Attitudes of foreign language teachers in Jordanian universities towards applying information and Modern communication in teaching languages

Abul Razzaq Al-Dulaimi
Professor of Propaganda & Media
Faculty of Mass Communication
University Of Petra
Tel: Ext.3222
Mobile: (00962) 79 7330345
Mail: aaldulyme@uop.edu.jo

Abstract:

Information and communication technology such as CDs and the Internet is considered as recommended means in supporting education and making it more efficient. It is also recommended in managing teaching activities; especially teaching languages and making them easier. Studies which were done on an international level show that information and communication technology provides a distinct quality to develop students in a suitable environment which builds up knowledge through a great variety of technological programmes. This environment also provides students a rich content of encouragement and development. As a result of the great evolution of information and communication technology and the spread of digital technology in the recent years, teaching has witnessed a great transformation in the forms of spreading knowledge in universities. This has been carried out through creating new educational environment in content and methods of teaching. This will be shown through discussing the most important aspects of teaching, the role of teachers in teaching languages in a modern technological environment, media technology and communication, higher education, distance learning, educational programs, digital education channels, educational technology and teaching strategies.

Information and communication technology is defined as a way of electronic means which is stored digitally unlike analogue. It also means the technical aspects of information storage and sending it such as CDs and computer programmes and the final product such as digital videos, boards, sound and art. Consequently, digital media has become the most common media that is used in expressing humankind because it deals with specific details as it uses the most modern and precise equipment, for example the Internet.

This research applies the descriptive method and the researcher uses the questionnaire as a researching aid. The sample study will be 200 teachers from different public and private universities. The practical aspect of the research will be applied, if being accepted in the conference, during the summer course (1/7/2017-1/9/2017).T he researcher predicts the attitudes of foreign language teachers in Jordanian universities towards applying information and modern communication in teaching languages positive.

Key Words: Attitudes, Foreign language teachers, Jordanian universities, Application, Teaching Languages, Information and communication technology

Introduction:

The technological and scientific development has shared in achieving a luxury in university education; especially in supplying communication services in all forms. The last decade witnessed the emergence of new sites for social media, smartphones and electronic applications which attracted millions of users who combined using these sites and the application with their daily lives. As a result, this has become an essential part of the structure of most people's lives. This has helped people in their communication and being

updated with the latest news moment by moment and in changing the attitudes of human behavior in all aspects; political, social and cultural. The development has also helped in changing means of getting information and entertainment and how their users see the world and how they interact with each other. Therefore, the world had become a small village where its individuals communicate easily and exchange information at any time and in any place (Dleimi: 2015 p 78).

The need of new media and social media has increased to achieve many inner objectives such as survival, security and feeling tranquility. Moreover, people need the new media to practise power and influence on others and to help them in taking decisions and understanding the world around them. More importantly, what matters to our research is the applications of the new media which have become essential parts of modern education for media teachers. Thus, the new media is a new chance for launching to support and develop the process of education, which is a chance for competitive comprehensive program in all aspects. Digital technology had provided new flexible means in education and strategy of teaching which were not known before. It also led to the emergence of new challenged for universities and higher education (Mills;Yanes and Casebeer, 2009).

Supposedly, universities will not only respond to this kind of technology but also lead it. It is shown that the members of education institutions in higher education respond slowly to the challenges of digital technology or some of them fight the new teaching patterns which depend on using this kind of technology (Mills, et al., 2009).

Modern education is a kind of teaching depends on using the Internet and computers by teachers and students. Digital technology has developed education tools to cover script, picture, video, sound and games. What is more, Power Point Programs would enrich education, video conferences and virtual world.

Technological development and the use of the Internet have found new challenges for the traditional education pattern that depends on lecturing. (Rodny, 2002) showed some obstacles in implementing the digital technology such as: the absence of active leadership and suitable training, and not having the suitable equipment. Most worryingly, the most important obstacle is the weakness of the infrastructure of the Internet in some Arab countries. On the other hand, learning English as a foreign language is considered as a huge challenge for the members of education institutions in Arab countries such as Jordan; especially this language is the most common used through the Internet as 35.6%, while the Japanese language 9.5%, Chinese 12.2%, Spanish 8%, French 3.7% and Russian 2.5%.

The research results showed that a few number of the members of education institutions don't like to practice the complicated activities. However, Mills thinks that the traditional education (face to face) and classroom interaction help a lot in forming and keeping the feeling of teaching as an educational expert (Mills, et.al. 2009). From this prospect, traditional education would fulfill the needs of the members of education institutions as well as students. Moreover, higher education in some universities resist using digital technology in education as 95% of their staff believe in the efficiency of traditional education and the sanctity of the traditional classroom.

Since 1980, the world has faced tremendous revolution in mass technology as it has developed in all aspects. Satellites, computers, modern services in communication, cable TV, TV, emails, digital information , smartphones and social media are different forms of the technological revolutions that we have witnessed recently (O'Shaughnessy, Michael and Jane Stadler, Media and Society, 2012, 3-4).

