

Attitudes of Female University Students towards Studying English Language Courses via Virtual Classes

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Abstract

Teaching English Language through virtual classrooms is regarded as a new experience. Consequently, a scientific and methodical investigation is needed to understand its advantages, disadvantages, problems and level of satisfaction among students. This study seeks to discover the attitudes of female EFL students at Taif University concerning the utilization of virtual classrooms for English courses instructions. A descriptive survey research approach of a quantitative nature was employed. The study took place at Taif University in Saudi Arabia. Along with two chosen colleges for the study: Applied College and Turabah University College. All students participated in the same course via online classes. In total, the sample size for this study was 227 female students. The samples were chosen from the entire group of the participants which consisted of 868 individuals. The instrument utilized for gathering data was a 26-items questionnaire. According to the analysis of the students' responses, the study reflected that students have positive attitudes towards learning English via virtual classrooms. Moreover; the quantitative data showed that students expressed higher satisfaction with online classrooms and preferred this approach for learning the English Language. Nevertheless; technical issues hindered some of the students from utilizing virtual classrooms efficiently. The limitations of the study highlight the need for future research to explore EFL virtual classrooms among diverse students groups and context, utilizing both quantitative and qualitative approaches. Also teachers should consider students' views and feelings when delivering EFL materials.

Keywords: *Attitudes, Virtual classrooms, English Languages, University students.*

Introduction

The world has witnessed an explosion in technology and Information. Regarding the permanence and continuity of the new innovations in the world of information and communication technology (ICT), Educationalists have turned towards technology-based learning to keep pace with development and benefit from new innovations in education (Thongphan, 2020). Online education has experienced a significant transformation since its beginnings, reflecting progress in technology and shifts in educational models. (Prensky 2008, p. 3) indicates that "I hope to undertake with other educational thinkers to standardize our pedagogical language around technology". Numerous higher education institutions have adopted technology-based learning. "The reliance and dependence of such an innovation, that is simply makes life easy, smooth journey is completely unavoidable these days even in schools, universities and colleges." (Raja & Nagasubramani 2018, p, 33). These institutions present electronic programs, helpful applications and tools as: Learning Management Systems (LMS) including; Blackboard, Moodle and Google classroom Cavus (2013). Video Conferencing Tools: Zoom, Microsoft Team and Webex by Cisco. Document Editing Software: Dropbox Paper, Coda, Mrro. Interactive Learning Apps: Code Cademy, TED-Ed, Brain POP Solo Learn Pella (2014). As a result, there is a universal inclination to utilize learning management systems (LMS) in teaching and learning English as a foreign language. It is widely recognized that using blackboard for virtual learning can be convenient, flexible and cost-effective. (Singh 2011, p. 88) claims that "the existing technologies have the potential to provide a cost-effective and flexible learning environment. This work is an effort in that direction to provide a cost-effective teaching paradigm the Virtual Learning Environment."

In accordance with vision 20/30 Saudi Universities including Taif University, have committed to enhancing the educational process and staying updated with technological advancements. The e-learning agency at Taif University has distinct objectives aimed at supporting students and faculty in achieving their global aspirations for knowledge. It presents digital programs and helpful applications; especially Blackboard and instruction through online classes. Thus, any one examining the reality of electronic education observes

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that significant efforts have been made consistently. Following the extensive adoption of virtual classes during COVID-19 Pandemic, the Foreign Language Department transitioned back to traditional classes; however, a blackboard was made available for both instructors and students to utilize some asynchronous exercises and assignments. During the last academic year 2023/2024, the instruction of English courses (Require English for Academic Purposes and ESP courses for non-majoring) was transitioned from conventional classrooms to virtual classes through Blackboard. All University students are required to reapply. Since students are central to the learning process, understanding their attitudes and satisfaction with this transition is crucial. Thus, the willingness of students to accept virtual learning is considered essential for promoting interaction and the learning of EFL. The effective implementation of technology in education greatly affects learners' attitudes and readiness to adopt technology Albirini (2006). (Affizal & Sahak, 2009, as cited in Ta'amneh, 2021) define the word attitude "as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see; hear, think and do". Thus, attitudes guide an individual's focus to pursue something or sometimes respond negatively towards it. The attitudes towards virtual learning can be influenced in both positive and negative ways. The aim of this research was to discover the attitudes of female EFL students at Taif University regarding the use of virtual classes for learning English courses. A descriptive survey research of a quantitative nature was utilized. The subsequent inquiries were the research questions:

- 1- To what extent are female students satisfied with learning English via virtual classrooms?
- 2- What are the merits (positives) of learning English Language via virtual classrooms from the female students' perspective?
- 3- What are the demerits (negatives) of learning English Language via virtual classrooms from the female students' point of view?
- 4- What are the problems facing learning English Language via virtual classrooms from the perspective of female students?

