

Smart Visual Syllabus for Higher Education: A Solution during the COVID-19 Global Lockdown

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Abstract

The purpose of the current study was to train, implement, and measure the participants' experiences and perceptions toward the English language new smart visual syllabus (SVS), which defines as an electronic syllabus that enhanced by audio-visual contents, photos, animations, 3D shapes, and infographic. The subjects were the faculty members and undergraduates' students at English departments in two faculties of education, Majmaah and King Saud Universities, KSA, 2019/2020. Data collection tools were: a) two workshops held to train and assess a group of faculty members followed by, b) A google form interview sent to the same group, c) A google form questionnaire distributed among undergraduates students, and finally, d) A face- to- face interview with a focus group of faculty members and undergraduates' students at mixed level. The data underwent SPSS and content analysis. The results answered the research question and proved its hypothesis that there were no significant differences in the targets' positive responses toward the usefulness, clarity, flexibility, feasibility, and easiness of the new syllabus design to review, modify, upload, and download anytime anywhere. Concerning obstacles, few faculty members assumed that releasing the new syllabus has a negative effect on them, some

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students might not think highly of them, and that there is no need for teachers. To conclude, the smart visual syllabus has a significant role in facilitating and scaffolding the teaching and learning materials; specifically, it helped much to shift totally into online courses during the COVID- 19 pandemics, which limited the participants' contact and decreased the potential risk of infection. Some recommendations and implications have provided.

Keywords: *Smart Syllabus; Visual syllabus audio-visual aids, COVID-19.*

مستخلص البحث:

المنهج المرئي الذكي للتعليم العالي

حل أثناء الإغلاق العالمي لكورونا فايروس (كوفيد- 19)

هدفت الدراسة الحالية إلى تصميم منهج مرئي ذكي للغة الإنجليزية (SVS) ومن ثم قياس تجارب المشاركين وتصورهم تجاهه، والذي يعرف بأنه منهج إلكتروني تعززه المحتويات السمعية والبصرية والصور والرسوم المتحركة، والأشكال ثلاثية الأبعاد والرسوم البيانية. وكانت الفئة المستهدفة هي أعضاء هيئة التدريس والطلبة الجامعيين في أقسام اللغة الإنجليزية في كليتي التربية بجامعة الملك سعود بالمملكة العربية السعودية في 2019/2020. وتمثلت أدوات جمع البيانات في: (أ) عقد ورشتي عمل لتدريب وتقييم مجموعة من أعضاء هيئة التدريس على تصميم منهج مرئي ذكي وتم تقييمهم في تقديم محاضرات مصغرة به متبوعة بـ (ب) إرسال مقابلة عبر نماذج جوجل الإلكترونية إلى المجموعة نفسها لعكس تجربتهم. (ج) استبيان إلكتروني يتم توزيعه على الطلاب الجامعيين الذين تم تدريسهم بواسطة المنهج المرئي الذكي. وأخيراً، (د) مقابلة وجهاً لوجه مع مجموعة منتقاة من أعضاء هيئة التدريس والطلاب الجامعيين على مستويات مختلفة. خضعت البيانات للتحليل الإحصائي وتحليل المحتوى. أجابت النتائج عن سؤال البحث وأثبتت فرضيته بأنه لا توجد فروق ذات دلالة إحصائية في الردود الإيجابية تجاه فائدة ووضوح ومرونة وجدوى وسهولة المنهج الجديد لسهولة مراجعته وتعديله وتحميله وتنزيله في أي وقت وفي أي مكان. فيما يتعلق بالعقبات، فقد افترض عدد قليل من أعضاء هيئة التدريس أن إصدار المنهج الجديد له تأثير سلبي عليهم، وقد لا يفكر بعض الطلاب بأهمية المعلم الفائقة، وأنه لا داعي له. وفي الختام، فإن المنهج المرئي الذكي له دور مهم في تسهيل ودعم مواد التعليم والتعلم؛ وعلى وجه التحديد، فقد ساعد كثيراً في التحول تماماً إلى المحاضرات والدورات التدريبية عبر الإنترنت خلال جائحة كورونا، مما حد من اتصال المشاركين وقلل من خطر الإصابة المحتمل. وقدمت الدراسة بعض التوصيات والمقترحات.

1.0 Introduction

Background of the Study

Time changes and faculty members have to change the traditional teaching methods, which negatively affect their students' learning process and be ready for any urgent circumstances such as COVID- 19 lockdowns. The researchers draw faculty members' attention toward adopting new techniques and technologies to remodel teaching and learning techniques, adaptable to the interests and needs of both students and faculty members. The use of smart applications and technology are widespread and are essential modern aspects of language teaching and learning. Some studies have been conducted in English language learning and teaching, emphasizing the advantage of using advanced technologies in classrooms. Laru, Naykki, and Jarvela (2015) investigated the adoption of mobile education (m-learning), and ubiquitous learning (u-learning) as reciprocal teaching and learning methods to facilitate the achievement of learning outcomes and reduce location and time constraints.

