

# An Investigation of Online Instructional Strategies Used by EFL Teachers at King Khalid University

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**Abstract**—This study investigates EFL online teaching strategies at King Khalid University, specifically how they relate to instructors' levels of experience, computer literacy, and chosen e-learning modes. The sample examines thirty (30) EFL teachers who taught in the Faculty of Languages and Translation's English Department in the second semester 2013/2014. The participants completed a 28-item questionnaire. The results indicate that the most frequently used online strategies were course-content presentation, student-teacher email interaction, announcement publication, and allocation of online activities as portions of total grades. On the other hand, virtual holding of classes and office hours, online-exam conduction, and online discussion groups are among the least used strategies. Also, a significant, positive correlation appears between teaching experience and online publishing of courses' learning objectives. Moreover, there is a significant, positive correlation between instructors' computer literacy and amounts of contact made with students who are not regularly contributing to online discussions.

**Keywords**—Online instructional strategies, teaching English online, EFL teaching.

## I. INTRODUCTION

**K**ING King Khalid University, Saudi Arabia hereafter KKU, started to use e-learning in 2007. (Al Zumor, A., Al Refaaai, I, Badruddin, E., Hajji, F., 2013). It adopted a three-level strategy in using and implementing e-learning: The first level is supportive e-learning in which the following components of each course should be provided online: (a) course specifications, objectives, activities and assessment techniques; (b) instructor's information; (c) announcements; (d) discussion board; (e) course content such as references, slides, documents, audio files any other materials that enhance learning and (f) 15% of course total mark should be allotted to e-activities. The second level is blended learning, where in addition to all components of supportive e-learning, 25% to 75% (varying by the instructors' discretion) of the course content is delivered online synchronously or asynchronously and 25% of course's total mark is allotted to e-activities. The third level is complete e-learning, where the course is completely delivered online.

E-learning enjoys an advantageous position in the field of language learning and teaching. It can motivate students to learn the instructional material presented in attractive ways through the use of multimedia. Also, e-learning can individualize instruction, allowing each learner to develop at his/her own pace and select the most suitable presentation mode for him/her. Furthermore, through e-learning, one receives immediate feedback about his/her progress; the learner's errors are analyzed and remedial material is provided. (Ravichandran, 2000). Moreover, the internet has revolutionized language learning. "E-learning activities can turn rather dull online experiences into entertaining,

interactive, meaningful, and valuable learning experiences for students.” (Watkins, 2005).

E-learning, when properly designed and executed, creates a highly effective and rewarding learning environment. Related literature identifies the following key components that lead to success in the online learning and teaching environment:

- 1) Engage students.
  - 2) Invite the student to contact the instructor when needing assistance.
  - 3) Provide well-organized, visually-pleasing online course materials..
  - 4) Post the class schedule or timeline with clear due dates for assignments and discussion postings.
  - 5) Provide clear learning outcomes or objectives.
  - 6) Create presentation slides and activities that reinforce learning outcomes.
  - 7) Develop assignments that reinforce learning outcomes and higher-level thinking, encouraging application and analysis. This includes eliciting posts that give feedback to others’ assignments/ postings.
  - 8) Interact with students in a conversational narrative, referencing assigned learning materials.
  - 9) Choose graphics, such as photos, video clips, or presentation slides that take a reasonable amount of time to download.
  - 10) Include hyperlinks to assigned websites and brief descriptions of their content, verifying that links are active prior to student access.
  - 11) Provide frequent and descriptive feedback to students.
- (Junk and Deringer, 2011, 6).

It is also very important to make sure that learners are able to use technology confidently. An orientation to the

technology may be provided in order to ensure students' success. Furthermore, students need continuous technological support. "Easy access to knowledgeable technology support, before and throughout the learning process, is also critical to the usability aspect of the technology." (Hofmann, 2003). In order to use technology effectively, e-learners need to have an acceptable level of comfort working with a computer. They should have a number of computer skills, such as, working with files, browsing and searching the Internet, sending electronic mail, reading attachments, word processing, and downloading and uploading files.