Significance of the study

Numerous assertions suggest that virtual EFL classrooms offer exposure and mimic actual live environments; thus many institutions globally and in Saudi Arabia have adopted it extensively. Therefore this research aims to elucidate:

- 1- The importance of virtual classrooms in learning and mastering English Language.
- 2- Some creative methods used in EFL online classes and their advantages to students
- 3- Ongoing interaction with students, motivating them to engage and share their views, while offering them an interactive setting.

Research Problem

This paper seeks to examine EFL female students' attitudes towards virtual classrooms and assess the effects of these classes on learners. Since education is, and has always been, a sector in continual change. As the world evolves, so must our lessons. The significance of virtual education is its capacity to help learners acquire data, information, communication and exchange via the internet in the formats of voice and image. So exploring the attitudes and satisfaction of students is very important.

Research Objectives

To discover the attitudes of female students towards learning the English Language via virtual classrooms. Specifically, this paper sought to:

- 1- Identify female students' satisfaction with learning the English language via virtual classrooms at Taif University.
- 2- Recognize the positives of learning The English language through virtual Classrooms.
- 3- Point out the negatives of learning the English language via virtual classrooms.
- 4- Highlight the most important problems of learning the English language via virtual classrooms.

Literature Review

The concept of Virtual classes

Various definitions are available for virtual classrooms, all revolving around a single idea: an interactive online learning environment Beatty (2013). It is a digital learning approach that allows both the teacher and student to engage in the educational process in environments that replicate actual classrooms regarding tools and presentation techniques Hussein (2016). Veda (2010, p. 467) defines virtual classrooms as "Virtual classroom site is a platform that the lesson is formed by the teacher, can be used basing on virtual study environment in the classroom, school and outside the school and has free surf and registered access qualities".

Virtual learning varies; there are various methods of learning in a virtual setting: synchronous, asynchronous and hybrid. Synchronous virtual classrooms are often referred to as web conferencing or e-conferencing platforms (Rockinson-Szapkiw, & Walker, 2009). It entails the immediate delivery of course materials. Synchronous virtual learning allows students to participate in live streamed lectures on line. The teachers deliver their presentations, enabling students to engage in real-time through Webcam, microphone, or live chat (Al-Nofaie, 2020). McBrien, Cheng & Jones, (2009, p. 4) state that "Synchronous online teaching supports careful planning and structuring of learning. For example, instructors can prepare a PowerPoint presentation to share during the live synchronous session". So Learners gain advantages from the consistent organization and speed of resources.

Synchronous virtual learning allows "students and instructors to communicate orally, exchange messages through typing, upload PowerPoint presentations, transmit video, surf websites together, and more" (McBrien, Cheng & Jones, 2009, p. 2). They enable interaction between students and teachers through different media, including communication, text, video calls, audio chat, and PowerPoint presentation (Yadav, 2016). Faiqoh & Ashadi (2023, p. 23) mention that "Communication tools such as online mail, discussion boards, and virtual conversations enable effective information, sharing an idea, discussion between students and teachers. This interaction is critical in supporting teaching and addressing students' queries". Synchronous virtual education reduces inequalities and promotes equity by alleviating power dynamics and personal characteristics that could influence group interactions. Alfares (2024, p. 4) indicates that "Synchronous learning involves students interacting with their professors using online platforms, systems, or technical tools. Students must convene at a designated time for the instructor to provide the lesson, and students are expected to engage and collaborate with the teacher". Synchronous online learning technologies offer features such as whiteboarding and markup tools that promote quick and effective learning (Mohammadi, 2023). One significant downside of synchronous learning is internet connectivity issues, particularly for individuals living in rural areas. This can hinder the educational experience for both learners and teachers. To tackle these issues EFL teachers can employ both synchronous and asynchronous online learning techniques. Students experiencing detachment may find benefit in asynchronous learning resources that are pre-recorded (Sari and Wahyudin, 2023).

