

AMERICAN UNIVERSITY OF BEIRUT

PERCEPTIONS OF ENGLISH COMMUNICATION SKILLS
FACULTY AT THE AMERICAN UNIVERSITY OF BEIRUT
OF ONLINE LEARNING DURING THE COVID-19
PANDEMIC

by
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A thesis
submitted in partial fulfillment of the requirements
for the degree of Master of Arts
to the Department of English Literature
of the Faculty of Arts and Sciences
at the American University of Beirut

Beirut, Lebanon
February, 2022

AMERICAN UNIVERSITY OF BEIRUT
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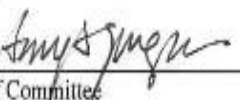
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ACKNOWLEDGEMENTS

To my mother

I dedicate the completion of this thesis to my mother, Dina Shouman. Mom, you are my role model, best friend, support system, and biggest motivation, and I wouldn't be where I am today if it weren't for you. Our journey started when you pushed me to pursue a double major at UCLA. You then encouraged me to become a teacher and inspire hundreds of students, just like you have. You empowered me during my journey at AUB and offered your unwavering support. Today, as I apply for a PhD program to continue the path of academia just like you did, I think of how proud and fortunate I am to have had you by my side all this time.

I want to also thank my father for his constant presence and support that grounded me and gave me a space to call home. I want to thank my siblings: Khaled—your resilience inspires me, Aya—your positive energy lights up my life, and Ahmad—our friendship means everything to me. I want to thank my husband, Mohamad, for inspiring me to work hard, and my five-month-old son, Ahmad, who has added so much light into my life.

I want to thank my advisor Dr. Kassem Shaaban; I appreciate your advice and encouragement. I want to thank the thesis committee, Dr. David Landes, and Professor Amy Zenger for their helpful comments and suggestions. I feel grateful to have attended AUB and used their platform to conduct my research.

Amani Itani

ABSTRACT

OF THE THESIS OF

Amani Mahmoud Itani

for Master of Arts
Major: English Language

Keywords: online education; distance learning; e-learning; self-efficacy; online teaching competencies; COVID-19; Faculty Readiness to Teaching Online (FRTO).

The COVID-19 pandemic highlighted the importance of faculty preparedness in distance learning, which has become the main method of learning and teaching and a catalyst for providing students with an educational experience close to face-to-face learning. This study explores the perceptions of the faculty of the English Communication Skills Program (CSP) at the American University of Beirut (AUB) of online teaching competencies and their perceptions of self-efficacy in the mandated teaching online in the COVID-19 environment. For this purpose, the study used the Faculty Readiness to Teach Online (FRTO) survey developed by Martin, Budhrani, and Wang (2017, as cited in Vang, 2018) to explore faculty attitudes and perceptions of self-efficacy. Nineteen participants were asked to rate the importance of competencies that fall under four categories: course design, course communication, time management, and technical competence. Additionally, a faculty demographic characteristics survey (gender, age, years of teaching, experience of teaching online, level of students the participants are teaching, primary online teaching methodology, and support and training received) was distributed to study which demographic factors have the most effect on the perceptions of faculty competencies and self-efficacy. Results revealed that CSP faculty's needs that will prepare them to teach students online English courses and serve the intended learning outcomes are mainly design course, communication course and technical know-how. English CSP's faculty perceptions on the significance of online teaching competencies, includes the three categories, except for the creation of online quizzes and tests from the course design category. English CSP's faculty members do believe in themselves as able to handle all of the three categories and having the online teaching competencies, and there is no relationship between demographics factors and importance of online teaching competencies nor self-efficacy of online teaching competencies.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	1
ABSTRACT.....	2
ILLUSTRATIONS.....	6
TABLES.....	7
1. INTRODUCTION	9
1.1. Statement of the Problem.....	9
1.2. Purpose of the Study	9
1.3. Background of the Study	10
1.4. Faculty Competence to Teach Online.....	12
1.5. Context of the Study	13
1.6. Context of the Study	14
1.7. Significance of the Study	15
2. LITERATURE REVIEW.....	16
2.1. General Landscape of Online Learning	16
2.2. Barriers of Online Learning	21
2.3. E-learning in the Arab Region	22
2.4. E-learning in Lebanon	24
2.5. Online Learning in Lebanon During COVID-19.....	26

2.6. Faculty and Facilitation Preparedness	29
2.7. Perceptions and Attitudes towards E-learning.....	31
2.8. Competencies Framework developed by Vang (2018).....	35
3. METHODOLOGY	37
3.1. Research Purpose	37
3.2. Research Questions	38
3.3. Research Setting	39
3.4. Participants.....	39
3.5. Instruments.....	41
3.5.1. Data Collection	47
3.6. Data Analysis	48
3.6. Limitations of the Study	48
4. RESULTS	50
4.1. Reliability of the Instrument	50
4.2. Faculty Perceptions of the Importance of Online Competencies (IOC) and Self-Efficacy to Teach Online (SETO)	50
4.3. Hypothesis testing.....	59
4.4. Summary of Findings.....	82
5. DISCUSSION AND ANALYSIS	83
5.1. The CSP Faculty’s Needs That Will Prepare Them to Teach Students Online English Courses and Serve The Intended Learning Outcomes.....	84

5.2. The English CSP’s Faculty Perceptions on The Significance of Online Teaching Competencies	87
5.3. The English CSP’s Faculty Self-Efficacy Beliefs Regarding Online Teaching ..	88
5.4. The Relation Between Faculty Demographics and Their Perceptions of The Significance of Online Teaching Competencies	90
6. CONCLUSION	92
6.1. General Conclusion.....	92
6.2. Implications	94
6.3. Limitations	94
6.4. Further Research	96
APPENDICES	97
APPENDIX A FACULTY PREPAREDNESS COMPETENCIES	98
APPENDIX B DEMOGRAPHICS SURVEY	102
REFERENCES.....	103

ILLUSTRATIONS

Figure

1. Framework.....	59
2. Design Course Correlation	61
3. Communication Course Correlation	62
4. Time Management Correlation	63
5. Technical Know-How Correlation.....	64

TABLES

Table

1. Faculty Preparedness Competencies.....	46
2. Demographics	52
3. Faculty Preparedness Competencies.....	55
4. Descriptive results of Importance	56
5. Descriptive results of Self-efficacy.....	58
6. Correlation between Design Course Importance and Design Course Self Efficacy	60
7. Correlation between Communication Course Importance and Communication Course Self Efficacy	61
8. Correlation between Time management Importance and Time management Self Efficacy	62
9. Correlation between Technical Know-How Importance and Technical Know-How Self Efficacy	64
10. Sample Test 1.....	66
11. Sample Test 2.....	67
12. Sample Test 3.....	70
13. Sample Test 4.....	71
14. Gender.....	71
15. Age.....	72
16. Participant Years of Teaching.....	73
17. Participant experience of teaching online	73
18. Level of students the participants are teaching (graduates, undergraduates, or both).....	74
19. Primary online teaching methodology (asynchronous, synchronous, or both)...	75
20. Support and training received	75
21. Gender.....	76
22. Age.....	77
23. Participant Years of Teaching.....	78

24. Participant Experience of Teaching Online	78
25. Level of students the participants are teaching (graduates, undergraduates, or both)	79
26. Primary online teaching methodology (asynchronous, synchronous, or both)...	80
27. Support and training received	80
28. Correlations.....	81

CHAPTER 1

INTRODUCTION

1.1. Statement of the Problem

The study of the attitudes and perceptions of users of online teaching and learning is not new; several studies in the United States and Europe (Farmer & West, 2019; Frazer et al., 2017; Ulmer, Watson, & Derby, 2007; Wingo, Ivankova, & Moss, 2017) have examined the significance of faculty perceptions their self-efficacy regarding competencies for online teaching. However, there has been very little (Farah & Frayha, 2021) research in Lebanon about perceptions of English language faculty at the university level of the importance of online teaching competencies. Similarly, there are few studies (Baroud, 2011; Haidar, 2014) that examine their perceptions of self-efficacy in teaching online, mainly because online learning hadn't been popularly adopted in Lebanon before the Covid-19 pandemic came about. In the aftermath of COVID-19, online learning has become the main mode of education all over the world. This newly adopted pedagogical approach necessitated exploring the aspects of online learning, among them the educators' perspectives that are the concern of this study. Farmer & West (2019) believe that receiving input from online teachers increases their perceptions of self-efficacy and independence, reduces job-related stress, and promotes job retention.

1.2. Purpose of the Study

The purpose of this study is to examine the preparedness of faculty members in the English CSP at the American University of Beirut (AUB) to teach online during COVID-19. Several studies that examine online teaching self-efficacy have emerged during the

pandemic to examine major factors affecting online learning, such as lack of experience in online teaching, separation of teachers from students, school administrative process and unsatisfactory student academic performance (Ma et al., 2021). To better implement institutional strategic plans, academic leaders need to understand their faculty's perceptions of online teaching (Wingo et al., 2017), especially now that research has shown that teachers' online teaching self-efficacy for technology application has increased during COVID-19 (Ma et al., 2021).

1.3. Background of the Study

Even before COVID-19, there was increased accessibility to online learning due to the opportunities it offers, such as convenience and affordability. Online learning is financially efficient, as the number of students admitted per class can be more than those enrolled in an in-class course. The overhead for a traditional classroom environment includes expenses related to providing the physical learning space, electricity, clean classrooms, investing in technology advanced learning tools, such as a smart board or an overhead projector, etc., which are not needed in online learning (Valentine, 2002). In addition, online learning is offered to students regardless of their place and time, allowing students from different geographical locations to be part of the same pedagogical experience (Gilbert, 2015). In 2018, 47% of students who had been studying online chose online degree programs because they could not attend classes in-person due to other commitments (Bustamante, 2020). Online learning is also beneficial for self-regulated learners, who are able to use their cognitive and metacognitive skills to go over posted lectures numerous times, employ effective time management, and review and reflect on material regularly (Gilbert, 2015).

There are differences between online learning and face-to-face learning, and that is why faculty preparedness is crucial to achieving positive learning outcomes in online courses. In a traditional classroom environment, teachers, in addition to using traditional assessment procedures, develop rapport and evaluate their students using informal tools of evaluation, such as facial expressions, body language, questions, and eye contact (Farmer & West, 2019). Online teaching requires educators to shift towards a collaborative constructivist approach, where they act as facilitators who guide the lesson. Fostering teaching and learning transactions encourages collaborative learning and higher-order thinking skills as essential parts of cognitive development (Garrison, Anderson, & Archer, 1999). In addition to cognitive presence, a social-emotional online learning environment that encourages interactive learning motivates students to participate in the learning process as a community, rather than feel like an isolated entity communicating from a screen (Garrison et al., 1999). A theoretical model of online learning called Community of Inquiry (COI), developed by John Dewey (1959), as cited in Swan, Garrison, & Richardson (2009), connected thought and action in problem solving and meaningful learning through three main elements: cognitive presence, social presence, and teaching presence. The Collaborative Constructivist Approach and Community of Inquiry are essential for online learning, where they give students in higher education the responsibility to reflect on their own educational experience (Swan, Garrison, & Richardson, 2009). Garrison and Archer (2000) state, “construction of meaning may result from individual critical reflection, but ideas are generated, and knowledge constructed through the collaborative and confirmatory process of sustained dialogue within a critical community of learners” (p. 91).

1.4. Faculty Competence to Teach Online

The competence to teach online is achieved when faculty demonstrate “observable behavior or skill sets, standards or quality of performance, or dimensions of knowledge, skills and abilities” (Vang, 2018). Depending on the intended learning outcomes, educators are expected to possess certain competencies for the successful completion of an online course. Bentz (2009) suggested that a fundamental online teaching competency is teaching presence, which is measured using three components: instructional design and organization, facilitation of discourse (or communication), and direct instruction. Vang (2018) reported that Thach and Murphy (1995) studied over 51 online teaching competencies based on various roles, including instructional designer, technology expert, technician, administrator, site facilitator, support staff, editor, librarian, evaluation specialists, and graphic designer.

Looking at the context of faculty’s self-efficacy, the concept is described as people’s beliefs of how capable they are to perform certain actions for specific purposes (Bandura, 1986). Perceptions of self-efficacy influence people’s “choices, their motivations and consequent behavior” (Boz & Boz, 2010). Studies have shown that educators’ willingness to teach online is tied to their self-efficacy to use technology (Compeau & Higgins, 1995; Osika, Johnson, & Buteau, 2009; Shea et al., 2006; Tabata & Johnsrud, 2008; Zhen, Garthwait, & Pratt 2008). According to Vang (2018), teachers who have more years of teaching experience have more self-efficacy when it comes to student engagement, instructional strategies and classroom management. However, with the introduction of technology in online learning in 2020, what is it that affects teachers’ sense of self-efficacy more, the years of teaching experience or the adequate use of technology in an online environment? The answer to the question of whether faculty

demographics affect their perceptions of self-efficacy is to be inferred from the faculty demographic characteristics survey in this study. The technology acceptance model (TAM) (Davis, 1989) has been widely referenced in research related to online learning during the COVID-19 pandemic, as it predicts the use of technology in technology acceptance research. The model suggests that “several factors (perceived usefulness and perceived ease of use) influence one's decision of how and when to use the specific technology” at hand (Cardullo et al., 2021). This inspires investigating the relationship between the factors affecting the use of technology and educators’ self-efficacy to teach online during the COVID-19 pandemic to explain the needs of educators and improve the present situation.

1.5. Context of the Study

The online learning process that is occurring in the COVID-19 era comes in the form of emergency remote learning, where courses that used to be delivered face-to-face have transitioned fully online because students and faculty are unable to meet on campus (Bustamante, 2020). Online learning has been a challenge for a lot of educators because they have to balance between work and home protocols, tedious workload that includes preparing and posting the coursework, lecturing, grading, and communicating with students and colleagues (MacIntyre et al., 2020). Stressors also came along with the newly assigned roles of teaching, such as “health concerns for oneself and loved ones, social and physical distancing, travel restrictions, closed borders, shortages of daily necessities, restricted services, and uncertainty as to when life will return to ‘normal’” (MacIntyre et al., 2020, p.2). Particularly in Lebanon, the weak infrastructure related to electricity and internet, pose a major barrier and stressor for online learning (Fawaz & Samaha, 2020).

Similarly, financial stressors in the country also cause faculty members to feel stressed and uncomfortable because the Lebanese Lira lost more than 90% of its value as compared to the past year, leading incomes to lose 80 percent of their real value (Koffman, 2020; Sly, 2020). It is also reported that there have been major budget cuts, reduction in staff, and freeze on wages; faculty members are in constant fear of losing their jobs (El-Ghali, 2020; The World Bank, 2020).

Faculty may be hesitant to adopt online learning as the new mode of instruction for such reasons as it being a new concept, the overreliance on technology, the uncertainty about testing procedures, and students' learning outcomes, the amount of workload, and others (Wingo et al., 2017).

1.6. Context of the Study

The topic of online teaching around the world has gained an urgency and importance due to the conditions created by the COVID-19 pandemic; consequently, there have not been enough studies, especially in the Middle East region, on how users, both faculty and students, view the practice. Therefore, the hypotheses for this study will be expressed in the form of null hypotheses.

HO1. There is no significant correlation between English CSP's faculty perceptions of the importance and self-efficacy of online teaching competencies and their course design, course communication, time management, and technical know-how.

HO2. There is no significant correlation between English CSP's faculty perceptions and the importance of online teaching competencies using One-Sample Test.

HO3. There is no significant correlation between English CSP's faculty perceptions and the self-efficacy of online teaching competencies using One-Sample Test.

HO4. There is no significant correlation between faculty demographics (gender, age, years of teaching, experience of teaching online, level of students the participants are teaching, primary online teaching methodology, and support and training received) and faculty perceptions of the significance of both online teaching competencies and self-efficacy for online teaching.

