





University EFL Online Classroom Dynamics: Perception of Faculty Members and Students

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Abstract

Blended learning, also known as hybrid learning, blends traditional modes of education with online learning to provide tailored, diversified education to students. This study investigated the perception of faculty members and students about the existence of online classroom dynamics in university EFL classes. To collect data, 22 faculty members and 63 students at Jouf University were surveyed. The focus was on the questions to find out the EFL students' and EFL faculty members' perceptions of university online classroom dynamics. The study adopted a non-experimental quantitative research design, and data was collected through a validated questionnaire. The results of the study show positive perceptions related to the existence of classroom dynamics in online learning and its contribution to language development as stimulating learning that helps in interaction, engagement, cooperation between students, and reducing the level of anxiety. Students' perception of online classroom dynamics was more positive than faculty members.

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Keywords: EFL, Online Learning, Classroom Dynamics, Jouf university

1. Introduction

1.1. Theoretical Framework

The COVID-19 pandemic posed substantial hurdles to the worldwide higher education community, forcing the educational landscape to change and resort to a mix of face-to-face and online learning, which definitely affected students' learning experiences. Blended learning emphasizes this idea of learning through both face-to-face and technological means. Also known as hybrid learning, it blends the best aspects of traditional education with the benefits of online learning to provide tailored, diversified education to students. Teachers can tailor education via blended learning to improve student academic progress and engagement. Through a student-centered curriculum, educational institutions that use blended models can teach their students how to be self-directed learners (Powell et al., 2015). Jouf University was and still uses this type of learning and the online learning aspect is conducted via the Blackboard platform.

The Blackboard Learning System is an online educational course management system. Students can use the familiar online environment for educational reasons with the Blackboard Learning System. It gives teachers a chance to present instructional topics in a way that encourages students' organizational,

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communication, and time-management abilities to grow (Bradford, Porciello, Balkon, & Backus, 2007). Blackboard includes synchronous and asynchronous learning. Synchronous includes virtual classes and asynchronous includes content, discussion boards, assignments, etc. The new challenge, for both teachers and students, was to completely rely on Blackboard in the learning process during the pandemic. This experience left a deep impression on both teachers and students, which was much due to the online classroom dynamics and how it affected students' linguistic progress, either positively or negatively.

Classroom dynamics is a complicated and a multidimensional entity, that includes classroom atmosphere and the behavior of both instructor and students. Classroom dynamics is related to the social constructivist view of learning which emphasizes that social interaction gradually accumulates gains in levels of knowing through negotiating meaning and conceptual delimitations (Anderson & Kanuka, 1998). All learning is social because it is formed through communication, collaborative work, and interactions with others (Swan, 2005). Teachers that follow the constructivist concept in online learning should create a supportive, self-sustaining online learning community (Brown, 2014; Maor, 2003) in which students feel safe enough to take cognitive risks, share their achievements, apply self-discovery, assess, and reflect on their learning progress. The community is formed and reinforced and leads to greater teaching and learning efficacy when staff and students connect in a way that exhibits true care for one another.

Teachers can learn what students think about their teaching style, approach, personality, and qualities by observing students' attitudes, facial expressions, class involvement, complaints, and absences. Teachers should be aware of their students' particular emotional needs, as they may experience anxiety, loneliness, embarrassment, frustration, aggression, and other negative emotions in the classroom and outside. Many factors affect classroom dynamics such as the impact of student behavior and the issues of their gender (Matsumoto, 2009). For many educators, Online Classroom Dynamics is a vexing subject as they try to figure out the best way to create a welcoming and productive online environment, and the term "electronic personality" describes how some people enter the online world and other aspects of their personalities emerge, potentially causing difficulties in group formation. Instructors use passive activities and asynchronous discussion to try to reduce or even ignore conflict in the online setting as against real-world settings (Palloff & Pratt, 2013).

Through the use of theoretical ideas in real-world settings, Darby and Lang (2019) discover ways to implement effective learning in online classes and help students find success in the non-traditional learning environment. They explain how you can motivate your online students, address challenges that online instructors face through practices around educational technologies, and strategies to build community and collaboration and enhance classroom dynamics like interaction, engagement, motivation, and so on. Many strategies can enhance all types of interactions in online classes like learner-learner, learner-instructor, learner-content, learner-interface, and learner-self (Wan Hussin, Harun, & Shukor, 2019); besides, there are activities to facilitate collaboration (Haythornthwaite, 2008). Moreover, among the most engaging activities are the specialized subjects, debates, interactive tasks, the use of media, and in-depth individual assignments (Buelow, Barry, & Rich, 2018). The growth of interpersonal connections between students and instructors may not only reduce students' anxiety, but it may also enable the instructor to capitalize on these connections by designing activities around them. Instructors must organize their motivational techniques just like they do with their traditional classes in order to understand students' perception for online classes.

