

ON -LINE TEACHING OF ENGLISH AS A SECOND LANGUAGE: ITS SCOPES AND CHALLENGES

AMAL RIYADH KITISHAT

Associate Professor, Department of English Language and Literature,
Ajloun University College, Al-Balqa Applied University, Jordan

ABSTRACT

This study aims at investigating modern on-line techniques in teaching English as a second language. A clear definition of this new method is carried out by tracing the advantages and disadvantages with the traditional ways of teaching. The study aims to prove that the on-line teaching is of a great static significance with regard to the quick computerized feedback which helps in improving students' skills especially with regard to grammar and vocabulary checking tools, the immediacy of teaching environment and the timing technique which allows the student to pay much more attention to time. The study concludes that on -line teaching is of great benefits by offering a chance for effective teaching and therefore results in an increase in the students' academic achievements.

KEYWORDS: On-line Learning, High Education, On-line Teaching, Active Teaching, Teaching English as a Second Language

INTRODUCTION

Recently, much attention is paid to the technological development in the field of teaching. One of the fields that was influenced greatly by the mass development of technology is teaching English as a second Language. New ways of teaching are adopted by the academic institutions all over the world. No doubt then; the on-line teaching represents this wide spread phenomenon. It is adopted by many of our universities and institutions because of its great positive outcomes. So, this study is going to focus on -line teaching its scopes and challenges. The study aims to investigate the scopes of the on-line teaching aids; such as the computerized feedback which helps in improving students' skills especially with regard to grammar and vocabulary checking tools, the immediacy of teaching environment and the timing technique which allows the student to pay much more attention to time and therefore, the chance of wasting time during the teaching process is decreased if compared with the traditional teaching methods.

REVIEW OF RELATED LITERATURE

On-line teaching witnessed a rapid interest among scholars; many studies were conducted to investigate how on-line teaching proved to be helpful in students' understanding due to its social interaction dimension which enhances the role of social interaction in increasing the learners' cognitive abilities. (Vygotsky: 1978)

Taking teaching English as a second language as an example, many researches discussed the importance of on-line teaching as a positive support that enhances the second language acquisition(SLA). For instance, Gas and Selinker (1994) encouraged the use of such techniques because they include social interaction during the learning process and thus makes the learning process easier and enjoyable. Also, Long and Porter (1985) advocated on-line teaching because the

learners need to use the language that they learn because it will help them in second language acquisition. Other studies point out to the importance of social context and social interaction in increasing the motivation of the students to learn the second language. Berkenkotter for example discusses the need of social interaction which depends on the active teaching environment in creating the desired results for the learning process. Likewise, Swales (1990) supported the tendency of enrolling the students in an interactive teaching environment because it teaches them to depend on themselves during the process of second language acquisition.

Kitishat and al-Freihat (2015) emphasize the role of social in interaction in facilitating teaching because the active teaching /learning depend on the degree of the interaction between the teacher and students. Thus, in this context, on-line teaching is an active teaching technique because of its immediacy as well as to its use of audio and visual aids the fact which makes both teaching and learning useful and enjoyable.

STATEMENT OF THE PROBLEM

No Doubt the means of technology witnessed a rapid development, the world becomes one village where people can communicate easily; and therefore, methods of teaching have benefited from these developments. Nowadays, the researchers and the students can surf the net to find sources for their studies which enable them to acquire knowledge and skills easily. The study aims to answer the following question:

Does On-line teaching have a positive influence on students' achievements with regard to the immediacy, grammar and vocabulary, accuracy, timing and interaction.?

To answer the previous question, the researcher puts the following thesis statement:

There are static significant differences between the averages of the experimental group and the averages of the controlling group with regard to the immediacy, grammar and vocabulary, accuracy, timing and interaction.

