

Advantages and Disadvantages of University Online Learning from

Students' and Instructors' Perspectives: A Case Study of

English Language Students in Jordan

دراسة حالة لطلاب اللغة الإنجليزية في الأردن: إيجابيات وسلبيات التعليم الجامعي

عبر الأنترنت من وجهة نظر الطلاب والمدرسين

Prepared By

Narmeen Tayseer Fayed Elayan

Supervised By

Dr. Norma Al- Zayed

**A thesis submitted in partial fulfillment of the requirements for the degree
of Master of English Language and Literature**

Department of English Language and Literature

Faculty of Arts and Sciences

Middle East University

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Authorization

I, **Narmeen Elayan**, authorize Middle East University (MEU) to supply copies of my thesis to libraries, organizations establishments, and even individuals upon request.

Name: Narmeen Tayseer Fayed Elayan.

Date: 14 / 6 / 2021

Signature: -----

Thesis Committee Decision

This thesis “Advantages and Disadvantages of University Online Learning from Students’ and Instructors’ Perspectives: A Case Study of English Language Students in Jordan” was defended and approved on 14/6/2021.

Examination Committee

Signature

1. Dr. Norma Al- Zayed (Supervisor)

2. Dr. Mohammad Mahameed (Internal Member)

3. Dr. Nosaybah Awajan (Internal Member)

4. Prof. Abdallah Matar Abu Naba'h (External Member)

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Dedication

This thesis is dedicated to my family who supported me and motivated me to complete my thesis despite the difficulties I faced.

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Abstract

This study aims at exploring the advantages and disadvantages of university online learning from students' and instructors' perspectives. So that the researcher used the quantitative approach. The questionnaire was distributed to the students and instructors of the English Department in Middle East University to represent the quantitative data. The sample of the study was eighty-six students and twenty-nine university instructors from the English Department at Middle East University who participated in the questionnaire. This study revealed that the advantages of university online learning from students' perspectives are using online for English learning is more interesting than the traditional method and ease of handing over assignments while the disadvantages of university online learning from students' perspectives are high costs of internet services, online learning is not suitable for every topic and online learning requires the submission of a lot of duties and activities. The advantages of university online learning from instructors' perspectives are easy to access to online learning platforms, online lectures can be recorded, archived, and shared for future reference, the exams correspond to the materials presented during the lectures, whereas the disadvantages of university online learning from instructors' perspectives are online learning requires the instructors to have a basic understanding of using digital forms of learning and online learning lacks credibility in exams and needs better time management.

Keywords: Online learning, Advantages and Disadvantages, Students' perspectives, Instructors' Perspectives

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عبر الأنترنت من وجهة نظر الطلاب والمدرسين

إعداد

نارمين تيسير فايز عليان

إشراف

د. نورما الزايد

الملخص

تهدف هذه الدراسة إلى استكشاف إيجابيات وسلبيات التعليم الجامعي عبر الإنترنت من وجهة نظر الطلاب والمدرسين. بحيث استخدم الباحث المنهج الكمي. تم توزيع الاستبيان على طلاب ومعلمي قسم اللغة الإنجليزية في جامعة الشرق الأوسط لتمثيل البيانات الكمية. كانت عينة الدراسة ستة وثمانين طالبًا وتسعة وعشرين معلمًا جامعيًا من قسم اللغة الإنجليزية بجامعة الشرق الأوسط شاركوا في الاستبيان. كشفت هذه الدراسة أن إيجابيات التعليم الجامعي عبر الإنترنت من وجهة نظر الطلاب هي أن استخدام الإنترنت لتعلم اللغة الإنجليزية هو أكثر إثارة للاهتمام من الطريقة التقليدية وسهولة تسليم المهام بينما سلبيات التعليم الجامعي عبر الإنترنت من وجهة نظر الطلاب هي ارتفاع تكاليف خدمات الإنترنت، التعليم عبر الإنترنت ليس مناسبًا لكل مواضيع، ويتطلب التعليم عبر الإنترنت تقديم الكثير من الواجبات والأنشطة. إيجابيات التعليم الجامعي عبر الإنترنت من وجهة نظر المدرسين هي سهولة الوصول إلى منصات التعليم عبر الإنترنت، يمكن تسجيل المحاضرات عبر الإنترنت وأرشفتها ومشاركتها للرجوع إليها في المستقبل، وتتوافق الاختبارات مع المواد المقدمة أثناء المحاضرات، في حين أن سلبيات التعليم الجامعي عبر الإنترنت من وجهة نظر المدرسين هي أن التعليم عبر الإنترنت يتطلب من المعلمين أن يكون لديهم فهم أساسي لاستخدام الأشكال الرقمية للتعلم ويفتقر التعليم عبر الإنترنت إلى المصداقية في الاختبارات ويحتاج إلى إدارة أفضل للوقت.

الكلمات المفتاحية: التعليم عبر الإنترنت، المزايا والعيوب، وجهات نظر الطلاب، وجهات نظر المدرسين

Chapter One

1.0. Background of the Study

The covid-19 pandemic has forced the world into a series of changes in many fields one of them is the educational sector. It compelled colleges and schools to close down their campuses, as a result, that, online learning is considered an effective approach to ensure continuity of education. So, the entire world is switching to an online mode of educating and learning. Therefore, the viable utilization of video conferencing stages such as WebEx, ZOOM, and Google Meet as well as learning administration frameworks like Moodle, Chalkboard, etc., have been energized to back up students' learning in all conceivable ways amid the pandemic (National statistical office, 2019).

The educational sector has been affected by this pandemic widely too, and like all universities of the world, Jordanian universities have shifted to online learning and using platforms, applications, and tools like Moodle, Zoom, WhatsApp, and Microsoft teams as a learning management system. Online learning is an educational experience that does not associate with physical boundaries through this experience; students can take part in classes, participate in discussions, and interact with each other from any location. Consequently, characteristics of online learning include the use of a multimedia environment, the sharing of a wide range of information, the institution of an e-learning device enabling collaborative communication, the creation of a community for getting access to and disseminating

information, and the incorporation of the systems on various sorts of operating structures and browsers (Oyarzun, Stefaniak, Bol & Morrison, 2017).

On one hand, Online learning may have advantages, for instance, helping students who cannot reach their classes to follow their schedule, better time management, reduced costs, a more comfortable environment, improve technical skills, and accessibility of time and place.

On the other hand, the disadvantages of online learning might be, for example, limited feedback either during the lectures or during the dedicated office hours, also online instructors tend to focus on theoretical courses, lack face to face communication between students and instructors sometimes the university students might find that they are unable to work effectively, besides, online learning is not suitable for every topic, for instance, complex topics or practices that require a physical environment.

Some problems that students and instructors might encounter in online learning are lack of awareness of the society especially some students who do not know how to use a computer, economic problems due to some students cannot provide the cost for registration in online programs and paying the fees of the network provides because of bad economic circumstance which Jordanian people are facing , lack of infrastructure, and self-motivation, students cannot communicate effectively and completely with faculty and staff, lack of modern technological devices, so students face a problem to meet up with some technical requirements of online learning, lack of adequate support of the government, poor interaction with

instructors, the weak technological infrastructure of the institutions, instructors cannot cover all courses and achieve all educational goals, online learning requires a double effort from instructors to facilitate the online learning process, and online learning concentrates on theoretical courses. Moreover, the online infrastructure is considered as one of the great possible limitations that stop the adaption of online learning (Aljaraideh & Al Bataineh, 2019).

Mainly, online learning depends on the internet. So that it is considered as an important way for communication as well as a research tool, which gives many opportunities to communicate via several applications, and offers different references in all fields too. People can reach any sort of data easily on the internet. Additionally, it is used for different purposes such as social, academic, and enjoyment purposes. Basically, the internet offers two essential benefits which are communication and information (Warren et. al., 1998).

One of the major uses of the internet is education. it can be pointed out that the internet has some uses, and these can be listed as information store, unlimited communication, online interactive learning, online research, innovation in the new world, learning development, and universal education (Park, 2009). Therefore, the internet is an excellent way for students and researchers, it utilizes not only for social connection and entertainment but also for academic and scientific information. In addition, the use of the internet can improve the quality of education (Ciglaric et al., 1998). Moreover, the internet adds numerous positive changes to students and

instructors. According to Dryli and Kinnaman (1996), the internet permits students to discover information as well as permitting them to think significantly and creatively, to end up collaborative people and to solve a problem.

Thus, the researcher aims to focus on the advantages and disadvantages of university online learning from students' and instructors' perspectives after the adaptation of online learning in Jordan for the first time due to the covid-19 pandemic that affects the educational sector all over the world, also to maintain the safety of students and faculty and the continuity of the educational process in all educational institutions, in addition to preserve the access of all students to their educational opportunity despite the exceptional circumstances that Jordan and all countries of the world go through.

1.1. Statement of the Problem

This study concentrates on discovering the advantages and disadvantages of university online learning and clarifies the weaknesses that can be exploited positively to develop online learning based on the experience of the students and instructors. Online learning has become an approved learning method that maintains the continuity of the educational process in all educational institutions and provides students with great flexibility in receiving education anytime and anywhere. Therefore, online learning has many advantages and disadvantages, but not all university students can cope with the new method of learning.