1.7. Significance of the Study

In order for online-teaching faculty to provide students with meaningful learning experiences, they need to be equipped with the proper training and skills to map out a prospective online environment and adequate methods of assessment and to provide the necessary student support (Wingo et al., 2017). There isn't much research addressing online education barriers at post-secondary institutions in Lebanon (El-Turk & Cherney, 2016b). To address the gaps in literature and investigate these topics, the present study explores CSP's faculty perceptions on the importance of online teaching competencies and their self-efficacy in online teaching at the American University of Beirut (AUB) under the enforced COVID-19 environment.

It is important to note that there is an assumption in earlier studies and in the current study that the basic issues associated with online teaching are mostly similar among all those involved in imparting and acquiring knowledge through online teaching and learning regardless of the subject of study.

CHAPTER 2

LITERATURE REVIEW

2.1. General Landscape of Online Learning

The history of distance education goes back to the mid-1700s with what was called correspondence education, where students received lessons and exercises by mail, and they returned them to their teachers for grading (Kentnor, 2015). The Phonographic Correspondence Society founded in 1843, the Society to Encourage Studies at Home in Boston, Massachusetts, founded by Anna Eliot Ticknor in 1873, and the degree programs offered by Illinois Wesleyan College without the students' presence were all endeavors that encouraged the spread and adoption of correspondence education. The founding of the Chautauqua Literary and Scientific Circle by John Heyl Vincent in New York in the 1870s helped promote learning through correspondence in higher education. Later that year, the University of Chicago followed to establish correspondence courses, enrolling 3,000 students in 350 courses with 125 instructors (Kentnor, 2015). In the early 1900s, distance education moved towards live radio shows, where 176 educational institutions had broadcast licenses. Later, the transition to televised broadcasts came along in 1963, and Forbes (Crotty, 2012) reports that the National Technological University became the first school to offer online degree courses via satellite transmission.

Since the 1990s, distance learning has begun to take place online over the Internet. Online learning is a technology-mediated method that is applied to the instruction and assessment of students (Wheeler, 2012). Greenberg (1998) defines contemporary distance learning as “a planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner

interaction and certification of learning” (p. 36). Furthermore, online learning is the chosen mode of education delivery because of the “anywhere, anytime” accessibility it offers students (Bentz, 2009). Kentnor (2015) reports that by 2002, over 1.6 million postsecondary students had enrolled in online courses, and six years later that number almost tripled (p.29). As of 2017, 6.6 million students have enrolled in various forms of online learning courses or degrees in the US (Bustamante, 2020).

The first instructional form of e-learning was fully online, where active instruction, testing, assignments, and discussion take place online. The second form is blended or hybrid learning, where between 25 to 50% of instruction, assignments, and discussion takes place online. In this form of education, students study course material outside class and come to class to reinforce what they have learned at home. Another form is emergency remote learning, where courses that were face-to-face or blended become fully online if students or faculty are unable to come to campus (Bustamante, 2020). Live video instruction, also known as synchronous learning, is the fastest and most efficient way to teach online (Valentine, 2002). Teaching could also take place asynchronously, where the instructor and students participate and engage in the material, like discussion boards and recorded lectures, at their own convenience (Hrastinski, 2008). Online learning also includes using mobile technology, such as texting and mobile games and applications, for educational purposes. Other tools might also include simulations and media technology such as emails, online videos and audios, blogs, and online social platforms like Facebook, Twitter, Skype, and WhatsApp (El-Ghali & Ghosn, 2019).

There has been an increasing and pressing need for the integration of online education in higher education over the years, but there haven't been full support systems present in terms of “adequate personnel, simple supplies, and a reasonable operating

budget” (Valentine, 2002, p.8). During the year 2020, online education shifted from being optional to being compulsory upon the world’s witnessing of the worldwide COVID-19 pandemic that permanently changed the accessibility, design, facilitation and delivery of education. Beginning with correspondence education and leading up to the year 2020, where e-learning has been adopted all over the world, the main area of investigation has been the quality of online education for students to be engaged in a significant, authentic and useful learning experience. Kentnor (2015) reported that the most common complaints from faculty regarding online education are “(1) the lack of understanding of this method of teaching; (2) the lack of institutional support; and (3) fear that the quality of education in the online environment suffers” (p.29). In order for instructors to take on the challenges of online teaching, they need to be provided with the time, tools and training in order to develop the necessary competencies and self-efficacy for this new role (Valentine, 2002). Mishra & Koehler (2006) founded the Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge, which applies theories, manages the class, prepares lessons, caters to different learning styles, and assesses students when using technology in online learning (Dinh, 2015). This framework tackles three main components of teachers’ knowledge: content, pedagogy, and technology. Content Knowledge (CK) refers to knowledge of the subject matter being taught or learned, as the teacher should be aware of the content being elicited (Mishra & Koehler, 2006). Pedagogical Knowledge (PK) refers to the “generic form of knowledge that is involved in all issues of student learning, classroom management, lesson plan development and use and student evaluation” (Mishra & Koehler, 2006, p.1026). And Technological Knowledge (TK) refers to being able to navigate technology and learn new strategies (Dinh, 2015). Once adapted, this framework motivates technology integration

in the classroom, treating it less as an “add-on” to the pedagogical framework, and more as an incorporated approach that identifies the role and importance of content, pedagogy, and technology (Koehler et al., 2013).

Studying the relationship between factors in the extended technology acceptance model (TAM) model and teachers' self-efficacy in remote teaching during the COVID-19 pandemic, Cardullo et al. (2021), concluded that “perceived usefulness, system quality and facilitating conditions can significantly predict their levels of instructional self-efficacy in remote teaching” (p.36). Haverback (2020) studies how teachers can use the COVID-19 pandemic to build their self-efficacy beliefs, as he mentions that teaching self-efficacy beliefs can influence and anticipate a teachers’ achievements and improve learning outcomes. Teachers’ self-efficacy is not a new topic of discussion in traditional classroom environments; however, the same research and practice is not applicable in the same ways in online learning environments. For example, Tschannen-Moran and Hoy (2001) created the Teacher Sense of Efficacy Scale (TSES), which examines teachers’ self-efficacy beliefs in three areas: Student Engagement, Instructional Practices, and Classroom Management. However, the teacher-student interaction will differ in a virtual learning setting, which might in turn impact teachers’ self-efficacy to teach online. Haverback (2020) gives recommendations on how teachers can develop self-efficacy to teach online during COVID-19, including the following: (1) Mastery experiences, which is when teachers practice and “explore the pedagogy of teaching virtually” (p.4); (2) vicarious experiences, which refers to virtually observing other teachers; (3) verbal persuasion, which is when teachers work together to support each other, “share knowledge, practice and prepare lessons, discuss how to meet student needs, and most importantly, give positive verbal responses to one another” (p.4); (4) Physiological and

Affective States, which refers to teachers demonstrating the same confidence they did in a virtual classroom, in an in-person classroom setting.

Hartshorn & McMurry (2020) studied how ESL Learners and TESOL practitioners in the United States have dealt with the challenges that accompanied the shift to online learning, and other issues like health, employment, finances, by addressing stress levels, learning and teaching English, and remote instruction. Results of the study showed that online instruction increased stress for both teachers and the students; however, students had a more difficult time adjusting, considering that language needs vary among students. Furthermore, learning outcomes showed that students experienced less language development for speaking than for writing. In addition to the uncertainty outside of the classroom, some of the difficulties in instruction that teachers reported facing include ““the additional hours of work” required for online teaching, and that it took students “more time to respond” and “to navigate the lessons.” They also described their difficulties with fostering “student engagement,” maintaining “good rapport,” and their inability to read student “body language” or provide feedback effectively” (p.151). The recommendations suggested by the researchers included understanding what the needs and preferences of both the teachers and students are, providing training for teachers and students on how to use specific technologies, being compassionate towards teachers and students who are having difficulty adjusting and providing an outlet for reporting on their physical and mental states; finally it is important to identify high-proficiency students from low-proficiency students to cater to the latter’s specific needs; when addressed, these recommendations may “facilitate better teaching and learning outcomes” (p.152). Teacher competence is tied to the quality of resources and training they are exposed to during their teacher education programs. For instance, there hasn’t

been unanimous curriculum integration plans for Information and Communication Technology (ICT) that address ICT challenges and develop teachers' digital competence ever since online learning became the norm (König et al., 2020). The COVID-19 pandemic "requires not only knowledge and skills but also confidence regarding success in online teaching" (König et al., 2020, p.611). Furthermore, teachers' self-efficacy is a deciding factor in developing teacher competence and addressing faculty's needs as that will help prepare them to teach students online English courses and serve the intended learning outcomes.

2.2. Barriers of Online Learning

Faculty may face challenges such as resistance or lack of acceptance of online learning and lack of support in terms of training and course development (Falowo, 2007). A concern expressed by teachers is the shift in their responsibilities as they engage with the course content and the online learning environment (Farmer & West, 2019). Teachers used to give feedback in person, making sure students understand the outcome of the assessment. Whereas with online learning, teachers post grades and provide feedback, but they are unsure if students read the feedback or take it into consideration (Farmer & West, 2019). Furthermore, posting material requires continuous updates and maintenance. Faculty need to provide a wide range of information and media sources to avoid monotony (Croft et al., 2010). In addition to preparing for lectures, faculty have excessive grading and administrative work they have to complete in a timely manner (MacIntyre et al., 2020). Another stressor is time management due to the sudden increase of responsibilities while attempting to deliver the same quality of education (Farmer & West, 2019). Haidar (2014) studied faculty's attitudes toward online learning at the Arts,

Sciences, and Technology University of Lebanon (AUL), using semi-structured interviews and existing literature. Results showed that faculty found the following factors to be barriers: technology use, technology culture, and unforeseen changes, such as increased enrollment and different teaching styles.

2.3. E-learning in the Arab Region

Arab countries are aware that their modernization efforts and their attempts at reducing the digital gap with technologically-advanced countries is dependent on adopting technology in education and training; however, online education has not been well received in Middle Eastern countries that tend to be politically, economically and financially disadvantaged (Abouchedid & Eid, 2004). There is a digital divide between countries that have infinite technology opportunities and those with limited resources and poor infrastructure. Similarly, within a country there are disadvantaged communities that cannot afford proper access to technology (Matar, 2011). Upon evaluating the state of online learning in Arab educational establishments in 171 universities, Matar (2011) discovered that the e-learning adoption rate in the region is 41%, which represents 71 universities of the 171 universities sampled. Additionally, Matar (2011) discovered that 15 out of the 71 universities that have e-learning run 20% of their programs online. This number is relatively low because online programs are not accredited in these countries, which discourages students from enrolling in online degree programs offered by many European, Australian, and North American universities. The non-availability of financial and economical resources is also another aspect that affects e-learning ratios in Arab universities. For instance, the e-learning percentage for governmental universities could be higher than that of private

universities if they are supported by ministries of higher education and have more students. Meanwhile, private universities might shift their finances toward “expanding their facilities, preparation of laboratories, and marketing to attract larger numbers of students rather than implementing a supplementary educational technology” (Matar, 2011, p.12).

The UAE and Saudi Arabia have the highest rates for the adoption of e-learning in the Middle East region, including both Gulf and Non-Gulf countries, while Egypt and Jordan lead in the Non-Gulf region (Matar, 2012). Hamdan Bin Mohammed e-University (HBMeU) came out in 2002 as the first virtual institution in the Middle East (El-Turk & Cherney, 2016a). In 2013, the Minister of Higher Education and Scientific Research in UAE, Sheikh Hamdan bin Mubarak Al Nahyan, expressed the belief that online education is equivalent to face-to-face education. The minister also stated that online degrees from other universities will be accredited in the UAE as long as their study programs meet certain criteria, such as being interactive (El-Turk & Cherney, 2016). Jesuit Worldwide Learning (JWL) is a higher-education program in Jordan that offers certificates and diplomas to individuals who are not able to access tertiary education. For example, they offer diplomas in liberal arts and community service and courses in applied English as a foreign language and advanced English, using blended learning methods and online digital tools as a support in teaching (El-Ghali & Ghosn, 2019). JWL offers students access to technology through its learning centers, and it also encourages the use of mobile phones since they are the most accessible devices for the students. However, Gladwell et al. (2016a), report that 50% of JWL students in Jordan encountered problems with the internet connection every week. Inconveniences like electricity cuts have led teachers to be lenient and understanding and to look for ways to

make the program feasible, such as relying on asynchronous teaching (El-Ghali & Ghosn, 2019).

Beginning in 2001, Iran started offering online courses in Tehran University and Payame Noor University (PNU). Other attempts of online learning include the Ministry of Education in Oman, which devised a plan to integrate online education in approximately 590 schools in Oman (El-Turk, 2015). In 2008, the Egyptian e-Learning University (EELU) became the first qualified Egyptian university for distance learning, run by a system and technology based on e-learning. And in 2009, the university started its educational activities with the Computer and Information Technology and Business Administration programs (EELU, 2014).

2.4. E-learning in Lebanon

There are over 30 public and private universities in Lebanon, none of which offer any online degree programs (Lebanese Ministry of Education and Higher Education, 2014). Online degrees are not accredited by the Lebanese Ministry of Education and Higher Education (MEHE), and that is why there isn't much research done on online learning, and there aren't many online learning opportunities available (El-Turk, 2015). However, there have been a few attempts at offering some online courses and incorporating technology software in universities. There are four different categories of connected learning programs offered in Lebanon: blended learning programs in formal education, fully online programs in formal education, bridging programs to tertiary education, and building skills to manage conflicts in crisis (El-Ghali & Ghosn, 2019). In 2007, the American University of Beirut (AUB) offered a trial online graduate course, MECH798- Design Methodology (El-Turk & Cherney, 2016). Furthermore, AUB started

using Moodle to teach Web-enhanced, blended, or online courses (El-Turk & Cherney, 2016). And in 2013, the Lebanese American University (LAU) offered for the first time an elective graduate computer science course, Structural Bioinformatics, using synchronous video conferencing (El-Turk & Cherney, 2016). The Arab Open University (AOU) is a university that has branches in different Arab countries including Kuwait, Lebanon, Saudi Arabia, Bahrain, Oman, Jordan, and Egypt, and has established a partnership with the Open University in the UK (El-Ghali & Ghosn, 2019). AOU has undergraduate and postgraduate programs that are taught mainly in English and use video and audio materials and tutorials, and software applications like Moodle, Blackboard and WebCT (Matar, 2011). To encourage enrollment, AOU grants undergraduates and graduates both Lebanese and British degrees upon completion of their program (Arab Open University, 2020). However, the awarded British degree is not accredited by the MEHE in Lebanon because it is an online degree.

Lebanon faces many challenges that hinder it from moving forward towards the adoption of e-learning. Barriers to the adoption of online learning in Lebanon are categorized as epistemological barriers, psychological barriers, interpersonal barriers, cultural barriers, cost-effectiveness analysis barriers, and technical barriers (El-Turk & Cherney, 2016). The structural barriers in Lebanon have made it difficult to accredit online programs, mainly due to the political situation of the country. There are also pedagogical challenges, including faculty's inability to teach and support students online due to the lack of skills and training to do so. There are also technical barriers, where slow internet connectivity and power cuts make it difficult to provide a sustainable and engaging connected learning. For instance, the Lebanese University, the only public university in Lebanon, still struggles with outdated technology equipment and computers

and doesn't have enough generators to compensate for the constant electricity cuts (El-Ghali & Ghosn, 2019).