THE PURPOSE OF THE STUDY

The study aims at investigating the on-line teaching of English its scopes and the challenges to see if this technique is helpful in teaching English if compared with other teaching techniques which mainly depend on the traditional class room environment. The study aims to find out which method is more active by making a comparison between the students who studied by direct lecturing technique and those who used the modern on-line teaching program. Finally, the study aims to investigate if there are any possible dangers which threaten the teaching process by using the on-line teaching method or not.

SIGNIFICANCE OF THE STUDY

Having in mind, the mass development in technology, the need to make education up to date is urgent. Considering this fact, academic institutes must adopt the modern teaching techniques and provide a more effective teaching environment that expresses the spirit of the age. Accordingly, there is an urgent need to apply on-line teaching as a support of teaching languages in general and English. On-line teaching has benefits for both students and instructors. Regarding the students, they have the ability to communicate with the native speakers which improves their pronunciations as well as their oral skills. As for the instructors, on-line teaching provides a solution for the lack of references by offering the on-line libraries which is a faster and a cheaper way to have resources.

Also, on-line teaching opens the doors for enabling the learners as well as instructor to keep in touch with the most recent and update developments in their field of study. Finally, on-line teaching, if applied correctly, will save a lot of efforts and time and so; it has better results if compared with the traditional teaching methods which are limited to lecturing.

Limitations of the Study

The findings of the study should be limited by the following factors:

- The sample of the study is restricted to seventh level students in Department of English language and literature.
- The instructional material must be limited on-line tools prepared by the researcher. (lab, smart board projector, computer and internet access)

Operational Definitions

The following terms are defined as follows:

- **On-Line Teaching:** It includes all the facilities that are used to support teaching and making it easy and exciting
- **Electronic Grammar Vocabulary Check:** It is one of the most helpful computerized services which gives the learner the chance to edit his writing by presenting the spelling, grammar mistakes (if available) and offering the correct form
- **Accuracy:** Speaking and writing in a grammatically correct way by avoiding as many mistakes as possible.
- **Immediacy:** The quality that makes something seem important or interesting because it is or seems to be happening now. (<https://www.merriam-webster.com/dictionary/immediacy>)

METHODOLOGY

The researcher aims at exploring the differences in two methods of teaching the on-line and the traditional one. The study adopts the semi - experimental method by offering a pre-test without any on-line techniques and a post –test in speaking and writing skills. Both groups received the same syllabus and instructional material.

However, one group adopted the traditional instructional method, while the other adopted the modern method which relies on the on –line techniques which include the use of internet academic sites and educational channels; both groups sat to a pre-test to classify them per their level prior to teaching.

Again, another test at the end of the course is done to measure the advances/ differences in the students' level. The experimental group is separated from the control group by giving them the lectures in lab, whereas the control group received the education in an ordinary classroom.

The assignments for both groups were essay writing, literary analysis and commenting on certain extracts. A pretest was conducted at the beginning of the course. Another test was done at the end of the experiment to measure the students' development and the degree of comprehension.

The study is designed as follows:

G1: T1 T2 X T1 T2

G2: T1 T2 X -T1 T2

G1: the experimental Group

G2: the controlling Group

T1: speaking test which is done before and after the experiment for the two groups

T2: Writing test which is done before and after the experiment

THE FIELD STUDY PROCEDURE

The Sample of the Study

The population of the study consists of students' of English at department of English language and literature; 25 student in every group (both the controlling and experimental group) in the pre-test, and 25 students in every group in the post- test. Tools include proposed on-line electronic aids and activities.

The Pre- test is carried out on a sample study of the students in the department of English before starting the application of the study to know if the groups are equal, the test has reliability and validity, the difficulty factor was tested.

After conducting the pre-test on the group, the researcher discussed with the instructor the goal of the study and how to carry out the experiment .Also, the lab was prepared to ensure its being provided with the needed equipment such as the computers and data show projector. The researcher visited the sample of the study during the application of the study to check the instructor's application of the procedures included in the study.

The Application of the Research Experiment

To achieve the goals of the study, a timed –program was prepared for each skill separately synchronized with the traditional teaching method.

