

The Effect of Transitioning to Online Learning on the Academic Performance of Upper Basic Stage Female Students in English Language in Amman District Directorate from their Point of View

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Abstract: The study aimed at identifying the effect of transitioning to online learning on the academic performance of upper basic stage female students in Amman district directorate. The population was (3953) of upper basic stage female students in Amman District directorate. The sample consisted of (375) female students. The questionnaire consisted of (4) dimensions and (32) statements. It was found that the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate before transitioning to online learning was high. The status quo of the academic performance of upper basic stage female students in English language in Amman district directorate after transitioning to online learning was moderate. There were significant differences in the means to identify the status quo of the effect of transitioning to online learning on the academic performance of upper basic stage female students in Amman district directorate, which came in favour of before transitioning to online learning, there were significant differences in the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate after transitioning to online learning, attributed to Grade and English Language Average Score. Several recommendations were presented.

Keywords: Online Learning, Academic Performance, Upper Basic Stage, Amman District Directorate.

أثر الانتقال إلى التعلم الإلكتروني على الأداء الأكاديمي لطالبات المرحلة الأساسية العليا في مديرية تربية قصبة عمان في اللغة الإنجليزية من وجهة نظرهن

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المستخلص: هدفت هذه الدراسة إلى تحديد أثر الانتقال إلى التعلم الإلكتروني على الأداء الأكاديمي لطالبات المرحلة الأساسية العليا في مديرية تربية قصبة عمان في اللغة الإنجليزية. تكون مجتمع الدراسة من (3953) طالبة في المرحلة الأساسية العليا في مديرية تربية قصبة عمان، وتكونت العينة من (375) طالبة. تكونت الاستبانة من (4) مجالات و(32) عبارة. أظهرت النتائج أن واقع الأداء الأكاديمي لطالبات المرحلة الأساسية العليا في مديرية تربية قصبة عمان في اللغة الإنجليزية قبل الانتقال إلى التعلم الإلكتروني من وجهة نظرهن جاء بمستوى مرتفع. وأظهرت النتائج أن واقع الأداء الأكاديمي لطالبات المرحلة الأساسية العليا في مديرية تربية قصبة عمان في اللغة الإنجليزية بعد الانتقال إلى التعلم الإلكتروني جاء بمستوى متوسط. كما أظهرت النتائج وجود فروق ذات دلالة إحصائية في تحديد واقع تأثير الانتقال إلى التعلم الإلكتروني على الأداء الأكاديمي لطالبات المرحلة الأساسية العليا في مديرية تربية قصبة عمان، لصالح قبل

الانتقال إلى التعلم الإلكتروني، ووجود فروق ذات دلالة إحصائية في تحديد واقع الأداء الأكاديمي لطالبات المرحلة الأساسية العليا في اللغة الإنجليزية في مديرية تربية قصبه عمان بعد الانتقال إلى التعلم الإلكتروني، تعزى إلى الصف ومعدل اللغة الإنجليزية. بناءً على ذلك تم اقتراح العديد من التوصيات.

الكلمات المفتاحية: التعليم الإلكتروني، الأداء الأكاديمي، المرحلة الأساسية العليا، مديرية تربية قصبه عمان.

Introduction.

COVID-19 outbreak imposed many challenges and changes at all levels; its impact was not limited to the health sector per se; it went beyond that to impact tremendously other sectors including, but not limited to, the educational sector, therefore, the Ministry of Education in Jordan, had to revisit their systems and processes to adapt with the new situation, face the consequences of the Corona pandemic and sustain learning during this outbreak by transitioning to online learning.

However, in the time of uncertainty, the transition to online learning didn't go smoothly and perfectly, as it had been a new experience that the educational institutions lacked, and because no one understood and had a tangible and solid idea of the impact of this transition on education in general and on students in particular.

A study conducted by the Jordan Strategy Forum (2020), indicated that the consequences of closing schools and transition to online learning may result in causing students to spend less time on learning, not to mention that physical distancing may lead to an increase in social isolation, which may cause an increase in cases of depression and stress. Furthermore, the lack of interactive educational environment may lead to losing educational motivation and lowering competition spirit among students.

These effects may vary in their severity from one age group to another. For example, upper basic stage students reported dissatisfaction of online learning during the spread of the Corona pandemic; this might be due to the nature of this age group and their need to direct contact between them and their teachers (Al-Mutairi, 2020).

Furthermore, online learning may have varied in its effect from one subject to another. For example, English language subject is considered one of the most important subjects in the basic education stage, as it is the language of the modern era, science, technology, and practical research, therefore, it is necessary to provide an educational environment that guarantees the increase of students' achievement, whether during in-person learning or online learning (Al-Heilah, 2014).

Therefore, given that the online learning has been a major challenge to educational institutions specifically public schools in Jordan during the spread of the Corona pandemic, and given the importance of English language subject in Jordan educational system since it's the young generation's bridge to globalization. This study was conducted to identify the effect of transitioning to online learning on the academic performance of upper basic stage students in English language in Amman district directorate from their point of view.

Study's Problem:

One of the most important subjects taught in Jordan to students at all levels, whether in public or private institutions, is English language.

In Jordan, teaching English is a requirement for academic, occupational, and personal reasons; it establishes the foundation of information that will be applied by the students in the labour market, which demands job searchers to have a strong command of the English language, it will also assist people communicate and interact with non-speakers of Arabic (Alzayyat, 2014, 3).

