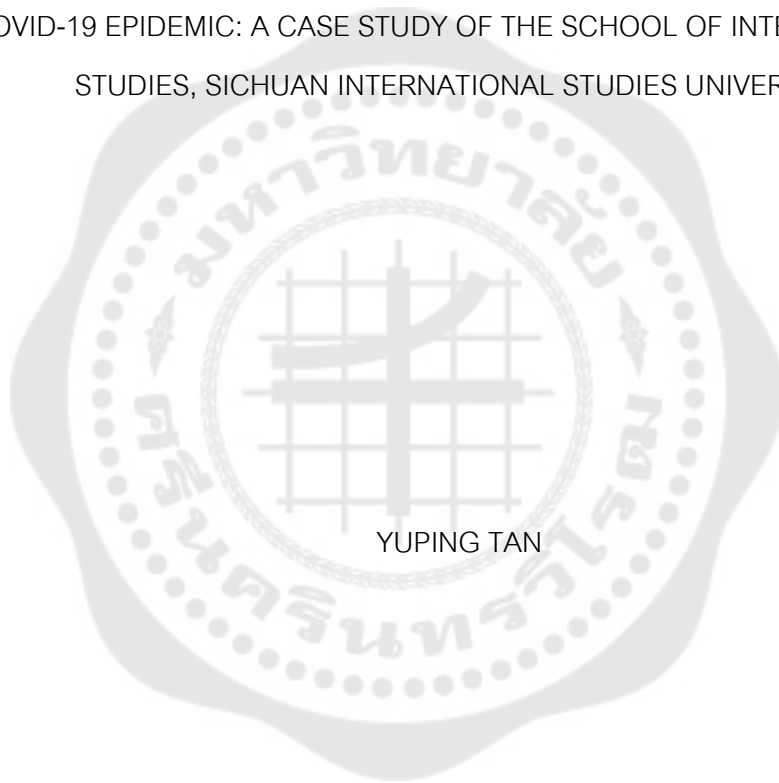




RESEARCH ON THE ENGLISH TEACHING OF UNIVERSITIES UNDER THE GLOBAL
COVID-19 EPIDEMIC: A CASE STUDY OF THE SCHOOL OF INTERNATIONAL
STUDIES, SICHUAN INTERNATIONAL STUDIES UNIVERSITY



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2023



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A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of MASTER OF EDUCATION
(Master of Education (Higher Education Management))
Faculty of Education, Srinakharinwirot University

2023

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THE THESIS TITLED
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STUDIES, SICHUAN INTERNATIONAL STUDIES UNIVERSITY

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HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE MASTER OF EDUCATION
IN MASTER OF EDUCATION (HIGHER EDUCATION MANAGEMENT) AT
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Title RESEARCH ON THE ENGLISH TEACHING OF UNIVERSITIES
UNDER THE GLOBAL COVID-19 EPIDEMIC: A CASE STUDY
OF THE SCHOOL OF INTERNATIONAL STUDIES, SICHUAN
INTERNATIONAL STUDIES UNIVERSITY

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Degree MASTER OF EDUCATION

Academic Year 2023

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This study examined the effectiveness of online English teaching methods and the challenges faced by teachers and students during the transition to online instruction at the School of International Studies Sichuan International Studies University. The sample consisted of teachers and students engaged in online teaching for students studying abroad. Data was collected through online questionnaires and analyzed using descriptive statistics. The findings indicate that online teaching methods were perceived as somewhat effective, but there is room for improvement. Teachers found discussions and activities effective but struggled with student engagement. Challenges included a lack of face-to-face interaction and technical issues. Students valued online discussions but faced difficulties with interaction, motivation, and resource access. The study recommends addressing engagement, interaction, technical issues, and resource availability to enhance the effectiveness of online English teaching. Additionally, bridging the perception gap between teachers and students is important for better alignment.

Keyword : Online English Teaching Methods, Effectiveness, Challenges, The School of International Studies Sichuan International Studies University

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to all those who have supported and encouraged me throughout the completion of this Master's thesis.

First and foremost, I would like to thank my advisors, Chakrit Ponathong and Chatupol Yongsorn, for their valuable guidance and advice on the research direction and the entire writing process of my thesis. Their expertise and experience have had a profound impact on my work and provided invaluable assistance, especially in terms of scientific analysis methods.

I would also like to extend my gratitude to all the teachers and students at the School of International Studies, Sichuan International Studies University, who participated in my study and responded to the online questionnaires. Your active cooperation and participation were indispensable in collecting valuable data for my research.

Furthermore, I want to express my special thanks to my family and friends. Throughout the entire process of writing this thesis, you have selflessly supported and understood me. Your encouragement and motivation have been the driving force behind my perseverance, and I deeply appreciate your presence.

Lastly, I would like to extend my heartfelt gratitude to all those who have made efforts in combating the COVID-19 pandemic. It is due to your dedication that I have been able to complete this research during such challenging times. Your spirit of selflessness and sacrifices have inspired me, and your contributions have had a significant impact on my study.

Once again, I would like to thank all those who have supported and assisted me. Your help has been crucial to the successful completion of my thesis.

YUPING TAN

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CHAPTER 1

INTRODUCTION

Background

1. Online education under the COVID-19 pandemic promotes globalization

Following the onset of the COVID-19 outbreak, the Ministry of Education implemented measures to avert the transmission of the pandemic within universities. In February 2020, they released the "Guiding Opinions on Organizing and Managing Online Education in Ordinary Higher Education Institutions during the Epidemic Prevention and Control Period." This directive emphasized the government's leadership role, the primary responsibility of universities, and the active involvement of society in collectively ensuring the successful implementation of online education during the period of epidemic prevention and control. The objective was to maintain uninterrupted teaching and learning while suspending in-person classes. Opening up online teaching is just one of the ways to achieve "suspending classes without suspending learning", and it is an exploration of using information technology to implement teaching (Ministry of Education, 2020). Universities and students across the country actively responded to the call, with students self-isolating at home and continuing their studies through online education. Based on available statistics up until April 3rd, it was observed that a significant number of 1,454 regular universities in China had implemented online classes. This transition involved a remarkable participation of over 950,000 teachers, who collectively facilitated a staggering 942,000 courses, spanning across an impressive 7.133 million class sessions. These figures underscore the widespread adoption and commitment to online education within the Chinese university system. The number of students participating in online courses reached 1.18 billion (Ministry of Education, 2020).

The outbreak of the pandemic underscored the advantages of online education, which was made possible by the rapid advancement of networks and technology. This development offered a high-quality platform and channel for the

implementation of online teaching. In special circumstances, online education through various devices such as computers, televisions, and mobile phones compensated for the absence of face-to-face interaction between educators and learners. However, the objective of online education extends beyond the completion of fundamental teaching tasks. It also involves continuous exploration aimed at enhancing the effectiveness of online teaching and developing practical measures to improve the overall quality of education in universities during exceptional period (Bozavlı, 2021).

2. The Impact of COVID-19 on the International Situation and International Education

As of 2022, the global pandemic is still spreading and raging, affecting international economic and trade cooperation as well as communication and cooperation between countries. The drastic changes in the international situation have also had an important impact on the education of overseas students. The global trends of isolationism, conservatism, and anti-globalization that have emerged with the pandemic, as well as some countries' policy of suppressing China, indicate that the external environment for the development of international education is rapidly deteriorating globally. It can be imagined that the contraction of the global economy will lead to a decrease in the number of international students (Chen & Li, 2022).

Due to the need for epidemic prevention and control, mandatory social distancing policies have been implemented, and overseas study programs are facing the risk of a decline in the number of students or even being forced to suspend. In addition, the pandemic has caused a trend of anti-globalization and China-bashing, which has interfered with the learning of international students studying abroad. Language tests, as the most important and necessary factor for studying abroad, have become a challenge for high-quality English learning under the pandemic. Moreover, if the quality and experience of online teaching are poor in the normalization of the pandemic, it will further increase the uncertainty of the quality of language training for studying abroad. Therefore, it is urgent to carry out the support of teaching theory and teaching modes, as well as the evaluation of teaching effectiveness, for the subject

construction of online teaching in the post-pandemic era under the guidance of modern educational technology concepts. The uncertainty of when the pandemic will end in various countries around the world has brought great difficulties and challenges to international education. We must actively seek solutions. The top-level design for post-pandemic online teaching subject construction under the guidance of modern educational technology concepts is an extremely important research topic for language teaching for studying abroad (Stankovska et al., 2022).

3. Rationale for the Development of an Online Teaching Plan in Response to the Ministry of Education's Call

In alignment with the Ministry of Education's directive to ensure uninterrupted learning despite class suspensions, the School of International Studies at Sichuan International Studies University swiftly devised an online teaching plan tailored for emergency situations (Chongqing Municipal Education Commission, 2022). The plan incorporated specific strategies and yielded the following outcomes:

Firstly, in accordance with the guidance of the relevant policies in Chongqing and the university, the School of International Studies Sichuan International Studies University, in collaboration with the Graduate School, implemented an English-medium curriculum across the entire university using a substantial amount of funding. This initiative aimed to meet the demands for online teaching resources. Additionally, the International College collaborated with the Teacher Development Center of Sichuan International Studies University to provide online teaching training and technical support for teachers.

Secondly, the Academic Affairs Office of the School of International Studies Sichuan International Studies University developed and adjusted online teaching plans based on the actual situation. Various teaching modes were made available for teachers, including the use of platforms such as Tencent Meeting, Tencent Classroom, or DingTalk. Teachers were encouraged to proactively address challenges and utilize their own strengths and conditions for online teaching. Efforts were made to fully utilize online teaching platforms and integrate relevant online teaching resources in English

international education. Communication and interaction between teachers and students were facilitated through WeChat and other cloud learning platforms provided by the university, ensuring active student engagement and effective guidance, assistance, and feedback from teachers. Classroom observations and peer evaluations were conducted, and records of daily teaching and management activities were kept. End-of-semester evaluations were carried out for international students to assess the quality of online teaching in a timely manner.

Thirdly, the departments combined the practicality of online teaching and the needs of international students to adjust the course syllabus. They organized multiple teaching seminars for teachers, addressing technical issues and challenges in determining assessment methods during online teaching. Experienced teachers in online teaching were invited to share their experiences, promoting reflection and adjustment to ensure teaching quality.

Fourthly, English teachers actively embraced the challenges by selecting various teaching platforms based on their individual circumstances and leveraging the advantages of different platforms and social networking tools for online teaching. Through continuous learning and reflection, they acquired skills in using online teaching and assessment platforms, as well as interactive techniques. After a period of practice, most courses were conducted through live streaming, aiming to replicate the offline learning experience to the greatest extent possible. The classroom interactions were highly effective, allowing students to ask questions in real-time, while recorded sessions were available for students' revision. Additionally, teachers employed various methods to supplement online teaching, such as assigning different forms of online assignments and tests to help students identify and address learning gaps. They also utilized social media platforms like WeChat and QQ for prompt student support. Some teachers excelled in personalized instruction and emotional communication with students by assigning layered assignments, providing autonomous learning resources, and demonstrating care for students' lives and studies. These efforts required a

significant investment of time and energy but were highly appreciated by international students.

Fifthly, international students studying abroad made efforts to overcome challenges such as poor internet connectivity and time zone differences to actively participate in online learning.

The School of International Studies Sichuan International Studies University demonstrated a strong spirit of collaboration and coordination among its departments to ensure a seamless integration of online teaching. Through close cooperation, they successfully addressed various aspects of teaching organization and implementation, resulting in a smooth and effective transition to online education. They worked collectively on teaching arrangements, teaching methods, teaching resource development, examination arrangements, examination organization, and teaching supervision, demonstrating solidarity in the face of adversity. English teachers and international students made considerable efforts to overcome various challenges and adapt to the changing teaching methods, successfully completing their teaching tasks. The overall teaching situation was positive. However, due to the sudden outbreak of the pandemic and the lack of corresponding experience, both at the college and individual teacher levels, everyone was exploring uncharted territory, resulting in international students adopting a wait-and-see attitude towards online teaching. Hence, for these three main stakeholders, there are still challenges and room for improvement in the entire practice of online English.

4. Shortcoming of teaching and management in the School of International Studies

The first shortcoming is challenges faced by the school in enrollment shrinkage. Through an analysis of relevant teaching arrangement documents during the autumn semester at the School of International Studies, it was found that there was a significant difference between the planned number of applicants and the actual number of payments and enrollments. Overall, there was a considerable decrease in enrollment, indicating a general reluctance among English learners to engage in online language

learning. Therefore, online enrollment proved to be challenging for the school (Sichuan International Studies University, 2020). The reasons for enrollment difficulties during the pandemic period are believed to include the following factors: Firstly, due to the global spread of the pandemic, countries implemented measures restricting the movement of individuals, leading students to postpone their plans for studying abroad. Secondly, the uncertainty caused by the pandemic and the unpredictable international situation caused concerns among English learners about their future prospects. Consequently, many international students adopted a wait-and-see approach or even withdrew from their academic plans. Thirdly, international students expressed doubts about the effectiveness of online learning. Online English learning presented limitations, such as the lack of an authentic language learning environment, the absence of a collective learning atmosphere, limited teacher supervision, and a heavy reliance on self-study. Without appropriate measures, the potential for improvement in the English proficiency of international students through online learning is limited. Despite the best efforts of the teaching management team and all teachers in carrying out online teaching and successfully completing teaching tasks, the challenge of declining student intake cannot be avoided (Annual Report of the School of International Studies, 2020).