According to James Gibson, perception is merely the detection of information and a process in an environmental system. This is known as direct perception because a perceiver is considered to perceive his environment, and needs simply to pick up on that information and not expound on it (Michaels & Carello, 1981). Also, in social cognition, direct perception is significant (Gallagher, 2008; Lavelle, 2012). Since way-finding is a temporal process, and constructivist theories of perception contend that sensory information is temporally discrete, therefore a direct perception is disregarded (Heft, 1981). In contrast, another group of scholars holds that perception is mediated or indirect because it is believed that memories and representations play a role in perception that should entail the enhancement or elaboration of insufficient stimulus input (Michaels & Carello, 1981).

Due to all these multidimensional aspects of human behavior and the setting in which it occurs, investigating classroom dynamics is particularly difficult. Classroom dynamics research has focused on assessing the amount and quality of teacher-student interactions, peer interactions and connections, teacher-student perceptions and attitudes, and a range of instructional and student performance elements in the classroom that facilitate students' involvement (Montague & Rinaldi, 2001). Students' level of involvement and willingness to persevere at a task is ultimately impacted by the use of tactics that promote motivation, which requires students to pay attention to online dynamics (Nehme, 2010).

Paying attention to online dynamics also requires paying attention to the online classroom's communicative environment (Chick & Hassel, 2009). Therefore, due to the increased reliance on online learning, there is a dire need for more research on online classroom dynamics and their effect on students' learning. In the current study, the focus, therefore, was on investigating faculty members' and students' perceptions of the presence of a few aspects of classroom dynamics in online learning: interaction,

collaboration, engagement, motivation, and anxiety. The interaction and collaboration refer to the dynamics between students themselves and between students and instructors. The student engagement refers to how attentive, inquiring, and interested students are during the course. The motivation refers to students' willingness to participate and interact in the classroom (Licorish, George, Owen, & Daniel, 2017). Finally, anxiety is one negative aspect that could threaten positive classroom dynamics, and is required to be investigated, to find out whether online classes reduce or increase anxiety.

1.2. Literature Review

The traditional face-to-face classroom has transformed into an online format that requires a basic understanding of technology and responding to an unprecedented challenge (D'Angelo, Paviotti, Giacconi, & Rodrigues, 2021; Ong, Yasin, & Ibrahim, 2021). The web-based language learning environment has inspired scholars to address learners' positive and negative emotions (Wang, Wang, Yang, & Wang, 2021).

1.2.1 The effect of online classroom dynamics on students' learning

Students are more motivated in online learning environments than in face-to-face learning. For example, online learning tools were generally well-received by students, who felt them to be beneficial in enhancing their speaking abilities and developing self-learning strategies (Hamouda, 2020), listening skills (Almekhlafy, 2020), and fostering students' interactions and supporting the learning of reading/writing (Alharbi, 2015). Moreover, students saw online learning as a method to increase computer literacy, language development, peer collaboration, and teamwork (Fageeh & Mekheimer, 2013). Thus, the four language skills, autonomous learning, and consequently learner motivation, can all be improved with online practice (Banditvilai, 2016).

Engagement is one major aspect of classroom dynamics that is fostered by online learning and in turn, positively affects students' language learning. Learners are more excited in online classrooms since the learning environment draws their attention so strongly (Kaid Mohammed Ali, 2017). For example, students regard Blackboard, one of the online learning systems, as an engaging, beneficial, and exciting learning system that gives variety in instruction as well as assists in the creation of a motivating atmosphere for learners to allow them to learn various areas of their courses at their own pace (Sreehari, Mahasneh, & Alsayer, 2017).

Additionally, online classrooms are useful in increasing interaction among teachers and learners and among learners and their classmates. Online learning assists learners in overcoming various learning hurdles, such as fear of interacting in English, and motivates them to communicate with others in English (Alahmadi & Muslim Alraddadi, 2020). Online classes are a preferred learning mode for shy learners. Shy students were able to express themselves through online learning and felt free to inquire about anything (Al-Nofaie, 2020). When using virtual learning classes, participants felt more comfortable participating in class discussions and less afraid of speaking in front of their classmates (Hamouda, 2020). They were able to communicate with their peers and the teacher both synchronously and asynchronously (Mohammad Hussein, 2016).