Sherry (1996) states that instructors need to learn new skills when teaching online, such as identifying learner characteristics, adapting teaching strategies, and evaluating student achievement (in Ray, 2005, 5). Interactions between students and instructors can also improve the quality of learning. When AN instructor's interaction level is high, learning outcomes are more likely to be reached (Zhao, Lei, Lai & Tan, 2005).

As shown in Figure 1 below, the online instructor plays four important roles in the teaching-learning process: pedagogical, social, managerial, and technological. (Bonk & Dennen, 2003).

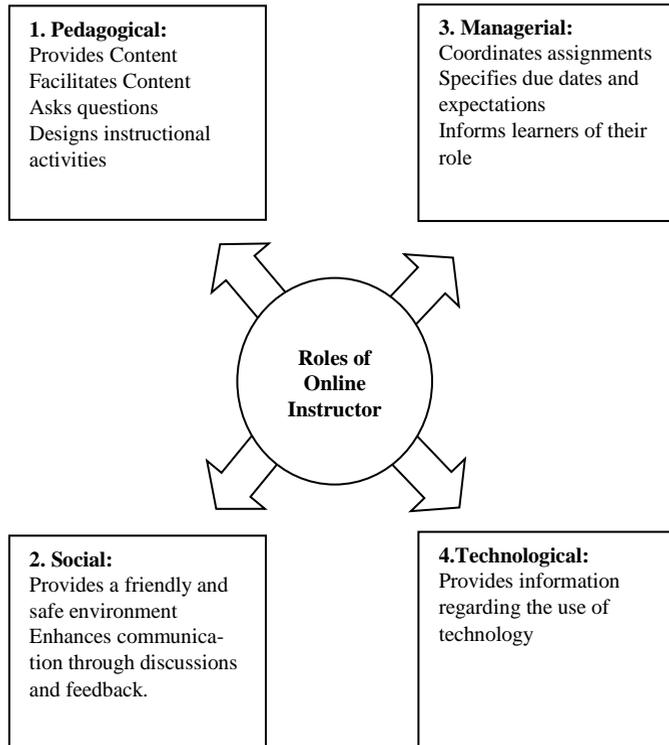


Figure 1: Roles of online instructor

In his/her pedagogical role and in addition to being a content provider, the instructor also becomes the content facilitator (Bonk & Dennen, 2003). The instructor asks questions, encourages students, and designs instructional activities. The second role of an online instructor is a social role. The instructor provides a friendly, nurturing, and safe environment, which enhances communication through discussions and feedback. The third role is a managerial role where the instructor coordinates assignments, specifies due dates and expectations, and responds with timely feedback. The instructor informs learners of their roles and responsibilities before the course begins, making sure that students are familiar and comfortable with using the required technology (Patsula, 2001). While it is important for the

instructor to challenge the learner, create curiosity, and to help learners achieve personal learning goals, it is essential to avoid information overloading or a lot of assignments for the benefit of the student and the instructor (Patsula, 2001). The fourth role is technological, where the instructor provides tutorials or information regarding the use of technology contained on the web site (Bonk & Dennen, 2003). Furthermore, “the role of the instructor together with the role of the technology can lead to advanced learning results (Sharma, 2009, in Nomassi, 2013).

## II. STATEMENT OF THE PROBLEM

This study has examined online teaching strategies used by faculty members at the English Department of King Khalid University’s Faculty of Languages and Translation. This study has also investigated the relationship between instructors’ reported use of online instructional strategies, teaching experience, computer literacy and chosen mode of e-learning.

### *Significance of the Study*

The significance of the present study stems from the following factors:

- 1) Faculty members play a critical role in implementing online teaching successfully. Therefore, it is extremely important to survey the extent to which they use online instructional strategies.
- 2) It is important to understand the relationships between online instructional strategies and certain variables such as teaching experience, instructors’ computer literacy and mode of e-learning used.
- 3) The findings will help in pinpointing online instructional strategies used by faculty members in the English

Department, Faculty of Languages and Translation, King Khalid University.

- 4) The findings will help the decision makers to set a plan for improving the quality of e-learning in the English Department, Faculty of Languages and Translation, King Khalid University.

### *Study Questions*

- 1) This research aims to answer the following questions:
- 2) What are the online teaching strategies used most and least by faculty members in the English Department, Faculty of Language and Translation, KKU?
- 3) What is the relationship between the instructors' reported use of online teaching strategies and teaching experience, instructors' computer literacy and mode of e-learning used by students?