The second is the daily online management of international students (School of International Studies, 2020). The first challenge lies in the arrangements for online teaching and examinations. Due to the sudden outbreak of the pandemic and the lack of previous experience in large-scale online teaching, the process of arranging emergency teaching and examinations was like "feeling our way in the dark." Firstly, in terms of teaching arrangements, the complex situation of international students returning to the campus, coupled with the impact of the pandemic, resulted in continuous adjustments to the study plans of many international students. It was difficult to determine the number of students in each class and make significant adjustments to the teaching methods and content. Additionally, students did not always have suitable learning environments, such as the lack of necessary equipment and network support for online learning. Secondly, in terms of examination arrangements, as the teaching management team, it is essential

to ensure the authenticity and validity of examination results to better evaluate teaching effectiveness. However, online examinations face challenges in confirming the identities of examinees and discrepancies in the examination equipment and network conditions of students. Moreover, issues such as power outages and network disruptions may undermine the stability of examinations, leading to student dissatisfaction and potential harm to student interests (Sichuan International Studies University, 2022).

The third shortcoming lies in the management of online platforms. According to Guidelines for Effective Course Design and Delivery in the School of International Studies (2019), online teaching integrates courses, technology, and space, shifting from a teacher-centered educational leadership approach to a learner-centered model. Teaching management has also transformed into a remote and network-based management approach. Due to the significant individual differences in the learning motivations, attitudes, and personalities of international students, their cooperation with the school's management and arrangements may not always be proactive. For example, some teachers reported, "During online lectures, there are sometimes students who are particularly unengaged and frequently use their poor internet connection as an excuse not to participate or answer questions." Additionally, many students "initially listen to the lecture but then disappear after a while (Sichuan International Studies University, 2022)."

Furthermore, international students from high-risk areas in terms of the pandemic may face additional challenges when participating in live online teaching. Online teaching results in a temporal and spatial separation between teachers and students, making it difficult to supervise students effectively. This has presented the School of International Studies with unforeseen difficulties and challenges in terms of teaching arrangements and student management (Annual Report of the School of International Studies, 2020).

The fourth shortcoming is insufficiencies in Teaching and Management. First, there is a lack of sufficient teaching resources. There is a shortage of dedicated online teaching materials. Without physical textbooks, teachers have to rely on finding electronic versions or capturing and scanning teaching content to provide it to students.

Secondly, during the pandemic, most of the teaching resources used by teachers for online teaching come from free MOOC resources provided by other universities or companies. There is a lack of mobilization of the school's teachers to develop exclusive teaching resources for the School of International Studies, which hinders the establishment of the school's English teaching brand. Second, there is inadequate technical support and services for teachers in online teaching. Firstly, for teachers, conducting online teaching requires hardware equipment such as computers, mobile phones, headphones, cameras, and writing tablets or blackboards, as well as high-speed internet coverage. However, teachers may not have the necessary equipment at home, and their internet connection may not be reliable. As a result, they have to make do with limited resources. It can be said that the school lacks more support for teachers in terms of network infrastructure, teaching tools, and training for online teaching. Secondly, the school does not require teachers to use a unified teaching platform or provide centralized training for it. Instead, teachers are free to use various teaching methods. This not only makes it difficult to assess teaching quality and quantify teaching effectiveness but also hinders the motivation of teachers to actively change their teaching methods and update their teaching approaches. Third, the supervision and management of teaching have had limited impact on improving teaching. During the autumn semester, due to teaching adjustments, some teachers had a heavy teaching workload, and some courses adopted a rotational teaching approach. This makes it inconvenient for teachers to supervise and guide students and hampers the assurance of teaching effectiveness. Fourth, there is insufficient emotional support and care for international students. In the face of the sudden outbreak of the pandemic, the changing social environment, and increased social distancing, international students may experience various worries, fears, and loneliness. They need more guidance and psychological and emotional support from teachers. The School of International Studies and English teachers have not done enough in providing psychological counseling to students, organizing diverse online and offline collective activities, and fostering a sense of community and belonging for students. Fifth, the response to the decline in student

intake has been relatively passive. The School of International Studies lacks clear strategies to address the significant decline in student intake and the issue of students dropping out midway through online learning, making the response appear passive (School of International Studies, 2020; Sichuan International Studies University, 2022).

The fifth is the shortcoming in online teaching for English teachers (School of International Studies, 2019). Firstly, online teaching requires high-quality objective conditions such as network stability, technology, and equipment. However, there is significant variation in network environments, which may lead to issues such as network congestion, buffering, disconnections, inability to screen share, and delayed feedback during online teaching. As English teaching involves discussions, exercises, presentations, interactions, and group activities, the technological support and assurance are insufficient. Additionally, the different learning devices owned by students further complicate the situation, making it difficult for teachers to impose uniform requirements on students. As a result, many effective learning activities are challenging to conduct, and the efficiency of teacher-student interaction is reduced.

Secondly, certain offline teaching activities and nonverbal communication tools cannot be fully utilized. While online teaching allows for interaction between teachers and students through methods such as roll calls, audio connections, and barrage messages, this mode of interaction, although conveying sound, lacks effective communication of emotions and values. Moreover, the use of nonverbal communication tools like eye contact, facial expressions, and body language is limited. Teaching through screens diminishes the teacher's passion and effectiveness in teaching, as they struggle to adjust their teaching content and pace based on students' engagement. Furthermore, there is a lack of strong willingness from students to participate in teaching activities and interact with teachers. The reasons for students' reluctance to engage in classroom activities and interact with teachers can be attributed to three factors. Firstly, the prolonged duration of the pandemic has led to students feeling tired and weary from extended screen-based learning. Secondly, due to the lack of experience in online classroom interaction and teaching management, online

teaching designs and activities may be limited and fail to capture students' interest. Lastly, teachers' limited proficiency in operating online teaching platforms and instructional tools undermine students' motivation to participate in interactions. For example, the use of multiple platforms requires teachers and students to constantly switch between them, leading to important information being buried in numerous discussion threads and teachers failing to see students' questions.

The adoption of new teaching methods and the physical separation between teachers and students present significant challenges to teaching supervision. Firstly, compared to traditional face-to-face teaching, teaching and management activities can only be conducted through online means. Secondly, with the change in the teacher-student dynamic, the role of teachers in supervising students has been weakened. In traditional classrooms, teachers play a dominant role as the "guides" who impart knowledge, while in online teaching, the permanent separation between teachers and students changes the learning space for students, making learning increasingly fragmented and personalized. With multiple avenues for learning, teachers lose their authoritative status as the sole source of knowledge, becoming guides and facilitators of student learning. Consequently, teachers find it difficult to determine if students have previewed the content, attentively attended classes, or watched replayed videos. The supervisory role of teachers over students is greatly diminished, presenting one of the shortcomings of online teaching (Annual Report of the School of International Studies, 2020).

Moreover, compared to offline teaching, online teaching requires teachers to invest more time and effort. Teachers need to learn how to use online platforms, develop teaching resources, and conduct online teaching and tutoring within a relatively short period, which significantly increases their workload. Faced with heavy teaching tasks, teachers often lack the time and energy to adjust their teaching approaches and strategies, making it difficult to provide additional support to international students (Sichuan International Studies University, 2022).

Furthermore, students come from diverse backgrounds with varying learning motivations, attitudes, personalities, and learning needs. Different learners may encounter different difficulties in the process of learning English and may have different demands regarding learning content and pace. However, the adaptability and interactivity of the teaching resources and materials available to teachers are not ideal. Additionally, some teachers adhere to outdated teaching philosophies and fail to adopt a student-centered approach and prioritize interactive teaching. Although differentiated instruction is the best measure for achieving personalized and tailored teaching, the majority of teachers, due to pressures related to research, professional titles, and performance, do not prioritize tasks such as creating layered assignments for students or providing personalized learning resources and one-on-one guidance. As a result, it is challenging to achieve targeted and personalized instruction (School of International Studies, 2019).

Undoubtedly, emergency online teaching, being a novel mode of English education, places considerable psychological and work-related stress on both teachers and students. Firstly, facing the changes in teaching methods, teachers need to invest a significant amount of time in teaching preparation, classroom instruction, and answering questions, which increases their workload. For example, even experienced teachers require substantial time to record lessons if they have not received training in broadcasting, acting, and online technologies. Even though live teaching may seem to enable real-time interaction between teachers and students, technical limitations arise when the class size, devices, and network conditions are constrained (Sichuan International Studies University, 2020).

Thirdly, for teachers, transitioning from lively and interactive face-to-face classes to virtual classrooms that rely on human-computer dialogue poses challenges in terms of technology and psychological adaptation. Some teachers have expressed, "When I first started online teaching, I often felt like I was talking to myself and couldn't sense students' reactions." This demonstrates that online teaching itself presents a challenge to teachers.

The college has insufficient information technology teaching capabilities. Firstly, online teaching requires high-quality teaching equipment, technical proficiency from teachers, and reliable network conditions. However, some teachers still encounter issues with the use of teaching platforms and tools. Secondly, some teachers lack innovative teaching philosophies and online instructional design, often replicating offline teaching methods. Overall, teachers prioritize the presentation and delivery of teaching content but overlook the design of teaching environments and the training of English language skills. Insufficient simulation of real language environments leads to limited language practice for learners and a decline in oral communication skills (Sichuan International Studies University, 2022).

The college has inadequate supervision of international students by teachers. Through classroom observations and surveys, it has been found that online teaching lacks strict attendance systems. Secondly, some teachers do not pay sufficient attention to individual students, resulting in cases where they only discover that a student has never attended a single class when it comes to final exams. It is evident that teachers have insufficient supervision over students' learning before and after classes (Sichuan International Studies University, 2020).

The college has insufficient emotional communication and support services for students. Firstly, many teachers do not prioritize emotional communication activities with students beyond online course instruction. Teachers' instructional design and scheduling often lack teacher-student interaction, particularly among students themselves. Secondly, teachers provide insufficient emotional support and guidance to international students. Teachers rarely engage in emotional and non-academic exchanges with students during and outside of classes, which leads to students feeling lonely in their learning and having a weak sense of class belonging. The aforementioned challenges impede the establishment of trust and the nurturing of emotional connections between teachers and students. It is crucial to acknowledge that these issues arise from specific underlying factors. Online teaching significantly increases the psychological and work-related pressures on teachers at every stage. The substantial investment of

time and effort does not come with corresponding incentives in terms of performance evaluations, professional titles, and career advancement, making it challenging to stimulate teachers' enthusiasm for transforming teaching philosophies and adopting innovative teaching methods (School of International Studies, 2019).

The sixth is the shortcoming faced by international students in online learning (Guidelines for Effective Course Design and Delivery in the School of International Studies, 2019). There are many Requirements for Students' Learning Environment and Equipment Support in Online Learning. The learning environment includes both the physical environment, such as a quiet space and a suitable place for studying, and the socio-cultural environment, such as a conducive atmosphere for collective learning and a real English communication environment. In terms of the physical environment, although almost every interviewed international student has a basic online learning environment with an independent room, a quiet environment, and internet access, some students have poor online learning environments with noisy home environments. Therefore, not all students can guarantee an independent and quiet study space, and as students, they struggle to concentrate and may lack sufficient study time, which can affect the quality and continuity of their learning. In terms of the socio-cultural environment, the lack of real communication environments is the biggest challenge faced in online English learning and the fundamental reason for their low satisfaction with online teaching. Firstly, for international students, the ultimate goal of learning English is to improve their comprehensive language proficiency, and the most tangible manifestation of this is their oral English skills. However, by solely learning online without regular opportunities to practice English with others, they gradually lose interest and motivation in learning the language. Additionally, online learning requires high-quality network conditions and suitable learning devices, which means students need to bear additional network costs and the expense of purchasing learning devices.

There are higher demands on the competencies of international students in online learning. As a new learning mode, online learning requires students to have time management skills, strong self-directed learning abilities, and self-regulation skills,

which pose significant challenges to their physical and mental well-being. Firstly, due to the change in learning environment, students need to ensure their study space and learning devices. For students with high self-control and strong initiative in learning, online learning has minimal impact and may even bring unexpected convenience and benefits. However, for the majority of students with weak self-directed learning abilities and lacking self-regulation skills, online teaching seems to be a laissez-faire approach, making it difficult for them to feel a sense of accomplishment and gain satisfaction from learning. They are also unable to achieve the established teaching goals due to the lack of supervision while studying at home. Moreover, due to the global pandemic and mandatory social distancing measures, there is prolonged isolation among individuals. Long periods of studying and staying at home can lead to negative emotions such as tension, anxiety, and loneliness. Furthermore, online learning requires extended screen time, which tests students' endurance and resilience. If the online teaching pace is too fast or difficult, or if the learning content does not meet their expectations, students may struggle to understand and lose their interest and motivation to learn English. Although short-term online learning can be overcome with novelty factors, many students may interrupt or give up learning due to various difficulties and challenges encountered in online learning. Overall, online teaching is suitable for international students with a solid language foundation, strong motivation, and strong self-directed learning abilities, while it may not be effective for students with weak language skills and poor self-regulation abilities. Therefore, the success of online learning primarily depends on students' own learning abilities and qualities (Guidelines for Effective Course Design and Delivery in the School of International Studies, 2019; Sichuan International Studies University, 2022).

Additionally, there are conflicts between the requirements of online learning and students' learning habits. The researcher's survey found that there are significant individual differences in international students' learning motivations, attitudes, and habits, with the majority having low self-demands and lacking clear learning goals.

