Impact of Covid-19 on English Language Learning and Teaching Strategies at Universities in Saudi Arabia

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Abstract

In response to the pandemic, the corona virus disease 2019 (COVID-19) has affected almost all countries with loss of lives, economic collapse, disintegration of social structure, and, above all, the education sector since its outbreak in March 2029. Around 107 countries announced the closure of educational institutions such as schools, colleges, and universities in the same month of distribution. Among these countries, the Kingdom of Saudi Arabia (KSA) was also on the list, and the disease affected its higher education system the most. In this sense, the English language programs at KSA universities are fundamentally flawed. Therefore, universities have faced adversity such as isolation measures, quarantine, social distancing, travel restrictions, and campus closures. The value of the English language learning system is due to the constant pressure of the world as a global language. In this regard, the desire to reform and improve education in English has become a phenomenon around the world. Before the outbreak of COVID-19, KSA universities effectively worked on their teaching system on almost all campuses of all major universities in major cities such as Riyadh, Jeddah, Medina, Mecca, Dammam, and other cities. In this study, systematic surveys and studies focused on qualitative research methods that expanded secondary data in addition, a systematic literature review of approximately 40 published and recognized research manuscripts, including 30 research articles, four books, four reports, and two authoritative sites on the subject, has been included in the study. As a case study, 150 respondents were selected to obtain secondary data in the form of questionnaires from Imam Abdurrahman Bin Faisal University, Dammam and KSA. In addition, it sheds light on the pre- and post-English state of the English language learning system, along with previous and possible analysis at universities on COVID-19.

Keywords
Corona virus, COVID-19 epidemic, education, English learning, Saudi Arabia, universities

Introduction

At the end of December 2019, a new corona virus disease (COVID-19) broke out in Wuhan, China. Due to the discontinuation of university studies, many courses were quickly transferred to e-learning (Gewin, 2020). The disease quickly spread around the world. Due to its severity, countries declared isolation and as a result all segments of the population suffered. In this sense, it is education that has suffered the most. By March, the disease had spread to more than 177 countries, severely damaging the education sector. In response to COVID-19, focusing on reducing the outbreak of the disease, schools, colleges and universities have been suspended or immediately closed across the country. The continuing persistence of the situation gives hope that the spread of COVID-19 will likely be a matter of time. Therefore, it is clear that universities around the world are experiencing adverse circumstances in the form of isolation and quarantine measures. Travel restrictions and campus closures are just a problem, not a problem for one country or part of the world; of this epidemic, mainly affected entire regions and countries. Each university and some other academic institutions follow the guidelines recommended by the WHO, as cases of COVID-19 are seen around the world. It is also quite clear that English has become the main lingua franca in the world. In this sense, the stress of upgrading to strengthen English education around the world was a phenomenon, especially in non-English speaking countries. Mainly due to the spread of COVID-19, the nature of learning English has changed significantly over the last decade. The widespread crisis shows that the effects of COVID-19 have severely disrupted the education and learning process. Along with other countries, the Kingdom of Saudi Arabia (KSA), commonly known as the country of Saudi Arabia, is also affected by COVID-19. The impact of COVID-19 at KAS universities on English learning and educational strategies has also been critically observed. Major universities in big cities such as Riyadh, Jeddah, Medina, Mecca, Dammam and other cities are well known for promoting and teaching English on illustrious labor subjects. The Ministry of Education (MOE) uses television and social media to send English learning lessons to all upper and lower grade students along with other subjects. Before the spread of covid-19, the English language learning system was at its peak, as English was the only foreign language taught at universities and other educational institutions. Historically, the system of learning English has been created taking into account the customs, values and cultural beliefs of the country. All university students strive to learn English, and the learning process is collaborative to the international level. This study examines the Impact of Covid-19 on English language learning and teaching strategies at universities in Saudi Arabia.

The main objectives of this research manuscript are to determine the preventive measures at universities, the role of the government in the status and challenges and difficulties of English language learning in public and private universities, the SOPs and ultimately the ability of universities to assess the importance and importance of English language programs.

This is the main purpose of the research manuscript. In his study Salamzade et al. (2017) noted that "the following theoretical contributions may form (Salamzade et al. 2017 a, b): (i) proposing a new concept (e.g., see Woods, 2016), (ii) research differently new relationships between concepts (e. g. see Belkin, 2009), (iii) examining previously proven theory in a new context (Filian et al., 2015), and (iv) considering new assumptions or forms in previously studied models (Arber et al., 2014). This study explores new relationships between different concepts through systematic surveys and qualitative research methods that expand on secondary data. In addition, 30 scientific articles, four books, four reports and A systematic literature review of 40 published and identified research manuscripts, including two related authoritative sites, was also added to the study. For example, 150 respondents were selected who received secondary information in the form of a questionnaire from Imam Abdurrahman Bin Faisal University.

Lately, COVID-19 has disrupted human lives and spread across the world. This disease has also had many effects in the cardinal world and has sabotaged the institutional structure throughout the world. This COVID-19 broke out in the KAS in March, devastating society, its economy, and education with a high number of human lives lost. Before its appearance, the English language learning system, including reading, writing, and speaking, was well practiced at almost all KAS universities. Since March, during the lockdown and quarantine exercises, universities have started online courses. This situation had a profound negative impact on the English learning process. It is a refined truth that the process of learning the English language online is not like the process of learning in class. One of the articles, which focused on the challenges in online teaching during the corona virus pandemic (COVID-19), suggested that "the Ministry of Education could convince

cell phone operators to offer a special Internet package to students during class time (Islam, R., Rahman, M., Kabir, Z., Rahman, S. and Kabir, S. 2020)

Significance of the Study

Recently, COVID-19 has disrupted people's lives and spread across the world. This disease also had a great impact on the cardinal world and sabotaged the institutional structure around the world. COVID-19 has broken out in the UAN since March and has devastated society, its economy and education, and claimed many lives. Before the outbreak, the English language teaching system, including reading, writing, and speaking, was well in use at almost every KAS university. Universities have started online courses during isolation and quarantine exercises since March. This situation has had a very negative impact on the process of learning English. It is clear that the online learning process of the English language is not comparable to the learning process in the classroom. A document focusing on online classroom issues during the corona virus pandemic (COVID-19) suggested that "the Ministry of Education could convince cellular operators to offer a special internet package to students during class (Islam, R., Rahman, M., Kabir, Z., Rahman, S. & Kabir, S. 2020). There are innumerable issues related to online courses, such as technical and procedural issues, internet problems, and the elimination of communication between people, student motivation, and teacher ignorance, which pose great challenges for universities in providing online English lessons.