### III. REVIEW OF RELATED LITERATURE

Johnson and Aragon (2003) conducted a study titled "An instructional strategy framework for online learning environments". They stated that effective online environment needs to contain the following principles:

- Address individual differences
- Motivate the students
- Avoid information overload
- Create a real-life context
- Encourage social interaction
- Provide hands-on activities
- Encourage students reflection (Johnson and Aragon, 2003, 34)

Cuthrell and Lyon (2007) examined instructional strategies preferred by students in an online graduate course. The results indicated that students preferred independent, passive

modes of instruction in online courses because of ease, convenience, and comfort level. Also, the findings indicated students' appreciation of a mix of instructional strategies that incorporated more interactive technological modes of instruction with independent, passive modes of instruction. As a result, online courses should provide a balance of instructional approaches.

Stewart (2008) in her study of instructional strategies that promote learning centered synchronous dialogue online provided a description and explanation of what, why and how instructional strategies have the potential to promote learning-centered synchronous dialogue online. A number of qualitative data collection techniques were employed, including interviews, observations, researchers' reflective journals, surveys, and Delphi. This study suggested that instructors can promote learning-centered dialogue by: (a) building social presence, (b) facilitating discussions, (c) providing feedback, (d) assigning group work, (e) respecting diverse talents and perspectives, and (f) emphasizing time on tasks.

Zsohar and Smith (2008) in their study "Transition from the Classroom to the Web: Successful Strategies for Teaching Online" found the following principles as effective in online courses:

- Students and faculty have clear communication guidelines.
- Engagement of the learner to promote active learning and community is essential in online instruction.
- Online learners benefit from clear assignment guidelines and deadlines.
- Online learners benefit from both individual and group activities.

- Immediate, relevant and continuous feedback promotes learning and satisfaction in online courses. (Zsohar and Smith,2008, 23)

Keebler (2009) conducted a study on online teaching strategies. This study came to the conclusion that online instructional strategies need to take into account a number of pedagogical variables such as, collaboration, interaction, feedback, solving problems, flexibility and autonomous learning.

Bracher (2013) carried out a survey to find out how native-speaker English teachers working at Japanese universities used the Internet in their classes. In 2008, 50 instructors completed a survey about their teaching-related use of the Internet; another group of 50 was polled in 2012. The respondents were asked about their teaching situations and whether they used Internet-based activities in their classes. The results showed that teachers used Internet browsing, email, blogging, online dictionaries, online quizzes, online cloze tests, recording podcasts, online games, text chat, mobile phone learning, corpus software, creating websites, online crosswords, wiki building, voice chat and video chat.

#### IV.METHODOLOGY

For the purpose of data collection, a questionnaire was developed and circulated to all faculty members who taught courses in the English Department in the second semester of the academic year 2013/2014. This questionnaire is divided into two parts (see appendix): The first part is related to certain variables, namely, sex, teaching experience, computer literacy and chosen mode of e-learning. The second part consists of statements related to faculty members' use of online instructional strategies.

## *Validity and Reliability of the Questionnaire*

### *Validity:*

The questionnaire was given to three distinguished referees for testing its validity, and it was modified in the light of their feedback.

### *Reliability:*

To judge the reliability of the questionnaire, Alpha was calculated by the use of the Statistical Package for Social Sciences (SPSS) and the calculated Alpha for this questionnaire was 0.77.

### *Sample:*

As shown in Table 1 below, forty-six (46) faculty members taught in the English Department in the second semester 2013/2014. All faculty were surveyed and only 30 (65.21%) of them returned the questionnaire.

TABLE 1  
DESCRIPTION OF THE STUDY SAMPLE

<b>Variable</b>		<b>Frequency</b>	<b>%</b>
<b>Sex</b>	Male	30	100
<b>Teaching experience</b>	1-5 years	0	0
	6-10 years	7	23.3
	11-15 years	13	43.3
	More than 15 years	10	33.3
<b>Computer Literacy</b>	Weak	0	0

	Good	8	26.7
	Very Good	12	40
	Excellent	10	33.3
<b>Mode of e-learning</b>	Supportive e-learning	22	73.3
	Blended learning	8	26.7
	<b>Compete online learning</b>	<b>0</b>	<b>0</b>

*Results:*

As shown in Table 2 below, online instructional strategies were classified into three groups based on the frequency of their use: Most used strategies with a score range from 70% to 100% (always + often scores), moderately used strategies with a score range from 49% to 69% and least or rarely used strategies with a score below 49%.

