An Investigation into Perception of Online Teaching and the Challenges of Online Teaching Faced by English Lecturers at Quang Trung University during COVID-19 Outbreak

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ABSTRACT

Universities worldwide have shifted from face-to-face to online teaching due to the effects of the Covid-19 pandemic, and Quang Trung University in Quy Nhon City was not an exception. However, there has yet to be research on online teaching at the university. This research was conducted to fill this gap. The authors conducted the study to investigate teachers' perceptions and problems when teaching online. Seven English lecturers at the university were asked to fill in a semi-structured questionnaire and attend interviews afterward. The findings showed that most lecturers were satisfied with online classes and encountered some difficulties, including how to motivate and communicate with their university students effectively and lack of technical skills as well as technical issues. In this article, researchers have provided an overview of lecturers' perceptions and some obstacles to online teaching; therefore, teachers may overcome difficulties and attain effectiveness when teaching online.

Introduction

The outbreak of Coronavirus disease (Covid-19) was so drastic it has changed many aspects of daily life. Due to the impact of the global pandemic and other social distancing policies of many governments around the world, schools, and colleges have considered and shifted from conventional teaching face-to-face to online learning (Mahyoob, 2020), which could take place via virtual platforms and ensure the interaction between teachers and students and among students with each other (Farrah & Al-Bakry, 2020). During this period of time, online learning was such an optimal solution that it brought many benefits to the whole education system. Besides its convenience proved during the Covid-19 pandemic (Pham, 2022) and students' access to abundant resources to cultivate knowledge (Yuhanna et al., 2020), there have been

some challenges and difficulties facing teachers and learners when teaching and learning online, such as technical problems, teachers' training for online teaching, etc. (Hung et al., 2010; Cavanaugh, 2005).

As in other global countries, schools, universities, and colleges in Vietnam also teach and learn online for all students' safety and health. Quang Trung University, a university in Central Vietnam, was not an exception and was urged to adapt and transform to online teaching as a saver for training. Therefore, it is crucial to identify and understand both the perception of teachers and the drawbacks of online teaching and learning so that adequate efforts can be initiated to develop online teaching. As a result, in this research, we aimed to investigate EFL teachers' perceptions and the challenges they faced when teaching online. Specifically, as for teachers' perceptions, we examined how they perceived online English classes, the lesson contents, and the mode of teaching they consider to be more efficient. Besides, regarding challenges, participants in the research also confronted the ways how to motivate and encourage students, inadequate technical skills, and technology application.

Literature review

The literature review part begins with the definition of online teaching, followed by teachers' perceptions of teaching online. Finally, a review of teachers' challenges of teaching online is presented.

Online teaching

Online teaching and learning during the Covid-19 outbreak have been highly affirmed and emphasized as an essential and urgent measure for most educational institutions around the world (Lee et al., 2022; Xhaferi & Xhaferi, 2020).

Salma (2013) delineates that online teaching is to provide learners with learning programs, training, and teaching materials by using computers or other electronic devices. In line with this, Yadzi (2013) defines online teaching as an education system that employs electronic applications such as computers, mobile phones, etc., to facilitate the teaching and learning of students through the connection of the Internet or computer network. The elaboration of the researchers Salma (2013) and Yadzi (2013) could help to realize that both teaching and learning are carried out on the virtual platform, not face-to-face traditional teaching through internet connection among electronic devices of teachers and students.

Teachers' perception of teaching online

There are many changes in the education system caused by the covid-19 pandemic. According to Larreamendy-Joems & Leinhardt (2006), one of the biggest differences is a shift from in-person learning to online learning, in which interactions with teachers are indispensable, as stated by Jorge (2010) and Tao (2009). Whether teachers are aware of their role when teaching online and how they perceive online classes have been concerns by many researchers, one of them is Abhinandan Kulal (2020), who carried out research with Anupama Nayak (2020) to investigate the perception of teachers and students in relation to online classes. It was conducted to analyze the perception of teachers and students about online classes as well as explain