Accordingly, the study addressed the following problem:

Statement of the Problem

As observed by the researchers, the origin of the problem is that some faculty members design their lectures using the traditional papers' - pens' forms, and a pile of papers and sheets still equips their students. Some faculty members scan books and upload to the system; these cause observable stress among them and their students, exactly, when all the universities in Saudi Arabia smarted their learning environments by equipping classes with podiums and smartboard.

Thus, the study addressed the problem by raising the following main question aiming to identify the clarity, easiness, usefulness, and feasibility of the smart visual

syllabus: *To what extent is the smart visual English language syllabus clear, accessible, useful, and feasible compared to the traditional syllabus?*

The hypotheses of the study

H1: *There is no significant difference in the participants' attitudes toward the clarity, easiness and flexibility, usefulness, and feasibility of the smart visual syllabus vs. the traditional syllabus.*

The objectives

The study aimed to:

- a) Shed light on the level of clarity, easiness, usefulness, and feasibility of (cost, efforts, and time consumed in preparing, transcribing, or copying hard syllabus' materials) the Smart Visual Syllabus teaching and learning English.
- b) Identify the teachers' and students' viewpoints on the effectiveness of Smart Visual Syllabi, and to encourage EFL teachers to shift to smart visual syllabi, instead of the traditional syllabi.
- c) Shed light on the significant role that smart visual syllabus plays in successfully teaching and learning English by flipping the traditional techniques using smart laboratories and multimedia facilities.

The Significance of the Study:

- a) Theoretically, the study reviews the related literature related to the smart teaching and learning processes, not only within the two universities but also for educational institutions abroad. Moreover, it helps to strengthen the smart environment, support the current assumptions, and create a foundation for further study.
- b) Practically, the findings obtained from the participants' responses help to:
 - Achieve the study goals.

- Identify the participants' positive or negative viewpoints in determining the following characteristics of the smart visual syllabus: a) easiness, b) usefulness, c) clarity, and feasibility, and have significant implications.
- Modernize the quality of English as a foreign language faculty members' kits and the methods they use in designing the EFL syllabus, to guarantee the quality of input and output.
- Facilitate EFL teaching/learning techniques by shifting from the traditional syllabi and classes into smart ones with the spread of smart laboratories and multimedia.

2.0 Theoretical Background

The study relies of the previous syllabi that integrated the technology in teaching, how teachers use technological and technical applications to perform the activities effectively and how such a shift can reshape learners' actions and outcomes. Yang (2018). From the aspect of context-aware ubiquitous learning, a smart syllabus, as viewed by many scholars, is the technology-supported learning (e.g., guidance, feedback, or tools) in the right place and the right time based on the individual's needs Hwang et al. (2008). It supports classroom teaching by creating opportunities for learners to complete homework through the Internet by phone or computer. Combining technology, mobile devices, and digital media into instructional strategies, lessons, student-based projects, and student assessments will involve the faculty members in curriculum-specific learning or discipline-specific learning. It helps the students get access to the study materials (syllabus) wherever and whenever. Gilkas & Grant; NMC Horizon Report, (2014); Saunder& Oradini, (2008)

Remodeling Teaching and Learning

According to the National Center for Literacy Education (NCLE, 2014, p. 3), remodeling or renovating influenced by a well-prepared plan, the quality of the materials, and the measures taken, to ensure the quality of any work. Similarly, the educational institutions have to listen to the teachers, who can patiently and skillfully do the same quality job, if they are encouraged to take the initiative to change teaching methods, materials, lessons, and assessments to meet their students' needs. (2014, P. 27)

Definition of the Smart Visual Syllabus

The researchers define the new Smart Visual Syllabus (SVS) as a syllabus that enhanced by audio-visual contents, photos, animations, 3D shapes, and infographics. All make the teaching and learning processes useful, clear, feasible, flexible, easy to access, upload, and download. These were indicated later by the current study participants see (figure 1).

The researchers designed this syllabus by integrating technology with the smart audio-visual syllabus. Then, it coined a new type of syllabus called "Smart Visual syllabus" (SVS). It is essential to mention the significant roles played by the Learning Management System (LMS) with its new platforms, for example (Moodle, Blackboard (Bb), Desire2Learn (D2L) in the success of implementing this syllabus and aiming at providing teachers and learners with a reliable, motivate and attractable content.