Students' perspectives are influenced by their prior experience with e-learning (Almekhlafy, 2020). So, students who had a positive experience with Blackboard communication had a better attitude toward productivity, collaboration, and engagement (Fageeh & Mekheimer, 2013). This resulted in a collaborative and scaffolded atmosphere, which aided participants' achievement (Mohammad Hussein, 2016). Consequently, after being familiar with technical abilities and becoming digitally fluent, students' motivation rises (Kaid Mohammed Ali, 2017) as well as their capacity to collaborate with their peers (Fageeh & Mekheimer, 2013).

Furthermore, online learning is conveniently obtainable (Banditvilai, 2016). This prevents students from being late for class due to travel and allows them to study in a more comfortable environment (Huynh, 2021). Students can participate in live lectures and discussions via virtual courses (collaborative blackboard is an example) from the comfort of their own homes, cafés, or any other location (Kaid Mohammed Ali, 2017). For this, virtual learning lessons were found to be useful, easy, convenient, pleasant, fascinating, and helpful to students (Hamouda, 2020) to participate in class discussions and obtain course materials regardless of their geographic location (Mohammad Hussein, 2016). This obtainability of online learning makes learners more engaged and motivated.

As for the teachers, online learning platforms allow them to exchange supporting materials to aid their students' learning processes more quickly and efficiently than they could in a traditional classroom (Huynh, 2021). Additionally, teachers are enthusiastic about employing e-assessment to deliver formative and summative evaluations via the internet (Fageeh, 2015). Besides, most students do not have test jitters when utilizing the e-learning environment because of the simplicity of use of the e-testing system and the immediate feedback students get through accessing the Grade Centre (Fageeh, 2015) available in many online learning systems such as the Blackboard system. Through this Grade Centre, students immediately know the results of quizzes, assignments, and tests and get comments from the instructor on their performance. This means

that interaction between teachers and learners is achieved even in the assessment phase as well as the teaching phase through online learning systems. Students will be inspired more by instructors' excitement when they are committed to e-Learning and display active, upbeat attitudes (Sun et al., 2008).

1.2.2 Challenges that affect online classroom dynamics

Online classroom dynamics face a lot of challenges. One of the biggest problems of online English learning is insufficient internet connectivity (Almekhlafy, 2020). The inconsistent internet connection makes it difficult for students to follow classes (Huynh, 2021) and thus affects the main aspects of classroom dynamics: interaction, collaboration, engagement, and motivation. Another challenge is the lack of direct contact. A lack of face-to-face feedback from a real teacher makes students lose direct human interaction which creates a sense of social distance (Banditvilai, 2016). Thus, virtual education is not always interesting to students due to the lack of actual interaction. Another challenge is that students may be nervous during online exams especially when they are not used to it (Al-Nofaie, 2020). This affects students' motivation to study online.

Another challenge is that learners may be unable to engage in meaningful cooperation or group discussions in online classrooms (Huynh, 2021). However, online management systems such as Blackboard provide potentials for group work that can help overcome this problem. Other challenges include the length of the online meetings, which compels students to look at the computer screen for an extended period which may fatigue them. Moreover, in some online learning experiences because students are afraid of being judged badly, they express unhappiness with peer relationships. Students are also irritated by the assignment's due dates. They cannot handle the workload, especially when they have two classes in one day and this causes anxiety and thus affects students' interaction, collaboration, engagement, and motivation. Despite these challenges the majority of students concur that they like to include online learning in their courses (Akuratiya & Meddage, 2020).

1.3. Research Questions

1. What are EFL students' perceptions of university online classroom dynamics?
2. What are EFL faculty members' perceptions of university online classroom dynamics?

2. Method

2.1. Research design

The study adopted a non-experimental quantitative research design depending on two Likert-Scale questionnaires for collecting data.

2.2. Participants

The sample comprised (63) EFL students and (22) faculty members from English Department, Jouf University, Saudi Arabia. They were invited to voluntarily participate in the questionnaires to assist in achieving the objectives of the research and increase the credibility of the study results. Table 1 depicts the gender based distribution of the sample.

Table 1. Gender distribution among the sample

Group	Gender	Frequency	Percent
Students	Male	16	25.4
	Female	47	74.6
Faculty members	Male	10	45.5
	Female	12	54.5

The students' sample consists of (79.4%) with bachelor degrees and (20.6%) with master degrees (Table 2).

Table 2. Degrees of the student's sample

Degree	Frequency	Percent
Bachelor	50	79.4
Master	13	20.6
Total	63	100.0

Among faculty members, 54.5% have experience less than 10 years and (45.5%) have experience of (10-20) years. (Table 3)

Table 3. Faculty members' experience years

Experience	Frequency	Percent
Less than 10 years	12	54.5
10-20 years	10	45.5
Total	22	100.0

2.3. Data collection

Two questionnaires (one each for students and faculty members) were designed with five sections to measure perceptions of online classroom dynamics. These sections are interaction, collaboration, engagement, anxiety, and motivation. Likert-Scale with five responses ranging from strongly agree to strongly disagree was adopted. Each questionnaire included 32 items. Table 4 depicts the five sections of the questionnaire.