2.5. Online Learning in Lebanon During COVID-19

Upon comparing the quality of online learning in Jordan, Lebanon and Palestine during COVID-19, it was reported that Lebanon's MEHE was the least prepared in terms of providing quality online teaching and learning (Abu Moghli & Shuayb, 2020). Abu Moghli & Shuayb (2020) report that teachers indicated that the quality of teaching was compromised due to COVID-19, and that private schools maintained better quality than public schools in Lebanon. The MEHE in Lebanon provided instruction for students who had official exams using the national television network. Furthermore, the MEHE launched an online platform that included learning resources, assessment tools, planning widgets, assignments, and other tools to facilitate online learning. These tools could be accessed from five main outlets and include TV sessions, assignments (Learning Management System), digital library, live online classes, and collaboration with teachers and peers. To have access to these tools, educators and students need to register to create login information. Additionally, the platform includes three languages – English, Arabic, and French. Despite the MEHE's efforts to provide quality online learning, Lebanon's poor infrastructure remains a huge barrier, whether it is the electricity cuts or the expensive and unreliable 3G connectivity (Abu Moghli & Shuayb, 2020). It was reported that the most widely used platforms were Zoom, WhatsApp, and Microsoft Teams in schools. In addition, teachers' skills and knowledge in using technology are influencing factors in how they deliver instruction in online learning (Dinh, 2015). Around 51% of

the Lebanese educators involved in the study reported that they had to teach themselves and research how to use technology while teaching online (Abu Moghli & Shuayb, 2020).

As previously mentioned, there are several barriers that hinder the smooth adoption of online learning in Lebanon, all of which cause stress for both the students and the educators. Online learning in Lebanon has been majorly obstructed by electricity cuts, especially for students who don't have electric generators at home. There is also a lack of support from the MoE to provide the needed technology for online learning. Other stressors that affect the smooth transition to online learning is Lebanon's crashing economy and the unstable political situation. The country has recently witnessed protests and uprisings that spanned from October 2019 until the beginning of 2020, a devaluation of the Lebanese Lira, and a major explosion in Beirut's main port, all of which has made it difficult for educators and students to be fully dedicated and focused on online learning (Save the Children, 2020). As a result of this instability, most school and university educators in the public and private sectors have had their salaries devalued as a result of the enormous increase of the value of the US Dollar vis-à-vis the Lebanese Lira (Abu Moghli & Shuayb, 2020). Considering these factors that contribute to stressful learning experiences, Fawaz & Samaha (2020) studied the prevalence of depression, anxiety, and stress symptomatology among Lebanese university students during the COVID-19 quarantine. Results showed that there was student dissatisfaction with the shift to online learning and that depression, anxiety and stress were widespread.

The AUB has dedicated much of its resources towards enhancing the use of technology upon the university's full adoption of online learning starting from the Spring 2020 academic semester. The university launched the "Teaching and Learning with Technology" portal, which is available to support instructors and students. The services

provided for instructors are placed under “Resources for the Instructor.” This tab includes the option to choose the following “CREATE A VOICE OVER POWERPOINT (VOP), CONDUCT LIVE SESSIONS WITH CISCO WEBEX, CREATE AN INTERACTIVE LEARNING MODULE, CREATE AN INTERACTIVE VIDEO, LEARNING MANAGEMENT SYSTEM - MOODLE, VIRTUAL OFFICE HOURS, AUB VIRTUAL COMPUTER LABS, EXTERNAL RESOURCES” (AUB, 2020). Under each of those options are detailed guidelines and instructions for instructors in order to make the use of technology accessible and functional for them. In addition, the portal supports students under the “Resources for the Learner” tab, which includes the following guides for students: “TAKING AN ONLINE PROCTORED EXAM USING RESPONDUS WHEN TAKING AN TECHNOLOGY-ENHANCED COURSE, REMEMBER THIS! TIPS TO SUCCEED IN A TECHNOLOGY-ENHANCED COURSE MEET YOUR INSTRUCTORS VIRTUALLY WHO CAN I ASK FOR SUPPORT?” (AUB, 2020). The university also established the AUB Expert Committee on COVID-19 that is meant to implement the necessary arrangements to tackle the restrictions of the COVID-19 pandemic. The committee has supported students and instructors by providing mental health support and tips, offering nutritional advice, and addressing academic matters. Moreover, the AUB’s main page includes an option titled, “AUB measures for COVID-19 pandemic,” which provides essential information and resources related to COVID-19. The options set under this tab include: “ESSENTIAL INFORMATION ABOUT CORONAVIRUS (COVID-19), EXPERT COMMITTEE, AUBMC, CORONAVIRUS INFO, TOOLS FOR WORKING REMOTELY, FAQs, USEFUL EXTERNAL LINKS” (AUB, 2020).

2.6. Faculty and Facilitation Preparedness

Online interactions, including relationships and communication, affect the quality of online courses (Farmer & West, 2019). As practiced in a traditional classroom environment, the online classroom environment also focuses on establishing a curriculum that is student-centered (Shea et al., 2006). It's crucial to understand and set the boundaries of how students learn because "good learning environments are learner-centered, knowledge-centered, assessment-centered, and community-centered" (Brandsford et al., 1999, as cited in Shea et al., 2006, p.176). Students may feel isolated in online learning, especially due to the lack of face-to-face social support from peers or the instructor (Croft et al., 2010). Studying alone can be time-consuming, and it requires motivation, self-discipline, careful planning, and time management from students (Croft et al., 2010). Dropout rates for distance learning are higher than face-to-face learning, as students may feel disconnected and unmotivated to learn (Rovai, 2002). After identifying academic stressors during the COVID-19 pandemic at the School of Education at King Saud Arabia University, Moawad (2020) reported that students' primary stressor is not being fully aware of how exams will be conducted and how they will be assessed at the end of the semester. As students try to figure out how to use technology, they can feel frustrated and anxious. It is essential to make sure the instructors have technological competencies to guide students through adopting technology with a positive attitude. Only then, the Internet will be regarded as useful for finding sources of information, self-reflecting, connecting with the instructor and peers, and achieving personal growth and fulfillment. When students believe in their own abilities, they develop the willingness to use technology, and their fears regarding the new experience lessen (Croft et al., 2010).

An online instructor's role is to facilitate the students' learning experience, acting as both a designer and a facilitator for the course (Martin et al., 2018). Instructor facilitation, also known as "directed facilitation" (Shea et al., 2006), means that the instructor provides effective instructional design for the students, synchronously by leading discussions, answering questions and helping students make connections, and asynchronously by answering emails and posting lectures and other necessary materials online (Martin et al., 2018). There are four facilitation strategies that enhance the interaction between the instructor and the student: instructor presence, instructor connection, engagement and learning (Martin et al., 2018). Martin et al.'s (2018) findings on students' highest rated instructor facilitation strategies in online learning suggest that students felt the most engaged when instructors responded to their questions or emails, gave feedback to their reflections in a timely manner, and provided a video-based introduction to the students at the beginning of the course. Students perceive that facilitation creates a teaching presence that encourages them to be actively engaged. Such a perception transfers the process of learning from a screen to a learning community, as in an in-person classroom, where the safety of the common walls, a door and a board provide the means for an intimate cognitive, social and teaching presence (Garrison, Anderson, & Archer, 1999). These three factors go back to the Community of Inquiry (CoI) model, which outlines the online relationship between the student and the instructor to create a community that facilitates a computer-mediated instructional experience for both constituents (Kineshanko, 2016). Before delivering the content, educators need to make a connection with the students to ensure the students feel motivated to engage in the online learning experience (Shea et al., 2006). Martin et al. (2020) investigated instructors' perception regarding the effectiveness of twelve different facilitation

strategies used in online courses. The highest rated strategies were instructors' timely response to questions and prompt feedback on assignments/projects and the ability to contact the instructor in multiple ways.

2.7. Perceptions and Attitudes towards E-learning

Wallace et al. (2005) studied the relationship between attitudes and behavior; results showed that behaviors high in external constraints, such as perceived social pressure and perceived difficulty, weaken the relationship between attitudes and behavior. Furthermore, research has proved that “an attitude predicts behavior to the extent that the attitude is strongly held, cognitively accessible, and internally consistent” (Wallace et al., 2005, p.215). The link between faculty perceptions towards online learning and their preparedness to teach online is explained by attitude and behavior research literature that shows attitudes correlated with a future behavior, such as online learning; when they gain experience with it, it becomes accessible and stable over time (Marcinkowski & Reid, 2019). Compared to measurable competence, self-perceived competence is considered an element in the concept of self-efficacy, where it provides insight into one's attitudes and beliefs regarding their ability and performance (Mamolo et al., 2020). Research that has been done on students show that students who perceive themselves as having high academic competence positive attitudes towards learning have enhanced academic achievements (Mamolo et al., 2020).

Faculty attitudes are crucial in online learning as well because they mirror the students' learning experience. Faculty need to have a positive attitude towards online teaching and must be equipped with the necessary skills and training before teaching an online course (Falowo, 2007). To overcome the barriers of e-learning, such as the

technical difficulties experienced in Lebanon, university leaders – executive, academic, and administrative officers – need to understand administrators’ and faculty’s perceptions of online learning and the barriers that are hindering its successful implementation (El-Turk & Cherney, 2016b). Reports updated in 2014 indicated that 68.3% of administrators believe that student discipline is a major barrier of online learning (El-Turk & Cherney, 2016a). Much of the research done on faculty perceptions of online learning before the year 2020 mentioned that faculty were not acceptant of online learning due to reasons like (a) losing personal relationships with students, (b) inadequate compensation, (c) deficiency of technical support and training, (d) effort in staying up-to-date with the technological variations, (e) worries about the recognition of online degrees by employers, and (f) tedious preparation time (El-Turk & Cherney, 2016a).

Abouchedid & Eid (2004) studied 294 Lebanese private university faculty members’ attitudes towards e-learning. The results showed that faculty members were mainly interested in e-learning but not when it came to giving online examinations due to the poor Internet security systems available. Abouchedid & Eid (2004) also investigated whether there are significant differences between male and female faculty members in their mean rankings of the interest, benefit, and effectiveness dimensions of e-learning. The results showed that females showed less interest in teaching online than males did; however, females showed more interest in receiving online learning training than males did. Males also registered favorable views regarding the future of e-learning adoption and its benefits compared to face-to-face learning. Balamand University in Lebanon has blended learning programs in certain majors, such as mass communication, language and business. Beaini & Balcioglu (2017) investigated professors’ opinion about blended learning at Balamand University. The researchers emphasize the importance of

having trained and experienced faculty, choosing the appropriate blended learning model, providing IT professionals to support with the educational software of any course, and selecting a blended learning system that can assess the results of the blended learning program.

Another study by El-Turk and Cherney (2016a) at the Lebanese American University (LAU) investigated the importance level of perceived barriers to online education and studied the demographic factors influencing the School of Arts and Sciences administrators' and faculty's perceptions. The findings of faculty's perceptions of online learning can be summarized as follows: (a) Face-to-face interaction is needed; (b) the public esteem for online education is low; (c) students' seriousness, discipline and motivation are necessary for success in online education; (d) online education improves traditional education; (e) online education increases students' enrollment; (f) online education is convenient; (g) blended/hybrid learning is the best method for university education; (h) online education is not suitable for all courses. The demographic factors that affected the faculty members' rating of the importance level of perceived barriers were (a) age of faculty and (b) rank of faculty. The following recommendations were proposed by El-Turk and Cherney (2016a): (a) Change the culture of the university; (b) increase awareness of online education at the MEHE in Lebanon; (c) control students' dishonesty; (d) develop students' self-discipline skills; (e) increase Internet speed; (f) work with Lebanese Ministry of Energy and Water to increase reliability of electricity; (g) hire more experts in IT support to offer a 24/7 service for faculty and students in case of technology failures supporting online courses; (h) create a sense of faculty presence in the online course; (i) prepare faculty for online teaching. El-Turk and Cherney (2016a) stress the importance of the MEHE's role in providing and maintaining

telecommunication services that sustain online learning. This is only made possible with collaborations between the MEHE, the Ministry of Energy and Power, and the Ministry of Telecommunication in Lebanon.

Ulmer et al. (2007) investigated the perceptual differences among higher education faculty members regarding distance education and found that the faculty members with experience favored distance education; however, those without experience were less motivated about it. Saleem et al. (2015) studied faculty members' beliefs and perceptions about the use of online learning at Sultan Qaboos University (SQU) in the Sultanate of Oman with regards to gender, teaching experience, college academic rank, nationality, etc. The results of gender showed that female faculty favored online learning more than the male faculty. Baroud (2011) examined the attitudes of faculty members, academic administrators, and students towards online learning at Notre Dame University (NDU) in Lebanon. Results showed that a major factor that eases the implementation process of online learning is training faculty to teach online, and particularly to use technology. The administrators also stressed on having written policies that will guide the implementation and process of online learning. MacIntyre et al. (2020) studied stress and coping responses of an international sample of over 600 language teachers who responded to an online survey in April 2020. Teachers reported workload as the most stressful experience, followed by concern for family health. Other teaching-related stressors included loss of control over work, loss of control over personal decisions, the stress of online teaching, irregular hours, and finances. Furthermore, to cope with negative emotions like anxiety, anger, sadness, and loneliness, the approaches teachers adopted were acceptance, advanced planning, reframing, actively doing something about the situation, and using work or other activity as a distraction.

Whether in-class or online, teaching English includes focusing on both receptive skills (listening and reading) and productive skills (speaking and writing) (Syahrin et al., 2020). Skill-based pedagogy is usually achieved through practice and elicitation in the classroom; however, online learning has made it difficult for many students to focus on and grasp all four categories, because the method of instruction and motivation has changed. Upon investigating the online learning experience of a group of ESL students at a higher learning institution in Oman during COVID-19, Syahrin et al. (2020), concluded that students' preferred learning style is "reflected in the technologies they experienced in the online classroom" (p.22), and that students consequently preferred to focus on receptive skills. This delineates the importance of providing educators with proper training in technology, so that they can provide students with the proper guidance. Furthermore, comprehensive and interactive English curricula need to be developed and adapted to reach low English proficiency learners who are affected more than high English proficiency learners in the shift to online learning (Kuama & Intharaksa, 2016).

2.8. Competencies Framework developed by Vang (2018)

Using the Faculty Readiness to Teaching Online (FRTO) survey that was developed by Martin, Budhrani and Wang (2017, as cited in Vang, 2018), Vang (2018) studied faculty competencies for online teaching. These competencies have been discussed under four categories: course design, course communication, time management and technical competence. These four competencies were used to answer three research questions that address the significance of online teaching competencies, self-efficacy in online teaching, and finally whether demographic factors affected faculty attitudes. Regarding course design, the results showed that faculty viewed creating well-designed

online assignments and managing grades as the most crucial competencies. Furthermore, for self-efficacy, faculty reported that the tasks they performed most adequately were organizing instructional materials into modules and managing grades online. In addition, faculty rated promptly responding to students' emails as the most crucial course communication competency and self-efficacy. Also, faculty reported that they were able to easily send announcements and email reminders. When surveyed about time management, faculty reported that planning course material in advance and grading assignments in a timely manner were the most important competencies; the latter was also viewed as a task they were able to do. Finally, the most significant technical competencies in online teaching were adequately operating programs in the institution's learning management system, such as Blackboard. Moreover, faculty indicated that they were able to complete basic computer operations and to post well-made online lectures. The study of correlations between demographic factors and perceptions of competencies showed that female faculty perceived course design and course communication as more significant than males did. Additionally, the results for faculty self-efficacy showed that those with previous experience with asynchronous teaching were more comfortable navigating through course design and time management.

CHAPTER 3

METHODOLOGY

The COVID-19 pandemic highlighted the importance of having faculty preparedness in distance learning, and it has become a main concern and a catalyst to provide students with an educational experience similar to face-to-face learning.