There are deficiencies in implementing learning plans, self-supervision and management of their learning, and self-reflection.

Firstly, online learning requires students to have strong self-directed learning abilities and to become fully responsible for their own learning, which does not align with the learning habits of most students. Secondly, because students have had limited exposure to online English learning before, their previous language learning experiences have primarily been through face-to-face instruction. They have become accustomed to and comfortable with the knowledge acquisition, the engaging nature of classroom content and methods, and the positive emotional experiences associated with cultural and psychological aspects of offline English courses. Secondly, the physical separation between teachers and students in online teaching diminishes the sense of authenticity, weakening the trust between teachers and students. Additionally, technological limitations reduce opportunities for teacher-student communication, interaction, attention to student learning, and providing targeted feedback. Consequently, to ensure teaching effectiveness, teachers may assign a significant amount of homework, which becomes a burden for students. Lastly, most students have become accustomed to passive learning styles and rely excessively on teachers' requirements and supervision, as well as competition within the group. They have not yet developed good habits for online learning and still hold a mindset of "waiting, relying, and demanding" when it comes to their studies. Therefore, it is clear that online learning success or failure depends primarily on students' own learning abilities and qualities. While some international students may adapt well to online learning due to their high self-control, strong self-directed learning abilities, and proactive attitudes, many students struggle with the transition. They may face difficulties in managing their time, maintaining motivation, and regulating their own learning progress. The lack of physical classroom environments and face-to-face interactions with teachers and peers poses significant challenges to their learning experiences.

In conclusion, international students encounter challenges in online learning, particularly in terms of accessing a supportive learning environment and

possessing adequate equipment, the need for higher competencies in self-directed learning, and the conflict between the demands of online learning and students' existing learning habits. It is crucial to recognize these challenges and provide appropriate support, guidance, and resources to help international students adapt and succeed in the online learning environment (Guidelines for Effective Course Design and Delivery in the School of International Studies, 2019).

Statement of the Problem

The COVID-19 epidemic has prompted higher education institutions to implement online teaching strategies widely, notably for English language instruction. While academics have studied the benefits and drawbacks of online learning, current research tends to concentrate on the viewpoint of the teacher and does not specifically examine the efficacy of online English teaching techniques or the difficulties that students and teachers at a particular institution face. This study aims to fill the existing research gap by investigating the efficacy of online English teaching methods and the associated challenges encountered by students and teachers at the School of International Studies Sichuan International Studies University, during the pandemic. Specifically, the research will examine the influence of the pandemic on the transition to online English teaching, identify the hurdles faced by students and teachers, and evaluate the effectiveness of online English teaching methods. The results of this study will contribute to a deeper understanding of online English education during the pandemic and offer valuable insights into strategies to enhance teaching effectiveness in the post-pandemic era

Objectives of the Study

To assess the effectiveness of online English teaching methods at the School of International Studies Sichuan International Studies University during the COVID-19 pandemic.

To identify the challenges faced by students and teachers during the transition to online English teaching.

Questions of the Study

What is the effectiveness of online English teaching methods at the School of International Studies Sichuan International Studies University during the COVID-19 pandemic?

What are the challenges faced by students and teachers during the transition to online English teaching?

Significance of the Study

Deepening the enrichment and improvement of the educational theory, learning theory, and teaching practice of international education for studying abroad. Due to the raging pandemic, language teaching methods worldwide have undergone enormous changes, transitioning from face-to-face instruction to online teaching. English teachers and students, through reflection and exploration of their experiences shortcomings, challenges the faced in the teaching and learning process, this study can enrich the applied research related to modern educational technology and international education.

This study can also help transform teaching thinking and achieving educational innovation. The COVID-19 pandemic has had a profound impact on the enrollment policies, training modes, and operation mechanisms of international students studying abroad in China. Online English teaching has brought new ways of foreign cultural dissemination and promotion, but also faces new challenges. It is also an opportunity to promote teaching reform and innovation. Seizing this opportunity to promote the transformation and improvement of the efficiency of international education and management, not only helps to enhance our students' international perspective but also strengthens our international competitiveness, serves our national education strategy, and builds a community of shared future for humanity.

Scope of the Study

The purpose of this study is to evaluate the efficiency of the online English teaching strategies used at the School of International Studies of Sichuan International Studies University during the COVID-19 epidemic and to pinpoint the difficulties

teachers and students encountered when switching to the online delivery of English instruction. The School of International Studies Sichuan International Studies University instructors and students who participated in online instruction for international students in the autumn semester of 2020 during the COVID-19 pandemic are the study's target population. The study's time frame is as follows: First, the researcher designed the questionnaire for this study after reviewing the relevant literature and research. The validity and reliability of the instrument used in this research were then assessed. The target population was given the questionnaire to complete once the reliability and content validity tests were successful. The researchers utilized the statistical program SPSS to evaluate the data by frequency, percentage, mean, and standard deviation after gathering the data.

Definition of terms

English teaching: The process of teaching English to students, focusing on the development of communicative skills, grammar, vocabulary, and cultural understanding (Teaching English, n.d.).

Online teaching: A mode of instruction that utilizes digital technologies and platforms to deliver educational content remotely, allowing students and teachers to interact and learn without being physically present in the same location (Lutkevich, 2020).

The School of International Studies Sichuan International Studies University: the School of International Studies at Sichuan International Studies University is a college that offers undergraduate and postgraduate programs in various fields related to international affairs in Sichuan province (School of International Relations, n.d.)

CHAPTER 2

REVIEW OF THE LITERATURE

This study seeks to evaluate the effectiveness of online English teaching methods implemented at the School of International Studies, Sichuan International Studies University, amidst the COVID-19 pandemic. It also aims to identify the challenges encountered by both students and teachers during the transition to online English instruction. In this section, a comprehensive review of previous literature and relevant research pertaining to the study will be provided.

Online English teaching in higher education Institutions

The utilization of online technology has brought about a substantial transformation in the realm of English education within higher education institutions globally. The inception of online English teaching can be traced back to the early 2000s, when universities began providing online courses to cater to the requirements of distance learners. However, in recent years, the prevalence of online technology in English teaching has expanded significantly, primarily driven by the COVID-19 pandemic and the subsequent surge in demand for remote learning solutions (Boonmoh et al., 2022).

In the field of English education, a diverse range of online teaching methods, tools, and platforms are employed. These encompass video conferencing tools such as Zoom and Google Meet, language learning applications like Duolingo and Babbel, learning management systems including Moodle and Blackboard, as well as social media platforms like Facebook and Twitter. These tools and platforms facilitate interactive learning experiences, grant access to authentic learning materials, and enable students to practice their language skills within a virtual environment (Nushi, M., & Eqbali, 2018).

The benefits of online English teaching include increased flexibility and convenience, as students can learn from anywhere with an internet connection and at their own pace. It also provides opportunities for collaborative and interactive learning,

as students can engage in virtual discussions and exchange ideas with classmates from diverse backgrounds. Additionally, online English teaching can provide cost-effective alternatives to traditional face-to-face instruction, as it eliminates the need for physical classrooms and associated costs (Mohammadi et al., 2011).

However, online English teaching also has some limitations. One major concern is the lack of face-to-face interaction, which can impact students' ability to practice speaking and listening skills effectively. Additionally, the quality of online instruction can be affected by factors such as internet connectivity, technology glitches, and limited opportunities for personalized feedback (Bozavli, 2021).

Indeed, despite certain limitations, research has indicated that online English teaching can be just as effective as traditional face-to-face instruction. Hampel and Stickler (2005) conducted a study revealing that online language courses can yield learning outcomes comparable to those achieved in traditional classroom courses. Similarly, a meta-analysis conducted by Means et al. (2013) concluded that online learning can be equally effective as traditional face-to-face instruction across various subject areas. These findings highlight the potential of online English teaching to deliver comparable educational outcomes to traditional methods.

In conclusion, the evolution and growth of online English teaching have revolutionized the way Englishes are taught in higher education institutions. Online teaching methods, tools, and platforms provide flexible and interactive learning experiences, but they also have limitations, such as the lack of face-to-face interaction. Despite these limitations, online English teaching can be as effective as traditional face-to-face instruction.

Challenges faced during the COVID-19 pandemic

The COVID-19 pandemic has had a profound impact on higher education institutions globally, including the field of English teaching. With the need to safeguard public health, institutions were compelled to close their physical classrooms, leading to an abrupt transition to online teaching and learning. This sudden shift has presented

numerous challenges for both students and teachers alike (Schaffner & Stefanutti, 2022).

Students encountered a number of difficulties as they adjusted to learning English online. One of the biggest problems was the shortage of devices and inadequate internet connections that were caused by technology. Another challenge was a lack of motivation and difficulty in staying engaged in virtual classrooms. For English learners, the difficulty in practicing speaking and listening skills in a virtual environment was also a challenge (Barrot et al., 2021).

Teachers also encountered challenges while adapting to new teaching methods during the pandemic. One of the primary challenges was providing personalized feedback to students in an online setting. In addition, maintaining student engagement in a virtual environment was difficult, as was adapting to new teaching methods that required new skills and knowledge (Sahito et al., 2022).

The difficulties that students and instructors experienced during the epidemic have been noted in a number of studies. For instance, research by Bozavl (2021) looked at English students' experiences with distant learning at Turkey's Ataturk University during the COVID-19 epidemic. The study found that students faced several challenges such as technological barriers, lack of motivation, and difficulty in practicing speaking and listening skills. Similarly, the pandemic's effects on higher education were explored by Stankovska et al. (2022), as well as the difficulties teachers and students experienced as they made the switch to online teaching and learning.

Overall, the COVID-19 pandemic has had a significant impact on English teaching in higher education institutions. While the shift to online teaching and learning has provided many benefits, it has also presented many challenges that must be addressed to ensure quality education.

2.3 Strategies for overcoming challenges in online English teaching

During the pandemic, many higher education institutions had to transition their English courses to online platforms. This shift brought about various challenges,

including difficulties in engaging students, maintaining classroom interaction, and providing effective feedback. To address these challenges, institutions adopted various strategies and best practices (Schaffner & Stefanutti, 2022).

One approach was the use of synchronous and asynchronous teaching methods. Synchronous teaching involved live virtual classes, while asynchronous teaching involved pre-recorded lectures and discussion forums. This approach allowed students to learn at their own pace and interact with their peers and instructors in a flexible manner (Fabriz et al., 2022).

Additionally, interesting multimedia information was used to improve the learning process. In order to create a more lively and interesting learning environment, this includes using films, podcasts, and interactive tasks. To give students the chance to practice their language skills with native speakers, virtual language exchange programs were put into place (Boston University, n.d.).

In order to overcome the difficulties of online English education during the pandemic, technology was essential. Learning management systems (LMS) were employed to streamline the distribution of course materials, monitor student development, and offer feedback. Language learning programs like Duolingo and Babbel offered students more resources for independent study, while video conferencing solutions like Zoom and Microsoft Teams enabled live virtual classrooms and conversations (Nushi, M., & Eqbali, 2018).

In conclusion, the adoption of synchronous and asynchronous teaching methods, engaging multimedia content, virtual language exchange programs, and the use of technology, such as LMS, video conferencing tools, and language learning apps, were effective strategies and best practices adopted by higher education institutions to overcome challenges in online English teaching during the pandemic. These approaches allowed for the continuation of quality education and the provision of language learning opportunities for students despite the unprecedented circumstances.

Effectiveness of online English teaching during the COVID-19 pandemic

The success of online English instruction during the epidemic in terms of student outcomes, satisfaction, and participation has been the subject of numerous research. In one study by Paul and Jefferson (2019), it was discovered that in terms of student performance and achievement, online English classes were just as effective as in-person education. Another study by Tratnik et al. (2017) revealed that online English course participants experienced comparable levels of interest and satisfaction as their in-person counterparts.

As opposed to face-to-face instruction, students in online English classes reported lower levels of engagement and social presence, according to a study by Bailey (2022). The development of key language acquisition abilities, such as speaking and listening, may also be more difficult in online courses than in face-to-face instruction, according to some studies. (Bozavli, 2021).

Despite these conflicting results, it is important to note that online English instruction during the pandemic has given students more flexibility and accessibility. For instance, students who were unable to engage in traditional face-to-face courses due to scheduling or geographic restrictions might do so in online courses. (Paul & Jefferson, 2019). Moreover, online courses provided opportunities for students to engage with authentic language materials and interact with native speakers through virtual language exchange programs (Tao, 2022).

In conclusion, research indicates that online courses can be equally effective as traditional courses in terms of student outcomes, satisfaction, and engagement, even though the effectiveness of online English teaching during the pandemic compared to traditional face-to-face instruction is still up for debate. However, to guarantee the quality of online language instruction, issues with involvement and social presence should be addressed.

The School of International Studies Sichuan International Studies University

The School of International Studies Sichuan International Studies University (The school is a college) was originally established as the Chinese Language Department in 1984. Over the years, it was renamed the English Department (1990) and the School of International Cultural Exchange (1998) before being renamed as its current name in 2009. The school has a complete talent training system and offers two undergraduate majors in Diplomacy and International Politics, three master's programs in Comparative Institutional Studies, Comparative Literature and Intercultural Studies, and Public Administration (MPA), and a doctoral program in Nationality and Regional Studies. Comparative Institutional Studies is a key discipline in Chongqing, Diplomacy is a first-class major in Chongqing, and International Politics is a first-class major at Sichuan International Studies University. In 2020, it was approved by the Ministry of Education as one of the first "High-Level International Talent Training Innovative Practice Bases" of the China Foreign Cultural Exchange Center (School of International Relations, n.d.).

