
The Effectiveness of Internet Usage in the Period of (COVID 19) New Era of Online Teaching

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ABSTRACT

This research has analyzed the effectiveness of using internet as a tool that may make the life of university students better and promote their education mission in and out of the classroom at the period of COVID 19. The study will identify the features and nature of their communication and learning activities generated through the electronic medium such as (a) greater amount of language learning; (b) more variety of topics related to their fields of study; (c) higher level of written language accuracy; (d) more student-initiated interactions; and (f) more personal contacts. These observations may lead to the expansion of the generalizations made in previous studies, or add a new dimension as to how to integrate electronic communication in the virtual classroom in order to facilitate human contacts, research and learning.

Keywords: *Internet Communication, Online Learning, Language Learning, Covid 19.*

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INTRODUCTION

Internet communication (IC) has recently made its way into all fields of study, and is considered an innovative way to broaden student's knowledge and increase their scope of understanding of their field of study. It also makes them very close to their teachers, colleagues, and families across the oceans and continents. While the assessment of university students needs for the use of the e-mail media, some studies have attempted to generate hypotheses for future research by exploring and identifying specific features of foreign language generated through the electronic medium [1] Others have successfully described particular cases of internet usage in the teaching and learning of foreign languages, student-instructor communication, gender difference as related to internet usage, and internet addiction.

In order to provide a deeper understanding of how an L2 learner develops e-mail literacy in the target language environment, [2] conducted a longitudinal case study of a Taiwanese graduate student's e-mail practice in English during her studies at a U.S. university for two and a half years. Using a critical discourse analysis approach, their study revealed the complexity of an L2 learner's evolving e-mail practice and struggle for appropriateness, particularly in her e-mail communication with professors. Development of e-mail literacy was discussed in relation to evolving understanding of the e-mail medium, changing performance of student identity, increasing knowledge of student-professor interaction and realization of culture-specific politeness.

This longitudinal case study allowed us to see how a second language learner had used e-mail for interpersonal communication and developed e-mail literacy in the target language environment, particularly in communicating with authority figures in the academic context. Of particular interest in this case was how Lee, C., Yeung, A. S., & Ip, T. [3] made changes in her institutional e-mail practice in relation to her developing understanding of the e-mail medium, changing performance of student identity, evolving knowledge of appropriate student-professor interaction, and realization of culture-specific politeness. Thus, the need to learn how power, identity, and culture-specific ideology are constantly intertwined with communication practice and how they can use appropriate discourse forms and strategies to shape and reflect their power relations and situated identities in various socio-cultural contexts. In fact, teaching students academic institutional e-mail practice can be a good starting point for the development of e-mail literacy since this type often involves unequal power positions and requires students to demonstrate their academic identity.

In the context of foreign language learning and how it becomes a life-long process, Bueno 1998 also investigated the effectiveness of integrating e-mail as a tool to promote foreign language learning in and out of the classroom. The study identifies the following features of the foreign language generated through the electronic medium, some of which have already been observed in previous studies: (a) greater amount of language; (b) more variety of topics and language functions; (c) higher level of language accuracy; (d) more similarity with oral language; (e) more student-initiated interactions; and (f) more personal and expressive language use. As e-mail is used more and more frequently in today's society and by a large number users, further research can expand the inquiry scope of internet practice involving other kinds of power relations and identity construction.

On another track of investigating the effectiveness of internet usage, [4] examined attitude of gender differences on internet usage. Their study examined changes in computer experiences among incoming college students from 1989/1990 to 1997. As they predicted, students in 1997 had more computer experience than earlier students, and gender differences had diminished. However, in both years, males were more experienced than females with computer programming and games, and, in 1997, males were more likely to own a computer than females. Computer ownership as

well as greater experience with programming and games may all enhance the technical sophistication of males with computers and account for the greater degree of competency and comfort with both the Internet and computers found among male students compared with female students.

