



Validity Of Teaching And Learning English As A Foreign Language At The Time Of Covid-19

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Abstract

Because of coronavirus Covid-19 which is spread through all the world, proceedings have been taken to reduce interplay, stet social isolation, and keep people follow social distance. Due to allthese resolutions which have been made by the authorities, educational activities in Iraq. This paper was written out to assess and check the efficiency of learning through online learning and also to evaluate the positive and negative side of distance learning, and the shortcoming of the distance learning. The research carried out by collecting the point of view of 120 students from the third and fourth stages in English Department in the college of Basic Education / Diyala University in the academic year 2019-2020. The result shows after collecting the answers for the specific questions related to the subject of the present study that the courses which is taught in the form of online learning are not as effective as lively study or face-to-face study. Also the result shows the important and the need for lively study.

Keywords: covid-19, previous studies, validity of teaching

Section one

1.Introduction

On 31 December 2019 in a city called Wuhan in China, the world wakeup on big news that a new virus attacked this city, and in short time the virus has been spread in the whole world. The virus called Corona, this virus caused many horror things like many people have been dying, life almost stopped and of ours education was one of the things that affected by this disease. All schools and colleges have been stopped and students stayed at home. In order to find solution for this problem many countries started using online education. One of these countries was Iraq. The remarks made in this research are based on theviewpoints

of 120 students from the third stage and the fourth stage\college of Basic education\English department for the year 2019-2020.

According to Robin and Harry (2020), “at the peak of the pandemic, 45 countries in the Europe and Asia region closed their schools, affecting 185 million students. One of the emergency remote learning is the lack of personal interaction between teacher and student” (pp. 3).Also Enes and Ihsan (2021), remark that “education is the process of showing the variation in the demeanor of a humanforesightedly thrusingles experience.

The present paper was hold out to assess the validity and the missing points of the online teaching and learning which has become the only substitute for the lively study which is used by all Iraqi universities.

1.1 Previous Studies

In fact not much studies have been published on the validity of distance teaching and learning at the time of covid-19. The following are some previous studies about the same topic

1.1.1 Enes and Ihsan (2020) wrote on their entitled research The Effect of Coronavirus (Covid 19) Outbreak in Turkey, the resent disease which is called covid-19 has been affected many countries and many areas in life, one of them education, and also they evaluate the learning through this technique by collecting the view of 455 students from different colleges in Turkey.

1.1.2 Yun-Chul (2019) in his entitled book The Changing Era of Diseases, remarks about different diseases which have been affected many areas in our life and how those diseases play vital role in the development of education, and also adds in his book about the evaluation of learning through this time.

1.1.3 Mantas (2020) in his book The Importance of Health Informatics in Public Health during a Pandemic, wrote about pandemic at the time of coronavirus and how life managing at this time, andhow this disease affect various areas in our life. He collected many papers from different international conferences and added them in his book.

1.2 The aim of the study

The aim of the present paper is to evaluate and examine the process of education and the impact of outline teaching and learningEnglish, and the acceptably of the distance teaching and learning at the time of covid-19 in one of Iraqi universities.

1.3 limits of the study

The present study is limited to check the effect of distance teaching and learning on the third and fourth students in the college of Basic Education/ English department for the academic year 2019-2020.

1.4 The Problem and its Significance

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Distance teaching and learning nowadays play a vital role in English classroom. All Iraqi universities have been starting using online education, and all teachers follow this technique. Not only in Iraq, but also in almost the whole world. The research has been carried out to evaluate the validity and the reliability of the distance teaching and learning, and also to check the competence of the learners in learning English language through online teaching. Begimbetova (2015) and Yadigar (2010) searched on the point of view of specific number of students about English language by using online learning. Also Shirin (2015) uses both of the approaches (quantitative and qualitative) and test a number of students results on learning the English language.

Section Two

Material and method

2.1 Study Group

A total of 120 students from the third and fourth classes in the college of Basic Education\ English department\ Diyala university have been shared in this study. The collection of students were 50.9% female and 49.1% male. It was also noticed that some of the students were shared in this study they used computer and majority of them they used smartphones while learning through distance learning.

2.2 Data Collection

A varieties of techniques was used in this study to be a data collection. In the first section there were 7 questions related to the students background (age, family, gender, etc.), while in the second section 26 questions were given to the participants related to the their point of view about the validity and reliability for the distance teaching and learning.

2.3 Statistical Analysis

The datagram collected for checking the students opinions who study at the college of Basic education\ English department on the changing of the educational system from lively study to online study. Also the aptitude of the online system related to spread of coronavirus were analyzed and the result were explainable with the statistical package program. Statistic explanation embed numerative mean, norm deviation, waver and percentage circulations are made up to provide advisedly group questions and into demographic info and also different group questions.