3.1. Research Purpose

The over-arching aim of this study is to focus on the English CSP's faculty needs to prepare them for teaching online English courses, where the outcomes of the study will be shared to improve online learning at AUB. The sudden shift to online learning has set forth new pedagogical challenges, including the process of digitalization in teaching, the lack of stable electricity, and the economic and political uncertainty in Lebanon. These challenges motivate the search for ways to providing teachers with a more comforting teaching environment that meets their needs and prepares them to teach online (König et al., 2020). More specifically, teacher competence and teacher self-efficacy are two factors that will enhance online instructional strategies and enhance teacher preparation in online classroom environments. This study investigates the AUB English CSP's faculty perceptions and experiences with online learning ever since the COVID-19 pandemic to identify the main challenges that need to be addressed in terms of teacher competence and teacher self-efficacy are. Once the challenges of online learning at the AUB's English CSP department are identified, administrators can “concentrate on strengthening the working conditions that influence teachers’ work and affect [the university’s] ability to engage in organizational change” (Kraft et al., 2020, p.28). This change begins with improving the working conditions of teachers, as “what schools do during the pandemic

to support teachers' matters most" (Kraft et al., 2020, p.30). For example, this reform includes "developing systems for strong communication and for recognizing teachers' efforts... work[ing] with teachers to solicit and set expectations for work, determin[ing] training that teachers need, and design[ing] structures for formal and informal collaboration (Kraft et al., 2020, p.30). This study uses the FRTTO to examine the English CSP's faculty perceptions regarding the importance of possessing certain competencies and their perceptions of self-efficacy in the context of online teaching at the American University of Beirut (AUB) under the enforced COVID-19 environment. Moreover, this study investigates the perceived correlation between demographic factors and the results of the survey of perceptions of the importance of teaching competencies and perceptions of self-efficacy, in hopes that the findings can explicitly bridge what writing instructors, writing program administrators and university leaders do.

3.2. Research Questions

1. What are CSP faculty's needs that will prepare them to teach students online English courses and achieve the intended learning outcomes?
2. What are English CSP's faculty perceptions of the significance of online teaching competencies?
3. What are English CSP's faculty self-efficacy beliefs regarding online teaching?
4. How are faculty demographics (gender, age, years of teaching, experience of teaching online, level of students the participants are teaching, primary online teaching methodology, and support and training received) correlated with their perceptions of the significance of online teaching competencies?

5. How are faculty demographics (gender, age, years of teaching, experience of teaching online, level of students the participants are teaching, primary online teaching methodology, and support and training received) correlated with their perceptions of self-efficacy for online teaching?

3.3. Research Setting

The study is conducted at the American University of Beirut (AUB), which is a private university in Lebanon. Part of the English department, the CSP is a non-degree granting program and offers five writing instruction courses to fulfill General Education requirements in English Communication Skills. The Program maintains strong professional links with the rhetoric and composition faculty within the Department of English. The CSP is governed by writing instructors and department representatives working within three committees: Program, Curriculum, and Assessment Committee (AUB, 2020). Prior to entering the program, in order for students to be placed in the right courses, they must submit the Readiness for University Study in English (RUSE) requirement and the scores on either the SAT Essay or AUB's Writing Placement Test. Furthermore, there are specific criteria before entering each course in the CSP. For example, the placement criteria for the English 100 course are TOEFL IBT score 52-57, IELTS Academic score 5.5, and AUB-EN score 25-27 (AUB Catalogue, 2020).

3.4. Participants

The study is conducted at the American University of Beirut (AUB), which is a private university in Lebanon. Part of the English department, the CSP is a non-degree granting program and offers five writing instruction courses to fulfill General Education

requirements in English Communication Skills. The Program maintains strong professional links with the rhetoric and composition faculty within the Department of English. The CSP is governed by writing instructors and department representatives working within three committees: Program, Curriculum, and Assessment Committee (AUB, 2020). Prior to entering the program, in order for students to be placed in the right courses, they must submit the Readiness for University Study in English (RUSE) requirement and the scores on either the SAT Essay or AUB's Writing Placement Test. Furthermore, there are specific criteria before entering each course in the CSP. For example, the placement criteria for the English 100 course are TOEFL IBT score 52-57, IELTS Academic score 5.5, and AUB-EN score 25-27 (AUB Catalogue, 2020).

The survey is distributed to 24 part-time and full-time CSP faculty members. The researcher has obtained the mailing distribution list of the participants from the Human Research Protection Program (HRPP)/Institutional Review Board (IRB). The demographic component of the survey asks participants to provide the following information:

1. Gender
2. Age
3. Years of teaching
4. Experience of teaching online
5. Level of students the participants are teaching
6. Primary online teaching methodology
7. Support and training received

3.5. Instruments

Leave a line after the caption and then continue your text. This study uses a mixed methods approach, where both quantitative and qualitative methods are employed to gather data. The Faculty Readiness to Teaching Online (FRTO) survey that was initially developed by Martin, Budhrani and Wang (2017, as cited in Vang, 2018) and then used by Vang (2018) is employed to investigate AUB's English CSP's faculty perceptions regarding online learning during COVID-19. Surveys are helpful to collect "information to learn more about attitudes, opinions, demographics (e.g., gender, age), beliefs, and behaviors of people" (Vang, 2018). The 35-item survey is divided into the four main components: Course Design (9 items), Course Communication (12 items), Time Management (6 items), and Technical Competence (8 items). This FRTO has been chosen for this research based on published literature on the compiled challenges and needs of teachers during the COVID-19 pandemic; the addressed items under the four faculty preparedness competencies aim to better prepare the CSP faculty to teach online under the current circumstances in Lebanon. The survey is adapted to include practices utilized in the English CSP department at AUB, and to fit the COVID-19 conditions, Lebanon's economic and political circumstances, and English language learners in particular to adequately assess teaching and circumstantial needs (Table 1 & Appendix A). The survey is modified to fit certain practices in the English CSP department, such as "discussion forums, breakout rooms, scaffolding, active learning, collaborative learning, group discussions, peer reviews." The below three questions were sent to four faculty members in the English CSP department, and the responses were used as a guide to alter the survey such that it fits the online learning practices of the Communications department at AUB:

1. What adaptations to the standards of teaching are faculty making for online classes?
2. How are class discussions and group activities handled?
3. What are the challenges faced by faculty?

The alterations that were made to the original survey in the Course Design component are the following: Design learning activities that provide students with opportunities for interaction (e.g. discussion forums, breakout rooms, scaffolding, active learning, collaborative learning, polling, group discussions, peer reviews); use of different teaching methods in the online environment (e.g. brainstorming, collaborative activities, discussions, presentations, breakout rooms via Zoom for group activities, polling, peer reviews). The changes made in the Course Communication component include providing office hours and identifying asynchronous learning activities (post recorded lectures, discussion forums, PowerPoints, etc.). Furthermore, there were no changes made to the Time management component of the survey. Finally, the changes that were made in the Technical Know-how component of the survey are the following: Use of online collaborative tools (e.g. Google Drive, Dropbox, voice messages, screen sharing, raising hand option in zoom, screen recording); Creating, editing and posting videos (e.g. iMovie, Movie Maker, screen recording); Sharing open educational resources (e.g. learning websites, web resources, etc.); and Accommodating electricity cuts and weak internet connection that mainly hinder synchronous online learning. A comment section is added at the end of each of the four components to include additional commentary the participants might have, considering that every teaching experience is different based on different circumstances. Allowing sections for commentary provides “important context

for participant responses and reveal issues that cannot be identified using purely quantitative surveys” (Rich et al., 2013, p.1).

Regarding faculty’s perceptions of the significance of online teaching competencies, respondents are asked to rate the importance of the competencies on a 5-point Likert scale from 1 (not important at all) to 5 (very important). For faculty’s self-efficacy beliefs regarding online teaching, participants are asked to rate themselves on their perception of competence to carry out these specific tasks. A Likert-scale with five choices ranging from 1 to 5 records the participant’s responses. The choices include: (1) I cannot do it at all, (2) I cannot do it, (3) I can somewhat do it, (4) I can do it, and (5) I can do it well. Table 1 lists the four competency categories (Vang, 2018). A pilot study was conducted on randomly selected 4 participants, to show the validity of the survey. The survey was then sent to the remaining participants, and the responses were collected for analysis.

Competency		Importance	Self-Efficacy
A. Course Design	● Create an online course orientation (e.g., introduction, getting started)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
		1 - 2 - 3 - 4 - 5	
	● Write measurable learning outcomes	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	● Design learning activities that provide students with opportunities for interaction (e.g. discussion forums, breakout rooms, scaffolding, active learning, collaborative learning, polling, group discussions, peer reviews)		1 - 2 - 3 - 4 - 5
		1 - 2 - 3 - 4 - 5	
● Organize instructional materials into modules or units		1 - 2 - 3 - 4 - 5	
● Create instructional videos (e.g. lecture videos, demonstrations, video tutorials)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	

	<ul style="list-style-type: none"> ● Use different teaching methods in the online environment (e.g. brainstorming, collaborative activities, discussions, presentations, breakout rooms via Zoom for group activities, polling, peer reviews) ● Create online quizzes and tests ● Create online assignments ● Manage grades online ● Additional comments: 	<p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p>	<p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p>
B. Course Communication	<ul style="list-style-type: none"> ● Send announcements/email reminders to course participants ● Create and moderate discussion forums ● Use email to communicate with the learners ● Respond to student questions promptly (e.g. within 24 to 48 hours) ● Provide feedback on assignments (e.g. 7 days from submission) ● Provide office hours ● Use synchronous web conferencing tools (eg. Webex, Blackboard Collaborate, Zoom, Google Hangouts, etc.) ● Asynchronous learning (post recorded lectures, discussion forums, powerpoints, etc.) ● Communicate expectations about student behavior (e.g. netiquette) ● Communicate compliance regarding academic integrity policies ● Apply copyright law and Fair Use guidelines when using copyrighted materials ● Apply accessibility policies to 	<p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p>	<p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p> <p>1 - 2 - 3 - 4 - 5</p>

	<ul style="list-style-type: none"> accommodate student needs Additional comments: 		1 - 2 - 3 - 4 - 5
			1 - 2 - 3 - 4 - 5
			1 - 2 - 3 - 4 - 5
C. Time Management	<ul style="list-style-type: none"> Schedule time to design the course prior to delivery (e.g. a semester before delivery) Schedule weekly hours to facilitate the online course Use features in Learning Management System (Moodle) in order to manage time (e.g. online grading, rubrics, speed grader, calendar) Use facilitation strategies to manage time spent on course (e.g. discussion board moderators, collective feedback, timer, etc.) Spend weekly hours to grade assignments Allocate time to learn about new strategies or tools Additional comments: 	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
		1 - 2 - 3 - 4 - 5	
		1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
		1 - 2 - 3 - 4 - 5	
		1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
		1 - 2 - 3 - 4 - 5	
		1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
			1 - 2 - 3 - 4 - 5
			1 - 2 - 3 - 4 - 5

D. Technical Know-How	<ul style="list-style-type: none"> Complete basic computer operations (e.g. creating and editing documents, managing files, and folders) 	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	<ul style="list-style-type: none"> Navigate within the course in the Learning Management System (e.g. Moodle) 	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	<ul style="list-style-type: none"> Use course roster in the Learning Management System to set up teams/groups 	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	<ul style="list-style-type: none"> Use online collaborative tools (e.g. Google Drive, Dropbox, voice messages, screen sharing, raise hand option in zoom, screen recording) 	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	<ul style="list-style-type: none"> Create, edit and post videos (e.g. iMovie, Movie Maker, screen recording) 	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	<ul style="list-style-type: none"> Share open educational resources (e.g. learning websites, web resources, etc.) 	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	<ul style="list-style-type: none"> Access online help desk/resources for assistance 	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	<ul style="list-style-type: none"> Accommodate electricity cuts and weak internet connection that mainly hinder synchronous online learning 		1 - 2 - 3 - 4 - 5
	<ul style="list-style-type: none"> Additional comments: 		1 - 2 - 3 - 4 - 5

Table 1. Faculty Preparedness Competencies

Additionally, a demographic survey also adapted from Vang (2018) is distributed to investigate whether faculty demographics are correlated with their perceptions of the significance of online teaching competencies and their perceptions of self-efficacy for online teaching. The survey is altered to fit AUB's faculty. Martin et al. (2018) report that Cronbach's alpha was 0.88 for all items of the perception construct and 0.92 for the perception of competence to carry out a task (Vang, 2018). The survey collects the following demographic information:

- Gender

- Participant age
- Participant years of teaching
- Participant experience of teaching online
- Level of students the participants are teaching (graduates or undergraduates)
- Primary online teaching methodology (asynchronous, synchronous)
- Support and training received

3.5.1. Data Collection

The researcher took the approval of the chairperson of the CSP to conduct research regarding the English CSP's faculty perceptions. Also, IRB approval was obtained from the AUB, where anonymity is ensured so that participants give real perceptions in a confidential atmosphere. To alter Vang's (2018) survey to fit the specific culture and circumstances at AUB, the researcher sent an email to four faculty members regarding their personal experience with online teaching in Fall 2020 at AUB. After receiving the participants' responses, the researcher altered the survey to fit AUB's online teaching practices. For the pilot study, the researcher sent an email to four faculty members in the CSP, which includes a consent form, an online invitation script, a description of the study, the surveys, and the deadline to send back their responses. After establishing the feasibility of the study, the researcher sent the same email to the remaining faculty members in the CSP other than the previously involved participants to conduct the study. The researcher also informed the participants that their answers will remain confidential and that their responses were going to be kept anonymous in the survey submissions and the research study. Lime Survey was used to create the electronic survey and to collect responses. Each participant was able to complete the survey once (Survey link:

<https://survey.aub.edu.lb/index.php/382553?lang=en>). The researcher then set to analyze the data collected in Summer 2021. Data storage is password-protected and will be stored for a minimum of 3 years to abide by the institution's archive policy.

3.6. Data Analysis

Data analysis involved obtaining descriptive statistics, including percentages, means and standard deviations for each item and for each categorical subscale – course design, course communication, time management, and technical competence. The means and standard deviations for demographic characteristics are also presented. The Cronbach's value was used to validate the internal consistency between item responses of the survey. The relationship between the different subscales were analyzed through the respective correlation coefficients. The Multivariate Analysis of Variance (MANOVA) was used to measure the variation of participants' responses with respect to their demographic characteristics (gender, age, years of teaching, experience of online teaching, primary method of online teaching, and support and training received). Lastly, the correlation between the importance of online teaching competencies and faculty perceptions of self-efficacy online teaching was obtained using Pearson correlation test.

3.6. Limitations of the Study

Some features in this study limit the generalizability of the results. Both the sample and the findings are not representative of all faculty members at AUB, nor can they represent communication departments in other universities in Lebanon. Also, the faculty's computer skills were not measured as part of the results of the study. The literature mentions many terminologies that delineate online learning, such as e-learning,

distance learning, virtual learning; in this present study, online learning will be the chosen term.

CHAPTER 4

RESULTS

The COVID-19 pandemic highlighted the importance of having faculty preparedness in distance learning, and it has become a main concern and a catalyst to provide students with an educational experience similar to face-to-face learning.

4.1. Reliability of the Instrument

Cronbach's alpha was used to show the internal consistency (reliability) of the participants' responses to the FRTTO survey. Cronbach's alpha was 0.987 which is greater than 0.7; this shows that we have reliability in our research. As for the subscales for importance, the Cronbach alpha was 0.916 for course design, 0.965 for course communication, 0.809 for time management, and 0.897 for technical Know-How. Furthermore, the Cronbach alpha for self-efficacy was 0.932 for course design, 0.980 for course communication, 0.852 for time management, and 0.884 for technical Know-How.