On the other hand, the English language is fundamental in the world because it is seen as the window to enter the whole world. You need to be familiar with the English language if you want to enter life in the last days. Furthermore, McKay (2002) states that people significantly define the English language as an international language, which is like a language with a high number of innate speakers. That the speakers of the Arabic language are abundant cannot be compared to them. So, observing the importance and meaning of the English language, it is the need of the hour to learn it. The English language is the global language that is used for wider communication to a scope that no other language can match. Typically, this language has reached a truly international level and has developed its social role as well as its fame in all countries of the world (Jacobs, 1995; Crystal, 1997; Scrivener, 2001). In the country of Saudi Arabia, the English language has also been taught in universities by interacting with the mother tongue. Most students are well versed when English is considered to be the most useful language for local language communication when it is taught with other language interfaces (Modiano, 2009). All these accounts are increasing the importance and significance of English as an international language in the world. Due to the spread of Covid-19 all over the world, especially in KSA, some factors have been observed which have destroyed the process of learning English from all its areas like reading, speaking, writing, and listening. University students have been facing countless difficulties in learning English since March, when the outbreak of COVID-19 became epidemic in KSA here. Through this research, some research questions on the importance and life of English language, effects of COVID-19 on English language learning, misuse of online education, and views of correspondents and prospects of university students in KSA were discussed.

Literature Review

COVID-19 Outbreaks

The World Health Organization has identified 2019 corona virus disease as an epidemic on March 12, 2020, known as COVID-19 (WHO, 2020). Historically, this COVID-19 disease was caused by an animal classification and then passed on to humans and has been shown to be a common cold-identified fatal lung disease (Zubelt & Berger, 2001; Shingadia et al., 2002; Droston et al., 2003; Osterhouse et al., 2004). The 2020 study focused on the impact of offline and online social capital, and researchers have focused on online social capital, which has helped to focus on related issues, including sudden and urgent changes, such as the effects of COVID-19 (De Soza Silva, TA, Korea, VS, Weil, GMV, and Giglio, EM2020). From a scientific point of view, this virus has a severe family of diseases, including severe acute respiratory syndrome (SARS), Middle Eastern Respiratory Syndrome (MERS) and, COVID-19). This novel corona virus outbreak erupted in China's Wuhan city in late 2019, affecting the rest of China and displacing the rest of the world at any time (Chahrour et al., 2020).

COVID-19 and its Impact on Education

The disease has severely affected the education sector around the world. As a result, some 107 countries have announced immediate school closures. (Sharafi Farzad, F, Salamzada, Y, Bin Imran, A, and Hafizul Kotob, A 2020) stated in their study that "the factors most affected by COVID-19 in the OECD Best Life Index, respectively. Income is "jobs, health, life satisfaction and education". UNESCO estimates that half of school-age children are affected by this epidemic (Wiener et al., 2020). With the Kovid-19 outbreak, many professionals and practitioners have quickly considered the new corona virus. Research has accelerated and progress in the search for explanations for infectious diseases has become the global priority in recent times (WHO, 2020). In response to Covid-19, China closed educational institutions across the country and introduced high-quality courts approved by the Chinese Ministry of Education (Sun et al., 2020; MEO, 2020) to examine distance learning, and that practice was followed by the rest of the country. Undoubtedly, there is a large body of literature that spreads the image of the closure of universities and other educational institutions to reduce the spread of Covid-19 (Kawano and Kakahashi, 2015; Luca et al., 2018). In this article (Vilas, BG, Bharat, MJ, Jayawant, B., Pill, NS, Chitra, K., Cherian, S., and Carolina, GR 2021), "e-learning has led to a better understanding and - Innovative learning experience", he pointed out that "Subject Factual Knowledge "All specific higher education institutions and universities in the world are also the biggest victims of COVID-19". Campus closures, isolation measures, travel restrictions, and quarantines hurt institutions and students around the world.

Importance of English Language Learning and KSA Universities

The English language learning has also been affected severely in all the countries where it has been necessary to learn, specifically non-English speaking countries. Among these countries, KSA is one of them. In the Kingdom of Saudi Arabia, English has not been observed as the 'neutral' language but hampered with social, cultural, religious, and political phenomena. The KSA has to increase the usage of the English language, having pressure globally. Some indigenous people do not support learning English as they perceive it as the language of the trespassers and the communication of missionaries (Al-Ghamdi & Al-Saadat, 2002; Pennycook 2003; Pennycook & Makoni 2005).

In the early years, the qualified teachers were invited from the UK, USA, and other countries to KAS. The English language learning programs were started in different universities and other academic institutions (Al Ghamdi & Al-Sadat 2002). In recent times, the education policy in KSA is composed of students from all levels to learn at least one foreign language. This force aims to enhance the interaction of the Saudi people with the prevailing cultures and customs of the other countries. Through this action, the message of Islam and humanities can quickly be delivered with foreign languages (Al-Seghayer, 2014).

The History and System of the English Language in KSA

The English language learning, a globally used language, has been given precedence and priority by the government of KSA, specifically the Ministry of Education. The prevailing situation in KSA regarding the outbreak of COVID-19 affects the English language learning system from the depth of its most devastation. The universities and some other institutions have promoted the English language learning in KSA by its nature since its persistence in the early times, has been affected as the learning process of English language was executed in the classrooms (Sofi, 2015). So, closure of campuses of all universities, English learning has been inconsequential and abolished by the outbreak of COVID-19. Therefore, the online English language learning system cannot be comparable to the learning process executed in the classrooms. Before this epidemic, privatization and neoliberalism had already evil sway on the English language learning programs (Picard, 2018). The bright and vivid future of the English language learning has been observed in KAS as the aboriginal Saudis have been overwhelming passion toward the English language and its learning system (Oddah & Rajab, 2017).

Pre-and Post-Condition of the English Language in KSA (COVID-19)

