'Every cloud has a silver lining': Libyan EFL Teachers' Professional Development Practices and Lessons Learned from the Pandemic.

""رب ضارة نافعة": ممارسات التطوير المهني لمعلمي اللغة الإنجليزية الليبيين خلال جائحة كورونا والدروس المستفادة من الجائحة

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Abstract

This study investigated the professional development activities and practices used by fourteen EFL Libyan teachers during the coronavirus pandemic to enhance their teaching skills as they transitioned to online teaching. The study also investigated the factors that influenced teachers' online teaching and how they changed their teaching methods after the pandemic. In this study, semi structured interviews with fourteen teachers were used to collect data. The findings of the study showed that most teachers enhanced their teaching and technical skills by participating in online webinars, courses and conferences. Teachers' main challenges were a lack of technical skills, a poor internet connection, time management and students' low motivation. Most of the teachers mentioned that this experience inspired them to utilize new techniques, take on new roles, engage their students in autonomous tasks and adopt a lifelong learner mindset. This implies that the opportunities for professional development opportunities that empower teachers are required.

Key words: autonomous learning, coronavirus pandemic, teachers' professional development, teachers' roles, teaching practice

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ملخص:

بحثت هذه الدراسة في أنشطة وممارسات التطوير المهني التي استخدمها أربعة عشر مدرسًا ليبيًا للغة الإنجليزية كلغة أجنبية أثناء جائحة فيروس كورونا لتعزيز مهاراتهم التعليمية أثناء انتقالهم إلى التدريس عبر الإنترنت. كما بحثت الدراسة في العوامل التي أثرت في تدريس المعلمين عبر الإنترنت وكيف قاموا بتغيير أساليب التدريس بعد الوباء. في هذه الدراسة، تم استخدام المقابلات مع أربعة عشر معلمًا لجمع البيانات. أظهرت نتائج الدراسة أن معظم المعلمين عززوا مهاراتهم التدريسية والتقنية من خلال المشاركة في ندوات عبر الإنترنت ودورات دراسية ومؤتمرات. تمثلت التحديات الرئيسية التي واجهها المعلمون في الافتقار إلى المهارات التقنية، وضعف الاتصال بالإنترنت، وإدارة الوقت، وانخفاض حافز الطلاب. ذكر معظم المعلمين أن هذه التجربة ألهمتهم لاستخدام تقنيات جديدة، وتولي أدوار جديدة، وإشراك طلابهم في مهام مستقلة، واعتماد عقلية المتعلم مدى الحياة. وهذا يعني أن فرص التطوير المهني التي تمكّن المعلمين مطلوبة.

الكلمات المفتاحية: التعلم المستقل، جائحة فيروس كورونا، والتطوير المهني للمعلمين، وأدوار المعلمين

Introduction

The spread of COVID-19 has an impact on education all over the world. Teachers have to learn how to use technology to teach a foreign language online without engaging face-to-face teaching (Shin & Kang, 2018). As a result, this transition from physical teaching to online teaching increases teachers' workload 'since it is not only about moving teaching materials

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into an online learning environment, but also about employing required applications', (Allen, Rowan, & Singh, 2020). This shift to online teaching necessitates teachers taking on new roles, and learning new knowledge and competencies in order to integrate technology into their classrooms,(Adnan, 2018).

Libya, the context of this study, went into a complete lock-down in March 2020, and it was extended several times as the number of cases increased. For a long time, schools, colleges, and other educational institutions were closed. The lock-down has been to some extent eased in September 2020 and educational institutions were permitted to conduct exams but not physical teaching. This unpredictability caused considerable consternation among teachers, students and parents.

Then in 2021, As the pandemic remained unpredictable, universities and academic departments formed groups to discuss the issue and to propose solutions to COVID-19. Because most colleges opened partly, blended learning was implemented. Then, in July 2021 there was another lockdown causing classes to be disrupted and exams to be postponed. As a result, the Libyan Ministry of Education encouraged schools to use alternative tools such as local TV channels, social media, free educational apps and platforms to conduct classes

Because of the COVID-19 pandemic, English language learning shifted to be online completely and then transitioned to blended learning. This presented several challenges for both teachers and students. Teachers have to expand their knowledge and learn the essential skills to teach online. In some cases, institutes organize professional development courses, seminars, workshops or in most cases, teachers initiate them themselves. During the pandemic, teachers were mostly left on their own to improve their technical skills and create online courses.