The college currently has 28 teachers, including 20 full-time teachers, 3 professors, 6 associate professors, 1 doctoral supervisor, and 11 master's supervisors. 95% of full-time teachers hold doctoral degrees, and the teacher team is composed of academic leaders, backbone teachers, and young teachers. The school has two Ministry of Education nationality and regional research centers, the BRICS Research Institute and the Israel Research Center, and the Chongqing Collaborative Innovation Center for "Going Global" Strategy and BRICS Research Center. It also has the Chongqing Municipal Experimental Teaching Demonstration Center for Diplomacy and Foreign Affairs at Sichuan International Studies University and has established the China-Foreign Cultural Exchange Research Institute (Land and Sea Development Institute), which cooperates with the China Foreign Cultural Exchange Center (School of International Relations, n.d.).

The college actively expands its international education space. Since 2010, it has cooperated with the University of Essex in the UK to offer a "3+1" undergraduate-

master's combined training program, and in 2015, it officially launched the "SISU-ESSEX International Organization Talents Experimental Class" program. The school has established regular academic exchange mechanisms with universities such as Bar-Ilan University and Tel Aviv University in Israel, the University of British Columbia in Canada, and Käthe-Kollwitz-Kolleg in Germany. The school has also developed close ties with governmental institutions like the British Embassy in China, the Brazilian Embassy in China, the Chongqing Municipal Government's Foreign Affairs Office, and the Chongqing Municipal Commission of Commerce (School of International Relations, n.d.).

The institution is dedicated to building a new liberal arts school and upholds the talent training concept of "international affairs-oriented, language skills-oriented," emphasizing moral education, fusing theory with practice, and offering venues for student practice. It has developed a series of brand activities with significant influence in China, such as the Model United Nations Conference, the Model APEC Conference, and the Diplomatic Style Season. Graduates of the school have a deep knowledge of their major, solid language skills, and strong practical abilities. They possess excellent international communication and foreign affairs processing abilities and have gradually become high-level international affairs talents in government departments, public institutions, foreign-related enterprises, international organizations, and news media (School of International Relations, n.d.).

Teaching and management of the School of International Studies Sichuan International Studies University under the COVID-19 pandemic

According to Qiu and Li (2020), "in the age of artificial intelligence, leaders' management strategies also need to keep pace with the times." Teaching evaluation is the process of assessing and evaluating how well teaching standards and objectives are being fulfilled from the perspectives of both teaching and learning. According to the academic affairs department of the School of International Studies Sichuan International Studies University, although the college achieved its expected teaching objectives in the fall semester under the pandemic situation, it also encountered many difficulties and challenges in online teaching. Therefore, the author first conducted research on the

teaching and management of the International College, clarified the basic situation of the college's international education, especially the countermeasures and effectiveness adopted in the transition to online teaching for language teaching and student management after the outbreak.

1. Survey on the Online English Teaching in the International College under the Pandemic

1.1. Basic information on education for study abroad students

Online English teaching is a teaching method that integrates the characteristics of "teaching" and "learning" with the deep integration of the Internet. Therefore, the investigation of the current situation of teaching needs to involve three levels: the training unit, teachers, and learners. Within these three levels, there are also many influencing factors.

2 Survey on the online English teaching in the International College under the Pandemic

2.1 Basic information on education for study abroad students

Online English teaching is a teaching method that integrates teaching and learning processes with the internet. Therefore, an investigation into the current state of teaching needs to involve three levels: educational institutions, teachers, and learners.

Educational Institution

The School of International Studies Sichuan International Studies University and the Overseas Training Department of Sichuan International Studies University are jointly responsible for education and training, referred to as "one department, one college". The Overseas Training Department was established in 1979 and is one of the 11 national training departments directly under the Ministry of Education. After more than 40 years of continuous innovation and development, the department has established a complete system of short-term English intensive training, providing comprehensive language training, special purpose language training, overseas language exams and cross-cultural communication courses in 8 languages for students and individual language

learners selected by universities, research institutes, and enterprises. Over the past 40 years, about 60,000 students have met and grown up in the large community of the School of International Studies Sichuan International Studies University and developed a strong bond.

The School of International Studies Sichuan International Studies University adheres to an international development strategy, and all colleges are responsible for English education. Among them, the International College is the main base for studying abroad and international exchange.

The International College was established in 2005 and went through two stages: the International Education Center (2005) and the School of International Education (2008). In late 2020, it was renamed "International College," and the teaching section of the International Student Office of the School of International Studies Sichuan International Studies University was merged into it. The College has been conducting study abroad training for 18 years. In July 2020, Sichuan International Studies University and the China Scholarship Council established a comprehensive strategic partnership, and under this framework, the International College is the only unit responsible for implementing the study abroad training program of Sichuan International Studies University.

Currently, the International College has three categories of programs: 4+0, 3+1, and 2+2 programs; one-year and less than one-year pre-study abroad programs, involving 8 languages and 12 projects; short-term language training programs; and English language literature undergraduate education and English language training for international students studying in China. Educational programs and teaching tasks are shown in Table 1

Table 1 Educational programs and teaching task of the School of International Studies
Sichuan International Studies University

Field	Degree	College/School	Major
Study Abroad	International College/School		1. 2+2/3+1/4+0 international undergraduate program
	Preparatory Program	International College/School	2. 1+X overseas program
	Preparatory Program		3. Government-sponsored oversea education short term language training

The Sichuan International Studies University's study abroad program includes degree-seeking students and language learners. All degree-seeking students are required to take language courses and specialized courses such as IELTS listening, IELTS reading, IELTS writing, IELTS speaking, and professional courses, which are all taught by the International College. Additionally, the International College is responsible for the training of non-degree students, including 1+X pre-college study abroad and language training. Furthermore, the International College is also responsible for the university's short-term language training, short-term exchange programs, and other study abroad programs.

Table 2 Teachers of the School of International Studies Sichuan International Studies
University

College	Teachers	
the School of International Studies Sichuan	Total number: There are more than 55 full-time and part-time teachers, 42 full-time	Composition: Full-time teachers: 5 professors, 9 associate

International Studies University	teachers, 13 administrative staff, 5 professors and 14 doctors.	professors, 32 lecturers, 60% of the full-time teachers have doctoral degrees
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The teachers is the lifeline of teaching quality, and the teachers of international students in the School of International Studies Sichuan International Studies University includes full-time teachers, part-time teachers and visiting professors as shown in Table 2

Table 3 The number of the School of International Studies Sichuan International Studies University of International Studies Students

Semester	Students number
Fall 2019	2056
Fall 2020	400

The researcher learned from the International College that the management organization setting as well as the teachers strength of the International College basically remained unchanged after the epidemic, but the number of students dropped significantly, as shown in Table 2.2. According to the data, there were in fact 2056 students enrolled in the International College for the fall semester of 2019 while there were only 400 international students studying there for the same semester in 2020, indicating that the impact of the New Crown epidemic has caused a sharp decline in the enrollment at the School of International Studies at the Sichuan International Studies University of International Studies.

For teaching management organizations, the evaluation of teaching and management is no more than four aspects: teaching plan, delivery, assessment, and feedback.

Zhao and Peng (2014) argued that teaching involves various aspects of planning, implementing, evaluating, managing, and administration related to teaching and learning. The goal of the author's research is to understand the basic current

situation of teaching and management of international students abroad in international colleges affected by the global New Crown pneumonia epidemic, therefore, a comprehensive examination of multiple subjects and internal and external factors is needed.

Teaching plan

Table 4 Teaching plan and program for going abroad students in the fall semester of 2020

Teaching style	To ensure the quality and amount of teaching work in accordance with the actual situation of domestic and international students, we utilize a combination of online and offline teaching techniques in accordance with the school's teaching criteria for the new semester.
Teaching Suggestions	The online and offline hybrid teaching, mainly online courses, can use Tencent classroom, Tencent conference, enterprise WeChat, nail and other more professional conference systems.
Implementation Plan	<p>(1) Teachers prepare syllabus, teaching calendar, PPT and other related teaching materials in advance, upload them to Tencent Conference and other teaching platforms, conduct online discussion and Q&A according to the existing course schedule, assign and correct homework, and guide students to learn independently.</p> <p>(2) The teachers of the course use the online teaching resources platform of Sichuan Foreign Studies University (Tencent Conference, Zoom and Enterprise WeChat, etc.) to carry out online and offline hybrid teaching.</p> <p>(3) According to the schedule of the existing classes, teachers choose a suitable venue and use Tencent Conference to conduct live or recorded lectures.</p>

	(4) Establish class QQ groups/WeChat groups, upload course syllabus, PowerPoint lecture notes, reference materials, etc., distribute them to students according to the teaching schedule, assign homework, and discuss them online to guide students' independent learning.
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Table 4 (Continued)

Teaching Resources	The class will start one week earlier on September 10. Teachers are encouraged to take advantage of their own strengths and enthusiasm and adopt their own online teaching methods, which can be flexible and varied, so that the current teaching work can be done well. Teachers are also required to send relevant materials to students in advance and attend classes according to the class schedule.
Teaching Resources and Teaching Supervision	(1) The International College and the Office of Academic Affairs jointly promote the university to provide substantial funding for the construction of online course programs. (2) The off-campus resources used are: IELTS real scriptures, IELTS writing materials, and radio stations.
	Teaching supervision is carried out through the teachers leaders and teaching supervisors listening to classes, peer teachers listening to each other's classes, and students' evaluation of teaching.
Examination Arrangement	(1) offline open-book exams; offline one-on-one exams; offline presentations (2) Online closed-book examination; online one-on-one examination; online presentation
Evaluation methods	Formative evaluation + summative evaluation

According to Table 3 during the fall semester of 2020, in the context of the global COVID-19 pandemic and active epidemic prevention and control measures, the

School of International Studies Sichuan International Studies University responded to the call of the university and formulated an online teaching plan for emergency situations to achieve "no suspension of teaching and learning".

Firstly, in terms of course arrangements, the plan mainly included the teaching arrangement of international education undergraduate students and English course teaching arrangements. The International College is the main site for the university's study abroad programs and cultural exchange, offering compulsory and elective courses in business, economics, history, politics, law, and other fields to cultivate professionals for study abroad programs. Since most courses in the International College are language courses, this research mainly focuses on English education analysis. The author learned from the college's teachers and academic affairs office about the basic situation of the fall semester and the teaching arrangements: there were no changes in the undergraduate teaching plan for the fall semester, and online teaching was conducted according to the schedule, just like in-person teaching.

Secondly, in terms of teaching methods, the teaching arrangements for the fall semester of 2020 continued to use some of the experiences from the previous semester: teachers comprehensively used teaching platforms such as Tencent Meeting, Tencent Classroom, DingTalk, as well as interactive media such as QQ, WeChat, and conducted mixed online and offline teaching based on the situation of study abroad students, combined with previous teaching experiences and deficiencies, and epidemic prevention and control measures in China.

Thirdly, in terms of the use and construction of teaching resources, the International College teachers flexibly used the school's resources, teaching platforms, and social media, etc., to complete course teaching and live broadcast playback resources after class, based on their own strengths and the characteristics of the course.

Fourthly, in terms of teaching supervision, the International College adopted methods such as leadership and teaching supervision observations, peer teacher observations and evaluations, and student evaluations to ensure teaching effectiveness.

Lastly, there were some adjustments and changes in the fall semester exam arrangements. During the epidemic period, online exams were conducted with remote video monitoring, and after the epidemic, in-person exams were conducted using closed-book, open-book, and group discussion presentation formats.

Teaching method and situation

In 2020, the teaching methods were all adopted: teachers used Tencent Conference, Tencent Classroom and Nail to carry out hybrid online and offline teaching according to the situation of international students.

In the fall semester, all undergraduates, pre-college students and language training students in the college adopted Tencent Conference to conduct "live + tutorial" learning, online teaching solutions, online teaching staff training, online teaching Q&A and consultation, and other comprehensive technical support and services. Teachers regularly assign tasks twice a week on WeChat, and students can complete live classes and assignments assigned by teachers on the designated platform, as well as return visits to recorded classes for some of the content.

However, this teaching method reveals the following problems: too little teacher-student interaction, weak awareness of independent learning among international students, and doubtful learning effect.

The School of International Studies Sichuan International Studies University encountered difficulties with enrolment as a result of the new crown outbreak. In order to better ensure the quality of instruction, all of the students' lectures during the fall semester were changed to live online lectures or offline lectures given by instructors in person. However, this change always raised the pressure on teachers to deliver instruction.

To comprehend the fundamental state of study abroad instruction at the School of International Studies of Sichuan International Studies University and its defenses against the sudden epidemic's impact on online instruction and management of international students, the author conducted field research on the Academic Affairs Office and the Teaching and Research Office of the International College, and also

interviewed the corresponding teaching administrators, covering the following topics: institutional settings, student population and teachers strength, teaching plans and The contents include: institutional setting, student population and teachers strength, teaching plan and arrangement, teaching style and situation of teachers, feedback of online teaching from students studying abroad, etc. Through the research, we learned that the International College, as the education and training unit of Sichuan Foreign Studies University for studying abroad, is trying to realize the "substantial equivalence" between online and offline teaching by dividing the work and making concerted efforts in the face of the epidemic. Generally speaking, the administrators, teachers and students of international colleges have tried to overcome all kinds of difficulties in network, technology and psychology, and have adapted to the change of management and teaching methods through continuous learning and exploration, and have basically ensured the implementation of online teaching in accordance with their actual situation. Of course, by analyzing and summarizing the objective situation, the International College has encountered two major challenges in teaching and management of international students under the influence of the sudden epidemic: firstly, the shift of student teaching and management from offline to online has brought many factors to be considered and challenges to be faced; secondly, the change of teaching methods has brought many challenges to English teaching and to the arrangement and implementation of examinations.