TABLE 2  
CLASSIFICATION OF ONLINE INSTRUCTIONAL STRATEGIES ACCORDING TO THE FREQUENCY OF THEIR USE

Score/ frequency of use	Group
<b>70% -100%</b>	Most used
<b>49% -69%</b>	Moderately used
<b>Below 49%</b>	Least/rarely used

Regarding the first research question related to the online instructional strategies used most and least by faculty members in the English Department, Faculty of Language and Translation, KKU. The following percentages and

frequencies were calculated:

*Content*

As shown in Table 3 below, 90% of EFL teachers (70% always and 20% often) publish course(s) learning objectives online via Blackboard. Also, 86.66% of them (63.3% always and 23.3% often) present course(s) content via Blackboard. Furthermore, 66.66 % of the teachers (50% always and 16.6% often) provide directions and guidelines for the online courses whereas 50% of them (20% always and 30% often) use a variety of instructional media such as text, images, videos, animations, and sound. Finally, 20 % of the teachers (6.7% always and 13.3% often) hold virtual classes.

TABLE 3  
PERCENTAGES AND FREQUENCIES OF THE REPORTED USE OF CONTENT  
RELATED INSTRUCTIONAL STRATEGIES

Statement	Frequencies and Percentages									
	A		O		S		R		N	
	F	%	F	%	F	%	F	%	F	%
I provide directions and guidelines for the online courses.	15	50	5	16.6	9	30	0	0	1	3.3
I publish course(s) learning objectives in the syllabus on Blackboard.	21	70	6	20	3	10	0	0	0	0
I present course (s) content via Blackboard.	19	63.3	7	23.3	3	10	1	3.3	0	0

I use a variety of instructional media such as text, images, videos, animations and sound in ordinary asynchronous lectures.	6	20	9	30	11	36.7	3	10	1	3.3
I hold virtual classes via Blackboard windows of Tegrity and/or Elluminate.	2	6.7	4	13.3	9	30	6	20	9	30

Where A= always, O =often, S =sometimes, R= rarely, N= never

### *Interaction*

Table 4 below indicates that 100% of the teachers publish announcements online whenever required and 83.4% of them (46.7% always and 30% often) send course e-mails to students. Also 80% of the teachers (50% always and 30% often) encourage students to get involved in pair work or group work activities and 73.4% of them (26.7% always and 46.7% often) respond to students' e-mails within 24-48 hours.

Furthermore, 56.7% of the teachers (26.7% always and 30% often) get to know students as individuals; 40% of them (13.3 % always and 26.7 % often) make contact with students who are not regular contributors to the discussion and 40% of the teachers (13.3 % always and 26.7 % often) post their photographs and/or biographies. Only 30% of the teachers (6.7 % always and 23.3 % often) use electronic discussion groups; 26.7% of them (16.7% always and 10% often) require students to post an introduction of themselves

to the class and only 13.33% of the teachers (10% always and 3.33% often) hold virtual office hours.

TABLE 4  
 FREQUENCIES AND PERCENTAGES OF THE REPORTED USE OF  
 INTERACTIONAL ONLINE INSTRUCTIONAL STRATEGIES

Statement	Frequencies and Percentages									
	A		O		S		R		N	
	F	%	F	%	F	%	F	%	F	%
I encourage my students to get involved in activities that require participation in pairs or groups.	15	50	9	30	2	6.7	2	6.7	2	6.7
I send course e-mails to students enrolled in my course(s).	14	46.7	11	36.7	3	10	1	3.3	1	3.3
I respond to students' e-mails within 24-48 hours.	8	26.7	14	46.7	7	23.3	1	3.3	0	0
I publish announcements whenever required.	23	76.7	7	23.3	0	0	0	0	0	0
I get to know the students as individuals and let them get to know me as an individual in online courses.	8	26.7	9	30	10	33.3	3	10	0	0
I hold virtual office hours—times I am available for online chats.	3	10	1	3.3	8	26.7	7	23.3	11	36.7