Table 4. Distribution of items for the five sections in the questionnaire

Sections	Items
Interaction	1-2-3-4-5-6
Collaboration	7-8-9-10-11
Engagement	12-13-14-15-16
Anxiety	17-18-19-20-21-22-23
Motivation	24-25-26-27-28-29-30-31-32

2.3.1. Design of the Questionnaires

After having designed the two questionnaires, the students' questionnaire was translated into Arabic to assure that students understand the items fully. Next, the validity and reliability of the questionnaires were verified.

2.3.2. Validity of the Questionnaires

To establish the construct validity of the questionnaires, four experts in applied linguistics reviewed the questionnaires and provided feedback throughout the initial and final stages of the instrument development process. Items on the questionnaires were updated in response to experts' comments. The validity of items on the questionnaires was also measured by counting the correlation between each item and the total score. These coefficients for the students' sample ranged from (0.43-0.93), and for the faculty members' sample ranged from (0.43-0.78). The total score correlation with sections scores was measured and ranged from (0.75-0.94) for students and from (0.59-0.81) for faculty members as shown in Table 5 and Table 6.

Table 5. Correlation coefficients between items and the total score (Pearson correlation)

Students' sample				Faculty members' sample			
Items	R	Items	R	Items	R	Items	R
1	0.68**	17	0.77**	1	0.46*	17	0.78**
2	0.63**	18	0.86**	2	0.75**	18	0.46*
3	0.67**	19	0.83**	3	0.57**	19	0.55**
4	0.72**	20	0.77**	4	0.72**	20	0.48*
5	0.62**	21	0.82**	5	0.63**	21	0.59**
6	0.68**	22	0.86**	6	0.48*	22	0.73**
7	0.84**	23	0.73**	7	0.74**	23	0.72**
8	0.65**	24	0.82**	8	0.59**	24	0.77**
9	0.90**	25	0.86**	9	0.46*	25	0.71**
10	0.84**	26	0.90**	10	0.43*	26	0.55**
11	0.89**	27	0.77**	11	0.76**	27	0.48*
12	0.43*	28	0.78**	12	0.71**	28	0.63**
13	0.76**	29	0.93**	13	0.70**	29	0.67**
14	0.85**	30	0.88**	14	0.69**	30	0.62**
15	0.82**	31	0.75**	15	0.71**	31	0.52**
16	0.71**	32	0.81**	16	0.49*	32	0.60**

** $\alpha \leq 0.01$, * $\alpha \leq 0.05$

Table 6. Correlation coefficients between sections scores and total score

Section	Students' sample(r)	Faculty members' sample(r)
1: Interaction	0.84**	0.68**
2: Collaboration	0.75**	0.81**
3: Engagement	0.87**	0.59**
4: Anxiety	0.89**	0.69**
5: Motivation	0.94**	0.77**

** $\alpha \leq 0.01$

2.3.3. Reliability of the Questionnaires

Reliability was measured using SPSS, and the result indicated that the alpha Cronbach coefficient for the sample of students was (0.96) while it was (0.83) for faculty members, as seen in Table 7.

Table 7. Alpha Cronbach for both samples

Section	items	Students' sample (Alpha Cronbach)	Faculty members' sample (Alpha Cronbach)
1: Interaction	6	0.69	0.68
2: Collaboration	5	0.89	0.64
3: Engagement	7	0.75	0.64
4: Anxiety	8	0.91	0.58
5: Motivation	9	0.94	0.78
Total	32	0.96	0.83

2.4. Data Analysis techniques

The data analysis depended on percentages and ranking of participants' responses. The percentages provide a clear indicator of the degree of existence of the different aspects of classroom dynamics in online learning from the perception of both students and faculty members. The ranks as seen in Table 8 provide a picture of which aspects are more pertinent. SPSS (v. 26) was used to do the analyses.

Table 8. Classification of means

Categories of means	Means
Very high	4.21-5.00
High	3.41-4.20
Moderate	2.61-3.40
Low	1.81-2.60
Very low	1.00-1.80

3. Results

To answer the first question "What are EFL students' perceptions of University online classroom dynamics?", the percentages of students' perception are seen in Table 9.