In asynchronous mode, students review the recorded lectures at their convenience. The teacher will post a video or audio file that include lecture notes (Song & Kim, 2021). The instructor will also be reachable through email or text chat. The learner and instructor use internet at various times. What sets this type apart is that all students engage with the same material but do not come together. The students can participate in assignments and exercises, engage in debates and discussions, submit their projects and work to the

instructor, and view their feedback and grades as well. Nonetheless, asynchronous learning had a few common drawbacks. Students might need explanations for specific tasks while participating in asynchronous research because of differences in their understanding. Alfares, (2024, p. 4) indicates that "in EFL, students have different levels of ability, so teachers need to use other methods to help all of them understand the task". Additionally, another disadvantage is that EFL teachers are unable to track students' progress, making evaluations even harder. Asynchronous learning may seem similar to passive learning due to the one-way nature of interaction (Ariyanti, 2020; and Putri, 2021).

Many researchers view EFL virtual classrooms as a way to remove obstacles to learning languages in general and English in particular. The inclusive tools provided by virtual classrooms (whiteboard, videos, texts, multimedia etc..) for English language instruction are crucial in motivating students to participate more actively (Stefanie, 2009). Perensky, (2006) summarises the importance of using virtual classrooms in learning English Language: Interactivity, learners are provided with possibility of interaction with each other's and the content. Therefore, the visualization and contextualization offered by the learning environment are readily and automatically available. Virtual classrooms offer learners an uncomplicated learning space that allows them to feel present in an actual environment. Cancino & Avila. (2021 p. 24) mention that "The creation of an effective learning community that is based on improving the quality of interactions between students and content, student and student, and student and instructor can produce better learning outcomes in online environments".

The key elements for acquiring and mastering a foreign language are: motivation, exposure, and the chances to practice the language. Thus, the virtual classroom offers non-native speakers opportunities to engage with the target language. Alahmadi & Alraddadi (2020, p. 60) report that "Virtual classrooms break down geographical barriers and provide access to native speakers". As learners facilitate numerous activities, virtual classrooms also allow them to engage in practicing all four language skills: listening, speaking, reading and writing (Alhawiti, 2017). Videos can provide authentic and varied language – English utilized in everyday situations. Visual signals help learners comprehend the circumstances. Involving more of the students' senses results in heightened participation. Nhan, (2024, p.319) mentions that "One of the key advantages is the opportunity to access a diverse set of authentic language materials and engage with native speakers via virtual platforms. This exposure to real-world language use can help students improve their listening and speaking abilities, which are critical components of language competency" The digital/interactive whiteboard not only enables teachers to illustrate concepts visually and collaborate on exercises, but it also support overall classroom involvement to respond to and gather 'ideas/information' utilizing various provided tools, allowing them to write, draw, highlight, and type.

In the Saudi Arabia plenty of studies were done on investigating and detecting EFL virtual classrooms, nevertheless; the majority of them about the era of COVID19. Al-qahtani (2019) examined the Attitude and Perceptions of postgraduate female students towards attending virtual classes under the applied linguistics and Translation program at King Khalid University. She analyzed 23 postgraduate students. The study utilizes a digital survey to gather information. Microsoft Excel is used to calculate percentages based on the closed questionnaire's questions and analyze the opened questionnaire's questions through content analysis. The outcome indicated positive responses. Moreover the research showed that students encountered challenges, such as technical problems. Ta'amneh (2021) conducted a research to examine the first year students' attitudes towards virtual classes in learning English Courses. 336 students from Taibah University in the first semester of the 2020/2021 academic year were included in the study. Data collection was done through a carefully constructed online questionnaire. Finding showed that students had positive attitudes towards utilizing online learning. The findings indicated that students faced some pedagogical technical and personal obstacles while attending virtual classes. Moonma (2021) carried out a study to explore EFL students' attitudes of Google Classroom. A total of one hundred eleven second-year EFL students from seven majors at Lampang Rajabhat University in Thailand took part, with 79% being females. The data was gathered using a questionnaire and semi-structured interviews. Consequently, the findings of the study demonstrated that students had positive attitudes towards Google Classroom in term of ease and usefulness. Tran (2021) constructed a paper to analyze the attitudes of EFL learners regarding a virtual classroom at Hoa Sen University, Vietnam. The study employs both quantitative and qualitative data. The

study involved 100 students who were not majoring in English and were enrolled in an English writing course for one semester. The finding indicated that students had positive responses and attitudes towards virtual classroom.

