Using Modern Teaching Applications to maintain teaching competency and sustainable development during COVID19 crisis

استخدام تطبيقات التدريس الحديثة للحفاظ على الكفاءة التدريسية والتنمية المستدامة أثناء أزمة فيروس كورونا المستجد

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Abstract

The present research addresses staff members and undergraduate students at the departments of The Faculty of Education at the current crisis of the spread of the pandemic COVID19. In such circumstances, they need to make an ideal use of modern teaching applications to keep pace with the trend of accelerating developments in technology in all domains. The problem lies in being surprised by COVID19 emergency. Staff members should be selective in opting the most effective teaching applications. Hence, Staff members are recommended to employ academic applications such as Moodle, Google Classroom, Edmodo...etc.. The present research submits an insight into the required learning outcomes in the light of modern developments and current circumstances which enhances the validity and effectiveness of the learning process and links education to the importance of achieving competency that helps in maintaining sustainable development in our community.

Keywords: Teaching Applications; Edmodo; Google classroom; sustainable development; COVID19 Crisis.

استخدام تطبيقات التدريس الحديثة للحفاظ على الكفاءة التدريسية والتنمية المستدامة أثناء أزمة فيروس كورونا المستجد

يخاطب هذا البحث المعلمين الجدد والطلاب الجامعيين في متنوع الأقسام بكلية التربية الذين هم في حاجة إلى الاستفادة المثلى من الخبرة المحترفة والمهنية التي يتمتع بها المحاضرين في الدول الأجنبية ممن يمتلكون المعرفة جنبًا إلى جنب مع الفوائد الحالية لتطبيقات التدريس الحديثة التي تساهم في تطوير الاتجاهات التي تجعلها تواكب التطورات المتسارعة في التكنولوجيا من حولنا في جميع المجالات بالإضافة إلى أهميتها في وقت الأزمات. وتركز الباحثة على تطبيقان هما جوجل كلاسروم وإدمودو حيث تم التطبيق عليهما على مدار عامين متتاليين. ويربط هذا الوعي بين التعليم والتنمية المستدامة في مجتمعنا ويساعد المعلم ليكون عضوا فعالا في هذه العملية. وبالتالي، يجب أن يحرص المعلمون على توظيف جميع الفرص المتمثلة في تطبيقات التدريس الحديثة التي تساعدهم على تحقيق هذه النتائج. وهذا يتطلب تنفيذ أنشطة محددة للحصول على المهارات التي تؤدي إلى الأهداف المرجوة، وبالتالي تحقيق الهدف الرئيسي المطلوب لتطوير مجتمعنا ألا وهو الكفاءة التي تعتبر خطوه في سبيل تحقيق التنمية المستدامة.

كلمات مفتاحية: تطبيقات التدريس الحديثة- ادمودو -جوجل كلاسروم - التنمية المستدامة- كورونا ١٩المستجد.

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I. Introduction

The aim of the present research is to contribute in submitting a generation of high-quality teachers to our society in all majors who can adapt their teaching methodologies with the accelerating developments in technology and science all over the world around us whether during crisis times or in normal circumstances. This aim has a variety of prerequisites that should be developed in the undergraduate students in the faculty of Education in all departments in order to obtain such graduates who enjoy such required specifications.

Unluckily, in the light of COVID19 emergency, staff members are surprised in the necessity to teach their students and submit their courses online. However, chaos are shown in distracting students by employing a variety of social media applications instead of helping them organize their ideas. The problem lies in the fact that our older as well as current generations of staff members are not perfectly prepared to such crisis, they used to acknowledge modern teaching applications as an experimental activity in FLDC training programs. Instead, they followed their routine teaching activities and do not perform extra activities prepared to crisis management. This, in turn, requires a considerable effort to update current teaching methods in the University by inserting modern teaching tools. This is hopefully applicable to academic courses in all departments. In such circumstances, staff members are responsible to help their students to have insight into their role as teachers who are to be responsible for a whole generation. This awareness will help them see the importance of being professionals and hence, our role is to help them become so in an interesting way in which they enjoy knowledge and become keen to research and creativity.

Because the scope of the current research is limited to English teachers, the objective to the present research is summarized in enhancing the competence of English teachers by means of modern teaching tools (Google classroom and Edmodo as models). The researcher employs Google Classroom for a whole semester for six courses and Edmodo is

used in the same way in the following semester. This is to enhance their specialized knowledge, help them to understand better as well as to help them keep in contact with their instructors. This objective contributes to developing English language and research skills of the students and hence achieves the main aim for which the research is designed, namely, supplying our society's Educational institutions with a high-level graduate who is flexible in tackling a variety of teaching methods and capable of adapting them according to time, place, level of students…etc. However, there are several requirements and activities to be carried out. These activities are designed by instructors and accomplished by learners and finally evaluated by instructors. These activities that help in achieving the objective of the research are discussed in the methodology section.

II. Research Questions

The role of faculties of Education is to supply society in general and educational institutions in specific with teachers who enjoy competency in their specialty and are capable of developing a whole generation to be competent also during crisis as well as in normal circumstances. On the other hand, the preparation of competent students has a prerequisite of equipping faculty members by modern creative teaching tools. Hence, the current research raises one major question and five sub-questions:

1.To what extent are faculty members prepared to crisis management that may arise to educational situation?

1.a. How can they employ modern teaching tools to keep pace with modern educational trends?

1.b. How can they use teaching methods that satisfy personal differences among students?

1.c. To what extent can they secure that their undergraduate students will enjoy the specifications of competency when they graduate?

1.d. What can they do to prepare their students to have an effective role in maintaining community sustainable development?

1.e. What can they do to link their teaching methods to aims and objectives they designed for a specific course?

The present research is an attempt to find out satisfying answers for these questions and give assumptions to submit better solutions for developing competent teachers who are capable of crisis management and work under any type of pressure.

