

Impact of Online English Teaching Awareness among College Students

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ABSTRACT: *Computers and cell phones reaching every house hold in urban regions and spreading towards rural areas, e-teaching can be made use to impart teaching. T.V. and Multimedia should be used for Educational purpose definitely a picture is worth 1000 words. Animation technologies and 3D technologies can be used to impart effective teaching. Many difficult scientific and technical principles can be explained easily and effectively using e-learning methods, 3D technologies, animation and Multimedia techniques. Online Teaching is Integrated Communication Technology in a specified area or field. It is the technological development that reflects the new society and has its place within education. With many new initiatives, Online Teaching obviously has its problems that can be addressed over time. Online English Teaching requires the strenuous efforts of the teacher in preparing English lessons and delivering them online. The English Teacher has to update the scientific knowledge in the use of computers for teaching English. The objective of the study was to find out the effectiveness of Online Teaching Awareness among college students. In the present study, the investigator followed the normative survey method. The findings of the study are that the level of Online English Teaching Awareness among college students is moderate and there was a significant difference in Online English Teaching Awareness among college students with respect to Gender and Medium of Instruction.*

KEYWORDS: online, English teaching, awareness, college, students

INTRODUCTION

With computers and cell phones reaching every house hold in urban regions and spreading towards rural areas, e-teaching can be made use to impart teaching. T.V. and Multimedia should be used

for Educational purpose definitely a picture is worth 1000 words. Animation technologies and 3D technologies can be used to impart effective teaching. Many difficult scientific and technical principles can be explained easily and effectively using e-learning methods, 3D technologies, animation and Multimedia techniques. There is a need for integrating Online Teaching to classroom teaching. Technology up-gradation should be a continuous process and the higher education institutions should make provision for training of faculty members as well as administrative staff on application of new technology.

Definition

Online Teaching is Integrated Communication Technology in a specified area or field. It is the technological development that reflects the new society and has its place within education. With many new initiatives, Online Teaching obviously has its problems that can be addressed over time. Online Teaching should continue to be promoted to assist with education and learning. Zhao and Cziko (2001) identify three conditions that must be fulfilled for college students to be motivated and use online teaching in their practice. “The use of online teaching has made our education a quality one. The modification and improvement is made in the educational process empirically with the help of feedback devices. The feedback devices are used for the purpose of modification of behaviour. The feedback is provided to the whole system of teaching learning”. The use of online teaching has shifted the emphasis from learning theories to teaching theories. Education as a discipline is related to teaching learning and instruction. This quality of teaching determines the quality of learning. A teacher should understand the nature of teaching and instruction which all improve the quality of teacher and the quality of education.

Leonard R Newton, 2000 state that “Irrespective of the nature of technologies deployed, human monitoring, regular enquiry and the use of data in the teaching and learning are essential”. The challenge in the effective utilization of online teaching in teacher training and its subsequent use in the classroom situation is the creation and integration of effective processes and systems that enable its utilization in classroom situations spanning different social and cultural contexts. We should keep in mind that online teaching will become an effective tool only if it an effective pedagogical tool. The internet should be perceived as an enabling tool that leads to a manifold increase in productivity gains. Ben Anderson and Yeol Raban, 2007, assert that, “Technological advances like broadband and wireless fidelity (Wifi) have only added a new dimension in the everyday lives of the people”. Country like India faces many hurdles in making optimum utilization of Internet. The major obstacles are a) lack of infrastructure b) cost of internet access and poor quality of data transfer speed c) lack of basic skills in accessing internet among the teaching community and d) psychological devices. Furthermore, Trombley and Lee (2002) suggests that “Online Learning helps in Self-paced learning, taking control over both the process and the content of their learning”.

In implementing e-learning, Anderson (2002) warns “Be careful in the process of adopting e-learning for their organizations. There are three categories of e-learning implementation being evaluated, that are usefulness, ease-of-use and self-efficiency”.

Online English Teaching Awareness

The English Teacher has multiple roles in the classroom. Online English Teaching requires the strenuous efforts of the teacher in preparing English lessons and delivering them online. The English Teacher has to update the scientific knowledge in the use of computers for teaching English. Similarly, the students also have to improve their knowledge in the use of computers. They have to listen to classes virtually when they do not have the ability to attend face to Face classrooms. Manya Suresh (2018) “E-Learning technologies allow educators to revise their content simply and quickly. Learners have control over the content, learning sequence, pace of learning, time and often, media, which allow them to tailor their experience to meet personal learning objectives.