It seems to be unapproachable by the government and standard bodies to overcome and restore the previous position of English language learning in the KSA universities. It is essential to evaluate the critical condition that the English language has been observed as necessary to know the culture and heritage of the countries through it due to global pressure. Contrary to it, the COVID-19 harms English language learning and the states' cultural awareness, which is knowledge about the culture and heritage of the other countries through the English language. It has been imperative to execute (Farooq et al., 2018). As far as the pre-status of the English language before the spread of the COVID-19 is observed, almost all universities in KSA were working on it based on procedural structure. All university students were deliberately taking classes regularly. The English language learning has been disturbed thoroughly in the KSA, and its alternative ways were adopted to learn the global language of English, which were online classes and online classes on TV regarding different subjects, including the English language.   This paper aims to highlight the damages by the COVID-19 regarding the English learning programs and its effectiveness in the universities of KSA and present the statistical and secondary data to evaluate the status of the English language in recent times. Ultimately, this paper surrounds the English teaching and learning and importance of learning English in the universities in KSA and gives insights into defies and difficulties the university students face when learning English with the context of COVID-19. There must be a cyclic approach (prepare, cope, and recover) during the emergence of COVID-19 to regain the English language learning status in the universities in KSA, shown in figure 1. Also, the presentation of surveys and questionnaires would provide the research methods for this study in a systematic way.
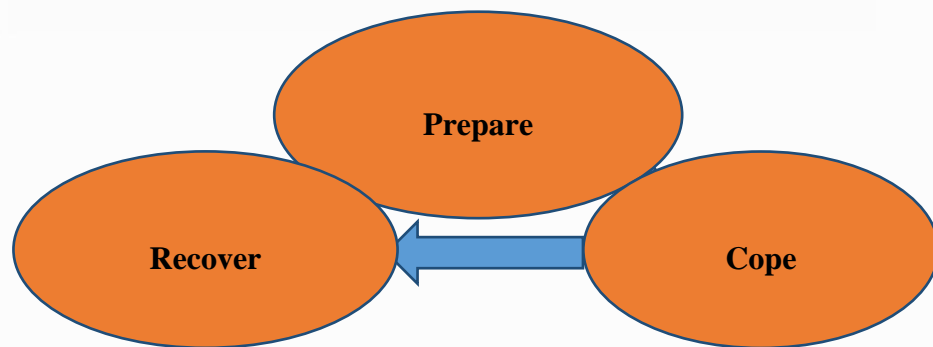

Figure 1. Cyclical Approach to recover the status of the English language learning during COVID-19 emergence

Research Questions

Research is two-way action research divided into three phases. Phase 1 reviews the current status of English learning programs by universities in Saudi Arabia in relation to COVID-19. The data generated during this phase helped generate a true understanding of the current state of the English learning process by college students and the technologies used to learn English to promote a more strategic knowledge of English fields. During this phase, we answered the following survey questions: What is the new state of the KAS University-promoted English learning system that focuses on writing, reading, speaking and listening to English for COVID-19? Phase 2 was related to the scrutiny of the results of Phase 1. From this KSA gathered information about the process of learning English among students and universities. The research question is about: Strategies, Processes, and Technologies. How are the English language learning processes designed to deal with COVID-19 at relevant universities?

The third stage is the research-related survey. The data collection was based solely on existing problems and knowledge gained about the means to continue learning English, such as the online process, student participation and challenges related to online learning. In addition, systematic literature review deals with the stated topic of research. The question at this stage is: what is the state of the English language learning system in universities in KSA and how is the online learning process conducted. All aspects of English, such as writing, rewriting, speaking and listening, are good, are well managed. Prefer online learning and language activity the most?

Methodology

Types of Research Methodology

Typically, researchers should focus on three research methods in their research activities (Creswell, 2003), namely, quantitative, qualitative, and mixed approaches to research. In addition, researchers used observation, surveys, focus groups, experiments, mixed methods, and questionnaires (Anwegbuzi, and Leach, 2005). The difference between these two quantitative and qualitative approaches is significant in many publications related to different areas or topics (Howe, 1988; Newman, 1997). In addition, qualitative research focuses on texts and stands as in-depth research on cultural and social tricks. Quantitative analysis, on the other hand, examines general trends in residents and emphasizes numbers. Quantitative research, in another simple explanation, is a way for researchers to test the effects of hypothesis. Qualitative research is the type that all researchers' observations and reports rely on. It has no subjective or descriptive facts. This research method is used to evaluate people's knowledge, behaviors, attitudes and opinions related to the research topic.

Quantitative Research

Quantitative research is concerned with systematically counting and analyzing variables to obtain results for inference (Leedy & Ormode, 2001; Ruth, 2005; Shank, 2006). This research method involved analyzing numerical data with statistical techniques to find answers to questions such as what, who, how much, where and how many. Quantitative analysis explains exciting phenomena that include survey research, experimental research, topical comparative research, and correlation research (Williams, 2011). Questionnaire has been used as a research method in this study. Questionnaire consists of questions on a topic or group of subjects that the person wants to answer. It is the vehicle that is used to ask the questions researchers need to answer. Questionnaires are generally relatively easy to analyze, familiar to employees and members, relatively inexpensive, easy to manage, and most respondents generally use the format.

Survey Design

This survey questionnaire was designed for students at Imam Abdurrahman Bin Faisal University in Dammam, Saudi Arabia, and was answered by students in a total of 150 semesters. As far as the gender ratio of respondents is concerned, men accounted for 56.67% of this questionnaire and women accounted for 53.33% of the total. My survey uses an anonymous system that can protect the interviewer's personal information. Corresponding to COVID-19, my research aims to identify and classify key factors related to pre- and post-conditions based on the KSA University English Learning System. Twenty-five percent of respondents say that their online learning system is working well and that there are no myriad of problems that universities cannot solve. Overall, 70% of the learning process should be done in a college classroom. Due to the myriad of problems faced by students and teachers, 10% of respondents were dissatisfied with learning English in online classes. Only 5% said MOE was not fully involved in helping students learn English at university.

The Systematic Literature Review

This research criterion formed 40 published studies, including previous thesis, research papers, research articles, review papers, and books related to our topic. All printed material encompasses the COVID-19, and its impact on the English language, the English language learning system, and the English language learning framework in KSA. Of this research material, 15 research papers covered the scientific analysis of the COVID-19 outbreak and response to it globally and in the KSA with the context of higher education. 20 Research papers speak about the English language learning and its importance with strategies in KSA and the rest of the world. 4 books led the research hypothesis to analyze the said topic of the research. The rest of the studies provided the statistical analysis and the scientific approach toward English language learning and technical observation. The Publication year ranged from 1995 to 2020, was the targeted data, which was compiled. However, most studies that are included in this research (85%) were published after

2005. The rest of the published studies were taken before the year 2005. All information related to the systematic literature review, including information regarding authors, the year of publication, location of issuance, description of the study, and leading authors or corresponding authors of studies identified in the literature review, having Harvard reference style accordingly.   The systematic literature review was condensed and summarized, as many others related studies were also used to get maximum and coherent knowledge related to the topic. Ultimately, all studies provided the sources of the English language learning and its pre and post situation in KSA with the reference of COVID-19.

Using the term "universities," we searched the WHO Global Research Database on COVID-19, which only retrieved one article we excluded as it did not contain research. Hence, we searched again using the "students" search terms. We also examined the preprint server medRxiv for almost all research papers using the search terms "COVID-19 and SARS or MERS." Some opinion pieces, the systematic reviews, the studies about other viruses, the university-specific settings, and the epidemiological studies had been limited and excluded. Neither were the readings investigated or the texts of other languages with an English translation at all. In the end, we hand-searched all-encompassing references and scrutinized the citation chain for further studies.