III. Assumptions of the Study:

Staff members in Damanhour University used to apply traditional teaching methods and hence, they result in such students who are incapable of interaction or creativity.

1- Faculty members are recommended to use flexible teaching methods and applications to be capable of working under any circumstances and to be capable of crisis management

2- This problem exacerbates for English teachers who lack the required interaction and lack also the resources that enhance competency that can be carried out by learning the four skills). They also lack flexibility during crisis.

3- Using modern online teaching tools such as Google Classroom and Edmodo together with traditional lectures to create an environment of blended learning, in which undergraduate students can interact and express their achievement and make search in their specialized courses in English language department and also applicable for other courses, will help to improve the quality of novice English language teachers and consequently their students.

4- The use of such application shows better interaction of students, communication with their instructors as well as securing more organized educational content than distracting students with social media applications such as WhatsApp, Facebook, Twitter, Instagram ...etc. that distract students' attention more than helping them. Moreover, they allow more chat and funny posts that result in more distraction.

IV. Theoretical Background

In this section, an overview of issues is elaborated to approach the concept of capacity in general that refers to developing such graduates who are competent in their specialty in all domains. Then it moves to the main focus of this research which is the way to develop a competent English teacher who is characterized in being flexible to accelerating

changes in the future educational settings and moreover capable to find solutions to challenging problems relevant to the applications of prescribed rules and regulations. The third point that this theoretical background deals with is relevant to describing the development of teaching tools from the ancient and traditional ones to the online electronic tools with a comparison including the advantages and drawbacks of each of them.

A. The Concept of Competence:

Because the main aim of the present research is to supply out society with competent graduates, learning objectives should be formulated by lecturers in a way that make them achieve such competence. This becomes true when the method of teaching links knowledge of content with the skills that enable them to satisfy students' individual differences. In other words, learning should be freed from traditional teaching limitations. This requires using a different and updated methodology to approach knowledge. Such methodology should be adapted according to a variety of elements such as the requirements of labour market, the needs of students and their individual differences and to be flexible and adaptable according to the change in such elements. This helps the educational institution to make a graduate with desired specifications whose quality is secured. Therefore, the benefit of such methodology is to help lecturers discover the level of competency that his students enjoy with as well as the way to develop it because the activities he assigns helps him to explore both the points of strengths and the points of weakness in his students. For example, a group of students may be able to present a topic, another group may be capable of discussion, another group may be able to perform a concrete work such as a model or drawing to solve a specific problem or to defy a challenge…etc. and the role of the lecturer becomes a guide and a leader to help them organize their ideas and follow the right path, when he supports the knowledge of the content with activities and resources to make searches.

B. Developing the Competence of English Teachers

Basic skills in learning a foreign language are considered vital prerequisites to achieving competence of English teachers especially

when he recognizes the difference between language learning and language acquisition. Language acquisition takes place only in childhood when a child absorbs what he listens unintentionally while learning is a process that takes place for both native language and second language at the school age. When a child acquires his native language or a second language, he becomes capable of using it in communication and interaction with all the given situation in the given environment around him. On the other hand, this ability to speak and listen does not mean a complete mastery of the components of learning a human language because may be capable of speaking and listening to his mother language speech but incapable of reading or writing the words or sentences of his native language in pre-school stage. English illiterate people can speak English and listen to English well, but they cannot read or write and so does a native illiterate Arabic speaker. They lack two basic skills of their mother tongue, namely, reading and writing. Reading and writing requires learning as an intended process in formal institutions. To summarize, we can say that acquisition of a foreign language takes place unconsciously while learning is a conscious process. In the present research we use a variety of activities relevant to the course to approach the unconscious level of learning a foreign language. However, the present research submits a detailed overview of the best and applicable methods and theories of learning a foreign language to link them with the tools used in modern online teaching tools.

C. Basic skills in learning a foreign language.

As mentioned above, educators distinguish between language learning and language acquisition. Language acquisition takes place only in childhood when a child absorbs what he listens to unintentionally while learning is a process that takes place for both native language and second language at the school age. When a child acquires his native language or a second language, he becomes capable of using it in communication and interaction with all the given situation in the given environment around him. On the other hand, this ability to speak and listen does not mean a complete mastery of the components of learning a human language because may be capable of speaking and listening to his mother language but he is incapable of reading or writing the words or sentences of his

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Therefore, in order to master any human language in the world as mentioned above, four basic skills are required; reading, writing, listening and speaking. When any infant acquires his mother tongue, he listens first to the speech he is surrounded by, internalize all the sounds and then he speaks as soon as his vocal organs become mature and capable of pronunciation. He becomes capable of speaking in correct grammar unconsciously without learning the grammatical rules of his native language.

In Egypt and in Arab countries in which English is learned in schools and not acquired in society, we suffer from the low level of English language learners in preparatory and secondary schools as well as for many students in Universities. The origin of the problem lies in the inability of teaching methods to deal with the four skills mentioned above. The problem lies on their focus on reading and writing more than on listening and speaking. Hence, updating such dated methods of teaching English is a prerequisite these days for the current generation of English language learners. This, in turn, helps in enhancing the competence in University undergraduate students and graduate students, which is the main aim of our study. Krashen (1985:2) employs the *input hypothesis to* describe learning a foreign language. He states that "The input hypothesis claims that humans acquire language in only one way-by understanding message or by receiving comprehensible input" and then

he adds "...To be more precise, input is the essential environmental ingredient". This can be summarized in the fact that learning a language is better by reception from surrounding environment circumstances subconsciously more than by production of rules and language items intentionally. He also describes the artificial environment which does not satisfy reception by being an *acquisition poor environment.* In fact, this happens when the environment of learning a foreign language lacks basic skills such as speaking and listening. Therefore, we can benefit from all that and teach our students English in a learning environment that is distinguished by being a receptive one. Hence, we can use all our potentials to simulate native speakers' pronunciation to create a successful English learning Environment.

