

# EFL Teachers' Perspective of Teaching Large Online Classes: Issues and Challenges

Maraam M. Alutaybi\*

Department of Curriculum and Instruction, Umm Al-Qura University, Saudi Arabia

Nurah S. Alfares

Department of Curriculum and Instruction, Umm Al-Qura University, Saudi Arabia

**Abstract**—This study aimed to explore Saudi tertiary English as a foreign language (EFL) teachers' perspective on teaching large online classes (LOCs) and investigate how they cope with the challenges associated with teaching. At the tertiary level, large class sizes have been the norm because of the restricted availability of teaching personnel and enormous student enrollments. A qualitative approach was used to collect data to achieve the aims of this study. Six EFL faculty members at Taif University English Language Centre were interviewed. The findings revealed that, notwithstanding the benefits of teaching LOCs, instructors encountered challenges due to a lack of student engagement, participation, motivation, technological issues, evaluating students and providing meaningful feedback, and classroom management. In addition, they suggested various ways to overcome these challenges.

**Index Terms**—challenges, EFL, large online classes, perspective, tertiary level

## I. INTRODUCTION

After the global COVID-19 pandemic, the educational system was one of the first to undergo drastic changes. Many countries have shifted toward distance learning. Since the start of school suspension in Saudi Arabia on March 9, 2020, the Ministry of Education has worked diligently to adapt public and higher education to online instruction (Oraif & Elyas, 2021). Consequently, the sudden shift from conventional regular classrooms to online education has presented both EFL students and teachers with enormous challenges (Akhter, 2020).

The increasing number of Saudi university students is an obstacle to EFL instruction for teachers and students (Ur Rahman, 2020). Large class sizes have been the norm at the tertiary level because of the limited availability of teaching personnel and the tremendous number of student enrollments. These classes often serve as stepping stones for students' journeys to their majors (Stanley & Porter, 2002). Unfortunately, at Taif University in Saudi Arabia, many EFL online classes exceed eighty-five students. This large number has an impact on instructional practices and student engagement; professors are unable to communicate with students or monitor their progress.

Although several studies have examined the impact of big classes on EFL instruction and the teachers' perceptions of teaching such classes (e.g., Bahanshal, 2013; Loh Epri, 2016; Siperto, 2018; Moghal et al., 2019; Ashraf, 2021; Dian Erlina et al., 2022), and other studies investigated the challenges of moving toward online classes in general (Dashtestani, 2014; Madalińska-Michalak & Bavli, 2018; Atmojo & Nugroho, 2020; Bao, 2020; Fansury et al., 2020; Lassoued et al., 2020; Ur Rahman, 2020), there is a lack of research in Saudi Arabia, particularly regarding the tertiary online classrooms and from the perspective of the faculty members. Thus, this study aimed to explore the Saudi tertiary EFL teachers' perceptions of the challenges in teaching large online classes (LOCs) and how they deal with them. The results will provide all stakeholders with a clearer understanding of the situation, raise awareness of the issue, and contribute to the body of knowledge regarding teaching and learning in large EFL classes.

## II. LITERATE REVIEW

### A. EFL Online Classes in Higher Education

Distance learning has long been used as an alternative to traditional education. However, owing to the COVID-19 pandemic, universities have shifted to relying solely on online education (Alshehri et al., 2020). All universities in Saudi Arabia have utilized Blackboard for online education and have delivered a variety of elective and general courses (Mahyoob, 2020). This platform includes features that enable the registration and evaluation of learner and teacher activities and promote the delivery of lectures and interactions between students, their peers, and teachers (Coman et al., 2020). Forums that enable asynchronous student-teacher contact and collaboration, web conferences that allow video, audio, and textual communication, and chats where users may post messages and get replies in real time are among the most significant functionalities of online learning platforms (Cacheiro-Gonzalez et al., 2019).

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\* Corresponding Author.