The colleges reopened in January 2022, with physical teaching and learning implemented. This research heeds Atomojo&Nugroho's (2020) call for more research on teachers' professional development in the use of technology in the pandemic. Eventually, this research aims to investigate EFL Libyan teachers' professional development practices to enhance their teaching and technical skills during the pandemic as well as the challenges they faced and the lessons they learned.

This study aims to investigate the following research questions:

1.How do Libyan university teachers enhance their teaching and technical skills in the midst of the pandemic?

2. What are the factors that influence teachers' online teaching experience?

3.What did Libyan teachers learn from their online teaching experience during the pandemic?

Literature review

The ongoing spread of COVID-19 with its vast impact on teaching and learning practices globally has provided a rich field for investigation and research. Teachers in EFL contexts had to learn how to teach virtually, apply what they learned and support their students to participate, attend and communicate by using the language. Many studies have been conducted to investigate the influence of COVID-19 on language learning and teaching as well as teachers' strategies for dealing with the situation and improving their skills through participation in professional development opportunities (Giacosa, 2021), Ghouname (2020).

Professional development opportunities during the pandemic

Teachers' professional development is a continuous process of learning, adapting, and enhancing their teaching skills (Richards & Farrell, 2005). Teachers continuous professional development can take many forms, ranging from individual activities such as reading articles, to more formal, well-planned activities like conferences (Borg, 2018). language teachers are increasingly taking advantage of online professional development opportunities (Shin & Kang, 2018; Parsons et al., 2019).

As the pandemic lasted longer than expected, the online teaching and learning became necessary. Online teachers' professional development in various forms aims to enhance language teachers' knowledge and teaching skills through flexible, free platforms covering a wide range of topics. According to Atomogo (2021), online professional development is delivered in the form of workshops, seminars, and courses, synchronously, asynchronously, or in a blended format via websites, blogs, social media, and other platforms.

The pandemic caused a new wave in teaching and learning process. Teachers had to shift from physical teaching to virtual teaching. 'This requires setting up classes on virtually, contacting students and engaging them on activities and tasks', (Allen, et al 2020:3). This puts pressure on teachers to abruptly move to an alternative method of teaching in a limited time, often without support of administrations. Teachers found this situation to be extremely stressful, resulting in confusion and increased workload. The majority of teachers looked for online professional development opportunities while the pandemic surge persisted, though, in order to learn how to support their students and teach online.

The findings from Trust & Whalen's (2020) research with 325 teachers in the United States indicated that teachers felt unprepared for the sudden shift to online teaching. Most of the participants had never used online or blended learning before. furthermore, the participants stated that the majority of the professional development activities were informal and self-directed by the teachers themselves. Similarly, Atomogo (2021) investigates the practices and perceptions of 42 Indonesian EFL teachers' regarding online teacher professional development experiences during the COVID-19 pandemic. The findings of the study are based on a questionnaire and semi-structured interview. The findings showed that the participants engage in a variety of professional development activities such as reading books, watching tutorials, participating in a webinar and most preferred activity is having informal conversations with colleagues.

Khlaif, et al (2020) investigated how teachers responded to the lock-down and closures in Palestine, Libya and Afghanistan, three countries that had been at war for many years prior to the Covid-19 pandemic. The findings revealed that teachers in these countries attempted to improve their skills in order to create appropriate virtual content for their students. At the start of the pandemic, most Libyan teachers relied on the use of social media for professional development as well as teaching and assigning homework. Similarly, Maclntyre et al's (2020) research findings showed that teachers did their best to adjust to the unexpected situation and continue teaching using various online resources.

In Saudi Arabia, Daraghmeh et al. (2021) investigated the effect of the shift to virtual learning during the pandemic on 35 English language teachers. Their findings revealed that there are various methods to empower English language teachers with skills and virtual technology as well as encouraging collaboration among EFL teachers. Similarly, Konig, et al (2020) investigated new teachers' trials to contact their students and deal with the challenges. The

findings revealed that the participants improved their digital competence in order to adapt to online teaching during the pandemic.