D. The importance of determining the goals of learning English

It is very important that language learners determine the goals for which they are to learn English. English learning goals may vary from one country to another. Therefore, we should determine exactly the goals for which we want our children to learn English in an earlier age. Cook (2008) asserts that   learning a language helps people to think better in a more logical way. Cook (2008:212) summarizes the goals of teaching English as: "1 Central goals foster a second language within a society ..., 2 International goals foster a second language for use outside the society..., 3 Individual goals develop qualities in the learner rather than language" . Such goals benefit in the communication of English learners with other English speakers in other countries. According to Cook (2008) English language learning fruit can be seen in the students' appreciation of literature which adds to the student's increased self-awareness and maturity and the appreciation of other cultures.

It is useful also to benefit from the experiences of other countries with English language learning by understanding their underlying goals behind teaching their students English. Cook (2008) also explains the reason of learning English in different countries in China for example, "English is not learned in China because of its usefulness inside China" (Cook:2008). In other words, Chinese people do not learn English to use it locally, but English is taught in China as a foreign language. Cook

(2008) adds also that Language teaching can go beyond accepting the values of the existing world to making it better (Wallerstein, 1983) Quoted in Cook (2008:209) that "While the Freireian approach is included here under individual goals because of its liberating effect on the individual, it may well deserve a category all of its own of goals for changing society: language teaching as political action".

According to Cook (2008)'s clarification, we can conclude here that learning English in China is useful for the Chinese for international purposes for an instance. Such benefit, therefore, may extend to learning other languages to have more international benefits for China. These benefits may vary from a person to another as they may be educational, cultural, scientific, cultural, political…etc. for an individual who decides to learn a second language for example. This is considered a useful goal because "any language may be taught with the aim of promoting relationships with other countries that use it" (ibid.).

A similar goal of learning English as a second language can be found in Israel. In this country English is learned carefully to the Israeli people because it is seen as Cook (2008:211) claims "The goal of this new curriculum is to set standards for four domains of English language learning: social interaction; access to information; presentation; and appreciation of literature and culture, and language". This approach, according to Cook (2008:211) results in the benefit that the 9th grade students will be able to perform the following activities:
● interact effectively in a variety of situations;
● obtain and make use of information from a variety of sources and media;
● present information in an organized manner;
● appreciate literature and other cultures and the nature of language.

Cook (2008:207) also quotes Tove Skutnabb-Kangas (1981), 'Bilingualism is no longer seen as a passing phase, but rather as something good and permanent, something to be striven for.' Transitional language teaching is neutral about the value of the minority language...". He adds that "bilingual teaching actively encourages a multilingual society Learning English in such a country may be useful economically

and politically as well". However, such purposes of learning English mentioned seem essential not only for Israel, but rather for other countries because it is important to have international relationships with other countries by means of sharing one international language such as English to be employed as a lingua franca. It is useful then to benefit from such economic and political goals in Egypt as well as in any Arab country. Such goal should be formulated according to the requirements of each country. In Egypt for example; such economic and political relations with a variety of countries may be developed positively and successfully by means of teaching our students in Egypt the English language well. Hence, we can say that the goal of the new English curriculum in Israel is summarized in four domains; access to information (i.e. to interact effectively in a variety of situations) ; presentation (i.e. obtaining and making use of information from a variety of sources and media as well as the ability to present information in an organized manner) ; and appreciation of literature and culture , and language (i.e. to appreciate the literature of other cultures and the nature of language). (ibid.)

Cook (2008) also summarizes other goals for learning a second language which seem to be suitable for us in Egypt. One of these goals of learning a second language is the ability to communicate with native speakers. This is useful especially if an Egyptian citizen must deal with native speakers in business or abroad for a business or study. Another goal of learning English makes it good for its speakers when they are short-term visitors to another country. A third goal of learning a second language is a private goal which is summarized in the ability to communicate with spouses, siblings and friends when they are non-Arabs and speak English as their native language. A fourth goal for learning English as a second language is using the second language for specific purposes such as; the ability to write articles of opinion in English journals or newspapers as well as for international business…etc. A fifth goal of learning English as a second language is the ability to convey education through such second language. Medicine and science for example are being taught in English in many countries. Finally, English is being taught in schools and Universities as a part of a curriculum for its global importance. Some careers require learning a second language such

as being an English teacher, a translator, researching require learning a second language as well. There are also individual goals for learning a second language such as the desire for an individual to understand foreign cultures by reading about them in their original language. Hence, we can say that the goal for which we learn a language may impose control on the teaching methods employed. Consequently, an extensive and communicative goal requires the use of flexible and interesting methods of teaching to cover all the situations required by such a goal.

E. Modern trends in learning and teaching English as a foreign language

Modern trends in learning and teaching any language is based on considering a language as a living being, which may continue alive if used by people and die if it is no more used. Therefore, they try to put all the emphasis on the way native speakers use the language to be taught. They try to direct the learners' and teachers' attention towards natural methods of language learning. That is by creating learning situations that simulate native speakers' normal life situation. In other words, native speakers' way of acquiring their language is to be considered the standard of learning a foreign language such as English these days. Howatt (2004), for example encourages using second language in the class instead of first language or mother tongue as a modern and natural method of learning a foreign language. Such usage is considered a good practice for our learners of English since teachers will try to create an artificial environment for practicing English inside the class. Such revolt in language teaching originally took place in the 19th century, as mentioned above, in opposition to the " .....the stultifying of the minds of the younger scholars by the excessive use of mechanical process instead of appealing to their intelligences in a language that can be understood by them ". (ibid:139). Howatt (2004:139) encourages this approach and describes it as "a remarkably enlightened approach" and he likes its application of the end -of- year language exams. Therefore, we can conclude that it was a revolution against traditional methods of language learning which produced learners who are supposed to master the language but in fact they are incapable of using it properly. Those leaners might have mastered the foreign language theoretically but not practically.