Furthermore, proficiency in the English language plays a vital part in keeping students up to date with scientific and technical advancements in their environment, and due to the shift to online learning, teaching this subject shifted to an untraditional form (Al-Suwailem, 2021).

It was evident that over 16% of students in Jordan do not have access to the internet, which is 16 percentage points lower than the OECD average, and one-third of students do not have access to a computer that can be used for schooling, which is 25 percentage points lower than the OECD average. Meaning that less than 30% of students from the lowest socioeconomic groups have access to a computer for education, and only approximately 50% have internet access (Audah, Capek, and Patil, 2020).

Since the two researchers are specialized in teaching English language to upper basic stage female students and through their work in the educational field, they have noticed the difference in female students' academic performance before and after transitioning to online learning, this might be attributed to different factors pertinent to the educational system, school's vision, teachers' contribution, parents' participation and /or students' engagement.

In the light of the above, the two researchers conducted this study to identify the effect of transitioning to online learning on the academic performance of upper basic stage female students in English language in Amman district directorate from their point of view.

Study's Questions:

This study aimed at answering the following questions:

Q 1. What is the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate before transitioning to online learning from their point of view?

Q 2. What is the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate after transitioning to online learning from their point of view?

Q 3. Are there any significant differences at ($\alpha=0.05$) in the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate before and after transitioning to online learning from their point of view?

Q4: Are there significant differences at ($\alpha = 0.05$) in the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate after transitioning to online learning from their point of view, which can be attributed to Grade, or English Language Average Score?

Study's Significance:

Hopefully, the present study will enable the following authorities to benefit from its results:

- Ministry of Education and schools that has upper basic stage female students and English language teachers.
- Researchers to make use of theoretical literature and the results of this study.

2- Study's Approach.

Statistical Analysis:

Different statistical analysis methods were used to analyse data and to answer the study's four questions such as means, standard deviation, paired samples t-test and multivariate analysis of variance (MANOVA).

Study's population and sample:

The population was represented by (3953) upper basic stage female students in English language in Amman District directorate. A random sampling was used. The study instrument was distributed to the study sample that consisted of (375) upper basic stage female students, and (338) questionnaires were retrieved and considered as a sample for the study, The distribution of the study's sample is displayed below in table (1)

Table (1): Distribution of the study's respondents in accordance with the respective Grade and English Language Average Score

Variable	Category	Frequency	Percentage
Grade	7 th grade	85	25.15%
	8 th grade	83	24.55%
	9 th grade	85	25.15%
	10 th grade	85	25.15%
Total		338	100%
English Language Average Score	90 and above	101	29.88%
	80 – 89	86	25.44%
	70- 79	63	18.64%
	69 and below	88	26.04%

Variable	Category	Frequency	Percentage
Total		338	100%

Study's variables:

The present study included the following variables:

Independent variable: The status quo of the academic performance of upper basic stage female students in English language in Amman district directorate before transitioning to online learning.

Moderate variables: Two variables related to female students, which are:

- Grade: 7th, 8th, 9th, and 10th.
- English Language Average Score: 90 and above, 80 – 89, 70 – 79, 69 and below

Dependent variables: Upper basic stage female students in English language in Amman district directorate.

Study's instrument:

An initial questionnaire was developed after reviewing the relevant studies. The initial questionnaire consisted of (4) dimensions and (32) statements that aimed at identifying the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate before transitioning to online learning. The dimensions were: (Reading Skills, Writing Skills, Listening Skills and Speaking Skills). The final questionnaire was distributed to the study population after it was reviewed and validated by experts.

The five-point Likert scale was used. It consisted of (5) categories: (to a very low degree, to a low degree, to a moderate degree, to a high degree and to a very high degree). The categories represent the following scores respectively: 1, 2, 3, 4 and 5. In order to describe the results, a response ladder was adopted using the following formula:

$(\text{Highest limit of scale (5)} - \text{Lowest limit of scale (1)}) / 3$

$(5-1) / 3 = 1.33$

1.00- 2.33: low 2.34- 3.67: moderate 3.68 – 5.00: high

Validity of the instrument:

To measure the validity of the questionnaire, content validity method was used. The initial questionnaire was passed to experts who have the relevant expertise and experience. They were asked to assess the questionnaire and provide their feedback regarding language, relevance, and validity to measure what it was designed for. They were also asked to give suggestions regarding additions, deletions, and adjustments. Based on experts' opinions, some statements were rephrased.

Reliability of the questionnaire:

To measure the reliability of the questionnaire, Cronbach alpha coefficient was used. Table (2) shows Cronbach alpha coefficient values.

Table (2): Cronbach alpha coefficient values for each dimension

Dimension	Cronbach Alpha Coefficient	Number of Statements
1. Reading Skills	0.849	8
2. Writing Skills	0.830	8
3. Speaking Skills	0.915	8
4. Listening Skills	0.887	8
Total	0.960	32

Based on the results shown in table (2), Cronbach alpha coefficient values ranged between (0.830 and 0.915), with a total of (0.960). This indicates that the questionnaire had an adequate degree of reliability.

3- Literature review.