Figure. 1 Smart visual Syllabus Dimensions



The Base for the Smart visual Syllabus

The researchers use the following types of syllabi as a base on which the researchers' smart Visual syllabus was built and born:

Visual syllabus

It is a syllabus in which the content provided to students through slideshow, videos, and audio recording inside live classes. Teachers download the visual syllabus into the students' web pages via different Learning Management Systems (LMS) like Blackboard, Desire2Learn, or Moodle. The students can watch, review, or download the smart visual syllabus' content using their PC., laptops, or smart mobile devices.

Smart Syllabus

It defines as a syllabus that integrates technology throughout the syllabus. Learners learn not only by finding the contents and knowledge, but also practice and master

technology various skills. It attracts and enables students to develop the skills needed for success, including tracing and accessing information, organizing data, and compelling arguments. (Ahmadi, 2018: 2)

Relationship between Smart Syllabus and Virtual Learning

Smart syllabus software considers as the primary source for virtual education, delivered by teachers through Blackboard, Desire2learn, and Moodle and other platforms to the students via the Internet. These platforms use as database storage that shares educational information between instructors and students as suggested by Bdiwia, and Runzb (2019)

Smart syllabus vs. Traditional syllabus contents and environment:

In the ordinary classroom setting, the teacher is the center of attention and the primary resource of information. Teaching, learning, and assessment take place in one environment setting, which is the classroom.

On the other hand, in the smart visual syllabus, the technology helps to shift from the traditional teaching using drilling, practice and looking up information, to a somewhat more authentic setting that encourages high-level thinking skills and collaboration among learners (Gros,2016). Technology helps to accelerate learning relationships between teachers and students on the one hand, and between students and other learning partners form the other.

Previous Studies

The following are the related studies, which classified under the areas of their concern:

Smart Learning in the Classroom

Technology advancements created a "Smart learning environment, which is a technology-supported learning environment. It based on learners' needs, which might be determined by analyzing their learning behaviors, performance, and online and real-world contexts, Hwang (2014, p. 2). The smart learning environment contributes to foreign language learning classrooms by providing authentic, accessible materials that enhancing learning outcomes and making them more self-directed learners.

The main contributions of smart learning environments for learning English as a foreign language (EFL) is the learners' ability to access and share authentic materials. Kim (2017, p. 48) With portable devices and wireless internet connection, more sophisticated applications that allow the use of genuine and interactive language learning content can now use for language learning. Hwang (2014, p. 2) stated that " a smart learning system is a technology-enhanced learning system that can advise learners to learn in the real world with access to the digital world resources."

Moreover, the smart learning environment can improve learners' learning outcomes. According to Kinshuk, Chen, Cheng, and Chew (2016, p. 567) smart learning environment can analyze learners' social media interaction and conversation to provide learning opportunities and integrate them with the learners' previous knowledge. Furthermore, Jung (2017, p. 12) suggested that such an environment can enhance learners' understanding and retention of the course contents. It also enables teachers and learners to perform different tasks to expand their learning opportunities and have new options, Jung (2017, p. 12).

The Smart Syllabus and the Role of the Teachers

The implementation of technology accompanies teacher professional development using smart classrooms' possibilities, even though intelligent and smart learning is considered a learner-centered environment, Blau (2011, p.276). Since teachers are the first presenter of knowledge, teachers' training is a career necessity to be updated with the development of technology and how to implement it in a classroom. Moreover, teachers in smart learning play the guide's role, where they have an ongoing voice throughout the whole process Omidinia, Masrom & Selamat (2013, p. 328). The teacher's roles are to support learners in making choices instead of choosing their behalves. Teachers must not only allow learners to select but also by a continuous assistant; they can empower them to make wise choices Dron, (2018, p. 16).

Furthermore, faculty members play a significant role in providing meaningful feedback, raise learners' critical thinking and motivation, and assess their learning, Bdiwi, Runz, Faiz, & Cherif, (2019, p. 2). They added evaluation and feedback in smart learning are more significant for its ability to provide and specify accurate information.

Advantages and disadvantages of the smart syllabus

The thing that makes smart visual syllabus unique is that the learners are responsible for their learning; the independent use of technologies gives learners self-direction and encourages them to learn individually and acquire responsible behaviors. Besides, it assists them in developing higher-order thinking skills.

Accessibility and flexibility of smart learning represent a considerable part of its main advantages. A smart syllabus frees learners from the limitations found in traditional learning environments, Kim, (2017, p. 64); Agarwal & Pandey, (2013, p. 147). Besides, the availability of smart learning materials provides learners with ample learning experience of the target language resulting in overall linguistic improvement Kim, (2017, p.65); Kinshuk, Chen, Cheng, & Chew, (2016, p. 564). In other words, language learners can examine their linguistic progress and support it with the regularly easily accessed language resources.