1.2. Objectives of the Study

This study aims at:

- 1- Exploring the advantages and disadvantages of university online learning from the students' perspectives.
- 2- Exploring the advantages and disadvantages of university online learning from the instructors' perspectives.

1.3. Questions of the Study

The study raises the following questions:

- 1- What are the advantages and disadvantages of university online learning from the students' perspectives?
- 2- What are the advantages and disadvantages of university online learning from the instructors' perspectives?

1.4. Significance of the Study

Online learning is a new way of learning and there are many studies on it, but this study will help to find the solutions for the important problems that obstruct the learning process. Additionally, through this study students and instructors can determine what they need to increase the effectiveness of online learning. Moreover, the questionnaire of the study contains different problems that may serve as a tool for further studies and uses to present different aspects that develop online learning.

This study may benefit teachers, students, researchers, academic scholars, readers, and other people interested in education.

1.5. Limitations of the Study

The researcher cannot generalize the findings of this study to all universities in Jordan, as it is only limited to university students of English language at Middle East University. The results are restricted to Middle East University only.

1.6. Limits of the Study

This study was conducted at Middle East University in the second semester during the academic year 2020-2021.

1.7. Definitions of Terms

Coronavirus: according to Stoppler (2020) it is a type of frequent virus that infects humans, usually main to higher respiratory contamination (URI.) Seven distinctive sorts of human coronavirus have been identified. The viruses are unfolded via the air through coughing and sneezing, close non-public contact, touching an object or floor contaminated with the virus, and rarely, via fecal infection.

Pandemic: according to Merriam-Webster's online dictionary pandemic is an outbreak of an ailment that occurs over a wide geographic vicinity and affects a quite high share of the population.

Online learning: it is defined theoretically by Anshari, Almunawar, Shahrill, Wicaksono & Huda (2017) as the method of instruction at a recognized institution where the students do not get to go to classes on the campus. In the modern-day digital era, the net has advanced as one of the indispensable abilities to share resources for learning and research for both the instructors and the students.

Internet: it is defined theoretically by the Second Edition of Oxford Dictionary as a world computer network offering a range of information and conversation facilities, consisting of interconnected networks using standardized communication protocols.

Chapter Two

Review of Literature

2.0. Introduction

This chapter consists of two parts: the first one is a review of theoretical literature and the second part is a review of some related empirical studies that have been conducted by researchers on the topic.

2. 1. Review of Theoretical Literature

This part presents the theoretical studies that deal with the advantages and disadvantages of university online learning from students' and instructors' perspectives.

Muir (2001) summarizes the advantages and disadvantages of online learning from students' perspectives. The advantages of online learning are great dialogue can be maintained due to the fact it is not restricted, there is a synergy between the learner, instructor, and environment, there is extraordinary get admission to a large variety of various resources. The disadvantages of online learning are barriers of technology that are associated to some things a computer virtually can't do such as laboratory experiments, computer literacy students have extraordinary ranges of familiarity with the computer, internet, and software programs, and lack of essential online features without the fundamental direction and learning styles which cannot be entirely utilized and learning is limited.

Simmons (2002) states that academic organizations are transferring towards using the internet for learning, both on campus and at a distance. For agencies and establishments to do this orderly costly move, there needs to be an understanding that the usage of online learning offers the most important advantages for instructors and learners. For instructors, teaching could be achieved anywhere, anytime. Online materials can be upgraded, and learners can see the modifications directly, it is also difficult for instructors to direct them to excellent information primarily based on their interests, desires, and needs to assign suitable materials for learners and to achieve our learning outcomes. For learners, online learning knows no time zones, in asynchronous online learning, college students can join the online materials anytime, while synchronous online learning approves for face-to-face interaction between instructors and students. learners can speak with instructors about the materials they are studying.

Thurmond (2003) suggests the advantages of online learning from instructors' perspectives are the increasing quantity of online sources accessible through web such as online journals and suitable websites supply a wealthy source for online learners. Technology allows far-off groups to have interaction over the web on shared topics, and construct a sense of community even if students are many miles away (An & Kim, 2006).

According to Vonderwell, (2003) and Sit et. al (2005) face-to-face social connection is additionally lost in online learning. Lots of studies supported the view that lack face-to-face communication may also motive a feeling of loneliness and

isolation amongst learners (Bullen, 1998; Hara and Kling, 2000; Zembylas et al., 2008). The largest disadvantage is lack of interaction while the largest advantage of online learning is flexibility and convenience (Cole, Shelley & Swartz, 2014).

Restauri (2004) states that instructors want to start new administrative and organizational methods which encounter the requirements of online learners. Instructors who employed technology in their online learning lecture rooms have certain interests and needs. The provision of effective instructors all through the course creation process, as well as presentation and beyond, and high-quality of the education expertise. Courses viewed as essential for the assist of the online learning instructor consist of updating technology training and academic design, pupil training from technical personnel, mentoring, and administrative support.

Rovai et al., (2005), recommended that an energetic and strong social life on campus can be “used to explain both high persistence and learning satisfaction and a lack of community and social communication in an online learning”. (Rovai, et al., 2005, p.4).

Thomson (2010) mentions that online learning allows university students to work at a time and a place which well suits their learning interests and needs. Many instructors and learners commented on their awareness on the material of the course and less on issues such as, traffic, parking, and exceptional troubles that can also appear when attending a traditional class environment. While Donlevy (2003) states online coursework which tends to be studying and writing, deterring some learners. Students with low reading skills may also find the large textual content and writing to be heavy.

Another difficulty of online learning is the absence of an instructor in a given time and place.

Liu (2014) confirmed that instructors also want to be conscious of university students in online courses who are no longer self-regulated. Inexperienced people set desires, expose and react in building the progress of their goals. Instructors can add the deadlines and scheduling reminders to the internet classification assignment. They can speak to the students about the importance of doing the reading comprehension evaluation, and taking exams, but if the student is no more disciplined, then the instructor is obliged to fail the student.

2. 2. Empirical Studies

This part deals with the experimental studies that are related to the advantages and disadvantages of university online learning from students' and instructors' perspectives.

Browne (2003) carried out a research paper that aimed at the interaction among instructors and learners engaged on a Master's Degree delivered in online education. the use of normal quantitative and qualitative research methods, which is acquired from the experience of a team of workers and students. The results perceive advantages to the learner when asynchronous verbal change presents time for viewed response. Moreover, benefits are recognized in the opportunity to review and practice. The creation of private networks that achieve the issues of the direction

is identified and evaluated. Disadvantages are known with the technology itself and associated troubles of access, and support.

Park and Bonk (2007) examined a study that allowed eight students and four domestic college students interviewed to know the advantages and disadvantages of online learning and the use of web-based collaboration. It noted that learners' feedback and the interactions with peers and instructors are important, on the other hand, time restriction and language problems perceived as disadvantages. However, some students feel they prefer to join with their peers and build some experience of the social environment.

Oswald and Meloncon conducted two studies carried out in 2010 through the Conference on College Composition and Communication (CCCC) Committee for best practice in Online Writing Instruction (OWI). The first study focused on instructors who taught fully online courses, whilst the second study viewed instructors who taught blended courses. The information highlighted that there are difficulties in registering students with disabilities in the instructors' courses. The statement cleared that fifty-four percent of instructors referred to their course was no longer accessible. Another obstacle that appeared in using the frequent subject amongst instructors (twenty percent) was believed that the trouble of accommodating students with disabilities used to be not their duty. Instructors admitted that they lacked experience, the knowledge to meet the diagnosed desires and interests of the students.

Alexander, Truell, and Zhao (2012) investigated a study that pursues to record learners' beliefs of the benefits and negative aspects of studying courses online. The participants for this empirical study comprised of university undergraduates enlisted in eleven segments of statistics frameworks given at a mid-sized, Midwestern college. The survey instrument was based on forty-three college students from a data systems category who furnished reasons for taking online courses. The two needful advantages of taking online courses as said by 80 percent of the members have been satisfied, and flexibility. Almost 70 percent noted not having to sit down via lectures, the ability to review lectures in a lower cost (i.e. food, parking) would be an important advantage of studying online courses. However, 60 percent cited advantages of taking online courses would be much less stress with getting to class on time and finding parking; now not having to deal with special students disrupting class, and no longer having to wait for different students (asking questions) who work at a slower step. The three main disadvantages of studying online courses as known through about 70 percent of the student have been the possibility to postpone of content material when no longer face-to-face with the instructor, and increased strength for studying and learning. Over fifty percent stated the chance of misunderstanding directions, anxiety, and stress when attempting to call or contact the instructor, technology issues would be disadvantages for taking online courses. Around 40 percent suggested predicted disadvantages of online courses would be improved use of email and ease of cheating through different learners.

Al-Alawneh (2013) examined a study that aimed at examining e-learning obstacles as perceived via faculty individuals of engineering faculties in Jordanian universities. A pattern of 176 college contributors involved with handing over online publications used to be collected. The conclusion proved that greater education companies wanted to have strategic plans that prompted the online courses.

Tareen and Haand (2020) examined a study of University of Mara post-graduate students' view of the advantages of online studying and figure out the negative aspects of online teaching and learning. The study used a quantitative strategy in which a survey questionnaire was once disbursed to University of Mara students of Master in Education. The samples of the study consisted of 30 participants who were made up of 22 full-time students and 8 part-time students. Results of the study revealed that online learning is suitable for scholar participation, and to the students' needs and desires. Moreover, determined a lack of interaction amongst students, evaluation strategy, lack of unique feedback and resource from lecturers.