I use an assessment instrument to learn about students' learning styles.	3	10	2	6.7	12	40	7	23.3	6	20
I use electronic discussion groups.	2	6.7	7	23.3	10	33.3	5	16.7	4	13.3
I make contact with students who are not regular contributors to the discussion.	4	13.3	8	26.7	9	30	5	16.7	4	13.3
I post my photograph and/or including a biography of myself.	4	13.3	8	26.7	4	13.3	4	13.3	10	33.3
I require students to post an introduction of themselves to the class as part of the first online assignment.	5	16.7	3	10	4	13.3	7	23.3	11	36.7

Where A= always, O =often, S =sometimes, R= rarely, N= never

### *Assignments*

As shown in Table 5 below, 86.66% of the teachers (53.3% always and 33.3% often) select practical assignments that allow students to apply and practice the concepts learned; 70% of them (30 % always and 40 % often) provide directions and guidelines for work that include examples of excellent, average, and poor work; 63.33% of them (30 % always and 33.33 % often) provide constructive feedback to students in a timely manner and 23.4 % of the teachers (6.7 % always and 16.7 % often) allow students to have a choice in assignments.

TABLE 5  
PERCENTAGES AND FREQUENCIES OF THE REPORTED USE OF ONLINE  
INSTRUCTIONAL STRATEGIES RELATED TO ASSIGNMENTS

Statement	Frequencies and Percentages									
	A		O		S		R		N	
	F	%	F	%	F	%	F	%	F	%
I select practical assignments that allow students to apply and practice the concepts learned.	16	53.3	10	33.3	2	6.7	2	6.7	0	0
I provide directions and guidelines for work that includes examples of excellent, average, and poor work.	9	30	12	40	6	20	3	10	0	0
I allow students to have a choice in assignments.	2	6.7	5	16.7	11	36.7	5	16.7	7	23.3
I provide constructive feedback to students in a timely manner.	9	30	10	33.3	10	33.3	1	3.3	0	0

Where A= always, O =often, S =sometimes, R= rarely, N= never

### *Assessment*

As shown in Table 6 below, 70% of the teachers (40 %

always and 30 % often) allocate some portion of the grade to online activities; 66.7 % of them (56.7 % always and 10 % often) publish online course assessment criteria; 66.7 % of them (26.7 % always and 40 % often) provide online positive and supportive feedback to students in a timely manner and 16.7 of the teachers (6.7 % always and 10 % often) conduct exams online.

TABLE 6  
PERCENTAGES AND FREQUENCIES OF THE REPORTED USE OF ONLINE INSTRUCTIONAL STRATEGIES RELATED TO ASSESSMENT

Statement	Frequencies and Percentages									
	A		O		S		R		N	
	F	%	F	%	F	%	F	%	F	%
I publish the course assessment criteria and prerequisites in the syllabus.	17	56.7	3	10	6	20	4	13	0	0
I allocate some portion of the grade to online activities.	12	40	9	30	6	20	3	10	0	0
I conduct exams online.	2	6.7	3	10	3	10	7	23	15	50
I provide positive and supportive feedback to students in a timely manner for their interactions on Blackboard.	8	26.7	12	40	5	16.7	2	6.7	3	10

Where A= always, O =often, S =sometimes, R= rarely, N= never

Concerning the second research question about the relationship between the instructors reported use of online teaching strategies and teaching experience, instructors' computer literacy and mode of e-learning used, Table 7

below shows that there is a significant positive correlation between experience in teaching and publishing course(s) learning objectives online. Also, there is a significant positive correlation between teachers' computer literacy and making contact with students who don't regularly contribute to the discussion and publishing the course assessment criteria and prerequisites. Furthermore, there is a significant positive correlation between the chosen mode of e-learning and holding virtual classes and using electronic discussion groups.

TABLE 7

CORRELATION BETWEEN THE INSTRUCTORS REPORTED USE OF ONLINE TEACHING STRATEGIES, TEACHING EXPERIENCE, INSTRUCTORS' COMPUTER LITERACY AND MODE OF E-LEARNING USED.