In English language teaching, EFL teachers teach integrated skills, including listening, speaking, reading, and writing, by applying different techniques or strategies to boost students' interest and participation in the teaching and learning processes (Rojabi, 2020). Therefore, online EFL teachers must be passionate and draw resources from their institutions by adopting asynchronous and synchronous learning on several platforms (Martin & Tapp, 2019). Throughout the live English lesson, students continuously raise their hands and communicate "electronically". There are two types of online learning: asynchronous and synchronous. The synchronous mode requires students to engage in online learning at specific times during the week, and the educator or teacher continually connects/speaks with students and creates assessment notes as usual (Farrah & Al-Bakri, 2020). The asynchronous mode requires instructors to pre-record sessions, allowing students to view them at their convenience and comprehend them more exhaustively (Mahmood, 2020). Online materials and learning activities are designed to increase students' prior knowledge, model a task, read, illustrate, and solve a problem, investigate, review information, react to an idea, stimulate their senses, and promote critical thinking (Rojabi, 2020). Therefore, they should be helpful, usable, desired, discoverable, accessible, credible, and valuable (Dorf, 2019). Cheung and Cable (2017) identified eight principles fundamental to effective online teaching: encouraging contact between students and faculty, collaborative learning, quick feedback, active learning, task time, high expectations, diversified learning, and technology application. With its unique features for promoting involvement and a more conducive learning environment, online education makes learning fascinating and enjoyable for EFL learners because it fosters engagement, motivation, self-discipline, and autonomy (Rojabi, 2020).

### *B. Class Size*

Finding a definition for an appropriate class size applicable to the majority of teaching and learning environments can be challenging (Bahanshal, 2013). Akech (2016) states that a classroom is considered large when the number of students exceeds the optimal level and hinders the teaching-learning process. The ideal class size is determined by the teaching goals pursued (Mulryan-Kyne, 2010). If a teacher is used to teaching groups of 20 students, they would often refer to 30 students as a large class. However, for a teacher with a typical class size of 40 students, 60 students would represent a large class. Despite these variances, teachers usually end up teaching courses that exceed their intended sizes (Ashraf, 2021; Todd, 2006). Several factors might impact the perception of large class sizes, such as the subject matter being taught, students' age, academic level, motivation, and classroom size. All of these factors make it difficult to conclusively determine the minimum size of a class for it to be regarded as large (Todd, 2006).

Large classes may be defined as those with a specified number of students that teachers cannot manage and have insufficient resources to aid the teaching and learning processes (Bahanshal, 2013). In these classes, teachers are more likely to ask their learners closed questions, which may not support learners' discussions with the teachers or other students. In contrast, in small classes, teachers are more likely to ask their learners open-ended questions, which may lead to more interaction between the teacher and students (Moghal et al., 2019). Furthermore, smaller classes are more successful when developing higher-level cognitive skills is necessary. In addition, the demands of students with low motivation and unique learning needs may be handled more efficiently when classes are small, allowing for greater student-teacher interactions (Mulryan-Kyne, 2010). According to Bahanshal (2013), a class should be large enough to provide diversity and encourage interaction, yet small enough to allow student participation and personalized attention. Class size influences instruction and learning; it hinders teachers' ability to provide students with individualized attention and support. In our experience, smaller classes promote greater teacher-student connections and student cooperation. Students with special needs can benefit from classes with fewer students. However, space and resource constraints can prevent class size reductions. Consequently, class size and resources must be balanced to maximize the learning of possible educational opportunities.

### *C. Challenges and Issues Related to Teaching LOCs*

As class numbers increase at the tertiary level, teachers and students often encounter new obstacles and challenges (Biggs, 1999; Mulryan-Kyne, 2010). Large classrooms are more likely to be adversely affected by teachers' and students' lack of technological experience and attention to the full range of available pedagogical possibilities. Planning, effort, and assistance are required to develop such skills and to transition away from the limited educational experience (Farrell et al., 2021). There has also been a decline in student contact and involvement due to online transitions, including connectivity issues, competing home demands, students turning off their webcams, and a decline in student-to-student interactions (Anzovino et al., 2020). Hornsby (2020) claimed that LOCs had issues of poor performance and insufficient opportunities to acquire crucial skills, such as critical thinking. Furthermore, Students demand feedback, which is an aspect of teaching and learning that may be ignored during the abrupt transition to online learning, particularly in LOCs (Farrell et al., 2021).