The study raised both hope and concern. The comparison of students over an 8 year period from 1989 to 1997. With increasing overall computer use, gender differences in computer experiences diminished. However, some gender differences in computer experiences continued. Further, a substantial percent of students in 1997 were not comfortable and/or competent with computers or the Internet, with female students reporting greater discomfort and incompetence than male students. In turn, these negative attitudes hamper computer and Internet experience and skills. [4] explored whether Internet and computer experiences, skills and attitudes were related, using evidence from two studies of incoming college students, in 1989/90 and 1997. There were significant gender differences in many computer experiences and attitudes of incoming students in 1989/90. Males were more experienced with computers, more likely to have taken high school courses requiring computer use, and reported higher skill levels in applications such as programming, games and graphics than females. By 1997, incoming students were more experienced with using a computer than the earlier students. However, gender differences in computer experience and skill levels had become less in some areas. The 1997 survey also assessed Internet experiences, skills, competence and comfort. Students had more exposure to computers than to the Internet. Males were more experienced and reported higher skill levels with the Internet than females, with the exception of e-mail.

As for student-instructor communication via internet, [5] argued that email lists can provide a valuable students–instructor communication channel and described the process of setting up and managing such lists. In order to support his argument, he included a case study of email messages exchanged in an introductory operations research course. The case illustrated how a ‘strategic’ use of email lead to a richer learning experience through providing an extra medium for communication, and offered a valuable feedback database that could be used to improve future courses. [5] stated that email offered a means of communication to students and instructors where they could send and receive information in a non-traditional way. All the messages can easily be kept and saved for future analysis as well as it will be used as a supplement to teaching so as to increase ‘students support and service’.

The study also showed that there was more potential for student–instructor communication. It was also observed that some of the students’ messages seemed to be generated from the instructor’s messages. [5] raised a question of whether that "outcome is specific to e-mail technology or not? If yes, is it an appropriate method to get students to communicate about their learning? If not, then is email the most appropriate way to channel this potential?" (p 37)

With the advance in email technology, the world is becoming more information oriented; therefore, one may predict that in the future, email will be used as a supplement to teaching. Thus, one sees many universities ask students to have an email, and that universities have web interface for instructors to create email lists for their classes and for students to subscribe to their classes’ email lists.

Chun, D., Kern, R., & Smith, B. [6] elaborated that the aim of helping learners can be simply through some certain aspect such critical attention to the culturally encoded connections among forms, contexts, meanings, and ideologies that they will face to produce in variety of mediums, both traditional and new ear of online learning

PROBLEM STATEMENT:

Based on the available research conducted on internet usage, the researcher believes that more studies needs to be discussed on the assessment of the effectiveness of internet usage among university students, the present study seeks to assess effectiveness of internet usage among university students studying in Jordanian universities. The observations resulting from this study are expected to furnish the ground for further studies, and more finely tune theoretical propositions about how electronic communication can be integrated in the virtual classroom work all over the world to facilitate cultural understanding, and communication among individuals and groups.

The development of information and communication technology along with the common use of the Internet has rapidly promoted e-mail as a common interpersonal communication medium. Since it has high transmission speed and less interfering nature, e-mail has been significantly used for both personal communication and institutional communication, particularly in academic and business institutions. The wide use of the e-mail medium, however, does not necessarily mean that it is used easily and without difficulty. While students can write e-mails to peers in any manner they like, research has shown that some students at Jordanian universities may feel uncomfortable writing e-mails to their professors, or those higher in position when they initiate communication, suggest new ideas, make requests, and express disagreement or criticism.

THE GOAL OF THE RESEARCH:

The goal of the present study is to assess the effectiveness of internet usage on the university students in Jordanian universities, and predict some aspects of the students' behavior resulting from the extension of students' relations through the internet that makes them as world communicators.