Methodology

The descriptive survey method is utilized to examine the attitude of Taif University Students' towards learning English language via virtual classrooms.

Participants

The research was conducted at Taif University along with two selected colleges for the study: Applied College and Turabah University College; the participants were 227 female students of the total population which consisted of 868 individuals. The participants had the same characteristics: They were all Saudi and of the same gender-females. They studied English language courses as part of their graduation degree since they didn't major in English. Their ages ranged from 20-22. They were enrolled in the same English language course and used the same electronic book (Evolve 3). Every student took the same course through online classes.

Instrument

The data collection tool was a 26-item questionnaire. The questionnaire consisted of five Sections. Section 1 for demographical information. Section 2 consisted of 6 statements concerning the degree of learners' satisfaction with studying English through virtual classrooms. Section 3 consisted of 7 statements to elicit the merits of learning English through virtual classrooms. Section 4 consisted of 6 statements highlighting the demerits of learning English through virtual classrooms. Section 5: 6 statements to identify the key challenges of learning English through a virtual classroom setting. The questionnaire received validation from two specialists. Also the instrument received approval from the Research Ethics Committee of Taif University, Saudi Arabia (Code: 46-147).

Validity and reliability of the instruments

To enhance the validity and reliability, the questionnaire was shown to two specialists who are faculty members in the foreign language department at Taif University. Based on their feedback and comments, certain items were adjusted in a manner that better aligns with the objectives of the study. The questionnaire's reliability was evaluated using Cronbach's Alpha, which yielded a value of 0.9, indicating a high degree of internal consistency for the scale. Therefore it can be determined that the questionnaire was both valid and reliable for the study.

Data collection procedures

The research was conducted during the second semester of the academic year 2023/2024. The Online survey was conducted using Google Forms.

Analysis and interpretation

This part shows the results of female students' attitudes towards learning English language Courses via virtual classrooms. The participants were requested to answer Likert-scale questions. The results were presented according to the research questions and objectives in tables 1, 2, 3, and 4. A total of 227 Saudi EFL female students participated in this research. The students were enrolled in the academic year 2023/2024 during the data gathering. Throughout that academic year, they enrolled in an EFL course: Required English for Academic Purposes as a component of their degree program. Also every participant was an undergraduate female student.

Table 1. Students' satisfaction with learning English Language via virtual classrooms

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree	
	No	%	No	%	No	%	No	%	No	%
1. The direct tasks in lectures via virtual classrooms develop my sense of responsibility.	91	40.1	96	4.0	26	11.5	9	4.0	5	2.2
2. Having the lesson in front of me instead of the lecturer gives me psychological comfort.	94	41.4	60	26.4	39	17.2	22	9.7	12	5.3
3. Virtual classrooms give me the opportunity to receive immediate instructions from the lecturer	110	48.5	91	40.1	19	8.4	7	3.1	0.0	0.0
4. Virtual classrooms raised more awareness of my mistakes than traditional classrooms	115	50.7	79	34.8	25	11	8	3.5	0.0	0.0
5. Using multimedia in teaching via virtual classrooms attracts my attention.	111	48.9	84	37	25	11	7	3.1	0.0	0.0
6. I prefer to learn the English Language through virtual classrooms.	156	68.7	48	21.1	13	5.7	9	4.0	1	0.9

Table1 above presents the descriptive statistic regarding students' satisfaction with learning English in virtual classrooms. The findings indicate that the sixth statement ("I prefer to learn the English language through virtual classrooms") had the highest average score, featuring 68.7% strongly agree, 48% agree, 5.7% neutral, 4% disagree and 0.4% strongly disagree. In reference to the fourth statement ("Virtual classrooms raised more awareness of my mistakes than traditional classrooms"), the findings indicate that 50.7% strongly agree, 34% agree, 11% neutral, 3.1% disagree, and 0.0% strongly disagree. The fifth statement ("Using multimedia in teaching via virtual classrooms attracts my attention"), with 48.9% strongly agreeing, 37% agreeing, 11%neutral, 3.1% disagreeing and 0.0% strongly disagreeing. Likewise, the third statement ("Virtual classrooms give me the opportunity to receive immediate instructions from the lecturer") shows 48.5% strongly agree, 40.1% agree, 8.4% neutral, 3.1% disagree, and 0.9% strongly disagree.