Kalal and Nayak (2020) conducted a study that pursuits on inspecting the view of instructors and students about online classes. The participants of the study consisted of all the graduate and postgraduate college students and instructors from distinctive colleges in two cities. The evaluation was once carried out the usage of the data via two separate structured questionnaires for college students and instructors in Dakshina Kannada and Udupi District in Karnataka. Data were recorded and analyzed through the usage of descriptive statistics. The results

revealed that college students are satisfied with online learning, and are getting enough resources and information from instructors. It also finds that instructors are dealing with difficulties in conducting online lessons due to a lack of desirable education and development for establishing online classes. Technical issues are the main problem for the effectiveness of online classes.

Conclusion

To conclude, the current study is different from other studies regarding the questionnaire that pursues not only to discover the benefits and negative aspects of university online learning from students' and instructors' perspectives but also exploring the technical, educational, assignments, and evaluations problems of university online learning that college students and instructors face.

The researcher acquired knowledge and information from the previous theoretical and empirical studies that shed lights on the advantages and disadvantages of online learning.

Chapter Three

Methods and Procedures

3.0. Introduction

This chapter explains the methodological approach that was used in this study. Population, sample, and the appropriate instruments that were used to achieve the objectives of the study and describe the validity and reliability of the instruments.

3.1. Methods of the Study

To achieve the objectives of this study, the researcher used the quantitative approach. Questionnaires that were distributed to the students and instructors of the English Department in Middle East University represent the quantitative data.

3.2. Population and Sample of the Study

The population of the study was English language students and instructors at private universities in Amman, Jordan. From this population, a sample of eighty- six students from the English Department at Middle East University took a questionnaire. Another sample of twenty- nine English instructors was selected to participate in the questionnaire. Instructors and students of the English language were chosen because they can comprehend the English language and have previous information about the English language that enables them to answer the questionnaire as well as they are specialists in the English language.

3.3. Instruments of the Study

The researcher used one instrument for data collection: the questionnaire instrument for university students of the English Department and instructors.

3.3.1 Questionnaires of the Study

The researcher utilized two online questionnaires to explore the advantages and disadvantages of university online learning from students' and instructors' perspectives and to collect the data that help in answering the first and second questions of this study as the quantitative instrument. The first online questionnaire for students consists of two sections. The first section includes the demographic information of participants that are level of education involves four options; first-year, second-year, third-year, and fourth-year, gender involves male or female, and nationality involves Jordanian or other. The second section consists of three parts that link with the technical, educational, assignments and evaluations, and other problems that might students face in university online learning, besides, the second section is a Likert scale which has five points – strongly agree, agree, neutral, strongly disagree, and disagree- to allow the participants to express their agreement to each given item. Another online questionnaire for instructors consists of two sections. The first section contains the demographic information of participants that are level of education involves three choices; Bachelor, Master, and Ph.D. The second section consists of three parts that link with the technical, educational, assignments and evaluations, and other problems that might instructors face in

university online learning, besides, the second section is a Likert scale that has five points – strongly agree, agree, neutral, strongly disagree, and disagree- to allow the participants to express their agreement to each given item.

3.4. Validity of the Instruments

After preparing the questionnaires, the researcher gave them to a panel of experts to determine if the questionnaires achieve the study's goals. The experts were allowed to comment or modify any errors in the questions.

3.5. Reliability of the Instruments

3.5.1. Students' Questionnaire

The researcher distributed pre and post-questionnaires in order to measure the reliability of the questionnaire. Ten understudies who were out of the sample correspond to it. After two weeks, the same students answered the questions one more time. According to the results, it used to be noted that all the values of correlation coefficients had been associated to the statistical importance at the degree of value ($\alpha = 0.05$), and this indicated the availability of an appropriate degree of the study tool. According to the outcomes mentioned, the reliability value was once (0.930).

3.5.2. Instructors' Questionnaire

The researcher distributed pre and post-questionnaires in order to measure the reliability of the questionnaire. Five instructors who were out of the sample

answered it. After two weeks, the same instructors answered the questions one more time. According to the results, it used to be noted that all the values of correlation coefficients had been associated to the statistical importance at the degree of value ($\alpha = 0.05$), and this indicated the availability of an appropriate degree of the study tool. According to the outcomes mentioned, the reliability value was once (0.940).

3.6 Procedures of the Study

The researcher followed the following steps for this study:

- 1- Reading about the topic.
- 2- Reviewing the theoretical literature and empirical studies related to the topic.
- 3- Identifying the method of the study.
- 4- Identifying the population and sample of the study.
- 5- Analyzing the questionnaires and discussing the results.
- 6- Listing the references according to the APA style.
- 7- Adding appendices.

Chapter Four

Results of the Study

4.0. Introduction

This chapter presents the results of the study that are related to its questions. Quantitative data were gathered to answer the first and second questions of the study to explore the advantages and disadvantages of university online learning from students' and instructors' perspectives.

4.1. Results of the First Question

1- What are the advantages and disadvantages of university online learning from the students' perspectives?

To answer the first question, the online questionnaire was distributed to eighty-six students. The questionnaire consists of two sections: the first section is demographic information and the second section is questionnaire.

4.1.1 Demographic Information

To arrive at an accurate description of the demographic information of the study sample, frequencies and percentages were used, where the characteristics represented by the demographic were represented (educational level, gender, nationality). Table (1) shows the results of the analysis for these variables.

Table (1): The Distribution of the Respondents (Students) In The Study Sample According to Their Demographic Data

Var.	Categories	Frequency	Percent %
Edu. Level	First Year	20	23.3
	Second Year	28	32.6
	Third Year	20	23.3
	Fourth Year	18	20.9
	Total	86	100.0
	Gender	Male	12
Female		74	86.0
Total		86	100.0
Nationality	Jordanian	76	88.4
	Other	10	11.6
	Total	86	100.0

Table (1) shows that the study sample of students constituted 14% of males, while the percentage of females was 86%. As for the educational level variable, the percentage of individuals who was in the second year constituted the highest percentage 32.6%, followed by the first and third years with the same percent 23.3%, and finally those with the fourth year 20.9%. Finally, results showed that 88.4% of the study sample were Jordanian, while 11.6% has another nationality.

4.1.2. Questionnaire

In this section, the researcher elucidates the results of the first question. In other words, the views of students' perspectives towards advantages and disadvantages of university online learning. It is worth mentioning that the analysis

is presented according to four categories. The first category, which has technical problems, the second one, which has educational problems, the third category, which has assignments and evaluations, and the fourth has others. The tables below illustrate the descriptive statistics for data.

4.1.2.1 Variable Dimensions Mean and S.D

The arithmetic mean and standard deviations of the study sample were extracted from the dimensions of strategic management, and Table No. (2) shows these results.

Table (2) The Arithmetic Mean and Standard Deviations of the Respondents' Answers About the Dimensions of the Advantages and Disadvantages

Dimension	Mean	Std. Deviation
Technical Problems of University Online Learning	3.5751	.61281
Educational Problems of University Online Learning	3.5087	.63408
Assignments and Evaluations of University Online Learning	3.6395	.71097
Others	3.8093	.79345

Table No. (2) indicates that the arithmetic mean of the study sample attitudes ranged between (3.5-3.8). Moreover, the " Others" ranked as the highest mean, while the "Assignments and Evaluations" ranked as the second with a mean (3.63), Technical problems ranked as the third (3.57), and Educational problems were ranked as the fourth with the lowest mean.

4.1.2.2 Technical Problems of University Online Learning

Table (3) shows the arithmetic mean and standard deviations for technical problems, as it was found that the overall evaluations score for this dimension was (3.57), and the arithmetic means for the paragraphs of this practice as shown in Table (3) were as follows:

Table (3) Technical Problems of University Online Learning

Statements	Categories	Frequency	Percent	Mean	SD
I am able to easily access the online learning platform.	Strongly Disagree	1	1.2	3.9884	.91387
	Disagree	4	4.7		
	Neutral	18	20.9		
	Agree	35	40.7		
	Strongly Agree	28	32.6		
Ease of downloading materials.	Strongly Disagree	1	1.2	3.7907	.97155
	Disagree	8	9.3		
	Neutral	21	24.4		
	Agree	34	39.5		
	Strongly Agree	22	25.6		
There is a device that you use for university online learning such as: smartphone or laptop.	Disagree	5	5.8	4.1744	.84285
	Neutral	9	10.5		
	Agree	38	44.2		
	Strongly Agree	34	39.5		
Improving your personal technical skills.	Strongly Disagree	1	1.2	3.7907	.97155
	Disagree	7	8.1		
	Neutral	24	27.9		
	Agree	31	36.0		
	Strongly Agree	23	26.7		
There is an appropriate internet connection that online courses require.	Strongly Disagree	4	4.7	3.5698	1.05764
	Disagree	9	10.5		
	Neutral	23	26.7		
	Agree	34	39.5		
	Strongly Agree	16	18.6		