The Corona pandemic affected educational systems worldwide, leading to the closures of schools, early childhood education, universities, and colleges, therefore ministries of education and higher education worked on emergency plans to face this challenge and to overcome the closure of the educational institutions by transitioning to online learning.

According to UNESCO (2020), COVID closures have affected more than 1.5 billion students in 165 countries, accounting for 87% of the world's student population. The abrupt and significant shift from traditional academic teaching-learning to a distance-learning mechanism has unintentionally started a new phase of teaching and learning (Jones & Chacko, 2021, 374).

Regardless of the benefits of online education, students who are taught online face a variety of challenges. Planning, execution of plans, policies, and assessment are examples of such challenges (Toquero, 2020). According to Sarvestani et al. (2019), Educational, administrative, organizational, and psychological challenges, as well as infrastructural, assessment, communication, and support challenges, are all challenges linked with online learning. Furthermore, some teachers do not pay enough attention to their students in online learning. moreover, students and teachers may not receive enough instruction on how to use the e-learning platform (Alqiam, 2021, 352- 353).

Additionally, the transition to online learning, due to the Pandemic, resulted in students needing to have a sense of security, retaining a sense of community while being separated from their classmates and required them to remain engaged in the learning process until the end of the semester (Moore-Beyioku, 2021, 393).

Virtual schooling, like classroom schooling, also may have negative effects; Students may feel isolated in an online environment, parents may have concerns about their children's social development, students with language difficulties may be disadvantaged in an online environment due to its text-heavy nature, and subjects that require physical demonstrations of skill, such as music, physical education, or foreign language, may not be feasible in a technology-mediated setting (Cavanaugh, Gillan, Kromrey, Hess, & Blomeyer, 2004, 5).

Initial research into the Pandemic shutdown's effects imply a negative impact on academic performance and general well-being. In the Netherlands, for example, scores on national exams dropped by three percentile points after schools were closed, compared to previous years. Another research found that as a result of the school closures, German children's general screen time (time spent watching television, playing computer games, or using social media) increased by more than one hour per day whereas studying time was cut in half; as families reported struggling to educate their children at home, reduced study time has been associated to major losses in curriculum-based learning for children, adolescents, and young adults. It was also indicated that increased incidences of child abuse have been linked to more time spent at home (Spitzer & Musslick, 2021, 2).

In Jordan, this has been an exceptional situation, and transitioning to online learning in schools had many challenges and obstacles that the ministry of education tried to overcome to ensure all students' access to education through using "Darsak" online platform and lessons broadcasted on TV. Students were examined and assessed using online assessments and exams.

Jordan was one of the first countries in the area to transition to distant learning for its 2.5 million K-12 pupils in March, when COVID-19 hit. By partnering with a local IT business, Jordan's Ministry of Education was able to launch an online learning program within a week. Its platform has grown to be the largest in the Arab world, compared to other countries that relied solely on televised classes (The Christian Science Monitor, 2021).

However, according to a survey performed by the Jordanian National Commission for Women (JNCW), 82% of students stated that classroom learning is better than remote learning, and 76% of public-school students and parents indicated the "Darsak" platform is not user friendly. Furthermore, 39% of parents indicated that they had to commission private tutors to fill the education gap for their children (The Jordan Times, 2021).

Thus, this section will review the Arabic and English studies that addressed this topic:

Jawawdeh (2021) aimed at identifying the degree of private school teachers, in implying distance learning in light of the corona pandemic and its relationship to the level of self-learning among higher basic stage students at Quwaismah area. It was found that the level of implying distance learning by private school teachers as well as the self-learning among student of the higher basic stage at Quwaismah area was moderate. It was also found that there is a strong relationship between the level of implying

distance learning by private school teachers as well as the self-learning among student of the higher basic stage.

Butnaru, Nită, Anichiti & Brînză (2021) focused on learner satisfaction with online instruction, particularly in the transition to online learning from traditional approaches. It was found that students react differently to online education, and their reaction is based on their proficiency in using online tools, their ability to technically access online courses, and the instructors' manner in conducting learning activities.

Abu Rumman (2021) aimed at identifying satisfaction degree of secondary school teachers, students, and their parents with distance learning during Covid 19 in the university district. It was found that the satisfaction degree of secondary school teachers toward distance learning was moderate, it was that the satisfaction degree of secondary school students was moderate, and it was found that the satisfaction degree among parents of secondary school students was moderate. It was recommended that a distance-learning system to be developed and keeping up with modern technological updates.

Al Rashedi (2021) attempted to identify the status quo of using distance learning system in teaching Arabic language curricula in light of Corona pandemic from the viewpoint of middle school teachers in Kuwait. It was found that respondents' approval on the status quo of using distance learning in teaching Arabic language curricula was moderate. It was also found that respondents' approval on the importance of using distance learning in teaching Arabic language curricula was moderate. And finally, it was found that respondents' approval on the obstacles to using distance learning in teaching Arabic language curricula was moderate.

Al-Mutairi (2020) aimed at identifying the effectiveness of e-learning in light of the spread of the Corona pandemic from the point of view of high school students in the Farwaniya area in the State of Kuwait. It was found that the effectiveness of e-learning in light of the spread of the Corona pandemic from the viewpoint of secondary school students in the Farwaniya area in the State of Kuwait, was moderate, it was also found that there were no significant differences that were attributed to the effect of gender in all dimensions and in the total degree, whereas there were significant differences that were attributed to the effect of specialization in all dimensions and in the total degree, and the differences came in favour of literary section.

