questions in a specific interview environment. The same instrument was first implemented by the researchers Park and Lee (2006), and it included three major parts. Eight items for subject matter knowledge, 10 items for pedagogical knowledge and total nine items for socio affective skills are included in this instrument.

For the second stage, for the close analysis of data that has been derived by the researcher from the first step, the researcher derived significantly structured open-ended questions, and interview was conducted with the help of these questions without any buyers or personal interference (Carmichael). That is searcher tested the null hypothesis, that the pandemic of COVID-19 has significantly moved the teachers towards changes in the perception regarding EFL teaching.

Data collection and analysis

For the first step, all of the data was collected and collated with the help of Google form, which was send to the Jordanian EFL teachers with the help of the emails. After obtaining sufficient data, the data was arranged and screened in Microsoft Excel, in order to reduce any kind of human error. After that, the coding of the data was done, and the data from the descriptive and open-ended statistics was analyzed with the help of JASP and SPSS. After the compilation of the data from the second step, thematic analysis was done for the analysis of this data (George & Mallery, 2016).

Instrument reliability and validity

As the instrument of survey originated several years before and has been presented in the study of Park and Lee (2006) as well, so, it has already been validated and the experts have provided construct validation regarding the instrument. Both the pilot data and the exploratory factor analysis are combined along with the confirmatory factor analysis by the researcher for assessing it against the collected primary data in order to confirm regarding the reliability of the survey and the data (Gunasekare, 2015). This test has proven that the survey is reliable. Furthermore, the items of the study have been measured against the Cronbach alpha and a result of 0.964 has been obtained. For the checking of the reliability and validity of the interview questions, expert verification was undertaken in this study (Holcomb, 2016).

Data analysis and interpretation

This section provides with the results of the analysis of the collected data, the outcomes of the research are presented along with the interpretation of every outcome. The table below is representing the results for the profile of the participants, in which the focused areas are teaching experience, and the qualifications of all of the participants (Hossain, 2012). 4% of the participants have an experience of less than one year, 21.5% of the participants have a teaching experience of 1 to 5 years, 30.1% of the participants have a teaching experience of 6 to 10 years, 124 of the participants have a teaching experience of 11 to 15 years whereas, ten of the participants have a teaching experience of more than 15 years. Furthermore, the qualification of 26.8% of the participants is equal to bachelors the qualification of 23.8% of the participants is equal to masters, the qualification of 22.2% of the participants is equal to diploma, the qualification of 23.8% of the participants is equal to PhD whereas, the qualification of 3.3% of the participants is equal to postdoctoral.

Table 1. *Teachers' Profiles*

Academic and Professional Profiles					
Teaching Experience	**Participants**		**Qualifications**	**Participants**	
	Number	percentage		Number	percentage
Less than one year	12	4%	Bachelors	81	26.8%
1-5 years	65	21.5%	Masters	72	23.8%
6-10 years	91	30.1%	Diploma	67	22.2%
11-15 years	124	41.1%	PhD	72	23.8%
More than 15 years	10	3.3%	Post-Doctoral	10	3.3%

The table below is representing the results for the descriptive analysis, it can be observed as a result of the data below that the subject matter knowledge has been considered to be important by the participants at a percentage of 68.74%. Which significantly means that there is a significant role of the subject matter knowledge when it comes to the enhancement of the effectiveness of foreign language teacher (Kaur, Stoltzfus, & Yellapu, 2018). It means that subject matter knowledge is a significant factor to be present in the characteristics of foreign language teacher, and the most significant percentage is given to this factor as well, which also elaborates regarding its importance. Furthermore, the extent of pedagogical knowledge has been observed to be 59.93%, and it is also deemed to be a very significant factor for the efficiency and effectiveness of the foreign language teachers. Both the teaching and learning capability is significantly enhanced with the enhancement of the pedagogical knowledge of the foreign language teachers. Moreover, the impacts of the socio affective skills can be observed with the help of the descriptive analysis as well, as significant percentage is assigned to the factor, 63.26% is a significant percentage, representing significant influence of the factor on the effectiveness of the foreign language teachers (Locke, Hillier, Warren, Worley et al., 2011). According to the results in the table below, it can be observed that there is a significant role of the perception of the teachers as well, in the overall enhancement of the effectiveness of the foreign language teachers, 62.26% significantly represents the importance of the factor in the enhancement of the foreign language teacher effectiveness and efficiency. Moreover, the mean values are representing the mean of the obtained data whereas the low level of standard deviation values are representing the fact that the data mostly lies around the mean values, and there is no significant dispersion or a lot of disruption in the normality of the data. The data is significantly normal, and it is normally distributed around the mean values (Morse, 2016).

