

SEVENTH-GRADE JORDANIAN EFL STUDENTS' PERSPECTIVES ON ONLINE EDUCATION

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Abstract

The purpose of this study is to better understand seventh-grade Jordanian EFL students' perceptions about online learning. The researchers employed a questionnaire for the study's objectives, which included questions on students' attitudes toward adopting online education. In the second semester of the academic year 2022–2023, 40 EFL students (20 males and 20 females) were randomly selected from ten sections of seven-grade pupils at a public school in Mafraq. The findings indicated that students' attitudes of using online education in English classes were generally positive. This outcome made clear how crucial online education is for EFL students who want to acquire the English language effectively.

Keywords: Students' Perceptions, EFL, Online Education

INTRODUCTION AND BACKGROUND OF THE STUDY

As computer technology has advanced, language teachers are using the Web and other digital resources more and more in their classes. Human-machine interfaces, according to Michaelson (2023), provide a setting for interactive learning that can encourage the development of cultural and communication competency. Teachers with technological expertise can create projects on the World Wide Web that engage students in motivating and purposeful language learning (Warschauer & Meskill, 2000). Although the majority of the already-accessible resources that combine cultural sensitivity and communication abilities are on CD-ROM (Stepp-Greany, 2002),

The use of the internet is growing in popularity. Intercultural projects are seen as having the ability to improve students' communication abilities, their understanding of a different culture, and their own culture from the viewpoint of another group (Chen & Yang, 2016). Because there are so many alleged advantages and benefits of online learning, we talk about it frequently (Ahmed, 2015). The effectiveness of these tools in educating students, their use as professional development, their cost-effectiveness in addressing the rising cost of post-secondary education, credit equivalence at the post-secondary school level, and their potential to provide high-quality education to those with broadband connections are among their most important features (Snowden & Daniel, 1980). Positive views about online education held by EFL students have been shown to improve learning outcomes, whereas negative attitudes lower students' motivation and obstruct efficient results (Ahmed, 2015). In relation to two ideas—student attitudes toward the learning environment and target public perspectives—literary attitudes have been investigated (Ahmed, 2015). Academics and language teachers aim to increase the inspiration of their classes and the level of enthusiasm among their pupils (Ahmed, 2015).

We can see that one's positive or negative assessments of things are related to one's opinions. A person's attitude is one of the most crucial factors that affects language proficiency and EFL proficiency performances, according to Qin (2007). According to De Costa (2023), highly motivated students have a strong desire for and delight in effectively learning the language. Or, to put it another way, language learners must be motivated to use and speak the language. Concerns about the pedagogical efficacy of e-learning were disorganized, ranging from very favorable to strongly dubious (Mpungose, 2020). It became evident that there was a lack of knowledge on the pedagogical principles behind efficient online learning (Mpungose, 2020). According to theories of second language (L2) pedagogy, instructors should give their pupils the chance to acquire the language in relevant and communicative circumstances (Pawlak, 2021).

The communicative approach to language education subsequently refocused the attention of language educators on the significance of culture in the L2 curriculum (Pawlak, 2021). The development of L2 students' communicative and intercultural competence is considered to benefit from the use of computer technology and e-projects (i.e., projects that employ electronic media to give instructors and students increased chances for L2 and foreign language teaching and learning) (Pawlak, 2021). Recently, scholars and language teachers have worked to find ways to use computers to help L2 learners improve their linguistic or intercultural proficiency (Wang, Derakhshan, & Zhang, 2021). The words used in the majority of research to refer to remote learning, distance education, online education, virtual schools, and cyber schools are all interchangeable (Viscione & D'Elia, 2019). In particular, "online education" and "virtual education" are terms used interchangeably to describe a learning environment in which instruction is delivered remotely using computer and communication technologies (Simonson, Zvacek, & Smaldino, 2019).

These days, conversational language methods and grammar instruction are used in the teaching of L2 (Sato, 2020). Direct instruction and meaningful language usage are not incompatible. Supporters of communicative methods contend that requiring pupils to concentrate on grammatical rules might impede or even halt the learning process (Sato, 2020). Other theorists, however, contend that even if learners do not always recognize grammatical structures, they may be guided first toward comprehending and reacting effectively to the target language, then toward noticing and expressing the grammatical rules whose meaning they have acquired (Simonson, Zvacek, & Smaldino, 2019). As a result, L2 instruction can strike a balance between grammatical knowledge and communicative language usage (Sato, 2020). Learners might gradually absorb grammatical norms by paying attention to them when they are used (Sato, 2020). Thus, if learners are aware of how the target language is spoken around them, it will be simpler for them to adapt to it (Sato, 2020). The greatest way to promote this understanding is through a deliberate, supervised investigation of the language used at work (Simonson, Zvacek, & Smaldino, 2019).