We can find out such orientations in English language teaching included in the four assumptions common for the past 120 years, which are included by Cook (2008:4-5). We may find some of assumptions logical and useful if these applied and we may find others require certain modifications to be applied. Assumption 1 claims that: The basis for teaching is the spoken, not the written language. Such an assumption came as a revolution in language teaching in the 19th century because its advocates were phoneticians. However, this assumption was opposed by other linguists who believe that writing also has its own distinctive characteristics. Their opposition was based on Halliday (1985:91) that "writing is not speech written down, nor is speech writing that is read aloud". Although assumption1 shows the importance of speech in the process of language learning, it is better to consider writing also for its importance (i.e. native and non-native speakers suffer from spelling mistakes which cannot be corrected by speech alone).

Assumption2 claims that: teachers and students should use the second language rather than the first language in the classroom. Such assumption is proved to be acceptable and successful as a modern method for teaching a foreign language. It came originally as a revolt to the traditional methods of teaching a foreign language such as the translation of texts in the classroom. It was acceptable in England as claimed by DES (1990:58), cited in Cook (2008:4) that "The natural use of the target language for virtually all communication is a sure sign of a good modern language course". It is also admired in Japan according to (MEXT, 2003), cited in Cook (2008:4), who claims that "…the majority of an English class will be conducted in English. Therefore, applying such assumption on our learning environment in Egypt may contribute in positively in the process of mastering English as a foreign language. (Harmer, 1998:129) also agreed with that opinion. According to him "The need to have those practicing English (rather than their own language) remains paramount".

Assumption3claims that: Teachers should avoid explicit discussion of grammar. This assumption also is considered a side of the revolt against traditional methods of teaching language. This assumption may be very useful if it used in a parallel way with the preceding

assumption. In other words, if the language used in communication inside the classroom was smooth and spontaneous, there will not be any requirement to teach grammar first. The grammar then will be used unconsciously like native speakers and then the grammatical rules are to be explained later. On the other hand, the traditional methods of teaching English language, when the grammar is taught first, the learners will not be able to produce sentences spontaneously. They will rather tend to think carefully in the structure of any sentence prior to producing it.

Assumption4 claims that: The aim of language teaching is to make students like native speakers. Assumption4 then considers the native speaker as a model which any English learner should try to match especially in pronunciation, grammar and speaking according to (Cook:2008). Stern, (1991:341) agrees clearly with that point of view that "the native speaker's 'competence' or 'proficiency or 'knowledge of the language' is a necessary point of reference for the second language proficiency concept used in language teaching". Most linguists tend to agree with that assumption because the coursebooks as well as the real-life situations are designed originally for native speakers. Moreover, they are taken from the real environment of the native speaker to be taught to language learners in its naturalness. On the other hand, other arguments attack that assumption because they think that the model of a native speaker is "not appropriate for all circumstances and is unattainable for the vast majority of students" (ibid.).

Krashen's hypothesis (1981:41) in teaching English as a foreign language refers to the importance of considering two hypotheses in teaching English language for adults and children and he presented also the results of some studies which followed such hypotheses. They are summarized in the following points:

1. The informal environment can be efficiently utilized by the adult second language learner.

2. Formal study, or its essential characteristics, is significantly more efficient than informal exposure in increasing second language proficiency in adults.

Then he refers to the conclusion of Carroll's study which supported the second hypothesis by referring to the fact that those who

studied foreign language early achieved better scores and those who studied the foreign language in high school achieved better scores than those who studied the foreign language in college. Carroll (1967) cited in Krashen (1981:42) states the findings of such study that "the attainment of skill in a foreign language is a function of the amount of time spent in its study" and adds that "A significant relationship was also found between test performance and the extent to which the target language was used in the students' home" (ibid:42). Hypothesis II also receives such an independent support from Carroll's study. He states that "It was found that those who started foreign language study early (grade school) achieved better scores. Those who studied the target language in high school did better than those who started in college"(ibid:43) Krashen (1981) refers to the issue of adult learner's proficiency relevant to language learning, commenting on the two hypothesis, that "when the effects of the 'exposure' and formal instruction are compared, it is reliably the case that more instruction means more high proficiency , while more exposure does not necessarily mean more proficiency in ESL". The term 'Exposure' mentioned by Krashen (1981) was defined by Krashen and Seliger (1976:5-21) as "the product of the number of years the student reported having spent in an English-speaking country and how much English the student said he spoke every day". Krashen (1981)'s studies therefore seem to support hypothesis II which showed the importance of spending more time in studying a foreign language to achieve proficiency in English, apart from existing in an informal environment. Krashen (1981:117) claims that "It often "looks like" learning causes acquisition.". He adds that "This occurs when a second language acquirer has learned a rule before actually acquiring it, and then subsequently does succeed in acquiring the rule" (ibid:117)

In Egypt, we can benefit from such a hypothesis by making a kind of collaboration between formal and informal environments for ESL. In his conclusion about adults second language acquisition, Krashen (1981:115-116) refers to the possibility of achieving both learning and acquisition of ESL, on the conscious level, in class. He admits that "My major point in this paper is to suggest that the second language classroom might be a very good place for second language acquisition" Krashen

then found that it is important to distinguish between two important concepts; 'exposure –type' informal environment and 'intake-type' environments. He concludes that only the 'intake type' *provides true input to the language acquisition device*. He adds that "what is really at issue is the amount of intake the acquirer can get" (ibid:116). He explains that in detail that "In intake-rich informal environments, acquisition occurs, and in intake-poor classrooms, acquisition suffers. The acquisition-rich classroom might be extremely efficient" (ibid;116). This refers to the assumption that this may be the most efficient solution for the adult second language learner. We should put all our emphasis on developing the quality of ESL learning in our classes by focusing on the intake and creating exposure environments whenever it is possible. Such principle requires a higher-quality planning in the methods of teaching and curriculum designing by specialists.