Alawamleh, Al-Twait & Al-Saht (2020) aimed at exploring whether online learning has an effect on communication between instructors and students in a negative way, whether online learning affects students' productivity levels and to evaluate and suggest ways of improving effective online communication between instructors and students. It was found that the vast majority agree with the questions of the study. Students still prefer classroom classes over online classes due to many problems they face when taking online classes, such as lack of motivation, understanding of the material, decrease

in communication levels between the students and their instructors and their feeling of isolation caused by online classes.

Tomasik, Helbling & Moser (2020) compared learning gains in the 8 weeks of school closures related to the COVID-19 pandemic in Switzerland with learning gains in the 8 weeks before these school closures using data from a computer-based formative feedback system, it was found that while secondary school pupils remain largely unaffected by the school closures in terms of learning gains, for primary school pupils learning slows down and at the same time interindividual variance in learning gains increases. Distance learning arrangements seem an effective means to substitute for in-person learning, at least in an emergency situation, but not all pupils benefit to the same degree.

Momani (2021) investigated identifying the degree to which English Language female teachers use distance learning platforms and the obstacles for using them from their point of view. It was found that the degree to which English Language female teachers' use of distance learning platforms and the obstacles for using them was moderate, it was also found that there were no significant differences attributed to educational qualification and teaching experience.

Rasmitadila, Rusi, Rachmadtullah, Samsudin, Syaodih, Nurtanto, & Suryanti Tambunan (2020) explored the perceptions of primary school teachers of online learning in a program developed in Indonesia called School from Home during the COVID-19 Pandemic. It was found that there were four main themes, namely, instructional strategies, challenges, support, and motivation of teachers.

4- Study's Results.

Results related to the study's first question: Q1. What is the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate before transitioning to online learning from their point of view?

To answer this question means and standard deviations, for status quo of the academic performance of upper basic stage female students in English language in Amman district directorate before transitioning to online learning from their point of view were calculated. These values are captured in table (3) below.

Table (3): The status quo of the academic performance of upper basic stage female students in English language in Amman district directorate before transitioning to online learning from their point of view

Dimension Number	Rank	Dimension	Mean	Std.	Level
2	1	Writing Skills	4.44	0.40	High
4	2	Speaking Skills	4.44	0.48	High
1	3	Reading Skills	4.41	0.45	High
3	4	Listening Skills	4.40	0.50	High
Total			4.42	0.43	High

Based on the results shown in table (3), the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate before transitioning to online learning from their point of view is high. The overall mean is (4.42) and the total standard deviation is (0.43). Writing Skills dimension ranked first with a mean of (4.44) which is high, and with a standard deviation of (0.40). Speaking Skills dimension ranked second with a mean of (4.44) which is high, and with a standard deviation of (0.48). Reading Skills dimension ranked third with a mean of (4.41) which is high, and with a standard deviation of (0.45) and finally, it was found that the Listening Skills dimension ranked fourth with a mean of (4.40) which is moderate, and with a standard deviation of (0.50).

Means and standard deviations for each statement of each dimension of the study were also calculated. The results are presented in table (4) below.

Table (4): Means and standard deviations for each statement of the questionnaire

Rank	Numbers	Statement	Mean	Std.	Level
Reading Skills					
1	7	I can make connections between the different aspects of the reading text	4.53	0.50	High
2	5	I can specify the main points in the reading text	4.49	0.60	High
3	4	I can organize the events in the reading text	4.45	0.65	High
4	1	I can find answers for questions related to the reading text	4.44	0.63	High
5	2	I can identify the author's purpose in the reading text	4.43	0.68	High
6	6	I can make inferences from the reading text	4.41	0.60	High
7	3	I can summarize the main idea of the reading text	4.3	0.62	High
8	8	I can create details from the facts presented in the reading text	4.22	0.76	High
TOTAL			4.41	0.45	High
Writing Skills					
1	3	I can produce a neat writing piece	4.55	0.50	High
2	7	I can adopt different writing styles in my writing piece	4.49	0.55	High
3	6	I can build my writing piece using proper punctuation	4.49	0.55	High
4	1	I can write about any topic in accordance with the title	4.48	0.58	High
5	8	I can reflect my thoughts in a form of a writing piece	4.45	0.63	High
6	2	I can write original texts	4.39	0.53	High
7	5	I can build my writing piece using proper grammar	4.37	0.69	High
8	4	I can build my writing piece using proper vocabulary	4.33	0.58	High
TOTAL			4.44	0.40	High
Listening Skills					
1	4	I can mark the right answers for the listening text	4.46	0.56	High
2	1	I can answer questions about what I listen to	4.46	0.63	High
3	2	I can complete all the listening exercises	4.45	0.63	High