teachers' opinions on efficacy, teaching practice followed, and training received for distance learning courses. What we could obtain from the research mentioned is that there are some figures related to teachers' perception of online classes, such as their interest, skills in handling online classes, and how teachers perceived online classes. Another research examining instructors' perceptions in online learning environments is "Instructors' Perceptions of Instructor Presence in Online Learning Environments" (Richardson et al., 2016) from Purdue University. In this study, to consider online instructors' perceptions related to presence, beliefs about actions, and the perceived impact of instructional presence is the purpose, and there were some findings we could summarize as follows. First, every teacher concurred that it was essential for instructors to be present at online classes, while most felt it was critical or one of the most important aspects of online teaching. Second, instructors perceived that their presence potentially facilitated their connection with students by influencing participation, learning, and interactions in the online learning environment. Last but not least, some teachers felt restricted or frustrated with teaching a course they did not design. One more study is "Teachers' Perception of Online Learning during Pandemic Covid-19" by Retno & Yanty (2020). This study examined EFL teachers' perception of online English language learning in terms of three aspects: perceived usefulness, perceived ease of use, and their attitude toward online English language learning. This study's findings illustrated that less than half of the teachers expressed a positive perception of the usefulness and ease of use of online learning systems during the COVID-19 pandemic. In addition, more than half of the participants didn't agree on the effectiveness of it. Despite facing many online teaching problems, all participants in the study could show the right attitude toward using technology to teach online.

From all these case studies, we decided to find out what QTU English lecturers' perception regarding online teaching is by asking them about their feelings about teaching English classes online during the pandemic, about how they perceived the lesson contents which were delivered to students when teaching online, and about which mode of teaching they considered to be more efficient, face-to-face conventional teaching or online teaching.

Teachers' challenges of teaching online

Pham et al. (2021) and Satar (2018) reached a consensus that both teachers and students encounter difficulties due to the novelty of the new mode of teaching. Moreover, Satar (2018) contends that it is teachers who especially confront more challenges caused by the change in teaching and learning methods amid the global pandemic.

A number of challenges are shown from the perspective of teachers when they adapt to online teaching (Sangeeta & Tandon, 2020). Kamal and Illiyan (2021) highlight problems faced by teachers, including inadequate technical skills, lack of students' interest, and a drop in involvement. As clearly shown by Sangeeta and Tandon (2020), teachers have two difficulties regarding motivating and indulging students in the process of online teaching and learning and a number of technological issues in terms of poor internet connection, login issues, app installation difficulties, etc. From an overall view, the educational researchers delineate teachers' problems related to how to motivate students in online learning, lack of technical skills, and technological issues.

The first challenge that EFL teachers handle when using digital platforms to teach is to motivate and encourage learners. The cause leading to the decrease in the motivation of most students, according to Knowles and Kerkman (2007), is the requirement of online learning to participate on their own responsibility and their own awareness, without joining the class with other students. A case study conducted by Gustiani (2020) facilitates a clearer understanding of factors that affect learners' motivation. In this study, Gustiani (2020) scrutinizes factors that affected students' motivation in the English Department toward online learning amid the global pandemic, Covid-19 by analyzing data from interviews. The results depicted two influencing factors, including internal and external factors. To put it clearly, internal factors refer to students' desire to learn new knowledge and excitement about experiencing new learning modes. Along with that, learners in the study were affected by external regulations of their classes, and learners expressed that they took part in classes passively without necessity and enthusiasm. Although the study of Gustiani (2020) did not point out which factors had more impact on learners' motivation, it is important to help figure out the root causes, and then teachers and educational researchers could take actions to deal with the problems.