Table 9. Descriptive statistics of EFL students' perceptions of interaction in online classrooms

Items	Percent of agreement degree					Weighted average	Rank
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
Section 1: Interaction							
All students get a chance to speak in online classes.	41.3	31.7	20.6	6.4	0	4.07	4
I can build relationships easily with my classmates in online classes.	28.6	33.3	19	15.9	3.2	3.68	6
The teacher's voice and my classmates' voices are clear and audible.	42.9	41.3	14.3	1.6	0	4.25	3
Students are respectful to each other when speaking in online classes.	58.7	25.4	11.1	4.8	0	4.38	2
I usually use the target language in my communication in online classes.	38.1	36.5	12.7	9.5	3.2	3.96	5
I develop my English language skills in online classes through interaction.	60.3	25.4	11.1	1.6	1.6	4.41	1
The weighted average of the whole section						4.12	

Table 9 presents the perception that the student develops his English language skills in online classes through interaction came first with (a weighted average WA= 4.41 out of 5). Being respectful to each other when speaking in online classes came second (WA= 4.38). The third rank was the teacher's voice and the classmates' voices are clear and audible (WA= 4.25). The fourth rank was all students get a chance to speak in online classes (WA= 4.07). The fifth rank was for the usual using of the target language in communication in online classes (WA= 3.96). The sixth was that the student can build relationships easily with his classmates in online classes (WA= 3.68). The overall results in Table 9 show that online classes achieve high levels of interaction (WA= 4.12).

Table 10. Descriptive statistics of EFL students' perceptions of collaboration in online classrooms

Items	Percent of agreement degree					Weighted average	Rank
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
Section 2: Collaboration							
I collaborate with my classmates in online classes.	38.1	47.6	9.5	3.2	1.6	4.17	2
I share learning resources with my classmates through chat in online classes, such as where to find a course textbook, a specific reference, or links that may be useful.	50.8	41.3	6.3	1.6	0	4.41	1
My classmates and I care about each other's learning progress in online classes through words of encouragement to each other or commenting on someone's work.	38.1	39.7	15.8	4.8	1.6	4.07	5
My classmates and I support each other's learning in online classes by offering help.	33.3	49.2	15.9	1.6	0	4.14	4
My classmates and I learn from each other when we share our presentations about certain topics and discuss them with the class.	42.8	38.1	14.3	3.2	1.6	4.17	3
The weighted average of the whole section						4.19	

In collaboration, as seen in Table 10, the first rank was for students' sharing of learning resources with their classmates through chat in online classes, such as where to find a course textbook, a specific reference, or links that may be useful (WA= 4.41). The second rank was for the students' collaboration with their classmates in online classes (WA= 4.17). The third rank was for cooperation in learning when students share and discuss their presentations about certain topics (WA= 4.17). The fourth rank was the student and his classmates supporting each other's learning in online classes by offering help (WA= 4.14). The fifth rank was the student and his classmates care about each other's learning progress in online classes through words of encouragement to each other or commenting on someone's work (WA= 4.07). The overall results in Table 10 show that online classes achieve high levels of collaboration (WA= 4.19).

Table 11. Descriptive statistics of EFL students' perceptions of engagement in online classrooms

Items	Percent of agreement degree					Weighted average	Rank
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
Section 3: Engagement							
Some students usually dominate discussions in online classes.	34.9	28.6	25.4	9.5	1.6	3.85	4
Using online classes helps me to get involved in the lessons.	42.9	39.6	15.9	1.6	0	4.23	1
My concentration is high during online classes.	44.4	22.2	17.5	15.9	0	3.95	3
I do not feel isolated when using online classes.	42.9	31.7	17.5	7.9	0	4.09	2
Online classes make the educational process participatory where no complete control from either teacher or students.	42.9	31.7	19	4.8	1.6	4.09	2
The weighted average of the whole section						4.04	

In engagement, as seen in Table 11, the first rank was for better involvement in online classes (WA= 4.23). The second rank was that online classes make the educational process participatory where no complete control from either teacher or students and the student do not feel isolated when using online classes (WA= 4.09). The third rank was the student's high concentration during online classes (WA= 3.95). The fourth rank was some students usually dominate discussions in online classes (WA= 3.85). The overall results in Table 11 show that online classes achieve high levels of engagement (WA= 4.04).

In collaboration, as seen in Table 15, the first rank was students' sharing learning resources through chat in online classes, such as where to find a course textbook, a specific reference, or links that may be useful (WA= 3.86). The second rank was the students' learning from one another when they share their presentations about different topics and discuss them in online classes (WA= 3.77). The third rank was the students' supporting each other's learning in online classes by offering help (WA= 3.72). The fourth rank was students' caring about each other's learning progress in online classes through words of encouragement to each other, or by commenting on someone's work (WA= 3.36). The fifth rank was students' collaborating and working well together in online classes (WA= 3.31). The overall results in Table 15 show that faculty members believe that online classes achieve acceptable levels of collaboration (WA= 3.60).