Rank	Numbers	Statement	Mean	Std.	Level
4	5	I can exercise role-playing with others in English	4.42	0.51	High
5	3	I can summarize what I listened to	4.41	0.63	High
6	6	I can demonstrate verbal instructions easily	4.35	0.63	High
7	8	I can ask questions to given answers	4.33	0.61	High
8	7	I can reflect on what I listened to	4.32	0.63	High
TOTAL			4.40	0.50	High
Speaking Skills					
1	1	I can state my ideas clearly	4.49	0.56	High
2	5	I can participate in a conversation	4.49	0.56	High
3	2	I can apply my previous knowledge while speaking	4.45	0.64	High
4	6	I can maintain my fluency while speaking using proper vocabulary	4.43	0.52	High
5	4	I can challenge myself to speak in English	4.43	0.63	High
6	3	I can combine different styles during speaking	4.42	0.65	High
7	7	I can maintain my fluency while speaking using proper grammar	4.42	0.65	High
8	8	I can maintain eye contact while speaking	4.38	0.55	High
TOTAL			4.44	0.48	High

Based on the results shown in table (4), the means for Reading Skills dimension are within the range of (4.22-4.53). Statement (7) I can make connections between the different aspects of the reading text ranked first with a mean of (4.53) which is high. Statement (8) I can create details from the facts presented in the reading text ranked last with a mean of (4.22) which is high. The total mean of the Reading Skills dimension is (4.41) which is high.

Based on the results shown in table (4), the means for Writing Skills are within the range of (4.33-4.55). Statement (3) I can produce a neat writing piece ranked first with a mean of (4.55) which is high. Statement (4) I can build my writing piece using proper vocabulary ranked last with a mean of (4.33) which is high. The total mean of the Writing Skills dimension is (4.44) which is high.

Based on the results shown in table (4), the means for Listening Skills are within the range of (4.32-4.46). Statement (4) I can mark the right answers for the listening text ranked first with a mean of (4.46) which is high. Statement (7) I can reflect on what I listened to ranked last with a mean of (4.32) which is high. The total mean of the Listening Skills dimension is (4.40) which is high.

Based on the results shown in table (4), the means for Speaking Skills are within the range of (4.38-4.49). Statement (1) I can state my ideas clearly ranked first with a mean of (4.49) which is high. Statement (8) I can maintain eye contact while speaking ranked last with a mean of (4.38) which is high. The total mean of the Speaking Skills dimension is (4.44) which is high.

Results related to the study's second question: Q2. What is the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate after transitioning to online learning from their point of view?

To answer this question means and standard deviations, for status quo of the academic performance of upper basic stage female students in English language in Amman district directorate after transitioning to online learning from their point of view were calculated. These values are captured in table (5) below.

Table (5): The status quo of the academic performance of upper basic stage female students in English language in Amman district directorate after transitioning to online learning from their point of view

Numbers	Rank	Dimension	Mean	Std.	Level
1	1	Reading Skills	2.95	0.72	Moderate
2	2	Writing Skills	2.72	0.65	Moderate
3	3	Listening Skills	2.65	0.57	Moderate
4	4	Speaking Skills	2.19	2.19	Low
TOTAL			2.63	0.58	Moderate

Based on the results shown in table (5), the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate after transitioning to online learning from their point of view is moderate. The overall mean is (2.63) and the total standard deviation is (0.58). Reading Skills dimension ranked first with a mean of (2.95) which is moderate, and with a standard deviation of (0.72). Writing Skills dimension ranked second with a mean of (2.72) which is moderate, and with a standard deviation of (0.65). Listening Skills dimension ranked third with a mean of (2.65) which is moderate, and with a standard deviation of (0.57) and finally, it was found that the Speaking Skills dimension ranked fourth with a mean of (2.19) which is low, and with a standard deviation of (2.19).

Means and standard deviations for each statement of each dimension of the study were also calculated. The results are presented in table (6) below.

Table (6): Means and standard deviations for each statement of the questionnaire

Rank	Numbers	Statement	Mean	Std.	Level
Reading Skills					
1	2	I can identify the author's purpose in the reading text	3.20	0.82	Moderate
2	7	I can make connections between the different aspects of the reading text	3.05	0.81	Moderate
3	4	I can organize the events in the reading text	3.02	0.84	Moderate
4	8	I can create details from the facts presented in the reading text	2.99	0.91	Moderate
5	1	I can find answers for questions related to the reading text	2.99	0.85	Moderate
6	3	I can summarize the main idea of the reading text	2.86	1.06	Moderate
7	5	I can specify the main points in the reading text	2.84	0.93	Moderate

Rank	Numbers	Statement	Mean	Std.	Level
8	6	I can make inferences from the reading text	2.68	1.00	Moderate
TOTAL			2.95	0.72	Moderate
Writing Skills					
1	1	I can write about any topic in accordance with the title	3.11	0.67	Moderate
2	4	I can build my writing piece using proper vocabulary	2.99	0.78	Moderate
3	2	I can write original texts	2.84	0.85	Moderate
4	6	I can build my writing piece using proper punctuation	2.75	0.87	Moderate
5	3	I can produce a neat writing piece	2.7	0.9	Moderate
6	8	I can reflect my thoughts in a form of a writing piece	2.61	1.11	Moderate
7	7	I can adopt different writing styles in my writing piece	2.47	1.03	Moderate
8	5	I can build my writing piece using proper grammar	2.31	0.79	Low
TOTAL			2.72	0.65	Moderate
Listening Skills					
1	2	I can complete all the listening exercises	3.19	0.53	Moderate
2	4	I can mark the right answers for the listening text	2.79	0.65	Moderate
3	6	I can demonstrate verbal instructions easily	2.77	0.76	Moderate
4	1	I can answer questions about what I listen to	2.7	0.88	Moderate
5	3	I can summarize what I listened to	2.63	1.06	Moderate
6	5	I can exercise role-playing with others in English	2.5	1.07	Moderate
7	7	I can reflect on what I listened to	2.42	0.79	Moderate
8	8	I can ask questions to given answers	2.17	0.91	Low
TOTAL			2.65	0.57	Moderate
Speaking Skills					
1	2	I can apply my previous knowledge while speaking	2.56	1.03	Moderate
2	1	I can state my ideas clearly	2.55	0.91	Moderate
3	3	I can combine different styles during speaking	2.32	1.19	Moderate
4	4	I can challenge myself to speak in English	2.23	0.97	Low
5	6	I can maintain my fluency while speaking using proper vocabulary	2.03	1.1	Low
6	8	I can maintain eye contact while speaking	1.99	0.95	Low
7	5	I can participate in a conversation	1.93	1.05	Low
8	7	I can maintain my fluency while speaking using proper grammar	1.93	1.06	Low
TOTAL			2.19	0.77	Low