Intriguingly, almost no research has been conducted on the challenge of shifting large EFL classes from face-to-face instruction to online settings. Instead, the vast majority of the literature has examined this transition broadly without addressing the implications of class size. Madalińska-Michalak and Bavli (2018) explored the obstacles experienced by EFL teachers in secondary schools in Poland and Turkey. The study found that despite the differences between the two countries' educational environments, there were several comparable difficulties affecting instructors in both countries. Students' motivation to learn, their emotional inhibition differentiation, teaching large classes, high teaching hours, the need for high-quality in-service teachers' professional development, the profession's attractiveness, the provision of pre-

service teacher education, and career-path incentives are among these obstacles. In addition, Atmojo and Nugroho (2020) have explored how EFL teachers conduct online EFL learning and its problems. Sixteen EFL teachers volunteered to participate in this study. The findings showed that in an online learning environment, teachers struggle to deliver simple materials, provide students with personal feedback, promote student engagement, and strengthen the emotional ties between them and their students. Additionally, the lack of suitable facilities for integrating high technology with teachers' preparation and readiness for online learning is another obstacle to online learning.

At the tertiary level, Dashtestani (2014) conducted a study that investigated the perspectives of Iranian EFL instructors on implementing online EFL instruction. This study demonstrates that implementing online EFL instruction in Iran is difficult because of various perceived challenges and limitations. The lack of interaction in online instruction, online facilities and resources, teachers' insufficient knowledge of online instruction, and cultural opposition to online education are viewed as the greatest obstacles to implementing online EFL instruction. Moreover, Lassoued et al. (2020) identified the obstacles to achieving excellence in online education at the tertiary level in Egypt, Iraq, Algeria, and Palestine during the COVID-19 pandemic. The results revealed that teachers and students faced distinct barriers that are, for example, self-imposed, pedagogical, technical, and financial in nature. Furthermore, Ur Rahman (2020) aimed to investigate the obstacles to teaching EFL online in Saudi Arabia during the COVID-19 pandemic and to determine whether teachers were satisfied with online English language sessions. The results demonstrated considerable obstacles, such as the difficulty of maintaining discipline in a LOC and the difficulty in instructing particular skills, such as writing. These studies highlight the obstacles that EFL instructors and students encounter in transitioning from face-to-face to online learning. They also highlighted online EFL teaching issues. Furthermore, they emphasized that EFL instructors must change their methods, utilize technology to engage students and provide them with personalized feedback. These studies also stressed the relevance of online instructors' expertise and preparation and the necessity for suitable facilities and resources. However, these studies concentrated on online learning issues rather than class size consequences. Some studies, such as Madalińska-Michalak and Bavli (2018), indicated that teaching large classes was a barrier for EFL instructors, but they did not address online instruction. This gap in the literature suggests the need for further studies on online EFL teaching in large classrooms.

### III. METHODOLOGY

#### A. Method

This study aimed to explore the EFL teachers' perspectives on teaching large classes and identify the difficulties that they encounter. We used a qualitative approach because it was the most suitable for answering the research questions. Qualitative methods enable in-depth investigation and comprehension of meanings, attitudes, and behaviors in natural environments (Creswell et al., 2007).

#### B. Participants

The participants of this study were six EFL faculty members at Taif University English Language Centre (TUELC) who taught online English courses during the second trimester of 2022–2023. These faculty members had five to seven years of English language teaching experience. The participants were not randomly selected because the researcher targeted members who taught LOCs.