Table 16. Descriptive statistics of English language faculty members' perceptions of engagement in online classrooms

Items	Percent of agreement degree					Strongly disagree	Weighted average	R
	Strongly agree	Agree	Neutral	Disagree	Strongly agree			
Section 3: Engagement								
Some students usually dominate discussions in online classes.	0	50	36.4	13.6	0	3.36	1	
Using online classes helps to get students involved in the lessons.	0	31.8	40.9	27.3	0	3.04	2	
Students' concentration is high during online classes.	4.5	9.1	40.9	27.3	18.2	2.54	5	
I do not feel isolated when using online classes.	4.5	36.4	13.6	27.3	18.2	2.81	4	
Online classes make the educational process participatory where no complete control from either teacher or students.	0	13.6	72.7	13.6	0	3.00	3	
The weighted average of the whole section						2.95		

In engagement, as seen in Table 16, the first rank was some students usually dominate discussions in online classes (WA= 3.36). The second rank was using online classes helps to get students involved in the lessons (WA= 3.04). The third rank was that online classes make the educational process participatory where no complete control from either teacher or students (WA= 3.00). The fourth rank was that the faculty member not feeling isolated when using online classes (WA= 2.81). The fifth rank was students' concentration is high during online classes (WA= 2.54). The overall results in Table 16 show that faculty members believe that online classes achieve moderate levels of engagement (WA= 2.95).

Table 17. Descriptive statistics of English language faculty members' perceptions of anxiety in online classrooms

Items	Percent of agreement degree					Strongly disagree	Weighted average	R
	Strongly agree	Agree	Neutral	Disagree	Strongly agree			
Section 4: Anxiety								
Students feel comfortable in online classes because they are familiar with them.	4.5	72.7	18.2	4.5	0	3.77	2	
Students feel comfortable expressing their opinions using chat in online classes.	9.1	54.5	13.6	13.6	9.1	3.40	4	
Students feel comfortable expressing their opinions using the microphone in online classes.	4.5	36.4	22.7	31.8	4.5	3.04	6	
Students feel comfortable disagreeing with one another in online classes.	4.5	18.2	50	27.3	0	3.00	7	
Students feel free to speak out in online classes.	4.5	45.5	22.7	27.3	0	3.27	5	
Students feel more confident in online classes and do not get nervous like in face-to-face classes.	9.1	77.3	4.5	9.1	0	3.86	1	
Online classes are suitable for shy students who get nervous when participating.	4.5	63.6	9.1	13.6	9.1	3.40	3	
The weighted average of the whole section						3.39		

In anxiety, as seen in Table 17, the first rank was students' feeling more confident in online classes and do not get nervous like in face-to-face classes (WA= 3.86). The second rank was students' feeling comfortable in online classes because they are familiar with them (WA= 3.77). The third rank was online classes are suitable for shy students who get nervous when participating (WA= 3.40). The fourth rank was students' feeling comfortable

expressing their opinions using chat in online classes (WA= 3.40). The fifth rank was that students feel free to speak out in online classes (WA= 3.27). The sixth rank was students' feeling comfortable expressing their opinions using the microphone in online classes (WA= 3.04). The seventh rank was students' feeling comfortable disagreeing with one another in online classes (WA= 3.00). Thus the overall results indicate that online classes have reduced levels of anxiety among students. The overall results in Table 17 show that faculty members believe that online classes achieve acceptable levels of anxiety reduction (WA= 3.39).

Table 18. Descriptive statistics of English language faculty members' perceptions of motivation in online classrooms

Items	Percent of agreement degree					Weighted average	R
	Strongly agree	Agree	Neutral	Disagree	Strongly disagreed		
Section 5: Motivation							
I am motivated to use online classes because there are no problems related to classroom management issues.	9.1	54.5	22.7	13.6	0	3.59	4
I am motivated to use online classes because there is no waste of time.	4.5	68.2	9.1	18.2	0	3.59	4
Students' good attention and motivation in online classes increase my motivation and positively affect my performance during class.	9.1	59.1	13.6	18.2	0	3.59	4
In online classes, I can motivate students through feedback and interactive classroom activities like ice breakers, debates, and others.	9.1	50	31.8	9.1	0	3.59	3
Students join online classes on time and this makes me enthusiastic.	4.5	63.6	13.6	18.2	0	3.54	5
I feel excited when using online classes to teach because of students' willingness to participate in class.	9.1	22.7	40.9	27.3	0	3.13	6
I have excellent teaching ability in online classes, which makes me feel confident and motivated.	4.5	59.1	31.8	4.5	0	3.63	1
Online classes encourage students' autonomous learning.	9.1	59.1	18.2	13.6	0	3.63	2
Online classes make the teaching process interesting.	4.5	40.9	22.7	27.3	4.5	3.13	7
The weighted average of the whole section						3.49	