Data Collection

In the data collection system, surveys are intended to collect data from a diverse group of people (diverse and widespread) under survey screening. Therefore, it is the process of obtaining answers to questions using the form that the applicant fills in himself. Optimization of a particular device for data collection depends on the characteristics of the situation in the field. Systematically, during the closing of the campus of Imam Abdurrahman Bin Faisal University, in the 150th semester, two students collected data in the form of a questionnaire approaching their residence. Avoiding confusion, respondents explained the instructions and clarified possible questions. The survey provided 50 questions, including a short answer, a "yes" or "no" answer, and a "very agree" to the "very disagree" section. The survey has 25 key points or questions. The survey consists of three parts: school / faculty, motivational power to learn English, and preference activities related to learning and learning English styles. Table 1 shows the distribution and information of respondents. Figure 1 shows the age, percentage, and gender of respondents.

About 60 days were dedicated to carrying out this survey, through which about 5 or 6 students from each class were contacted to obtain data. The structure of the questionnaire was successfully configured by focusing on collecting accurate data to demonstrate the robustness of the hypothesis. Respondents' participation was 98%, a good percentage for any secondary data collection. The most interesting feature of this survey was that 34% of the respondents were foreign students studying at Imam Abdurrahman Bin Faisal University here. All of them strongly support the claim to learn English in any circumstance, be it within the classroom, or online, with the help of any resources. The information obtained is categorized and categorized to read and understand the correct reading knowledge about the respondents in the questionnaire. After sorting and analyzing the information obtained through the questionnaire, an important event related to the state of the English language learning methodology in KSA universities has emerged in which research has been observed.

Data Analysis

Statistical Data Analysis

Statistics provide the organization, collection, and analysis of data related to any study. Statistics adequately promote the proper selection of study designs and study samples and high-quality statistical testing. Statistical analysis provides clinical trials and appropriate statistical methods to ensure ideal and reliable results in a selected area of study (Binu et al., 2014). Research uses, analytical methods are accurate. Statistical tests can be determined to produce reliable results from planning, reporting, data collection, structure design, and providing important disclosures. Statistics summarize data in terms of averages, modes, and shapes, respectively. This study assumes the level of interest of the respondents in assessing the status of teaching English in KSA universities. Most of the data obtained from the questionnaire were analyzed using the Statistical Package for the Social Science (SPSS). Descriptive analysis was then performed to find answers to the questions asked and to observe the selection in relation to the questions asked.

When analyzing the data, there is a close relationship between measurement, evaluation, testing, and users as shown in the figure.

Table 1
Distribution and information about Respondents

| Category	Sub-category	Frequency (N=150)	Percentage
Gender	Male	125	83.3%
	Female	25	16.6%
Age	18 to 20 yrs	142	94.6%
	21 to 23 yrs	5	3.3%
	24 to 26 yrs	3	2 %
Ethnicity	Arabian	135	90%
	Asian	4	2.6%
	Others	11	7.3%
Mother Tongue	Arabic	135	90%
	English	15	10%
Learning the English Language	University	129	86%
Level of Education	Semester One	150	100%
Learning English at	My university	150	100%
	Other Universities	-	-s
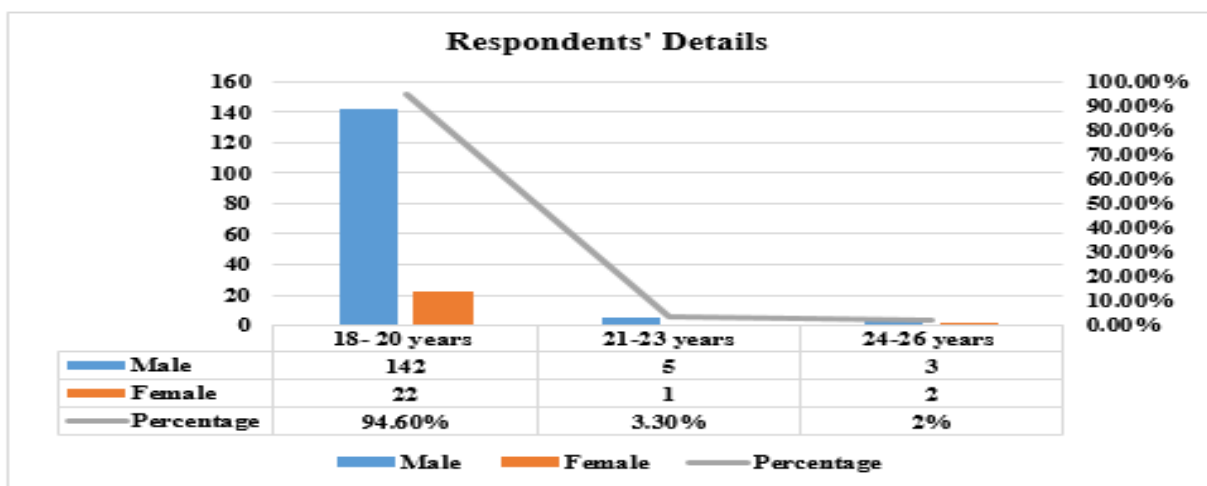
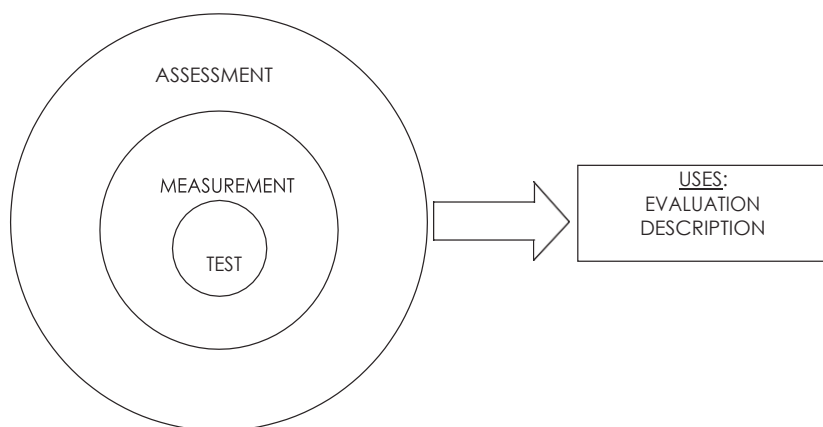**Figure 2.** The Details about the Respondents

Figure 3. Measurement, and testing

Findings and Discussion

All respondents were asked to assess whether precautionary measures such as campus closures, travel bans, social exclusion, quarantine, and blockades interfered with the way they learned English. The analysis of the results of the above questions is as follows: 113 students said the campus was closed (75.3%). With 17 students (11.3%) evaluated by the Travel Ban, 09 students with social distance (6%), 6 students with quarantine, and 5 rank downs (4%) (3.3%). They also predicted COVID-19 because the disease is timely and will soon be eradicated. These results are shown in Table 2 and Figure 4.