#### C. Instruments

Semi-structured interviews, which lasted for approximately 30 minutes, were conducted to enrich the results obtained from classroom observations. The participants were instructed to identify the challenges they encountered when teaching LOCs and how to cope with them. All interviews were audio-recorded and transcribed for analysis. Prior to conducting the study, consent was obtained from all the participants. A panel of specialists was asked to comment on the interview questions to review and validate their content. The questions were:

1. What do you think about teaching LOCs?
2. What are the strategies you use to teach LOCs?
3. From your perspective, what are the challenges in teaching LOCs?
4. What are the pros of teaching LOCs?
5. How do you overcome these challenges?

#### D. Procedure

Prior to administering these instruments, the researcher obtained permission from the TUELC administration and explained the aim of the study. The interviews were, then, conducted and recorded. The questions focused on the teachers' perspectives on teaching LOCs and the strategies that they used to teach, the pros of teaching, and the challenges of teaching such classes, as well as how to overcome these challenges. The researcher would read, analyze, and code the interview responses. The interviewees' information is shown in Table 1:

TABLE 1  
DEMOGRAPHIC INFORMATION ABOUT INTERVIEWEES

Participants	Years of Experience in Teaching LOCs	The Average Number of Students Per Online Class
I1	2–3	61–80
I2	2–3	61–80
I3	3	81–100
I4	3	81–100
I5	3	61–80
I6	3	More than 100

#### IV. FINDINGS AND DISCUSSION

##### A. Teachers' Perceptions of Teaching LOCs

From the interview results, five participating teachers believed that teaching LOCs was very challenging, and they preferred face-to-face classes for several reasons. First, the teachers perceived that teaching LOCs cause difficulties in classroom management. Second, it negatively affected the students' performances and interactions. The following are excerpts from interviews with Teachers I6 and I1:

*When you teach huge classes with a huge number of students, you do not know them, or how to control and assess them, especially in online classes. Most of the students tend to be passive learners. They just try to be calm. They come to the class just for attendance.*

*Still not sure whether we can reach our goals or whether students are learning properly. We are not sure about their performance. Large online classes are a challenge. There is no interaction with the students. We are only interacting with names.*

This finding is in line with those of the previous studies (e.g., Alumari et al., 2016; Dashtestani, 2014; Lassoued et al., 2020; Karaman, 2011; Kim et al., 2005; Ur Rahman, 2020) as they found that teaching online classes could be less effective than face-to-face classes. However, Ashraf (2021) concluded in the opposite direction; he stated that teachers prefer to teach LOCs to save time for the class and not spend much time on disciplinary issues.

However, one participating teacher perceived that teaching LOCs was not a big issue in teaching EFL, and she did not believe in any differences between the sizes or numbers of students in the class. I4 explained as follows:

*Online Education for All, large and normal ones, enables the teacher and the students to set their own learning base. And there is the flexibility of setting a schedule that fits everyone's agenda. As a result of that, using an online education platform like Blackboard or Zoom allows for a better balance of work and study. So, there is no need to give anything up... I do not feel it's difficult to teach in a large classroom or a normal one. All of them are students (I4).*

##### B. Strategies Used to Teach LOCs

From the interview results, all teachers perceived that they usually divided the students into groups in online classes as they used the breakout rooms on Blackboard and Zoom. Classifying students into groups can help increase their interactions and communication with others. Furthermore, working in a group can support them in working collaboratively with others. Teachers I2 and I3 stated the following:

*I try to divide them into groups using Blackboard to encourage them to speak in English with their classmates.*

*With a large number of classes, we should like, use the breakout rooms, and this is one of the really good features in the Blackboard. So, the students work together, we enhance collaborative learning.*

This result is consistent with the findings of Kohnke and Moorhouse (2022) and Lee (2021) who found that using breakout rooms enabled students to learn a language in interactive, synchronous, and authentic classroom settings.