4.2. Faculty Perceptions of the Importance of Online Competencies (IOC) and Self-Efficacy to Teach Online (SETO)

Descriptive Statistics (Means and Standard Deviations) by item within each of the four subscales, course design, course communication, time management and technical know-how are reported in Tables 3 and 4. Most of the items on this survey were rated high for both importance and self-efficacy.

IOC. In course design, using different teaching methods in the online environment (M = 4.70) was rated the highest. In course communication, sending announcements / email reminders to course participant (M = 4.60) was rated the highest. In time

management, scheduling time to design the course prior to delivery, scheduling weekly hours, spending weekly hours to grade, and allocating time to learn about new strategies and tools (M = 4.50) were rated the highest. In technical, completing basic computer operations (M = 4.60) was rated the highest.

SETO. In course design, organizing instructional materials into modules or Units and creating online assignments (M = 4.60) were rated the highest. In course communication, using email to communicate with the learners and sending announcements/email reminders (M = 4.70) were rated the highest. In time management, spending weekly hours to grade assignments, scheduling weekly hours to facilitate the online course, and using features in learning management system (M = 4.40) were rated the highest. In technical know-how, completing basic computer operations (M = 4.70) were rated the highest.

	Frequency(n)	Percentage (%)
Gender		
Male	1	5.3%
Female	17	89.5%
No Answer	1	5.3%
Participant Age		
Less than 30	0	0.0%
31-35	4	21.1%
36-40	3	15.8%
41-45	4	21.1%
46-50	1	5.3%
51-55	3	15.8%
56-60	0	0.0%
Greater than 60	3	15.8%
Participant Years of Teaching		
0	0	0.0%
1-5	0	0.0%
6-10	4	21.1%
11-15	4	21.1%
More than 15	10	52.6%
Participant experience of teaching online		
0	1	5.3%

1-5	14	73.7%
6-10	2	10.5%
11-15	1	5.3%
More than 15	1	5.3%
Level of Students the Participants are Teaching (graduates, undergraduates, or both)		
Undergraduates	16	84.2%
Graduates	0	0.0%
Both	3	15.8%
Primary Online Teaching Methodology (asynchronous, synchronous, or both)		
Asynchronous	1	5.3%
Synchronous	1	5.3%
Both	17	89.5%
Support and training received		
Yes	15	78.9%
No	4	21.1%

Table 2. Demographics

Table 2 shows the frequencies and percentages of the demographics (gender, age, years of teaching, experience of teaching online, level of students the participants are teaching, primary online teaching methodology, and support and training received). The table shows that 90% of the participants are females, 80% received support and training, 85% are undergraduates, 90% use asynchronous and synchronous online teaching methodology, and the majority of the participants have 1-3 years of experience with online teaching (74%).

Regarding faculty perceptions of the significance of online teaching competencies, respondents are asked to rate the importance of the competencies on a 5-point Likert scale from 1 (not important at all) to 5 (very important). For faculty's self-efficacy beliefs regarding online teaching, participants are asked to rate themselves on their perception of ability to carry out these specific tasks. A Likert-scale with five choices ranging from 1 to 5 records the participant's responses. The choices include: (1)

I cannot do it at all, (2) I cannot do it well, (3) I can somewhat do it, (4) I can do it, and
 (5) I can do it well.

C o m p e t e n c y			Importance	Self-Efficacy
A · C o u r s e D e s i g n	1	Create an online course orientation (e.g., introduction, getting started)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	2	Write measurable learning outcomes	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	3	Design learning activities that provide students with opportunities for interaction (e.g. discussion forums, breakout rooms, scaffolding, active learning, collaborative learning, polling, group discussions, peer reviews)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	4	Organize instructional materials into modules or units	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	5	Create instructional videos (e.g. lecture videos, demonstrations, video tutorials)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	6	Use different teaching methods in the online environment (e.g. brainstorming, collaborative activities, discussions, presentations, breakout rooms via Zoom for group activities, polling, peer reviews)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	7	Create online quizzes and tests	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	8	Create online assignments	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	9	Manage grades online	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	10	Additional comments:		
B · C o u r s e	1	Send announcements/email reminders to course participants	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	2	Create and moderate discussion forums	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	3	Use email to communicate with the learners	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	4	Respond to student questions promptly (e.g. within 24 to 48 hours)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5

C o m m u n i c a t i o n	5	Provide feedback on assignments (e.g. 7 days from submission)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	
	6	Provide office hours	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	
	7	Use synchronous web conferencing tools (eg. Webex, Blackboard Collaborate, Zoom, Google Hangouts, etc.)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	
	8	Asynchronous learning (post recorded lectures, discussion forums, PowerPoints, etc.)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	
	9	Communicate expectations about student behavior (e.g. netiquette)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	
	10	Communicate compliance regarding academic integrity policies	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	
	11	Apply copyright law and Fair Use guidelines when using copyrighted materials	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	
	12	Apply accessibility policies to accommodate student needs	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	
	13	Additional comments:			
	C . T i m e M a n a g e m e n t	1	Schedule time to design the course prior to delivery (e.g. a semester before delivery)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
		2	Schedule weekly hours to facilitate the online course	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
		3	Use features in Learning Management System (Moodle) in order to manage time (e.g. online grading, rubrics, speed grader, calendar)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
		4	Use facilitation strategies to manage time spent on course (e.g. discussion board moderators, collective feedback, timer, etc.)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
5		Spend weekly hours to grade assignments	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	
6		Allocate time to learn about new strategies or tools	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	
7		Additional comments:			
T e c h n i c a l K n o w l e d g e	1	Complete basic computer operations (e.g. creating and editing documents, managing files, and folders)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	
	2	Navigate within the course in the Learning Management System (e.g. Moodle)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	
	3	Use course roster in the Learning Management System to set up teams/groups	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	
	4	Use online collaborative tools (e.g. Google Drive, Dropbox, voice messages, screen sharing, raise hand option in zoom, screen recording)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	
	5	Create, edit and post videos (e.g. iMovie, Movie Maker, screen recording)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5	

o w - H o w	67	Share open educational resources (e.g. learning websites, web resources, etc.)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	8	Access online help desk/resources for assistance	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	9	Accommodate electricity cuts and weak internet connection that mainly hinder synchronous online learning	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	10	Additional comments:		

Table 3. Faculty Preparedness Competencies

	Not important at all		Not Important		Somewhat important		Important		Very important		Mean	Std. dev
	n	%	n	%	n	%	n	%	N	%		
Course Design												
1	1	5.3			1	5.3	4	21.1	13	68.4	4.5	1.0
2	1	5.3			1	5.3	4	21.1	13	68.4	4.5	1.0
3					1	5.3	2	10.5	15	78.9	4.6	0.8
4	1	5.3			1	5.3	2	10.5	15	78.9	4.6	1.0
5	1	5.3	1	5.3	4	21.1	3	15.8	10	52.6	4.1	1.2
6			1	5.3	1	5.3	1	5.3	16	84.2	4.7	0.8
7	2	10.5	3	15.8	8	42.1	1	5.3	5	26.3	3.2	1.3
8	1	5.3	1	5.3			1	5.3	16	84.2	4.6	1.1
9	1	5.3	1	5.3	4	21.1	1	5.3	12	63.2	4.2	1.3
Course Communication												
1	1	5.3					3	15.8	15	78.9	4.6	1.0
2			3	15.8			4	21.1	12	63.2	4.3	1.1
3	1	5.3			1	5.3	3	15.8	14	73.7	4.5	1.0
4			2	10.5			3	15.8	14	73.7	4.5	1.0
5			2	10.5			4	21.1	13	68.4	4.5	1.0
6	1	5.3			2	10.5	1	5.3	15	78.9	4.5	1.1
7	1	5.3			2	10.5	3	15.8	13	68.4	4.4	1.1
8	1	5.3	1	5.3			4	21.1	13	68.4	4.4	1.1
9	1	5.3			2	10.5	4	21.1	12	63.2	4.4	1.1
10	1	5.3	1	5.3	2	10.5	3	15.8	12	63.2	4.3	1.2
11	2	10.5			1	5.3	2	10.5	14	73.7	4.4	1.3

12	1	5.3			2	10.5	1	5.3	15	78.9	4.5	1.1
Time Management												
1	1	5.3	1	5.3	2	10.5	3	15.8	13	68.4	4.5	0.9
2			1	5.3	2	10.5	2	10.5	14	73.7	4.5	0.9
3			1	5.3	3	15.8	2	10.5	12	63.2	4.2	1.2
4					5	26.3	5	26.3	9	47.4	4.2	0.9
5			1	5.3	3	15.8	1	5.3	14	73.7	4.5	1.0
6					2	10.5	5	26.3	12	63.2	4.5	0.7
Technical Know-How												
1	1	5.3	1	5.3			4	21.1	14	73.7	4.6	1.0
2	1	5.3					3	15.8	14	73.7	4.5	1.1
3	2	10.5	1	5.3	5	26.3	2	10.5	10	52.6	3.9	1.4
4			3	15.8	1	5.3	4	21.1	13	68.4	4.5	0.8
5					2	10.5	5	26.3	9	47.4	4.1	1.1
6	1	5.3			2	10.5	2	10.5	14	73.7	4.5	1.1
7	1	5.3			3	15.8	2	10.5	13	68.4	4.4	1.1
8	1	5.3			1	5.3	3	15.8	14	73.7	4.5	1.0

Table 4. Descriptive results of Importance

In the table above, for each question listed, the research presented the frequency, percentages, and calculated the mean and the std. Deviation of the answers obtained by participants for importance. Most of the questions had a mean greater than 4 indicating that answers tend to be “Important” and “Very Important”.

	I cannot do it at all		I cannot do it		I can somewhat do it		I can do it		I can do it well		Mean	Std. dev
Course Design	n	%	n	%	n	%	n	%	N	%		
1	1	5.3			2	10.5	6	31.6	10	52.6	4.3	1.0

2	1	5.3			2	10.5	5	26.3	11	57.9	4.3	1.1
3	1	5.3	1	5.3	1	5.3	4	21.1	13	68.4	4.5	0.8
4	1	5.3			1	5.3	2	10.5	15	78.9	4.6	1.0
5	1	5.3			7	36.8	5	26.3	6	31.6	3.8	1.1
6			2	10.5			4	21.1	13	68.4	4.5	1.0
7	3	15.8	2	10.5	6	31.6	3	15.8	5	26.3	3.3	1.4
8	1	5.3			1	5.3	1	5.3	16	84.2	4.6	1.0
9	1	5.3	1	5.3	2	10.5	1	5.3	14	73.7	4.4	1.2
Course Communication												
1	1	5.3					1	5.3	17	89.5	4.7	0.9
2			1	5.3	1	5.3	6	31.6	11	57.9	4.4	0.8
3	1	5.3					2	10.5	16	84.2	4.7	0.9
4					1	5.3	2	10.5	14	73.7	4.5	1.0
5			2	10.5	3	15.8	4	21.1	10	52.6	4.2	1.1
6	1	5.3	1	5.3			1	5.3	16	84.2	4.6	1.1
7	1	5.3			1	5.3	2	10.5	15	78.9	4.6	1.0
8	1	5.3	1	5.3			2	10.5	15	78.9	4.5	1.1
9	1	5.3			1	5.3	6	31.6	11	57.9	4.4	1.0
10	1	5.3	1	5.3			5	26.3	12	63.2	4.4	1.1
11	1	5.3			1	5.3	5	26.3	12	63.2	4.4	1.0
12	1	5.3			1	5.3	4	21.1	13	68.4	4.5	1.0
Time Management												
1			1	5.3	3	15.8	5	26.3	10	52.6	4.3	0.9
2			1	5.3	2	10.5	4	21.1	12	63.2	4.4	0.9
3			1	5.3	2	10.5	5	26.3	11	57.9	4.4	0.9
4					6	31.6	3	15.8	10	52.6	4.2	0.9
5			1	5.3	4	21.1	1	5.3	13	68.4	4.4	1.0
6					4	21.1	7	36.8	8	42.1	4.2	0.8

Technical Know-How												
1	1	5.3					2	10.5	16	84.2	4.7	0.9
2	1	5.3	1	5.3			1	5.3	16	84.2	4.6	1.1
3	1	5.3			5	26.3	3	15.8	10	52.6	4.1	1.1
4			1	5.3	2	10.5	4	21.1	12	63.2	4.4	0.9
5			3	15.8	3	15.8	6	31.6	7	36.8	3.9	1.1
6	1	5.3			1	5.3	1	5.3	16	84.2	4.6	1.0
7	1	5.3			2	10.5	3	15.8	13	68.4	4.4	1.1
8	2	10.5			1	5.3	5	26.3	11	57.9	4.2	1.3

Table 5. Descriptive results of Self-efficacy

In the table above, for each question listed, this research presented the frequency, percentages, and calculated the mean and the std. Deviation of the answers obtained by participants for self-efficacy. Most of the questions had a mean greater than 4 indicating that answers tend to “I can do it” and “I can do it well”.

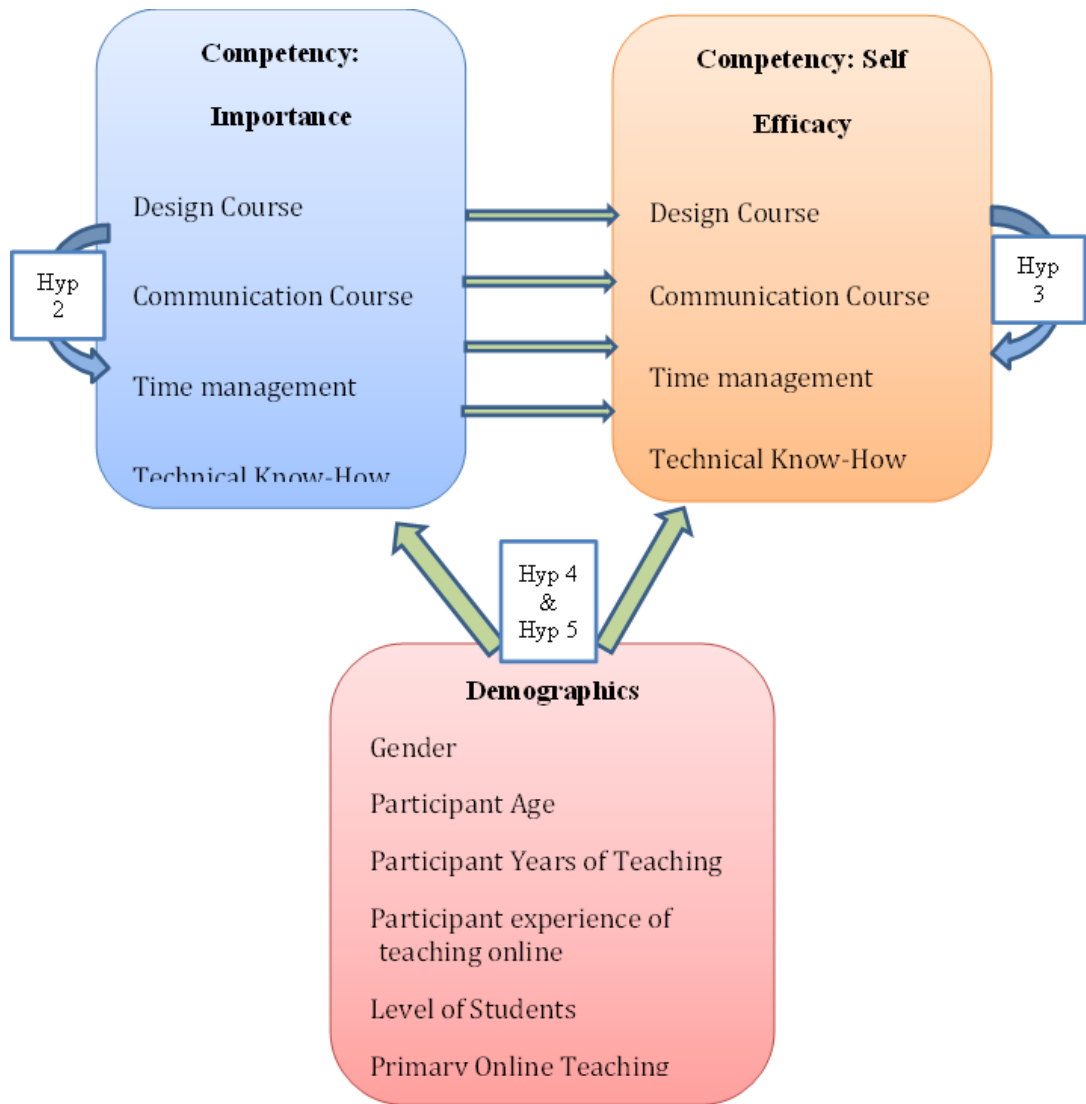


Figure 1. Framework

4.3. Hypothesis testing

In this section, the author presents the answers to the different research questions and hypotheses using Pearson Correlation, One-Sample test, and ANOVA test.