First Step: Pre- Testing

The researcher applied the pre-test on the students of the two groups on 25\1\2017 (the experimental and controlling) that is in the first semester of the academic year. It was corrected and the results were calculated and then a statistical analysis was done to ensure that there are no differences of a static significance among the experimental group and the controlling group.

The Second Step: Program Application

After identifying the two groups, the program was applied to test the on-line teaching influence. The students started to have the teaching material in the traditional teaching technique.

The Third Step: Post-Testing

After the end of the study, the instructor applied the same exam on the two experimental and controlling groups in the same environment and conditions. A note to be taken into consideration that three students were absent in the post –test from the controlling group and thus the number of the students is (22)

STATISTICAL PROCEDURES

To analyze the results of the study, a group of statistical procedures were applied such as: Pearson's Coefficient Factor, The Rulon Formula for test Reliability, (T) Test to find out the significance in the variation in the averages, and ETA square value and the impact Factor.

RESULTS AND DISCUSSIONS

The general hypothesis of the researcher simply states that there are significant statistic differences in the averages of the experimental group and the controlling group regarding the positive influence of the on-line teaching which is applied in this study. To check the validity of this hypothesis (T) test is used to: the first is concerned with comparing the results of the experimental and controlling groups that were achieved in the post-test of the complete achievement. However, the second stage is concerned with discussing the minor dimension results.

**Table 1: A Average Values, Known & Calculate and Unknown (T) Values,
ETA Square Value, Impact Factor Degree**

Standard	Group	Average	(T)-Value	Eta Square Value	Impact Factor
As a Whole	Experimental group	96.1888	*2.89	0.11	Medium
	Controlling group	05.164			
Using the Grammar & Vocabulary Check	Experimental group	21.36	* 2.07	0.06	Slight
	Controlling group	54.32			
Accuracy	Experimental group	03.39	*2.94	0.11	Medium
	Controlling group	97.33			
Timing	Experimental group	06.38	*2.44	0.11	Medium
	Controlling group	71.32			
Immediacy	Experimental group	48.37	*2.93	0,11	Medium
	Controlling group	34.32			
Interaction	Experimental group	90.37	*2.44	0.11	Medium
	Controlling group	48.32			

Note: * significance in level 0.05

RESULTS

Results Concerning the Standard as a Whole Dimension

Column (2) row (2) show that there is a difference in both the experimental and controlling group with an advantage to the experimental group with regard to the positive influence of the on-line teaching of English language as a whole. The results of the value of the average for the experimental group was (96. 1888);whereas the results of the controlling group was (05.164).The readings of column (4) and (5) of row (2) show that the (T) value is (2.89) and it has a significance at level (0.05) which means that the differences of the two averages are of a static significance which proved the positive influence of the on-line teaching to improve students' learning of English .However; this influence was not big according to [Eta square Value] which is seen in the last column in row (2) of the table which didn't exceed 0.11.

Results Concerning using the Grammar and Vocabulary Check Dimension

Column (3), row (3) of the table above show that the average of the post- test grades of the experimental group with regard to the using of the government and vocabulary check is (21.36); whereas its counterpart with regard to the controlling group was (54.32) which is an indicator of the preponderance of the average of the experimental group over its counterpart according to the controlling group. However, when this difference is tested by the (T) calculated value was

(2.07) which is larger than its enlisted value; which means that the difference between the two averages in favor of the on-line teaching and results could be seen in column (4) & (5) from the row (3). The Eta square value factor value which is enlisted in the last column the third row which tells that this influence was slight.