The high costs of internet services.	Strongly Disagree	2	2.3	3.7442	.96022
	Disagree	7	8.1		
	Neutral	20	23.3		
	Agree	39	45.3		
	Strongly Agree	18	20.9		
Lack of computer literacy so student cannot operate basic programs such as Microsoft Word and PowerPoint.	Strongly Disagree	8	9.3	3.3721	1.14836
	Disagree	9	10.5		
	Neutral	25	29.1		
	Agree	31	36.0		
	Strongly Agree	13	15.1		
There are problems related to opening and interacting with online learning platforms.	Strongly Disagree	7	8.1	3.2558	1.17008
	Disagree	15	17.4		
	Neutral	27	31.4		
	Agree	23	26.7		
	Strongly Agree	14	16.3		
There are problems logging in to the Microsoft Teams application.	Strongly Disagree	4	4.7	3.3140	1.07661
	Disagree	20	23.3		
	Neutral	15	17.4		
	Agree	39	45.3		
	Strongly Agree	8	9.3		
Microphone or webcam does not work in Microsoft Teams application.	Strongly Disagree	11	12.8	2.9419	1.10990
	Disagree	17	19.8		
	Neutral	29	33.7		
	Agree	24	27.9		
	Strongly Agree	5	5.8		
Online learning needs training courses to deal with the computer.	Strongly Disagree	2	2.3	3.5116	1.07094
	Disagree	15	17.4		
	Neutral	23	26.7		
	Agree	29	33.7		
	Strongly Agree	17	19.8		
Student confidence level is enhanced by using a computer and the internet.	Strongly Disagree	6	7.0	3.4767	1.11384
	Disagree	11	12.8		
	Neutral	18	20.9		
	Agree	38	44.2		
	Strongly Agree	13	15.1		

According to the technical problems of university online learning, the table indicates the highest mean (4.17) score that belongs to the third statement “There is a device that you use for university online learning such as smartphone or laptop”, and it highlighted that a large majority (39.5%) of the participants emphasized their strong agreement, while only (5.8%) did not (Disagree), and this point has been noted as the most advantageous point regarding the technical issue. On the other hand, the statement “Microphone or webcam does not work in Microsoft Teams Application” ranked as the lowest mean (2.94), and it showed just (5.8%) of the participants emphasized their strong agreement, and (12.8%) didn’t (strongly disagree). Moreover, the sixth statement “The high costs of internet services” (mean = 3.7) has been noted as the most disadvantage point regarding the technical issue.

4.1.2.3 Educational Problems of University Online Learning

Table (4) shows the arithmetic mean and standard deviations for educational problems, as it was found that the overall evaluation score for this dimension was (3.5), and the arithmetic means for the paragraphs of this practice as shown in Table (4) were as follows:

Table (4) Educational Problems of University Online Learning

Statements	Categories	Frequency	Percent	Mean	SD
Online learning allows the flexibility of work and method of learning.	Strongly Disagree	8	9.3	3.4535	1.20447
	Disagree	10	11.6		
	Neutral	20	23.3		
	Agree	31	36.0		
	Strongly Agree	17	19.8		

Student gets enough information through online learning.	Strongly Disagree	13	15.1	3.1512	1.26041
	Disagree	10	11.6		
	Neutral	27	31.4		
	Agree	23	26.7		
	Strongly Agree	13	15.1		
There is a variety of materials presented.	Strongly Disagree	4	4.7	3.4767	.97892
	Disagree	6	7.0		
	Neutral	33	38.4		
	Agree	31	36.0		
	Strongly Agree	12	14.0		
The instructor interacts actively on the online platform.	Strongly Disagree	2	2.3	3.5814	.99959
	Disagree	11	12.8		
	Neutral	23	26.7		
	Agree	35	40.7		
	Strongly Agree	15	17.4		
The instructor varies the style of explanation on the platform.	Strongly Disagree	2	2.3	3.4884	.94239
	Disagree	8	9.3		
	Neutral	35	40.7		
	Agree	28	32.6		
	Strongly Agree	13	15.1		
The language used by an instructor is clear and correct.	Disagree	7	8.1	3.7674	.92894
	Neutral	28	32.6		
	Agree	29	33.7		
	Strongly Agree	22	25.6		
Online learning is not suitable for every topic.	Disagree	2	2.3	4.0116	.86084
	Neutral	25	29.1		
	Agree	29	33.7		
	Strongly Agree	30	34.9		
Difficulty in sticking to the schedule.	Strongly Disagree	1	1.2	3.4535	1.00185
	Disagree	14	16.3		
	Neutral	31	36.0		
	Agree	25	29.1		
	Strongly Agree	15	17.4		
Online learning lacks practice-based.	Disagree	8	9.3	3.6163	.89664
	Neutral	33	38.4		
	Agree	29	33.7		
	Strongly Agree	16	18.6		

Online learning does not provide access to all educational references.	Strongly Disagree	1	1.2	3.5349	1.04822
	Disagree	14	16.3		
	Neutral	28	32.6		
	Agree	24	27.9		
	Strongly Agree	19	22.1		
Using online learning encourages me to continue learning on the internet by myself.	Strongly Disagree	8	9.3	3.4419	1.21369
	Disagree	11	12.8		
	Neutral	19	22.1		
	Agree	31	36.0		
	Strongly Agree	17	19.8		
I'm unwilling to learn English subjects through using online learning.	Strongly Disagree	8	9.3	3.3837	1.25715
	Disagree	14	16.3		
	Neutral	20	23.3		
	Agree	25	29.1		
	Strongly Agree	19	22.1		
I prefer face-to-face courses.	Strongly Disagree	2	2.3	3.9302	1.06042
	Disagree	5	5.8		
	Neutral	24	27.9		
	Agree	21	24.4		
	Strongly Agree	34	39.5		
Online courses would be difficult for me to stay motivated.	Strongly Disagree	5	5.8	3.7674	1.08112
	Disagree	3	3.5		
	Neutral	23	26.7		
	Agree	31	36.0		
	Strongly Agree	24	27.9		
I would have difficulty interacting with peers.	Disagree	5	5.8	3.8256	.92281
	Neutral	30	34.9		
	Agree	26	30.2		
	Strongly Agree	25	29.1		
Online courses require a lot of time and intensive work.	Strongly Disagree	1	1.2	3.7791	1.01055
	Disagree	9	10.5		
	Neutral	22	25.6		
	Agree	30	34.9		
	Strongly Agree	24	27.9		
Online learner lacks self-motivation.	Strongly Disagree	2	2.3	3.8837	1.05628
	Disagree	7	8.1		

	Neutral	20	23.3		
	Agree	27	31.4		
	Strongly Agree	30	34.9		
I like using online for teaching English as a foreign language.	Strongly Disagree	8	9.3	3.2907	1.13621
	Disagree	9	10.5		
	Neutral	32	37.2		
	Agree	24	27.9		
	Strongly Agree	13	15.1		
I think the instructor's application of online learning English as a foreign language is not useful.	Strongly Disagree	4	4.7	3.3721	1.04089
	Disagree	12	14.0		
	Neutral	30	34.9		
	Agree	28	32.6		
	Strongly Agree	12	14.0		
I think the instructor's application of online learning English as a foreign language helps me improve my skills in English.	Strongly Disagree	3	3.5	3.5814	.98775
	Disagree	8	9.3		
	Neutral	25	29.1		
	Agree	36	41.9		
	Strongly Agree	14	16.3		
I think my grades will improve through online English classes.	Strongly Disagree	5	5.8	3.5814	1.10043
	Disagree	8	9.3		
	Neutral	23	26.7		
	Agree	32	37.2		
	Strongly Agree	18	20.9		
I find English literature easier when the instructor uses an online system.	Strongly Disagree	11	12.8	3.1860	1.21279
	Disagree	11	12.8		
	Neutral	27	31.4		
	Agree	25	29.1		
	Strongly Agree	12	14.0		
I hope the instructor of English continues to use online teaching.	Strongly Disagree	15	17.4	3.0930	1.31621
	Disagree	13	15.1		
	Neutral	19	22.1		
	Agree	27	31.4		
	Strongly Agree	12	14.0		
Using online for English learning is more interesting than the traditional method.	Strongly Disagree	14	16.3	3.0698	1.29969
	Disagree	14	16.3		
	Neutral	23	26.7		

	Agree	22	25.6		
	Strongly Agree	13	15.1		
Online makes me more interested in learning English.	Strongly Disagree	14	16.3	3.1395	1.36479
	Disagree	15	17.4		
	Neutral	19	22.1		
	Agree	21	24.4		
	Strongly Agree	17	19.8		
Online learning requires knowledge about how online courses are taught.	Strongly Disagree	5	5.8	3.6977	1.10687
	Disagree	8	9.3		
	Neutral	15	17.4		
	Agree	38	44.2		
	Strongly Agree	20	23.3		
By using online learning the chance of interaction with the instructor is enhanced.	Strongly Disagree	9	10.5	3.2791	1.14431
	Disagree	8	9.3		
	Neutral	31	36.0		
	Agree	26	30.2		
	Strongly Agree	12	14.0		
By using online learning, the chance of interaction with my colleagues is enhanced.	Strongly Disagree	11	12.8	3.3023	1.24683
	Disagree	8	9.3		
	Neutral	27	31.4		
	Agree	24	27.9		
	Strongly Agree	16	18.6		

According to the educational problems of university online learning, the table indicates the highest mean (4) score that belongs to the seventh statement “Online learning is not suitable for every topic”, and it highlighted that a large majority (34.9%) of the participants emphasized their strong agreement, while only (2.3%) did not (Disagree), also it has been noted that this point is the most disadvantage regarding the educational issue. On the other hand, the statement “Using online for English learning is more interesting than the traditional method” ranked as the

lowest mean (3.06), and it showed just (15.1%) of the participants emphasized their strong agreement, and (16.3%) didn't (strongly disagree). In addition, the sixth statement 'The language used by an instructor is clear and correct' (mean = 3.76) has been noted as the most advantageous point regarding the educational issue.