Another difficulty facing EFL teachers during online teaching is a lack of technical skills. Sareen and Nangia (2020) contend that despite some teachers' optimistic and positive perception of online teaching, these teachers felt that their online teaching could have been better than face-to-face conventional teaching due to the inadequacy of training in virtual teaching. This fact can be explained by the fact that underdeveloped countries must adapt and utilize digital platforms for teaching and learning during the Covid-19 pandemic; however, digital platforms were just commonly used in developed countries, not underdeveloped countries (Kamal & Illiyan, 2021). The adaptation of undeveloped countries was immediate and significant during that period for maintaining the continuity of students' learning; therefore, it also posed training issues for teachers and lecturers who were unfamiliar with the new mode of online teaching. As mentioned by Cleaver (2014), a challenge is associated with technology implementation in classroom settings called the "double innovation" problem when teachers attempt to use new classroom technology. It can be understood that more additional preparation is needed for teachers to work through and revise lesson plans. Indeed, time was cited as being the sixth influential barrier in teachers' interviews in a study conducted by Ertmer et al. (2012). It takes teachers quite a long time to prepare lesson content by integrating new technologies. Therefore, teachers may consider implementing technology in teaching and learning as an imposition (Johnson et al., 2016). Furthermore, there will be some consequences that are attributed to teachers' lack of competency when using technology, such as teachers feeling less likely to control their online classes, they employ less technology in-class activities, and they are unlikely to discover great potential and benefits of technology facilitating students' online learning (Hughes, 2005; Rakes & Casey, 2002).

During the process of teaching online of lecturers, technical issues are also factors inhibiting EFL teachers from delivering lessons smoothly. Nugroho et al. (2020) contend that internet connection plays a decisive role in conducting an online class and organizing online learning activities of the class. The researchers comment on the role of internet access in connection is entirely correct and reasonable. From the reality aspect, many problems occur due to unstable internet connection, which impacts teaching and learning. For example, one of the participants

in a study by Nugroho et al. (2020) answered that poor internet connection made online teaching activities happen improperly and not punctually as time scheduled. This problem can be easily seen in the reality of teaching online, and there are also some other issues. For example, teachers cannot get what the students say or vice versa, and then teaching time may last longer because of poor internet signal, etc. Furthermore, Sangeeta and Tandon (2020) also highlight several technological difficulties affecting the teaching process in terms of app installation, login id, inaudible voice, and video. Although the technological problems mentioned by researchers were minimal and could be fixed or dealt with by teachers' experience, these problems frequently arise in the process of teaching online, which had a significant impact on the teaching and learning process of teachers and students during the Covid-19 pandemic.

Research Questions

To fulfill the purpose of the study, the research sought to answer the following research questions:

1. What is QTU English lecturers' perception regarding online teaching?

2. What are the challenges facing Quang Trung University's English lecturers when they teach online?

Methods

Participants

Seven participants, who were surveyed, were all English lecturers working in the Department of Foreign Languages at Quang Trung University (QTU). And most of them have more than five years of being devoted to the English teaching career path, so it can be said they are genuinely experienced ones. In addition, no lecturers have their names realized in the research article in order to ensure their confidentiality.

Research Methods and Procedure

In order to conduct the research article, a semi-structured questionnaire, which is a type of interview with only a few predefined questions and the rest of the questions not planned in advance, was designed and distributed to the QTU English lecturers, and three lecturers were then interviewed to enquire about their opinions on online teaching and challenges facing them when teaching online. Subsequently, data gathered from the questionnaire and interviews are processed statistically, scrutinized, and reported by using descriptive, contrastive, and comparative methods following a qualitative approach.

Data collection & analysis

In terms of data collection, the data of the research article were collected in March 2021 from the survey which was carried out on seven lecturers of the Department of Foreign Languages at Quang Trung University in Quy Nhon City, with the instrumentation of a semi-structured questionnaire and interviews. The authors accomplished the data-gathering procedures by disseminating the paper questionnaire to chosen lecturers, and then there were three lecturers participating in the interview after finishing the semi-structured questionnaire. Regarding the

semi-structured questionnaire, it is designed in both close-ended and open-ended forms with the expectation of enabling the respondents to provide feedback on some fascinating questions and explain their ideas on some issues. There are two sections in the questionnaire, namely Section 1 with some questions and Section 2 applying the 5-point Likert scale named after Dr. Rensis Likert, a well-known sociologist at the University of Michigan. In the book "A Comprehensive Guide for Design, Collection, Analysis, and Presentation of Likert and Other Rating Scale Data" (Ajit, 2020, pp. 27-29), the 5-point Likert scale is regarded as a psychometric response scale with five answer options which have two utmost poles and a neutral option linked with intermediate answer options. Not only is the 5-point Likert employed to measure statements of agreement, but it is also used to measure other variations such as frequency, quality, importance, likelihood, etc.