Table 2
The disturbing factors for the English language learning

Items	Respondents	M	FM	Percentage	University
1	113	102	11	75.3%	Imam Abdurrahman Bin Faisal University
2	17	10	7	11.3 %	-
3	9	6	3	6%	-
4	6	4	2	4%	-
5	5	3	2	3.3%	-

1=Closure of campuses, 2= Traveling prohibition, 3= Social distancing, 4= Quarantine, 5= Lockdown, N=150
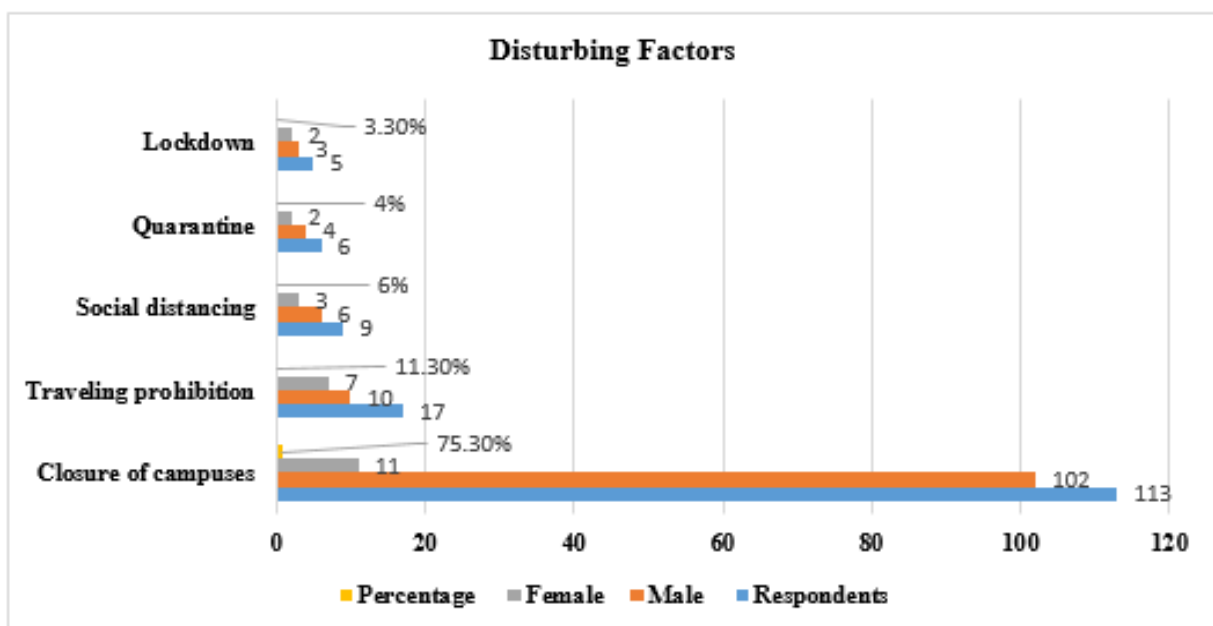

Figure 4. Analytical Approach of the Participants toward Disturbing Factors

Open-Ended Questions with Analytical Approach

It is admitted t that English is playing a role as a global language worldwide. Its importance and vitality have been observed by every scholar and language experts in the world, and even a single country cannot deny its significance preeminently (Rehman & Alhaisoni, 2013). English, nowadays, plays an essential part in our everyday lives. English is also widely used by schoolchildren. Among all students' responses, 48.1 % "agree" and 41.6% "strongly agree" that depicts that the writing, reading, speaking, and listening are critical in the universities and professional lives. They also hope that the impact of COVID-19 is timely and everything will be alright with no time. They also think online education of the English language is not comparable to learning English inside the universities' classrooms. Besides, 1.9% of the students "disagree" and 2.2% "strongly disagree" that online English learning is not up to the standard of English language learning within the universities' premises. Also, about 6% respondents showed the uncertainty about the speaking English in the universities, the impact of COVID-19 on the learning system of

the English language as well as the involvement and struggles of the government regarding the education of the English language as English language learning (ELL) and English as Foreign Language (EFL). The results are shown in table 3 with the analytical approach and table 4 with motivational intensity.

Table 3. Analytical Approach of the Questionnaire

Items	Respondents	Gender	Percentage	Percentage	University
Strongly Agree	113	102	11	2.2%	Imam Abdurrahman Bin Faisal University
Strongly Disagree	17	10	7	1.9%	-
Agree	9	6	3	48.1 %	-
Disagree	6	4	2	41.6%	-
Uncertain	5	3	2	6%	-

Table 4
Motivational Intensity (15 Questions) (N=150)

Items	Strongly Agree	Strongly Disagree	Agree	Disagree	Uncertain
Q1	4	1	46	56	2
Q2	2	9	72	22	32
Q3	1	1	75	34	20
Q4	0	3	56	11	4
Q5	1	1	59	4	7
Q6	0	1	59	5	5
Q7	2	1	51	77	14
Q8	0	5	71	32	30
Q9	2	5	54	1	13
Q10	2	8	78	11	34
Q11	0	3	71	56	21
Q12	0	4	67	54	42
Q13	1	9	62	3	47
Q14	7	9	60	76	42
Q15	0	2	69	45	12

In figure 5, the motivational intensity is depicted that highlights the trend of the participants toward the questions with focusing strongly disagree, strongly agree, agree, disagree, and uncertain.
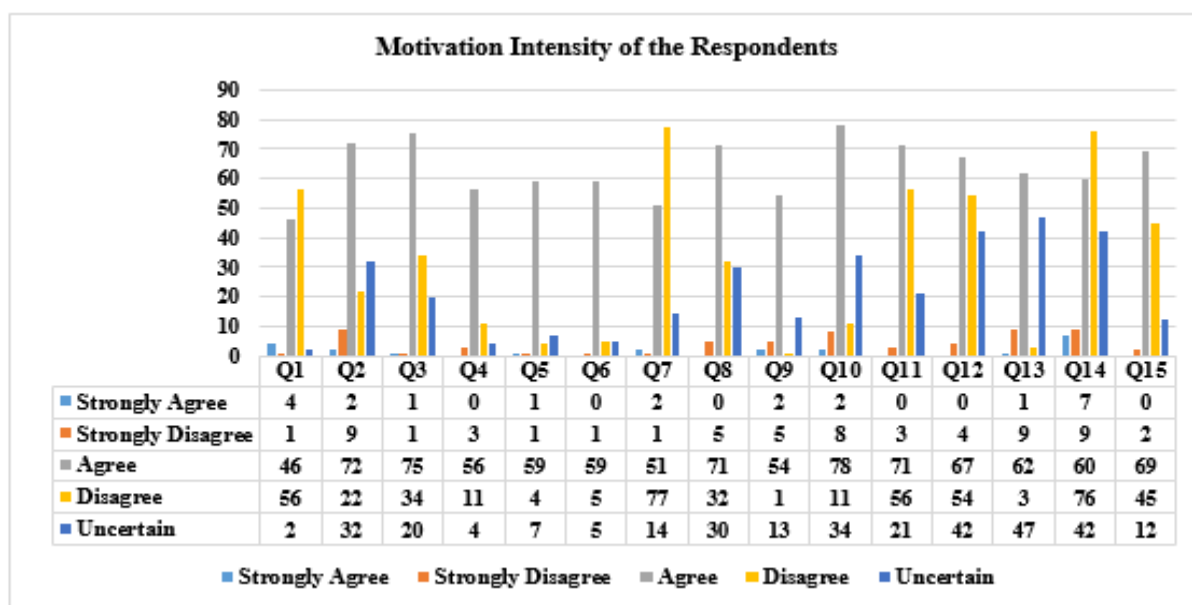