Table 2. *Descriptive statistics*

Domains	**Percentage**	**Gender**	**Mean**	**Std. D**	**t**	**df**	**95% CI**	**for Mean Difference**
							Lower	*Upper*
Subject matter knowledge	68.74%	Male	2.15	0.14	0.00129	7	1.76	2.35
		Female	1.88	0.11				
Pedagogical knowledge	59.93%	Male	2.17	0.06	0.00017	9	1.72	2.29
		Female	1.87	0.12				
Socio-affective skills	63.26%	Male	2.17	0.14	0.00047	8	1.78	2.23
		Female	1.89	0.09				
EFL Teachers' Perception	62.26%	Male	2.18	0.18	0.00047	8	1.78	2.25
		Female	1.88	0.11				

The figure 1 below is first of all representing a graph that defines the perception of the teachers regarding the importance of the subject matter knowledge for the effective teaching of EFL during the time of the COVID-19 pandemic. The graph is representing the results in accordance with the teacher experience, and the highest number of teachers have agreed to the fact that there is significant importance of the subject matter knowledge when it comes to the effective teaching of the EFL during the pandemic (Morse & Cheek, 2014). These are the teachers that lie in the experience range between 11 to 15 years. The teachers in the age range between 6 to 15 years focused on the lesson preparation as an important factor for efficiently teaching EFL whereas the teachers having 15 years of consistent teaching experience believe that the conveying of the substantial education is very important for the effective learning of the students. Moreover, the teachers having teaching experience of one to five years believe in the fact that there is significantly low contribution of the subject matter knowledge in effectively teaching EFL to the students (Östlund, Kidd, Wengström, & Rowa-Dewar, 2011).

Furthermore, the recency of the attainment of the degree by the teachers has been found to be significantly impacting variable as well, the teachers that have just obtained the PhD degree are significantly focusing on the maintenance of the proper conduct in the classroom whereas, the teachers with various other academic degrees also have low perceived importance regarding the extent of subject matter knowledge (Östlund et al., 2011). The Jordanian teachers having a master's degree significantly emphasized on the fact that the multimedia approach helps in enhancing the teaching of the EFL more effectively. Whereas another group which presented significantly low importance regarding the factor involves the teachers that have just attained the bachelor's degree.
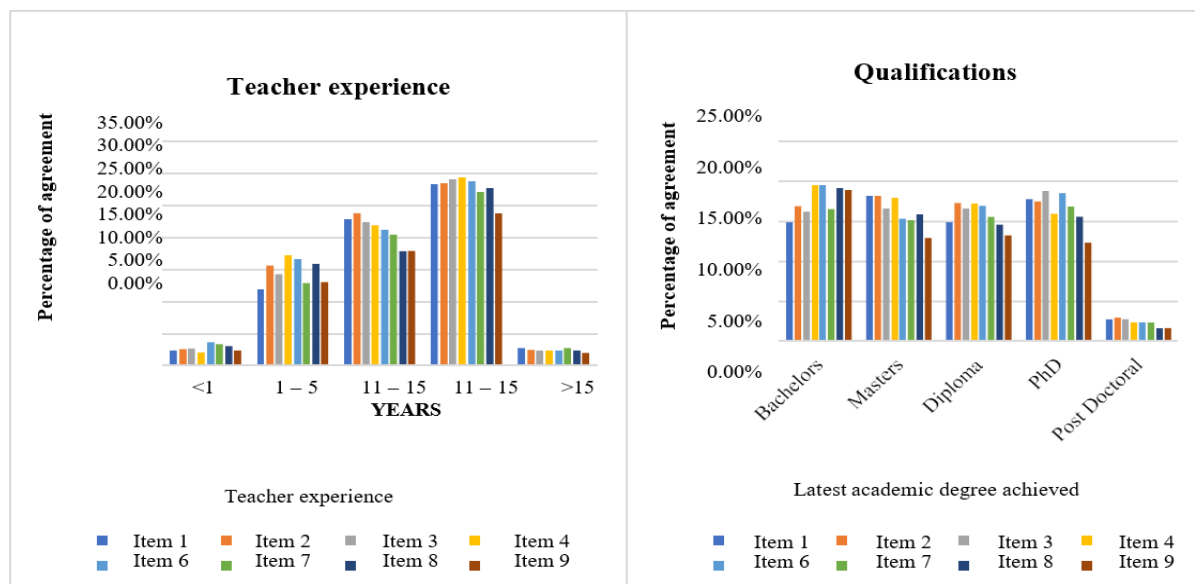