RESEARCH QUESTIONS:

The research paper has addressed the following questions:

- 1- Do university students worry about face threatening acts while using internet?
- 2- Do university students at Jordanian universities need to take a course on the use of internet at the beginning of their study?
- 3- Do university students find enough journals related their major on the internet?
- 4- Do university students use English more than their native languages when using the internet?

VERIFYING RESEARCH QUESTIONS:

1. In the field of communication in a foreign language or business correspondence, the Internet will have a great motivational effect on the students. First, it may improve the their foreign language writing and speaking skills as they send and receive e-mail messages; second, it may broaden their scope of thinking and relations; third, it may make the amount of information needed to do research or any academic work available and easy to find and store. *This part can be supported by reviewing the following article: [70].*
2. By providing additional possibilities to receive input and produce output in the foreign language, university students, through the electronic medium, can establish a rich context for their language development to occur. According to the experience of so many students (personal contact and experience of the researcher), university students communicate by internet, and thus create an environment where they learn language and all sorts of information related to their field of study, and get in touch of any person using this very important means of communication. Through internet they may get into the core of the sociocultural perspective of internet; for it provides a framework that create and empower students' relations and collaboration.
3. Other features internet usage include the possibility of long-distance exchanges, student and professor, or student and a business firm, as shown in the e-mail messages that will be collected from the university students. Some students point out that global communication via the Internet offers them an opportunity to learn many things including the use of other languages. *This can be supported through reviewing [6]* The general observation is that the amount of English used on the Internet may be greater than other languages, therefore to make ones life with the internet easier, one wants to learn how to use English, and he may do so by simply connecting to the right links. The opportunities to interact in a foreign language via electronic communication, as offered to university students, may provide the necessary opportunity to empower their capability of navigating the Internet autonomously and without any inhibitions. This can be supported through reviewing the references listed below.

SUBJECTS OF THE STUDY

The subjects of this research study are 40 university students (graduate and undergraduate) enrolled in the second semester at the Jordanian universities. All of them have tried online learning at the time of COVID 19 on the academic year 2020

METHOD OF ASSESSMENT

Data Collection

A self-completion questionnaire containing comprising (number if variables) with a 6 point Likert-type format each will be administered and the subjects turn outs will be tabulated and prepared for the statistical analysis. The questionnaire will have plain language statements in English. The first section of the questionnaire will ask the participants for background demographic information. The second section will be on various internet usages and will ask the participants to specify of which language they use with certain people. The second section will ask the participants about their worries and face threatening acts while using the internet; the third section will ask about whether they want internet education to be integrated in the school curricula or be provided to them in the form of short workshops when they go to work; the fourth section will ask whether internet education be provided to them in a separate course by their university. The Fifth section will ask them about their satisfaction with the amount of knowledge and the online journals related to their field of study. The final section will ask for their opinion on whether they saw the Internet as a motivator to communicate or to navigate for information.

The questionnaire has been prepared and distributed online in an informal atmosphere. The Participants have completed the questionnaire in their own time and were encouraged to return them back as soon as possible.

DATA ANALYSIS

For analysis, quantitative data, such as age, place of birth, language, frequency of computer use and experience with internet, will be entered into SPSS 10 for statistical analysis. Descriptive statistics on all variables will be conducted in order to be able to describe the research participants. Correlations will also be used, helping to establish whether a relationship existed between several of the measured variables and, if there was a relationship, to see if it was significant.

RESULTS

The data collected through the various parts of the questionnaire has been tabulated and analyzed in this section.

1. How often do you use the internet?

Frequency	Number of participants	Percentage
Never	0	0
Rarely	0	0
Sometimes	7	17.5%
Most of the time	27	67.5%
All of the time	6	15%
Total	40	100%

Table 1

Statistics from table 1 showed high percentage of internet usage among students due too to the impact of online learning especially at the current time because of COVID 19 pandemic. This phenomena certainly will change the future of education merely the whole world has shift to the use online courses and this forces us to master the use of internet and its consequences. More efforts should be considered to fit with the new era of learning.

