

An Evaluation Of Tenth Grade Efl Students Reading Attitudes In Light Of Corona Virus In Jordan

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ABSTRACT

This study aimed at investigating an evaluation of Tenth Grade EFL students reading attitudes in light of Coronavirus in Jordan. The study tried to answer the following questions:

What are EFL students' reading attitudes in light of Coronavirus?

The participants of the study consisted of 32 seventh grade students from RasmAlhisan Mixed Basic School at Al-Mafraq, during the second semester of the scholastic year 2017/2018. The participants of the study were of two groups: Group one consisted of (16) students and group two consisted of (16) students. The pre-test and post-test were of two parts; a speaking and listening tests that examined students' ability to interact appropriately in communicative settings and a questionnaire.

To assess the investigating an evaluation Action Pack Series in light of the learning styles. students in both groups sat for a speaking and listening test at the beginning of the first semester of the scholastic year 2021/2022 so as to determine their actual knowledge before starting the experiment. The results of the study indicated that the experimental group performed better than the control group in the fluency aspect due to the new method of teaching. The results of the study showed that the experimental group was more motivated rather than the control group. This might be due to the effect of the learning styles. Accordingly, a set of recommendations were provided at the end of this study.

INTRODUCTION

'Read' was the foremost word exposed to the Prophet Mohammed (Peace be upon him) in, as reading is one of the most important sources of knowledge and information. For decades, academics and educationalists have been searching for the best way to teach reading for FL (Foreign Language) students. The Ministry of Education in Jordan works continuously hard to develop the English language with the Jordanian students by encouraging studies and research that evaluating students' reading attitudes. The current study aimed at evaluating students' reading attitudes of tenth EFL students. The study evaluated students' reading attitudes in light of Coronavirus to read in English. This paper discussed the context of the problem, the significance, and some limitations of the study.

Crisis of Coronavirus has expanded globally, causing international healthiness disaster. Advanced instruction has encouraged to give passages distance education throughout 2020 as a result of COVID-19 (Ali, 2020; Daniel, 2020; Hodges, Moore, Lockee, Trust, & Bond, 2020;

Murphy, 2020). Pupils have directed nervousness through web - based instruction. Institutions of advanced learning may create ways of supporting pupils in a second trend of crisis.

Various states have made biosecurity methods to decrease Corona virus spread by restraining common communication (WHO, 2020). Bodily separation was proposed or authorized by authorities (CDC, 2020). The phrase "stay-at-home" instruction will be utilized in this investigation. For supporting maintain a secure and healthful knowledge situation, higher education groups controlled to check spreading of by Coronavirus defending helpless pupils, and ability (Cao et al., 2020) Many academies and universities have moved to distance instruction, whereby lessons are delivered via the internet (Ali, 2020; Crawford, Butler-Henderson, Rudolph, & Glowatz, 2020; Huang et al., 2020

There are indications that e - learning helped throughout the epidemic. Gonzalez et al. (2020) compared pupils' proficiency through coronavirus crisis to a unit from the prior time and exposed those children augmented productivity. Gonzalez et al. (2020) looked examined the results of specific

exams that were created for both digital and directly modes. When learners were limited because to COVID-19, the authors observed that their scores improved significantly in both online and face-to-face modes. While there may have been acknowledged and measured advances in achievement, there is insufficient data on in what way crisis identify and distance education are influenced the progression of learning as of the learners' perspective.

ONLINE LEARNING

Learners that appear distance education are completely disconnected (Wilde & Hsu, 2019). Technologies enable pupil-educator cooperation, in addition layout educational experiences such as place whereby knowledge is acquired) can be a substantial impression on results (Wang et al., 2013). Effective distance education has the result of pedagogical planning and designing (Hodges et al., 2020).

Nevertheless, pupilshadenforced to switch from traditional instruction to distance education environment during midst season owing to crisis virus. Individuals had a certain amount of material giving out capacity, and compounding different modes might main to reasoning overload, spoiling unity's capability to acquire data successfully. (Bower, 2019).

Learners and staff can voluntarily interact and contribute when technology is used efficiently (Gonzalez et al., 2020). The user's aim and the expertise's utility impact effective transfers to distance education (Yakubu & Dasuki, 2019). The success of distance education is dependent of user's level of reception (Liu, & Tarhini, 2016). As a result, it's critical to examine the elements that influence technology adoption and acceptability.