The challenges that EFL teachers' faced in virtual teaching

Research has shown that most EFL teachers were not prepared to manage online teaching, (Churiyah et al., 2020). According to Silvhiany (2022), virtual teaching has presented challenges due to teachers' lack of experience with online tools, technical difficulties, students' motivation and participation. Kaden (2020) investigated the changes of the professional lives of English language teachers in Alaska. His findings showed that there has been a significant change in the teachers' workload as it takes more time to carefully design tasks.In Chile, Escobar and Morrison (2020) investigated the challenges and opportunities for virtual teaching faced by 27 teachers in using virtual teaching. The findings revealed that the sudden shift of teaching and the lack of the required technical skills had a negative impact on the teaching/learning process.

Although online learning enhances learners' self-confidence and autonomy, teachers find it challenging because most learners had the internet connection issues, (Khatoony and Nezhadmehr 2020). According to (Artini et al 2022), two factors contributes to learners' autonomy: learners' factors such as a lack of motivation and institutional factors.Since the learning was shifted to online learning, learners were required to perform some tasks on their own, as well as submit assignments and search for information for their projects. However, not all learners are ableof completing tasks due to their low motivation, a poor internet connection and their dependence on their teachers.

The infrastructure factor was also mentioned in Giacosa's (2021) research findings, in which she mentioned that the lack of devices and the poor internet connection were the main factors that influenced Italian EFL learners and teachers' experience in online teaching. In addition toa lack of training and experiencein online teaching.

The findings of Artini et al's research (2022) showed that most of the Indonesian EFL teachers describe their learners as less autonomous and less motivated. Learners are mostly passive and depend heavily on their teachers. Thus, promoting autonomy in the shift to online teaching and learning has become crucial for teachers to achieve the goals of language learning.

Lessons learned

Situmorang, et al (2021) investigated the English teachers' reflections and lessons learned during the pandemic. The guided narrative frames were the research tools in their research. The data was analyzed by using thematic analysis and was then organized into themes. The findings showed that while teachers initially found the online teaching challenging due to technical issues, economic problems and mental struggles, they learned how to be adaptable in their teaching styles, and utilized more personalized feedback.

Giacosa (2021: 1) investigated how EFL Italian teachers respond to the challenges of online teaching posed by the COVID-19 outbreak as well as their students' perceptions. 'Despite the difficulties, the respondents acknowledge they increased their digital literacy and experimented new dimensions of teaching and learning'. Students appreciated being given various options for attending lectures, and have become more autonomous.

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According to Sari (2020), teachers' collaboration increased during the pandemic and after, which is mostly self-initiated or introduced by institutes and takes many forms such as discussions, sharing teaching materials and study groups. The findings of Jao& McDougall's (2015) research showed that teachers collaboration as well as participation in professional development activities increases teachers' professional growth.

Despite the obvious need for professional development opportunities related to the integration of technology in learning and teaching (Silvhiany et al., 2022), it is necessary to find out the EFL teachers' professional development practices in these changing times. This research aims to fill a gap in the literature by investigating Libyan EFL university teachers' professional development practices during COVID-19 pandemic, the factors that influenced their online teaching and the changes that they make in their teaching in the new normal.

Methodology

Participants

The participants of this research are 14 university teachers from two Libyan universities. They were three males and eleven females. Four have a PhD, while the remaining ten have an MA. Their teaching experience ranged from 5 to 35 years.

Data Collection and Analysis

A qualitative approach was selected to investigate how do Libyan EFL teachers enhance their teaching skills during the pandemic and the factors that influence their work. Semi structured interviews were used because they have a structured framework but are flexible for more follow- up questions (McDonough & McDonough, 1997).

Data collection Process

After getting permission from the heads of the departments to interview the EFL teachers, the researcher began the data collection. At the beginning of the interviews, the researcher informed the teachers about the aim of the study and assured them that the information provided would be kept confidential. The interviews took place in the teachers' workplace and through skype. Some interviews lasted 30 minutes, and some lasted more. The interviews were conducted in English with occasional use of Arabic language.

Data Analysis

Once all fourteen teachers were interviewed, the data was organized and coded around the main themes of this research: how teachers enhanced their teaching skills, the factors that influenced their online experience and the lessons learned from this experience.

Findings and discussion

The data collected from the participants of this research revealed that most teachers were actively engaged in various professional development opportunities during the pandemic. The sections that follow present the results of the study as well as a discussion of the main research findings.

1.How do Libyan university teachers enhance their teaching and technical skills in the midst of the pandemic?