In motivation, as seen in Table 18, the first rank was for the faculty member's excellent teaching ability in online classes, which makes him feel confident and motivated (WA= 3.63). The second rank was that online classes encourage students' autonomous learning (WA= 3.63). The third rank was that the faculty member can motivate students through feedback and interactive classroom activities like ice breakers, debates, and others (WA= 3.59). The fourth rank was for the faculty member's motivation to use online classes because there are no problems related to classroom management issues, his motivation to use online classes because there is no waste of time, and students' good attention and motivation in online classes increase his motivation and positively affect his performance during class (WA= 3.59). The fifth rank was students' joining online classes on time and this makes the faculty member enthusiastic (WA= 3.54). The sixth rank was for the faculty member's feeling excited when using online classes to teach because of students' willingness to participate in class (WA= 3.13). The seventh rank was online classes making the teaching process interesting (WA= 3.13). The overall results in Table 18, show that faculty members believe that online classes achieve acceptable levels of motivation (WA= 3.49).

To illustrate the differences between faculty members' perceptions and students' perceptions, the ranks of the weighted averages of the two samples were compared as shown in the following table.

Table 19. Ranks of questionnaires' section means between samples

Section	Students' sample	Ranks	Faculty members' sample	Ranks
1: Interaction	4.12	4	3.48	3
2: Collaboration	4.19	3	3.60	1
3: Engagement	4.04	5	2.95	5
4: Anxiety	4.22	2	3.39	4
5: Motivation	4.29	1	3.49	2
Total	4.17		3.38	

Results in Table 19 show that the faculty members perceived collaboration and motivation as the most pertaining online classroom dynamics. Then the third rank was for interaction, the fourth for anxiety reduction, and the last for engagement. While for students, the order was motivation, anxiety reduction, collaboration, interaction, and engagement. Another important result is that overall faculty members' perceptions are lower than students' perceptions of classroom dynamics.

4. Discussion

According to the results, it is obvious that a high percentage of students have a positive attitude toward online learning dynamics as they agree that online learning develops their English language skills by creating a positive classroom environment. The dynamics of online classrooms are perceived as positive and effective by students. The first aspect of classroom dynamics perceived by students as effective is interaction and this is consistent with several previous studies including Alahmadi and Muslim Alraddadi (2020), Alharbi (2015), Almekhlafy (2020), Banditvilai (2016), Fageeh and Mekheimer (2013), and Hamouda (2020). However, this aspect contradicts the results of Al-Mutairi and Elsayw (2022) who found that despite the positive perceptions of both faculty members and students about their online learning experiences, faculty members expressed concerns about the lack of face-to-face interaction and difficulty in maintaining students' motivation during online learning classes. This indicates that different samples may have different perceptions of online learning dynamics and this calls for further research to verify the results related to students' interaction and motivation in online learning. The second aspect of online classroom dynamics that students perceived positively is student collaboration and this is consistent with the studies of Fageeh and Mekheimer (2013), and Mohammad Hussein (2016). Besides, students agree that online learning supports their engagement and this is similar to the results of Fageeh and Mekheimer (2013), Hamouda (2020), and Sreehari, Mahasneh, and Alsayer (2017).

Moreover, students agree that online classrooms reduce their levels of anxiety as they feel comfortable in online classes and can express their opinions without fear. Thus, they see online learning as a solution for shy students. This is consistent with the studies of Alahmadi and Muslim Alraddadi (2020), Al-Nofaie (2020), Hamouda (2020), Mohammad Hussein (2016), and Kaid Mohammed Ali (2017). This is also similar to what Elsayw (2021) has found in his study about mobile-assisted language learning (MALL) and specifically the use of WhatsApp application, which is a form of online learning, and its effect on listening and speaking skills. He has found out that one of the reasons for students' improvement in listening and speaking skills, as participants reported, was the enhanced self-confidence and the lower anxiety students encountered during the use of MALL activities.

Finally, most students expressed that online learning was motivating to them and encouraged their autonomous learning. The reasons for enhancing motivation through online classrooms include students feeling of excitement during online classrooms and their ability to join classes regardless of their locations. This is supported by a number of studies including Alahmadi and Muslim Alraddadi (2020), Banditvilai (2016), Hamouda (2020), Huynh (2021), Kaid Mohammed Ali (2017), and Sreehari, Mahasneh, and Alsayer (2017). However, this motivation could be due to many other factors such as the suitable and interesting content in online learning classes as Elmoisheer and Elsayw (2022), who found that students were more motivated in certain types of online writing, specifically reflective writing than other types of writing. They also found that some topics of online writing especially topics related to students' own life were more motivating than other topics.