1. What are CSP faculty's needs that will prepare them to teach students online English courses and serve the intended learning outcomes?

The tables and graphs below of the sub-questions of research question 1 present the P-values of the English CSP's faculty perceptions on the importance and self-efficacy of online teaching competencies to study the correlation between design course, communication course, time management, and technical know-how with the importance and self-efficacy using Pearson Correlation.

Correlations			
		Design Course Importance	Design Course Self Efficacy
Design Course Importance	Pearson Correlation	1	.908**
	Sig. (2-tailed)		0.000
	N	19	19
Design Course Self Efficacy	Pearson Correlation	.908**	1
	Sig. (2-tailed)	0.000	
	N	19	19
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 6. Correlation between Design Course Importance and Design Course Self Efficacy

The above table shows that P-value < 0.01 so there is a significant relation between design course importance and design course self-efficacy.

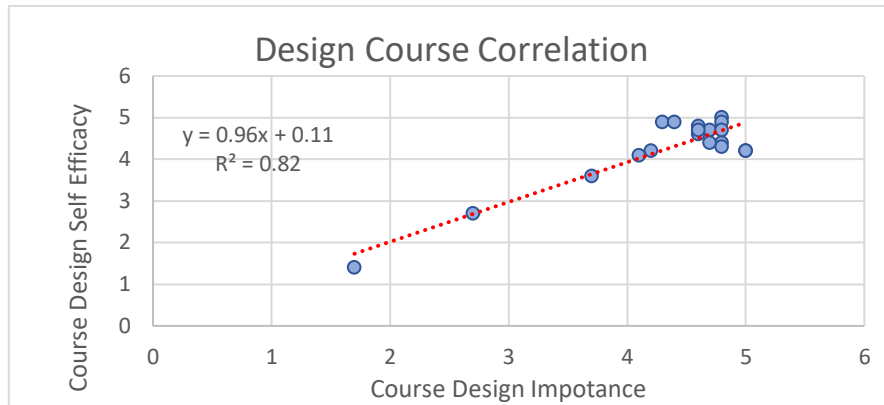


Figure 2. Design Course Correlation

The above graph shows the correlation between design course importance and design course self-efficacy.

Correlations			
		Communication Course Importance	Communication Course Self-Efficacy
Communication Course Importance	Pearson Correlation	1	.953**
	Sig. (2-tailed)		0.000
	N	19	19
Communication Course Self-Efficacy	Pearson Correlation	.953**	1
	Sig. (2-tailed)	0.000	
	N	19	19
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 7. Correlation between Communication Course Importance and Communication Course Self Efficacy

The above table shows that P-value < 0.01 so there is a significant relation between communication course importance and communication course self-efficacy.

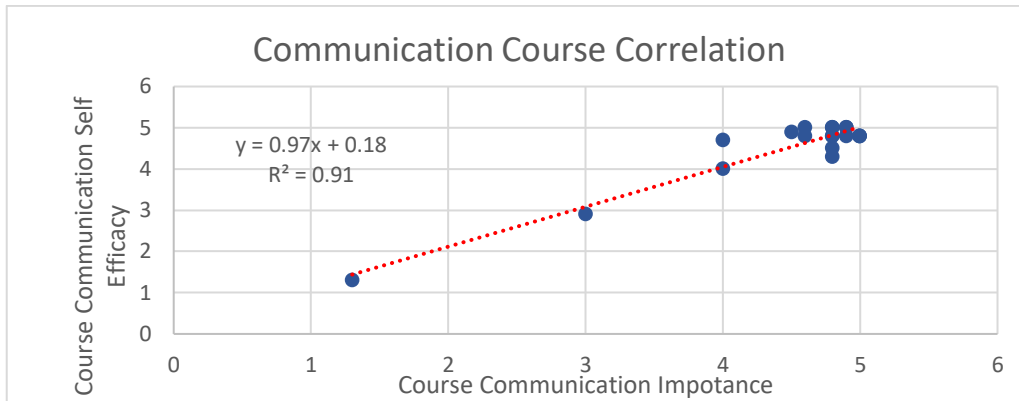


Figure 3. Communication Course Correlation

The above graph shows the correlation between communication course importance and communication course self-efficacy.

Correlations			
		Time management Importance	Time management Self Efficacy
Time management Importance	Pearson Correlation	1	0.317
	Sig. (2-tailed)		0.186
	N	19	19
Time management Self Efficacy	Pearson Correlation	0.317	1
	Sig. (2-tailed)	0.186	
	N	19	19

Table 8. Correlation between Time management Importance and Time management Self Efficacy

The above table shows that P-value > 0.01 so there is no significant relation between time management Importance and Time management Self Efficacy.

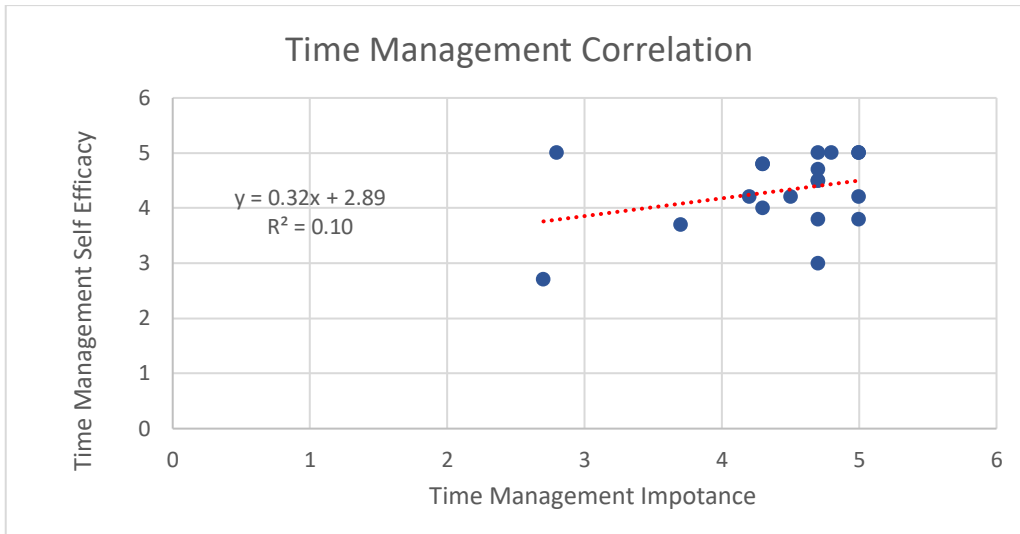


Figure 4. Time Management Correlation

The above graph shows the correlation between Time management Importance and Time management Self Efficacy

Correlations			
		Technical Know-How Importance	Technical Know-How Self Efficacy
Technical Know-How Importance	Pearson Correlation	1	.852**
	Sig. (2-tailed)		0.000
	N	19	19
Technical Know-How Self Efficacy	Pearson Correlation	.852**	1
	Sig. (2-tailed)	0.000	
	N	19	19
**. Correlation is significant at the 0.01 level (2-tailed).			

Importance	t	df	P_value	95% Confidence Interval of the Difference		Mean	Std. Deviation
				Lower	Upper		
Course Design							
1.	6.296	18	0.000	0.98	1.97	4.47	1.020
2	6.296	18	0.000	0.98	1.97	4.47	1.020
3	8.561	18	0.000	1.23	2.03	4.63	0.831
4	6.765	18	0.000	1.09	2.07	4.58	1.017
5	3.750	18	0.001	0.46	1.64	4.05	1.224
6	8.952	18	0.000	1.29	2.08	4.68	0.820
7	0.697	18	0.494	-0.42	0.84	3.21	1.316
8	6.138	18	0.000	1.04	2.12	4.58	1.121
9	4.009	18	0.001	0.55	1.76	4.16	1.259
Communication							
1	7.446	18	0.000	1.17	2.09	4.63	0.955
2	5.175	18	0.000	0.78	1.85	4.32	1.108
3	6.521	18	0.000	1.03	2.02	4.53	1.020
4	6.900	18	0.000	1.06	1.99	4.53	0.964
5	6.662	18	0.000	1.01	1.94	4.47	0.964
6	6.198	18	0.000	1.01	2.04	4.53	1.073
7	5.786	18	0.000	0.91	1.94	4.42	1.071
8	5.524	18	0.000	0.88	1.96	4.42	1.121
9	5.600	18	0.000	0.86	1.88	4.37	1.065
10	4.609	18	0.000	0.69	1.84	4.26	1.195
11	4.588	18	0.000	0.74	2.00	4.37	1.300
12	6.198	18	0.000	1.01	2.04	4.53	1.073
Time Management							

1	7.099	18	0.000	1.04	1.91	4.47	0.905
2	7.353	18	0.000	1.09	1.96	4.53	0.905
3	4.296	18	0.000	0.62	1.80	4.21	1.228
4	6.172	18	0.000	0.80	1.62	4.21	0.855
5	6.662	18	0.000	1.01	1.94	4.47	0.964
6	9.549	18	0.000	1.19	1.86	4.53	0.697
Technical Know-How							
1	7.160	18	0.000	1.116	2.042	4.579	0.961
2	5.715	18	0.000	0.932	2.015	4.474	1.124
3	3.052	18	0.007	0.295	1.599	3.947	1.353
4	7.909	18	0.000	1.121	1.932	4.526	0.841
5	4.064	18	0.001	0.508	1.597	4.053	1.129
6	5.985	18	0.000	0.956	1.991	4.474	1.073
7	5.344	18	0.000	0.830	1.906	4.368	1.116
8	6.521	18	0.000	1.035	2.018	4.526	1.020

Table 10. Sample Test 1

The above table shows that the majority of the P-value results are less than 0.0,1 so there is a significant relation between English CSP's faculty perceptions and the importance of online teaching competencies. However, for creating online quizzes and tests in course design competency, the P-value is equal to 0.494 which is greater than 0.01, so there is no significant relation between creating online quizzes and tests and the importance of online teaching competencies.

The table below shows a significant correlation between English CSP's faculty perceptions and the importance of online teaching competencies Value competency

importance mean > 3. Mean responses of competency importance are classified as important and very important.

One-Sample Test								
	Test Value = 3							
	T	Df	P_value	95% Confidence Interval of the Difference		Mean	Std. Deviation	
				Lower	Upper			
Course Design	6.954	18	0.000	0.93	1.73	4.33	0.83	
Course Communication	6.975	18	0.000	1.01	1.88	4.45	0.90	
Time Management	9.133	18	0.000	1.09	1.74	4.41	0.67	
Technical Knowledge	7.250	18	0.000	0.98	1.77	4.37	0.83	

Table 11. Sample Test 2

3. What are English CSP's faculty self-efficacy beliefs regarding online teaching?

The tables of research question 3 below show the correlation of the English CSP's faculty perceptions with the self-efficacy of online teaching competencies using One-Sample Test.

One-Sample Test							
Self-Efficacy	Test Value = 3						
	t	Df	P_value	95% Confidence Interval of the Difference		Mean	Std. Deviation
				Lower	Upper		
Course Design							
1.	5.265	18	0.000	0.759	1.767	4.263	1.046
2	5.427	18	0.000	0.806	1.825	4.316	1.057
3	7.909	18	0.000	1.121	1.932	4.526	0.841
4	6.765	18	0.000	1.089	2.069	4.579	1.017
5	3.174	18	0.005	0.267	1.312	3.789	1.084
6	6.662	18	0.000	1.009	1.938	4.474	0.964
7	6.138	18	0.000	1.038	2.119	4.579	1.121
8	4.009	18	0.001	0.551	1.765	4.158	1.259
9	5.265	18	0.000	0.759	1.767	4.263	1.046
Communication							
1	8.110	18	0.000	1.287	2.187	4.737	0.933
2	7.394	18	0.000	1.017	1.825	4.421	0.838

3	7.761	18	0.000	1.228	2.140	4.684	0.946
4	6.296	18	0.000	0.982	1.965	4.474	1.020
5	4.726	18	0.000	0.643	1.673	4.158	1.068
6	6.138	18	0.000	1.038	2.119	4.579	1.121
7	6.765	18	0.000	1.089	2.069	4.579	1.017
8	5.920	18	0.000	0.985	2.068	4.526	1.124
9	5.896	18	0.000	0.881	1.856	4.368	1.012
10	5.344	18	0.000	0.830	1.906	4.368	1.116
11	6.088	18	0.000	0.931	1.911	4.421	1.017
12	6.296	18	0.000	0.982	1.965	4.474	1.020
Time Mana geme nt							
1	5.898	18	0.000	0.813	1.713	4.263	0.933
2	6.870	18	0.000	0.986	1.856	4.421	0.902
3	6.664	18	0.000	0.937	1.800	4.368	0.895
4	5.750	18	0.000	0.768	1.653	4.211	0.918
5	5.896	18	0.000	0.881	1.856	4.368	1.012
6	6.702	18	0.000	0.831	1.590	4.211	0.787
Tech nical Know -How							
1	7.761	18.000	0.000	1.228	2.140	4.684	0.946
2	6.138	18.000	0.000	1.038	2.119	4.579	1.121
3	4.191	18.000	0.001	0.551	1.659	4.105	1.150
4	6.870	18.000	0.000	0.986	1.856	4.421	0.902

5	3.545	18.000	0.002	0.364	1.425	3.895	1.100
6	7.030	18.000	0.000	1.144	2.119	4.632	1.012
7	5.786	18.000	0.000	0.905	1.937	4.421	1.071
8	4.146	18.000	0.001	0.597	1.824	4.211	1.273

Table 12. Sample Test 3

The above table shows that all the P-values results are > 0.01 so there is a significant relation in English CSP's faculty self-efficacy beliefs regarding online teaching. The table below shows a significant correlation between English CSP's faculty perceptions and the self-efficacy of online teaching competencies. Value competency Self Efficacy mean > 3 . Mean responses of competency Self Efficacy are classified as "can do it" and "can do it well".

One-Sample Test							
	Test Value = 3				95% Confidence Interval of the Difference	Mean	Std. Deviation
	t	df	P_value				
				Lower	Upper		
Course Design	6.190	18	0.000	0.82	1.67	4.25	0.88
Course Communication	7.048	18	0.000	1.04	1.93	4.48	0.92
Time Management	8.353	18	0.000	0.98	1.64	4.31	0.68

Technical Know-How	7.501	18	0.000	1.00	1.77	4.38	0.80
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Table 13. Sample Test 4

4. How are faculty demographics (gender, age, years of teaching, experience of teaching online, level of students the participants are teaching, primary online teaching methodology, and support and training received) correlated with their perceptions of the significance of online teaching competencies?