Table 2. The merits of learning English Language via virtual classrooms

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree	
	No	%	No	%	No	%	No	%	No	%
1. English lessons via virtual classrooms develop my listening skills.	109	48	88	38.8	20	8.8	8	3.3	2	0.9
2. Learning English via virtual classrooms attracts my focus on language skills.	115	50.7	86	37.9	20	8.8	6	2.6	0.0	0.0
3. Virtual classrooms learning develop my multitasking skills due to the integrated skills.	110	48	93	41	18	7.9	6	2.6	0.0	0.0
4. Virtual classrooms motivate me to develop my vocabulary building.	116	51.1	85	37.4	19	8.4	7	3.1	0.0	0.0
5. Studying English via virtual classrooms enhances my grammatical skills.	117	51.5	104	45.8	0.0	0.0	4	1.8	2	.9

6. Virtual classrooms help me to achieve better linguistic flow in writing.	110	48.5	84	37	23	10.1	10	4.4	0.0	0.0
7. Virtual classrooms encourage me to read.	118	52	76	33.5	23	10.1	10	4.4	0.0	0.0

Table 2 presents information regarding the participants' feedback on the merits of learning English through on line classrooms. The seventh statement ("Virtual classrooms encourage me to read") received the highest percentage, with 52% strong agreeing, 33.5% agreeing, 10.1% neutral, 4.4% disagreeing, and 0.0% strongly disagreeing. In response to the fifth statement ("Studying English via virtual classrooms enhances my grammatical skills"), 51.5% strongly agree, 45.8% agree, 0.0% are neutral, 1.8% disagree and 0.9% strongly disagree. The fourth statement ("Virtual classrooms motivate me to develop my vocabulary building") shows 51.1% strongly agree, 37.4% agree, 8.4% neutral, 3.1% disagree, and 0.0% strongly disagree. The following high percentage pertains to the second statement ("Learning English via virtual classrooms attracts my focus on language skills") with 50.7% strongly agreeing, 37.9% agreeing, 8.8% remaining neutral, and 2.6% disagreeing, and 0.0% strongly disagreeing.

Table 3. The demerits of learning English Language via virtual classrooms

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree	
	No	%	No	%	No	%	No	%	No	%
1. It is difficult to study English language via virtual classrooms.	12	5.3	8	3.5	14	6.2	87	38.3	106	46.7
2. I think that studying English via virtual classrooms is a waste of time.	18	7.9	10	4.4	15	6.6	81	35.7	103	45
3. I feel bored in the English language lectures via virtual classrooms.	11	4	6	2.6	21	9.3	90	39.6	99	43.6
4. I feel mental distraction in the English language lectures via virtual classrooms.	13	5.7	8	3.5	13	5.7	89	39.2	104	45.8
5. Virtual English lessons limit my interaction with the lecturer.	13	5.7	26	11.5	48	21.1	65	28.6	75	33
6. I prefer study English in traditional classes to virtual ones.	3	1.3	7	3.1	25	11	78	34.4	114	50.2

Table 3 above illustrates the descriptive statistics for the negative statements reflecting participants' attitudes regarding the demerits of learning English via virtual classrooms. It is evident that the largest percentage relates to the sixth statement ("I prefer studying English in traditional classes to virtual ones") with 50.2% strongly disagreeing, 34.4% disagreeing, 11% being neutral, 3.1% agreeing and 1.3% strongly agreeing. The first statement ("It is difficult to study English language via virtual classrooms"), 46.7% strongly disagree 38.3% disagree, 6.2% are neutral, 3.5% agree, and 5.3% strongly agree. The fourth statement ("I feel mental distraction in the English language lectures via virtual classrooms") shows 45.8% strongly disagree, 39.2% disagree, 5.7% neutral, 3.5% agree, and 5.7% strongly agree. The second statement ("I think studying English via virtual classrooms is a waste of time") shows 45% strongly disagree, 35.7% disagree, 6.6% neutral, 4.4% agree, and 7.9% strongly agree. The third statement ("I feel bored in the English language lectures via virtual classrooms") shows that 43.6% strongly disagree, 39.6% disagree, 9.3% neutral, 4.8% agree, and 4.8% strongly agree.