Knowing someone's activities requires understanding their ideas about online education. Views on online education in language learning are defined as the result of an effort and desire to achieve the educational goal combined with positive perspectives (Preusche and Göbel, 2022).

Perspectives on online education, according to Preusche and Göbel (2022), are divided into three categories: emotional, cognitive, and behavioral. The cognitive component deals with how people perceive language; the emotional component is concerned with how we feel about language; and the component of perspectives on online education that deals with language deals with our behavioral aim of behavior planning (Preusche and Göbel, 2022). Teachers and students communicate and engage in a distant learning environment. With the exception of the ability for all professors and students to be viewed remotely online over the Internet and the ability for students to record courses and upload them to the library, using the discussion features and a web camera in class is identical to taking a traditional class (Katz, Jordan, & Ognyanova, 2021).

For teachers working with students online, there can be a high degree of involvement and motivation to keep up with digital activities (Katz, Jordan, & Ognyanova, 2021). Everyone with an internet connection is expected to be able to access world-class education anytime, anywhere through online learning. In particular, for large-scale public online courses, it is generally anticipated that many renowned academics and businesspeople would study online (Garcia-Vedrenne, Orland, Ballare, Shapiro, & Wayne, 2020). Online courses consist of self-paced training exercises that students can do whenever and wherever they choose. It does not need quick feedback, nor does it call for being there at the designated time (Quezada, Talbot, & Quezada-Parker, 2020).

According to Katz, Jordan, and Ognyanova (2020), online instruction has also provided language learners with a variety of opportunities, including the ability to collaborate with peers, develop critical thinking skills, complete creative tasks, and learn about lifelong learning on online platforms. The effect of technology and the internet on academic outcomes was examined by Katz, Jordan, and Ognyanova Ognyanova. They identified a number of opportunities, such as the possibility to collaborate with peers, develop their critical thinking skills, complete creative tasks, and gain information about lifelong teaching on online platforms. The effect of technology and the internet on academic outcomes was examined by Katz, Jordan, and Ognyanova (2021). These goals can be divided into several subcategories, including social growth, cognitive flexibility, peer instruction, autonomous work, and exploration. He asserts that technology has had a significant impact on language learning and instruction. Researchers and linguists have demonstrated that incorporating technology into classrooms motivates students to study at a higher level, think critically, and resolve problems (Campos & Muoz, 2023).

STATEMENT OF THE PROBLEM

The researcher has observed a lack of research-based data on Jordanian EFL students' perceptions on online education in Jordan based on her experience teaching English to Jordanian EFL students. Additionally, as more Jordanians who are learning English as a second language enroll in online courses, it is more crucial than ever to understand learners' perspectives on online education. This will help you understand how students can use self-regulated learning techniques to succeed academically in online education courses. The

Jordanian Ministry of Education has started to digitalize school curricula and implement an e-learning system, but proper adoption and use of educational innovations will not produce positive results unless studies are conducted to ascertain the degree of the target group's acceptance, trends, capabilities, and abilities to absorb the innovations.

A lack of information on seventh-grade Jordanian EFL students' perspectives on online education in general was found when the researcher searched through the educational literature in the field of e-learning because the bulk of the studies available were on attitudes toward computers.

PURPOSE OF THE STUDY

This study aims to find out what seventh-grade Jordanian EFL students think about online learning there. Based on their activities, goals, perspectives, capacities, self-efficacy, motivation, and anxiety. The study's findings will provide light on how EFL students in Jordan view online learning.

RESEARCH QUESTIONS

The present study seeks to answer the following research questions:

1. What are the perspectives of EFL learners toward online education?

SIGNIFICANCE OF THE STUDY

This study is essential since it will look at Jordanian EFL students' opinions about online learning there. Based on their actions, goals, viewpoints, resources, self-efficacy, anxiety, and motivation, the study's findings will shed light on how seventh-grade Jordanian EFL students see online learning in Jordan. One of the first studies to look at seventh-grade Jordanian EFL students' thoughts on online education in Jordan, according to the researcher, is this one.