Furthermore, the smart syllabus prepares a background for learners to activate individual abilities to increase their experience and expand their independence rather than indoctrination with specific information. Moreover, a smart syllabus prepares learners for a lifetime educational success. Authenticity and the diversity of content and applications offered by smart learning proved effective in dealing with various learners. Kwon et al. (2013, p. 11) concluded that smart learning enables learners to use the proper content according to their levels and learning styles. Moreover, the realistic opportunities made through intelligent learning asserted its usefulness in education (Kim, (2017, p.78); Kinshuk et al. (2016, p. 565). Personalization of learning is considered a prominently positive aspect of smart learning. Tending to learners' individual needs and differences represented an educational challenge that smart learning designs can overcome, Doulai, (2001, p. 96). Kwon et al. (2013, p. 11) defined it as "the optimized, personalized learning for individual self-directed learners." Smart learning has advanced to the level of giving learners the chance to manage their learning process. Due to this, the process of learning leads to positive attitudes and, in turn, to positive outcomes.

Kim (2017, p. 78) pointed out that learners with a smart syllabus expected to be self-directed in the way they gather, select, organize, and use the information to perform tasks. As smart learning environments help create excellent conditions for problem-based learning or task-based learning, their combination is just right for developing critical thinking skills, problem-solving skills, and creativity.

Moreover, such an environment is not limited only to the formal educational activities but also incorporates informal learning opportunities that improve learners' overall knowledge and skill levels Kinshuk & *et al.*, (2016, p. 564).

Furthermore, despite the significant benefits of smart learning and teaching offers, other issues would arise inside the classroom that often due to the misuse of technology or misunderstanding of the smart learning concept by both teachers and students. These encountered issues would hinder the learning process from running smoothly and make technology integration in the classroom difficult. Technical issues commonly happen while using any technology. Therefore, schools should offer a professional support team to overcome these issues. Such matters would make teachers and students feel that technology is an obstacle that wastes their time and effort Gursul & Tozmaz (2010, p.5734).

The researchers assumed that if the faculty members only source for providing students with content, facts, formulas, theories, stories, and information, their teaching process is obsolete. Nowadays, students can find the same information on Google, Wikipedia, and YouTube. It means that instructors are no longer the primary source of knowledge. Muhammed (2014)

Smart Syllabus Classrooms' Tools

The following smart instructional devices and tools are the foundation from which the researchers built the new feature of their "Smart Visual Syllabus" (SVS) under study:

Audio-visual aids

One of the most effective tools in smart learning is audio-visual aids define as "the instructional devices," used in the classroom to encourage learning and make it easier and enjoyable. Those materials could be charts, maps, models, film strip, projectors, radio, television" as cited in Sofi, (2017, p. 271). Audio-visual materials' effectiveness lies in giving the learners a chance to live the previous events and experience through their visual, auditory senses Rasul, Bukhsh & Batool (2011, p.79). The use of visual aids increases the learners' motivation, becomes more relaxed, and triggers the class since it focuses on the audio-visual senses Shabiralyani and et al., (2015, p. 227).

Smartboards

One of the essential smartboard features is that teachers and students can perform all mouse and keyboard functions and write over documents, websites, and videos using a digital link, Giles & Shaw (2011, p. 36). According to Gursul & Tozmaz (2010, p. 5731), the smartboard is one of the most efficient tools in smart learning for many reasons: It allows teachers to make a presentation using different materials such as "an image from the Internet, a graphic from a worksheet, writing from Word. It attracts students' attention and enriches their imagination in many creative ways, which turns a typical classroom into a fun learning environment. Thus, using smart boards in the classroom activities helps teachers encourage participation and

interaction and improve the whole learning process, Jelyani, Janfaza, & Soori, (2014, p. 21).

COVID-19

The Coronavirus (COVID-19) is an epidemic that becomes pandemic. It spreads quickly around the globe (Reynolds M.,2020). According to the Centre for Diseases Control and Prevention 2019, the virus spreads from person to person and among people who are in close contact with one another by droplets when an infected person coughs or sneezes and infects people who are nearby. Due to this, many countries around the world lockdown, and specifically, canceled schools and universities among their precocious protection plan.

In conclusion, a smart visual syllabus might help modernize teaching and learning methods, enhancing learners' English language performance by providing various opportunities to practice the language. It makes learners self-directed, develops their critical thinking and problem-solving skills by offering them optimal task-based and problem-based learning experiences in formal and informal settings.

