BENEFITS AND CHALLENGES OF ON-LINE TEACHING

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Abstract

This article discusses the specific features of teaching on-line in second language education, its significance and consequences.

Key words: learner-centred, flexibility, time management, facilitator, download, software, cooperative learning.

The Internet has considerably changed how we communicate with one another as well as how we contact, share and facilitate information. The matter is no longer one of how to use technology to teach, but one where teachers confess the way the world is already emerging, and acknowledge the importance of online literacy and the significance that collaboration and online engagement plays in learners' education and their future professional environment.

Software and technology develops very rapidly, and it can be considerably hard to keep up with these changes. It is verycrusial therefore to focus on understanding effective pedagogical approaches, methods and strategies for online teaching rather than the technology itself.

E-learning is commonly referred to deliberate use of networked information and communications technology in teaching and learning. E- Learning can be well-defined in this way too: the application of electronic systems such as internet, computers, and multimedia, CDs which their goal is to decrease the quantity of expenses and goings and comings. This article aimed to examine online language learning strategies used and affection in online learning of successful and ineffective online language students and investigate thoroughly the relationships between online language learning strategies use, affection in online learning and online English learning consequences. Regarding affection in online strategies and approaches to online learning had significant correlations with online English learning outcomes. The results suggest that low English proficiency students lacked online learning skills and experiences in self-directed learning. They may not be ready for learning English online.

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Online learning has become a main component in teaching and learning process, and it is believed to provide unique advantages in the education process. Therefore, in many countries, instruction has begun to shift from traditional or face-to-face classroom settings to online learning environments due to the wide-spread pandemic. This shift has been occurring in all fields of education, including English language instruction.

The online learning is considered to be student-centered because students can control their own learning pace, and activities can be flexible so as to better suit a student's preferred learning style. Online learning also creates opportunities for active learning. In addition, with good online learning software or technologies, students have chances to take part in the discussion, express opinions, and share information equally regardless of classroom size and time.

Teaching online offers instructors more possibilities for engaging in differernt kinds of instructional activities. Online faculty have more flexibility in teaching during non-traditional class times. They can also teach anywhere they have access to the Internet. Some examples include teaching from home or while traveling to a conference.

It may be easier for teachers to focus on students who have some difficulties with their studies, particularly if their classes are one-to-one. No one else needs their attention and this allows the teacher to focus virtuously on the single student, focusing on the problem areas and confirming they get the most out of their learning experience.

Perhaps the biggest significance of teaching online is the fact that teachers still play the most important role in the learning experience. Technology cannot replace the job of the teacher, but it does lend itself as a very useful tool for enhancing the experience for both the teacher and the student. Deciding to teach online can encourage the teacher to recognize the control they have over their own career and put their mind at rest.

Regardless of the benefits of online teaching and learning atmosphere, students taking online courses could face difficulties that they might never have come upon in a traditional learning environment, and these struggles could have a negative impact on their learning routine. These problems can be classified into four major parts of challenges: cognition, metacognition, technical anxiety, and learning styles and preferences.

In a traditional classroom, it is often easier to inspire students to concentrate on the task at hand and not become unfocused. When studying from their own homes, there are probable to be other things drawing their attention away from the lesson. Of course, in a physical classroom, students can confuse each other, and that is something that is easy to escape in a one-to-one lesson. But messages popping up on the computer screen, pets jumping onto the keyboard and friends calling out in the background, may all cause the student's attention to slip.

In the area of cognitive challenges, learners need higher mental ability to deal with the more multi-dimensional learning tasks and difficult content. Normally, online courses are equipped with lively tasks, such as online exercises, listening activities, text downloads, and video. Students learning online must be familiar with how to click, drilldown, open new windows, and save files.

Online education works best for those who have strong self-discipline and time management skills. Students who are most effective are those who take ownership in making sure they complete their coursework on time and are on the right track to earn their degrees. In structuring their time-management skills, students are also better prepared for success both personally and professionally.

With regard to metacognitive challenges, online learners have great freedom of learning as there are no specific class schedules, and classroom attendance is not required. Learners then need to monitor and self-regulate their learning by setting up a learning schedule to ensure they can complete all the lessons. According to linguistic studies, students who adopted the self-monitoring preformed academically better than those who did not on the test of general English proficiency.

Plentiful of the learning that occurs in online courses is self-motivated. But students have to be active participants in the quality, breadth and depth of their learning, and this is no more obvious than in online coursework. Students will get out what they put into it.

The third challenge involves computer and Internet anxiety. Computer apprehension has a considerably negative impact on learners' achievement. When a computer system or network

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system is down, learners feel discouraged because they might not be able to follow the lessons. This causes anxiety among lower Internet skilled students.

In terms of learning styles and preferences, linguists posited that in new learning atmosphere students need time to adapt to some of the new challenges they will come across. For some learners, these difficulties might arise from the need to arrange a different learning style. For learners who are less skilled in the use of technology, the lack of skills can be problematic. Most of the young and teenage learners desire and are more familiar with studying with peers. Without teachers and peers, when students need their immediate assistance to make clear the problems that may arise, they might get irritated and experience a level of anxiety.

Studies have revealed that learners' use of effective and appropriate online learning strategies will lead to successful academic achievement.

Additionally, some linguists argue that engaging effective online learning strategies is indispensable because, in doing this, students learn more rapidly, have more satisfaction, and learn more efficiently and effectively.

Language professionals long resisted teaching online mainly because it was unthinkable to teach speaking in the online environment. Recent advances in technology, however, have made it imaginable. One main impulse for developing online foreign language courses was that some students are interested in taking a foreign language, but can't fit one in their schedule. There are quite a few students who cannot fit that into their schedule. Also, some students prefer to learn on their own at their own pace. Online courses can support such students.

E- Learning can be defined in this way too: the application of electronic systems such as internet, computers, multimedia CDs which their aim is to reduce the amount of expenses and goings and comings.

Now that we get familiar with designations of e-learning, it is time to get familiar with features and recompenses of e-learning by knowing following features, one can change his point of view towards online teaching and learning.

1) It is learner-centred teaching process and the role of teacher is guide or facilitator of this teaching process.

2) Convenient for students to access any time, any place.

3) It is a kind of cooperative learning.

4) E-learning is fast and dynamic and reduces the amount of expenses (like: travel time and travel costs for students)

5) Fosters self-paced learning whereby students can learn at the rate they prefer.

6) E-Learning fosters interaction among students and instructors.

7) Comprehensive learning; i.e.it contains all instructional sources and tools such as virtual classes and simulations.

8) All activities such as: enrolment, supervision, tuition are done by internet.

9) Lessons are prepared by different professors from different places.

10) Learners can learn more than one major or specialty.

11) the most notable advantages of most types of e-learning are flexibility, convenience and the ability to work at learner pace.

All in all, online teaching like communicative methods of language learning is established based on learners and learners are the main pillar in learning process and they can get self-dependent by using e-learning. By teaching online, teachers reach a broader student population that would not have been otherwise possible. Interacting with students from different parts of the country or the world not only enhances the students' learning experience but also the instructor's.

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