Online Teaching of Teachers in the School of International Studies Sichuan International Studies University under the COVID-19

The three core issues of teaching: What to teach? How to teach? How to learn? In the author's opinion, online teaching based on the Internet needs to pay more attention to "what" and "how" of teachers. With such a serious situation of global epidemic, It is necessary to switch from face-to-face instruction to online instruction, and this shift in the learning environment presents new challenges for teachers in the areas of lesson planning, classroom management, and language skill development.

In general, the "what" and "how" of teaching help teachers to provide an optimal solution for teaching and learning while transferring language and cultural knowledge to learners: to fully engage learners' attitudes and motivation, to improve their ability to inquire, to collaborate, and to develop quality learning, collaborative skills, develop quality learning strategies, and improve their integrated language use skills, which include language knowledge, language skills, learning strategies, and cultural competence (Liu & Wen, 2016).

The proportion of female teachers is 67%, and male teachers is 33%. From the perspective of teaching experience, the teachers surveyed are mostly senior teachers with rich teaching experience: teachers with more than 10 years of experience account for 88.9%, and those with 6-10 years of experience account for 11.1%. In terms of title, there are 3 lecturers, accounting for 33.3%, and 6 associate professors, accounting for 66.7%. In terms of the teachers' professional backgrounds, 33.3% have an English background, 33% have a background in Chinese language and literature, 11.1% have a background in foreign languages, and 22.2% have a background in other fields. It can be seen that the sources of the international college teachers' professional backgrounds are diverse, and those with an English international teacher background account for 66%, while English teachers without an English teaching major account for 34%. In terms of online teaching experience, 7 teachers have experience in online teaching, accounting for 77.8%, while 2 teachers have no experience, accounting for 22.2%. In terms of participating in online teaching training, 5 teachers have never participated in school-organized training, accounting for 55.6%, 4 teachers occasionally participate, accounting for 44.44%, and some teachers are not willing or interested in participating in training. It can be seen that the attitudes of the majority of teachers towards online teaching training are relatively passive.

Related research

1 Related research from abroad

There are four primary areas of Western remote education research, according to an examination of prestigious journals including the American Journal of remote Education, the European Journal of Open, Distance and E-Learning, and the Journal of Distance Education: course environment, learner outcomes, learner characteristics, and teacher training. In particular, researchers have looked at student learning outcomes and the effectiveness of teaching methods in improving learners' language skills, intercultural competence, and language learning in intercultural communication. With regard to research on the teaching and learning environment of the curriculum: The use of cooperative and collaborative co-education models in a digital environment helps to foster deeper social integration and interaction among non-homogeneous social groups, which is conducive to enhancing the quality of teaching and learning, Chan, S. C. H., Wan, C. L. J., and Ko. (2019) found through empirical studies. The creation and evaluation of learner learning engagement scales reflects greater research on learner characteristics. In terms of research on learning outcomes Mitsui, A. (2018) states that learners' self-directed learning ability is mainly related to the identified learning goals, learning content, the chosen learning methods and techniques, and the testing of the learning process, and that learners with different language levels may face very different challenges and, therefore, may hold very different beliefs and strategies in learning the language. Many scholars argue that teachers need ongoing training and support to successfully teach online e.g. Baran & Correia, 2014; Shelton, 2011; Vaill & Testori, 2012. Brinkley-Etz Korn, K. E. (2019) suggests that the need for teachers to receive training encompasses three aspects: (1) developing or improving their teaching skills; (2) learning new teaching techniques; and (3) improving teaching techniques and enhancing students' learning outcomes. He also suggests that the investment in teacher learning is worthwhile but time-consuming, and that teachers need to be given incentives or compensation to change their mindset and improve their online teaching skills.

The new crown pneumonia epidemic in 2020 has also brought great challenges to teaching abroad. Through a study of the basic education level and higher education level in France under the epidemic, Le (2020) pointed out that: the challenges faced by teaching include: dropout phenomenon due to the epidemic, serious reduction of interaction in the classroom, difficulty of teachers' infectious power, and examination arrangement". Liang (2020) suggested that "teaching in the United States faces a huge challenge of declining student enrollment, with some students opting for suspension and deferred enrollment because they are unable to attend school." She argues that "online teaching may bring about the problem of fragmented and compartmentalized teaching", and in response to the above problems she gives: "Breaking down the barriers between skill-based language classes and knowledge-based culture and literature classes; Chu (2020) argues that "the epidemic The curriculum of the fall semester in American schools under the epidemic did not change much, and the response was quite good, and there were many changes in the form of activities taught to accommodate online teaching conditions. However, he believes that "the external situation of teaching and learning is severe, facing multiple challenges, and the number of people studying in Europe and the United States will be seriously affected". Zhao (2020) points out that teaching in Thailand under the epidemic faces problems such as teachers' inability to keep up with technology, poor equipment for students, and slow internet speed, while teachers' tasks rise and teaching quality decreases.

2. Related research from China

Although China developed distant learning and teaching relatively late in comparison to other nations, academics in China place a high value on computer-assisted teaching, or the integration of educational technology and language instruction. Many academics have voiced optimism about the idea of using computers to assist in teaching English or the Internet to teach languages. In order to realize the close integration of educational technology and language teaching, fully utilize digital teaching methods, change the design and philosophy of teaching, create a positive learning environment for language learners, and accomplish the objective of increasing their

language proficiency, Xu and Shi (2013) contend that the benefits of contemporary educational technology should be fully exploited. Zheng (2015) believes that language teaching will be deeply integrated with technology in the new era. Li (2016) contends that using "Internet + language" for multimedia online instruction transforms not only the conventional style of instruction, but also helps to expand the scope of cultural teaching in different countries. First, studies on online teaching or learning platforms such as Tencent Conference, Tencent Classroom, Zoom, QQ Live, CC-talk, Nail, and so on. Related research results such as Zhou (2018), introduced the webcasting platform CC-talk and its special features, and concluded that the CC-talk platform is important for reforming and innovating the teaching mode and promoting the development of online teaching. There are also studies on the nailing live teaching platform, which was used more frequently during the epidemic, e.g., Wang Dong (2020); in addition, master's theses on research on teaching platforms, e.g., Yu (2018); Ding (2019). Regarding macroscopic studies related to online English education under the new crown epidemic, Li (2020) argues that "the collective major change in teaching style that emerged due to the epidemic is a starting point for the transformation of teachers' conceptions of teaching and students' conceptions of learning and learning styles, which helps to realize teachers' collective transformation to a modern teaching style". According to Song Hui and Bai (2020), "from no time difference to time difference, from real language partners to virtual language partners, the teaching environment has changed, and the shortcomings and shortcomings of the current online language teaching need to be timely inspected and diagnosed, and new approaches and changes in teaching ideas need to be tried in order to mitigate the impact of the epidemic". According to Cui (2020), the concept and form of E-learning has long been an integral part of language teaching in the online era, and the competition in language education is particularly fierce in the field of higher education and language education.

The research on the current state of online instruction in colleges and universities across the country should be viewed in the perspective of the epidemic's impact on teaching foreign-student students. The survey report on online teaching of

college teachers during the epidemic by Xie (2020) can provide an important reference for the author in terms of questionnaire design dimensions. Relevant research and reflections on the current situation of teaching in China, for example, Zhu (2020) pointed out that "the overall effect of teaching online courses for international students in Beihang University exceeds expectations, however, there are many and outstanding problems, mainly reflecting the difficulties in the technical level, and proposed countermeasures such as: developing online course materials, collective lesson preparation and building online course resources. Su (2020) points out, based on the changes in the enrollment data of Beijing Language and Culture University in the fall semester of 2020, that online enrollment is difficult and students' acceptance of online language learning is generally higher, and gives suggestions such as: the construction of curriculum system and teaching mode, teaching materials suitable for online use, teaching and learning resources, and the development of teaching platforms that can support various teaching activities. According to Lu Zhou (2020), universities should develop a comprehensive and scientific teaching quality assurance system in light of the new situation, correct the problems in teaching and management in a timely manner, and do a good job of monitoring and evaluating teaching quality. The above high-level opinions of these well-known experts and scholars in international education based on the current situation of international education under the global epidemic are important inspirations and guidance for the author's research.

Summary

Many foreign scholars have discussed the convenience brought about by online education for language teaching, as well as the difficulties and challenges faced by remote education, including technological issues, changes in the external environment, significant drops in enrollment, lack of classroom interaction, limited ability of teachers to connect with students, and increased time commitment. However, these experts have also emphasized that technology is not the key factor affecting students' satisfaction with online courses; rather, the support and attention that learners receive from their teachers is essential. Chinese scholars have also explored the advantages of

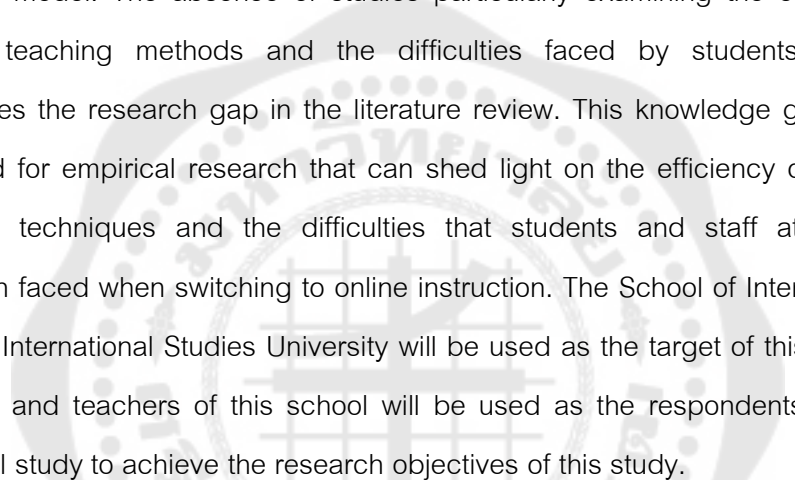
online teaching, such as promoting the transformation of traditional teaching methods, expanding the coverage of education, and creating a better learning environment for learners to improve their language proficiency. However, the impact of the global pandemic has led to many difficulties and challenges, including declining enrollment, recruitment difficulties, poor network conditions, insufficient technical operation, lack of interaction between teachers and students, and challenges in teaching supervision. It is crucial for teachers to master online teaching techniques and design diverse teaching activities to promote collaboration, communication, and interaction among language learners and teachers. Experts have also emphasized the importance of providing continuous training to teachers and support services to learners, along with emotional care and support to improve their sense of belonging. However, current research on language online teaching

tends to focus more on the teacher's perspective, with fewer studies exploring the learner's motivation, attitudes, and psychological factors that influence online learning. Although existing studies provide some guidance on changing teaching philosophies and methods, there is a lack of research on the current situation of online teaching for students studying abroad, which makes it difficult to produce targeted guidance and help. Therefore, it is important to analyze case studies carefully, objectively reflect on the problems and shortcomings in related fields, and provide guidance and help to improve and enhance teaching effectiveness and meet the needs of online teaching in the post-pandemic era.

The literature study emphasizes the development and expansion of online English instruction in institutions of higher learning as well as the many online teaching pedagogies, resources, and platforms frequently employed in English education. In comparison to conventional face-to-face instruction, it also assesses the advantages and disadvantages of online English instruction. The review also discusses the effects of the COVID-19 pandemic on institutions of higher learning, with a concentration on English instruction, and it looks at the difficulties teachers and students encountered when switching to online English instruction. The review also analyzes the role of

technology in overcoming these issues, as well as the techniques and best practices used by higher education institutions to overcome difficulties in online English teaching during the epidemic.

The literature review, however, makes no mention of the shortcomings of the online English teaching strategies used at the School of International Studies of Sichuan International Studies University during the COVID-19 pandemic or the difficulties that students and faculty there encountered when the school switched to an online English teaching model. The absence of studies particularly examining the efficacy of online English teaching methods and the difficulties faced by students and teachers constitutes the research gap in the literature review. This knowledge gap underscores the need for empirical research that can shed light on the efficiency of online English teaching techniques and the difficulties that students and staff at this particular institution faced when switching to online instruction. The School of International Studies Sichuan International Studies University will be used as the target of this study, and the students and teachers of this school will be used as the respondents to conduct an empirical study to achieve the research objectives of this study.



CHAPTER 3

METHODOLOGY

The methodology of this study included describing the background of the study, selecting the target population and sample size, proposing the research instrument, designing the questionnaire, collecting the data, and analyzing the data. Before collecting the data, the authors verified the validity and reliability of the questionnaire. Probability sampling and non-probability sampling were used in this study, and the teachers of the School of International Studies Sichuan International Studies University who conducted online teaching for students studying abroad in the fall semester of the epidemic and the students who were enrolled in the college were selected as the subjects of the study and the questionnaires were distributed randomly. The developed questionnaires were distributed online to teachers and students enrolled in online teaching for students studying abroad in the fall semester of the epidemic at the School of International Studies Sichuan International Studies University. The collected data were analyzed to understand the effectiveness of online English teaching methods at the School of International Studies Sichuan International Studies University during the COVID-19 pandemic and the challenges faced by students and teachers during the transition to online English teaching.