Results Concerning Accuracy Dimension

The results enlisted in row (4) column (3) from the table above show that the average of the post –test results with regard to the accuracy for the experimental group was (03.39) which exceeds its counterpart according to the controlling group which was (97.33) and this shows the positive influence of the on-line program and results had undergone checking measures to ensure the static significance of the difference by using the (T) test in column (4) and row (5) in the same row in the table above; the calculated (T) value was (2.94) which is more than its counterparts in the table. This fact tells us that these differences are of static significance. The results shown in the last column from row (4) as seen in the table above that the influence was moderate because the (T- square factor value) was (0.11) which is a value that comes in the third field (0.14-0.06) from the evaluation of (T) Scale of Eta square value square value).

Results Concerning Timing Dimension

In row (5) from the table above, the differences between the two averages of the results of the post –test for the experimental and controlling groups with regard to the timing dimension is positive in favor of the experimental group; and when this difference was tested by the (T) test, the variance results show that the calculated (T) value was (2.44) which is more than the value in the table (2.36) and in the freedom degree of (66) which has a significance value in level (0.01) which show that the variance between the two averages is of a static significance which tells that the on-line teaching techniques participated in developing the sense of timing among the students in the experimental group. To know the degree of this influence, the Eta square value factor in the last column in row (5) shows that the influence of the on-line teaching method is medium.

Results Concerning Immediacy Dimension

Column (3), row (6) of the table above show a difference in the a average of the post- test results for the experimental group on the minor scale (using the grammar and vocabulary check) and the results in the controlling group in the same measure and minor test in which the first was estimated as (48.37) and the second was estimated as (34.32). The difference is in favor of the experimental group. The calculated (T) value shows that the differences between the two averages is of a static significance; and therefore the on-line teaching methods has a positive result in improving the students' sense of immediacy; however, the reading of Eta Square value of the last column in the same row tells that the impact of the on-line teaching of the students of English is of an average importance.

Results Concerning the Interaction Dimension

As seen in the table above, there is a difference in the average of the results of the students' results in both the experimental and the controlling groups. With regard to the interaction between the students' and the teaching process. This variance is in favor of the experimental group; its value is shown respectively as (90.37) and (48.32). As seen in the table in column (4) & (5) from the last row, the variance is of a static significance; the calculated (T) value was (2.44) and that in the table is (2.35) which are considered as results revealing a static significance which proves the positive influence of the on-line teaching methods and contributes *

By referring to the last row of the table above, the influence of the on–line teaching. This is clearly seen in (Eta square value) value with a result of (0.11), which according to the Eta scale, belongs to the average level.

DISCUSSIONS

Discussion of the Results Concerning the Standard as a Whole Dimension

In light of the results concerning the standard as a whole dimension, the on–line teaching, which includes the new electronic methods in teaching, such as the data-show, the internet, computer labs, videos and related electronic teaching apps results positively in the development of the learners' skills as a whole. The application of the on-line teaching aids adds to the teaching process an atmosphere full of interaction and stimulates students' to acquire more knowledge and opens the room for more live practice if compared with other traditional methods.

Discussion of the Results Concerning the Grammar and Vocabulary Check Dimension

In light of the data seen in the table above, the results as seen in the third column of row (3), reveal a difference between the average of the post results according to grammar and vocabulary check and their equivalents in the controlling group in favor of the experimental group. The results as seen in the fourth column from the third row in the tablet above show the difference which has a significance of astatic value, where the (T) value is (2.07) which is higher than (1.67) with a freedom degree of (66) and the significance level is (0,01) which shows that the difference between the two averages refers back to the on-line teaching program which is carried out on the experimental group and proves to be of a positive influence with regard to the dimension of the grammar and vocabulary check.

Discussion of the Results Concerning the Accuracy Dimension

In light of the data seen in the table above, the results as seen in the third column of row (4) show that there is a great result for the experimental group average in the post – test results which was (39.03) on the average of the post results average for the controlling group in the same test which was estimated (33.97). After comparing the results of the two averages using the (T) test, there was a significant difference between the two groups; the results were of a static significance in favor of the experimental group. Thus, we can find out that the (T) value which is less than the enlisted result, the fact that proves that the difference between the two averages has a static significance in favor of the experimental group; and therefore, we can refer it to the influence of the on-line teaching program. Eta square value is calculated to find out the degree of the influence. Consequently; the results as seen in the sixth and seventh columns show the degree of the influence is of a medium influence .The Eta square value square value exceeds (0.11) which means that the on-line teaching program has its positive influence with regard to the development of students' accuracy in the experimental group.