Content-based philosophy method of language teaching is considered one of the most modern methods of foreign language teaching. Stryker and Betty Lou leaver (1997) consider this method a new philosophy of learning a foreign language. They compare learning a second language to learning to ride a bicycle or learning to play tennis or to play a musical instrument. In other words, practice is important to learning a foreign language exactly like its importance for these skills. They aim at helping language learners to use the language from the first classes "as a real means of communication" (ibid:3). Then they added another aim relevant to content-based philosophy that "Furthermore, the philosophy of content-based instruction (CBI) aims at empowering students to become independent learners and continue the learning process beyond the classroom" (ibid:3) and they compared those who do not master the skills of using English well to a bird who left the nest before being able to fly.

This method may be useful if applied especially to higher classes since it constitutes a departure from traditional methods of teaching to focusing on a subject matter through which language is to be introduced. It is summarized by Stryker and Betty Leaver (1997) in three points; 1) it is based on a subject matter core. 2) It uses authentic language and texts,

and 3) it is appropriate to the needs of specific groups of students. This method therefore is based on a top-down approach of learning language since it focuses on the meaning rather than the form. Stryker and Leaver, (1997:6) criticize the traditional bottom-up approach common in most curriculums that it "rarely spark student interest and motivation and have often created frustration and anxiety". It is also useful in Stryker and Betty Leaver (1997) have distinguished between the two approaches; in the top-down approach of CBI (content -based instruction), the students are asked first to look first at the overall meaning of the subject matter before looking at the sentence level of vocabulary and syntax. The bottom-up approach of traditional language instruction on the other hand, focuses mainly on the words and syntactic structure within a sentence. Stryker and Betty Leaver (1997) suggest that CBI "aims at empowering students to become independent learners and continue the learning process beyond the classroom" (ibid:3).

The interaction hypothesis by Long (1983) in Lightbown and Spada (2006:43) is based on Krashen's input that the input of the second language should be comprehensible to its learners. But he adds another dimension to Krashen's. He argues that "modified interaction is the necessary mechanism for making language comprehensible". By modified interaction he means not only simplification of the learning process to be comprehensible, but he aspires to another dimension which is giving the chance to the learners to interact with the teacher and with each other to reach to "mutual comprehension", Lightbown and Spada (2006:43). Such interaction inevitably has a positive effect on the input process for "through these interactions, interlocutors figure out what they need to do to keep the conversation going and make the input comprehensible" (ibid:43).

Long (1983) in Lightbown and Spada (2006:43-44) summarizes this relation between modified interaction and language acquisition; 1) Interactional modification makes input comprehensible. 2) Comprehensible input promotes acquisition, therefore 3) interactional modification promotes acquisition. Moreover, Long's revised version of Interaction Hypothesis place more emphasis on the importance of

feedback to the interaction among learners to try to have more understanding of the linguistic issues. Then, they can negotiate with their teacher relevant to difficult points which contributes in making the interaction more comprehensible. Metchell and Florance Myles (2004) agree with Long about the importance of feedback to the interaction as they see that "the more the input was queried, recycled and paraphrased, to increase its comprehensibility, the greater its potential usefulness as input"

Swain (1985:235-256) also refers to the importance of output when she proposed the 'comprehensible output hypothesis' in which learners should express themselves and their understanding using the second language, the target language. She observe that "it is when learners must produce language that their interlocutor can understand that they are more likely to see the limits of their second language ability and the need to find better ways to express their meaning" (ibid.). She referred also to the high importance of the learners' production of the second language to the processing of grammar. Methcell and Myles (2004:56) claim that:

"The Universal Grammar approach to language is concerned with knowledge of language, that is, with the abstract mental representation of language and the computational mechanisms associated with it, which all human beings possess, called competence. It is not about performance, about how language is used in real life. Performance is the domain of a theory of language use, in which linguistic competence is only one aspect, and factors such as the brain's information-processing capacity also come into play"

This assumption refers to the importance of learning together with acquisition to non-native speakers and adults. only second language production really forces learners to undertake complete grammatical processing. This leads to "the development of second language linguistics more effectively.

Another language teaching theory is summarized in the noticing hypothesis by Schmidt (1990,2001), cited in Lightbown and Spada (2006:44-45), referring to the importance of the noticing issue in

the process of language learning, for although noticing alone does not result in acquisition but it is essential for learning a language. He suggests that "nothing is learned unless it has been noticed". Therefore, he proposes the "noticing hypothesis". The idea of this hypothesis came to his mind as a result of a personal experience when he went to Brazil to learn 'Portuguese' as a second language. He discovered later following learning a considerable amount of the language that some features of the environment began to enter his second language system only when he noticed because they were brought to his attention in class. He also has based a part of his hypothesis on psychological learning theories. He hypothesizes that "second language learners could not begin to acquire a language feature until they had become aware of it in the input" (ibid:45). It is useful then in our classes to be supplied with objects, pictures or other elements which enhance noticing and hence the learning process.

### F. The Development of Teaching Methods

According to the previous section's theories and hypothesis, we can classify methods of teaching English language as well as any other course into two methods; traditional teaching method and enhanced teaching method. The traditional method in teaching English language as mentioned above seem to focus on performance more than on competence and it prefers to start from bottom to top. This is like starting to teach a language by teaching grammar and writing before listening and exposure to real life situations while the enhanced teaching method involves students into activities and situations in which they can simulate the native speaker's acquisition of his native language. This requires enhancing the educational environment that surrounds learners with the tools that develop acquiring the language.