Respondents and Sampling Procedure

1. Population and sample size

Based on the research methodology, the target population for this study is the teachers and students of the School of International Studies Sichuan International Studies University who conducted and enrolled in online teaching for students studying abroad in the fall semester in 2020 of the COVID-19 epidemics. The total population size is 430, comprising 30 teachers and 400 students.

For the teachers, the sample size would be: Using the Krejcie and Morgan (1970) table, the appropriate sample size for a population of 30 is 23. However, since

the sample size is relatively small, it may be better to survey the entire population of teachers.

For the students, the sample size would be: Using the Krejcie and Morgan table, the appropriate sample size for a population of 400 is 213. Therefore, a sample size of 213 students should be randomly selected from the population of 400 students to participate in the study.

2. Sampling procedure

The sampling procedure used in this study was both probability and non-probability sampling. The target population for the study was teachers and students of the School of International Studies Sichuan International Studies University who conducted and enrolled in online teaching for students studying abroad during the fall semester in 2020 of the COVID-19 pandemics.

The teachers and students were chosen from the target group using probability sampling. To guarantee that every member of the target population had an equal chance of being chosen as a sample for the study, random sampling was used. With this strategy, we hoped to get rid of any bias or preference that would affect the results of the study.

On the other hand, non-probability sampling was also used in the study, and the students and teachers who were randomly selected yet readily available and eager to participate were given questionnaires. This approach aimed to maximize the participation rate and the quantity of data collected while reducing the cost and time required for data collection.

Overall, the combination of probability and non-probability sampling provided a balanced approach to sampling and ensured that the study's sample was representative of the target population.

Research instrument

The questionnaires for teachers and students, respectively, served as the research tool for this study. All questions were used on a 5-point Likert scale to evaluate the efficacy of online English teaching techniques at the School of International Studies

Sichuan International Studies University during the COVID-19 pandemic and to pinpoint the difficulties that teachers and students encountered as they made the switch to online English instruction.

Data collection

The data collection process involved distributing the developed questionnaires online to the selected teachers and students who were enrolled in online teaching for students studying abroad in the fall semester of the epidemic at the School of International Studies Sichuan International Studies University. The questionnaires were randomly distributed to ensure unbiased data collection. Before collecting the data, the authors verified the validity and reliability of the questionnaire to ensure that the data collected were accurate and reliable. Both probability and non-probability sampling techniques were used in this study to select the target population. The information was analyzed to learn more about the effectiveness of the online English instruction at the School of International Studies Sichuan International Studies University during the COVID-19 pandemic and the difficulties teachers and students encountered when switching to the online format for instruction.

Data analysis

In order to comprehend the effectiveness of online English teaching techniques at the School of International Studies Sichuan International Studies University during the COVID-19 pandemic and the challenges faced by students and teachers during the transition to online English teaching, the survey data was collected and subjected to quantitative analysis. To examine the survey data, descriptive statistics such as frequency, percentage, mean, and standard deviation were computed.

CHAPTER 4

FINDINGS

Research Objectives

To assess the effectiveness of online English teaching methods at the School of International Studies Sichuan International Studies University during the COVID-19 pandemic.

To identify the challenges faced by students and teachers during the transition to online English teaching.

Research Methodology

The research methodology described in this section focuses on respondents and the sampling procedure, research instruments, data collection, and data analysis. The target population for the study consists of teachers and students at the School of International Studies Sichuan International Studies University who conducted and enrolled in online teaching for students studying abroad during the fall semester of the COVID-19 pandemic in 2020. The total population size is 430, including 30 teachers and 400 students.

For the teachers, the sample size is determined using the Krejcie and Morgan table, which suggests that a sample size of 23 would be appropriate for a population of 30. However, due to the small sample size, it was decided to survey the entire population of teachers.

For the students, the Krejcie and Morgan table indicates that a sample size of 213 should be selected from the population of 400. Random sampling was used to ensure that every member of the target population had an equal chance of being chosen as a sample.

The sampling procedure employed both probability and non-probability sampling. Probability sampling was used to select teachers and students from the target population, ensuring an unbiased representation. Non-probability sampling was also

utilized to maximize participation rates and collect a sufficient amount of data, selecting students and teachers who were randomly chosen and readily available.

The research instrument used in this study was a questionnaire, which was administered to both teachers and students. The questionnaire consisted of questions rated on a 5-point Likert scale, aiming to evaluate the effectiveness of online English teaching techniques during the COVID-19 pandemic and identify any challenges faced by teachers and students in adapting to online instruction.

Data collection involved distributing the questionnaires online to the selected teachers and students. Random distribution was employed to ensure unbiased data collection. The authors also ensured the validity and reliability of the questionnaire before collecting the data.

The collected data were analyzed quantitatively to assess the effectiveness of online English teaching techniques and the difficulties experienced during the transition. Descriptive statistics, such as frequency, percentage, mean, and standard deviation, were computed to analyze the survey data and gain insights into the research questions.

Research result analysis

This chapter presented the data analysis process and statistical results, divided into two parts. The first section summarizes the demographic information collected from the data through descriptive statistics. The second part demonstrates the results of the questionnaire survey by mean and standard deviation.

1. Demographic data

Table 5 Demographic data of teachers

Demographic Factors	Frequency	Percentage (%)
Gender		
Male	10	33.3%
Female	20	66.7%

Years of Teaching Experience		
Less than 5 years	0	0%
5-10 years	2	6.7%
10-15 years	7	23.3%
15-20 years	9	30%
More than 20 years	12	40%
Highest Degree Earned		
Master's degree	9	30%
Doctoral degree	19	63.3%
Other	2	6.7%
Current Rank or Title at University		
Lecturer	20	67%
Associate Professor	7	23%
Professor	3	10%

The demographic factors of the 30 surveyed teachers provide insights into their gender, years of teaching experience, highest degree earned, and current rank or title at the university. Among the teachers, 33.3% identified as male, while 66.7% identified as female. In terms of teaching experience, the distribution varied, with no respondents having less than 5 years of experience. However, 6.7% had 5-10 years of experience, 23.3% had 10-15 years, 30% had 15-20 years, and the largest group, 40%, had more than 20 years of experience. In terms of the highest degree earned, 30% held a Master's degree, 63.3% held a Doctoral degree, and 6.7% had other degrees. Regarding their current rank or title at the university, 67% held the position of lecturer, 23% were associate professors, and 10% were professors. These demographic findings provide an overview of the characteristics of the teachers and offer insights into their backgrounds and positions within the university.

Table 6 Demographic data of students

Demographic Factors	Frequency	Percentage (%)
Gender		
Male	50	23.5%
Female	163	76.5%
Age		
Under 18 years old	20	9.4%
18-24 years old	160	75.1%
25-30 years old	30	14.1%
31-40 years old	3	1.4%
Over 40 years old	0	0%
Current year of study		
Freshman	55	25.8%
Sophomore	60	28.2%
Junior	65	30.5%
Senior	33	15.5%

The demographic factors of the 213 surveyed students provide valuable insights into their gender, age, and current year of study. The majority of the students identified as female (76.5%), while male students accounted for 23.5% of the sample. In terms of age, the largest group consisted of students between 18 and 24 years old (75.1%), followed by those in the 25-30 years old category (14.1%). Only a small percentage of students fell into the categories of under 18 years old (9.4%) and 31-40 years old (1.4%), and there were no respondents over the age of 40. When considering the current year of study, the distribution was relatively balanced, with 25.8% being freshmen, 28.2% sophomores, 30.5% juniors, and 15.5% seniors. These demographic findings provide an overview of the characteristics of the student sample and contribute to a better understanding of their composition.

2. Statistical result

Table 7 The perceptions of the teachers on the effectiveness of online English teaching methods

Item	n	Mean	Standard deviation
1. The online teaching methods allowed me to effectively deliver English course content.	30	3.9	0.9
2. Online learning materials were conducive to teaching English effectively.	30	3.7	1.2
3. The online platform provided the necessary features for effective English teaching.	30	3.9	0.9
4. Online teaching allowed me to implement innovative strategies in English instruction.	30	3.9	1.1

Table 7 (Continued)

5. Students were engaged and participated actively in online English classes.	30	3.6	1.2
6. Online assessments effectively measured students' understanding and progress in English.	30	3.9	0.6
7. The flexibility of online	30	3.7	1.2

English classes facilitated better time management and lesson planning.			
8. Online discussions and activities were effective in enhancing students' English language skills.	30	4.0	0.9

The findings described in table 4 .3 showed how teachers at the School of International Studies Sichuan International Studies University felt about the efficiency of online English teaching techniques during the COVID-19 epidemic. The outcomes were determined using a 5-point Likert scale, where 1 stood for "Strongly Disagree" and 5 for "Strongly Agree."

1 . The online teaching methods allowed me to effectively deliver English course content.

With a mean of 3.9 and a standard deviation of 0.9, the teachers generally agree that the online teaching methods were effective in delivering English course content. The standard deviation suggests that the responses were fairly consistent.

2. Online learning materials were conducive to teaching English effectively.

The mean score of 3 .7 indicates that the teachers somewhat agree that online learning materials were conducive to teaching English effectively. The standard deviation of 1.2 shows a bit more variability in the responses.

3 . The online platform provided the necessary features for effective English teaching.

Similar to the first item, the mean of 3.9 suggests that the teachers generally agree that the online platform was effective. The standard deviation of 0 .9 indicates relatively consistent responses.

4 . Online teaching allowed me to implement innovative strategies in English instruction.

With a mean of 3.9 and a standard deviation of 1.1, the results show that the teachers agree that online teaching allowed for the implementation of innovative strategies. There is slightly more variation in responses compared to item 1 and 3.

5. Students were engaged and participated actively in online English classes.

With a mean of 3.6 and a standard deviation of 1.2, the teachers somewhat agree that students were engaged and participated actively, though this item had slightly lower agreement compared to others.

6 . Online assessments effectively measured students' understanding and progress in English.

A mean score of 3.9 and a low standard deviation of 0.6 suggests that teachers generally agree that online assessments were effective and that there is high consistency in their responses.

7 . The flexibility of online English classes facilitated better time management and lesson planning.

The mean of 3.7 indicates that the teachers somewhat agree with this statement. The standard deviation of 1.2 indicates a moderate variability in responses.

8 . Online discussions and activities were effective in enhancing students' English language skills.

This item had the highest mean score of 4.0 with a standard deviation of 0.9, indicating that teachers generally agree and felt most positive about the effectiveness of online discussions and activities in enhancing students' English language skills.

In summary, the results indicate that teachers at the School of International Studies Sichuan International Studies University generally perceive online English teaching methods to be effective. They particularly find online discussions and activities to be highly effective in enhancing students' English language skills. While the teachers believe that students were engaged, this aspect had a slightly lower level of agreement

compared to other items. There is also a fair amount of consistency in their responses, as indicated by the relatively low standard deviations.

Table 8 The perceptions of the teachers on the challenges faced during the transition to online English teaching

Item	n	Mean	Standard deviation
1. Lack of interaction with students and technical issues were major challenges faced during the transition to online English teaching.	30	4.2	0.8
2. The transition to online teaching was challenging due to a lack of training or support.	30	3.8	0.9
3. Technical issues (e.g., poor internet connection, software problems) frequently hampered my ability to teach effectively.	30	4.3	0.9
Table 8 (Continued)			
4. It was more challenging to keep students engaged and motivated in the online environment.	30	4.3	0.8
5. Communication with students was less effective in the online format.	30	4.2	0.7
6. It was difficult to monitor	30	3.9	1.1

students' progress and provide timely feedback online.			
7. Adapting teaching materials and methods for online teaching was challenging.	30	4.1	0.9
8. The lack of face-to-face interaction negatively affected my ability to build relationships with students.	30	4.4	0.8
9. Managing and resolving technical issues took away valuable time from teaching.	30	4.3	0.7

The findings described in table 4 .4 show how teachers at the School of International Studies Sichuan International Studies University felt about the difficulties they encountered when switching to online English teaching techniques during the COVID-19 pandemic. The outcomes are based on a Likert scale of 1 to 5 , with 5 reflecting a Strong Agree response.

1. Lack of interaction with students and technical issues were major challenges faced during the transition to online English teaching.

With a mean of 4.2 and a standard deviation of 0.8 , the teachers strongly agree that the lack of interaction and technical issues were major challenges. Responses were fairly consistent.

2. The transition to online teaching was challenging due to a lack of training or support.

The mean score of 3.8 suggests that the teachers generally agree that the transition was challenging due to a lack of training or support, with a moderate variation in responses (standard deviation of 0.9).

3 . Technical issues (e.g., poor internet connection, software problems) frequently hampered my ability to teach effectively.

With a mean of 4.3 and a standard deviation of 0.9, teachers strongly agree that technical issues frequently hampered their ability to teach effectively.

4 . It was more challenging to keep students engaged and motivated in the online environment.

The mean of 4.3 and a standard deviation of 0.8 indicates that teachers strongly agree that it was more challenging to keep students engaged and motivated online.

5. Communication with students was less effective in the online format.

With a mean of 4.2 and a standard deviation of 0.7, teachers strongly agree that communication with students was less effective online, with fairly consistent responses.

6 . It was difficult to monitor students' progress and provide timely feedback online.