The technological and scientific development has helped in achieving individual luxury by supplying communication services in all kinds. In the last ten years, the world witnessed the emergence of new sites

for social media, smartphones and electronic applications which attracted millions of users who combined using these sites and the application with their daily lives. As a result, this has become an essential part of the structure of most people's lives (Hassan Emad Makkawi 1993).

Digital technology has become an essential part in modern teaching methods of language teachers as it is a great chance to support and develop the education process.

Some applications of using digital technology in teaching (Dleimi, 2011, New Media, p 164):

1: Smart Boards
2: Class Blog
3: Social Media
4: YouTube
5: Cloud Sharing
6: Flipped Classroom
7: Using IPad in education
8: Email & Social Media Messaging

University education is in a constant education as well as the great impact technology has on the process of traditional education and developed learning. The researcher states that there are three possible prospects for the future which are:

1: The first prospect: the decrease of the number of higher education institutions has been shown tremendously due to the great chances of education through the Internet. Expectedly, a great number of universities would become just service centers to distribute different education forms to students through the Internet via open education as university fees would be a great factor in determining students' choices (Hasaneen Shafeeq 2010).

2: The second prospect is that communication revolution would have a limit effect on educational institutions as it is a fad and soon will disappear. On the other hand, the huge developments of this revolution; especially the digital one can't be withdrawn (Mohammad Klo Sabah 2001).

3: The third prospect is based on keeping most educational institutions with changes related to their roles. The reports indicate that most universities do not give enough interest on pedagogy, whereas communication revolution will revive this kind of science and the creative interaction by using modern classrooms and labs. The importance of developed education will increase but the main role will be for traditional education institutions. Moreover, assessment criteria will develop rapidly and there will be Internet for libraries and labs which will be a suitable means for spreading information easily, criticizing the latest news and for all kinds of discussions. What is more, the communication revolution will provide the members of education institutions who are isolated geographically or politically all kinds of communication and interaction with all researchers worldwide (Tony Beatz 2015).

Research Problem:

The problem can be summarized in the following question:

What are the attitudes of foreign language teachers in Jordanian universities towards applying information and modern communication in teaching languages?

Research Aims:

1: Showing new and important aspects for using modern technology in teaching different languages from the prospect of language teachers in Jordanian universities who are the research sample.

2: Exploring the attitudes of foreign language teachers in Jordanian universities towards applying information and modern communication in teaching languages who are the research sample.

3: The percentage of language teachers in Jordanian universities who use modern communication technology in teaching different languages from the prospect of language teachers in Jordanian universities who are the research sample.

Research Importance:

1: Focusing on the latest development in using modern communication technology in teaching different languages from the prospect of language teachers in Jordanian universities who are the research sample.

2: Focusing on the experience of Jordan in using modern communication technology in teaching different languages from the prospect of language teachers in Jordanian universities who are the research sample. It is a rare experience compared to others.

3: The research could be considered as a suitable scientific resource in Arab and Jordanian libraries as well as international ones.

4: The research could also be considered as one of the new generation researches that are related to the use of modern communication technology in teaching different languages from the prospect of language teachers in Jordanian universities who are the research sample.

This research is considered as an Arab rare one according to the researcher.

Research Methodology:

The research aims and concept impose using the descriptive analysis method and the researcher uses the questionnaire as a researching aid.

Research Settings:

1: Research place settings: the research was done in Jordan (Jordan University and Yarmouk University which are public and Petra University and Middle East University which are private). It was also done in Jordanian governorates (Amman, Madaba and Irbid), where there are colleges for teaching languages.

2: Research time settings: the research was done in the first semester of 2016/2017. It started on 1-2-2017 till 1-5-2017 and the period study was three months.

3: Research human settings: the research studied teaching languages for both genders (male and female) in the following universities: Jordan University, Yarmouk University, Petra University and the Middle East University.

Research Limits:

According to the nature of the study, its sample and its similarities with educational environment in language colleges in Jordan and the Arab World, the researcher believes the possibility of spreading its results on similar cases in the colleges which teach languages in Arab countries.

Research Terms and Definitions:

Attitudes: The plural of the word "attitude" which means a stable coherent tendency to a respond, situations and individuals. The attitudes contain a group of feelings and emotions directed to certain aims (Dleimi, 2012).

The revolution of communication technology: it means the technological developments in communication that happened in the last quarter of the twentieth century. It was classified as a very fast means and of a great impact which was spread rapidly among people in all societies, containing three fields. The first one is information revolution or what is called the great explosion of knowledge.The second one is communication revolution represented in modern communication technology which started in wired and wireless communication and ended in satellites and fiber optic electronics (AlRahbani 2011). The Internet is a great example of this kind of revolution. As for the concept of technological information, it means all kinds of technology used in running, transmitting and storing information electronically. It consists of computers, linking webs, faxes and all equipment that are used in communication. Consequently, technological communication went in a parallel way with information technology and couldn't be separated by having in common the digital system. Thus, all communication systems have developed and linked with information webs and social media sites such as Facebook, Twitter, YouTube, My Space and others (Dleimi, 2011, New Media and Electronic Journalism, p194-195). It contains the following:

1: Discovery: It will not happen just by doing discontinuous individual researches but by having an environmental research aiming to achieve the required discovery in the specialized and knowledgeable field.