Hopefully, this study will aid curriculum designers, decision-makers, and teachers in understanding the true requirement to incorporate education inside the curriculum while developing and evaluating curriculum and choosing English language resources. The study's findings may also improve counseling services for distance education students enrolled in online courses. Additionally, as it is thought that the study's findings may add to pertinent educational research, it may present new opportunities for academics who are interested in the topic.

Previous Studies

In order to increase student comprehension, results, and satisfaction, Moore & Kearsley (1996) developed the phrase "transaction processing distance" to define the psychological and fundamental communication location that might occur in any educational situation. When planning research, it is important to consider the many theories of remote education as models with various underlying assumptions. Moore and Kearsley, 1996 the reported distance is influenced by the degree of interaction between students, teachers, and their environment and

is regarded as psychological rather than geographical (according to Moore and Kearsley, 2011). Locational concerns are related to Moore and Kearsley's (2011) notion of transactional distance in that it focuses on the universe of teacher-learner connections that exist when students and instructors are separated by place and/or time. Although this idea may be applied in any educational setting, it is now most frequently employed in online learning (Ruiz, Mintzer, & Leipzig, 2006).

This is particularly true given that the concept has grown more pertinent as online education has developed and grown over the past few decades (Ruiz, Mintzer, & Leipzig, 2006). A relatively new idea in education, online education, has the potential to engage and inspire pupils to study (Alam, 2022, April). It could provide the teacher a chance to direct, praise, and permit pupils to continue their education. in the majority of research (Alam, 2022, April). The words "distance learning," "distance education," "online education," "virtual schools," and "cyber schools" are used to describe an educational setting in which instruction takes place remotely using computer and communication technologies (Alam, 2022, April). Online learning Teachers and students can cooperate and communicate in a virtual classroom (Ferri, Grifoni, & Guzzo, 2020). Although all professors and students may be contacted remotely online over the Internet, and students can record courses and upload them to the library, the usage of the class discussion features and a web camera is comparable to that of a traditional class (Ferri, Grifoni, & Guzzo, 2020).

With the presence of classmates in the class, online education may increase engagement and provide teachers with motivation to engage in electronic activities (Amandu, Muliira, & Fronda, 2013). Answers and prompt feedback assist students in resolving issues that emerge throughout their studies, while voice tones and facial emotions enable global interaction at a lesser cost (Amandu, Muliira, & Fronda, 2013). It appears as though there is a community for cooperative learning and teaching when there is online education (Hodges, Moore, Lockee, Trust, & Bond, 2020). Online learning incorporates self-paced exercises that students can complete whenever and wherever they choose (Hsieh & Cho, 2011). It does not need quick feedback, nor does it call for being there at the designated time (Hodges, Moore, Lockee, Trust, & Bond, 2020). A method of self-paced learning that emphasizes interaction and self-discipline is also seen in online education (Hsieh & Cho, 2011). Since only a carefully thought-out set of strategies can help students gain motivation, confidence, engagement, problem-solving skills, and higher-order thinking abilities, it can be challenging to keep them interested and involved in the online learning environment (Amandu, Muliira, & Fronda, 2013).

Three main components make up transactional distance (Hsieh & Cho, 2011). The first two, discourse and structure, are focused on instructional strategies, while the third, independently, is focused on how students should behave (Hsieh & Cho, 2011). Transactional distance is thought to increase when learner freedom, structure, or discourse all increase (Hsieh & Cho, 2011). There is minimal agreement among the different definitions of attitude. According to Amandu, Muliira, and Fronda (2013), a person's attitude is their entire perception of any given object. It is clear that learners' attitudes have a major impact on the learning process (Amandu, Muliira, & Fronda, 2013). Based on students' attitudes toward language learning and learning

outcomes, teachers may create a successful and productive learning environment (Amandu, Muliira, & Fronda, 2013).

Salamah, Abu-Dames, Al-Zaareer, Al-Zoubi, and Sobh (2018) conducted a study at Ajloun National University to investigate how EFL students perceive using social media. The researchers employed a questionnaire for the study's objectives, which contains questions concerning students' perspectives about utilizing social media. 50 EFL students from Ajloun National University's Department of English Language and Literature (23 men and 27 women) were randomly chosen as research participants. The findings indicated that EFL students at Ajloun National University generally had positive attitudes toward accessing social media sites.