4.1.2.4 Assignments and Evaluations of University Online Learning

Table (5) shows the arithmetic mean and standard deviations for Assignments and evaluation, as it was found that the overall evaluation score for this dimension was (3.63), and the arithmetic means for the paragraphs of this practice as shown in Table (5) were as follows:

Table (5) Assignments and Evaluations of University Online Learning

Statements	Categories	Frequency	Percent	Mean	SD
Ease of handing over assignments.	Strongly Disagree	2	2.3	3.8488	1.04620
	Disagree	8	9.3		
	Neutral	18	20.9		
	Agree	31	36.0		
	Strongly Agree	27	31.4		
The exams correspond to the materials presented during the lectures.	Strongly Disagree	3	3.5	3.6628	1.00130
	Disagree	8	9.3		
	Neutral	20	23.3		
	Agree	39	45.3		
	Strongly Agree	16	18.6		
Ease of taking exams.	Strongly Disagree	3	3.5	3.5814	.99959
	Disagree	7	8.1		
	Neutral	29	33.7		
	Agree	31	36.0		
	Strongly Agree	16	18.6		
	Strongly Disagree	9	10.5	3.3372	1.19421

The period for the exams is sufficient.	Disagree	9	10.5		
	Neutral	27	31.4		
	Agree	26	30.2		
	Strongly Agree	15	17.4		
The diversity of the questions that are used in the exams.	Strongly Disagree	5	5.8	3.5814	1.01129
	Disagree	4	4.7		
	Neutral	27	31.4		
	Agree	36	41.9		
	Strongly Agree	14	16.3		
Limited feedback either during the lectures or during the dedicated office hours to help students achieve the targeted learning objectives.	Strongly Disagree	5	5.8	3.5930	1.01028
	Disagree	3	3.5		
	Neutral	29	33.7		
	Agree	34	39.5		
	Strongly Agree	15	17.4		
Online learning lacks face-to-face communication to comprehend complex assignments.	Strongly Disagree	5	5.8	3.7326	1.11064
	Disagree	4	4.7		
	Neutral	25	29.1		
	Agree	27	31.4		
	Strongly Agree	25	29.1		
Online learning does not provide the academic quality of assessment.	Strongly Disagree	5	5.8	3.7326	1.12118
	Disagree	4	4.7		
	Neutral	26	30.2		
	Agree	25	29.1		
	Strongly Agree	26	30.2		
There are problems in submitting exams on the approved educational platform for exams.	Strongly Disagree	7	8.1	3.5233	1.12435
	Disagree	3	3.5		
	Neutral	33	38.4		
	Agree	24	27.9		
	Strongly Agree	19	22.1		
Online learning requires the submission of a lot of duties and activities.	Strongly Disagree	2	2.3	3.8023	.96795
	Disagree	3	3.5		
	Neutral	29	33.7		
	Agree	28	32.6		
	Strongly Agree	24	27.9		

According to the assignments and evaluations of university online learning, the table indicates the highest mean (3.84) score that belongs to the first statement “Ease of handing over assignments”, and it highlighted that a large majority (31.4%) of the participants emphasized their strong agreement, while only (2.3%) did not (Strongly Disagree), and this point has been noted as the most advantageous point. On the other hand, the statement “The period for the exams is sufficient” ranked as the lowest mean (3.33), and it showed just (17.4%) of the participants emphasized their strong agreement, and (10.5%) didn’t (strongly disagree). Moreover, the tenth statement “Online learning requires the submission of a lot of duties and activities” (mean = 3.8) has been noted as the most disadvantage point regarding the assignments and evaluations issue.

4.1.2.5 Others

Table (6) shows the arithmetic mean and standard deviations for others, as it was found that the overall evaluation score for this dimension was (3.8), and the arithmetic means for the paragraphs of this practice as shown in Table (6) were as follows:

Table (6) Others

Statements	Categories	Frequency	Percent	Mean	SD
I would feel very isolated.	Strongly Disagree	4	4.7	3.7558	1.11604
	Disagree	8	9.3		
	Neutral	18	20.9		
	Agree	31	36.0		
	Strongly Agree	25	29.1		

I do not have to travel to university.	Strongly Disagree	1	1.2	3.8140	.88798
	Disagree	4	4.7		
	Neutral	25	29.1		
	Agree	36	41.9		
	Strongly Agree	20	23.3		
I would need a devoted study area.	Strongly Disagree	9	10.5	3.5116	1.25318
	Disagree	7	8.1		
	Neutral	23	26.7		
	Agree	25	29.1		
	Strongly Agree	22	25.6		
I need better time management.	Strongly Disagree	5	5.8	3.8721	1.10397
	Disagree	3	3.5		
	Neutral	19	22.1		
	Agree	30	34.9		
	Strongly Agree	29	33.7		
I would miss the campus environment.	Strongly Disagree	2	2.3	4.0930	1.02473
	Disagree	4	4.7		
	Neutral	17	19.8		
	Agree	24	27.9		
	Strongly Agree	39	45.3		

According to others, the table indicates the highest mean (4.09) score that belongs to the fifth statement “I would miss the campus environment”, and it highlighted that a large majority (45.3%) of the participants emphasized their strong agreement, while only (2.3%) did not (Strongly Disagree), and this point has been noted as the most disadvantage point. On the other hand, the statement “I would need a devoted study area.” ranked as the lowest mean (3.51), and it showed just (25.6%) of the participants emphasized their strong agreement, and (10.5%) did not (strongly disagree).

4.2. Results of the Second Question

2- What are the advantages and disadvantages of university online learning from the instructors' perspectives?

To answer the second question, the online questionnaire was distributed to twenty-nine university instructors. The questionnaire consists of two sections: the first section is demographic information and the second section is questionnaire.

4.2.1 Demographic Information

To arrive at an accurate description of the demographic information of the study sample, frequencies and percentages were used, where the characteristics represented by the demographic were represented (educational level, gender, nationality). Table (7) shows the results of the analysis for these variables.

Table (7): The Distribution of the Respondents (Instructors) In The Study Sample According to Their Demographic Data

Var.	Categories	Frequency	Percent %
Edu. Level	Bachelor	1	3.4
	Master	3	10.3
	Ph.D.	25	86.2
	Total	29	100.0
Gender	Male	18	62.1

	Female	11	37.9
	Total	29	100.0
Nationality	Jordanian	26	89.7
	Other	3	10.3
	Total	29	100.0

Table (7) shows that the study sample of instructors constituted 62.1% of males, while the percentage of females was 37.9%. As for the educational level variable, the percentage of individuals who have a Ph.D. degree constituted the highest percentage 86.2%, followed by the master's level 10.3%, and finally those with a bachelor degree 3.4%. Finally, results showed that 89.7% of the study sample were Jordanian, while 10.3% has another nationality.

4.2.2. Questionnaire

In this section, the researcher elucidates the results of the second question. In other words, the views of instructors' perspectives towards advantages and disadvantages of university online learning. It is worth mentioning that the analysis is presented according to four categories. The first category, which has technical problems, the second one, which has educational problems, the third category, which has assignments and evaluations, and the fourth has others. The tables below illustrate the descriptive statistics for data.

4.2.2.1 Variable Dimensions Mean and S.D

The arithmetic mean and standard deviations of the study sample were extracted from the dimensions of strategic management, and Table No. (8) shows these results.

Table (8) The Arithmetic Mean and Standard Deviations of the Respondents' Answers About the Dimensions of the Advantages and Disadvantages

Dimension	Mean	Std. Deviation
Technical Problems of University Online Learning	3.9072	.48055
Educational Problems of University Online Learning	3.9159	.57623
Assignments and Evaluations of University Online Learning	3.7780	.54167
Others	3.4828	.96587

Table No. (8) indicates that the arithmetic mean of the study sample attitudes ranged between (3.48-3.91). Moreover, the " Educational problems" ranked as the highest mean, while the "technical problems" ranked as the second with a mean (3.9), Assignments and evaluations ranked as the third (3.77), and Others were ranked as the fourth with the lowest mean.