Since the spread of COVID-19, there have been various online training courses and webinars. The participants of this study mentioned that they were overwhelmed by the events at the beginning, and then they attempted to find what they needed. Most of the participants mentioned that they had attended online webinars, workshops and seminars to learn how to teach virtually. professional development activities, according to Peel (2020), are self-regulated in nature. Most of the events were technology related, such as how to use Zoom and Google Classroom in teaching. The teachers also, searched for best practices and virtual teaching applications. T5 '*its my responsibility to find how to cope with the situation. I searched for training courses and joined many webinars*'. According to Silvhiany (2022), webinars are the common space for professional development courses. In addition to attending the webinars, some teachers looked for resources and materials to use in their virtual classrooms.

Some of the participants mentioned that they asked their colleagues and friends for advices on how to adopt the materials and engage students in online learning. They established a community of practice in which they share ideas and information about courses and applications. T6 mentioned '*we did not share just the information and how to use certain applications but also we shared our problems and supported each other*'. According to Darling- Hammond &Hyler (2020),professional development activities became more collaborative, with teachers supporting one another.'When pandemic online learning became the norm, teachers have turned to their social networks to get supports in this trial time' (Silvhiany, 2022:5)

Three teachers mentioned that they are not prepared to teach virtually and do not have time to learn or implement new skills. They wanted to attend these events, but they had to meet family and social obligations that prevented them from doing so. T3: '*The university did not provide any courses so I've used social media to contact my students*'. T10 added: '*as you know we have other social duties to fulfil and learning new skills and applying them needs time*'. In response to a follow-up question about how they communicated with their students, two teachers mentioned that they taught them through Facebook groups or WhatsApp. T1:stated that '*since it was not an obligation,we do not have to do it. I just waited for the safe back to college to teach*'.

In contrast with Ghounane's research findings (2020), it was noted that the eldest teachers initiated groups to share ideas and thoughts about integrating technology in teaching.T13: '*I am the eldest here with 35 years of teaching, yet, it was a good opportunity for me to learn and to share online resources*'.

2. What are the factors that influence teachers' online teaching experience?

Most of the participants mentioned that learning new skills was insufficient to prepare them for virtual learning. They had to overcome various challenges in order to attend webinars and courses and apply what they had learned. The participants in this research mentioned several common challenges including: teachers' technical competence, infrastructure, time management and students' low motivation.

Teachers' first challenge was utilizing online educational applications and platforms. It was difficult for teachers to learn and to apply what they learned at the start of the pandemic. Most of the participants expressed confusion about how to assist their students in submitting assignments and downloading materials. T14: '*I learned how to use Google documents, create assignments and quizzes. At the beginning, it was a very stressful experience*'.

Infrastructure problems such as the poor internet connection and the regular power cut were mentioned by all the participants. T10: *'I do not have good internet connection to download materials and videos'*. T6 added: *'my students complained about the poor access to the internet. Some claimed that they don't have smartphones'*.

Time management was a challenge mentioned by eight teachers. It was a demanding experience to adjust the materials and the content, teach students and give feedback. Because teaching from home is more flexible, so it takes longer than expected. Furthermore, two female teachers complained that they do not have time to attend courses or to teach online due to other family and social obligations.T12' *it was very stressful experience. My students think that I am connected to the internet 24 hours and my kids think that it is a holiday because I am at home'*.

The final challenges mentioned by five teachers was student's motivation. Teachers were challenged to engage their students in online learning. They needed to use a variety of activities and games to keep the classes interesting. T7: *'some students were not interested to participate in Google Classroom. They think that they do not have to because it is not assessed'*.

3.What did Libyan teachers learn from their online teaching experience during the pandemic?

After three years of using online teaching, blended teaching, and physical teaching in the new normal, the teachers have survived the challenge in online teaching and learning. The teachers mostly enhanced their teaching skills and used various strategies in their classes both virtually and physically. These changes include the use of new teaching techniques, adaption of new roles, the assignments of more autonomous tasks and collaboration with other teachers.

Teachers in this study mentioned that they have learned to adapt their teaching techniques to meet their students' learning needs. The teaching method is modified by using authentic materials, making group discussions, extending the task deadlines and utilizing videos.T5: *'I used to be strict with deadlines, but now I am more flexible'*. Most teachers found strategies to keep the teaching learning process going. In addition, some teachers mentioned that they recognized the significant of incorporating technology into teaching.T8: *'I did not think about usingGoogle Classroom or any other platform before. Now, in the new normal, I cannot teach without it. I use it for sharing materials, discussions and submitting assignments'*. T5 added: *'even after getting back to face to face teaching, I use blended learning. It is a good way for follow-up discussions and submitting assignments. It is something that I did not think about before the pandemic'*.