Study Gap

The current research situates itself among numerous works in this field, highlighting the essential role that innovation environment and applications play in progressing learners' learning input. It expands the utility of smart methods in conveying educating stuff and then associated with modernizing learning strategies and being habituated to, both in and out of classrooms. It engages the mental, cognitive, social shapes that affect one another in moving forward learners' yield. Indeed, there is a

necessity to recognize the real attitude toward the smart visual syllabus on students' academic performance.

3.0 Methodology

The current qualitative and quantitative study design attempted to investigate Majmaah and King Saud Universities' English as a foreign language (EFL) faculty members', and English- major undergraduates' students' experiences and perceptions towards the impact of the smart visual syllabus on teaching and learning process. The following main question guided the exploration of this study: *To what extent is the smart visual syllabic clear, easy, useful, and feasible compared to the traditional syllabus using a book, chalk, and board method?*

The Tools

The study adopted the following four tools to answer the main study question and prove its hypothesis:

- a) Two Online Workshops: the researchers held them to train the English as foreign language faculty members on how to design the smart visual syllabus (SVS). The two workshops presented a lecture's content, outlines, learning outlines, and outcomes. The researchers trained the attendees on the techniques of preparing a smart visual lecture using text, images, videos, online pictures, links, screenshots, charts, audio, 3D shapes, animations, graphics; as advised by Taras, M. & Davies (2017) and infographics as advised by *Meraish, (2016)*. They were aiming to provide the academic staff with continuous professional development for more experience. The researchers evaluated the workshops' input and output through micro-teaching, by which the attendees prepared and presented the new syllabus in a micro-teaching session as a practical assessment method.

- b) Google Form Interview was sent to the same workshops trainees' emails to reflect on their experiences and perceptions about the new syllabus's features. The interview link sent to them at the end of the micro-teaching assessment session. They answered within 20 minutes. The study followed Lockman's (2005) study, in which he advised using emails for conducting the qualitative interview. See e. interview 'link (appendix 2)
- c) Google Form's Students *Questionnaire: it was a close-ended questionnaire of five Likert' scales. It comprises of thirty-two statements* distributed among undergraduates' students, who attended lectures taught via the smart visual syllabus.
- d) A face-to-face interview: carried out with a focus group, which is suggested by (Murray & Sixsmith (1998), and Curasi (2001).

The data collection tools were first, modified, adjusted, then the final copies were sent to the Institutional Research Board (IRB) at Majmaah and King Saud universities for approvals. The participants enlist via a snowball sampling dynamic technique as advised by Bailey (1994), Faugier & Sargeant (1997; Penrod et al., (2003); Noy,(2008), and Sudman & Kalton, (1986).

The Participants

- a) **Case 1:** A group *of a (hundred- two)* undergraduates' students, majoring in English as a foreign language at Majmaah, and king Saud universities participated in google forms close-ended questionnaire of five Likert' scale. It consisted of thirty- two statements, completed within three weeks. (see appendix 1)
- b) **Case 2:** *were* (Thirty- four) of a focus group included (two) faculty members and (thirty- two) of undergraduates' English- major students. They participated

in the face-to-face interview sessions, held in two different days, each lasting for two hours, then recorded and extracted.

- c) **Case 3:** A group of (twenty- two) faculty members, who previously attended the two training workshops, were asked to respond to an online interview of five open-ended questions.

The validity of the Questionnaire:

A group of experts specialized in teaching English as a foreign language and TEFL at the two universities, revised the *questionnaire*, and the two interviews to check its validity. They confirmed that the questionnaire and the interview items are valid.

Table (1) The Reliability of the Questionnaire

Reliability Statistics	
No. of Items	Cronbach's Alpha
32	0.961

The above Table (1) shows the Cronbach's alpha tests that used to check if the current multiple- 32 items' Likert scale questionnaire is reliable or not. The tests approved the reliability of the questionnaire's items and can use to conclude.

Data Analysis

To obtain the results the researchers employed the following approaches to verify and analyze the data: a) SPSS used with the quantitative data, b) transcribed the qualitative data verbatim to undergone the textual analysis and then c) data were coded under the following themes: clarity, easiness, usefulness, and feasibility dimensions.