4.2.2.2. Technical Problems of University Online Learning

Table (9) shows the arithmetic mean and standard deviations for technical problems, as it was found that the overall evaluation score for this dimension was (3.9), and the arithmetic means for the paragraphs as shown in Table (9) were as follows:

Table (9) Technical Problems of University Online Learning

Statement	Categories	Frequency	Percent	Mean	SD
I am able to easily access online learning platforms.	Neutral	2	6.9	4.48	.634
	Agree	11	37.9		
	Strongly Agree	16	55.2		
Ease of downloading materials.	Disagree	1	3.4	4.45	.736
	Neutral	1	3.4		
	Agree	11	37.9		
	Strongly Agree	16	55.2		
There is a device that you use for university online learning such as: smartphone or laptop.	Disagree	1	3.4	4.31	.806
	Neutral	3	10.3		
	Agree	11	37.9		
	Strongly Agree	14	48.3		
Improving your personal technical skills.	Neutral	2	6.9	4.34	.614
	Agree	15	51.7		
	Strongly Agree	12	41.4		
There is an appropriate internet connection that online courses require.	Disagree	2	6.9	4.00	.886
	Neutral	5	17.2		
	Agree	13	44.8		
	Strongly Agree	9	31.0		
The high costs of internet services.	Disagree	4	13.8	3.76	.988
	Neutral	6	20.7		
	Agree	12	41.4		
	Strongly Agree	7	24.1		
Lack of computer literacy so student cannot operate basic programs such as Microsoft Word and PowerPoint.	Disagree	1	3.4	3.69	.806
	Neutral	12	41.4		
	Agree	11	37.9		
	Strongly Agree	5	17.2		
There are problems related to opening and interacting with online learning platforms.	Disagree	4	13.8	3.48	.871
	Neutral	10	34.5		
	Agree	12	41.4		
	Strongly Agree	3	10.3		
There are problems logging in to the Microsoft Teams application.	Disagree	4	13.8	3.52	.949
	Neutral	11	37.9		
	Agree	9	31.0		
	Strongly Agree	5	17.2		
Microphone or webcam does not work in Microsoft Teams application.	Strongly Disagree	2	6.9	3.14	1.026
	Disagree	4	13.8		
	Neutral	14	48.3		
	Agree	6	20.7		
	Strongly Agree	3	10.3		
Online learning needs training courses to deal with the computer.	Neutral	9	31.0	3.97	.778
	Agree	12	41.4		
	Strongly Agree	8	27.6		
Student confidence level is enhanced by using a computer and the internet.	Disagree	4	13.8	3.59	.907
	Neutral	8	27.6		
	Agree	13	44.8		
	Strongly Agree	4	13.8		
Online learning requires the instructors to have a basic understanding of using digital forms of learning.	Neutral	4	13.8	4.07	.593
	Agree	19	65.5		
	Strongly Agree	6	20.7		

According to the technical problems of university online learning, the table indicates the highest mean (4.48) score that belongs to the first statement “I am able to easily access online learning platforms”, and it highlighted that a large majority (55.2%) of the participants emphasized their strong agreement, while only (6.9%) neutral, also this statement reflects the most advantageous point regarding the technical issue. On the other hand, the statement “Microphone or webcam does not work in Microsoft Teams application” ranked as the lowest mean (3.14), and it showed just (10.3%) of the participants emphasized they are strongly agreement. Moreover, the thirteenth statement “Online learning requires the instructors to have a basic understanding of using digital forms of learning” represents the most disadvantage point (mean=4.07) regarding the technical issue.

4.2.2.3. Educational Problems of University Online Learning

Table (10) shows the arithmetic mean and standard deviations for educational problems, as it was found that the overall evaluations score for this dimension was (3.91), and the arithmetic means for the paragraphs as shown in Table (10) were as follows:

Table (10) Educational Problems of University Online Learning

Statements	Categories	Frequency	Percent	Mean	SD
Online learning allows flexibility of method of learning.	Strongly Disagree	1	3.4	3.93	.961
	Disagree	1	3.4		
	Neutral	5	17.2		
	Agree	14	48.3		
	Strongly Agree	8	27.6		

The instructor can cover all courses and achieve all the educational goals.	Strongly Disagree	1	3.4	3.72	1.032
	Disagree	2	6.9		
	Neutral	8	27.6		
	Agree	11	37.9		
	Strongly Agree	7	24.1		
Students participate well and effectively during online learning.	Strongly Disagree	1	3.4	3.34	.974
	Disagree	4	13.8		
	Neutral	11	37.9		
	Agree	10	34.5		
	Strongly Agree	3	10.3		
Traditional education on campus is better than online learning.	Neutral	6	20.7	4.24	.786
	Agree	10	34.5		
	Strongly Agree	13	44.8		
There are effective interaction and communication between instructor and student.	Disagree	4	13.8	3.59	.946
	Neutral	9	31.0		
	Agree	11	37.9		
	Strongly Agree	5	17.2		
I think it is appropriate to continue teaching some courses electronically.	Disagree	5	17.2	3.59	.983
	Neutral	7	24.1		
	Agree	12	41.4		
	Strongly Agree	5	17.2		
Online lectures can be recorded, archived, and shared for future reference.	Neutral	2	6.9	4.31	.604
	Agree	16	55.2		
	Strongly Agree	11	37.9		
The benefit of flexibility in online courses.	Disagree	1	3.4	3.72	.797
	Neutral	11	37.9		
	Agree	12	41.4		
	Strongly Agree	5	17.2		
Ease of explaining courses and speed of completion of the study plan.	Disagree	5	17.2	3.72	.996
	Neutral	4	13.8		
	Agree	14	48.3		
	Strongly Agree	6	20.7		
Online learning provides a multi-modal approach using a diverse range of teaching and learning activities.	Disagree	1	3.4	3.93	.799
	Neutral	7	24.1		
	Agree	14	48.3		
	Strongly Agree	7	24.1		

The limited response of students to the new learning pattern and their interaction with it.	Strongly Disagree	1	3.4	3.83	1.071
	Disagree	2	6.9		
	Neutral	7	24.1		
	Agree	10	34.5		
	Strongly Agree	9	31.0		
There is difficulty in switching from a traditional learning method to a modern learning method.	Disagree	2	6.9	3.76	.786
	Neutral	7	24.1		
	Agree	16	55.2		
	Strongly Agree	4	13.8		
I prefer face-to-face courses.	Neutral	3	10.3	4.55	.686
	Agree	7	24.1		
	Strongly Agree	19	65.5		
Online learning requires the intensification of curricula.	Disagree	1	3.4	3.90	.900
	Neutral	10	34.5		
	Agree	9	31.0		
	Strongly Agree	9	31.0		
The incompatibility of the curriculum with the rapid development of the educational process.	Neutral	14	48.3	3.76	.830
	Agree	8	27.6		
	Strongly Agree	7	24.1		
Online learning requires a double effort to facilitate the online learning process.	Neutral	6	20.7	4.28	.797
	Agree	9	31.0		
	Strongly Agree	14	48.3		
Online courses require a lot of time and intensive work.	Neutral	4	13.8	4.41	.733
	Agree	9	31.0		
	Strongly Agree	16	55.2		
Online learning requires strong- self motivation from students.	Neutral	6	20.7	4.21	.774
	Agree	11	37.9		
	Strongly Agree	12	41.4		
I like using online for teaching English as a foreign language.	Strongly Disagree	1	3.4	3.79	1.048
	Disagree	2	6.9		
	Neutral	7	24.1		
	Agree	11	37.9		
	Strongly Agree	8	27.6		
The instructor focuses on the important points in the explanation to facilitate the lecture.	Neutral	10	34.5	3.83	.711
	Agree	14	48.3		
	Strongly Agree	5	17.2		
Online learning concentrates on theoretical courses.	Neutral	5	17.2		

	Agree	17	58.6	4.07	.651
	Strongly Agree	7	24.1		
Ease of joining lectures.	Disagree	2	6.9	3.86	.833
	Neutral	6	20.7		
	Agree	15	51.7		
	Strongly Agree	6	20.7		
Online learning requires knowledge about how online courses are taught.	Neutral	6	20.7	4.10	.724
	Agree	14	48.3		
	Strongly Agree	9	31.0		
Lack of information and technological skills required for online learning.	Disagree	2	6.9	3.83	.805
	Neutral	6	20.7		
	Agree	16	55.2		
	Strongly Agree	5	17.2		
By using online learning, the chance of interaction with my students is enhanced.	Strongly Disagree	1	3.4	3.62	1.015
	Disagree	3	10.3		
	Neutral	7	24.1		
	Agree	13	44.8		
	Strongly Agree	5	17.2		

According to the educational problems of university online learning, above table indicates the highest mean (4.55) score that belongs to the thirteenth statement “I prefer face-to-face courses”, and it highlighted that a large majority (65.5%) of the participants emphasized their strong agreement, while only (10.3%) neutral, and it has noted that this statement has been the most disadvantage point regarding the educational issue. On the other hand, the statement “Students participate well and effectively during online learning” ranked as the lowest mean (3.34), and it shows just (10.3%) of the participants emphasized they are strongly agreement. Moreover, the seventh statement “Online lectures can be recorded, archived, and shared for future reference” (mean= 4.31) has been noted as the most advantageous point regarding the educational issue.