More specifically, in Section 1, three questions: "How did you feel about online English classes you were teaching during the pandemic?", "How did you perceive the lesson contents which were delivered to students when teaching online?" and "Which mode of teaching do you consider to be more efficient, face-to-face conventional teaching or online teaching?" were designed to answer the first research question "What is QTU English lecturers' perception regarding online teaching?". Section 2 consists of 6 statements to answer the second research question, "What are the challenges facing Quang Trung University's English lecturers when they teach online?". The lecturers were asked to show their evaluations of the online teaching challenges by choosing one of the given answers denoting the degree of agreement.

In respect of the interview, according to Merriam's work (as cited in Ton, 2004), it can be found "interviewing is a common means of getting qualitative data, especially when what the researcher is looking for is related to people's feeling or their interpretation about the world around them". Hence, the findings of this research article could not be completed without the opinions recorded in the interviews of the three chosen lecturers. As a result, in total, 5 questions were answered in English by the interviewees to make sure that they could clarify their choices in the questionnaire and associate them with reality as well, and each interview lasted from five to ten minutes.

In terms of data analysis, the semi-structured questionnaire was meticulously classified. Then, the data were imported to a computer with the assistance of the software Microsoft Office Excel so that the frequency and the proportion of the responses to the questionnaire were potentially calculated most accurately. Then, the data exported from the computer were analyzed and described in tables by utilizing comparative and contrastive techniques. As a result, some conclusions were drawn to illustrate how the participants evaluated the attributes, which attributes obtained the highest or least ratings, and so on. Furthermore, the participant's answers in the interviews were inserted into the texts, where relevant, to furnish necessary proof for the analysis.

Findings and discussion

Findings in relation to the first research question: What is QTU English lecturers' perception regarding online teaching?

This section is designed to answer the question *"What is QTU English lecturers' perception regarding online teaching?"* by answering three questions, including *"How did you feel about online English classes you were teaching during the pandemic?"*, *"How did you perceive the lesson contents which were delivered to students when teaching online?"* and *"Which mode of teaching do you consider to be more efficient, face-to-face conventional teaching or online teaching?".*
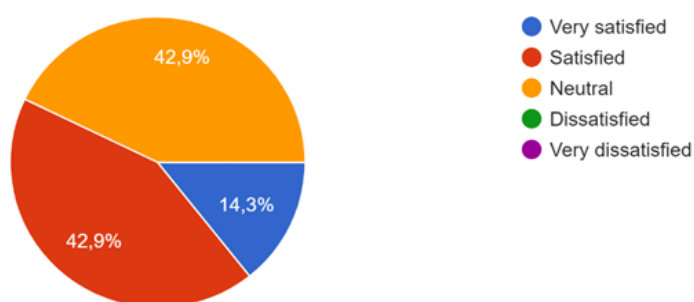

Figure 1. *Lecturers' perception in relation to online English classes they were teaching during the pandemic.*