Based on the results shown in table (6), the means for Reading Skills dimension are within the range of (2.68-3.20). Statement (2) I can identify the author's purpose in the reading text ranked first with a mean of (3.20) which is moderate. Statement (6) I can make inferences from the reading text ranked last

with a mean of (2.68) which is moderate. The total mean of the Reading Skills dimension is (2.95) which is moderate.

Based on the results shown in table (6), the means for Writing Skills are within the range of (2.31-3.11). Statement (1) I can write about any topic in accordance with the title ranked first with a mean of (3.11) which is moderate. Statement (5) I can build my writing piece using proper grammar ranked last with a mean of (2.31) which is low. The total mean of the Writing Skills dimension is (2.72) which is moderate.

Based on the results shown in table (6), the means for Listening Skills are within the range of (2.17-3.19). Statement (2) I can complete all the listening exercises ranked first with a mean of (3.19) which is moderate. Statement (8) I can ask questions to given answers ranked last with a mean of (2.17) which is low. The total mean of the Listening Skills dimension is (2.65) which is moderate.

Based on the results shown in table (6), the means for Speaking Skills are within the range of (1.93-2.56). Statement (2) I can apply my previous knowledge while speaking ranked first with a mean of (2.56) which is moderate. Statement (7) I can maintain my fluency while speaking using proper grammar ranked last with a mean of (1.93) which is low. The total mean of the Speaking Skills dimension is (2.19) which is low.

Results related to the study's third question: Q3. Are there any significant differences at ($\alpha=0.05$) in the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate before and after transitioning to online learning from their point of view?

To answer this question, a paired sample t-test was used to measure the differences between the means of the academic performance of upper basic stage female students in English language in Amman district directorate before and after transitioning to online learning from their point of view. These values are captured in table (7) below.

Table (7): Paired Samples t-test Results

Dimension	Test	No.	Mean	SD	Df	T	Sig.
Reading Skills	Before	338	4.41	0.45	337	51.89	0.00*
	After	338	2.95	0.72			
Writing Skills	Before	338	4.44	0.40	337	75.70	0.00*
	After	338	2.72	0.65			
Listening Skills	Before	338	4.40	0.50	337	71.56	0.00*
	After	338	2.65	0.57			
Speaking Skills	Before	338	4.44	0.48	337	66.34	0.00*
	After	338	2.19	0.77			
Total	Before	338	4.42	0.43	337	93.47	0.00*
	After	338	2.63	0.58			

Based on the results shown in table (7) there are significant differences at ($\alpha=0.05$) in the means to identify the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate before and after transitioning to online learning from their point of view which came in favour of before transitioning to online learning.

Results related to the study's fourth question: Q4: Are there significant differences at ($\alpha = 0.05$) in the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate after transitioning to online learning from their point of view, which can be attributed to Grade, or English Language Average Score?

To answer the fourth question of the study, means and standard deviations of the academic performance of Upper Basic Stage students in English Language in Amman District Directorate after Transitioning to Online Academic Learning from their point of view due to grade & English Language average score, (reading, writing, listening & speaking), were computed as presented in table (8) below:

Table (8): Means & Standard Deviations of the academic performance of Upper Basic Stage students in English Language in Amman District Directorate after Transitioning to Online Academic Learning attributed to Grade and English Language Average Score.

Var.	Level		Reading	Writing	Listening	Speaking	Total
Grade	7 th	N	85	85	85	85	85
		Mean	3.21	2.70	2.88	2.46	2.81
		Std. Deviation	0.67	0.87	0.58	0.70	0.66
	8 th	N	83	83	83	83	83
		Mean	3.22	2.71	2.89	2.48	2.82
		Std. Deviation	0.69	0.87	0.58	0.73	0.67
	9 th	N	85	85	85	85	85
		Mean	2.54	2.69	2.06	1.28	2.14
		Std. Deviation	0.86	0.13	0.21	0.14	0.23
	10 th	N	85	85	85	85	85
		Mean	2.84	2.80	2.76	2.56	2.74
		Std. Deviation	0.35	0.40	0.34	0.51	0.30
English Language Average Score	69 and below	N	88	88	88	88	88
		Mean	2.67	2.64	2.56	2.12	2.50
		Std. Deviation	0.85	0.67	0.57	0.73	0.61
	70-79	N	63	63	63	63	63
		Mean	2.93	2.71	2.71	2.22	2.64
		Std. Deviation	0.76	0.76	0.62	0.85	0.66
	80-89	N	86	86	86	86	86
		Mean	3.07	2.77	2.67	2.27	2.70
		Std. Deviation	0.61	0.57	0.57	0.81	0.53
	90 and	N	101	101	101	101	101