The aim of the study by Alnatour (2018) was to determine the degree of anxiety among students at Yarmouk University in Irbid, Jordan, and to determine if there are any statistically significant variations in anxiety level attributable to gender. 280 participants (150 females and 130 males) enrolled in English Language Instruction Courses Eng 99 and Eng 101 in the second semester of 2016–2017 made up the study's sample. To gather data and accomplish the objectives of the study, the investigator used a scale. The test featured 33 questions that were to be answered using multiple-choice options on a 5-point Likert scale. The findings indicate that the participants usually felt anxious about learning English. They felt test anxiety and the fear of receiving a bad grade. Additionally, the findings indicate that there are statistically significant gender-related variations in anxiety levels that benefit male students. The researcher advises performing more research on creating a stress-free learning environment for students learning English as a second or foreign language.

The impact of blended learning on EFL students' grammatical attitudes and performance was studied by Al Bataineh, A. Banikalef, and H. Albashtawi in 2019. This mixed-methods study sought to investigate the impact of the combined learning strategy on the grammar competence of Jordanian EFL learners. The study also sought to look into how Jordanian EFL students felt about blended learning. The study used a quasi-experimental approach (pre- and post-tests) and qualitative interviews to accomplish its goals. Two groups—the control group and the experimental group—were formed from the participants. The experimental blended learning group (n = 13) of the sample's 28 students used Moodle to deliver instruction, whereas the control group (n = 15) received traditional instruction. Interviews were conducted with all 13 individuals in the experimental group. Students in the experimental group outperformed those in the control group, according to the posttest findings.

At Tanta Higher Institute for Computers, Information, and Management Technology, Ahmed Eldesouky Ahmed, Y. (2021), studied the use of MOODLE platform-based blended learning in enhancing EFL grammar learning among EFL first-year MIS students. During the second semester of the school year 2020–2021, the participants (N = 160) were chosen at random. A control group and an experimental group were chosen for them. Students in the control group (N = 80) received class-based teaching, whereas participants in the experimental group (N = 80) were exposed to blended learning utilizing the MOODLE platform, which complemented in-person lectures for 10 weeks (face-to-face lectures only). The researcher developed a pre-

post EFL grammar exam for use in the study. Before and after the experiment, tests were given to the two groups. T-tests were run on independent and paired samples. SPSS, version 22, was used to log and analyze the data that were collected. According to the findings, students in the experimental group fared better than those in the control group and benefited from blended learning, utilizing the MOODLE platform to study EFL grammar.

Akyldz Tümen & Elik, 2022). The aim of this study is to examine the effects of reading tasks delivered through WhatsApp on students' achievements in English reading comprehension and explore students' perspectives on the process. The study uses WhatsApp to assist EFL students' reading comprehension with Turkish early secondary learners. A mixed-methods research design was used. 54 seventh-grade kids, between the ages of 11 and 12, were separated into experimental and control groups. Students in the experimental group were delivered reading texts with comprehension quizzes over WhatsApp. The challenges were created to take full advantage of WhatsApp's features. Students completed the reading comprehension exercises over a predetermined amount of time, provided their solutions to the teacher over WhatsApp, and she responded with the solution key. The same reading materials and classroom exercises were performed by the students in the control group. The outcomes demonstrated improved performance for the experimental group. It should be mentioned that the rating and reward system that was put in place to motivate the WhatsApp group may have contributed to its success.

In 2022, Vejayan and Yunus conducted research to see if the mind map approach had any discernible impact on the participants' narrative writing abilities. The sampling technique was used to choose a total of 16 students to serve as study samples. Pre-test, post-test, and semi-structured interviews were the tools employed in this study. It employs semi-structured interviews that were thematically analyzed together with descriptive analysis and statistical analysis of pre- and post-test results from SPSS as proof. The results showed a significant difference between the pre-test score ($M = 8.19$, $SD = 2.562$) and post-test score (13.81 , $SD = 3.124$) under the circumstances; $t(15) = -9.893$, $p = 0.005$, demonstrating that students' perceptions of their writing performance do improve after comparing both the pre-test and post-test scores using SPSS. Overall, the results show a successful outcome.

Method and Procedures, Design and Variables of the Study, Context and Participants

The approach and steps that the researcher used to look at Jordanian EFL students' thoughts on online education, this covers information on the participants, the tools' reliability and validity, and the processes. The researcher has created a questionnaire specifically for use in scientific research in order to fulfill the study's objectives. A thorough, self-reported questionnaire was employed to gather data for this descriptive investigation. Online education is the independent variable, while the seventh-grade Jordanian EFL students' viewpoints are the dependent variable. The participants were carefully chosen among the seventh-graders enrolled in Mafraq Directorate of Education public schools, where the Action Pack 7 textbook recommended by the Ministry of Education (MoE) is utilized.