Discussion of the Results Concerning the Timing Dimension

The results of the third column of the fifth row show that there is a significant difference between the averages of post- test with regard to the dimension of timing. The average of the experimental group is (06.38); whereas the averages of the controlling group of the post test on the same scale (71.32). The two averages were tested by (T) - test and the result is seen in column 4 and 5 from the fifth row was more than that calculated in a freedom degree of (66) and a level of validity of (0.01). So the (T) calculated value was (2.44) which is more than (T) in the table which was (2.35) which proves that the difference between the two averages is of a positive indication in favor of the on-line teaching program. The sixth column from the fifth row the value of Eta square value equals (0.11).

This value shows that the degree of influence is more than the maximum degree of the middle influence which is an indicator of the positive influence of the on-line teaching on the timing dimension. The increase in the level of timing is due to the fact that the on-line teaching program has specific time limits which enable students to manage time and never wastes time because they know that time is calculated they can't complete their activities.

Discussion of the Results Concerning the Immediacy Dimension

The results as seen in the sixth row column three of the table above show that there are significant differences between the averages of the experimental post- test results with regard to the dimension of immediacy which is calculated as (48.37), and the average of the controlling group of the post- test results in the same scale which was (34.32) In favor of the experimental group. The (T) value which is calculated in the fifth and sixth rows as (2.93) which has a value more than its tabular value in the degree of freedom (66) and a significance value (0.01) which reveals that this difference is resulted from the influence of the on-line teaching program. Moreover; Eta square value was calculated to measure the degree of the influence which was (0.11) as indicated in the sixth column from the sixth row. Here we realize that the value in the first field exceeds that one in the second field which means that the degree of the influence of the on-line teaching with regard to the dimension of immediacy is of a medium average. Thus, this testifies that the difference between the two groups does not refer back to coincidence; but rather to the positive influence of the on-line teaching program. This is due to the fact that the activities conducted in the experimental group were so stimulating and full of excitement, a fact which allows interact freely on the one hand, and decreases the possibility of having any boring or negative feelings among the students.

Discussion of the Results Concerning the Interaction Dimension

The results of the seventh row and the third column from the table above show that there are significant differences between the averages of the experimental group which was calculated as (90.37) and the average of the controlling group which was calculated as (48.32) in the post test with regard to the dimension of the interaction between instructors and students, this was in favor of the experimental group. As seen in column 5 and six from the seventh row, the results show that the calculated (T) value is (2.44); whereas the estimated value of the table is (2.35) and a freedom degree of (66) and a significance level is (0.01) which shows that the difference between the two averages is of a significant value in favor of the experimental group which proves the positive influence of the on-line teaching program. By referring to the sixth column of the seventh row from the table above, we realize that the Eta square value is (0.11) which means that the difference is of a significant value in favor of the experimental group which supports the on-line teaching program with regard to the dimension of interaction.

CONCLUSIONS

The results of the study came in accordance to what Cakir (2016) who states that the on-line teaching facilities could help in making the students more teachable and learnable. Also, the results support Bogart et. al (2015) who believe that modern on - line social application could be used for academic purposes. Moreover; the results of the study support Kitishat and Freihat (2015) who emphasize the role of immediate and direct interaction between the instructor and the students during the teaching process. Besides, the results advocate Swales (1990) argument about the employ of enrolling students in an interactive teaching environment.

Finally, the results are in accordance with Gas and Selinker (1994) study which investigates the positive influence of the on–line teaching program in increasing students' vocabulary in an enjoyable and interesting environment.

