

Strategies, Techniques and Activities Used by English Language Teachers in Employing Online Teaching

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Abstract

One of the supposed requirements to overcome the difficulties encountered during COVID19 is online education. The global Covid-19 pandemic had a significant impact on teaching, just like it does on different sectors. The study provides information on the most common strategies, techniques, and activities used by English language instructors when conducting online teaching. The present study has a descriptive research design. The questionnaire has been constructed, which is composed of (20) items. The questionnaire has been applied to (35) English teachers in different majors with multi- scientific degrees from all universities in Iraq. Face validity, reliability coefficient and item analysis of the questionnaire have been computed. Results have been exposed. Finally, Conclusions and Recommendations have been stated.

Keywords: Online Teaching, EFL Teacher, English language Strategies, Techniques, and Activities.

الاستراتيجيات والتقنيات والفعاليات التي يستخدمها مدرسو اللغة الإنجليزية في توظيف التدريس
عبر الإنترنت

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الخلاصة:

ان لجائحة كوفيد-١٩ العالمية أثر كبير على التعليم تمامًا كما حدث في مختلف المجالات. وان التدريس عبر الإنترنت هو أحد المتطلبات المقررة تطبيقها للتغلب على المعوقات التي تمت مواجهتها خلال فيروس كورونا (COVID19). توفر الدراسة الحالية معلومات عن الاستراتيجيات والتقنيات والفعاليات الأكثر شيوعًا التي يستخدمها مدرسو اللغة الإنجليزية عند إجراء التدريس عبر الإنترنت. التصميم الوصفي هو تصميم الدراسة الحالية. اما اداة الدراسة التي طبقت على (٣٥) مدرساً للغة الانجليزية في تخصصات ودرجات علمية مختلفة من كافة جامعات العراق هي الاستبانة والتي تتألف من (٢٠) فقرة . واحتسب الصدق الظاهري ومعامل الثبات وتحليل فقرات الاستبانة. احتسبت النتائج النهائية ومن ثم ذكرت الاستنتاجات والتوصيات.

الكلمات المفتاحية: التدريس عبر الانترنت، مدرسو اللغة الأجنبية، إستراتيجيات وتقنيات وفعاليات اللغة الإنكليزية

1. Introduction

1.1 Problem and Significance

The Covid-19 pandemic causes some challenges for both teachers and students in the education process. The alterations, from offline to online teaching create embarrassing situations. Choosing good, effective, planned strategies thoroughly reduces the shortcomings in this type of education. In online teaching, delivery of subjects is not the teachers' primary interest. Teachers must be a guide, guide their students to engage typically in knowledge sharing strategies, techniques, and activities to assist students to promote their critical thinking and construct knowledge. Effective teachers' role is how to use the knowledge and how to deliver it probably, skillful teachers are seen as "Knowledge users not as Knowledge generators" (Buzzetto, 2007:223)

The global crises of covidant-19 outbreak in 2019-2021 has a great impact on education around the world. Online teaching was the required choice to avoid direct contact between teachers and their students. The success of the online teaching phase is highly dependent on teachers' attitudes, strategies, techniques, and activities used by potential English teachers. Spector (2015:61) claims that "Distance education works well if designed well and taught well".

The effectiveness of teaching activities is influenced by instructors' ICT (Information and Communication Technologies) knowledge and experience, which is one of the difficulties they must overcome. To ensure that lesson objectives are met and are in line with the curricular framework, teachers should truly plan and prepare their classes in advance. Teachers will need to develop the educational techniques that best meet educational needs to ensure that no student is left behind, despite any obstacles related to distance learning brought on by the quick adoption of COVID-19. (Lukas and Yunus, 2021:335)

The researcher noticed many English language teachers did well, they were excellent tutors in their classes. They made online teaching as a journey of learning the English language as they could. However, a few teachers were confused. They had many concerns about the technology applications, time, exams, and strategies that are surely effect on delivering the materials to their students efficiently and how to provide the course material in an efficient online classroom. A whole generation of teachers adopted computer-based learning and then patiently awaited beneficial outcomes that never appeared. An English teacher must be a facilitator, supporter, and teacher at the same time. Creativity is the real principle in the teaching process, particularly in English language class where Iraqi university students are non- native speakers. Teaching English

needs utilizing a lot of different strategies, techniques, and activities that helps students to acquire it swiftly.