Figure 5. Motivational Intensity of the Participants toward the Research Questions

The Magnitude of COVID-19 Demotivation Issues and English Language

The Extent of the Deterrence Delinquent for the English language learning in the universities during the emergence of the COVID-19 prolongs the magnitude and depth of the issues largely in KSA. Out of the sample of 150 participants/students, 112 specified themselves as they had been demotivated to the extent of greater or lesser on the occasion of outbreak COVID-19 that is an unavoidable phenomenon. Besides, the demotivation issues highlight a matter of concern for the students accordingly. From these 112 students, 23 students overcome this phenomenon of demotivation and discontinue having uncertainty. 13 out of 150 students pointed out the closure of the campus proved a contradiction to them regarding their routine matters about learning the English language in their classrooms. The rest of the students hoped to disconnect with the online English language learning system as it is not equivalent to the English language learning in the universities' classrooms. It is a fact that online English learning has some drawbacks that cannot be met in the right ways (Gorham & Millette, 1997; Trang & Baldauf, 2007). All technicalities about English language learning, such as writing, reading, speaking and listening, lead to the exact process of learning English that has been followed by almost every respondent or student in the world (Hong & Leavell, 2006).

Study Selection and Physiognomies

The 40 articles, 26 of which were complete assumed research articles, 8 reviews papers, 4 books, and the rest of the material belonged to related sites. Meanwhile, the WHO's probing of the COVID-19 database has less in length and mode. We used the term "universities" to examine the WHO COVID-19, which only recovered one article that we excluded as it did not contain research. So we looked again using the search terms "students." For almost all research papers we also looked at the preprint server medRxiv using the search terms "COVID-19 and SARS or MERS. We had also not investigated certain opinion pieces, the systematic reviews, the studies that talked about other viruses, the university-specific settings, and epidemiological studies, and the readings of other languages with no English translation at all. We had ultimately searched for encompassed references and scrutinized the chain of citations for other studies. Except for the COVID-19 study, the research manuscripts have searched for the strategies, technicalities, and historical background of the English language in the KSA. Further, with the help of published material, the retrospective and prospective analysis of the English language learning system was also searched here. The selection of the study and its features is shown in Figure 6.

Analytical Approach to the Questionnaire

For the analytical approach, the questionnaire has been done with many strategies to be taken on. The ultimate goal of the questionnaire is to probe the carving out the analysis with the help of a designed framework that encompasses the impact of the COVID-19 on the learning system of the English language in the universities in KSA. Furthermore, the absolute strategies and objectives of the research prolong the questions asked from the respondents focusing on different aspects that disturb the language learning process while the emergence of the COVID-19 observed by the KSA. Following are the asked questions from the participants and analysis are presented systematically.

Challenges for the Promotion of the English Language in the Universities during COVID-19

Online English Classes

The fluctuating online English classes globally have been thrilled by the teachers and students in the universities since the COVID-19 outbreak. The online teaching of the English language is not a new style of authentic delivery for any university or other academic institution. Systematically, nevertheless, there some teachers who don't have the ability of the techno-savvy, not able to deliver well in online mode. It ultimately raises the questions on the online system of the English language learning system. Furthermore, English language learning is the utmost demand by the students and parents in KSA while the emergence of the COVID-19 erupted. On the other side, the students who don't have laptops or PCs as well as access to the internet, could not have an approach to learn the English language. All parts of the English language, such as writing, reading,

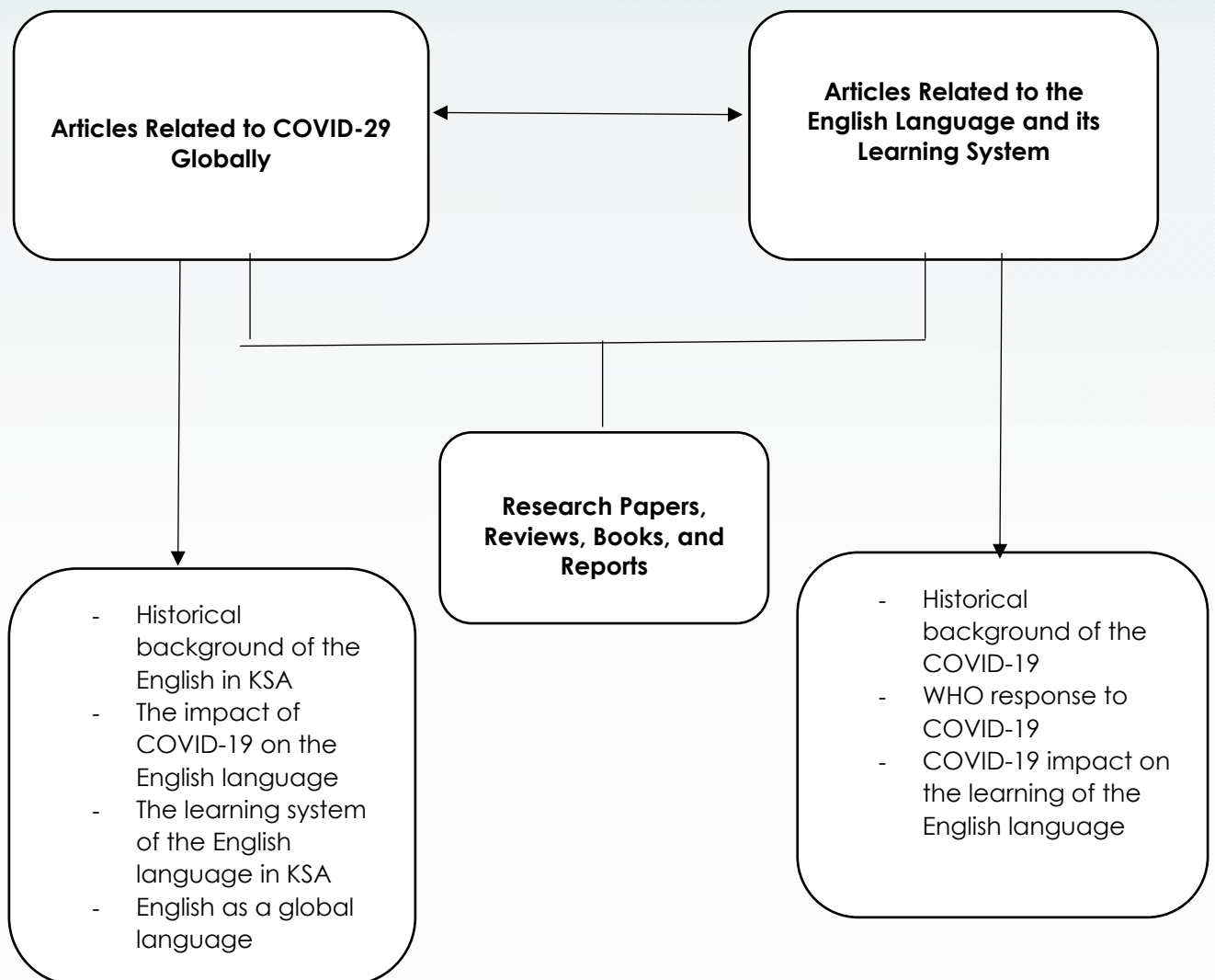speaking, and listening modes have also not been handled well while students are taking online classes.