Var.	Level	Reading	Writing	Listening	Speaking	Total	
	above	Mean	3.11	2.77	2.65	2.17	2.68
		Std. Deviation	0.59	0.61	0.54	0.74	0.52
Total		N	338	338	338	338	338
		Mean	2.95	2.72	2.65	2.19	2.63
		Std. Deviation	0.72	0.65	0.57	0.77	0.58

Based on the results shown in table (8), there are slight differences in means of the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate after transitioning to online learning from their point of view, which can be attributed to grade and English Language average score. To investigate the significance of these differences, Multivariate Analysis of Variance (MANOVA) was conducted, and the results are displayed through in table (9):

Table (9): The results of the Multivariate Analysis of Variance (MANOVA) for each dimension

Variable	Dimension	Type III Sum of Squares	Df	Mean Square	F	Sig.
Grade	Reading	30.01	3	10.00	24.53	0.00*
	Writing	0.46	3	0.15	0.37	0.78
	Listening	40.47	3	13.49	65.70	0.00*
	Speaking	94.17	3	31.39	97.08	0.00*
	Total	27.48	3	9.16	36.80	0.00*
English Language Average Score	Reading	13.77	3	4.59	11.26	0.00*
	Writing	0.80	3	0.27	0.63	0.59
	Listening	1.16	3	0.39	1.89	0.13
	Speaking	0.67	3	0.22	0.69	0.56
	TOTAL	2.41	3	0.80	3.22	0.02*
Error	Reading	134.99	331	0.41		
	Writing	139.13	331	0.42		
	Listening	67.97	331	0.21		
	Speaking	107.02	331	0.32		
	TOTAL	82.39	331	0.25		
Total	Reading	175.71	337			
	Writing	140.56	337			
	Listening	109.41	337			
	Speaking	202.25	337			
	Total	111.99	337			

Based on the results in table (9), the value of "F" for Grade variable dimensions was as follows: (24.53) for Reading dimension, (0.37) for Writing dimension, (65.70) for Listening dimension, and (97.08) for Speaking dimension. These are insignificant values at the significance level of ($\alpha = 0.05$) except for Writing dimension, which indicates that there are significant differences in the Grade variable dimensions.

Based on the results in table (9), the value of "F" for English Language Average Score variable dimensions was as follows: (11.26) for Reading dimension, (0.63) for Writing dimension, (1.89) for Listening dimension, and (0.69) for Speaking dimension. These are significant values at the significance level of ($\alpha = 0.05$) except for Reading dimension, which indicates that there are significant differences in the English Language Average Score variable dimensions.

To investigate the significance of the dimensional differences, Pairwise Multiple Comparisons Post Hoc Test- Least Significant Difference t- test (LSD) was conducted for the dimensional comparisons of the dimensions related to Grade variable. The results are displayed through table (10):

Table (10): results of (LSD) test to measure the differences in the responses according to Grade variable

Dimension	Mean	Grade	7 th	8 th	9 th	10 th
Reading	3.21	7 th	-		0.669*	0.372*
	3.22	8 th		-	0.676*	0.379*
	2.54	9 th			-	0.297*
	2.84	10 th				-
Listening	2.88	7 th	-		0.827*	
	2.89	8 th		-	0.830*	
	2.06	9 th			-	
	2.76	10 th			0.707*	-
Speaking	2.46	7 th	-		1.18*	
	2.48	8 th		-	1.20*	
	1.28	9 th			-	
	2.56	10 th			0.128*	-
Total	2.81	7 th	-		0.672*	
	2.82	8 th		-	0.680*	
	2.14	9 th			-	
	2.74	10 th			0.597*	-

Based on the results in table (10), there are significant differences in the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate after transitioning to online learning from their point of view in the Reading Skills dimension of Grade variable. The differences came in favour of students in 7th and 8th grade compared to students in 9th and 10th grade, and in favour of students in 10th grade compared to students in 9th grade.

Based on the results in table (10), there are significant differences in the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate after transitioning to online learning from their point of view in the Listening Skills dimension of Grade variable. The differences came in favour of students in 7th and 8th and 10th grade compared to students in 9th grade.

Based on the results in table (10), there are significant differences in the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate after transitioning to online learning from their point of view in the Speaking Skills dimension of Grade variable. The differences came in favour of students in 7th and 8th and 10th grade compared to students in 9th grade.

To investigate the significance of the dimensional differences, Pairwise Multiple Comparisons Post Hoc Test- Least Significant Difference t- test (LSD) was conducted for the dimensional comparisons of the dimensions related to English Language Average Score variable. The results are displayed through table (11):

Table (11): results of (LSD) test to measure the differences in the responses according to English Language Average Score variable

Dimension	Mean	Average level	69 and below	70-79	80-89	90 and above
Reading	2.67	69 and below	-	0.258*	0.402*	0.437*
	2.93	70-79		-		
	3.07	80-89			-	
	3.11	90 and above				-
Total	2.5	69 and below	-		0.198*	0.177*
	2.64	70-79		-		
	2.7	80-89			-	
	2.68	90 and above				-

Based on the results in table (11), there are significant differences in the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate after transitioning to online learning from their point of view in the Reading Skills dimension of English Language Average Score variable. The differences came in favour of students with English Language average scores of (70-79, 80-89, 90 and above) compared to students with an English Language average score of (69 and below).