Another strategy that teachers used with teaching LOCs is applying the lecturer's method, which is based heavily on a teacher-centered approach (e.g., Ashraf, 2021; Loh Epri, 2016; Moghal et al., 2019; Siperto, 2018). Thus, EFL teachers in LOCs concentrate more on preparing their students for exams. This may negatively affect practicing and using the language during class, because, in this method, the teacher performs most of the work during the lesson. Teachers present new knowledge and examples of how they can use it; then, they finalize the lesson. Teacher I1 stated the following:

*To be honest, in large classes in general and in an online setting, it is mostly we are preparing the students for the exams, so it is easier to lecture for online large classes. (I1)*

Another strange technique used by one of the participating teachers was calling the names of the students participating in the lesson. She explained that when she taught LOCs, she struggled to make students focus on the lesson; thus, as a solution, she chose names randomly and gave them a chance to apply the new knowledge. She claimed that this method helped them prepare for the lesson. This finding is in line with that of Ur Rahman (2020), who found that real difficulty existed in monitoring and observing LOCs.

Two out of six participants in this study believed that using social media apps such as WhatsApp and Telegram to teach large classes was very effective. A previous study conducted by Atmojo and Nugroho (2020) stated that social

media could have a positive effect on teaching LOCs. Students can find opportunities to contact one another through chat systems and engage in meaningful discussions. Teacher I4 said:

*I usually use social media groups using WhatsApp. Another thing that I felt was very important was to use the app to provide a chat-like discussion space outside of the usual Blackboard discussion board system. I can communicate with my students, and they can communicate with each other using social media.*

In general, technology can support EFL in teaching LOCs because it facilitates and allows for language practice more than other techniques. All participating teachers agreed and stated the positive effects of using technology in teaching. In particular, apps enhance student motivation to learn and make learning fun in educational environments.

*I used some online aids, like videos, Voice Recording, YouTube, and online books just to attract the students and let them participate in the online classes. And it works with some of the students, but some of them do not.* (I6)

Another teacher asserted that using technology was very effective in teaching writing in LOCs, and this result could be in line with that of Atmojo and Nugroho (2020). Teacher I1 explained that some technological aids helped students enhance their writing, such as Google Forms. She added that this could help students to assess themselves as well as evaluate other students' work. Teacher I1 explained as follows:

*I use Google Forms for writing activities. So, I sent the link and asked students to write, and then I presented the writing to them. I would have a look at the writing very quickly. Sometimes I would take a good example and not a good one and ask students to comment or check the writing of their colleagues as a group to see what a successful piece of writing looks like. As I do not want to write the writing for them. I want them to do it themselves, and then to be critical of their colleagues.* (I1)

### C. Challenges of Teaching LOCs

All six participating teachers encountered challenges when teaching LOCs. First, it is difficult to help students obtain the right individual feedback. This is because they do not see the students in online classes, making it difficult for teachers to direct and instruct all students, as online classes are heavily based on oral contact.

*I sometimes have online classes with the diploma. So, I faced like, How can I give them effective regular feedback? I tried, but sometimes I did not do it for all students. Sometimes, I try to give them collective feedback, but other students need more.* (I3)

Previous researchers stated that classes with a large number of students do not offer time to assess students' work and achievements or provide effective feedback (Bahanshal, 2013; Loh Epri, 2016). Previous studies (Ashraf, 2021; Lassoued et al., 2020; Ur Rahman, 2020) confirmed the difficulty in providing students with appropriate feedback, particularly for speaking, whereas online classes are based on this skill. Teacher 16 said the following:

*How can the teacher assess the students fairly? When you have a lot of students in online classes, how can you know each one? How can you assess each one, especially in speaking? In reading, writing, and listening, you may use quizzes or exams, book activities, or Blackboard to make the students answer some type of questions. So yes, that way, you can assess each student.*

The second challenge is less engagement from students, as most students in online classes take a passive role and wait for the teacher to do the work and continue explaining the lesson to them. Most participating teachers stated that they faced this challenge and that monitoring their engagement was difficult. Further, some stated that the physical absence of EFL learners in online classes reflects on their motivation to contact and engage during the lesson. Teacher 11 stated as follows:

*You are not sure whether everyone is engaged. You do not want to make your class sound like an interrogation, meaning that I would follow each student or call each student to make sure that everyone is engaged. As, again, they might be engaged now, but not in five minutes.*

Moreover, some EFL teachers stated that excessive assignments required from students could negatively reflect their motivation to learn online. Thus, teachers need to be aware of the factors that could affect learners' motivation and work on raising their motivation to help them engage during the lesson. These findings are consistent with those of Ashraf (2021), Atmojo and Nugroho (2020), Bahanshal (2013), Lassoued et al. (2020), Ur Rahman (2020), and Moghal et al. (2019). However, Jiang et al. (2022) claimed that students' motivation increased, and they experienced less anxiety in online learning.

The last and most common difficulty in teaching online classes is technical issues. The interview results showed that four out of six teachers claimed that technical problems in online classes were a major issue. Most common issues are related to Internet disconnection, broken microphones, and inexperience in using technology to engage, present, and share files with others. These findings are in line with those of previous studies (Albogami, 2022; Dashtestani, 2014; Atmojo & Nugroho, 2020; Lassoued et al., 2020; Ur Rahman, 2020) in that technical problems, Wi-Fi signals, and Internet connections are the biggest problems teachers face in online classes.

However, all EFL teachers found that there were challenges for teachers in teaching LOCs, and most of them admitted that there were some benefits to these classes as well. Most participating teachers perceived that one of the main advantages of teaching LOCs was that they could choose the venue of the class, whether they stayed at home or went to other places. This is because they do not have to meet students face-to-face, and they do not have to go to the

university to give lessons. Therefore, they liked the flexibility of online classes, which could be reflected in them being more comfortable.

I1 stated the following:

*Physically, it is easier. Of course, you do not have to physically be in class, you know, and physically monitor students. This is one of the positive sides of online teaching for large classes.*

Moreover, they are easy to attend to. Students can access lectures without worrying about their location.

I4 reported, "If students are inside or outside the university or outside the city, they can attend. Because it's easy, you know, it's online".

These findings are in line with those of previous studies (e.g., Atmojo & Nugroho, 2020; Dashtestani, 2014; Ur Rahman, 2020), which stated that making the class more flexible could positively affect the learning process. Furthermore, Albogami (2022) conducted a study to determine the effect of online classes on learners' achievement and found that learners in online classes were more comfortable than those in on-site classes, thus, enhancing their achievement in the English language.

A further advantage of online classes is the accessibility as the teacher can screen-record the sessions, and the students can go back to watch and listen to the lessons anytime. In the current study, as with others (e.g., Dashtestani, 2014; Farrah & Al-Bakri, 2020; Mahyoob, 2020) The participants stated that students could watch and download all the uploaded learning materials. Teachers I3 and I2 remarked as follows:

*There are many pros of teaching online classes such as recording sessions. Students can listen to the lectures many times because they were recorded.*

*Students can have easy access to the, for example, if we upload some videos or some worksheets on Blackboard, they have easy access to it.*

Another advantage is that online classes are more economical than face-to-face classes because students do not have to spend money on transportation (Albogami, 2022). Teacher I4 stated as follows:

*It is much more affordable; you do not have to go to the university and pay for that. Yeah, it can save extra money. So, up to this point, online education is economic. Weaker students can fulfill their dreams. And that will be by saving a lot of money with digital classes. And, come on, no need for a lot of chairs, big real classes. And you know, it's safe.*

The last advantage of online learning was stated by four teachers who found that in LOCs, shy students could interact and participate with the teacher in a non-threatening environment. Teachers I1 and I6 stated the following:

*Some students would prefer to participate in online classes, not like, you know, face-to-face classes, they would be a bit shy or insecure to speak.*

*If students feel shy or not comfortable participating use their voice. They can use the chat box, especially for shy students who do not like to speak.*

This result supports the assertions of Ashraf (2021) and Dashtestani (2014) that introverted students participate more in online classes. However, Atmojo and Nugroho (2020) and Lassoued et al. (2020) claimed that online teaching could not yet promote interaction. Moreover, previous studies (e.g., Ashraf, 2021; Loh Epri, 2016; Moghal et al., 2019) perceived that interaction with a big number of students in the class is challenging.