On the other hand, the results show that faculty members have a less positive attitude toward online learning than students. They are somewhat motivated to use online learning because they agree that the interaction between the teacher and the student is good in online learning, and they believe that online learning reduces anxiety. This is consistent with Fageeh (2015). Another aspect of online classroom dynamics that faculty members agree on is that online learning helps students' collaboration and engagement without wasting time and this is similar to the results of Huynh (2021).

Comparing the responses of both students and faculty members about online classroom dynamics, it is clear that in the interaction aspect, they agree that in online classes both the teacher's voice and the students' responses are clear and audible; the students are respectful to each other when speaking; students get a chance to speak using the target language and that students can build relationships. Although the students agree strongly that they develop their English language skills in online classes through interaction, the faculty members agree on this with a less positive rate. One limitation of online classes that may have affected faculty members' perceptions is that online classrooms may lack many live means, such as body language, that help convey meaning and enhance interaction.

In terms of collaboration, the faculty members and students agree that students collaborate in online classes. They can share learning resources with their classmates, and learn from each other by sharing their presentations and discussing them with the class. They care about others' learning progress and support it.

Also, they agree to some extent that online classes help students to get involved in the lessons, and make the educational process participatory. However, faculty members agree with a lower positive percentage that students' concentration is high during online classes and that faculty members do not feel isolated. It may be natural for the faculty member to feel isolated behind the computer screen, especially if the students interact little, or if they prefer to use chatting most of the time instead of the microphone which creates an atmosphere of boring routine for the faculty member and affects his performance and thus students lose the attention at some times because of the atmosphere of the class.

Moreover, both faculty members and students perceive online learning as a means for lowering anxiety of students. They see that students are familiar with online classes which makes them feel comfortable, confident, and free to express themselves and that online classes are suitable and helpful for shy students who can express their opinions by using chat. However, faculty members put two items in the last rank which are that students feel comfortable disagreeing with one another and expressing opinions by using the microphone. This may be because that the use of the microphone may put the student in a state of tension and lack of confidence in his language. Students prefer to use chat to express in brief, thoughtful, sometimes non-automatic, and grammatically correct words. Thus, online learning lowered students' anxiety and helped them to communicate to some extent as they communicated through writing in chat boxes more than speaking through the microphone. This indicates that instructors need to find ways to encourage students to communicate not only in writing but also orally in online classes as this is very important for any language learner.

Finally, about motivation, faculty members and students agree that they join the class on time and there is no waste of time or problems related to the teacher's classroom management. Online classes encourage students' autonomous learning and participation and they can be motivated through feedback and interactive activities. So, the learning and teaching processes are interesting. However, students agree less than faculty members that online classes make them confident. This may be due to their lack of exposure to the audience while speaking.

In general, the faculty members perceive online classroom dynamics less positively than students though their overall perception is still positive.

5. Conclusion and Implications

The current study adds a more concentrated insight into different aspects of classroom dynamics related to interaction, collaboration, engagement, anxiety reduction, and motivation from both perceptions of students and faculty members and compared those perceptions and identified consistency among them.

The results of this research can help enhance online learning as it gives a clear vision of the different aspects of online classroom dynamics and gives an idea for instructors on how to improve online teaching and learning. Therefore, this research may benefit educational institutions to reconsider the policy of learning and teaching. Educational institutions may take blended learning as a compromise that combines classroom learning and online learning with a layout that allows them to make good use of both and avoid potential challenges. Some courses may be completely converted to online learning. Educational institutions can use this type of learning for students coming from distant places and solve the problem of effort, transportation, housing, and financial costs. As for the instructors, they can control the settings of online classrooms to help students develop their language skills by locking communication via chat and allowing participation only through the use of the microphone. Even students can help themselves to develop their language ability and take advantage of online classrooms, in which tension and pressure are reduced by interacting effectively in the classrooms and using the microphone to speak.

Online learning must be seen as integrated learning, and it should not be marginalized compared to face-to-face learning, nor it should be used in a negative way so that it is limited to the use of technology. Rather, attention must be paid to transforming online learning from passive to active in a way that satisfies everyone and making it more enjoyable and useful by following the methods and strategies that raise the dynamics of the online classrooms and thus raise the level of learning and teaching.

To sum up, positive online classroom dynamics can help make online learning more effective and this issue needs further investigation especially experimental studies that could verify the results more and find other aspects that could help enhance these dynamics.

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