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┌─────────────────────────┐        ┌─────────────────────────┐
│                         │        │  Articles Related to the│
│  Articles Related to    │◄──────►│  English Language and its│
│  COVID-29 Globally      │        │  Learning System        │
│                         │        │                         │
└─────────────────────────┘        └─────────────────────────┘
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Research Papers, Reviews, Books, and Reports

- Historical background of the English in KSA
- The impact of COVID-19 on the English language
- The learning system of the English language in KSA
- English as a global language

- Historical background of the COVID-19
- WHO response to COVID-19
- COVID-19 impact on the learning of the English language

Figure 6. The study selection for the research

Q1. Does the COVID-19 have a negative impact on English language learning in the universities in KSA?

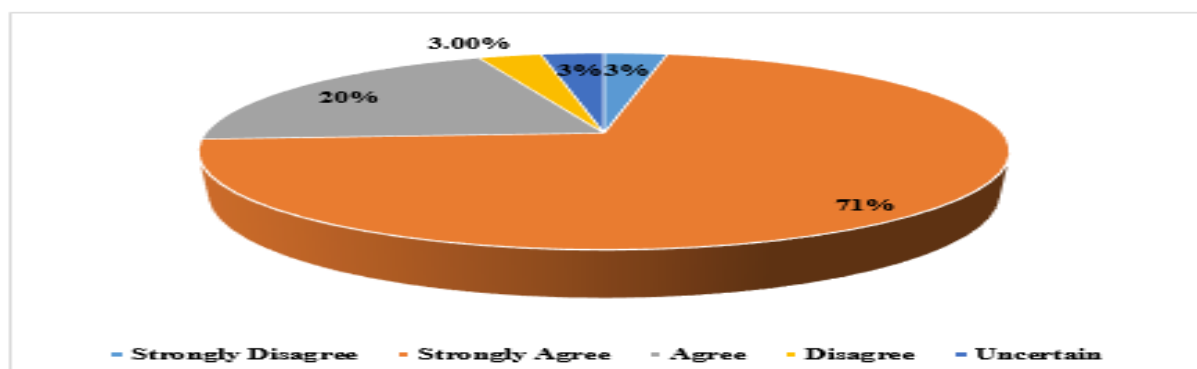| Strongly Disagree	Strongly Agree	Agree	Disagree	Uncertain
3%	71%	20%	3%	3%

N=150

Figure 7. Analytical Approach of the Respondents about COVID-19 and its Impact on the English

language

Q2. Is the closure of the campuses denoted as the main factor to disturb the English language learning in the universities in KSA?

Strongly Disagree	Strongly Agree	Agree	Disagree	Uncertain
9%	51%	30%	9%	1%

Q3. Is the travel prohibition is denoted as the main factor to disturb the English language learning in the universities in KSA?

Strongly Disagree	Strongly Agree	Agree	Disagree	Uncertain
11%	49%	25%	14%	1%

Q4. Is the social distancing is signified as the main factor to disturb the English language learning in the universities in KSA?

Strongly Disagree	Strongly Agree	Agree	Disagree	Uncertain
4%	56%	20%	18%	2%

Q5. Is the Quarantine indicated as the main factor to disturb the English language learning in the universities in KSA?

Strongly Disagree	Strongly Agree	Agree	Disagree	Uncertain
6%	53%	25%	9%	5%

Q6. Is the lockdown indicated as the main factor to disturb the English language learning in the universities in KSA?

Strongly Disagree	Strongly Agree	Agree	Disagree	Uncertain
7%	70%	10%	8%	5%

Q7. Is the COVID-19 does not damage the English language learning system in the universities in KSA?

Strongly Disagree	Strongly Agree	Agree	Disagree	Uncertain
1%	80%	10%	8%	1%

Q8. Is the status of the English learning down during the emergence of COVID-19 in the universities in KSA?

Strongly Disagree	Strongly Agree	Agree	Disagree	Uncertain
16%	39%	44%	1%	0%

Q9. Is the online class of the English language learning comparable to the teaching in the classrooms of the universities in KSA?

Strongly Disagree	Strongly Agree	Agree	Disagree	Uncertain
60%	11%	10%	18%	1%

Q10. All parts of the English language, such as writing, reading, speaking, and listening handled well in online English classes?

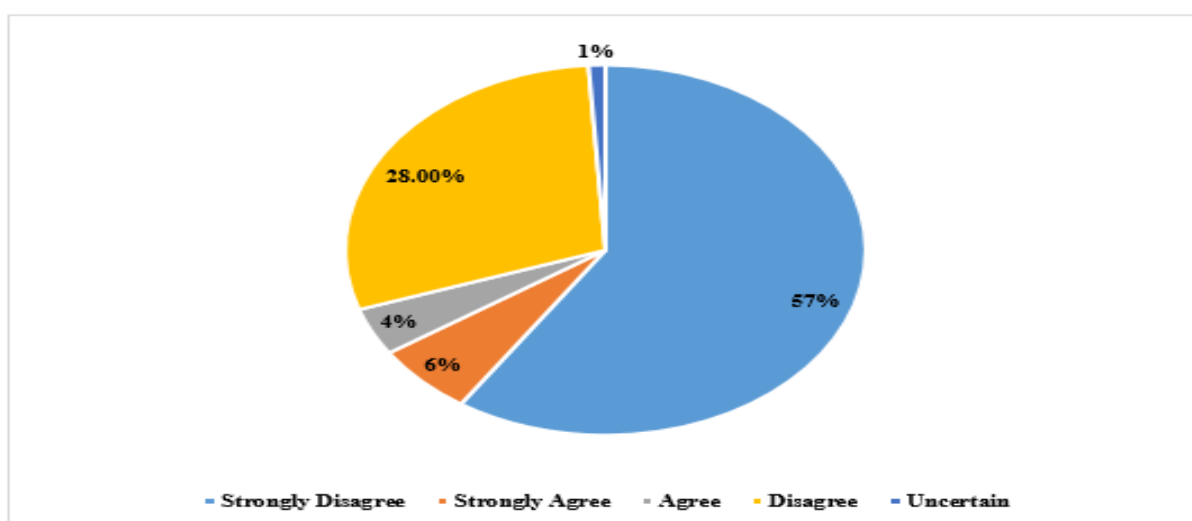| Strongly Disagree	Strongly Agree	Agree	Disagree	Uncertain
57%	06%	4%	28%	1%