5- Results Discussion.

Discussion of the results related to the study's first question: Q1. What is the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate before transitioning to online learning from their point of view?

Results showed that the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate before transitioning to online learning from their point of view was high; this might be due to the fact that students' were accustomed to in-person

learning and direct contact with the English language teacher, not to mention the lack of technological capabilities that may not be available to many students, which may hinder the learning process and reduce the academic achievement of the students, as happened when transitioning to online learning occurred.

The results also showed that students' academic performance in writing skills and speaking skills came higher than the other skills (reading and listening); this may be attributed to the focus of English language teachers on these skills more than other skills, and most English language curricula focus on these skills rather than the others.

The results of the first question agreed with the results of the study of Abu Rumman (2021), which found that students and their parents supported the in-person learning and that the online learning system should be improved as it is unable to achieve the desired objectives in its current state.

Discussion of the results related to the study's second question: Q2. What is the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate after transitioning to online learning from their point of view?

Results showed that the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate after transitioning to online learning from their point of view was moderate; this might be due to the fact that this form of education was adopted suddenly without any prior preparations, not to mention the weak infrastructure, and the lack of English language teachers' who possess the sufficient technical skills needed to use it efficiently and effectively, this has negatively affected the academic achievement of upper basic stage students in the English language. Furthermore, the poor financial status of the students and their inability to have access to the Internet to attend lessons virtually affected their academic achievement.

The results also showed that students' academic performance in reading skills and writing skills came higher than the other skills (speaking and listening); this may be attributed to the non-interactive platforms that hindered the development of these skills among students, especially in public schools.

The results of the second question agreed with the results of the study of Momani (2021), which indicated the need for the development of online learning and the employment of virtual platforms in the educational process, as well as the need for the relevant authorities to develop the capabilities of English language teachers to use virtual platforms.

Discussion of the results related to the study's third question: Q3. Are there any significant differences at ($\alpha=0.05$) in the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate before and after transitioning to online learning from their point of view?

Results showed that there are significant differences in the means to identify the status quo of the academic performance of upper basic stage female students in English language in Amman district

directorate before and after transitioning to online learning from their point of view which came in favour of before transitioning to online learning, this could be due to the fact that students and English Language teachers are more accustomed to in-person learning specially that human interaction plays a vital role in students' achievement. Teachers also have more capabilities and skills to run an in-person classroom rather than online one. Furthermore, the platforms that were developed didn't take individual differences into consideration, not to mention interaction as well motivation.

The results of the third question agreed with the results of the study of Alawamleh, Al-Twait & Al-Saht (2020) (2020) which found that students still prefer classroom classes over online classes due to many problems they face when taking online classes, such as lack of motivation, understanding of the material, decrease in communication levels between the students and their instructors and their feeling of isolation caused by online classes.

The results also agreed with the results of the study of Al Rashedi (2021) which found that respondents' approval on the obstacles to using distance learning in teaching Arabic language curricula was moderate.

The results as well agreed with the results of the study of Jawawdeh (2021) that found that there is a strong relationship between the level of implying distance learning by private school teachers as well as the self-learning among student of the higher basic stage.

However the results of this study differed with the study of Tomasik, Helbling & Moser (2020) which found that distance learning arrangements seem an effective means to substitute for in-person learning, at least in an emergency situation, but not all pupils benefit to the same degree.

Discussion of the results related to the study's fourth question: Q4. Are there significant differences at ($\alpha = 0.05$) in the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate after transitioning to online learning from their point of view, which can be attributed to Grade, or English Language Average Score?

Results showed that there are significant differences in the means to identify the status quo of the academic performance of upper basic stage female students in English language in Amman district directorate after transitioning to online learning from their point of view, which can be attributed to Grade and English Language Average Score, this could be due to individual differences between students and how their cope with different forms of education, also this might be due to individual differences and capabilities of English Language teachers and the methods of teaching they use in each grade.

The results of the third question agreed with the results of the study of Al-Mutairi (2020) which found that there were significant differences that were attributed to the effect of specialization in all dimensions and in the total degree, and the differences came in favour of literary section.

The results also agreed with the study of Tomasik, Helbling, Moser (2020) which found that while secondary school pupils remain largely unaffected by the school closures in terms of learning gains, for

primary school pupils learning slows down and at the same time interindividual variance in learning gains increases.

Conclusion.

Based on the results mentioned, there is a need to take measures to develop an efficient and user-friendly online learning platform and system that will assist in the learning process of students specially when it comes to learning languages.

Recommendations.

In the light of the findings of the study, the followings are recommended:

1. Train English language teachers on technical skills to manage online learning process
2. Follow up on the educational loss resulting from the online learning process in the English language and develop appropriate remedial plans.
3. Develop strategies to motivate students' engagement during online learning
4. Provide the necessary infrastructure for online learning, especially Internet access and devices for underprivileged students to ensure access to education for all.

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