The researcher improves the impact of using different strategies, techniques, and activities strongly makes progress in English language class.

More related studies have been conducted in this field. Shintiani at all., 2022 study is one of the studies that aimed to describe the teaching strategies in online English class and to find out the extent of the strategies help the students in learning English during COVID-19 for the academic year 2012-2022 , the researcher found out some of the teachers' strategies in teaching English of online classes could help students, especially practicing speaking and reading by recording videos. Safira all., 2022 also concluded the COVID-19 epidemic significantly altered teaching and learning processes, as well as the methods and tools teachers used to impart knowledge. Learning, which initially took place offline (in person), ended up being entirely internet-based. The COVID-19 epidemic has brought about some changes in students and teachers due to teaching and learning activities. This claim is in line with the analysis of Duraku and Hoxha (2020), who claimed that the COVID-19 has impacted everyone involved in and profiting from educational systems around the world's functioning, well-being, and education. Therefore, to fill the gap in this field, the present study has been conducted.

1.2 Aim

The present study aims at:

- 1- Finding out the Strategies, Techniques and Activities used by English Language Teachers in Employing online Teaching of applying strategies, techniques, and activities.
- 2- Verifying how different teaching strategies, techniques, and activities are used depending on the teacher's certificate.
- 3- Recognizing how the years of experience affect how different strategies, techniques, and activities are used.
- 4- Determining the variations in the application of strategies, techniques, and activities based on the specialization or major of the teachers.

1.3 Limits

This research is restricted to:

- 1- English language teachers who teach English language through online, for the academic year 2021-2022 during Covid-19 period.
- 2- All the participants are specialist in teaching English.

1.4 Value

It is hoped that this study is valuable in the following aspects:

- 1- It illustrates the importance of strategies, techniques, and activities in teaching English.
- 2- Assisting English language teachers in Iraqi Universities to apply strategies, techniques, and activities in teaching English.
- 3- It helps EFL instructors to attract their students by using strategies, techniques, and activities in teaching English.

2.Theoretical Background

2.1 Online Teaching

Distance education is typically understood as instruction delivered through print or electronic communications media to students who are enrolled on a course of study at a location or time other than that of the teacher or teachers. As new technological advancements force educators to rethink the concepts of education and lifelong learning, the old definition of remote education is gradually eroding.

“Online teaching demands a framework for creative response on the part of the teachers as well as students”. (Arunachalam & Munisamy, 2022: 23).

Like all forms of education, remote learning created a learning community made up of students, teachers, and instructional materials (i.e., the books, audio, video, and visual displays that gave students access to the material of instruction). (Michael ,2015:32)

The online teaching approach used by the epidemic is not just an "Internet +" teaching approach; rather, it embodies online-based assistance programs and innovative components that reform traditional educational content, structure, processes, and methods of learning and teaching. A few of external factors like, scheduling and organization factors, technical characteristics, communication and community factors and environment and assessment factors etc. affect online teaching method in addition to its internal essential elements: learner characteristic, teacher characteristics, curriculum characteristics, and cognitive factors. (Li. et all.,2021:567)

Understanding students' opinions on the online method of learning and adapting the teaching-learning process accordingly are two ways to evaluate and enhance the effectiveness of online teaching and learning. What multimedia formats do pupils prefer? What are students' preferred ways of interaction? Do they prefer learning online versus in a classroom? preferences of students for presentation style and material delivery. In this time of crisis, learning should be worthwhile and fun thanks to teachers' ability to match content delivery and course material in sync with students' needs and interests. (N Hassan ,2020:204)

Cheung and Cable (2017:4) identified and discussed eight guiding principles for successful online teaching, including:

- 1- Facilitating communication between academics and students
- 2- Cooperative Education
- 3- Swift feedback
- 4- Dynamic education
- 5-Task time, instructing students to devote extra time to do their assignments.
- 6-High expectations, to inspire and drive students, teachers should make their expectations clear.
- 7- Multiple methods of learning, and
- 8- Applications of technology.