#### D. Overcoming the Challenges

From the results of the interviews of EFL teachers' perceptions, it is clear that the participants worked hard to solve the problems they faced while teaching LOCs. They proposed several solutions to this problem. The most important thing stated by Teacher I2 is that EFL teachers should have solid technological knowledge. This result is supported by Dashtestani (2014) and Atmojo and Nugroho (2020) in that one of the ways teachers can overcome technical issues is to enhance their digital literacy. It is very crucial to provide continuous professional development programs to enhance teachers' digital literacy. Instructors must be skilled and knowledgeable in teaching online classes. This step helps address both the pedagogical and technical challenges that instructors encounter in online education.

Another finding supported by Atmojo and Nugroho (2020) was that setting goals motivated students to learn and prepare them for lessons. Students need to know what to do, how to do it, and the deadlines for submitting assignments. I4 remarked as follows:

*From the beginning of the semester, I set realistic long- and short-term goals with my students. I do that to help them stay on track with class assignments and sometimes projects if I have projects, and I find it is a good way to let them collaborate. I teach them how to use a to-do list. I asked them to use a to-do list in their classes, and I cross out the activity that we have finished, which is considered highly motivating. This lets them feel they are free now. They feel that they have made progress.*

Furthermore, all teachers believed that encouraging students to use different methods, strategies, and techniques would help overcome some challenges, such as the lack of engagement and participation. Previous studies (e.g., Dian Erlina et al., 2022; Moghal et al., 2019) have highlighted the significance of group work and project work in improving student engagement in online learning.

## V. CONCLUSION

This study explores various challenges and issues associated with teaching English in LOCs. Instructors employ several strategies in their classrooms such as group work, lecturing, calling students' names, using social media apps, and incorporating technology. In addition, despite the advantages of teaching LOCs, such as flexibility, accessibility, and interaction, instructors face obstacles due to a lack of student participation, engagement, motivation, technical problems, student assessment and providing effective feedback, and classroom management. The participants found ways to overcome these challenges, including technological knowledge, and setting goals to promote student motivation and encouragement.

Based on prior research and the results of this study, class size affects online teaching. Consequently, it is crucial to investigate and implement various methods and strategies that are effective in teaching LOCs. The study was limited to a few academic professors, and the findings are promising; however, a larger sample size is required to confirm these findings. This paper provides useful data for assisting EFL instructors who teach LOCs and developing conclusive solutions that enable them to overcome the problems that teaching such classes creates and improve the quality of teaching in higher education. It is recommended that the number of students in online classes is limited so that instructors can effectively monitor them and provide high-quality education. Further quantitative studies are required to address these issues and improve teaching and learning practices. Moreover, there is a need for studies to identify the students' perceptions of learning in LOCs.

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**Maraam M. Alutaybi** has been engaged in teaching English as a foreign language since 2016 at Taif University, Taif, Saudi Arabia. She completed her Master's Degree at Taif University and is currently a Ph.D. Candidate in English Language Teaching (ELT) at Umm Al-Qura University, Makkah, Saudi Arabia. Her research interests are primarily in ELT, language strategies, Artificial Intelligence (AI), and Intelligent Computer-Assisted Language Learning (ICALL).

**Nurah S. Alfares** is an Associate Professor at Curriculum and Instructions, Education College at Umm Al-Qura University, where she has been a faculty member since 2017. She completed her Ph.D. at University of Glasgow and her Master's Degree from Strathclyde University in the UK. Her research interests lie in the area of EFL, Cooperative and Collaborative Learning, and Communication skills in Teaching. She has published many papers in the field of ELT. She is a member of International Journal of Learning, Teaching and Educational Research (IJLTER), Journal of Computer Assisted Learning, Australian Journal of Education Technology.