Figure 1. *Teachers' perception regarding importance of the factor subject matter knowledge for achieving effective EFL teaching*

The figure 2 below represents the results regarding the perceptions of the teachers about the extent of importance of the pedagogical knowledge for enhancing the overall effectiveness of the teaching of EFL during the pandemic of COVID-19. In accordance with the experience of the teachers, the teachers having more than 15 years of experience consider it significantly less important to focus on the pedagogical knowledge for enhancing the efficiency or effectiveness of the EFL teaching during the pandemic of COVID-19 (Palinkas, Aarons, Horwitz, Chamberlain et al., 2011). Moreover, the teachers having less than one year of experience also significantly proposed that there is less importance of the pedagogical knowledge when it comes to the enhancement of effectiveness of the EFL teaching during the time of the pandemic. The teachers having experience of between 11 to 15 years highly proposed that the impact of significant pedagogical knowledge is positive on the effectiveness of the teaching of EFL during the time of the pandemic of COVID-19. And then agreement wise, the teachers having teaching experience of 6 to 10 years agree on the fact that pedagogical knowledge is important for enhancing the effectiveness of the teaching of EFL. Moreover, the teacher is having an experience of one to five years rarely believe that the pedagogical knowledge is important for enhancing the effectiveness of the teaching of EFL during the time of the pandemic (Park & Lee, 2006).

Now, in accordance with the presence of the achievement of the degrees, it can be observed that most of the teachers that have obtained the bachelor's degree and the PhD degree have the opinion that there is significant importance of the pedagogical knowledge for enhancing the overall effectiveness of the teaching of EFL during the pandemic of COVID-19. However, the post-doctoral teachers are the least ones to admit or agree on the fact that pedagogical knowledge is important for enhancing the effectiveness of the EFL teaching during the time of the pandemic of COVID-19 (Sandelowski, Leeman, Knafl, & Crandell, 2013). The teachers that have recently obtained diploma and masters have almost equal level of agreement to the fact that there is significant importance of the pedagogical knowledge further enhancement of the effectiveness of the teaching of EFL during the time of the pandemic of COVID-19.
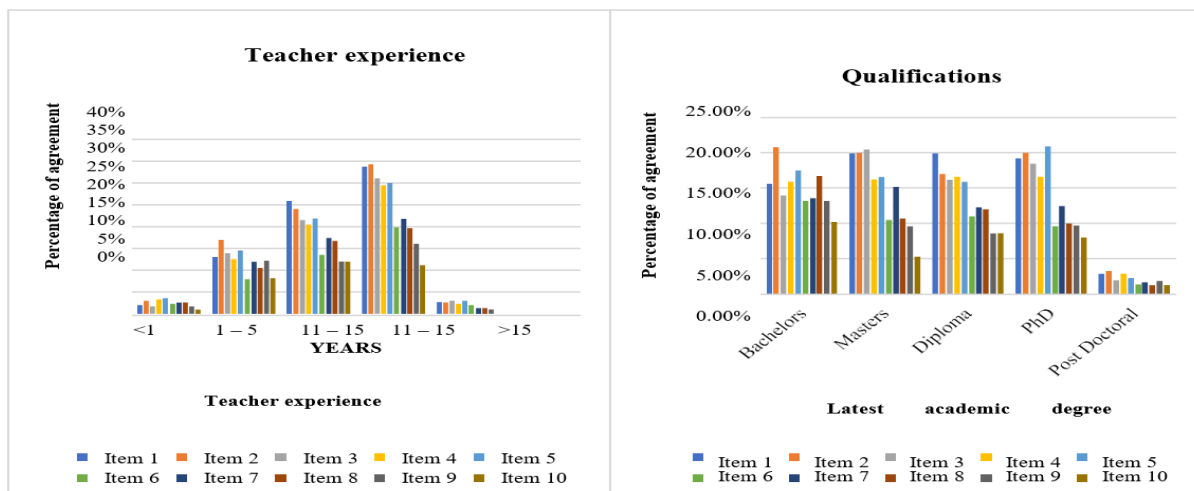
Figure 2. *Importance of pedagogical knowledge for effective EFL teaching*