(Huang et al., 2020) identified seven essential factors that form the foundation of online learning and play a crucial part in maximizing learning in unique situations like those forced on by the Coronavirus pandemic. These factors include:

- 1-Developing and managing internet infrastructure to minimize disruptions, particularly during video conferences.
- 2- Using tools that are straightforward to aid in students' information assimilation and comprehension.
- 3- Delivering trustworthy, stimulating, and a variety of electronic resources.
- 4- Building online communities for students through social networks to lessen feelings of isolation.
- 5- Utilizing a variety of efficient methods, such as discussions or learning via discovery and experience.
- 6- Offering services to educate students and teachers about the most recent government and university policies, and
- 7- Promoting cooperation between these organizations.

2.2 English Language Teachers

The online teaching outcomes will depend on the teacher's mastery of teaching approaches as well as how they plan their lessons. As a result of the epidemic's quick onset, teachers were given little time to plan their online lectures, and they were also largely uninitiated with the online learning methodologies. It will have a detrimental effect on attitudes toward online instruction if these two features of teachers are under a lot of strain.

“Teachers act as key social figures who significantly affect the motivational quality of the learning process in positive or negative ways. Indeed, almost everything a teacher does in the classroom has a motivational influence on students, which makes teacher behavior a powerful ‘motivational tool’”. (Dörnyei & Ushioda: 2011:109).

Yoland and Hadi (2019:1-8) states “The teacher has the responsibility to guide students besides also giving students support and motivation so that they can improve their English skills”.

The growth and expansion of online teaching makes the teacher take responsibility for the outcome. Although it is considered as one of the most practical methods that help teachers and students together side by side, it highly helps teachers in recognizing their teaching and students to access fundamental learning materials.

An effective English teaching strategy that helps teacher to comprehend the contrasts between online and face-to-face teaching and be able to use them effectively in the creation and facilitation of online classes, according to Pallof and Pratt (2011:17).

A good online teacher respect students as partners. A good motivator for students. Understands the importance of community building and devotes the time at the start of the class to that function. Incorporates collaborative work into the design and delivery of an online class. A good teacher should be committed to this form of teaching and use the online environment to his or her advantage in delivering an online class. The quality of education depends on the teacher’s attitude, delivery of information whether positive or negative. Palloff and Pratt (2000:4) remind us that “technology does not teach students, effective teachers do”.

Mulyati (2021:82) For effective online instruction, teachers are urged to follow the following seven guidelines:

1. Stimulate student participation.
2. Encourage teamwork among students.
3. Promote hands-on instruction.
4. Provide a prompt.
5. make time on tasks a priority.
6. Express high expectations.
7. Honor various learning styles and talents.

2.3 English Language Strategies, Techniques, and Activities

The significance of English language teaching strategies has been initiated in offline and online teaching to achieve learning objectives. Technology has become a valuable key in teaching English language especially during covid-19 pandemic. It assists

teachers' scientific background to design an interactive digital media to apply in their lectures. Wulandari and Pasaribu (2022:12) convincingly linked between teaching styles and backgrounds of English language teachers and their insights in affording new technologies tools to support students' proficiency in the target language. "Multimedia is used to teach the four integrated skills listening, speaking, reading, and writing". (ibid)

(Kuama 2016:56) defines online learning strategies as "students' ability to understand and control their learning by employing a range of cognitive, metacognitive, resources management strategies and affective strategies in order to achieve online learning goals".

The goal of the strategy is to organize the class through the implementation of concepts, planning, and the execution of specific time periods. A range of tactics employed by teachers in online instruction can be seen, for instance: a) Lesson explanation techniques used by teachers. b) The techniques the teacher uses to assign assignments. c) The techniques used by teachers to assign grades. (Mulyati, 2021:82)

Richard and Rodgers focuses in three dimensions that provides guidelines for teaching English class:

1. Instruction, it means the way the teacher deliver the course,
2. Practice: it means the language or language -related activities assigned by teachers for the students to do in the class and,
3. Interaction: it means the exchange of knowledge between the teacher and students or between the students according to inadequate knowledge distributions. (Vays & Patel, 2009:11)

Language learning strategies includes listening strategies, oral speaking or oral communication ,reading comprehension, vocabulary and writing. Self-regulation strategy has been applied to online education and gained highly attention . It helps students to regulate their learning and achieve positive outcomes . (Chan Lü, 2023: 69)

Felix (2003) maintains that " online activities have the potential to engage students either singly or in groups in authentic settings in which to foster one or more language skills depending on how activities are structured integrated and monitored".