2.4 Research Finding

In this point all the statistical finding will be presented. The analysis based on the graphic characteristics of the students who participant in this study will be in.

Table (1) shows the circulation and rates of the statements relating the views of the students sharing in the study about the impacts of the sub-dimension in the valuation of the online learning system.

items	Strongly agree	%	agree	%	Disagree	%
1.online learning suit the student's individual needs.	2	1.6	5	4.16	103	85.8
2.online learning is an substitute solution to the education problem.	70	58.3	27	22.5	23	19.1
3.through online learning I get sufficient feedback.	0	0	3	2.5	117	97.5
4.online learning offer time for the teacher to complete the curriculum.	3	2.5	7	5.8	110	91.6
5.I can get lifelong learning through online learning.	0	0	3	2.5	117	97.5
6.through online learning I get enough guidance.	3	2.5	7	5.8	110	91.6
7.online learning enhance a sense of liability.	7	5.8	9	7.5	104	86.6
10.online learning encourage students to improve their learning.	0	0	1	0.83	119	99.1
12.online learning provide self-confidence.	7	5.8	8	6.6	105	87.5
16.I recommend online learning to my friends.	0	0	0	0	120	100
18.The spread of online learning is good for the society	1	0.83	3	2.5	116	96.6
20.Online learning system should be used in undergraduate level.	1	0.83	3	2.5	116	96.6
22.I can express my ideas more freely in online learning.	15	12.5	13	10.8	92	76.6
23.I can aplomb the online learning environment I get.	7	5.8	10	8.3	103	85.8
24.Online learning increases the student's competence in English	0	0	0	0	120	100

25.Online learning provide solutions to the lively study.	91	75.8	13	10.8	16	13.3
26.Through online learning I can exposed to new ideas	17	14.1	15	12.5	88	73.3

table 1 is examined the students' opinion on the impact sub-dimension of the changing in education from lively study to online study in Iraq due to the coronavirus. These propositions consist statements related to the impacts and competency of the online learning system within their answers to the propositions and the averages get to from the result.

Table 2. The distribution and averages of the statements reflecting the opinions of the students participating in the study about the sub-dimension of resistance in evaluating the distance learning system

Proposition of the Resistance Sub-dimension	Strongly Agree	%	Agree	%	Disagree	%
8.The problems related to technical issue that arise through online learning make me uncomfortable.	103	85.8	10	8.3	7	5.8
9.Online learning undermines my social side.	12	10	23	19.1	85	70.8
11.Online learning is a waste of time.	11	9.1	3	2.5	106	88.3
13.It is not easy for me to remember a subject in online learning.	71	59.1	33	27.5	16	13.3
14.I don't feel that I'm part from university where I study.	71	59.1	33	27.5	16	13.3
15.I don't like studying online.	99	82.5	10	8.3	11	9.1
17.I believe learning online is not interesting.	73	60.8	41	34.1	6	5
19.I don't have enough time for life due to online learning.	99	82.5	33	27.5	16	13.3
21.Online learning has negative effects for the teamwork.	99	82.5	33	27.5	16	13.3

When table 2 is checked, proposals are given for the students opinions on the sub-level of resistance related to the changes of educational institutions to online learning system instead to lively learning in Iraq due to the virus. Relating to the answers of the students whom shared in the research to the propositions, we get clear idea from the percentages, it is clear that the majority of the students regarding the online learning system expressed negative opinions.

2.5 Discussion and Conclusion

This paper was held out to check and evaluate the efficiency, positive and negative sides and the shortcoming of the online learning system adopted in Iraq, to continue learning and training activities from the viewpoint of the participants related to the epidemic.

It was clear that the most of the students showed and expressed their attitudes toward the effectiveness of the online learning system within their answers to the items related to the subject of the present study. The result showed that the weakness of the online learning if compared with lively study, and also the online learning could not be as effective as the lively study. According to the study carried by Mercan (2018), it was shown that students' opinions that courses rendered in the shape of online learning can be as effective as lively courses is low. In the study written by Koc (2020), it was delimited that the student's environment in teaching and learning study process could be hindered by the student as positive aspects of online learning. In fact, the shortage of information and also feedback from trainer, insufficient communication and interplay, and the lack of normal instructions of the courses by the students related to the lack of interesting, were all bad sides of online learning. It is clear that the students considered both the educational dimension and the technical dimension of online learning are both important. In order to develop the students in the field of education is that the learning needs to add multiple environments to the system in order to raise the communication and the relation between the teacher and the students and also between the students themselves.

From the responses of the participants who shared in the present study we got a clear idea about the effectiveness of the learning through online learning. The results showed the weakness of the online learning, and the students need to learn in more lively ways and need for face-to-face learning. Arslan (2019), adds something about online learning and how to give opportunities for given substitute for the educational transformation.

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