Platforms

Platform getting models describe the issues that effect handler approval of processors (Teran-Guerrero, 2019). The first distance education model (TAM) based on reasoning theories that enlightened how public absorb innovative skills. The longing and continuous usage of technologies by operator mentioned to as innovation adoption. TAM is used by researchers to better understand how people utilize and accept distance education; Despite that fact that almost all variables that influence acceptance of technology, this study will focus on the ones that are most closely related to learners' attitudes and behavior's. Attitudes, impact, and desire, as well as control beliefs and mental involvement, will be addressed.

Problematic Statement

Covid-19 has caused a worldwide education crisis. The pandemic has widened inequalities in education. The content that is approved by the Ministry of Education at Jordan governmental schools have few features of open resource books that may be met the students' interests and changeable needs.

Today's generation has easy access to other countless information and the open-world via communication technology such as the Internet and the dramatic development of communication applications. This young generation should be equipped with knowledge and education to be able to deal with this open world. Nonetheless, education and knowledge do not obtain without reading, which is considered the key to future leadership with more freedom, democracy, and fairness. Therefore, reading is a cornerstone of education and lifelong investment in human resources. Considering the needs of students, parents, and the whole nation.

Purposes of the Study

The purposes of this study are an evaluation of tenth grade EFL students' reading attitudes in light of Coronavirus in Jordan. Also, highlighting the benefits of online material with open resources textbook which may be met with students' needs and interests.

Significance of the Study

The conclusion of the research perhaps is formally accepted by the different educational associations to inspire EFL educators to encourage reading as a successful and educational habit. Moreover, instructors might practice reading various topics that might support students to avoid their tradition of teaching. Curricula designers may also benefit from this study, and might shape their English textbook on the tendencies of web-based material and open resource textbook.

Questions of the Study

The specific questions investigated in the study are: What are EFL students' reading attitudes in light of Coronavirus?

Operational Definitions of Terms

Reading Attitudes

According to the Glossary of Education, reading attitudes are "the arousal, direction, and sustaining of reading interest". It is the level of how well the students are motivated to read. An attitude is an idea charged with emotion, which predisposes a class of action to a particular class of social action.

Limitation of the Study

The boundaries of the research are the following:

Firstly, participants' numbers are limited and only includes a certain sample of EFL tenth grade school, school at Directorate of Education North West Badiat the scholastic year 2020/2021. Second, the period for study was eight weeks.

Since this paper was conducted in Hay basic school, the generality of results is limited. Number of participants was only 18 students in schools. The study aimed at evaluating EFL student's attitudes in a limited time.

Theoretical Framework

This section presents a theoretical framework and writings of well-known experts that discuss studies that have a significant relation to the problem under investigation.

Reading is a big deal in EFL courses all around the country, and it's unusual to find a language course where improving learners' reading ability isn't a priority for policymakers. Administrations and isolated instructive organizations devote significant amount of money, and determination to improving reading curricula and assisting pupils in developing a broad variety of literacy abilities in which deemed essential for their current performance. In spite of attempts, several observations had made about students' aversion to reading and the lack of a dominant literacy attitude amongst classmates (AlKhamisi, 2014).

When individuals discover that they can pass tests without doing much reading, they don't appear to see possible of reading in expanding acquaintance and changing personality. College teachers and professors frequently express their dissatisfaction with their pupils' reading abilities. Concerns regarding what classrooms are doing to assist pupils develop not only the required reading skills, but also significant improvements about

The teaching methods that a teacher use in class are another important component that can influence attitude formation. While reading extensively and frequently is helpful, according to McRae and Guthrie (2015), it is insufficient. Providing contextual motivational support in the classroom could have a bigger impact on improving students' reading attitudes. Teachers need to understand students' emotional responses to reading subjects and exercises while designing and executing reading teaching in the classroom. Failure to do so could taint future reading experiences as well as a

student's attitude toward reading (Fountas & Pinnell, 2012).

Concluding Remark

All researches is an evaluation of reading attitudes and specifically with distance instruction. There are strong relationship between distance learning. Accordingly, differentiates current paper with other the topic dealt with an evaluation the reading attitudes of tenth grade EFL students in light of the Coronavirus crisis.

METHODOLOGY

The participants contained of 18 tenth grade learners studied at Hay Al-Arqup Mixed Basic School, North West Badia Region at Directorate of Education, through scholastic semester 2020-2021. They have been already filled the questionnaire. The researcher distributed a reading attitudes questionnaire. The items of the questionnaire were administrated by the researcher on topics that are related to reading attitudes.