According to Mardiah (2020:52) Online English language activities can be done by these two ways:

- Synchronous events occur instantly. In order for two learners to communicate synchronously, both must be present at the same moment. Chatmchats,

audio/video conferencing, live webcasting, application sharing, whiteboard presentations, and polling are examples of synchronous activities.

- Asynchronous events don't depend on time. Since self-paced courses can be taken at any time, they are an example of asynchronous online learning. Asynchronous communication tools include email, chat rooms, wikis, blogs, and webcasting.

Teachers employ a range of technical tools in the classroom while implementing online learning. To effectively transfer knowledge to all students, EFL teachers must be able to select applications that match the requirements and features of lessons, students, and the environment they are working in. It is acknowledged that the assignment, rather than the material explanation, is more important in this online learning activity. (Efriana,2021:44).

Voronin et al.(2021: 7) encouraged EFL teachers to activate their teaching methods by the following assisted digital tools :

1- The use of interactive whiteboards, methods for conducting interactive surveys, sociological surveys, the organization of teamwork, the organization of project activities, and the introduction of elements of gamification in the educational process are all examples of interactive tools that can be used to interact with students. Assignments are more important in online learning practice than content explanation.

2- The ability to employ text information, image processing, the usage of dynamic objects, the capacity to visualize data, and the creation of graphs and diagrams are all components of the ability to produce presentations

In practice, assignment takes precedence over material justification.

3- The ability to work with students in social networks and online is crucial for producing educational outcomes that significantly increase student motivation. Students are particularly interested in distributing instructional content and the teacher must own messengers and actively use social networks to do this.

4- The ability to produce educational video content involves five key steps: designing the video content, recording the video content, processing the video and audio, placing the content on hosting sites, increasing the materials' rating, and spreading the materials.

5- Teachers can conduct trainings, small-group seminars, and interactive tools with immediate results by using video conferencing capabilities in addition to making video calls.

Ria (2021:23) shed lights on the necessary characteristics of particular blended teaching techniques as suggested by Bullen and Jones in order to make an acceptable choice of blended teaching strategies:

a. Direct Instruction

The earlier subject in the lesson plan is the main emphasis of this approach. Students were only considered as content-passive consumers in traditional direct instruction. However, by combining interactive teaching tools and engaging learning activities with modern tactics backed by internet usage, students' activities will be more meaningful, which will also boost their engagement.

b. Collaborative Teaching

With the help of this technique, students may communicate with one another and work together with their teachers. The students will actively take part in collaborative problem-solving to accomplish the task with the help of a number of modern web technologies for communication and online teamwork. When using this modern method, the teaching process is heavily focused on the students.

c. Situated Teaching

With the help of web and multimedia technologies, animations, and simulations in virtual labs, students learn using this method by resolving real-world problems, conducting experiments, and presenting their papers and projects. The teacher acts as a facilitator in this type of instruction, encouraging and supporting the students. The modern interpretation of this method permits the students' active participation.

d. Self-directed Teaching

This method is evidenced by the students' engaged use of the learning resources, and the teaching procedure considers each student's particular learning requirements. One of the first learning techniques is to read written materials and analyze them. The modern formats also demand that content from websites, wikis, blogs, and online learning communities be skimmed.

3. Procedures and Methodology

All the followed procedures in the practical side of the present study have been described below:

3.1 Population and Sample

The population of the present study involves Iraqi university English Foreign Language teachers who have been chosen from the university of Baghdad and the university of AL-Mustansiriyah in Iraq during the academic year 2021-2022. A group of 35 English Language teachers from different disciplines who teach English language at seven different Colleges of Iraq have been selected as a sample. The table below presents all the details about the sample.

Table (1)
Sample of the present study

No.	University/College	No. of Instructors	Degree		Major			Years of Experience		
			PHD.	MA.	Linguistics	Literature	Methods of Teaching English	Less 15	15-26	More 26
1.	Baghdad	18	21	14	15	7	12	8	19	7
2.	AL-Mustansiriyah	4								
3.	AL-Iraqia	3								
4.	Tikrit	1								
5.	Qar-Thi	5								
6.	Misan	2								
7-	Technology	2								
	Total	35								

3.2. The construction of the Questionnaire

The questionnaire has been constructed by the researcher herself. It is applied during the first semester of the academic year 2021-20222. It consists of 20 items. Each item has five options. (Always, Often, Sometimes, Rarely, Never). The constructed questionnaire must have psychometric characteristics which are face validity and reliability.