4.2.2.4. Assignments and Evaluations of University Online Learning

Table (11) shows the arithmetic mean and standard deviations for assignments and evaluations, as it was found that the overall evaluation score for this dimension was (3.77), and the arithmetic means for the paragraphs of this practice as shown in Table (11) were as follows:

Table (11) Assignments and Evaluations of University Online Learning

Statements	Categories	Frequency	Percent	Mean	SD
Ease of receiving assignments.	Disagree	4	13.8	3.76	.988
	Neutral	6	20.7		
	Agree	12	41.4		
	Strongly Agree	7	24.1		
The exams correspond to the materials presented during the lectures.	Neutral	5	17.2	4.07	.651
	Agree	17	58.6		
	Strongly Agree	7	24.1		
Online learning lacks credibility in exams.	Neutral	8	27.6	4.14	.833
	Agree	9	31.0		
	Strongly Agree	12	41.4		
The period for the exams is sufficient.	Strongly Disagree	1	3.4	3.66	.974
	Disagree	1	3.4		
	Neutral	11	37.9		
	Agree	10	34.5		
	Strongly Agree	6	20.7		
The diversity of the questions that are used in the exams.	Strongly Disagree	1	3.4	3.52	1.056
	Disagree	4	13.8		
	Neutral	8	27.6		
	Agree	11	37.9		
	Strongly Agree	5	17.2		
Online learning requires the submission of a lot of duties and activities.	Disagree	1	3.4	3.90	.724
	Neutral	6	20.7		
	Agree	17	58.6		
	Strongly Agree	5	17.2		

The exams reflect students' true understanding of the material.	Strongly Disagree	3	10.3	3.55	1.213
	Disagree	1	3.4		
	Neutral	9	31.0		
	Agree	9	31.0		
	Strongly Agree	7	24.1		
Online learning does not provide the academic quality of assessment.	Neutral	8	27.6	4.00	.756
	Agree	13	44.8		
	Strongly Agree	8	27.6		
There are problems in submitting exams on the approved educational platform for exams.	Disagree	3	10.3	3.66	.974
	Neutral	11	37.9		
	Agree	8	27.6		
	Strongly Agree	7	24.1		
Assignments are a successful way for a student to get a lot of marks.	Strongly Disagree	1	3.4	3.83	.848
	Disagree	1	3.4		
	Neutral	4	13.8		
	Agree	19	65.5		
	Strongly Agree	4	13.8		
Students meet the deadline for submitting assignments.	Strongly Disagree	1	3.4	3.66	.769
	Neutral	9	31.0		
	Agree	17	58.6		
	Strongly Agree	2	6.9		
Students follow up continuously to find out what assignments are required of them.	Strongly Disagree	1	3.4	3.62	.820
	Neutral	11	37.9		
	Agree	14	48.3		
	Strongly Agree	3	10.3		
The exams can measure the knowledge and skills acquired by students.	Strongly Disagree	2	6.9	3.38	1.015
	Disagree	3	10.3		
	Neutral	8	27.6		
	Agree	14	48.3		
	Strongly Agree	2	6.9		
Students are obligated to submit the exams on time.	Neutral	8	27.6	3.86	.639
	Agree	17	58.6		
	Strongly Agree	4	13.8		
Students can submit assignments in various forms, such as presentations or videos.	Strongly Disagree	1	3.4	3.90	.860
	Disagree	1	3.4		
	Neutral	3	10.3		

	Agree	19	65.5		
	Strongly Agree	5	17.2		
I would have difficulty getting an immediate feedback.	Disagree	1	3.4	3.97	.823
	Neutral	7	24.1		
	Agree	13	44.8		
	Strongly Agree	8	27.6		

According to the assignments and evaluations of university online learning, the table indicates the highest mean (4.14) score that belongs to the third statement “Online learning lacks credibility in exams”, and it highlighted that a large majority (41.4%) of the participants emphasized their strong agreement, while only (27.6%) neutral, also this statement has been noted as the most disadvantage point regarding the assignments and evaluations issue. On the other hand, the statement “The exams can measure the knowledge and skills acquired by students” ranked as the lowest mean (3.38), and it showed just (6.9%) of the participants emphasized they are strongly agreement. In addition, the second statement “The exams correspond to the materials presented during the lectures” (mean = 4.07) has been noted as the most advantageous point regarding the assignment and evaluations issue.

4.2.2.5. Others

Table (12) shows the arithmetic mean and standard deviations for others, as it was found that the overall evaluation score for this dimension was (3.48), and the arithmetic means for the paragraphs of this practice as shown in Table (12) were as follows:

Table (12) Others

Statements	Categories	Frequency	Percent	Mean	SD
Commitment of students on time for the lecture.	Strongly Disagree	1	3.4	3.72	.960
	Disagree	1	3.4		
	Neutral	9	31.0		
	Agree	12	41.4		
	Strongly Agree	6	20.7		
Online learning is comfortable learning environment.	Strongly Disagree	2	6.9	3.55	1.121
	Disagree	3	10.3		
	Neutral	6	20.7		
	Agree	13	44.8		
	Strongly Agree	5	17.2		
Accessibility of time and place.	Strongly Disagree	1	3.4	3.62	1.015
	Disagree	2	6.9		
	Neutral	10	34.5		
	Agree	10	34.5		
	Strongly Agree	6	20.7		
I need better time management.	Strongly Disagree	1	3.4	3.55	.948
	Disagree	2	6.9		
	Neutral	10	34.5		
	Agree	12	41.4		
	Strongly Agree	4	13.8		
There is no difference between online learning and traditional learning on campus.	Strongly Disagree	7	24.1	2.97	1.500
	Disagree	5	17.2		
	Neutral	5	17.2		
	Agree	6	20.7		
	Strongly Agree	6	20.7		

According to others, the table indicates the highest mean (3.72) score that belongs to the first statement “commitment of students on time for the lecture”, and it highlighted that a large majority (20.7%) of the participants emphasized their

strong agreement, while only (3.4%) did not (strongly disagree), also the statement noted as the most advantageous point regarding the others issue. On the other hand, the statement “There is no difference between online learning and traditional learning on campus” ranked as the lowest mean (2.97), and it showed just (20.7%) of the participants emphasized their strong agreement, and (24.1%) didn’t (strongly disagree). Moreover, regarding the above issue, the fourth statement “I need better time management” (mean = 3.55) has been noted as the only disadvantage from the instructors’ perspective.

Chapter Five

Discussions and Recommendations

5.0. Introduction

This chapter summarizes the results of the students' and instructors' perspectives toward the advantages and disadvantages of university online learning. Additionally, the findings elucidate in terms of the reviewed literature. Regarding to the conclusion, the researcher summarizes the chapter by delivering some recommendations and suggestions for future studies.

5.1. Discussion of the Results of the First Question

To answer the first question, the researcher surveyed a sample of students to investigate their perspectives. As mentioned in the previous chapter, the questionnaire was labeled into four categories to simplify the analysis, the categories were: technical problems, educational problems, assignments and evaluations, and others.

What are the advantages and disadvantages of university online learning from the students' perspectives?

5.1.1. Technical Problems of University Online Learning

Students' perspectives indicated that the statement "There is a device that you use for university online learning such as smartphone or laptop" has been noted as the most advantageous point regarding to the technical issue, while the statement

“The high costs of internet services” noted as the most disadvantage point. These findings have been consistent with the Tareen and Haand (2020) study and Browne (2003) research paper.

5.1.2 Educational Problems of University Online Learning

From the students’ perspectives, the statement “Online learning is not suitable for every topic” has been noted as the most disadvantage, while the statement “Using online for English learning is more interesting than the traditional method” ranked as the most advantageous point regarding to the educational issue. These results have been agreeing with the Kalal and Nayak (2020) study and Muir (2001) study.

5.1.3 Assignments and Evaluations Problems of University Online Learning

According to the students’ perspectives of assignments and evaluations, the statement “Ease of handing over assignments” highlighted as most advantage point, while the statement “Online learning requires the submission of a lot of duties and activities” has been noted as the most disadvantage point regarding to the assignments and evaluations issue. These findings were consistent with Alexander, Truell, and Zhao (2012) study and Tareen and Haand (2020) study.

5.1.4 Others

According to the students’ perspectives of others, the statement “I would miss the campus environment” has been noted as the most disadvantage point. These results agree with Al-Alawneh (2013) study.

5.2. Discussion of the Results of the Second Question

To answer the second question, the researcher surveyed a sample of instructors to investigate their perspectives. As mentioned in the previous chapter, the questionnaire was labeled into four categories to simplify the analysis, the categories were: technical problems, educational problems, assignments and evaluations, and others.

What are the advantages and disadvantages of university online learning from the instructors' perspectives?

5.2.1. Technical Problems of University Online Learning

As mentioned in chapter four, the statement "I am able to easily access online learning platforms", highlighted as the most advantageous point regarding to the technical issue, while the statement "Online learning requires the instructors to have a basic understanding of using digital forms of learning" represent the most disadvantage point from the instructors' perspectives. These findings were consistent with Simmons (2002) study and Restauri (2004) study.

5.2.2 Educational Problems of University Online Learning

According to the instructors' perspectives of educational problems, the statement "I prefer face-to-face courses", has been highlighted as the most disadvantage point, while the statement "Online lectures can be recorded, archived, and shared for future reference" has been noted as the most advantageous point.

These results agree with Thurmond (2003) study and Alexander, Truell, and Zhao (2012) study.

5.2.3 Assignments and Evaluations Problems of University Online Learning

The results of instructors' perspectives for assignments and evaluations, indicated that the statement "Online learning lacks credibility in exams" noted as the most disadvantage point regarding to the assignments and evaluations issue, while the statement "The exams correspond to the materials presented during the lectures" has been noted as the most advantage point. These findings have been consistent with the Tareen and Haand (2020) study.