V. Methodology and Discussion

In order to achieve graduate competence in our modern time in which online communication with student's is a must, specifications of English department graduates should be determined. Such specifications, in turn, require a specific level of preparation inside the faculties of education in order to be capable of crisis management as well as to communicate well with their students in the future. This can be carried out by approaching the required information of the curriculum, including

specialized courses, by means of a variety of activities that satisfy all the levels and needs of the students. We can approach that via a tool such as Google Classroom which is used in this study for seven courses taught by the researcher for specialists and non-specialists. The following screen shots show the response of students and to what extent most of them were keen to participate and improve their English. A variety of activities are used; videos, presentation, pdf attachments, forums, pictures, Google Forms, E-exams …etc. The following screen shots show the use of Google Classroom with the activities submitted and to what extent it can help an instructor to manage the classroom effectively.

Application on Google Classroom
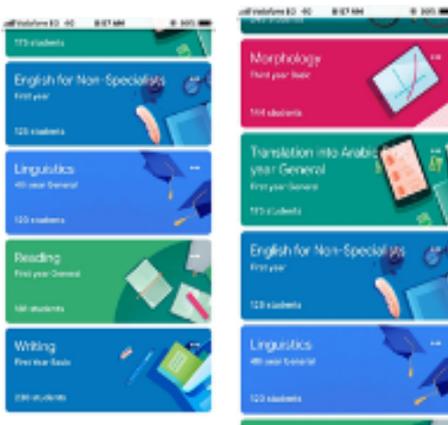

(Figure 01) Courses I taught last semester 2019
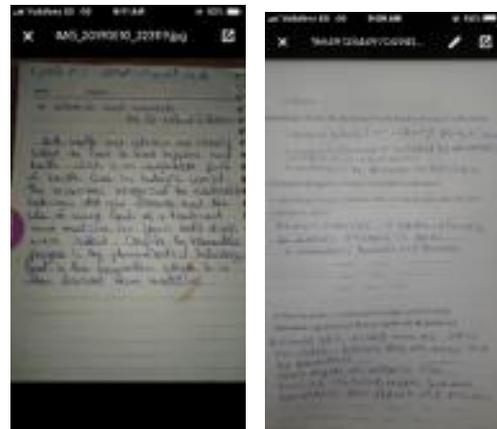
(Figure 02) Assignment files that students attach

(Figure 03) More assignments in handwriting
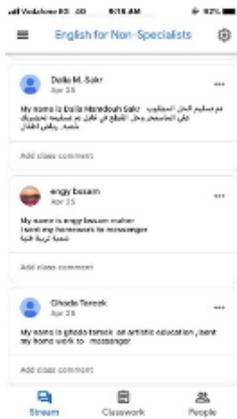
(Figure 04) Assignments students capture from their book
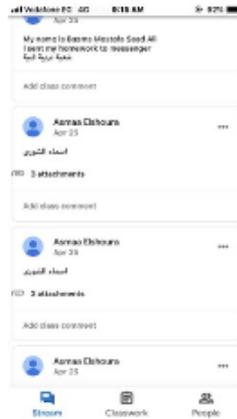

(Figure 05) Students show their achievements
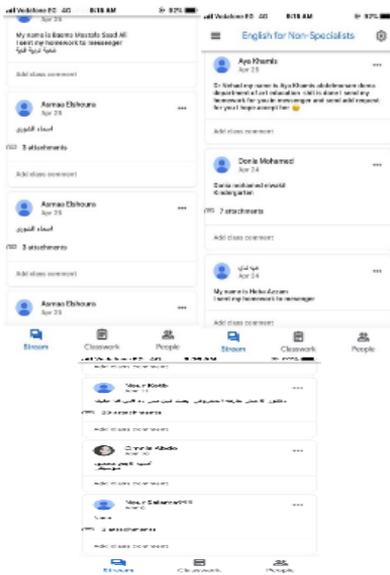
(Figure 06) Non-specialists ask and send attachments
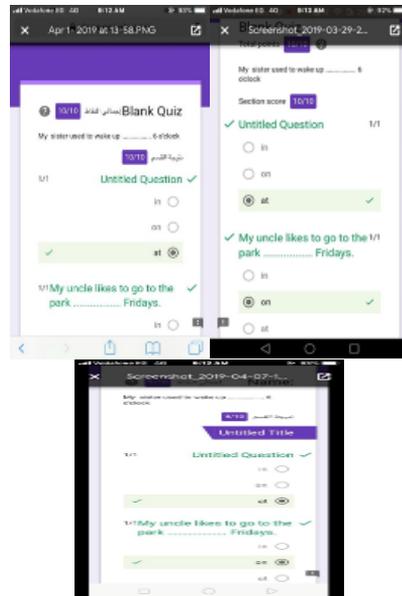
(Figure 07) Students send attachments

(Figure 08) A quiz made by Google forms
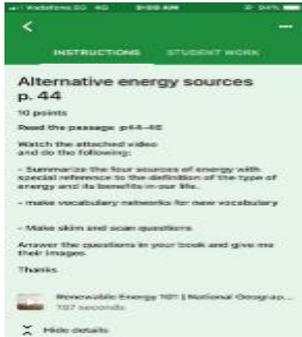
(Figure 09) A Reading assignment with instructions
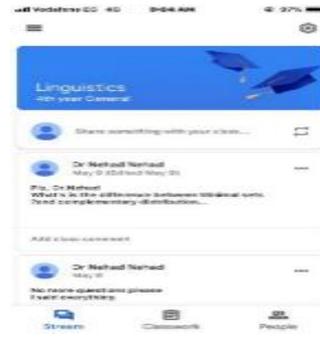
**(Figure 10)** Students ask questions about the course