3.2.1 Face Validity

Based on the subjective evaluations of the observer, face validity describes the way a test looks to evaluate the knowledge or abilities it promises to measure. (Richard and Schmidt 2002: 196-7). It was accomplished by asking a group of five specialists in linguistics and English language instruction to comment on the applicability of the stated questionnaire; 100% of the jurors agreed that it was.

3.2.2. Reliability

Reliability indicates stability and consistency of the measurements of the test scores (Harmer,2001:322). The reliability coefficient has been computed by using the Alpha –

Cronbach formula. The reliability sample includes (30) English language teachers randomly selected from the total population. The reliability coefficient formula has been found to be (0.77) which is considered acceptable according to Lehman and Meherens (1991:255).

3.3 Results and Data Analysis

3.3.1 .The First Aim: Knowing about the use of strategies by English language teachers.

To achieve the strategies, techniques, and activities used by English language teachers in employing online teaching (weighted mean, weighted percentile, and frequencies of the items of the questionnaire were applied). The theoretical mean is found to be 3. The weighted mean of each item will be compared to the theoretical mean, if it is more than 3, so the item is achieved, if it is less than 3, so the item is not achieved, as shown in Table No . (2)

Table (2)
The Weighted Means and The Weighted Percentiles of all the Strategies, Techniques, and Activities

No	Always	Often	Sometimes	Rarely	Never	Weighted Mean	Weighted Percentile	Rank Order
1.	75	44	21	4	0	4.11	82.2	6
2.	50	40	30	10	0	3.71	74.2	9
3.	70	32	30	4	1	3.91	78.29	8
4.	125	32	6	0	0	4.66	93.14	1
5.	65	12	12	10	10	3.11	62.29	17
6.	15	32	42	14	3	3.03	60.57	19
7.	10	48	18	22	4	2.91	58.29	20
8.	55	56	21	6	0	3.94	78.86	7
9.	30	52	33	6	2	3.51	70.2	10
10.	35	44	27	10	3	3.4	68	14
11.	45	36	27	6	5	3.4	68	14

12.	75	52	12	6	0	4.14	82.86	5
13.	55	28	24	12	3	4.49	69.71	11
14.	30	56	18	12	3	3.4	68	14
15.	45	24	24	8	8	3.11	62.29	17
16.	50	24	36	6	4	3.43	68.57	12
17.	35	24	33	12	5	3.11	62.29	17
18.	105	36	12	0	1	4.4	88	3
19.	125	28	9	0	0	4.63	92.57	2
20.	105	28	12	6	0	4.31	86.29	4

The results of the table No.2 (show that all strategies, techniques and activities are achieved by the teachers except for the shaded activity number 16 (Adopting online crossword to teach synonyms and antonyms as well as to break boring), as it came with the weighted mean (2.91) and the weighted percentile (58.29) that means it is less than the weighted mean which is (3) and the weighted percentile which is (60).

While the first five ranks were: strategy number 4 (Insisting to clarify the prominent goal of using teaching strategies, techniques, and activities to facilitate students' learning process). It got the first rank with the highest weighted mean of (4.66) and weighted percentile (93.14). The second rank was the strategy number 19 (Integrating all four English language skills in each lecture) with a weighted mean (4.63) and a weighted percentile (92.29). While the third rank was technique number 18 (Assessing students' achievements regarding their attendance, speed of responses and accuracy of reading besides the submitted assignments instead of online exams.) with the weighted mean (4.4) and the weighted percentile (88). The fourth rank was activity number 20 (Instructing students to achieve at least two or three goals at the end of course for instance: speak fluently, learning a limited number of new terms and dividing them according to their goals). With the weighted mean (4.31) and a weighted percentile (86.29).and, the fifth rank was, strategy number 5 (Applying graphic organizers to teach stories or any literature subjects.) with the weighted mean (4.14) and weighted percentile (82.86).