The figure 3 below is representing the perception of the teachers regarding the importance of social-affective skills further enhancement of efficiency in the teaching of EFL during the time of the pandemic of COVID-19. According to the graph on the left, the teachers with less than one year of experience consider it really important whereas, the teachers having between one to five years of teaching experience consider it important that the socio affective skills can significantly and positively influence the level of efficiency and effectiveness of the EFL teaching during the time of the pandemic of COVID-19. Moreover, the teachers with a teaching experience of between 6 to 10 years also significantly proposed that the socio-affective skills are important for enhancing the effectiveness and efficiency of the EFL teaching during the time of the pandemic of COVID-19 (Sinclair-Maragh, 2017). Furthermore, the teachers having a teaching experience of between 11 to 15 years have presented the highest agreement regarding the fact that the socio affective skills significantly and positively influence the effectiveness and efficiency of the EFL teaching during the time of the pandemic of COVID-19. However, the extent of the agreement of the teachers having more than 15 years of experience is significantly low.

Now, degree wise, it has been observed that the teachers having post-doctoral degrees rarely agree with the fact that the socio affective skills are important in enhancing the effectiveness of the teaching of EFL during the time of the pandemic of COVID-19. However, it can be observed that the teachers that have obtained the PhD and master's degree almost equally agree to the fact that socio affective skills are important in enhancing the effectiveness of the teaching of EFL during the time of the pandemic of COVID-19. Moreover, the teachers having obtained the diploma recently also significantly agree with the fact that socio affective skills are important in enhancing the effectiveness of the teaching of EFL. And the level of agreement of the teachers having recently received the bachelor's degree can be observed to be almost similar as well (Terrell, 2012).
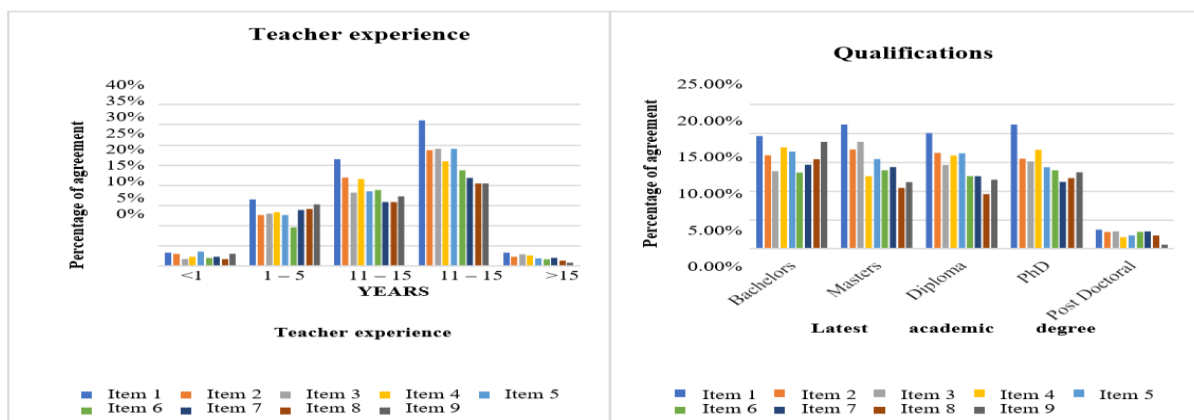

Figure 3. *Importance of socio-affective skills for effective EFL teaching*

Discussion

The pandemic had a great impact on the lives of the people all around the world. Even the education system is highly influenced by the pandemic. No such study has been conducted in the past to determine the impact of pandemic on the perceptions of teachers on the effective teaching of foreign language. Thus, this research study was conducted to determine the perceptions of EFL teachers in Jordan towards teaching English Language during the pandemic. For this study, both qualitative as well as quantitative data was collected. For the quantitative study, the questionnaires were filled by the participants prior to the pandemic expressing the thoughts of the EFL teachers about different factors affecting the EFL teaching. However, for the qualitative study, the interviews are conducted with the EFL teachers to have a detailed school of thought on the impact of pandemic on the EFL teaching.