Figure 8. Analytical Approach of the Respondents about COVID-19 and its Impact on the English language

Q11. Is the COVID-19 outbreak timely and previous position of the English language retained soon?

Strongly Disagree	Strongly Agree	Agree	Disagree	Uncertain
10%	60%	20%	4%	6%

Q12. Is the impact of the COVID-19 outbreak observed on all the universities in KSA?

Strongly Disagree	Strongly Agree	Agree	Disagree	Uncertain
23%	45%	17%	9%	6%

Q13. Is the impact of the COVID-19 outbreak observed on all the universities in KSA?

Strongly Disagree	Strongly Agree	Agree	Disagree	Uncertain
23%	45%	17%	8%	7%

Q14. Are all the universities in KSA following the SOPs issued by the WHO?

Strongly Disagree	Strongly Agree	Agree	Disagree	Uncertain
2%	79%	15%	4%	0%

Q15. Is the *Ministry of Education* involved positively to enhance the English language learning system in KSA?

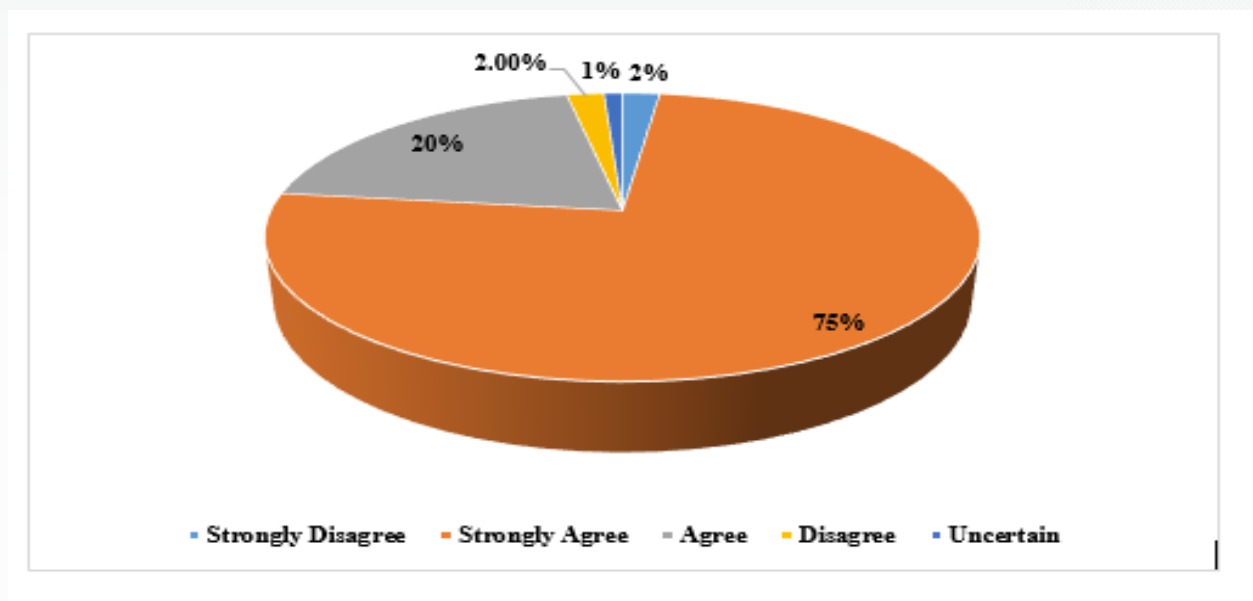| Strongly Disagree	Strongly Agree	Agree	Disagree	Uncertain
2%	75%	20%	2%	1%

Figure 9. Analytical Observation about the MOE for enhancing the English Language

The Process of Assessment

In KSA, many universities have already stopped teaching due to the closure of the campuses. In this respect, the assessment as well as the evolution process have also been disturbed and spoiled due to the COVID-19 outbreak. However, the incessant valuation will go on alongside the online classes. Though, information and technology have been effective resources to exchange the teaching ideas to the students with the help of online classes, but it has been observed the hectic practice to be done. Henceforward, the assessment of the learning system of the English language is cherished for the teachers while the language is being taught within the classrooms of the universities. Critically, the teachers have to change the modes of the assessment of the students regarding the evaluation of the English language during the online classes. Again, the writing, reading, listening, and speaking tests are also tough to take on effectively.

Educating the International Students

In the universities in KSA, there are many foreign students; some of them belong to the non-speaking English countries. So, it is a hard nut to crack to engage them in learning the English language while the campuses are closed due to the emergence of the COVID-19. It has become inordinate challenge forth executives to safeguard, ensure the accommodation, and safety service for the foreign students. Again, the disturbance due to COVID-19 may mark the English language learning exchange of the international students tough to execute. Traveling and social distancing are also other major challenges that add enough to ponder over with the context of the COVID-19. The stress and pressure of learning the English language may lead to disapproving effects on the erudition properly.

Conclusion

This study suggests that the emergence of COVID-19 has changed and profoundly changed the previous state of the learning system in universities at KSA. All the disturbing factors like campus closure, travel ban, social distance, quarantine and lockdown affect the English-language position. Some local factors hindered the learning process, but COVID-19 proved to be the most severe. The overall results of this study are in line with those of other studies. Basically, these offensive scenarios are timely and positive scenarios that are coming soon. Thus, all universities in Saudi Arabia should fully follow and implement all the preventive measures announced by the WHO. This will reduce the risk of COVID-19 spreading to all countries. It is also a pure and inescapable truth that online English teaching cannot be compared with the method of learning on the campuses of Saudi Arabian universities. The information obtained by the interviewers was examined from all angles and was well assumed. According to the information received, the English language learning method of Kovid-19 has been significantly affected, and this emergence is also timely. There is an urgent need to equip teachers for a new way of improving the education system and to follow the instructions given by the Ministry of Education and WHO on the fight against COVID-19 soon.

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