While the last five ranks of the items, which came in the last rank with the nineteenth rank, it was the technique number 6 (Resorting to use riddles or puzzles for describing

characters, events, settings, etc.) with a weighted average of (3.03) and a percentage weight of (60.57),

While items number (5 -15-17) were the seventeen rank for obtaining the same weighted mean and weighted percentile, respectively (3.11) and (62.29), these are : activity number 5 (Allowing your students to use printed or online dictionaries while they are doing the test), technique number 15 (Making an educational official channel on multiple sites like YouTube for posting additional lectures and saving teachers' efforts.), and technique number 17 (Utilizing a portfolio instrument to encourage students for self- assessment as well as to conserve their achievements, progress, and efforts.)

While the following three items number (10-11-14) ranked fourteenth for each of them, with a weighted mean is (3.4) and a percentage weight is (68). These items, respectively, are activity number 10 (Encouraging students to submit a voice recording the acquired topic to enhance their performance level.), strategy number 11 (Applying graphic organizers to teach stories or any literature subjects), and technique number 14 (Recording video lectures to avoid wasting time, especially with the large classes and to ensure of listening to teacher's accent as a model).

3.3.2. The Second Aim: Identifying the significance of the statistical differences in the use of strategies, techniques, and activities according to the certificate:

To achieve this goal, the researcher identified the chi-square value computed by calculating the frequencies for each type (M.A - PH. D) to identify the significance of the statistical differences between them in the use of the strategies, techniques, and activities. Table No. (3) illustrates this.

Table (3)

Chi-square to Identify the Significance of Statistical Differences in the Use of Strategies, Techniques, and Activities According to the Certificate.

Strategy No.	Chi-Square	Tabulated	Significance
1.	5.748	7.81	No significance
2.	6.348	9.49	No significance
3.	3.733	7.81	No significance
4.	1.270	5.99	No significance
5.	5.413	9.49	No significance
6.	4.431	9.49	No significance
7.	8.035	9.49	No significance
8.	5.741	7.81	No significance
9.	6.051	9.49	No significance
10.	6.720	9.49	No significance

11.	5.113	9.49	No significance
12.	2.794	7.81	No significance
13.	3.729	9.49	No significance
14.	9.970	9.49	Significance
15.	7.694	9.49	No significance
16.	4.375	9.49	No significance
17.	6.115	9.49	No significance
18.	8.281	7.81	Significance
19.	0.131	5.99	No significance
20.	0.530	7.81	No significance

The Result of the above table (3) shows that:

- The tabulated Chi Square- value for item 14 is (9.49). the degree of freedom is (2) at a level of significance (0.05). This shows that since the tabulated value is less than the computed, the item is significant.
- The tabulated Chi Square- value for item 18 is (7.81). The degree of freedom is (2) at a level of significance (0.05). This shows that since the tabulated value is less than the computed, the item is significant.

It is clear from the above table that there are no statistically significant differences at the aforementioned degrees of freedom in the use of strategies, techniques, and activities according to the certificate qualification (PH.D/M.A), except for number (14-18), which are serially (Recording video lectures to avoid wasting of time especially with the large classes and to ensure listening to the teacher's accent as a model.) and (Assessing students' achievements regarding their attendance, speed of responses and accuracy of reading besides the submitted assignments instead of online exams...) The calculated values for it were higher than the tabulated values, which indicates that there are statistically significant differences in its use and in favor of the Ph.D. degree with the most repetition.

3.3.3. The Third Aim: Recognizing the significance of statistical differences in the use of strategies, techniques, and activities according to experience:

The researcher used the strategies, techniques, and activities to determine the significance of the statistical differences between the years of experience, using the chi-square formula by calculating the frequencies for the years of experience and dividing the years of experience as follows: (15 or less), (16 to 25), and (26 or more). This is seen in Table No. (4)

Table (4)

Chi-Square to Identify the Significance of Statistical Differences in the Use of Strategies, Techniques, and Activities According to years of Experience.