Results

The Faculty Members' E-interview Results

To verify the results gained from google forms e- interview, and to get a proper deep understanding of the responses, the researchers grouped and coded these responses into five themes according to the following five questions and dimensions:

Q1: If you think using a smart visual syllabus in your EFL classes made the content clear and it is, therefore, useful for you and your students more than the traditional one, list your reasons:

Results:

Concerning the faculty members' reactions toward the *clarity* of smart visual syllabus (87%), responses reacted positively toward the role of SVS in making EFL courses' contents clear for students through videos, pictures, links, and recordings. Additionally, it makes learning a continuous process in and out of the class. (91%) of them revealed that SVS facilitates learning and helps students gain a better understanding. It promotes the retention of information, supports the students' different types and needs. Finally, SVS helps could motivate students to create their smart material.

Q2: If you agree that using a smart visual syllabus in your EFL classes eases the chronological review of the syllabus content for you and students, provide reasons.

Results:

It is remarkable and noteworthy that the participants' highest (100%) agreed upon the *easiness* dimension. They expressed that SVS is easy to prepare, review, upload, access, save, analyze, go back and forth to edit. It is easy to adjust the content according to the students' needs. It clarifies everything in the syllabus. It is flexible in arranging teaching material chronologically for a better understanding. Faculty members added: it suits all the students' learning styles. It is easy to access wherever

or whenever the students are. Finally, the students can quickly know their progress in the syllabus.

Q3: If you consider using a smart visual syllabus in teaching EFL is feasible in saving time and efforts for both you and students, provide reasons.

Results

In the *feasibility* dimension, (91%) participants agreed that preparing syllabi through the SVS technique saves the time spent in handwriting during the classes. Faculty members make little effort and time to plan and explain lessons and keep the content to the next semesters. Moreover, students can easily download SVS materials to prepare themselves for the next session. The SVS content is easy to save, review, or modify when forgetting a point while explaining the experience; faculty members can restate it later. It is flexible; instead of asking the students to open their books, they can display SVS on their iPad screen.

Q4: Teachers' intention: If you intend to use smart virtual techniques for developing your plans, list your goals.

Results:

The majority of the participants (78%) show their positive attitudes towards their future *intention*. They intended to prepare their future syllabi using SVS techniques due to the following goals: Most of them intended to use SVS supported by short videos or animation of 10 minutes because it attracts the students to follow the teachers' presentation and the visual content at the same time. Some of them think of integrating technology in teaching to help their students to be independent learners. Using SVS keeps their students motivated and develop real-life skills, such as critical thinking and problem-solving.

Through SVS, faculty members can satisfy students, enhances their experience, and creates a motivational and interactive environment in EFL classes. SVS builds friendly relationships between teachers and students. Preparing syllabi using SVS motivates students all year-round to move around and discover more about the syllabus' content; it makes learning fun, promotes better outcomes, and improves students' level of EFL. Some participants stated that SVS helps them design virtual class materials and share them with their students' families to get quick feedback and track their kids' progress.

An overall comparison of teachers' e-interview questions indicated that the faculty members regarded all aspects of SVS as essential; however, the degree of importance displayed teachers' responses upon the first question (easiness) as one of the principals of key success (M=100 %) for EFL teaching and learning processes. It is followed by the other dimensions, respectively: clarity, usefulness, and feasibility, and future intention (M= 100%, 91%, 91%, & 87%, 78% respectively).

The Focus Group Interview Results

The following are the reasons why the focus group of faculty members affirmed that the advantages of the smart visual syllabus for teachers are:

- a) It is easy to upload the recorded materials to the LMS to review the content anytime, anywhere.
- b) Easy to update the content.
- c) It facilitates different learning styles, with both fast and slow learners.
- d) It guarantees that the students receive the same content.
- e) It makes learning more relaxed and enjoyable for students.
- f) It activates the student's prior knowledge when the teacher uploads material beforehand.

- g) It saves time and effort since the elements can save to use later by the faculty members and students.

They also stated the advantages of Smart visual syllabus for students as follows:

- a) It is beneficial for students who miss a class.
- b) It can record for later review.
- c) It builds and develops the student's social skills.
- d) Students can revise, rethink, and question the designed material.
- e) students can share content with their parents.
- e) SVS makes the class time less stressful for the students because they know the direction of the classes.
- f) SVS enhances students' critical thinking, problem-solving, and creativity.
- g) The freedom of location and time provides many extra opportunities for learning.
- h) Students can frequently play the attached videos until they understand.
- i) Its content is ready and easy to release if one of the faculty members was absent for any reason; another colleague can replace him/her and save the class from being postponed.

Disadvantages of Smart visual syllabus

The following are some participants' negative responses concerning the smart visual syllabus:

- a) Students are faced with the Internet dropping and disconnecting.
- b) Smart visual syllabus considers as a self-directed learning approach, and not all students feel comfortable choosing materials and applications by themselves.

- c) Students might not think highly of the teacher and start believing that there is no need for teachers.