(Figure 11) A song used to extract phonological sounds
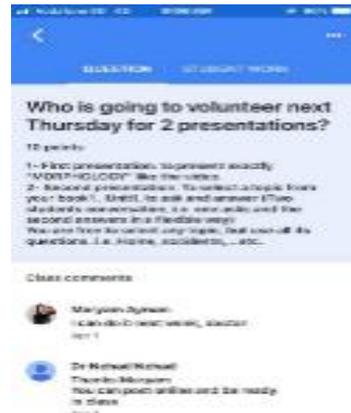
(Figure 12) Lecturer ask students to volunteer for presentation
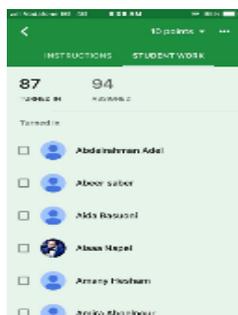
(Figure 13) This shot shows the numbers of students regarding assignment d
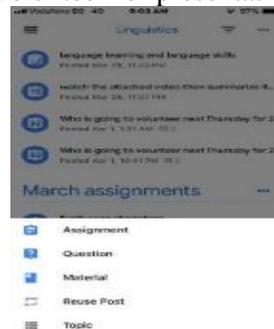
(Figure 14) All assignments titles appear together

(**Figure 15**) A student who submits assignments
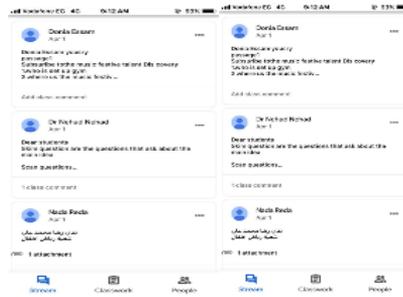
(**Figure 16**) Non-specialists ask questions for clarification

(Figure 17) students ask to do less assignments
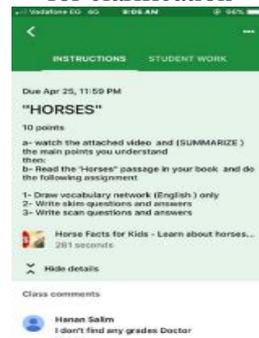
(Figure 18) Instructions for a Reading assignment

(Figure 19) Instructions for morphology assignment

(Figure 20) A student is asking about a point he doesn't understand in linguistics
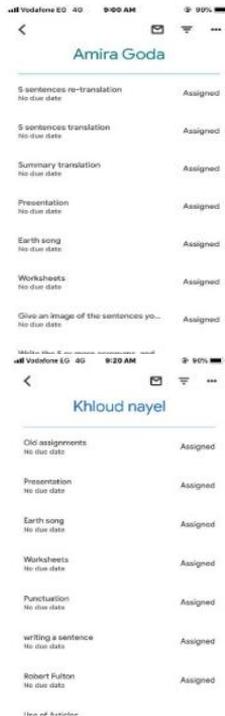
**(Figure 21)** Individual students assignments
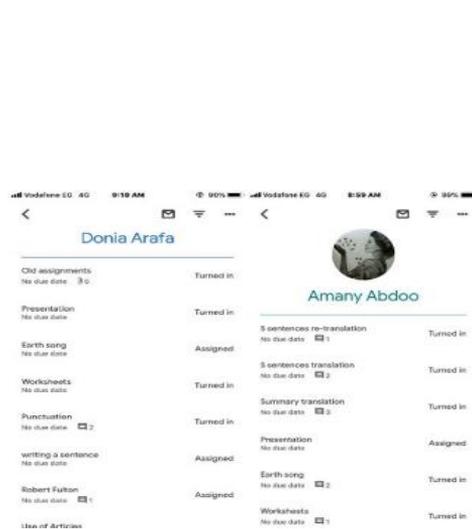
(Figure 22) Individual students and their assignments
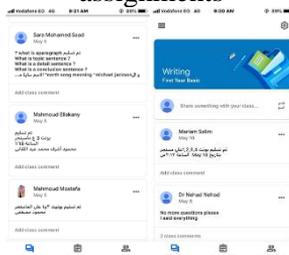
(Figure 23) Students confirm assignments submission
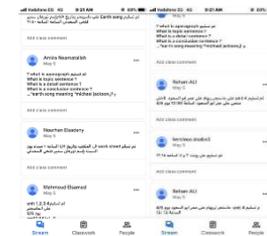
(Figure 24) Students confirm assignment submission
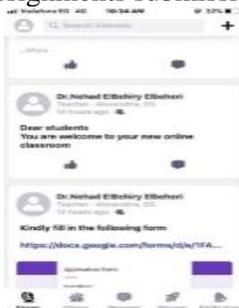
(Figure 25) Welcome message to students

(Figure 26) Applying for Edmodo
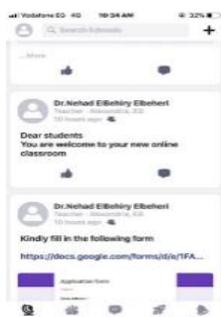
**(Figure 27)** Google form link posted for personal data

(Figure 28) New classrooms created in Edmodo

B. Edmodo classrooms created for current semester:
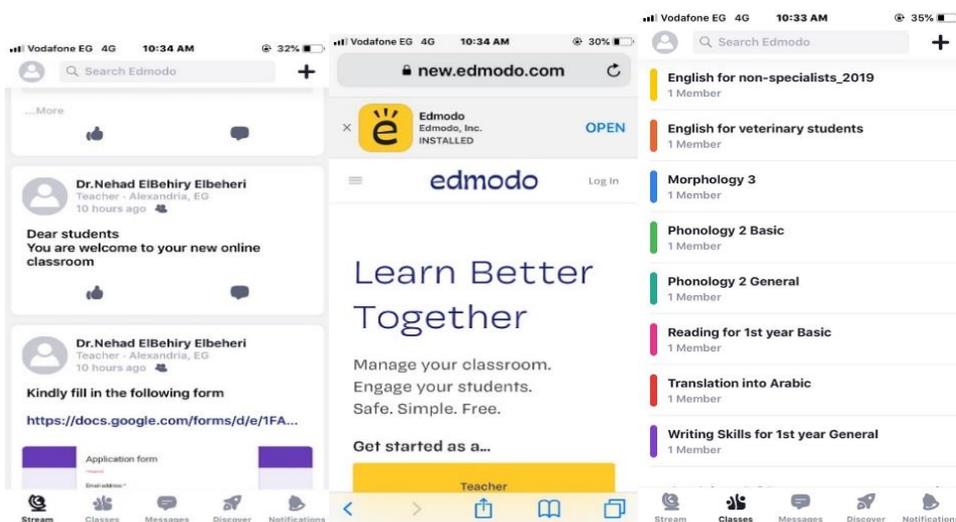
C. Discussion

The preceding screenshots of a variety of classes and a variety of grades show the facilities that Google Classroom puts in the hand of a lecturer. This, in turn, keep lecturers' pace with modern teaching methods. It shows to what extent he can give instructions and assignments at the same time. It helps a lecturer to evaluate students effortlessly when he adjusts the settings of quizzes. It helps the lecturer to allow students watch a video or images at home and wait for them to present and explain what they understand. This in turn saves time, effort and money.