Strategy No.	Chi-Square	Tabulated Value	Significance
1.	5.631	12.59	No Significance
2.	4.625	12.59	No Significance
3.	14.581	15.51	No Significance
4.	0.312	9.49	No Significance
5.	5.944	15.51	No Significance
6.	11.282	15.51	No Significance
7.	3.250	15.51	No Significance
8.	2.749	12.59	No Significance
9.	5.269	15.51	No Significance
10.	13.453	15.51	No Significance
11.	6.843	15.51	No Significance
12.	11.071	12.59	No Significance
13.	7.837	15.51	No Significance
14.	4.734	15.51	No Significance
15.	6.838	15.51	No Significance
16.	6.908	15.51	No Significance
17.	8.205	15.51	No Significance
18.	11.499	12.59	No Significance
19.	3.013	9.49	No Significance
20.	2.151	12.59	No Significance

It is clear from the above table that all the calculated values of chi-square were less than the tabulated values mentioned above, which indicates that there are no statistically significant differences in the use of strategies due to years of work.

3.3.4 The fourth Aim: Identifying the significance of statistical differences in the use of strategies, techniques, and activities according to specialization.

The chi-square formula has been used to compute by calculating the frequencies of specialization for the three disciplines (ELT – Linguistics - Literature) to identify the significance of statistical differences between disciplines in the use of strategies. Table No. (5) shows the computed and tabulated chi-square values and their significance for achieving the stated aim.

Table (5)

Chi-square to Identify the Significance of Statistical Differences in the Use of Strategies, Techniques, and Activities According to the Specialization.

Strategy No.	Chi-Square	Tabulated value	Significance
1.	3.003	12.59	No Significance
2.	7.241	12.59	No Significance
3.	16.451	15.51	Significance
4.	5.474	9.49	No Significance
5.	5.092	15.51	No Significance
6.	4.313	15.51	No Significance
7.	16.644	15.51	Significance
8.	5.693	12.59	No Significance
9.	7.597	15.51	No Significance
10.	2.341	15.51	No Significance
11.	1.590	15.51	No Significance
12.	0.947	12.59	No Significance
13.	17.066	15.51	Significance
14.	15.842	15.51	Significance
15.	7.737	15.51	No Significance
16.	6.774	15.51	No Significance
17.	9.914	15.51	No Significance
18.	3.478	12.59	No Significance
19.	2.670	9.49	No Significance
20.	3.626	12.59	No Significance

- The tabulated Chi Square for item 3 is (15.51). the degree of freedom is (4) at a level of significance (0.05). This shows that since the tabulated value is less than the computed value, the item is significant.
- The tabulated Chi Square for item 7 is (15.51) the degree of freedom is (6) at a level of significance (0.05). This shows that since the tabulated value is less than the computed value, the item is significant.
- The tabulated Chi Square for item 13 is (15.51). the degree of freedom is (8) at a level of significance (0.05). This shows that since the tabulated value is less than the computed value, the item is significant.
- The tabulated Chi Square for item 14 is (15.51). The degree of freedom is (8) at a level of significance (0.05). This shows that since the tabulated value is less than the computed value, the item is significant.

It is clear as from the above table that 16 of the computed values of chi-square were less than the tabulated values mentioned above, which indicates that there are no

statistically significant differences in the use of strategies, techniques, and activities due to specializations, except for strategies number (3-7 13-14). They are as follows:

3. (Providing your students, a list of credible English educational sites to follow it for benefit.) ,7. (Adopting online crosswords to teach synonyms and antonyms as well as to break boring.), 13. (Concentrating on displaying part of song, chant, or film to promote students' listening skill besides learning vocabularies.) 14. (Recording video lectures to avoid wasting time especially with the large classes and to ensure listening to the teacher's accent as a model).

The computed values of the chi-square were greater than their tabulated values, as shown by the outputs of the statistical program (SPSS), which indicates the existence of statistically significant differences. According to the data outputs, the differences were in favor of (Linguistics) specialization in the strategies, techniques, and activities referred to in the questionnaire, followed by (ELT) specialization, then literature.

4.2 Conclusions

It is possible to draw the following conclusions considering the study's findings:

1. Online teaching procedure for teachers and students lowers the obstacles when appropriate English language strategies, techniques, and activities are used.
2. Using digital tools, techniques surely develop students' critical thinking abilities, such as those for comparing, classifying, inducing, concluding, examining errors, establishing support, abstraction, and analyzing viewpoints, can be stimulated during the education process through communicative strategies and activities.
3. During the epidemic, the success of planning, exam implementation, evaluation and knowing of individual students' differences depended on the use of the lecturing strategies, techniques, and activities in English instruction.