Students' E- Survey Results

Table (2). The descriptive statistics for the teachers' future intention dimensions:

	Themes	Frequency	Percentages
Teachers online Interview Responses	Easiness	23	100%
	Usefulness	21	91%
	Feasibility	21	91%
	Clarity	20	87%

The results in the above Table. (2) indicates a high level of reliability with Cronbach's alpha value exceeding the recommended (0.7%) It means that the questionnaire is reliable.

Table (3) The frequency of students' responses, means, and standard deviations for perceptions toward the clarity of the smart visual syllabus.

Clarity of Smart Visual Syllabus	AVER AGE	STDE V	order	approval
SVS eliminates the difficulties I face with some teachers' handwriting	4.26	0.795	1	Strongly Agree
SVS soft materials delivery clarify the ambiguity the syllabus	4.13	0.779	3	Agree
SVS is an innovative platform that displays the syllabus.	4.12	0.762	4	Agree
SVS clarity enhances and improves the quality of learning.	4.07	0.812	6	Agree
SVS is not as clear as the traditional syllabus.	3.20	1.335	8	Neutral

Clarity of Smart Visual Syllabus	AVER AGE	STDE V	order	approval
SVS clarity helps to do courses' assignments and research works.	4.11	0.855	5	Agree
SVS improves learning outcomes.	4.02	0.808	7	Agree
SVS slides' clarity helps to design syllabus presentations.	4.15	0.01	2	Agree
AVERAGE	4.01			Agree

The results in the above Table (3) indicated a significant difference between smart and traditional syllabi in favor of the smart one. According to the survey, (87.2 %) of the respondents, with an average of (4.01%) agreed that the smart visual syllabus was clear. It eliminated the difficulties the students face with some faculty members handwriting's unreadability, it enhanced the quality of learning and helped them complete syllabus' assignments and research works.

Table (4) The frequency of students' responses, means, and standard deviations for perceptions toward the smart visual syllabus easiness:

Easiness of Smart Visual Syllabus (SVS)	AVER AGE	STDE V	order	approval
SVS is easy to access, download, and use	4.07	0.812	4	Agree
SVS was easy to carry and view.	4.08	0.870	3	Agree
SVS helped me to score high grades	3.86	0.955	7	Agree
SVS increases my computer skills and applications	4.20	0.797	1	Agree
SVS makes me feel comfortable while studying.	3.97	0.938	5	agree
SVS builds my innovativeness and practical capacities	3.95	0.872	6	Agree

Easiness of Smart Visual Syllabus (SVS)	AVER AGE	STDE V	order	approval
SVS attracts my attention	4.16	0.931	2	Agree
SVS is flexible and enjoyable.	4.16	0.898	2	Agree
AVERAGE	4.5			Agree

The results in the above Table (4) shows the significant differences between smart and traditional syllabuses in favor of the first. The respondents to the questionnaire were (80.2%) with an average (4.06) agree that the smart visual syllabus is easy and more straightforward than the traditional syllabus. It is easy to access, download, and use, easy to carry and view, and thus, makes studying comfortable, flexible and enjoyable for the student, and improves the students' ability in computer and its applications.

Table (5) The frequency of students' responses, means, and standard deviations for perceptions toward the usefulness of the smart visual syllabus:

usefulness of Smart Visual Syllabus (SVS)	AVER AGE	STDE V	order	approval
SVS attract my attention during classes.	4.28	0.813	3	Agree
SVS improves my interaction with the syllabus.	4/19	0.741	4	Agree
SVS is a useful medium for developing my English language proficiency	4.16	0.741	5	Agree
SVS gets me to involve totally in the learning process.	4.06	0.842	6	Agree
SVS promotes the quality and performance of my English language.	3.90	0.873	7	agree
SVS is more enjoyable and innovative than traditional syllabus.	4.39	0.822	1	Strongly Agree
SVS contains videos and photos which traditional syllabi lack.	4.30	0.876	2	Strongly Agree

usefulness of Smart Visual Syllabus (SVS)	AVER AGE	STDE V	order	approval
SVS is good for my academic and technological performance.	4.30	0.818	2	Strongly Agree
AVERAGE	4.20			Agree

Results in the above Table (5) show that (80.2%) of respondents agreed on the usefulness of the smart syllabus, with an average of 4.06. These results support the claim that a smart visual syllabus is useful compared to the traditional syllabus because It contains videos, charts, and photos that involve the students in the learning process. It promotes the quality and performance of the students' English language. *Table (6) shows the frequency of students' responses, means, and standard deviations for perceptions toward the feasibility of the smart visual syllabus.*