The findings obtained from this research study showed that the teachers perceived the significance of the subject to be discussed. They were of the view that the knowledge of the taught subject should be encouraged for EFL teaching. After this the "socio-affective skills" were considered to be important by them which is then followed by "pedagogical skills". According to Alolaywi (2021), the "pedagogical skills", were considered to be highly important for the EFL teaching. However, in the current study, the results obtained were contrary to this because such skills were difficult to offer in the virtual classrooms. It was observed that the teachers still used the socio-affective skills more than the pedagogical skills in online classes. The participants were of the view that due to the technological barriers the communication with the students was limited as no face to face dialogue could be conducted (Alwehebi, 2021). The conducted survey also showed the prime significance of the subject knowledge by the teachers. It was observed that the teachers should have a great command on vocabulary for a one-way teaching for an EFL teaching in an online class. The participants faced many difficulties due to less engagement of the students during the lecture. According to Dau (2022), teachers with different level of experiences have different thoughts. The study showed that the participants with less than one year teaching experience, did not consider the high level of vocabulary importance for an EFL teaching whereas, these participants considered the effectiveness of foreign language teaching by the tasks completed by the students within a time frame up to their levels of vocabulary (Hazaymeh, 2021).

Due to the pandemic conditions, the students were forced to learn outside the environment of a traditional classroom. The participants also show their concern as they were not able to apply the pedagogical skills which are considered to be necessary of EFL teaching. The participants interviewed for this study, also reported the significance of the "academic context" for the online classes and they tried to provide lectures which are understood easily by every student as the face-to-face communication with the students was impossible. However, the selected teachers tried to maintain a learning environment for the students even in online classes by being strict. These teachers were of the view that the advanced technology has helped in sharing of the study material with the students and it has led to more of a "learner-centric environment" as the students' autonomy was also clearly visible in online classes (Ngo, 2021). However, the socio-affective skills played a huge role in providing motivation as well as emotional support in this situation. Such skills help the student both inside as well as outside the learning environment. However, the teachers found it difficult to support mental health of the students during this difficult time so, they tried to assist the students in every possible way they could. However, the observed "key aspects" of effective EFL teaching, during this study included 4 Ps which are: "Presuming", "Planning", "Preparing" and "Performing" (Rahim & Chandran, 2021). However, these introduced skills during this study are considered to be important for effective EFL teaching during the online classes especially in this situation of pandemic.

Conclusion

Covid-19 has a drastic impact on every person's life. Similarly, it has been found to influence the educational system in a drastic way possible. It has been observed that the effectiveness of the EFL teaching has been influenced by the pandemic (Rosayanti & Hardiana, 2021). Thus, this research study was conducted to determine the impact of pandemic on the effectiveness of EFL teaching in context of Jordan. For this study, a semi-qualitative study was conducted. Both the surveys and interviews were conducted with the selected participant teachers. The conducted interviews with the EFL teachers showed their response towards online classes and how they have

faced different difficulties while carrying out an online class. Most of the participant teachers showed no change in their teaching methods and they reported that the pandemic did not have any direct impact on their teaching methods. However, many other participants did not agree to this, and they explained both the positive as well as negative situations that they faced during the online classes. The results of the study showed that the online teaching due to the pandemic has highly impacted the effectiveness of the EFL teaching and this has led the teachers to follow a "special set of skills" to maintain the effectiveness of EFL teaching in order to provide effective knowledge to the students. However, the pedagogical skills that were considered to be important for effective EFL teaching were difficult to be implemented by the EFL teachers during online classes (Tappoon, 2021). But these teachers still tried to assist their students during this need of hour and they tried to provide the lectures that easily understandable by every student in order to develop an effective learning environment for the students.

Limitations and future research indications

For this research studies, the interviews were not conducted face to face due to safety measures and written interviews were obtained. This led to incomplete information as the researcher might not be able to understand the situation deeply. For future studies more face to face interviews should be conducted in order to understand the situation deep-insight.

This study was only conducted in the context of Jordan to determine the effectiveness of EFL teaching there. However, for future studies, other countries' data should also be collected in order to determine the impact of cultures also on the effectiveness of EFL teaching during this pandemic as the Covid-19 has influenced all of the people around the world drastically. For this purpose, both developing as well as developed countries should also be considered.

Implications

This research study has helped in improving the literature review regarding the impact of pandemic on the effectiveness of EFL teaching. This study has helped in formulating a "new set of skills" which is followed by different EFL teachers all around the world to have an effective online EFL teaching. The government of Jordan has also introduced new policies for effective EFL teaching in this pandemic situation to have a better understanding of the incidents all around the world. Both public as well as private educational sectors in Jordan, have implemented these skills in effective EFL teaching in online classes. However, different socio-affective skills are also practiced during online classes for providing effective knowledge to the students.

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