<i>Statements</i>	<i>Experience</i>	<i>Computer literacy</i>	<i>e-learning mode</i>
<b>Content</b>			
I provide directions and guidelines for the online course.	.087	-.269	-.237
I publish course(s) learning objectives in the syllabus on Blackboard.	.363*	-.129	-.277
I present course (s) content via Blackboard.	.208	.143	-.175
I use a variety of instructional media such as text, images, videos, animations and sound in ordinary asynchronous lectures.	.071	-.241	-.238
I hold virtual classes via Blackboard windows of Tegrity and/or Elluminate.	.071	-.154	.547**

<b>Interaction</b>			
I encourage my students to get involved in activities that require participation in pairs or groups.	-.186	.153	-.022
I send course e-mails to students enrolled in my course(s).	.225	.113	-.125
I respond to students' e-mails within 24-48 hours.	.287	-.213	-.197
I publish announcements whenever required.	.115	.147	.024
I get to know the students as individuals and let them get to know me as an individual in online courses.	.163	.194	-.222
I hold virtual office hours—times I am available for online chats.	.032	.254	-.058
I use an assessment instrument to learn about students' learning styles.	-.181	.199	-.004
I use electronic discussion groups.	-.104	.009	.419*
I make contact with students who are not regular contributors to the discussion.	-.213	.330*	-.250
I post my photograph and/or including a biography of myself.	-.041	-.041	-.325
I require students to post an introduction of themselves to the class as part of the first online assignment.	-.203	.139	-.258
<b>Assignments</b>			

I select practical assignments that allow students to apply and practice the concepts learned.	-.312	-.178	.241
I provide directions and guidelines for work that includes examples of excellent, average, and poor work.	-.254	-.105	-.280
I allow students to have a choice in assignments.	-.051	.047	.246
I provide constructive feedback to students in a timely manner.	-.127	-.099	-.227
<b>Assessment</b>			
I publish the course assessment criteria and prerequisites in the syllabus.	-.417	.354*	-.209
I allocate some portion of the grade to online activities.	-.241	-.236	-.320
I conduct exams online.	.287	-.177	-.512
I provide positive and supportive feedback to students in a timely manner for their interactions on Blackboard.	-.062	.003	-.246

\*Correlation is significant at the 0.05 level (2-tailed).

\*\*Correlation is significant at the 0.01 level (2-tailed).

## V. DISCUSSION

Unlike other studies (Johnson and Aragon, 2003; Cuthrell and Lyon, 2007; Stewart , 2008; Zsohar and Smith, 2008; Keebler, 2009; Bracher; 2013), the present study shows that teachers in the English Department, Faculty of Languages

and Translation frequently, moderately, and rarely use a number of online instructional strategies. The frequently used strategies are: publishing learning objectives, presenting content online, publishing announcements online, sending course e-mails to students, encouraging students to get involved in pair work or group work activities, responding to students' e-mails, giving assignments, providing directions and guidelines for work and allocating some portion of the grade to online activities.

The moderately used strategies included: providing directions and guidelines for online courses; using a variety of instructional media such as text, images, videos, animations and sound; getting to know students as individuals; provide constructive feedback to students in a timely manner; allowing students to have a choice in assignments; publishing online course assessment criteria

The least or the rarely used online instructional strategies are: holding virtual classes, making contact with students who do not regularly contribute to the discussion, posting their photographs and/or biographies, using electronic discussion groups, requesting students to post an introduction of themselves to the class, holding virtual office hours, and conducting exams online.

The results of the current study indicate clearly that most of the rarely used strategies are related to interaction while the literature (Cuthrell and Lyon, 2007; Stewart , 2008; Zsohar and Smith, 2008) focused on the significant role of interaction in online learning environments. To improve the quality of e-learning, the use of effective online instructional strategies must be enhanced with special emphasis on holding virtual classes, conducting exams online and stressing the crucial role of interaction and collaboration in

the online learning process. Faculty members can make online teaching and learning collaborative by helping students to work in groups, as they learn better in that manner. According to Hofmann (2003), "Participants in online programs feel more involved in the process, and therefore learn more effectively, when involved in these types of interactive collaborations."