The Instruments of the Study

In order to answer the research question, one instrument was used: the perspectives questionnaire, which will be detailed next. Students were given a questionnaire on their thoughts on online education to help researchers better understand how they viewed the subject in English classrooms. Consequently, the applicable ideological questionnaire had two key sections. Background information on the participants was gathered in the first section. In the second phase, students were required to reply to 5-point scale questions with the following options: strongly agree, agree, disagree, strongly disagree, or uncertain (Appendix A). The EFL learner carefully prepared the items and chose the response by placing a checkmark in the column that best reflects his points of view. Disagree: If he frequently disagrees with the statement, if the expression doesn't apply to him or he is undecided, it means that. If he frequently agrees with the statement, then strongly Agree: If he consistently supports the thing, strongly Disagree: If he consistently opposes the thing.

Target Audience

The target audience is the students of ten seven-grade sections in a public school in Mafraq in the second semester of the academic year 2022/2023.

Instruments Validity and Reliability

A panel of specialists in curriculum and teaching, foreign language education, measurement, and assessment determined the validity of the questionnaire and provided input that was utilized to improve it before it was distributed. According to Cronbach Alpha (Cronbach, 1951), the reliability of the questionnaire was 0.97, which was regarded suitable for the research's objectives. The data were examined using SPSS (version 23), a statistical package for social sciences.

Table 1: Summary Results of Construct Validity Indices for perspectives Questionnaire

Item number	R1	R2	Cronbach Alpha
1	.833**	.819	0.981
2	.779**	.762	
3	.351*	.510	
4	.833**	.819	
5	.838**	.821	
6	.862**	.846	
7	.815**	.803	
8	.852**	.837	
9	.833**	.819	
10	.815**	.803	
11	.852**	.837	
12	.833**	.819	
13	.779**	.762	
14	.351*	.510	
15	.351*	.411	
16	.928**	.936	
17	.868**	.857	

18	.857**	.846
19	.871**	.856
20	.343*	.419
21	.868**	.855
22	.822**	.809
23	.893**	.880
24	.852**	.840
25	.502*	.467
26	.822**	.809
27	.886**	.875
28	.954**	.927
29	.356*	.405
30	.868**	.855

According to Table 1, there is an appropriate level of internal consistency (construct validity) with Pearson Correlation Coefficients (R1) ranging from .343 to .954 and all being statistically significant (P 0.05) and greater than .30 (Brown, 1983). Additionally, the corrected item-total correlation (R2) between the items' scores and the scale's overall scores varied from .405 to .936, which is higher than .30, indicating a reading test's construct validity has an adequate level of internal consistency (Leach et al., 2011).

FINDINGS OF THE STUDY

Item	Rank	Mean	SD	Level of Agreement
I can comprehend the English lesson better by using online education.	1	4.45	0.89	High
I have more options to learn in English classes thanks to internet education.	2	4.35	0.99	
My English skills have improved thanks to online schooling.	3	4.30	0.87	
In English classes, using online learning fosters attentive listening.	3	4.30	1.17	
I detest teaching English using internet resources.	5	4.25	0.91	
My interest in English classes has increased by using online education.	6	4.20	1.20	
Learning online is enjoyable.	6	4.20	1.24	
I interact with my classmates more thanks to online learning.	6	4.20	1.00	
My ability to make deductions is enhanced via online schooling.	6	4.20	1.11	
Utilizing online learning strengthens my will to succeed in my English classes.	6	4.20	1.01	
My ability to infer in English classes has improved thanks to online schooling.	6	4.20	0.96	
My English understanding is enforced by using online schooling.	12	4.15	0.99	
For English classes, I like using internet resources.	12	4.15	1.14	
English classes are ineffective when conducted online.	14	4.10	1.33	