2. How often do you worry about loosing your face while using the internet?

Frequency	Number of participants	percentage
Never	3	7.5%
Rarely	5	12.5%
Sometimes	8	20%
Most of the time	20	50%
All of the time	4	10%
Total	40	100%

Table 2

The result in this point (table 2) express serious issues whereby a considerable number of students are not familiar with the internet features in terms of learning, this process will effect student’s result some technical points should take place to overcome this problem such as the internet provider, more training courses in some certain application related to the online teaching. As well as the cultural background which can be summarized by the shyness of committing mistakes will also play an important role for students by not asking for clarification.

3. How often do you hope that your university provides a course on internet usage to students?

Frequency	Number of participants	percentage
Never	0	0
Rarely	0	0
Sometimes	0	0
Most of the time	8	20%
All of the time	32	80%

Table 3

Linking the result of table 3 with the previous result in table 2 it shows a logical awareness of applying some training courses to overcome the issues happened because of the lack knowledge of technological device and how to master your skills on internet as a main tool of current learning. As a researcher I do believe that a huge number of university students nowadays tend to solve their problem and find solution based on internet searching rather than the tradition way of using hard materials.

4. How often do you look for information related to your field on the internet?

Frequency	Number of participants	percentage
Never	0	0

Rarely	3	7.5%
Sometimes	9	22.5%
Most of the time	13	32.5%
All of the time	15	37.5%

Table 4

Result in table 4 considered to be a solid justification with what has been discussed in the previous point, students find it very easy way to look for wide information through internet. In addition to that students normally considered to a people with limit budget so they do not have to purchase an expensive books just to extract some information as many universities nowadays offering online libraries, the most important point which it can be addressed here is time consuming, students can simply look for specific information in short time.

5. How often do use English to communicate on the internet?

Frequency	Number of participants	percentage
Never	0	0
Rarely	2	5%
Sometimes	5	12.5%
Most of the time	17	42.5
All of the time	16	40%

Table 5

Students show high interest of internet communication which normally it can be either orally or through written text, that allow them to skip many mistakes it terms of content of communication. They do not feel shy to express themselves or having a look in a way of writing style. As well as internet offers many websites or even application to learn the best way of communication

CONCLUSION

The study conclude some new aspect related to the new ear of education through the internet use, moreover the situation of COVID 19 pandemic has changed a lot in our life, education consider to be in the top of the pyramid of these changes. The coming days need a huge effort from researcher, computer technician to develop software, scholars and organizations all working together to draw a new technical method for distance learning. Finally learners from any discipline should focus in more about the latest software related to online learning and having enough storage of English language components to help them for better understanding

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Appendix 1

Research Questionnaire

Researchers:

Abdullah Al-Momani

Title:

The Effectiveness of Internet Usage among Jordanian university Students

Answer the following questions:

1. How often do you worry about losing your face while using the internet?

All of the time ____ *Most of the time* ____ *Sometimes* ____ *Rarely* ____ *Never* ____

2. How often do you feel the need for integrating internet usage in the school curricula?

All of the time ____ *Most of the time* ____ *Sometimes* ____ *Rarely* ____ *Never* ____

3. How often do you hope that your university provides a course on internet usage to students?

All of the time ____ *Most of the time* ____ *Sometimes* ____ *Rarely* ____ *Never* ____

4. How often do you look for information related to your field on the internet?

All of the time ____ *Most of the time* ____ *Sometimes* ____ *Rarely* ____ *Never* ____

5. How often do you use English to communicate on the internet?

All of the time ____ *Most of the time* ____ *Sometimes* ____ *Rarely* ____ *Never* ____

6. How often do you wish to have an email office hour with your instructor?

All of the time ____ *Most of the time* ____ *Sometimes* ____ *Rarely* ____ *Never* ____