A mean of 3.9 and a standard deviation of 1.1 suggests that teachers generally agree that it was difficult to monitor students' progress and provide feedback online. The standard deviation indicates slightly more variation in responses compared to other items.

7 . Adapting teaching materials and methods for online teaching was challenging.

With a mean of 4.1 and a standard deviation of 0.9, teachers strongly agree that adapting teaching materials and methods was challenging.

8 . The lack of face-to-face interaction negatively affected my ability to build relationships with students.

This item had the highest mean score of 4.4 and a standard deviation of 0.8, indicating that teachers strongly agree and felt most challenged by the lack of face-to-face interaction in building relationships with students.

9 . Managing and resolving technical issues took away valuable time from teaching.

With a mean of 4.3 and a standard deviation of 0.7, teachers strongly agree that managing and resolving technical issues took away valuable time from teaching, with relatively consistent responses.

In summary, the results indicate that teachers faced several challenges during the transition to online English teaching. The lack of face-to-face interaction, technical issues, and difficulties in engaging students were among the most significant challenges. There was also a general consensus among teachers regarding these challenges, as indicated by relatively low standard deviations. This information is valuable for understanding areas where support and resources can be directed to improve the online teaching experience for educators.

Table 9 The perceptions of the students on the effectiveness of online English teaching methods

Item	n	Mean	Standard deviation
1. The online English teaching methods helped me to understand the course content effectively.	30	3.9	0.9
2. The online learning materials were of high quality and contributed to my learning.	30	3.7	1.2

Table 9 (Continued)

3. The online platform used was conducive to a good learning experience in English classes.	30	3.9	0.9
4. The teacher's online	30	3.9	1.1

teaching style was engaging and facilitated my learning.			
5. Online discussions and activities enriched my understanding of the English language.	30	4.1	0.8
6. I feel that my English language skills improved as a result of online teaching methods.	30	3.8	0.6
7. The flexibility of online English classes contributed positively to my learning experience.	30	3.7	1.2
8. I was able to effectively communicate and collaborate with classmates in the online environment.	30	4.0	0.9

Students' opinions of the School of International Studies Sichuan International Studies University's online English teaching strategies during the COVID-19 epidemic are depicted in the data given in Table 4.5. The outcomes are based on a Likert scale of 1 to 5, with 5 reflecting a Strong Agree response.

1. The online English teaching methods helped me to understand the course content effectively.

With a mean of 3.9 and a standard deviation of 0.9, students generally agree that the online English teaching methods were effective in helping them understand the course content, and the responses were fairly consistent.

2. The online learning materials were of high quality and contributed to my learning.

The mean score of 3.7 suggests that students somewhat agree that the online learning materials contributed positively to their learning. The standard deviation of 1.2 indicates a moderate variation in responses.

3. The online platform used was conducive to a good learning experience in English classes.

With a mean of 3.9 and a standard deviation of 0.9, students generally agree that the online platform used was conducive to a good learning experience, with fairly consistent responses.

4. The teacher's online teaching style was engaging and facilitated my learning.

A mean of 3.9 and a standard deviation of 1.1 indicates that students generally agree that the teacher's online teaching style was engaging and facilitated their learning.

5. Online discussions and activities enriched my understanding of the English language.

With a mean of 4.1 and a standard deviation of 0.8, students strongly agree that online discussions and activities enriched their understanding of the English language, with fairly consistent responses.

6. I feel that my English language skills improved as a result of online teaching methods.

The mean of 3.8 and a low standard deviation of 0.6 suggests that students generally agree that their English language skills improved as a result of online teaching methods, and responses were quite consistent.

7. The flexibility of online English classes contributed positively to my learning experience.

The mean of 3.7 and a standard deviation of 1.2 indicates that students somewhat agree that the flexibility of online classes contributed positively to their learning experience, with moderate variation in responses.

8. I was able to effectively communicate and collaborate with classmates in the online environment.

With a mean of 4.0 and a standard deviation of 0.9, students generally agree that they were able to effectively communicate and collaborate with classmates online, with fairly consistent responses.

In summary, the results indicate that students at the School of International Studies Sichuan International Studies University generally perceive the online English teaching methods to be effective, particularly in regard to online discussions and activities. The students also feel that they were able to communicate effectively with their classmates online. The results suggest that both the content delivery and interaction aspects of online English teaching were seen positively by the students. However, there was slightly lower agreement regarding the quality of online learning materials and flexibility, indicating areas where there might be room for improvement.

Table 10 The perceptions of the students on the challenges faced during the transition to online English teaching

Item	n	Mean	Standard deviation
1. I found it difficult to adapt to the online learning environment for English classes.	213	4.1	0.8
2. Technical issues (e.g., poor internet connection, software problems) frequently interrupted my learning experience.	213	4.0	1.0
3. I had difficulty staying motivated and focused during online English classes.	213	4.2	0.9
4. I had difficulty practicing speaking and listening skills during the transition to online	213	3.9	1.0

English learning.			
5. Communication with my teacher and classmates was more challenging in the online format.	213	3.8	0.7
6. I found it hard to access necessary learning resources for my online English classes.	213	4.0	0.8
7. I struggled to understand the content of the English classes in an online setting.	213	4.1	1.0
8. The lack of face-to-face interaction negatively affected my learning experience.	213	4.3	0.7
9. I felt less engaged and involved in online English classes compared to traditional classroom settings.	213	4.3	0.9

The findings presented in Table 4.6 show how the students at the School of International Studies Sichuan International Studies University felt about the difficulties they encountered when switching to online English teaching techniques during the COVID-19 epidemic. The outcomes are based on a Likert scale of 1 to 5, with 5 reflecting a Strong Agree response.

1. I found it difficult to adapt to the online learning environment for English classes.

With a mean of 4.1 and a standard deviation of 0.8, students generally agree that they found it difficult to adapt to the online learning environment for English classes, and the responses were fairly consistent.

2. Technical issues (e.g., poor internet connection, software problems) frequently interrupted my learning experience.

The mean score of 4.0 suggests that students generally agree that technical issues frequently interrupted their learning experience, with a moderate variation in responses (standard deviation of 1.0).

3. I had difficulty staying motivated and focused during online English classes.

With a mean of 4.2 and a standard deviation of 0.9, students generally agree that they had difficulty staying motivated and focused during online English classes.

4. I had difficulty practicing speaking and listening skills during the transition to online English learning.

The mean score of 3.9 and a standard deviation of 1.0 indicates that students generally agree that practicing speaking and listening skills was challenging during the transition to online learning.

5. Communication with my teacher and classmates was more challenging in the online format.

With a mean of 3.8 and a standard deviation of 0.7, students generally agree that communication with teachers and classmates was more challenging online, with relatively consistent responses.

6. I found it hard to access necessary learning resources for my online English classes.

A mean of 4.0 and a standard deviation of 0.8 indicates that students generally agree that accessing necessary learning resources was challenging.

7. I struggled to understand the content of the English classes in an online setting.

With a mean of 4.1 and a standard deviation of 1.0, students generally agree that they struggled to understand the content of English classes in an online setting.

8. The lack of face-to-face interaction negatively affected my learning experience.

This item had one of the highest mean scores of 4.3 and a standard deviation of 0.7, indicating that students strongly agree that the lack of face-to-face interaction negatively affected their learning experience.

9 . I felt less engaged and involved in online English classes compared to traditional classroom settings.

With a mean of 4.3 and a standard deviation of 0.9, students strongly agree that they felt less engaged and involved in online classes compared to traditional settings.

In summary, the results indicate that students faced significant challenges during the transition to online English teaching, with the lack of face-to-face interaction and engagement being among the most significant challenges. Technical issues, difficulty in accessing resources, and challenges in practicing speaking and listening skills were also notable. Understanding these challenges is crucial for developing strategies to address them and improve the online learning experience for students.

Summary of the Research Result

This study examined the effectiveness of online English teaching methods and the challenges faced by teachers and students during the transition to online instruction at the School of International Studies Sichuan International Studies University during the COVID-19 pandemic. The findings revealed that teachers generally perceived online teaching methods as effective, particularly in facilitating discussions and activities, while student engagement emerged as an area needing improvement. The challenges identified included the lack of face-to-face interaction, technical issues, student engagement, adaptation of teaching materials, and communication problems. Students expressed favorable evaluations of online teaching methods, with interactive elements and engagement being valued, but suggested room for improvement in the quality of learning materials and flexibility. Both teachers and students recognized the challenges related to interaction, engagement, and technical issues, emphasizing the need to address these areas for enhancing the effectiveness of online English instruction.

Recommendations for the use of research results

Enhance student engagement: Given the challenges identified in student engagement during online English teaching, it is recommended to implement strategies

that foster active participation and interaction. This could include incorporating more interactive activities, group discussions, and collaborative projects. Providing clear guidelines and expectations for student engagement can also help promote active learning.

Address technical issues: Technical problems were identified as a significant challenge for both teachers and students. It is crucial to provide adequate technical support and training to address issues related to internet connectivity, software usage, and accessing learning resources. Regular maintenance and troubleshooting should be carried out to minimize disruptions during online classes.

Improve teaching materials: The research findings suggest that there is room for improvement in the quality of online learning materials. It is recommended to invest in developing high-quality, interactive, and engaging materials that align with the online teaching environment. This may involve adapting existing materials or creating new ones specifically designed for online instruction. Regular updates and feedback from teachers and students can help ensure the relevance and effectiveness of the materials.

Provide training and support: Both teachers and students faced challenges in adapting to the online learning environment. Offering training sessions and workshops on online teaching methodologies, technological tools, and effective online communication can help instructors improve their online teaching skills. Students can also benefit from orientation programs and support services that provide guidance on navigating the online platform, accessing resources, and managing their learning effectively.

Foster communication and interaction: The absence of face-to-face interaction was a significant challenge identified in the study. To mitigate this, it is recommended to create opportunities for increased communication and interaction among teachers and students. This can be achieved through virtual office hours, discussion forums, group projects, and synchronous online sessions where students can actively engage with their peers and instructors.

Continuously evaluate and refine online teaching methods: As the landscape of education evolves, it is essential to regularly evaluate the effectiveness of online teaching methods and make necessary adjustments. Collecting feedback from both teachers and students on their experiences with online instruction can provide valuable insights for refining teaching approaches, addressing challenges, and enhancing the overall quality of online English teaching.

By implementing these recommendations, educational institutions can improve the effectiveness of online English teaching and create a more engaging and supportive online learning environment for both teachers and students.



CHAPTER 5

CONCLUSION AND DISCUSSION

Discussion

This study examines the School of International Studies Sichuan International Studies University as a case study in order to evaluate the effectiveness of online English teaching strategies there during the COVID-19 pandemic and the challenges teachers and students encountered when switching to an online English teaching environment..

This study employed a quantitative analysis approach to gather data through an online questionnaire distributed to the target population. Content validity and reliability were assessed before questionnaire distribution. Mean value and standard deviation were used to evaluate the respondent's perspective on the effectiveness of online English teaching methods at the School of International Studies Sichuan International Studies University during the COVID-19 pandemic and the the challenges faced by students and teachers during the transition to online English teaching.

According to the results of the statistical analysis, the research findings can be summarized as follows:

- 1 . Regarding teachers' perceptions on effectiveness of online English teaching methods, it was found that Teachers at the School of International Studies Sichuan International Studies University generally regard online teaching methods as effective. Specifically, online discussions and activities stand out as the most positively perceived, with the highest mean score of 4.0, indicating that they are considered highly effective in enhancing students' English language skills. In contrast, the item concerning students' engagement received the lowest mean score of 3.6. This implies that teachers find it more challenging to keep students engaged and active in the online environment compared to other aspects of online teaching. Additionally, online platforms and content delivery are favorably viewed with mean scores of 3.9, suggesting that the technological aspects were largely adequate. In summary, while online teaching methods are generally seen as effective, particularly in facilitating discussions and activities, student

engagement emerges as an area needing attention and improvement in online English teaching.

2 . Teachers at the School of International Studies Sichuan International Studies University identified a number of challenges in transitioning to online teaching, with the lack of face-to-face interaction being the most significant, as indicated by the highest mean score of 4 .4 . This finding is in relation to teachers' perceptions of the challenges faced by teachers during the transition to online English teaching. Teachers feel that this lack has adversely impacted their ability to build relationships with students. Technical issues, including poor internet connection and software problems, are also major challenges as teachers strongly agree (mean of 4 .3) that these issues hampered their ability to teach effectively and consumed valuable teaching time. Another notable challenge is student engagement and motivation. Teachers find it considerably more challenging to keep students engaged in an online environment (mean value of 4 .3) , which is consistent with the concern regarding the lack of interaction. The adaptation of teaching materials for online settings is perceived as a significant challenge (mean value of 4 .1) . This, coupled with communication issues (mean value score of 4 .2) , suggests that pedagogical and relational aspects were adversely affected in the transition. While training and support were lacking, making the transition to online English teaching difficult (mean value of 3.8), this is slightly lesser in intensity compared to interaction and technical issues. In summary, the pressing challenges include the lack of face-to-face interaction, technical issues, and student engagement. Addressing these areas is crucial for enhancing the quality and effectiveness of online English teaching.