RECOMMENDATIONS

Taking into considerations the results of the study, which were in favor of the on-line teaching program; the study recommends that this field requires further studies because of its increasing influence and its spread among learners all over the world. Moreover the study recommends providing the academic institutions with equipment, tools and labs needed in the application of the on-line teaching program. However; the researcher suggests having a supervision on the students who use on-line electronic sources to help them if they encountered any technical problems. Finally, the researcher stresses the importance of having the qualified instructors who can employ all possible aids, apps and techniques required in the applications of the on-line teaching. In other words, the study recommends that a training course must be given to new teachers who may have benefits of the on-line modern methods in teaching to make them up –to-date to the new developments in the field of teaching technology.

ACKNOWLEDGEMENTS

This work has been carried out during sabbatical leave granted to the author: Dr. Amal Riyadh Kitishat, from Al-Balqa' Applied University (BAU) during the academic year 2016/2017.

REFERENCES

1. Berkenkotter, c. & Huckin, T. (1995).Genre Knowledge in Disciplinary Communities. Hillsdale. N.J. Lawrence Erlbaum.
2. Brown, S. (1999). Institutional Strategies for Assessment. In Brown S. Glasner .A. (Ed.) (1999). Assessment Matters in Higher Education. Choosing and using Diverse Approaches. Buckingham. Open university press. Pp3-13.
3. Clair, Major. (2015) Teaching online: A Guide to theory, research, and Practice>Baltimor, MD: Johns Hopkins University press.
4. Gass, S. & Selinker. (1994)., Future Technologies Infrastructure for Learning. 1Second language acquisition. Hillsdale. N.J.Erlbaum. Pp201-30
5. Halliday, M.A.K. (1978) Language as a Social Semiotic. The Social Interpretation of language and meaning. London. Edward Arnold.
6. Haynie, Devon. (2014). our e-learning glossary clarifies the meaning of MOOCs, synchronous learning and other commonly used phrases in online education. www.usnews.com/education/online-education/.../online-learning-glossary
7. Johns, Ann M. (1997). Texts. Role. And context. developing academic literacies. Cambridge: Cambridge university press.
8. Kitishat, Amal & Hana al-Freihat (2015). "The Role of Social Relations in Successful Social Interaction and language acquisition". Research on Humanities and Social Sciences. 5(4). pp194-98.

9. Long, M & P. potter. (1985). "Group work. inter language talk. and second language acquisition "TESOL Quartely19/2.305-25.
10. Luskin, Bernard. (2014)."Think" Exciting": E- learning and the Big "E".
11. <https://www.merriam-webster.com/dictionary/immediacy>
12. Moore, J.L. & Dickson Dean, C; Galyen, K. (2011). E-learning, on-line learning and distance learning environments: Are they the same? *The Internet and Higher Education* 14(2):129-135.
13. Parks, Eric "What's the "e" in e-learning?" *Ask international.com*.
14. Payne, C. R. (2002). Good practice and motivation in online courses. *Virtual University Gazette*. Retrieved January 4, 2004, from the World Wide Web: <http://www.geteducated.com/vug/aug02/vug0802.htm>
15. Swales, J.M. (1990). *Genre Analysis. English in academic and research settings*. New York. Cambridge university press.
16. Volery, T (2001). Online education: An exploratory study into success factors. *Journal of Educational Computing Research*, 24, 77-92.
17. Vrasidas, C., & Mc. Isaac, M. S. (1999). *Factors Influencing Interaction in an on-line course*.
18. *The American Journal of Distance Education*, 13(3), 22-36
19. Vygotsky, L.S. (1978) *Mind in society. The development of higher psychological processes*.
20. (M. Cole. V. John –Stiener. S.Sciber. & E.souberman. Eds.. And Trans.). Cambridge. MA. Harvard University pre
21. wheikoop. (2015).Grand Opportunities in Global Health and the Inverted Classroom Older posts - University of Toronto Online Learning Strategies onlinelearning.utoronto.ca/page/2/