Feasibility of Smart Visual Syllabus (SVS)	AVER AGE	STDE V	order	approval
SVS syllabus is an independent platform, it rapids my learning	3.94	0.781	6	Agree
SVS decreases efforts in understanding the courses' items.	3.88	0.859	7	Agree
SVS saves me the money I pay for buying textbooks.	4.08	0.961	4	Agree
SVS slides are a pleasant alternation to the hardware syllabus.	4.15	0.861	2	Agree
SVS technical feasibility maintains quick access to install the syllabus' database.	4.08	0.829	4	agree
SVS is valuable and useful than the hardware syllabus.	4.04	0.878	5	Agree
SVS allows me to save and retrieve syllabus' materials whenever and wherever is needed	4.24	0.858	1	Strongly Agree

Feasibility of Smart Visual Syllabus (SVS)	AVER AGE	STDE V	order	approval
SVS save my study time and efforts while using it.	4.10	0.884	3	Agree
AVERAGE	4.20			Agree

The results in the above Table (6) indicated that there are apparent statistically significant differences between the smart and traditional syllabuses in favor of the smart one— (74.2 %) of the respondents to the questionnaire, with an average (4.06), agree that the smart visual syllabus is feasible. It decreases the students' efforts to understand the course items, allowing them to save and retrieve syllabus' materials whenever they need.

To conclude, these results are following the results reported by (Hwang, 2014: 2), (G. Kim 2017: 48), (Kinshuk, Chen, Cheng, and Chew 2016: 567), and (Jung 2017: 12), which stated that: the smart learning environments make adaptations and provide appropriate support in the right time and places, based on individual learners' needs, also it advice learners to learn in the real-world with access to the digital world resources. In addition to that, it can improve learners' learning outcomes.

Overall Discussion

The current study was intended mainly to investigate the participants' experiences and perceptions toward the easiness, usefulness, clarity, and feasibility of the smart visual syllabus as a key success for teaching and learning EFL. The researchers set the primary groundwork for the study through an intensive literature review and various tools. The study addressed all possible positive and negative areas in the smart visual syllabus compared with the traditional syllabus. The researchers hope the Smart Visual Syllabus can improve the quality of teaching, the delivery of EFL courses to enhance teaching and learning processes. They assumed that continuous

improvement through research is necessary in a world that keeps changing and shifts rapidly towards smarting all the aspects of human lives, in general, and in education, specifically.

Conclusion

The encouraging results, obtained from the content and statistics' analysis of the study tools (more than 80%) of the responses answered the study question positively: *To what extent is the smart visual English language syllabus clear, easy, useful, and feasible compared to the traditional syllabus using a book, chalk, and board method?* Moreover, it proved its hypothesis that *"there is no significant difference in the faculty members' and students' experiences and perceptions toward the clarity, easiness, usefulness, and feasibility of the smart visual syllabus compared with the traditional syllabus."*

Therefore, designing a smart visual syllabus and train the faculty members on how to create theirs, played a significant role during COVID-19 Lockdown. It helped many of them to cope with stress. It saves them time and effort and has a significant impact on their students, who are the heart of this motion, change, and restless world. Spending much time attending a traditional, exhausting, and boring lecture can reduce their concentration and success. The students not only need a smart environment to overcome the time, geographical restrictions, and extend learning by reviewing the material anytime and anywhere, but also deserve a better educational experience to develop their mindset and learning intelligence.

Finally, this cross-institutional study between the two universities under investigation, makes it a meaningful and fruitful aggregate study. The researchers hope the results help and be useful for other researchers.

Recommendations

The study urgently calls faculty members and schools' teachers, to engage and collaborate to remodel and renew teaching instructions and materials by designing a smart visual syllabus (SVS) to attract students and support the efforts to reduce the spread of COVID- 19 pandemic, and the potential risk of infection. Designing the new syllabus is urgently needed for online virtual teaching to limit the faculty members, school teachers, and students' contact in real classes.

For further studies, the researchers, as faculty members at colleges of education, recommend creating an electronic smart visual syllabus to be used by EFL teachers at all education levels, aiming at a total shift to smart virtual teaching and learning courses. Finally, the researchers recommend that the departments' teaching and learning committees have to evaluate the courses' plans and the quality of their delivery regularly to move from papers' - pens' syllabus design to the smart visual syllabus.

Availability of Data and Materials

The datasets used and analyzed during the current study are available from the corresponding author on reasonable request.

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Appendixes:

Appendix1: Student's google form' e. questionnaire Link.
<https://forms.gle/LSbwu1SaDGGyskuE6>

Appendix 2: Teachers' google forms e. interview 'link:
<https://forms.gle/yTwkRAcwaWU4Uz7i7>