Hence, assessment and evaluation of students become easier by Google Classroom when the lecturer gets all the tools available such as

google forms, electronic quizzes, forums, streaming. Hence, a lecturer becomes capable of helping students who do not perform assignments duly and consequently assists them to improve by discovering their points of weakness.

As shown above, a lecturer can share students their opinions, answer their inquiries and questions about the course which secures a 24/7 follow up. This helps students to feel self-confident about their knowledge and builds trust between them and their lecturer as well. We can say that this creates not only a preferred educational environment, but also healthy social relations full of mutual respect.

VI. Results and Recommendations:

Following to using Google Classroom with several courses for a variety of students at different levels, the researcher admits that these applications of teaching online together with lectures are useful because they help to attain the following results and recommendations:

o Social media applications are not designed to carry out a complementary educational process, so we cannot depend on regular social media application such as WhatsApp, Facebook, Instagram, Telegram ...etc. in that although they help their users to deliver a specific content using tools such as sound recordings , video ,texting or images. The problem in such applications is that they are designed only for social interaction and not for delivering an educational content in a systematic method. Therefore, they sometimes result in negative effects such as distraction and lack of communication and control.

o Although Modern teaching applications allow streaming videos, images, sound...etc. to approach the content of courses, they are distinguished in enabling instructors to manage their classroom in general (i.e. managing assignments, content in pdf, word, images, quizzes ...etc.). They enable instructors also to design electronic exams and adjust the settings and get the grades in excel sheets with their statistics and column and pie charts. They enable instructors to follow the development of students and help them improve as well as to pick lazy students and warn them. This satisfies all the interests of students

as well as their personal differences in responding to information and give them curiosity to do more research.

o They allow accurate and on-time follow-up of students' achievements in different courses.

o They contribute in showing the number of students who perform the assignments and those who didn't by clicking on the title of the assignment.

o They contribute in showing the number of assignments that a student did by clicking on the name of a student.

o They contribute in submitting the topics of the course enhanced with videos, attachments, images and finally a quiz to help students assess his understanding of the information included.

o Students feel it is interesting to wait for the next lesson and attachments as they are submitted gradually and unlike a whole book.

o Students feel satisfied and ready to improve their performance when they are evaluated by the quiz that show the grades directly after submission.

o Students show more interaction than in traditional classes.

o Google classroom and Edmodo contribute in saving time by streaming all instructions and assignments at the same moment.

o Google classroom and Edmodo save the effort of a lecturer who will no longer need to repeat himself as everything is recorded inside the application by time and date.

o Google classroom and Edmodo save time, effort and money by saving technical expenses that require using more facilities to show students a video or an image. It may decrease the need to facilities such as data show, dark curtains…etc. as well as the frequent need to technicians for help and support.

o Absent Students will never miss anything, which is a privilege of modern teaching facilities.

o A lecturer can follow up the performance of students even if he is absent.

o This in turn helps the lecturer to determine the main aim together with the objectives before starting to teach the course.

- A lecturer can easily adapt the activities that are appropriate to each objective, which in turn leads to the main aim.
- A student develops his competence gradually.
- A lecturer has the flexibility in adding or dropping activities and assignments which is a feature we cannot find in using traditional methods of teaching and textbooks.
- A lecturer can adapt and change his activities according to the requirements of the labour market.
- A student acquires competence because of permanent practice which secures his future effectiveness in his job as a teacher.
- A graduate will acquire the capacity to apply the same teaching method with his younger students to keep in contact with them and their parents.
- Such teaching methods bridges the gap existing between generations. It contributes in approaching the content of textbook in an interesting way for a variety of different students in age and level.
- This updated teaching methodology helps students to be efficient in problem solving and to adapt with any teamwork.
- These objectives contribute to attaining the main aim required by this research which can be summarized in supplying our society with a competent graduate who can perform his job tasks efficiently.
- This teaching methodology is applicable to all types of courses and not only English department courses.
- Crisis management is the best benefit of modern teaching applications these days when teaching online becomes a prerequisite and not an optional one especially during crisis. Students cannot gather now in a classroom like before for their safety and their families' safety during international pandemic COVID19.
- Therefore, our students should be familiar with such applications these days as learners and in the future as instructors.
- This allows the application of valuable teaching methodology applied on teaching foreign languages.

Sustainable development plans may not be affected negatively because of crisis when nationals are ready to work under pressures of time or crisis

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Online resources

http://wiki.answers.com/Q/Language_competence_and_performance
https://www.uio.no/studier/emner/hf/iln/LING4140/h08/The%20Input%20Hypothesis.pdf
https://books.google.com.eg/books?id=aV14AgAAQBAJ&pg=PT757&lpg=PT757&dq=
file:///C:/Users/Nehad/Downloads/Second_Language_Learning_and_Language_Te.pdf
https://www.academia.edu/7674409/Second_Language_Learning_and_Language_Teaching
file:///D:/principles_and_practice,%20Krashen.pdf
file:///C:/Users/Nehad/Downloads/Second_Language_Learning_and_Language_Te.pdf