INSTRUMENTATION

To assess the evaluation of reading performance of tenth grade EFL students, this study used a questionnaire instrument: To reduce the effect of subjectivity on student's scores, the average score calculated by the specialist.

The Rationality of the Questionnaire

A staff of instructor that are expert in TEFL validated questionnaires. To get the face validity of instruments, in which the specialist was questioned to evaluate the instrument before administrating them. Observations, comments, and comments of this specialist were occupied into consideration. They made essential modifications and the resources that are used in instruction. They corrected the instruments' comments regarding the questionnaire items.

Consistency of the Instrument

To found the consistency of the questionnaire. The questionnaire was given to several learners who were not included in the sample of the study. They filled a questionnaire.

Instructional Treatment

The researcher asked the students to read words, sentences, paragraphs, and texts during online learning to read an open resource book.

Educational Textbook

Action Pack tenth grade textbook that is studied online and through the Daresak platform. Objects at Hay Al-Arqup mixed basic school where is selected.

Standard Deviations and Means for Items

No.	Statement	Mean	SD
1	Reading in light of Coronavirus helped me in freedom of my study time.	3.7576	.70844
2	Reading in light of Coronavirus helped me in freedom of my study place.	3.1212	1.24392
3	Reading in light of Coronavirus helped me to be qualified in technology	3.5152	1.06423
4	Reading in light of Coronavirus helped me in choosing my favorite reading topic.	3.6667	1.05079
5	Reading in light Coronavirus considered my reading style	3.3939	1.08799
6	Reading in light of Coronavirus helped me in sharing my idea with my parents.	3.4545	1.06334
7	Reading in light of Coronavirus helped me in choosing my favorite instructors.	3.4848	.65665
8	Reading in light of Coronavirus helped me to be sociable with other classmates.	2.6364	1.24545
9	Reading in light of Coronavirus helped me participate in online reading debates.	3.2424	1.00095
10	Reading in light of Coronavirus helped me in self-responsibilities of learning and time management.	3.3939	.86384
11	Reading in light Coronavirus turn compulsory reading into enjoyable reading.	3.4242	1.03169
12	Reading in light Coronavirus considerate individual differences	3.3636	1.16775
13	Reading in light Coronavirus provided unbendable resources to meet my needs.	3.6364	.92932
14	Reading in light Coronavirus felt me in a sense of equality.	3.9091	.80482
15	Reading in light of Coronavirus helped me in easy communication with the teacher.	3.3723	.47507
16	Reading in light of Coronavirus helped me in discussing the texts of reading	3.5455	.97118
17	Reading in light Coronavirus helped me in seeing virtual experiments	3.5152	1.06423
18	Reading in light of Coronavirus helped me in getting immediate feedback.	3.5455	.86930
19	Reading in light of Coronavirus helped me in answering my inquiries.	3.5455	.86930
20	Reading in light of Coronavirus helped me in abstract concepts	3.1818	1.01411
21	Reading in light of Coronavirus helped me in preparing for future	3.3939	.96629
22	Reading in light of Coronavirus helped me sharing information with my family.	3.3636	1.16775
23	Reading in light of Coronavirus helped me in self-confidence	3.6364	.92932
24	Reading in light of Coronavirus helped me to be qualified in technology	3.9091	.80482
25	Reading in light of Coronavirus helped me in solving my problems	3.3723	.47507
	Total	3.51	.321

The table confirms that standard deviation and mean for items: The means of this domain is (2.64 – 3.90), the highest item (Reading in light Coronavirus helped me to be qualified in technology.), but the lower means for an item (Reading in light Coronavirus helped me to be qualified in technology.) Whole means is (3.51) by moderate agreement.

The researcher found out that reading in light Coronavirus had positive attitudes.

Learners used more sites and virtual classroom resources after switching to distance learning, according to this research. The employment of emergencies eLearning programmes, according to Murphy (2020), boosted learners' awareness of technology tools (Murphy, 2020). Learners' future capacities and personality perceptions related to online educational tools may be aided by the knowledge and experience gained.

findings for lower items of the questionnaire in the current research validate pupils that are not using technology are a minor awareness for self-learning.

CONCLUSION

- Online Reading should be prepared.
- Online Reading should be organized.
- The material of reading text must be fixable
- Reading must meet students' life need

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