As shown in Figure 1, nearly half of the lecturers were satisfied with the online classes they taught during the period of Covid-19. One of them, lecturer 6, said, *"For me, the satisfying aspects in online teaching are E-learning progressive teaching. I could search for information I was not so good at while teaching online, and there were countless online teaching websites and apps at that time I taught. Moreover, learning materials were available for students to exploit and apply. And I was lucky to be able to interact and teach lovely students. So, I feel satisfied with my online classes.* By contrast, just a fifth of them felt very satisfied with online classes, while the percentage of those who felt neutral accounts for 42.9%. To clarify the reason why almost half of the participants had ambivalence regarding online classes, we interviewed lecturer 7 and received the answer like this *"I felt neutral about online classes during the Covid-19 pandemic because I recognized that although teaching online was more flexible for students to access the lectures and even search for knowledge whenever their devices are well connected with the Internet, my students were many times during the course distracted because of external impacts from the surrounding factors".* To summarize, no one taking part in our research had feelings of dissatisfaction or very dissatisfaction with online classes during the Covid-19 period.
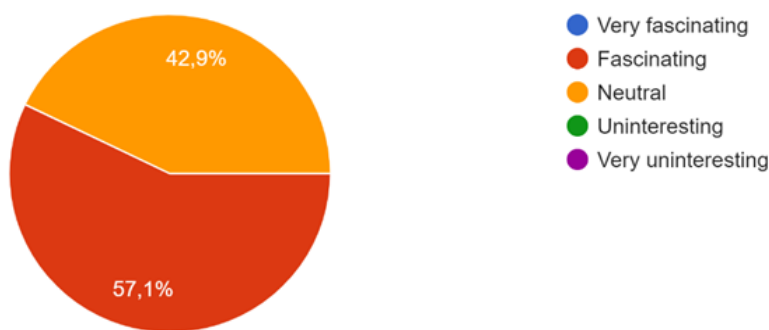
Figure 2. *Lecturers' perception in relation to the lesson contents which were delivered to students when teaching online during the pandemic.*

It is clear from Figure 2 that there are two separate points of view in relation to the lesson contents conveyed to students at Quang Trung University. Specifically, four lecturers, equivalent to 57.1%, believed that their lesson contents were fascinating enough for their students to learn online because most of them found various ways to make their lectures more interesting when teaching online. According to lecturer 4, *"I integrated different methods when teaching online to make my lectures engaging. Firstly, I used applications to create audio and images for my lessons, which helped my students to interact well, just like I am teaching directly in a classroom, and the interactions among us were even better. Secondly, I used online game creation software in my lectures; hence, my students played games online to learn vocabulary and grammar structures better."* When asked about some ways they used to help students study well at that time, they said that to some extent, they applied some strategies, including using video clips and using technological devices in two articles, "The Effect of Video Clips on Students' Speaking Performances" by Dinh (2023) and "Effects of Using Technology to Support Students in Developing Speaking Skills" by Nguyen & Pham (2022) to boost their students' English speaking skills. However, three lecturers quite hesitated about their lesson contents delivered to their students when teaching online during the pandemic, picking *the "Neutral"* scale.
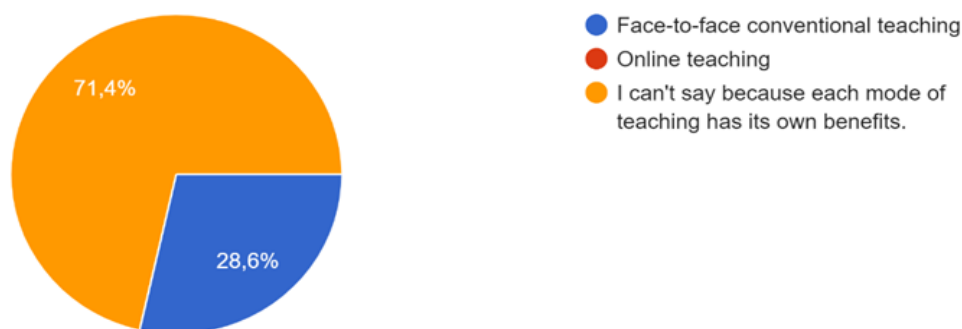

Figure 3. *Lecturers' perception in relation to the mode of teaching they consider to be more efficient after teaching online.*