The shift from physical teaching to online teaching encouraged teachers to adapt new roles and see themselves as lifelong learners. Most teachers mentioned that they have learned a lot of new knowledge, skills and techniques through the pandemic to enhance their teaching skills. T11: *I have 25 years of teaching experience yet I felt that I need to learn how to teach virtually. It was stressful and funny that I have a PhD but I need to start from the beginning when it comes to online teaching'*. As a result of this shift in perspectives, teachers were encouraged to take on new roles in the classroom rather than simply acting as controllers all of the time. T14 *'now I play the role of facilitator most of the time. I realized that lecturing only is not enough. So my students can learn from each other and practice their language'*.

As a consequence, the sudden shift to online teaching provided a great opportunity for teachers to reflect on their teaching practice and methods. Most of the teaching in Libya is

teacher-centered, with teachers delivering information to their passive students. During their online experience, some teachers mentioned that they needed to reconsider their teaching methods and give their students tasks that promote their autonomy. T6: '*after getting back to physical teaching,I give my students choices, chance to evaluate their learning and to work on their own'*. T5 added: '*during the pandemic, I wished if my students are more autonomous rather than waiting for me to tell them what to read, how to do tasks…..etc'*.In a response to a follow-up question about how the teacher will encourage her students to be more autonomous, she stated that '*I encourage them to work in groups or pairs to do tasks. Also, I encourage them to extend their learning beyond the classroom by reading stories and watching documentaries.*

Collegiality and supportive working environment were mentioned by most teachers. They recognized the importance of establishing community of practice to support one another and share ideas and experiences. Through discussions, teachers strengthen their understanding of the new pedagogical methods and techniques. Furthermore, participation in community of practice supports teachers' emotionally. T9: '*in this changing world, it is good to know that I am not struggling alone, that my colleagues don't know how to manage their time or encourage their students to be more active'*. According to Sari (2020), teachers' collaboration enhances teachers' knowledge, pedagogical skills and self-confidence.

Discussion

Most of the teachers who participated in this research were uncertain and anxious due to the lack of technological tools and prior experience of teaching online. According to Crawford et al (2020), the lack of professional skills in offering online teaching is one of the difficulties that higher education institutes faced during the pandemic. Likewise, Devaney et al. (2020) mentioned that many institutions struggled during COVID-19 because teachers lacked the necessary experienced to teach online.

The transition from physical to virtual teaching forced teachers to seek alternative modes of teaching and participate in various online courses and webinars. The findings of this research showed that the available professional development opportunities during the pandemic served a dual purpose for most of the participants of this research. they were self-motivated to be digitally literate and capable of using online educational tools. At the same time, they had to learn how to deliver English language contents online so that they could support their students develop linguistic and communicative skills in the English language.The study shows that if there are available opportunities, most teachers are self-motivated to learn. Only a few teachers said that they did not participate in any webinar or training courses.

Teachers' technical competence, infrastructure, time management and students' low motivation were among the challenges they faced. Initially, most teachers lacked the technical skills required to use some online applications and to deliver courses online. This is consistent with Gautam's (2020) research findings, in which the participants mentioned that their technical skills were insufficient to teach online.Other issues raised by the teachers included a lack of consistent internet connection, and frequent power outages. Similarly, Noor, et al's (2020) research findings revealed that low attendance learners, limited teaching resources, poor internet, and teachers' ICT skills are the main challenges that teachers in Pakistan face. According to Khalifa et al (2021, p105), 'the two main challenges are infrastructure and teachers' technical knowledge and skills, which are two major components of online learning, and without them, online learning can rarely happen'.

Another difficulty was getting students to join the Google Classrooms and participate in the discussions. This is similar to Dhawan's (2020) research findings, which showed that engaging students to attend virtual classes was one of the main challenges that teachers faced. Furthermore, students occasionally have technical difficulties with their devices. These challenges necessitate additional time and assistance from teachers. Thus, most female teachers mentioned time as an issue because they have family responsibilities.