Objectives of the Study

- To find out the level of Online English Teaching Awareness among College students
- To find out whether there is any significant difference in the Online English Teaching Awareness among College Students with regard to Gender
- To find out whether there is any significant difference in the Online English Teaching Awareness among College Students with regard to their medium of school instruction
- To find out whether there is any significant difference in the Online English Teaching Awareness among College Students with regard to their Educational Qualification

Hypothesis

- The level of Online English Teaching Awareness among College Students is Moderate.
- There is no significant difference in Online English Teaching Awareness among College Students with respect to Gender
- There is no significant difference in Online English Teaching Awareness among College Students with respect to medium of instruction
- There is no significant difference in Online English Teaching Awareness among College Students with respect to Educational Qualification

METHODOLOGY

In the present study, the investigator followed the normative survey method. Normative survey method is concerned with existing condition or relation/ prevailing practices/ beliefs / attitude on-going process and the emerging trends. It is used to study, describe and interpret what exists at present. The term ‘Survey’ suggests the gathering of evidences related to providing conditions. The term normative implies the determination of normal or typing conditions. Considering the condition, normative survey method is used in the present study.

Tools**Hypothesis 1**

The level of Online English Teaching Awareness among College Students is moderate

TABLE: LEVEL OF ONLINE TEACHING AWARENESS

Level of	Frequency	Percentage
Low	60	20%
Moderate	166	55.33%
High	74	24.67%
Total	300	100

From the above table, it is observed that out of 300 samples, 60 samples have low level of Online English Teaching Awareness, 166 sample have moderate level of Online English Teaching Awareness and 74 samples have high level of Online English Teaching Awareness. Hence, most of the students have Online English Teaching Awareness. So, the null hypothesis is accepted.

Hypothesis: 2

There is no significant difference in Online English Teaching Awareness among college students with respect to Gender

TABLE: t-value of male and female students with respect to their Online English Teaching Awareness

Description	Gender	N	Mean	S.D	t-value	Level of Significance
Online English Teaching Awareness	Male	141	129.89	9.847	0.565	NS
	Female	159	130.55	10.152		

Note: Not significant at 0.05 levels

Since the calculated value 0.565 is lesser than 1.96 at 0.05 level. There is no significant difference in Online English Teaching Awareness among college students with respect to Gender. Hence, the null hypothesis is accepted.

Hypothesis: 3

There is no significant difference in Online English Teaching Awareness among college students with respect to medium of instruction

TABLE: t-value of English and Mother tongue Instruction students with respect to their Online English Teaching Awareness

Description	Medium of Instruction	N	Mean	S.D	't' Value	Level of Significance
Online English Teaching Awareness	English	148	125.88	8.174	8.269	S
	Mother Tongue	152	134.49	9.803		

Note: Not Significant at 0.05 levels

Since the calculated 't' value 8.269 is greater than the table value 1.96 at 0.05 level. There is significant difference between English and Mother Tongue instructed College students with respect to their Online English Teaching Awareness. Based on their mean score Mother Tongue instructed students have higher Online English Teaching Awareness than English medium college students. Hence, the null hypothesis is rejected.

Hypothesis: 4

There is no significant difference in Online English Teaching Awareness among College students with respect to their Educational Qualification.

TABLE: t-value of the students studying in Online English Teaching Awareness with respect to their Educational Qualification.

Variable	Educational Qualification	N	Mean	S.D	't' Value	Level of Significance
Online English Teaching Awareness	UG	195	130.13	10.096	0.253	NS
	PG	105	130.44	9.860		

Note: Significant at 0.05 levels

Since the calculated 't' value 0.253 is lesser than the table value 1.96 at 0.05 level. There is no significant difference among college students Educational Qualification with respect to Online English Teaching Awareness.

FINDINGS

1. The level of Online English Teaching Awareness among college students is moderate.
2. There is a significant difference in Online English Teaching Awareness among college students with respect to Gender.

3. There is significant difference in Online English Teaching Awareness among college students with respect to English Medium and Mother Tongue instruction.
4. There is no significant difference in Online English Teaching Awareness among college students with respect to Educational Qualification.

CONCLUSION

Online English Teaching Awareness among college students is moderate level. The present study aimed at analysing Online English Teaching Awareness to some selected variables like gender, medium of instruction and educational qualification. The study indicated significant difference among the variables. Based on the mean value there is significant difference in Online English Teaching Awareness among college students with respect to English and Mother Tongue instruction students. All the subjects should be taught to the students by fostering online digital awareness. Broadbent states that, "Online Learning does not require a huge infrastructure. A well-working internet connection and supplying enough computer for end users would be sufficient for an effective e-learning project. This contribution will help in increasing the knowledge in using the technology available at the institute which will make the studies more interesting and efficient in their studies". In this 21st century, the awareness and use of Online Teaching skills are important from the present study, it is revealed that the awareness of Online Teaching skills and its dimensions is moderate. Anbareen Jan (2020) suggests that, "Teachers' mentoring and direction when teaching online is preferred". Hence, teaching and exposure to Online Teaching skills to college students is a must. The awareness in online Teaching skills will surely boost their knowledge. This study may enrich the educators and may serve as a database for future research.

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