What can be seen from Figure 3 above is that the mode of face-to-face conventional teaching

was considered to be more efficient by more than a quarter of the lecturers because they both commented that *"our students did not pay attention to the lessons when studying online,"* whereas the rest ones thought that face-to-face conventional teaching was as efficient as online teaching, so they decided to choose *"I can't say because each mode of teaching has its own benefits"* scale when asked about their perception in relation to the mode of teaching they consider to be more efficient after teaching online. Being in favor of this scale and when interviewed that *"Do you think teaching online during the Covid-19 pandemic is an opportunity or a challenge?"* lecturer 6 said, *"From my perspective, teaching online is both an opportunity. Teaching online not only helped me learn a lot of good and effective teaching tools which I had never known before but also saved me a lot of time because I did not need to commute to teach, so my husband and I could take turns taking care of my six-month-old daughter."*

In conclusion, most lecturers in our research were satisfied with online classes and their lesson contents as well when teaching online during the Covid-19 pandemic. Similarly, the results in the article of Retno & Yanty (2020) also illustrate that more teachers agreed with the usefulness of online learning systems for teaching, so they felt satisfied and really satisfied when teaching online. In addition to our article, the majority of lecturers perceived that the mode of face-to-face conventional teaching and online teaching are both equally efficient.

Findings in relation to the second research question: What are the challenges facing Quang Trung University's English lecturers when they teach online?
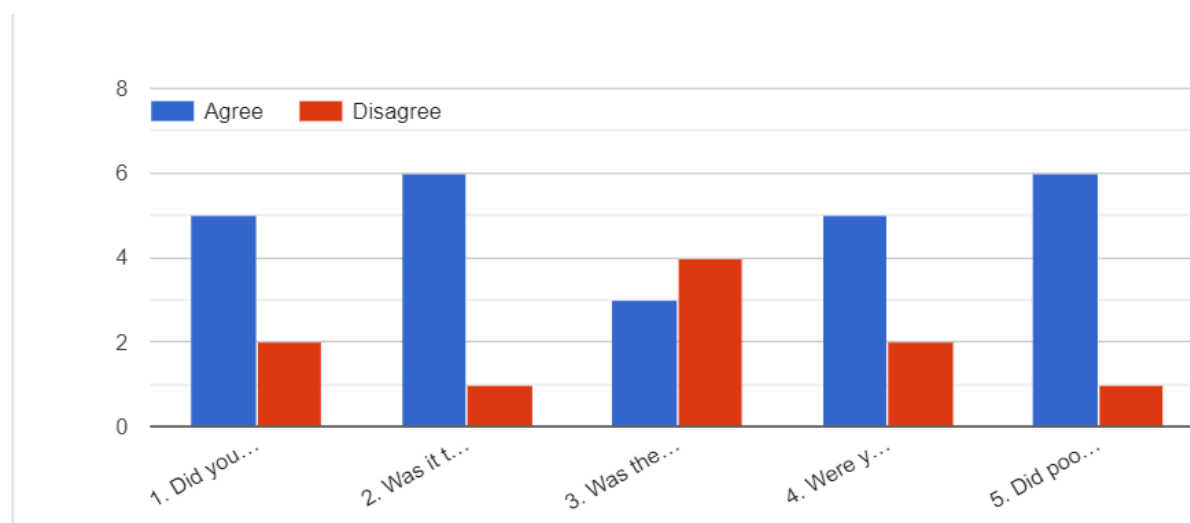

Figure 4. *Challenges facing English lecturers at Quang Trung University when they teach online*

Note: 1. Did you have difficulty in motivating learners when conducting online learning?

2. Was it tough for you to communicate and keep students engaged when teaching online?

3. Was there a lack of students' interest in your online lessons?

4. Were you received enough training in online teaching regarding platforms to teach, instructions to integrate online tools into classroom activities, etc.?