Table 4. The most important problems of learning English Language via virtual classrooms

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree	
	No	%	No	%	No	%	No	%	No	%
1. I confronted by technical problems during virtual classrooms.	99	43.2	6	2.8	21	9.2	11	4.8	90	39.3
2. I haven't enough computer skills to solve my connectivity problems.	105	46.3	20	8.8	21	9.3	61	26.9	20	8.8
3. Technical problems of virtual classrooms discourage me to participate effectively.	37	16.3	73	32.2	44	19.4	29	12.8	44	19.4
4. Lack of discipline and time commitment among students when receiving lecture via classes.	72	31.9	20	8.8	43	19.3	24	10.8	70	30
5. I didn't receive sufficient training on dealing with virtual classrooms.	112	49.3	85	37.4	21	9.3	9	4	0.0	0.0
6. Students should be trained for more competence in operating virtual classrooms.	117	51.5	75	33	28	12.3	7	3.1	0.0	0.0
7. Fluctuated internet connectivity is a problem for virtual classrooms.	46	20.5	45	20.2	37	16.3	48	23	45	20

Table 4 presents outcomes of descriptive statistics regarding the most important problems of learning English through virtual classrooms. By examining the table above, the researcher found that the most common problems students' experienced during virtual classes was item 6 "Students should be trained for more competence in operating virtual classrooms" with 51.5% strongly agreeing, 33% agreeing, 12.3% remaining neutral, 3.1% disagreeing, and 0.0% strongly disagreeing. Item 5 "I didn't receive sufficient training on dealing with virtual classrooms" presents the following distribution: 49.3% strongly agree, 37.4% agree, 9.3% neutral, 4% disagree and 0.0% strongly disagree. Item 2 "I haven't enough computer skills to solve my connectivity problems" shows that 46.3% strongly agree, 26.9% agree, 9.3% are neutral, 8.8% disagree, and 8.8% strongly disagree. In contrast, the items that least frequently indicate students' problems were items: 3 "Technical problems of virtual classrooms discourage me to participate effectively" which had 16.3% strongly agree, 32.2% agree, 19.4 neutral, 12.8% disagree and 19.4% strongly disagree. Item 7 ". Fluctuated internet connectivity is a problem for virtual classrooms" shows 20,5% strongly agree, 20.2% agree, 16.3% neutral, 23% disagree and 20% strongly disagree. Item 4 "Lack of discipline and time commitment among students when receiving lecture via classes" shows that 31.9% strongly agree, 8.8% agree, 19.3% feel neutral, 10.8% disagree and 30% strongly disagree. Item 1 ("I often confronted by technical problems during virtual classrooms") shows 39.3% strongly agree, 2.8% agree, 9.2% remaining neutral, 4.8% disagree and 43.2% strongly disagree.

Discussion

The quantitative data revealed that students showed positive attitudes towards learning English Language in virtual classrooms. The students reported greater satisfaction with virtual classrooms and favored this method for learning English; a notable 89.8 percent attributed to the statement: "I prefer to learn the English Language through virtual classrooms". They considered learning through virtual classes as interesting because of multimedia adopted during the lesson attracted their attention "Using multimedia in teaching via virtual classrooms attracts my attention"; 85.9 percent. Moreover; they responded that virtual classes makes them discover their mistakes and correct them immediately and this is a sort of feedback; as shown in statement (4 table 1). These findings validates Hamouda (2020); Faiqoh & Ashadi (2023).

In accordance with the element "The merits of learning English Language via virtual classrooms" the students reacted positively, suggesting that acquiring English in a virtual setting enhanced their language

skills. Around 97 percent provided feedback on the statement "Studying English via virtual classrooms enhances my grammatical skills". Therefore, learning English via virtual environment enhances all English language skills. They responded with 88.6 percent on "Learning English via virtual classrooms attracts my focus on language skills". Positively virtual engagement helps the students to listen, read, write and communicate depending on the integrated practice of language skills. In contrast to the research of Ta'amneh (2021), participants in this research evaluated virtual classes concerning its merits and usefulness much higher. The percentage of Ta'amneh was 69.3 percent.