5.2.4 Others

The results of instructors' perspectives of others, indicated that the statement "commitment of students on time for the lecture" noted as the most advantage point, while statement "I need better time management" has been noted as the only disadvantage. These results agree with Park and Bonk (2007) study.

5.3. Conclusion

In conclusion, the results of the study show that online learning is not successful and effective as traditional learning and to adopt online learning, a strong and appropriate infrastructure must be provided for students and instructors, on the other hand online learning can be interesting method to learn some theoretical courses that does not require a physical environment.

5.4. Recommendations

In light of the results, the researcher suggests the following recommendations:

- Instructors and students should be given training courses on the use of tools, devices, and systems that they need in the online learning process.
- Online learning lacks credibility in exams. Therefore, the instructor can use varied question types or offer different versions of the same test.
- Students need practical practice due to the limit the educational material to the theoretical part only.
- Internet services should be provided to students at preferential prices for students to increase the effectiveness of online learning.
- Setting hours for face-to-face communication with the instructor, and not only e-mail or WhatsApp.

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Appendix (A)

Students' Questionnaire

Advantages and Disadvantages of University Online Learning from Students' Perspectives

Dear participants,

I am Narmeen Elayan, an MA student in the Department of English Language and Literature. This questionnaire is designed to investigate the advantages and disadvantages of university online learning from students' perspectives. Please answer all the questions as accurately as possible by stating your agreement, disagreement, or neutrality to each given item. Answers will be used for the purpose of academic research only.

Thank you for your cooperation.

First Section: Demographic Information

1- Level of education

First-year

Second- year

Third-year

Fourth-year

2- Gender

Male

Female

3- Nationality

Jordanian

Other

Second Section: Questionnaire

Kindly answer the following questions:

Note: Put (*) under the suitable answer.

Technical Problems of University Online Learning.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1- I am able to easily access the online learning platform.					
2- Ease of downloading materials.					
3- There is a device that you use for university online learning such as: smartphone or laptop.					
4-Improving your personal technical skills.					
5- There is an appropriate internet connection that online courses require.					
6- The high costs of internet services.					
7- Lack of computer literacy so student cannot operate basic programs such as Microsoft Word and PowerPoint.					
8- There are problems related to opening and interacting with online learning platforms.					
9- There are problems logging in to the Microsoft Teams application.					
10- Microphone or webcam does not work in Microsoft Teams application.					
11- Online learning needs training courses to deal with the computer.					
12- Student confidence level is enhanced by using a computer and the internet.					
Educational Problems of University Online Learning	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

1- Online learning allows the flexibility of work and method of learning.					
2- Student gets enough information through online learning.					
3- There is a variety of materials presented.					
4-The instructor interacts actively on the online platform.					
5-The instructor varies the style of explanation on the platform.					
6-The language used by an instructor is clear and correct.					
7- Online learning is not suitable for every topic.					
8-Difficulty in sticking to the schedule.					
9-Online learning lacks practice-based.					
10- Online learning does not provide access to all educational references.					
11-Using online learning encourages me to continue learning on the internet by myself.					
12- I'm unwilling to learn English subjects through using online learning.					
13- I prefer face-to-face courses.					
14- Online courses would be difficult for me to stay motivated.					
15- I would have difficulty interacting with peers.					
16- Online courses require a lot of time and intensive work.					
17- Online learner lacks self-motivation.					

18- I like using online for teaching English as a foreign language.					
19- I think the instructor's application of online learning English as a foreign language is not useful.					
20- I think the instructor's application of online learning English as a foreign language helps me improve my skills in English.					
21- I think my grades will improve through online English classes.					
22- I find English literature easier when the instructor uses an online system.					
23- I hope the instructor of English continues to use online teaching.					
24- Using online for English learning is more interesting than the traditional method.					
25- Online makes me more interested in learning English.					
26- Online learning requires knowledge about how online courses are taught,					
27-By using online learning the chance of interaction with the instructor is enhanced.					
28- By using online learning, the chance of interaction with my colleagues is enhanced.					
Assignments and Evaluations of University Online Learning.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1- Ease of handing over assignments.					
2- The exams correspond to the materials presented during the lectures.					
3- Ease of taking exams.					
4-The period for the exams is sufficient.					

5- The diversity of the questions that are used in the exams.					
6- Limited feedback either during the lectures or during the dedicated office hours to help students achieve the targeted learning objectives.					
7- Online learning lacks face-to-face communication to comprehend complex assignments.					
8- Online learning does not provide the academic quality of assessment.					
9- There are problems in submitting exams on the approved educational platform for exams.					
10- Online learning requires the submission of a lot of duties and activities.					
Others	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1- I would feel very isolated.					
2- I do not have to travel to university.					
3- I would need a devoted study area.					
4- I need better time management.					
5- I would miss the campus environment.					

Appendix (B)

Instructors' Questionnaire

Advantages and Disadvantages of University Online Learning from Instructors' Perspectives

Dear participants,

I am Narmeen Elayan, an MA student in the Department of English Language and Literature. This questionnaire is designed to investigate the advantages and disadvantages of university online learning from the instructors' perspectives. Please answer all the questions as accurately as possible by stating your agreement, disagreement, or neutrality to each given item. Answers will be used for the purpose of academic research only.

Thank you for your cooperation.

First Section: Demographic Information**1. Level of education**

Bachelor Master PH.D.

2. Gender

Male Female

3- Nationality

Jordanian Other

Second Section: Questionnaire

Kindly answer the following questions:

Note: Put (*) under the suitable answer.

Technical Problems of University Online Learning.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1- I am able to easily access online learning platforms.					
2- Ease of downloading materials.					
3- There is a device that you use for university online learning such as: smartphone or laptop.					
4-Improving your technical skills.					
5- There is an appropriate internet connection that online courses require.					
6- The high costs of internet services.					
7- Lack of computer literacy so student cannot operate basic programs such as Microsoft Word and PowerPoint.					
8- There are problems related to opening and interacting with online learning platforms.					
9- There are problems logging in to the Microsoft Teams application.					
10- Microphone or webcam does not work in Microsoft Teams application.					
11- Online learning needs training courses to deal with the computer.					
12- Student confidence level is enhanced by using a computer and the internet					
13- Online learning requires the instructors to have a basic understanding of using digital forms of learning.					
Educational Problems of University Online Learning	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

1- Online learning allows flexibility of method of learning.					
2- The instructor can cover all courses and achieve all the educational goals.					
3- Students participate well and effectively during online learning.					
4-Traditional education on campus is better than online learning.					
5- There are effective interaction and communication between instructor and student.					
6- I think it is appropriate to continue teaching some courses electronically.					
7- Online lectures can be recorded, archived, and shared for future reference.					
8- The benefit of flexibility in online courses.					
9-Ease of explaining courses and speed of completion of the study plan.					
10- Online learning provides a multi-modal approach using a diverse range of teaching and learning activities.					
11- The limited response of students to the new learning pattern and their interaction with it.					
12- There is difficulty in switching from a traditional learning method to a modern learning method.					
13- I prefer face-to-face courses.					
14- Online learning requires the intensification of curricula.					
15- The incompatibility of the curriculum with the rapid development of the educational process					
16- Online learning requires a double effort to facilitate the online learning process.					

17- Online courses require a lot of time and intensive work.					
18- Online learning requires strong- self motivation from students.					
19- I like using online for teaching English as a foreign language.					
20- The instructor focuses on the important points in the explanation to facilitate the lecture					
21- Online learning concentrates on theoretical courses.					
22- Ease of joining lectures.					
23- Online learning requires knowledge about how online courses are taught.					
24-Lack of information and technological skills required for online learning.					
25-By using online learning, the chance of interaction with my students is enhanced.					
Assignments and Evaluations of University Online Learning.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1- Ease of receiving assignments.					
2- The exams correspond to the materials presented during the lectures.					
3- Online learning lacks credibility in exams.					
4-The period for the exams is sufficient.					
5-The diversity of the questions that are used in the exams.					
6- Online learning requires the submission of a lot of duties and activities.					
7- The exams reflect students' true understanding of the material.					
8- Online learning does not provide the academic quality of assessment.					

9- There are problems in submitting exams on the approved educational platform for exams.					
10- Assignments are a successful way for a student to get a lot of marks.					
11- Students meet the deadline for submitting assignments.					
12- Students follow up continuously to find out what assignments are required of them.					
13- The exams can measure the knowledge and skills acquired by students					
14- Students are obligated to submit the exams on time.					
15 -Students can submit assignments in various forms, such as presentations or videos.					
16- I would have difficulty getting an immediate feedback.					
Others	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1- Commitment of students on time for the lecture.					
2- Online learning is comfortable learning environment.					
3- Accessibility of time and place.					
4- I need better time management.					
5- There is no difference between online learning and traditional learning on campus.					

Appendix (C)

Panel of Experts

Name	Specialization	Place of Work
Prof. Ibrahim Abu-Shihab	Linguistics	Al-Zaytona University
Dr. Suleiman Al-Abbas	Linguistics	Arab Open University
Dr. Talal Al-Adwan	Methods of Teaching English Language	Jordan University
Dr. Ahmed Tabieh	Methods of Teaching English Language	Middle East University
Dr. Nisreen Yousuf	English Contemporary American Literature	Middle East University
Dr. Linda Al-Abbas	Linguistics	Middle East University
Dr. Nosaybah Awajan	English Literature	Middle East University