5. Did poor internet connection make a difficulty in the process of online teaching?

In terms of challenges facing lecturers when teaching online amid the pandemic, most participants shared the same viewpoints and were in agreement about problems confronting them regarding how to motivate and communicate with students effectively through a virtual learning environment, lack of training support from administrators, and technical issues which occurred on a regular basis of teaching periods. The participants' answers in the survey questionnaire were in line with the studies of Sangeeta and Tandon (2020) and Kamal and Illiyan (2021). Considering training for lecturer staff in using online platforms to teach, such as Zoom, Google Classroom, etc., two interviewees clarified the situation that they underwent training in how to use online platforms to teach, but they considered this was not adequate for their teaching process because there were other problems in relation to designing lesson content with the integration of technology which could attract and engage students or assessing online learning results of students. Besides, one of 7 participants, lecturer 7, chosen to take part in the interview, was asked to say whether there were any other challenges, and he said that *"Not all students can access the Internet and have a device to make them acquire the lessons with full functioning features to help them study more effectively."* Clearly, the lecturer's concern was about students' lack of technological devices, which deserves more attention. This will be a future research direction; however, within the scope of this study, we just focus on investigating teachers' challenges of online teaching.

Question 9: Among the challenges below, which one affect your teaching most? Please rank the effect level of challenges given from 1 to 3, with 1...ce and 3 being the most serious level of influence.
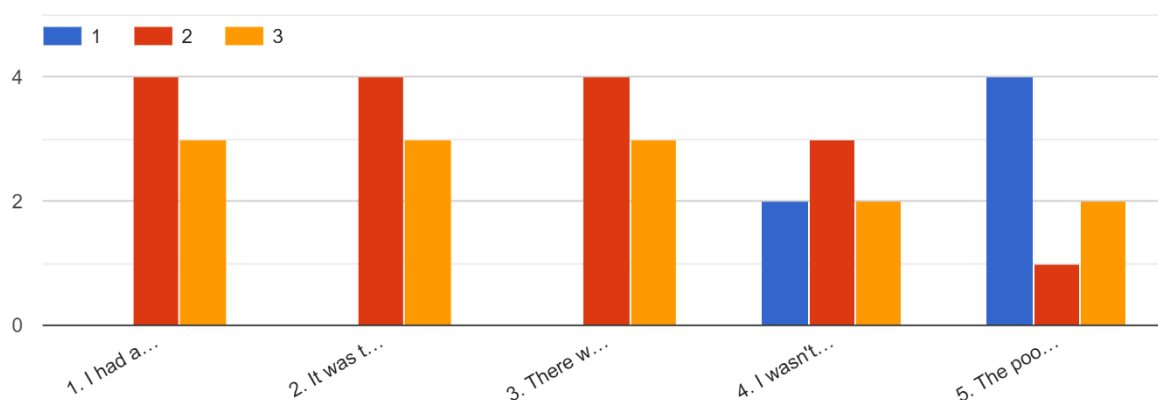

Figure 5: *The rank of how participants perceive the effect level of challenges*

Furthermore, the survey questionnaire was also designed to ask lecturers to figure out how lecturers rate the impact of challenges. It can be seen from the survey that participants' answers were different and categorized into three groups. The first group, including Lecturer 4, lecturer 6, and Lecturer 7, showed their most worry about encouraging and interacting with their students. Their subsequent worry was about the training in technical skills. Even though lecturers are able to further study on the Internet, they are in need of official training from professors with long experience in teaching online so that they can develop and facilitate

students' learning optimally. This group of lecturers considered technical problems as the least concern. Another group of participants, lecturer 2 and lecturer 5, evaluated the most influential problem, which was the inadequacy of training for lecturers at the university. The ways to motivate and communicate with students through virtual platforms effectively and technical problems occurring during the online teaching process were the following lecturers' concerns, respectively. The third group, lecturer 1 and Lecturer 3 had different thinking compared to the first two groups, and they considered technical issues such as poor internet signal and difficulties of app installation as the most challenging issue during teaching online amid Covid-19. The two other problems, including how to inspire and interact with students and professional development of online teaching, were ranked lower than the technical issues. Although there was a small discrepancy among participants who were grouped, it could be generally seen that most interviewees expressed their worries about encouraging and communicating with students on virtual platforms and receiving training support for their professional development in online teaching. As such, educational administrators must provide sufficient training which can provide teachers with effective methods for intensifying and developing skills to integrate and conduct activities on virtual platforms so that learners can find lesson contents more engaging and intriguing to learn and interact with their teachers and classmates.