The tables below show the correlation between demographics factors and faculty perceptions of importance online teaching using ANOVA test.

		Importance				
		Sum of Squares	df	Mean Square	F	Sig.
Course Design	Between Groups	0.323	2	0.162	0.212	0.811
	Within Groups	12.218	16	0.764		
	Total	12.541	18			
Course Communication	Between Groups	0.405	2	0.203	0.226	0.800
	Within Groups	14.322	16	0.895		
	Total	14.727	18			
Time Management	Between Groups	0.098	2	0.049	0.097	0.908
	Within Groups	8.060	16	0.504		
	Total	8.158	18			
Technical Know-How	Between Groups	0.258	2	0.129	0.172	0.844
	Within Groups	12.019	16	0.751		
	Total	12.277	18			

Table 14. Gender

The table above shows that all the p-values are more than 0.05 so there is no significant correlation between gender and importance of online teaching competencies.

		Importance				
		Sum of Squares	df	Mean Square	F	Sig.
Course Design	Between Groups	4.335	5	.867	1.305	0.325
	Within Groups	7.974	12	.665		
	Total	12.309	17			
Course Communication	Between Groups	4.503	5	.901	1.092	0.414
	Within Groups	9.902	12	.825		
	Total	14.405	17			
Time Management	Between Groups	3.159	5	.632	1.544	0.248
	Within Groups	4.910	12	.409		
	Total	8.069	17			
Technical Know-How	Between Groups	3.759	5	.752	1.113	0.404
	Within Groups	8.104	12	.675		
	Total	11.863	17			

Table 15. Age

The table above shows that all the p- values are more than 0.05 so there is no significant correlation between age and importance of online teaching competencies.

		Importance				
		Sum of Squares	df	Mean Square	F	Sig.
Course Design	Between Groups	.336	2	.168	.210	0.813
	Within Groups	11.973	15	.798		
	Total	12.309	17			
Course Communication	Between Groups	1.120	2	.560	.632	0.545
	Within Groups	13.285	15	.886		
	Total	14.405	17			
Time Management	Between Groups	.898	2	.449	.939	0.413
	Within Groups	7.172	15	.478		
	Total	8.069	17			

Technical Know-How	Between Groups	2.007	2	1.003	1.527	0.249
	Within Groups	9.856	15	.657		
	Total	11.863	17			

Table 16. Participant Years of Teaching

The table above shows that all the p- values are more than 0.05 so there is no significant correlation between participant years of teaching and importance of online teaching competencies.

		Importance				
		Sum of Squares	df	Mean Square	F	Sig.
Course Design	Between Groups	1.661	4	.415	.534	0.713
	Within Groups	10.880	14	.777		
	Total	12.541	18			
Course Communication	Between Groups	1.518	4	.380	.402	0.804
	Within Groups	13.209	14	.944		
	Total	14.727	18			
Time Management	Between Groups	.741	4	.185	.350	0.840
	Within Groups	7.417	14	.530		
	Total	8.158	18			
Technical Know-How	Between Groups	.258	4	.064	.075	0.989
	Within Groups	12.019	14	.859		
	Total	12.277	18			

Table 17. Participant experience of teaching online

The table above shows that all the p-values are more than 0.05 so there is no significant correlation between participant experience of teaching online and importance of online teaching competencies.

		Importance				
		Sum of Squares	df	Mean Square	F	Sig.
Course Design	Between Groups	.140	1	.140	.192	0.667
	Within Groups	12.401	17	.729		
	Total	12.541	18			
Course Communication	Between Groups	.046	1	.046	.054	0.820
	Within Groups	14.681	17	.864		
	Total	14.727	18			
Time Management	Between Groups	.540	1	.540	1.206	0.287
	Within Groups	7.617	17	.448		
	Total	8.158	18			
Technical Know-How	Between Groups	.057	1	.057	.079	0.782
	Within Groups	12.220	17	.719		
	Total	12.277	17			

Table 18. Level of students the participants are teaching (graduates, undergraduates, or both)

		Importance				
		Sum of Squares	df	Mean Square	F	Sig.
Course Design	Between Groups	.090	2	.045	.058	0.994
	Within Groups	12.451	16	.778		
	Total	12.541	18			
Course Communication	Between Groups	.367	2	.184	.205	0.817
	Within Groups	14.360	16	.897		
	Total	14.727	18			
Time Management	Between Groups	.777	2	.388	.842	0.449
	Within Groups	7.381	16	.461		
	Total	8.158	18			
Technical Know-How	Between Groups	.747	2	.374	.519	0.605
	Within Groups	11.529	16	.721		

Total	12.277	18			
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Table 19. Primary online teaching methodology (asynchronous, synchronous, or both)

The table above shows that all the p-values are more than 0.05 so there is no significant correlation between the Primary online teaching methodology (asynchronous, synchronous, or both) and importance of online teaching competencies.

		Importance				
		Sum of Squares	df	Mean Square	F	Sig.
Course Design	Between Groups	.476	1	.476	.671	0.424
	Within Groups	12.065	17	.710		
	Total	12.541	18			
Course Communication	Between Groups	.448	1	.448	.533	0.475
	Within Groups	14.279	17	.840		
	Total	14.727	18			
Time Management	Between Groups	.501	1	.501	1.112	0.306
	Within Groups	7.657	17	.450		
	Total	8.158	18			
Technical Know-How	Between Groups	.260	1	.260	.367	0.553
	Within Groups	12.017	17	.707		
	Total	12.277	18			

Table 20. Support and training received

The table above shows that all the p-values are more than 0.05, so there is no significant correlation between support and training received and importance of online teaching competencies. We conclude that all p-value obtained are more than 0.05, then there is no significant relation between faculty demographics (gender, age, years of teaching, experience of teaching online, level of students the participants are teaching, primary online teaching methodology, and support and training received) and their perceptions of the significance of online teaching competencies.

5. How are faculty demographics (gender, age, years of teaching, experience of teaching online, level of students the participants are teaching, primary online teaching methodology, and support and training received) correlated with their perceptions of self-efficacy for online teaching?

The tables below show the correlation between demographics factors and faculty perceptions of self-efficacy online teaching using ANOVA test.

		Self-Efficacy				
		Sum of Squares	df	Mean Square	F	Sig.
Course Design	Between Groups	0.703	2	0.351	0.426	0.660
	Within Groups	13.185	16	0.824		
	Total	13.887	18			
Course Communication	Between Groups	0.163	2	0.081	0.087	0.917
	Within Groups	15.002	16	0.938		
	Total	15.165	18			
Time Management	Between Groups	1.997	2	0.998	2.488	0.115
	Within Groups	6.421	16	0.401		
	Total	8.418	18			
Technical Know-How	Between Groups	0.415	2	0.207	0.295	0.748
	Within Groups	11.231	16	0.702		
	Total	11.645	18			

Table 21. Gender

The table above shows that all the p-values are more than 0.05 so there is no significant correlation between gender and self-efficacy of online teaching competencies.

		Importance				
		Sum of Square s	df	Mean Square	F	Sig.
Course Design	Between Groups	5.176	5	1.035	1.427	0.248
	Within Groups	8.708	12	.726		
	Total	13.884	17			
Course Communication	Between Groups	5.285	5	1.057	1.298	0.328
	Within Groups	9.775	12	.815		
	Total	15.060	17			
Time Management	Between Groups	1.899	5	.380	.703	0.632
	Within Groups	6.481	12	.540		
	Total	8.380	17			
Technical Know- How	Between Groups	1.745	5	.349	.425	0.823
	Within Groups	9.851	12	.821		
	Total	11.596	17			

Table 22. Age

The table above shows that all the p-values are more than 0.05 so there is no significant correlation between age and self-efficacy of online teaching competencies.

		Importance				
		Sum of Square s	df	Mean Square	F	Sig.
Course Design	Between Groups	.912	2	.456	.527	0.601
	Within Groups	12.973	15	.865		
	Total	13.884	17			
Course Communication	Between Groups	2.054	2	1.027	1.184	0.333
	Within Groups	13.006	15	.867		
	Total	15.060	17			
Time Management	Between Groups	.591	2	.296	.570	0.578
	Within Groups	7.788	15	.519		
	Total	8.380	17			

Technical Know-How	Between Groups	1.899	2	.949	1.468	0.262
	Within Groups	9.698	15	.647		
	Total	11.596	17			

Table 23. Participant Years of Teaching

The table above shows that all the p-values are more than 0.05 so there is no significant correlation between participant years of teaching and self-efficacy of online teaching competencies.

		Importance				
		Sum of Squares	df	Mean Square	F	Sig.
Course Design	Between Groups	1.064	4	.266	.290	0.879
	Within Groups	12.824	14	.916		
	Total	13.887	18			
Course Communication	Between Groups	.983	4	.246	.243	0.909
	Within Groups	14.182	14	1.013		
	Total	15.165	18			
Time Management	Between Groups	3.079	4	.770	2.018	0.147
	Within Groups	5.339	14	.381		
	Total	8.418	18			
Technical Know-How	Between Groups	.531	4	.133	.167	0.952
	Within Groups	11.114	14	.794		
	Total	11.645	18			

Table 24. Participant Experience of Teaching Online

The table above shows that all the p- values are more than 0.05 so there is no significant correlation between participant experience of online teaching and perceptions of self-efficacy of online teaching competencies.

		Importance				
		Sum of Squares	df	Mean Square	F	Sig.
Course Design	Between Groups	.823	1	.823	1.071	0.315
	Within Groups	13.064	17	.768		
	Total	13.887	18			
Course Communication	Between Groups	.359	1	.359	.412	0.529
	Within Groups	14.806	17	.871		
	Total	15.165	18			
Time Management	Between Groups	.128	1	.128	.262	0.615
	Within Groups	8.290	17	.488		
	Total	8.418	18			
Technical Know-How	Between Groups	.049	1	.049	.072	0.791
	Within Groups	11.596	17	.682		
	Total	11.645	18			

Table 25. Level of students the participants are teaching (graduates, undergraduates, or both)

The table above shows that all the p-values are more than 0.05 so there is no significant correlation between level of students and self-efficacy of online teaching competencies.

		Importance				
		Sum of Squares	df	Mean Square	F	Sig.
Course Design	Between Groups	.132	2	.066	.077	0.926
	Within Groups	13.755	16	.860		
	Total	13.887	18			

Course Communication	Between Groups	.283	2	.141	.152	0.860
	Within Groups	14.882	16	.930		
	Total	15.165	18			
Time Management	Between Groups	.507	2	.254	.513	0.6089
	Within Groups	7.911	16	.494		
	Total	8.418	18			
Technical Know-How	Between Groups	.386	2	.193	.275	0.763
	Within Groups	11.259	16	.704		
	Total	11.645	18			

Table 26. Primary online teaching methodology (asynchronous, synchronous, or both)

The table above shows that all the p-values are more than 0.05 so there is no significant correlation between online teaching methodology and self-efficacy of online teaching competencies.

		Importance				
		Sum of Squares	df	Mean Square	F	Sig.
Course Design	Between Groups	.110	1	.110	.136	0.717
	Within Groups	13.777	17	.810		
	Total	13.887	18			
Course Communication	Between Groups	.222	1	.222	.252	0.622
	Within Groups	14.943	17	.879		
	Total	15.165	18			
Time Management	Between Groups	.413	1	.413	.877	0.362
	Within Groups	8.005	17	.471		
	Total	8.418	18			
Technical Know-How	Between Groups	.008	1	.008	.012	0.913
	Within Groups	11.637	17	.685		
	Total	11.645	18			

Table 27. Support and training received

The table above shows that all the p-values are more than 0.05 so there is no significant correlation between support and training received and perceptions of self-efficacy of online teaching competencies.

The correlation of the whole survey, which is between the importance of online teaching competencies and faculty perceptions of self-efficacy online teaching is obtained using Pearson correlation test.

Correlations

		Importance_Score	Self_Efficacy_Score
Importance_Score	Pearson Correlation	1	.928**
	Sig. (2-tailed)		.000
	N	19	19
Self_Efficacy_Score	Pearson Correlation	.928**	1
	Sig. (2-tailed)	.000	
	N	19	19

** . Correlation is significant at the 0.01 level (2-tailed).

Table 28. Correlations

The table above shows that the p-values are less than 0.05 so there is significant correlation between importance of online teaching competencies and faculty perceptions of self-efficacy online teaching.

We conclude that all p-values obtained are more than 0.05, then there is no significant correlation between any of the faculty demographics (gender, age, years of teaching, experience of teaching online, level of students the participants are teaching, primary online teaching methodology, and support and training received) and their perceptions of self-efficacy for online teaching.

4.4. Summary of Findings

In this section, the author presents the answers to the different research questions and hypotheses using Pearson Correlation, One-Sample test, and ANOVA test.

The collected data from the 19 questionnaires were presented and interpreted in this chapter.

Based on the results, we concluded that there is no correlation between demographic factors and perceptions of importance and self-efficacy for online teaching, so the analysis of this data collected shows that null hypothesis number 4 and 5 are accepted.

There is a correlation in English CSP's faculty self-efficacy and importance beliefs regarding online teaching, so the analysis of the data collected shows that the null hypothesis number 1 is rejected. On the other hand, the null hypothesis number 2 is accepted on creating online quizzes and tests in course design importance competency because the results show that there is no correlation between them. Furthermore, there is a correlation between design course, communication course, technical know-how with importance and self-efficacy so the null hypothesis number 3 is rejected. On the other hand, there is no correlation between time management and importance and self-efficacy, so the null hypothesis number 4 is accepted on time management competency. This analysis will help in drawing the coming conclusions and recommendations.

CHAPTER 5

DISCUSSION AND ANALYSIS

The purpose of this study was to examine the extent to which faculty members in the English CSP AUB are prepared for online teaching – which was adopted after the spread of the COVID-19 pandemic. Previous studies have examined this topic on different cases and came up with some conclusions regarding the major factors associated with online teaching preparedness, such as lack of experience, explanation from distance, school administrative process and unsatisfactory student academic performance, and recommended some measures to solve these issues, such as strategic planning and understanding schools' faculty's perceptions of online teaching. Five research hypotheses were set to examine online learning of English communication skills in the Lebanese higher education context, which were, recalling from the first chapter:

1. There is no significant correlation between English CSP's faculty perceptions of the importance and self-efficacy of online teaching competencies and their course design, course communication, time management, and technical know-how.
2. There is no significant correlation between English CSP's faculty perceptions and the importance of online teaching competencies using One-Sample Test.
3. There is no significant correlation between English CSP's faculty perceptions and the self-efficacy of online teaching competencies using One-Sample Test.
4. There is no significant correlation between faculty demographics (gender, age, years of teaching, experience of teaching online, level of students the

participants are teaching, primary online teaching methodology, and support and training received) and faculty perceptions of the significance of online teaching competencies.

5. There is no significant correlation between faculty demographics (gender, age, years of teaching, experience of teaching online, level of students the participants are teaching, primary online teaching methodology, and support and training received) and faculty perceptions of the significance of self-efficacy for online teaching.

In order to test these five research hypotheses, this research attempted to answer five related research questions. To do so, first secondary data was gathered, and then a mixed method approach for primary data was used, by applying The Faculty Readiness to Teaching Online (FRTO) survey that was initially developed by Martin, Budhrani and Wang in 2017, as cited by Vang in 2018, and administered this survey at AUB, which is a private university in Lebanon, by distributing it to 24 part-time and full-time CSP faculty members. This chapter analyzes these results comparing them to the previously gathered literature data in chapter 2, and using them to answer the research questions, aiming to test the research hypothesis created.