Although COVID-19 pandemic had a negative impact on education around the world, Dhawan (2020) argued that the unexpected interruption of teaching and learning during the pandemic provided EFL teachers with various opportunities to improve their teaching strategies. Similarly, McMaster et al (2020), mentioned that the pandemic provided an excellent opportunity for professional development and action research. According to Giacosa (2021), despite the challenges and difficulties, both teachers and learners had a positive experience of online teaching and learning which enhanced their digital skills and broadened teachers' horizons of professional development opportunities.

The participants of this research mentioned that they had enhanced their teaching and technical skills through thevarious teaching strategies that they had used. Furthermore, most of the participants of this research recognized the importance ofincorporating technology into teaching. After returning to physical teaching, they continued to use educational platforms such as Google Classroom. Similarly, Giacosa's (2021) findings indicated that after the pandemic, EFL Italian teachers became more flexible and open to online teaching.

Unlike Ghouname's(2020) research findings, the old experienced teachers who participated in this researchexpressed an interest in using technology and learning how to cope with online teaching. Teaching experience and high qualifications were insufficient. Teachers needed to improve their skills and learn new techniques. Teachers see participation in webinars and workshops, as well as sharing ideas with colleagues, as a lifelong learning process.

Collegiality and mutual support were essential and mostly mentioned by the participants. Teachers used most of social media applications to learn and interact with other teachers. According to Prenger et al (2019), networked professional learning communities facilitate teachers' learning and collaboration. Collaboration was virtual at the start of the pandemic via social media, then blended due to the restricted rules of social distance. According to Carpenter &Munshower (2019), virtual collaboration provides similar interactions to physical collaboration in enhancing the quality of teaching practices.

The virtual experience provided teachers with an opportunity to rethink their roles and challenge their teaching practice. Some participants mentioned that they would create tasks that require students to take more active roles in their learning rather than passive roles. teachers in this case had to provide opportunities to foster learners' autonomy through a variety of activities and tasks, Benson (2011). Giacosa (2021:1) adds that 'capitalizing on the wisdom learned during the various phases of the pandemic could help change traditional teaching and improve the learning experience of the new generations of students'.

As educational systems adjust to the new normal, it is important to provide EFL teachers with the resources they need to learn how to use technology for blended learning. (Saboowala& Mishra, 2021) suggests the incorporating blended learning into teacher education as a sustainable pedagogy. In similar line, Hakim's (2020) research findings indicated that techno-led online teaching provided good opportunities for learners to engage. The findings of both

studies emphasizes the importance of providing in-service professional development programs for teachers, particularly in use of technology in the teaching/learning process.

Limitations

This study investigated the professional development practices of 14 EFL teachers working in three Libyan universities, the factors that influenced their online teaching and the lessons learned from their teaching in the pandemic. Because this study had a small sample size, the research findings cannot be generalized to all EFL teachers in Libya. Moreover, the teachers only represented EFL public university teachers in Libya. There are several other groups, including private college teachers and ESP college teachers, and the findings of the study could have been different if the researcher had interviewed those other groups.

Conclusion and Recommendations

The purpose of this research was to investigate the professional development activities that EFL Libyan teachers use to enhance their teaching skills, the challenges they face, and the changes in their teaching practices in the new normal. Most of the teachers who participated in this research were looking for training opportunities to enhance their teaching skills, change the content of their courses and develop their technical skills. Some teachers were self-regulated in terms of knowing what they needed and participating in webinars and courses to enhance their teaching and technical skills. Others were confused and overwhelmed by the variety of professional development courses available. Thus, they established community of practice to share their knowledge and support one another. A few number of teachers decided to wait for the safe back to college and they only taught their students in physical classrooms.

Several factors influenced the participants' online teaching experiences. The most common were a lack of technical skills, the limited facilities and infrastructure, limited time and students' low motivation. Despite these challenges, most of the participants asserted that they had reflected on their teaching practices and had chosen to use new techniques and roles in order to engage their students in more autonomous and meaningful tasks. In addition to adopting a mindset of a lifelong learner.

Based on the findings of this research, the following recommendations can be made:

- Teachers' technological and pedagogical skills should be enhanced through in-service training courses at various levels.

-It is advised to view the online teaching experience as an opportunity to encourage teachers to adapt their classroom teaching practices and enhance their skills in order to effectively engage their students in online learning.

- Higher education institutions should develop infrastructure and provide new educational software, applications, and platforms to integrate technology into EFL teaching.

- To cope with the new normal, policymakers and university administrations must work together to implement new teaching strategies and techniques for integrating technology into English language instruction.

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