Conclusion

In conclusion, most lecturers were satisfied with teaching online classes and felt satisfied with their lesson contents during the Covid-19 outbreak. In addition, in spite of the fact that two lecturers regarded teaching offline as more successful, there were five lecturers perceived that the mode of face-to-face conventional teaching and online teaching are equally effective.

The benefits of online teaching have far outweighed the face-to-face traditional learning mode, especially during the most problematic period of the whole world, Covid-19. Even with the significant advantages of virtual teaching mode, this kind of teaching mode has also caused some unavoidable challenges facing both teachers and students due to its specific characteristics of the online environment. Within the scope of this study, three common issues facing lecturers during their online teaching process include strategies to motivate and communicate with learners, the inadequacy of training to design lesson content with the integration of technological applications, and technical problems that have an impact on the process of teaching and learning.

There are certain limitations in undertaking this study. The first limitation is time constraints. Another one is the small surveyed number of participants, which could lead to the research findings given in a narrow range. However, this study can lay the foundation for the development of future research related to this topic and other related topics with the investigation on a larger scale in Binh Dinh Province. Thus, this research and future research will greatly contribute to teachers' teaching practice in integrating pedagogy and technology and then can bring fruitful effects on students' learning in the future.

Acknowledgments

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Biodata

Vo Thi Thu Suong has worked as an English teacher since 2014. Working for different places, including Asian International High School, Vietnam USA Society of English Centers (VUS), and FPT University Hochiminh City, has greatly enriched her English competence and also a variety of pedagogic skills related to teaching English to different ages and levels. She completed an MA degree in TESOL at Huddersfield University in the UK. Currently, she is an English lecturer at Quang Trung University in Quy Nhon City, Binh Dinh Province. Thu Suong is keen on researching areas in terms of English teaching methods, assessment, professional development, etc. with the purpose of continuously cultivating her research capacity and English teaching expertise.

Le Thi My Nho earned Bachelor's and Master's degrees from Quy Nhon University, and now she is also an English lecturer at Quang Trung University, Quy Nhon city, Binh Dinh province. In her teaching process, she prioritizes self-study and focuses on researching English teaching methods in order to develop her expertise in teaching English.

Appendix: Questionnaire

Question 1: What is your name?

Question 2: Were you assigned to teach online English classes during the Covid-19 pandemic?

- Yes
- No

Question 3: How did you feel about the online English classes you were teaching during the pandemic?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

Question 4: How did you perceive the lesson contents which were delivered to students when teaching online?

- Very fascinating
- Fascinating
- Neutral
- Uninteresting
- Very uninteresting

Question 5: Which mode of teaching do you consider to be more efficient, face-to-face conventional teaching or online teaching?

- Face-to-face conventional teaching
- Online teaching
- I can't say because each mode of teaching has its own benefits.

Question 6: Can you clarify your option in question 5?

Question 7: What were the challenges facing you during the process of teaching online in the pandemic?

	Agree	Disagree
1. Did you have a difficulty in motivating learners when conducting online learning?		
2. Was it tough for you to communicate and keep students engaged when teaching online?		
3. Was there a lack of students' interest in your online lessons?		
4. Were you received enough training in online teaching regarding platforms to teach, instructions to integrate online tools into classroom activities, etc.?		
5. Did poor internet connection make a difficulty in the process of online teaching?		
6. Did you have enough gadgets to enable you to teach online?		

Question 8: Were there any other challenges facing you during the process of teaching online in the pandemic?

Question 9: Among the challenges below, which one affect your teaching most? Please rank the effect level of challenges given from 1 to 3, with 1 being the least serious level of influence and 3 being the most serious level of influence.

	1	2	3
1. I had a difficulty in motivating learners when conducting online learning.			
2. It was tough for me to communicate and keep students engaged when teaching online.			
3. There was a lack of students' interest in my online lessons.			
4. I wasn't received enough training in online teaching regarding platforms to teach, instructions to integrate online tools into classroom activities, etc.			
5. The poor internet connection made a difficulty in the process of online teaching.			
6. I didn't have enough gadgets to teach online.			