5.1. The CSP Faculty's Needs That Will Prepare Them to Teach Students Online English Courses and Serve The Intended Learning Outcomes

Research question one was: "What are CSP faculty's needs that will prepare them to teach students online English courses and achieve the intended learning outcomes?" It aimed to measure the first hypothesis which is "There is no significant correlation between English CSP's faculty perceptions of the importance and self-efficacy of online

teaching competencies and their course design, course communication, time management, and technical know-how.”

Prior to testing the hypothesis using our primary data, we tried to find answers through secondary data from previously conducted researchers, as to what is missing and what are the main tools needed to be ready to teach online, noting that previous research revealed that Lebanon’s MEHE was the least prepared in terms of providing quality teaching and learning (Abu Moghli & Shuayb, 2020). The results were as follows

- Lack of support in terms of training and course development (Falowo, 2007), which was tested with the hypothesis of the correlation of the technical know-how importance and the technical know-how self-efficacy.
- Limited ability to take and give feedbacks (Farmer & West, 2019), which was tested with the hypothesis of the correlation of the communication course importance and the communication course self-efficacy.
- Need for time management with the increase of responsibilities while attempting to deliver the same quality of education (Farmer & West, 2019), which was tested with the hypothesis of the correlation of the time management importance and the time management self-efficacy.
- Need for a change in course design since providing online material and giving information through media sources need constant updates in order to avoid monotony (Croft et al., 2010), which was tested with the hypothesis of the correlation of the course design importance and the course design self-efficacy.

With the use of Pearson coefficient, we tested the hypothesis of the importance of each one of the four parameters, in regards to their self-efficacy factor. Based on the comparison of the p-value with 0.01, we found the following:

- There is a significant relation between design course importance and design course self-efficacy, in line with literature.
- There is also a significant relation between communication course importance and communication course self-efficacy, in line with literature.
- There is a significant relation between Technical Know-How Importance and Technical Know-How Self Efficacy, in line with literature.
- There is no significant relation between time management Importance and Time management Self Efficacy, not in line with literature.

Based on these findings, we can conclude the following:

CSP faculty's needs that will prepare them to teach students online English courses and serve the intended learning outcomes are mainly three factors, numerating:

- Design course, in other terms, updating the course to meet the online requirements, as to be more interactive.
- Course communication, which implies that ways should be found to a two ways course communication, ensuring that constructive feedback is given in a straightforward manner.
- Technical know-how, which is the most important one to be able to use standard and advanced online tools to give the course essentials and apply new course designs.

5.2. The English CSP's Faculty Perceptions on The Significance of Online Teaching Competencies

Research question 2 was: “What are English CSP’s faculty perceptions on the significance of online teaching competencies?”, and it aimed to measure the second hypothesis which is “There is no significant correlation between English CSP’s faculty perceptions and the importance of online teaching competencies using One-Sample Test.”

This research question’s result was based on the survey used in the literature, conducted by Martin, Budhrani and Wang in 2017 and cited by Vang in 2018, which studies competencies for online teaching, measured under the four categories previously discussed (course design, course communication, time management and technical competence), from which we found that three of them reflects needs that prepare instructors to teach students online, recalling course design, course communication and technical competence. This survey will be also used to answer the following two research questions as well, by stating the results of researchers, as well as the results of our research applied on the case of AUB university in Lebanon.

Martin, Budhrani and Wang (2017) reached the following conclusion regarding faculty perceptions on the significance of online teaching competencies:

- Course design is highly correlated with competencies, especially the creation of well-designed online assignments and managing grades.
- Course communication was also found highly correlated with competencies, especially the prompt reply to students’ emails.
- Time management was found correlated with competencies, in terms of advance planning of course material and grading assignments in a timely manner.

- Technical know-how was found correlated with competencies, in terms of adequately operating programs in the institution's learning management system, such as Blackboard.

With the use of one sample test, we tested the hypothesis of the correlation between English CSP's faculty perceptions and the importance of online teaching competencies, under the same four categories used in Martin, Budhrani and Wang (2017), however, here we are going to drop the time management which was found to be insignificant in the first research question result. Results were as follows: all the tested factors were found to be correlated with English CSP's faculty perceptions with the importance of online teaching competencies, except for one factor under course design competency, which was creating online quizzes and tests. Moreover, the mean responses of competency importance are classified as important and very important.

Based on these findings, we can conclude the following:

English CSP's faculty perceptions on the significance of online teaching competencies, includes categories of the previously conducted survey, can be applicable on the case of AUB university in Lebanon, except for time management since it was rejected in the first research question, and the creation of online quizzes and tests from the course design category.

5.3. The English CSP's Faculty Self-Efficacy Beliefs Regarding Online Teaching

Research question 3 was: "What are English CSP's faculty self-efficacy beliefs regarding online teaching?"; it aimed to measure the third hypothesis, which is "There is no significant correlation between English CSP's faculty perceptions and the self-efficacy of online teaching competencies using One-Sample Test."

The results for this research question were also based on the survey used in the literature, conducted by Martin, Budhrani and Wang in 2017 and cited by Vang in 2018, recalling, this survey studied competencies for online teaching, measured under the four categories previously discussed (course design, course communication, time management and technical competence). For self-efficacy, the most adequate tasks performed, as reported by the faculty, were two under course design category:

- Organizing instructional materials into modules.
- Managing grades online.

And one under course communication category:

- Promptly responding to students' emails.

Furthermore, results of the survey also showed that instructors were more comfortable navigating through course design and time management. With the use of one sample test, we tested the hypothesis of the correlation between English CSP's faculty perceptions and the self-efficacy of online teaching competencies, under the same four categories used in Martin, Budhrani and Wang (2017), however, here we are going to drop the time management which was found to be insignificant in the first research question result. Results were as follows: all the tested factors were found to be significant, tested in terms of comparing their p-values at the ninety nine percent degree of confidence, proving that there is a significant relation in English CSP's faculty self-efficacy beliefs regarding online teaching correlated with English CSP's faculty perceptions with the importance of online teaching competencies. Moreover, the mean responses of competency importance are classified as "can do it" and "can do it well".

Based on these findings, we can conclude the following:

English CSP's faculty perceptions and the self-efficacy of online teaching competencies includes categories of the previously conducted survey, can be applicable on the case of AUB university in Lebanon, except for time management since it was rejected in the first research question. Moreover, faculty members do believe in themselves as able to handle all these categories and having the online teaching competencies.

5.4. The Relation Between Faculty Demographics and Their Perceptions of The Significance of Online Teaching Competencies

Research question 4 is: "How are faculty demographics (gender, age, years of teaching, experience of teaching online, level of students the participants are teaching, primary online teaching methodology, and support and training received) correlated with their perceptions of the significance of online teaching competencies?" and it aimed to measure the fourth hypothesis, which is "There is no significant correlation between faculty demographics (gender, age, years of teaching, experience of teaching online, level of students the participants are teaching, primary online teaching methodology, and support and training received) and faculty perceptions of the significance of online teaching competencies."

The results for this research question were also based on the survey used in the literature, conducted by Martin, Budhrani and Wang in 2017 and cited by Vang in 2018, recalling, this survey studied importance of online teaching competencies, measured under the four categories previously discussed (course design, course communication, time management and technical competence). The studied demographic factors (gender, age, years of teaching, experience of teaching online, level of students the participants

are teaching, primary online teaching methodology, and support and training received) showed that female faculty perceived course design and course communication as more significant than males did.

Based on the ANOVA test we performed to test the correlation between demographics factors and importance of online teaching competencies, the results of our survey were as follows:

- There is no significant relation between gender and importance of online teaching competencies (as opposite to the literature found).
- There is no significant relation between age and importance of online teaching competencies.
- There is no significant relation between participant years of teaching and importance of online teaching competencies.
- There is no significant relation between participant experience of online teaching and importance of online teaching competencies.
- There is no significant relation between level of students (graduates, undergraduates, or both) and importance of online teaching competencies.
- There is no significant relation between online teaching methodology (asynchronous, synchronous, or both) and importance of online teaching competencies.
- There is no significant relation between support and training received and importance of online teaching competencies.

Based on these results, and as opposed to the literature, the fourth research hypothesis is rejected, and there is no significant relationship between demographics factors and importance of online teaching competencies.

CHAPTER 6

CONCLUSION

This research investigates the preparedness of faculty members in the English CSP at the American University of Beirut (AUB) for online teaching. The following chapter summarizes the conducted study along with its results, emphasizing on both its implications and limitations and leading the way for future research.

6.1. General Conclusion

To summarize, as a result of the corona virus pandemic, known as COVID-19, people had to move on with life while keeping social distancing. This meant that most of the industries that were able to, moved their businesses online. This included schools and universities, where teaching means became online through different platforms. However, this happened so fast, and in a country like Lebanon, schools and universities were not prepared, in terms of infrastructure (internet, electricity, teaching platforms) and in terms of faculties' competencies to move to teach online. This study investigated faculty perception towards their preparedness for online teaching in terms of their competencies, self-efficacy as well as the related demographics, taking the case of American University of Beirut (AUB), which is a well-known private university in Lebanon.

This is done using the Faculty Readiness to Teach Online (FRTO) survey, as used by Vang (2018) and initially developed by Martin, Budhrani and Wang (2017, as cited in Vang, 2018). The instrument seeks to measure two constructs through a 5-point Likert scale attitude survey and a 5-point Likert scale self-efficacy survey (Vang, 2018). To measure the construct of perception, participants are asked to rate the importance of competencies that fall under four categories: course design, course communication, time

management, and technical competence. To measure their self-efficacy, they are asked to rate their perceived ability in each of these same competencies. Additionally, a faculty demographic characteristics survey (gender, age, years of teaching, experience of teaching online, level of students the participants are teaching, primary online teaching methodology, and support and training received) is added to the instrument to study which demographic factors have the most impact on the perceptions of faculty competencies and self-efficacy.

Results of the study revealed the following:

- CSP faculty’s needs that will prepare them to teach students online English courses and serve the intended learning outcomes are mainly design course, communication course and technical know-how.
- English CSP’s faculty perceptions on the significance of online teaching competencies, includes the three categories, except for the creation of online quizzes and tests from the course design category.
- English CSP’s faculty members do believe in themselves as able to handle all the three categories and having the online teaching competencies.
- There is no relationship between demographics factors and importance of online teaching competencies.
- There is no relationship between demographics factors and self-efficacy of online teaching competencies.

6.2. Implications

This research was conducted through these timings since online teaching became necessary for the continuity of school and universities on one hand, and of the educational sector on the other hand. The study has two main implications detailed in the following:

- Studies related to online teaching have arisen recently due to the corona virus pandemic and necessity of online teaching, however, in order to provide students with meaningful learning experiences, university faculties need to be equipped with the proper training and skills to map out a prospective online environment and adequate methods of assessment and to provide the necessary student support. This research helped in filling this gap by addressing online education barriers and exploring CSP's faculty perceptions on the importance of online teaching competencies and their self-efficacy in online teaching at the American University of Beirut (AUB) under the enforced COVID-19 environment.
- On the same line, this research results regarding faculty perceptions on the importance of online teaching competencies and their self-efficacy in online teaching helps the academic institution in setting its strategic plans, since now they do have an overall idea on their faculty's perceptions of online teaching.

6.3. Limitations

The following research fulfilled its aim and objectives and answered the research questions, verifying the set research hypothesis. However, the research included several limitations, which could have helped in reaching more accurate results,

and opened the door for further research, discussed in the following section. Limitations of the research included the following:

- The sample size used for the survey was limited and thus, not quite representative of the overall population of the university.
- The choice of one university in Lebanon might not be representative of the university sectors in the country, especially that American University of Beirut (AUB) is one of the most advanced universities in Lebanon, and their students are usually from upper class (and thus have access to the internet and electricity), which limits the ability to generalize the results of the research on all the universities in Lebanon, since faculty members in AUB do have the means to be more prepared than others for online teaching.
- The research applies a previously conducted survey on the case of AUB, however, the survey was conducted in 2017, and throughout the last 4 years, several aspects changed and the technology was further advanced, which might have led to missing some factors related to the technological advancement.
- The study relies on the perception of faculty members regarding their preparedness for online teaching, and results were only cultivated from faculty members and not students, however, students might rate faculty members differently since they are the ones receiving the online information and they are the ones who know better whether they were able to understand this information through online means or not.

6.4. Further Research

Based on the previously mentioned research limitations, here are some suggestions for further research:

- Enlarge the sample size, which can be done by addressing other faculty members as well.
- Add another survey dedicated for students.
- Update the imitated the survey so that it is suitable for the changing environment.
- Apply this study on Lebanese Universities with lower-class students base in order to account for additional barriers faced.

APPENDICES

APPENDIX A

FACULTY PREPAREDNESS COMPETENCIES

Use the following scale to rate how important the below competencies are for online teaching in your opinion.

1	2	3	4	5
Not important at all	Important	Somewhat important	Important	Very important

Use the following scale to rate whether you can do the below competencies when teaching online.

1	2	3	4	5
I cannot do it at all	I cannot do it	I can somewhat do it	I can do it	I can do it well

Competency		Importance	Self-Efficacy
A. Course Design	<ul style="list-style-type: none"> ● Create an online course orientation (e.g., introduction, getting started) 	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
		1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	<ul style="list-style-type: none"> ● Write measurable learning outcomes 	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
		1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	<ul style="list-style-type: none"> ● Design learning activities that provide students with opportunities for interaction (e.g. discussion forums, breakout rooms, scaffolding, active learning, collaborative learning, polling, group discussions, peer reviews) 	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
		1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	<ul style="list-style-type: none"> ● Organize instructional materials into modules or units ● Create instructional videos (e.g. lecture videos, 	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
1 - 2 - 3 - 4 - 5		1 - 2 - 3 - 4 - 5	

	<p>about student behavior (e.g. netiquette)</p> <ul style="list-style-type: none"> ● Communicate compliance regarding academic integrity policies ● Apply copyright law and Fair Use guidelines when using copyrighted materials ● Apply accessibility policies to accommodate student needs ● Additional Comments: 		
C. Time Management	● Schedule time to design the course prior to delivery (e.g. a semester before delivery)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	● Schedule weekly hours to facilitate the online course	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	● Use features in Learning Management System (Moodle) in order to manage time (e.g. online grading, rubrics, speed grader, calendar)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	● Use facilitation strategies to manage time spent on course (e.g. discussion board moderators, collective feedback, timer, etc.)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	● Spend weekly hours to grade assignments	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	● Allocate time to learn about new strategies or tools		
	● Additional Comments:		
D. Technical Know-How	● Complete basic computer operations (e.g. creating and editing documents, managing files, and folders)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	● Navigate within the course in the Learning Management System (e.g. Moodle)	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	● Use course roster in the Learning Management System to set up teams/groups	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5

	<ul style="list-style-type: none"> ● Use online collaborative tools (e.g. Google Drive, Dropbox, voice messages, screen sharing, raise hand option in zoom, screen recording) 	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	<ul style="list-style-type: none"> ● Create, edit and post videos (e.g. iMovie, Movie Maker, screen recording) 	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
	<ul style="list-style-type: none"> ● Share open educational resources (e.g. learning websites, web resources, etc.) ● Access online help desk/resources for assistance ● Accommodate electricity cuts and weak internet connection that mainly hinder synchronous online learning ● Additional Comments: 		

APPENDIX B

DEMOGRAPHICS SURVEY

1. Gender	Male Female Other Prefer not to answer
2. Participant age	Less than 30 31-35 36-40 41-45 46-50 51-55 56-60 Greater than 60
3. Participant years of teaching	0 1-5 6-10 11-15 More than 15
4. Participant experience of teaching online	0 1-5 6-10 11-15 More than 15
5. Level of students the participants are teaching (graduates or undergraduates, or both)	Undergraduates Graduates Both
6. Primary online teaching methodology (asynchronous, synchronous, or both)	Asynchronous Synchronous Both
7. Support and training received	Yes No

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