In responding to the component "The demerits of learning English language via virtual classrooms", the students indicated that virtual classes have fewer disadvantages and 84.6 percent disagreed on returning to traditional classes. They strongly disagreed to the ideas that virtual classes are difficult to attain and waste of time approximately 85, 80.7 percent as in (Chen et al., 2020). Also they disagreed on "I feel bored in the English language lectures via virtual classrooms"; nearly 83.2% reported that it isn't boring. These finding are inconsistent with Al-Nofaie's (2020)

Technical issues hindered half of the students from utilizing virtual classrooms efficiently. Nearly half of the participants, with a percentage of 43.2 encountered technical problems during virtual classrooms. They hadn't adequate computer skills to solve these connectivity problems. About 84.5 percent agreed on the need of training for students to deal with some technical problem. These results align with numerous earlier studies Al-Nofaie (2020); Ta'amneh (2021) and Lassoued, Alhendawi and Bashitalshaaer (2020).

Conclusion

This research aims to explore the attitudes of female students regarding learning English Language through virtual classes and to identify the advantages, disadvantages, and challenges they encounter. The research indicated that students have positive attitudes towards learning English via virtual classrooms. The quantitative data showed that students expressed higher satisfaction with online classrooms and preferred this approach for learning the English Language. They likewise firmly believe that the virtual classes aid them in gaining language skills with assistance of the multimedia utilized in the lessons. The study also revealed that online English learning captivates students' attention through multimedia usage, resulted in increased interest and motivation. The research reflected that real-time feedback is accessible during on line lessons, allowing students to identify and rectify their errors. Additionally, it was evident that virtual classrooms are easy to attain and accessed allowing students to make the most of their time for effective learning. Barriers were recognized as technological and can be addressed through additional training and practice for students. Homework and assignments can be given online allowing students to explore the internet on an asynchronous platform. Nonetheless, the study's limitations indicate a necessity for future research to delve deeper into EFL virtual classrooms within varied students groups and context, employing both quantitative and qualitative methods. Further studies are necessary to examine the impact of virtual EFL learning on each aspect of the target language skills. Instructors need to take into account students' opinions and attitudes when presenting EFL content.

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Appendix

Attitudes of female University students towards studying English Language Courses via Virtual classes

Please put a tick (✓) in front of the answer that suits you

Name (optional):

Section 1: Students' satisfaction with learning English language via virtual classrooms

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The direct tasks in English Language lectures via virtual classrooms develop my sense of responsibility.					
2. Having the English lessons in front of me instead of the lecturer gives me psychological comfort.					
3. Virtual classrooms give me the opportunity to receive immediate instructions from the lecturer.					

4. Virtual classrooms raised more awareness of my mistakes than traditional classrooms.					
5. Using multimedia in teaching English Language via virtual classrooms attracts my attention.					
6. I prefer to learn the English Language through virtual classrooms.					

Section 2. The merits of learning English Language via virtual classrooms

Statement	Strongly agree	Agree	Neutral	disagree	Strongly disagree
1. English lessons via virtual classrooms develop my listening skills.					
2. Learning English via virtual classrooms attract my focus on language skills.					
3. Virtual classrooms learning develop my multitasking skills due to the integrated skills.					
4. Virtual classrooms motivate me to develop my vocabulary.					
5. Studying English via virtual classrooms develops my grammatical skills.					
6. Virtual classrooms help me to achieve better linguistic flow in writing.					
7. Virtual classrooms encourage me to read.					

Section 3. The demerits of learning English Language via virtual classrooms

Statement	Strongly agree	Agree	Neutral	disagree	Strongly disagree
1. It is difficult to study English language via virtual classrooms.					
2. I think that studying English via virtual classrooms is a waste of time					
3. I feel bored in the English language lectures via virtual classrooms.					
4. I feel mental distraction in the English language lectures via virtual classrooms.					
5. Virtual English lessons limit my interaction with the lecturer.					
6. I prefer study English in traditional classes to virtual ones					

Section 4. The most important problems of learning English Language via virtual classrooms

Statement	Strongly agree	Agree	Neutral	disagree	Strongly Agree

1. I confronted by technical problems during virtual classrooms.					
2. I haven't enough computer skills to solve my connectivity problems.					
3. Technical problems of virtual classrooms discourage me to participate effectively.					
4. Lack of discipline and time commitment among students when receiving lectures via virtual classes.					
5. I didn't receive sufficient training on dealing with virtual classrooms.					
6. Students should be trained for more competence in operating virtual classrooms.					
7. Fluctuated internet connectivity is a problem for virtual classrooms.					