## VI. CONCLUSION

The purpose of this study was to examine how frequently EFL teachers in the English Department, Faculty of Languages and Translation, KKU use certain online instructional strategies and to investigate the relationship between teaching experience, computer literacy, and the reported use of these online instructional strategies. The results of this study showed that teachers frequently used nine online instructional strategies such as, publishing course(s) learning objectives, presenting course(s) content online, publishing announcements, sending and responding to e-mails, involving students in pair work or group work activities, giving practical assignments, providing directions and guidelines for work and allocating some portion of the grade to online activities. The results also showed that six strategies were moderately used by teachers i.e. providing directions and guidelines for online courses; using a variety of instructional media, providing feedback in a timely manner, allowing students to have a choice in assignments and publishing online course(s) assessment criteria. Furthermore, the rarely used strategies were: holding virtual classes, making contact with students who are not regular contributors to the discussion, posting their photographs and/or biographies, using electronic discussion groups, requesting students to post an introduction of themselves to

the class, holding virtual office hours and conducting exams online.

It is extremely important to use effective online instructional strategies with special emphases on interaction. Wu, Yen, & Marek, (2011) suggested “that even a small amount of authentic interaction in English made students more comfortable in applying their skills, more confident in what they learned, and more inspired to make global, cross-cultural connections.” Also, the use of effective online instructional strategies can dramatically enhance online learning environments. Therefore, faculty members should receive the needed training, encouragement and guidance in order to make the most of online teaching environments.

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## APPENDIX

**Dear colleague,**

This questionnaire explores how often teachers use certain online instructional strategies. Kindly read the questions carefully before writing down your answers and please be assured that the results of this questionnaire will be used only for research purposes.

### **Part I - Personal Information:**

Please fill in the form below.

Name (optional)

.....

**1. Sex:**  Male  Female

**2. Teaching experience:**

- A.  1-5 years
- B.  6-10 years
- C.  11-15 years
- D.  More than 15 years

**3. How do you rate your computer literacy?**

- A.  Weak B.  Good C.  Very good D.  Excellent

**4. Which mode of e-learning do your students use? (You can tick more than one answer)**

- A.  Supportive e-learning  
B.  Blended learning  
C.  Complete online learning

## **Part II**

**Please read these questions carefully and tick the appropriate answers. Where, a = always, O = often, S = sometimes, R = rarely, N = never**

<b>A. Content</b>	<b>A</b>	<b>O</b>	<b>S</b>	<b>R</b>	<b>N</b>
1. I provide directions and guidelines for the online course.					
2. I publish course(s) learning objectives in the syllabus on Blackboard.					
3. I present course (s) content via Blackboard.					
4. I use a variety of instructional media					

such as text, images, videos, animations and sound in ordinary asynchronous lectures.					
5. I hold virtual classes via Blackboard windows of Tegrity and/or Elluminate.					
<b>B. Interaction</b>					
6. I encourage my students to get involved in activities that require participation in pairs or groups.					
7. I send course e-mails to students enrolled in my course(s).					
8. I respond to students' e-mails within 24-48 hours.					
9. I publish announcements whenever required.					
10. I get to know the students as individuals and let them get to know me as an individual in online courses.					
11. I hold virtual office hours—times I am available for online chats.					
12. I use an assessment instrument to learn about students' learning styles.					

13.I use electronic discussion groups.					
14.I make contact with students who are not regular contributors to the discussion.					
15.I post my photograph and/or including a biography of myself.					
16.I require students to post an introduction of themselves to the class as part of the first online assignment.					
<b>C. Assignments</b>					
17.I select practical assignments that allow students to apply and practice the concepts learned.					
18.I provide directions and guidelines for work that includes examples of excellent, average, and poor work.					
19.I allow students to have a choice in assignments.					
20.I provide constructive feedback to students in a timely manner.					
<b>D. Assessment</b>					
21.I publish the course assessment criteria and prerequisites in the syllabus.					

22. I allocate some portion of the grade to online activities.					
23. I conduct exams online.					
24. I provide positive and supportive feedback to students in a timely manner for their interactions on Blackboard.					