Item	Rank	Mean	SD	Level of Agreement
Getting my education online helps me stay motivated to study English.	14	4.10	1.45	
While using online schooling, I feel ashamed.	14	4.10	1.02	
I'm encouraged to take notes during English sessions by the use of online education.	14	4.10	0.85	
My use of online education helps me understand challenging English-language concepts.	18	4.05	1.40	
I feel comfortable using online education for my English classes.	18	4.05	1.10	
I see Utilizing online education makes it easier to remember material throughout the English session.	20	4.00	1.12	
I don't feel comfortable taking English classes online.	20	4.00	1.34	
I can monitor how well I understand English by using online education.	20	4.00	1.03	
English lesson understanding is improved by using online learning.	20	4.00	1.17	
English may be taught or learned in a flexible way through online education.	24	3.95	1.36	
I can communicate with my peers in English courses by using online education.	25	3.90	1.02	
I can better discern between fact and opinion in English classes thanks to internet education.	26	2.45	0.76	Moderate
I can answer comprehension questions more rapidly because to online schooling.	27	2.75	0.55	
My ability to scan has improved thanks to online learning.	28	2.40	0.60	
Individual pupils have the opportunity to ask and receive answers in English classes when they use online education.	29	2.20	0.83	Low
Taking English courses online makes me feel bored.	30	2.15	1.10	
		3.93	0.84	High

RESULTS AND DISCUSSION

Investigating Jordanian EFL learners' opinions on online education is one of the study's main goals. The findings relevant to either topic are presented in the table below. The questionnaire was meant to learn more about how Jordanian EFL learners felt about online learning. The averages and standard deviations for each statement of the viewpoints on online education are shown in Table 2. The question of the study reads as:

1. What are the perspectives of EFL learners toward online education?

The perspectives of Jordanian EFL learners on online education were explained using the mean scores and standard deviations. The following criteria was used to calculate the ranges of agreement with the survey's attributions: Low level, moderate level, and high level of agreement with the survey's conclusion were indicated by the intervals of 1 to less than 2.33, 2.33 to less than 3.66, and 3.66 to 5. The averages and standard deviations for each statement on the perspectives of Jordanian EFL learners toward online education are shown in Table 2.

Table 2: Means and Standard Deviations of EFL learners' opinions on online education

Item number	Mean	Standard Deviation	Rank	Agreement level
22	4.050	1.099	1	High
28	4.000	1.124	2	High
29	4.000	1.338	3	High
21	4.000	1.026	3	High
4	4.000	1.170	4	High
1	3.950	1.356	5	High
11	3.900	1.021	5	High
12	4.450	.887	6	High
23	4.350	.988	6	High
17	4.300	.865	6	High
30	4.300	1.174	12	High
18	4.250	.910	12	High
24	4.200	1.196	13	High
19	4.200	1.240	14	High
5	4.200	.988	15	High
6	4.200	1.137	15	High
10	4.200	1.334	15	High
16	4.200	1.447	18	High
25	4.150	1.021	19	High
3	4.150	.852	19	High
8	4.100	1.395	20	High
13	4.100	1.005	20	High
27	4.100	1.105	21	High
9	4.100	1.005	23	High
2	4.050	.951	24	High
14	2.460	.754	25	Moderate
15	2.450	.560	26	Moderate
26	2.350	.587	27	Moderate
20	2.100	.864	28	Low
7	1.150	1.189	30	Low
Overall	3.927			High

The descriptive statistics' findings, which are shown in Table 2, revealed Jordanian EFL students' perspectives on online learning through mean scores that ranged from 2.150 to 4.450 (from low to high) on a five-point scale. As a result, it can be said that students expressed a wide range of viewpoints about online learning. The answers to this question indicated that the seventh-grade students had favorable perspectives of using online education for their English language instruction. According to these findings, pupils chose online education sessions for their English language instruction. Additionally, the perspectives Jordanian EFL students had about online learning in their language classes encouraged them to take part in additional English language activities. The results of this study are in accordance with those Ninsiana, Gabidullina, Widodo, Patra, Pallathadka, Alkhateeb, and Gheisari, (2022). Who claimed that students' attitudes about adopting online education in English language classrooms were favorable.

According to the researcher who employed online education, this was because the seventh-grade students appreciated the English language activities. This could be because all of the students had engaging learning opportunities in a friendly setting where they could fully engage in English language sessions without any restrictions. Additionally, responses to the postings and activities were both timely and funny, the results of this study are in accordance with those Kessler, (2023) who claimed that L2 English language learners develop their language skills through online learning, have fun, and respond.

The perspectives of the seventh-grade students were also favorable since they believed that using online education in their English language classes increased their capacity to respond to queries. Zhang (2023). Who claimed that the use of online learning in EFL students' English language lessons, in their opinion, improved their ability to reply to questions.

Students had an excellent chance to converse with their peers in an interesting way and to ask and answer questions. This indicates that online education significantly improved the learning perspectives of Jordanian EFL learners.

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