3 . It was discovered that students at the School of International Studies Sichuan International Studies University overwhelmingly have favourable evaluations of the effectiveness of online English teaching methods. However, the average score for all items is rarely higher than 4 .0 , indicating that teaching techniques should yet be improved. Online discussions and activities are perceived as highly effective, with a mean value of 4.1 , indicating strong agreement. This suggests that interactive elements

are particularly valued by students for enriching their understanding of English. Another area where students expressed positive sentiments is the ability to communicate and collaborate with classmates online, with a mean of 4.0. This, along with the perception that the online platform was conducive to learning (mean value of 3.9) and that the teaching style was engaging (mean of 3.9), highlights that the students valued the interactive and engaging aspects of the online environment. Students also generally agree that the online methods helped in understanding course content and improving their English language skills (means value of 3.9 and 3.8 respectively). However, students had a lower agreement with that the quality of online learning materials and the flexibility of online classes contributed positively to their learning experience (mean value of 3.7), indicating some room for improvement in these areas comparing with other aspects. In summary, students perceive interactive elements and engagement as strong suits of online English teaching methods, while the quality of learning materials and flexibility are areas that warrant attention for enhancement.

4. Regarding teachers' impressions of the challenges that students encountered when switching to online English instruction, it was discovered that one of the biggest difficulties was the absence of face-to-face interaction, with a high mean of 4.3, indicating strong agreement. This is aligned with students' perceptions of feeling less engaged and involved in online English classes, which also had a mean of 4.3. Furthermore, students generally agreed that they had difficulty staying motivated and focused, with a mean of 4.2. This underscores that the online environment may not have been as conducive to sustaining attention and interest as traditional classrooms. Technical issues and accessing necessary learning resources were other areas where students encountered difficulties, both with mean scores of 4.0. This indicates that infrastructural and resource constraints were prevalent, hindering a seamless learning experience. Additionally, students found adapting to the online learning environment and understanding content particularly challenging, with mean scores of 4.1. This reflects a learning curve and possible content delivery issues in the virtual setup. Lastly, with a mean of 3.9, practicing speaking and listening skills and communicating with

teachers and classmates (mean 3.8) were also perceived as challenging but to a slightly lesser extent. In essence, students at the School of International Studies Sichuan International Studies University confronted various challenges in the transition to online English teaching, with the lack of face-to-face interaction and diminished engagement being the most prominent. Technical hurdles and access to resources also constituted significant impediments. These insights are vital for formulating interventions to mitigate these challenges and enhance the efficacy of online English teaching.

In conclusion, while online English teaching methods are seen as effective, especially in facilitating discussions and activities, there are critical challenges, mainly centered around the lack of face-to-face interaction, student engagement, and technical issues. Both teachers and students recognize these challenges. Addressing these challenges is essential for improving the overall effectiveness and experience of online English teaching. It is also important to note that there is a difference in opinion between teachers' and students' assessments of the value of online teaching methods, with teachers' assessments being more favorable. These results shed important light on the efficacy of online English instruction strategies and the difficulties that students and instructors encountered at the School of International Studies Sichuan International Studies University during the COVID-19 epidemic.

Implication

Theoretical Implications: This study makes significant contributions to the field of online English teaching methods during the COVID-19 pandemic. It offers valuable empirical evidence on the effectiveness of these methods and provides insights into the challenges encountered by students and teachers. The findings enhance our understanding of how online teaching tools, platforms, and instructional strategies can be effectively utilized to improve English learning outcomes in a virtual learning environment. Additionally, the study adds to the existing literature by emphasizing the importance of factors such as student engagement, quality of online learning materials, technical infrastructure, student-teacher interactions, and the adaptability of teaching methods in online education, especially in the context of English learning. These factors

play a crucial role in determining the effectiveness of online English teaching methods and can significantly impact students' learning experiences and outcomes during transitions such as the one necessitated by the COVID-19 pandemic.

Practical implications: The results of this study have significant implications for various stakeholders involved in the field of online English teaching. Educators, curriculum developers, and educational institutions can use these findings to design and implement effective online English teaching programs. The study emphasizes the importance of student engagement, quality of online learning materials, robust technical infrastructure, student-teacher interaction, adaptation of teaching methods, and ensuring accessibility to learning resources in enhancing the online learning experience and outcomes. This suggests that a holistic approach that addresses these interconnected factors is key to maximizing the effectiveness of online English teaching. Overall, these findings contribute to the advancement of online English teaching practices and provide valuable guidance for improving the quality of online education.

Recommendation

Several recommendations might be made in order to enhance the School of International Studies at Sichuan International Studies University's online English education in light of the findings of this study:

Enhance Student Engagement: Since both students and teachers identified engagement as a challenge in online learning, adopting strategies like interactive activities, polls, quizzes, and encouraging active participation through discussions can be beneficial.

Improve the Quality of Learning Materials: Students reported some dissatisfaction with the quality of online learning materials. Providing a range of high-quality, diverse resources including videos, e-books, and interactive content can improve learning outcomes.

Strengthen Technical Infrastructure: Addressing technical issues such as poor internet connectivity and software problems is critical. The university can invest in a reliable online platform and provide technical support to both teachers and students.

Facilitate Communication and Interaction: Creating avenues for easier communication between students and teachers can replicate some aspects of the face-to-face interaction that online learning lacks. This could include regular virtual office hours, forums, or chat groups.

Focus on Speaking and Listening Skills: Special attention should be paid to developing speaking and listening skills which can be more challenging to practice online. Utilizing language labs, paired speaking exercises, and listening quizzes can be useful.

Professional Development for Teachers: Providing ongoing professional development and training to teachers in online education methodologies can help them to better adapt their teaching styles and materials for the online environment.

Motivational Strategies: Implementing motivational strategies like timely feedback, recognition of achievements, and setting clear learning goals can help in keeping the students motivated.

Flexible Learning Options: Offer more flexibility in learning options, such as asynchronous learning materials and recordings of lectures, to accommodate different learning preferences and schedules.

Access to Resources: Ensure that all students have easy access to the necessary learning resources. This may include providing subsidies or support for students who lack the technological means to engage fully in online learning.

Regular Feedback and Adaptation: Implement a system for regularly gathering feedback from both students and teachers on the online learning experience, and be prepared to make iterative improvements to the system based on this feedback.

By addressing these areas, the School of International Studies Sichuan International Studies University can work toward an enhanced online learning environment that better serves the needs of both students and educators.

Limitation

Due to the fact that the study was carried out in the School of International Studies Sichuan International Studies University, it's possible that the results cannot be applied to other educational environments. To gain a deeper knowledge of the topic, future research might examine the different institutions' online English teaching techniques. Additionally, the self-report measures used to gather the data in this study are prone to biases and probable inaccuracies as a result of participants' subjective interpretations and impressions. Future studies might use numerous data sources or objective metrics to produce a more thorough and robust analysis.

Further study

Further research could focus on specific instructional strategies and instructional designs that effectively promote student engagement, motivation, and language learning outcomes in online environments. Exploring innovative approaches and comparing their effectiveness will help develop best practices in online English language teaching. Future research also could compare the effectiveness of online English teaching methods in different schools or educational settings. This will allow us to analyze in greater depth the factors that contribute to successful online instruction and identify best practices that can be implemented in a variety of settings.

Conclusion

This study aims at assessing the effectiveness of online English teaching methods at the School of International Studies Sichuan International Studies University during the COVID-19 pandemic and identify the challenges faced by students and teachers during the transition to online English teaching. The target population for this study is the teachers and students of the School of International Studies Sichuan International Studies University who conducted and enrolled in online teaching for students studying abroad in the fall semester in 2020 of the COVID-19 epidemics. The study was conducted as following stages: firstly, the researcher reviewed the related literature and research and design the questionnaire for this research. Next, examined

the validity and reliability of the instrument using in this research. After the content validity and reliability tests were passed, the questionnaire was distributed to the target population for collecting the data. After collecting the data, the researchers used statistical software SPSS to analyze the data by frequency, percentage, mean and standard deviation.

This study revealed that both students and teachers perceived online English teaching methods of the School of International Studies Sichuan International Studies University to be effective, which was consistent with the finding of Alolaywi (2021) that emphasized the positive impact of online instruction during the COVID-19 pandemic. Students expressed positive views on the effectiveness of online English teaching methods, noting their alignment with language learning needs and their ability to promote engagement and motivation. This finding is in accordance with that of Ramdhani and Kholidi (2021), who found that students and teachers were favorable about online teaching and learning during the COVID-19 epidemic while stressing the difficulties and techniques used in the process. Teachers also acknowledged the challenges faced during the transition to online English teaching, including technical issues, limited interaction, and difficulties in developing speaking and listening skills, as echoed by students. Okyar (2023) similarly highlighted these challenges and emphasized the need for effective strategies to address them. Teachers, on the other hand, encountered their own set of challenges, primarily related to student interaction and technical issues. These challenges were in line with the findings of Selvaraj et al. (2021), who similarly highlighted the difficulties faced by teachers in fostering engagement and managing technical aspects in the online teaching environment. Nevertheless, both students and teachers recognized the importance of effective interaction, student engagement, and technical issues in overcoming these challenges and enhancing the effectiveness of online English teaching. This finding is consistent with the study conducted by Mohd Basar et al. (2021), who also confirmed the significance of these factors in the context of online learning for secondary school students in their research.



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APPENDIX



Appendix 1: Questionnaire for teachers

Dear teachers

Thank you very much for taking the time to fill out this questionnaire. 2019 is the year in which online teaching and learning is being introduced in classrooms around the world due to the global epidemic. I am currently conducting a research study on the current status of online teaching in international education in colleges and universities due to the global epidemic, and I would like to ask for your help in filling out the questionnaire to share the impact of the epidemic on language teaching for students studying abroad, in order to provide a little advice and opinion on the development of international education today. The results of this survey will be used for research purposes only and will never reveal your personal information. Thank you for your cooperation with this survey! Have a great day and good luck with your work!

Demographic questions

What is your gender?

- a. Male
- b. Female

How many years of teaching experience do you have?

- a. Less than 5 years
- b. 5-10 years
- c. 10-15 years
- d. 15-20 years
- e. More than 20 years

What is your highest degree earned?

- a. Master's degree
- c. Doctoral degree
- d. Other (please specify)

What is your current rank or title at the university?

- a. Lecturer
- b. Assistant Professor
- c. Associate Professor
- d. Professor

Questions related to the study (based on a 5 -point Likert scale where 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.

Part I - The perceptions of the teachers on the effectiveness of online English teaching methods

1. The online teaching methods allowed me to effectively deliver English course content.
- 2 . Online learning materials were conducive to teaching English effectively.
- 3 . The online platform provided the necessary features for effective English teaching.
- 4 . Online teaching allowed me to implement innovative strategies in English instruction.
- 5 . Students were engaged and participated actively in online English classes.
- 6 . Online assessments effectively measured students' understanding and progress in English.
- 7 . The flexibility of online English classes facilitated better time management and lesson planning.
- 8 . Online discussions and activities were effective in enhancing students' English language skills.

Part II - The perceptions of the teachers on the challenges faced during the transition to online English teaching

1 . Lack of interaction with students and technical issues were major challenges faced during the transition to online English teaching.

2 . The transition to online teaching was challenging due to a lack of training or support.

3 . Technical issues (e.g., poor internet connection, software problems) frequently hampered my ability to teach effectively.

4 . It was more challenging to keep students engaged and motivated in the online environment.

5 . Communication with students was less effective in the online format.

6 . It was difficult to monitor students' progress and provide timely feedback online.

7 . Adapting teaching materials and methods for online teaching was challenging.

8 . The lack of face-to-face interaction negatively affected my ability to build relationships with students.

9 . Managing and resolving technical issues took away valuable time from teaching.

Appendix 2: Questionnaire for Students

Dear students:

Thank you for helping me to do this survey. This questionnaire is to find out your current learning situation and your opinion about the teaching in our school during the epidemic. Please choose the option you think is appropriate according to your real situation. Thank you from the bottom of my heart for your help! I wish you a good start to your school day and good progress in your studies!

Demographic questions

What is your gender?

- a. Male
- b. Female

What is your age?

- a. Under 18 years old
- b. 18-24 years old
- c. 25-30 years old
- d. 31-40 years old
- e. Over 40 years old

What is your current year of study?

- a. Freshman
- b. Sophomore
- c. Junior
- d. Senior

Questions related to the study

Part I - The perceptions of the students on the effectiveness of online English teaching methods

- 1 . The online English teaching methods helped me to understand the course content effectively.
- 2 . The online learning materials were of high quality and contributed to my learning.
- 3 . The online platform used was conducive to a good learning experience in English classes.
- 4 . The teacher' s online teaching style was engaging and facilitated my learning.
- 5 . Online discussions and activities enriched my understanding of the English language.

6 . I feel that my English language skills improved as a result of online teaching methods.

7 . The flexibility of online English classes contributed positively to my learning experience.

8 . I was able to effectively communicate and collaborate with classmates in the online environment.

Part II - The perceptions of the students on the challenges faced during the transition to online English teaching

1 . I found it difficult to adapt to the online learning environment for English classes.

2 . Technical issues (e.g., poor internet connection, software problems) frequently interrupted my learning experience.

3 . I had difficulty staying motivated and focused during online English classes.

4 . I had difficulty practicing speaking and listening skills during the transition to online English learning.

5 . Communication with my teacher and classmates was more challenging in the online format.

6 . I found it hard to access necessary learning resources for my online English classes.

7 . I struggled to understand the content of the English classes in an online setting.

8 . The lack of face-to-face interaction negatively affected my learning experience.

9 . I felt less engaged and involved in online English classes compared to traditional classroom settings.

Appendix 3: Certificate of publication



VITA