4.3. Recommendations

Following recommendations can be made in light of the findings and conclusions of the current study:

1. Universities should also assume responsibility for providing teachers with technology-assisted teaching methods that are in line with their pedagogies and course pedagogy.
2. College English instructors are advised to create and implement exercises or projects that are relevant to real-life situations and help foster students' internal motivation.
3. It is crucial to assist teachers in creating course materials that are delivered in a variety of formats - using videos, audios, other technologies, or software to make

compulsory text-based content more interesting and to enable students to react in a variety of way.

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Appendix (1)

Strategies, Techniques and Activities Questionnaire

Dear colleagues: The following Questionnaire is designed for a study of the Strategies, Techniques and Activities Used by English language Teachers in Employing the Online Teaching. Thank you in advance for your cooperation and assistance. Please note, read it carefully and select one of the options that you think it is necessary to apply it in your lecture.

1. Depending on English compulsory book and focus on giving assignments during online teaching process.
 - a. always
 - b. often
 - c. sometimes
 - d. rarely
 - e. never
2. Supporting groups of students or individuals to post blogs on different aspects of the English language at educational platforms.
 - a. always
 - b. often
 - c. sometimes
 - d. rarely
 - e. never
3. Providing your students a list of credible English educational sites to follow it for benefit.
 - a. always
 - b. often
 - c. sometimes
 - d. rarely
 - e. never
4. Insisting on clarifying the prominent goal of using teaching strategies, styles and techniques to facilitate students' learning process .
 - a. always
 - b. often
 - c. sometimes
 - d. rarely
 - e. never

5. Allowing your students to use printed or online dictionaries while they are doing the test.
 - a. always
 - b. often
 - c. sometimes
 - d. rarely
 - e. never
6. Resorting to use riddles or puzzles for describing characters, events, settings.
 - a. always
 - b. often
 - c. sometimes
 - d. rarely
 - e. never
7. Adopting online crosswords to teach synonyms and antonyms as well as to break boredom.
 - a. always
 - b. often
 - c. sometimes
 - d. rarely
 - e. never
8. Preparing periodically quizzes at the end of lecture to examine students' understanding and ensure their attendance.
 - a. always
 - b. often
 - c. sometimes
 - d. rarely
 - e. never
9. Sending assignments through emails as a means of developing students' writing skill.
 - a. always
 - b. often
 - c. sometimes
 - d. rarely
 - e. never

10. Encouraging students to submit a voice recording around the acquired topic to enhance their performance level.
 - a. always
 - b. often
 - c. sometimes
 - d. rarely
 - e. never
11. Applying graphic organizers to teach stories or any literature subjects.
 - a. always
 - b. often
 - c. sometimes
 - d. rarely
 - e. never
12. Gathering students in group discussions to solve questions or adding suggestions to raise speaking skill.
 - a. always
 - b. often
 - c. sometimes
 - d. rarely
 - e. never
13. Concentrating on displaying part of song, chant or film to promote students' listening skill besides learning vocabulary.
 - a. always
 - b. often
 - c. sometimes
 - d. rarely
 - e. never
14. Recording video lectures to avoid wasting time, especially with the large classes, and to ensure listening to teacher's accent as a model.
 - a. always
 - b. often
 - c. sometimes
 - d. rarely
 - e. never

15. Making an educational official channel on multiple sites like YouTube for posting additional lectures and saving teachers' efforts.
- always
 - often
 - sometimes
 - rarely
 - never
16. Asking students to put thumbs up, thumbs down or others sideways to let teachers know if they understand or not.
- always
 - often
 - sometimes
 - rarely
 - never
17. Utilizing a portfolio instrument to encourage students for self- assessment as well as to conserve their achievements, progress, and efforts.
- always
 - often
 - sometimes
 - rarely
 - never
18. Assessing students' achievements regarding their attendance, speed of responses and accuracy of reading besides the submitted assignments instead of online exams.
- always
 - often
 - sometimes
 - rarely
 - never
19. Integrating all the four English language skills in each lecture.
- always
 - often
 - sometimes
 - rarely
 - never

20. Instructing students to achieve at least two or three goals at the end of course for instance (speak fluently, learning a limited number of new terms) and dividing them according to their goals.
- always
 - often
 - sometimes
 - rarely
 - never