2: Integration: It means sharing in necessary interaction and integration among those who are in the same specialty or other fields that are related. Thus, the academic process had a social cultural responsibility in the same field not just performing the process of education and living isolated of others.

3: Application: It is the practical application either in contributing in the community service of the same specialty or working on useful application of the same field. Universities have been trying to graduate qualified people for work force and who work as a teacher and not applying what they know can't understand the needs of the work force and the profession they belong to.

4: Teaching: Excelling in education does not mean just lecturing but only teaching and developing in the same field (syllabuses, books, teaching aids, etc.…)

Foreign language teachers: They are defined according to the research as those who practice teaching in colleges which teach languages in the two public universities (Jordan University and Yarmouk University) and the two private universities (Petra and the Middle East University).

Jordanian Universities: are (Jordan University, Yarmouk, Petra and the Middle East University).

Research Theories:

Media theories focus on all interactions and processes which combine communication or follow it. Also, they try to give explanations which contribute in comprehending effects and interactions. Therefore, according to the nature of the research and its aims, the researcher deals with the most common media theories related to the conceptual framework of the research topic.

Definition of a theory:

A theory is a group of points of views which try to explain scientific or speculative situations or research in problems related between a person and an issue or cause and causation. The theory means in human studies speculations or assumptions which explain social and media phenomena that are affected with experiences, events, applied scientific researches and intellectual doctrines (Dleime, 2016, Communication Theories in the twenty First Century, p 8). The researcher depends on two theories to prove his research, which are Uses and Gratifications Theory and Depending on Mass Media Theory.

Uses and Gratifications Theory:

Psychologists see that a need is moved by a motive which is defined as a psychological and physiological state that directs an individual to act a specific behavior. As each individual has a number of social and psychological factors that demand certain needs. These factors limit the individual in choosing media means to fulfill those needs. This theory assumes that the public do an active role in the communicative process and they are motivated to achieve certain aims while communicating through different means. It also assumes that needs and motives of individuals are fulfilled by using different means of communication (Dleimi, 2015, Communication Sciences in in the twenty First Century, p 136).

Maqcuell classified needs and motives according to functions as follows:

1: Media function: it is represented in the individual's desire to know what events and situations happen around them in the society and the outer world.

2: Personal Identity function: it is represented in the need to support personal values, behavior patterns, believing in the others' values and acquiring a job to achieve oneself.

3: Social Interaction and cohesion function: it is represented in the individual's need to get acquainted to the others' situations, dialogue and social interaction to support communication with others.

4: Entertainment function: : it is represented in the individual's need to run away from problems, rest, filling their free time and releasing emotions (Mohammad Abd Al-Hameed, Media Theories, 2004, P 216).

On the other hand, this theory assumes that public use media to fulfill their hidden desires as they are who define the kind of media content which they desire so the role of mass media is only to fulfill their needs (Dleimi, Mass Media and the Child, 2012, p 66). Dleimi sorts the gratifications in two kinds:

1: Requires gratifications: They are those gratifications which public seek for in order to obtain them through continuous use of public mass communication.

2: Achieved gratifications: They are those gratifications which individuals gain and get though through their use of public mass communication. Some studies try to support this classification by stressing on two sides:

-What mass media public need?

-What public need from mass media (Dleimi, Mass Media and the Child, 2012, p 73).

Uses and Gratifications theory depends on five assumptions:

1: All individuals are active participants in the process of public mass communication and they use means of communication to achieve targeted aims for their expectations.

2: Using mass communication media expresses individuals' needs which are controlled by individual factors so they differ according to individuals (Hamed Zahran, 2003, p 321).

3: Stressing on the fact that it is the public who choose the content and the messages which fulfill their needs as they use mass communication media not vice versa.

4: Individuals can always specify their needs and motives.

5: Common cultural criteria can be noticed though the use of mass communication media not only from the content (Dleimi, Studies and Researches in Media, p 1990).

Depending on Mass Media Theory:

This theory depends on the use of mass media can't be isolated from the effect of the society where we live. The effect of mass media increases when their function is transferring information extensively (Dleimi, 2016, Communication Theories, p 89). The extent of depending on mass media depends on the following differences:

1: Personal aims
2: Personal status
3: Expectations related to possible benefit of mass media content
4: Easy access to the content

Melvin De Fleur and Sandra Rokeach who are the establishers of this theory state that there are a group of effects resulting from individuals depending on mass media (Melvin L. De Fleur &Sandra B. Rokeach, 2005, P 424). There are three basic effects:

1: Cognitive Effects: They include the cognitive effects of mass media according to the theory of depending on mass media which are: exploring mystery, attitudes formation, interest priority, breadth beliefs and values.

-Mystery: It is a problem resulting either of lack of information or contradictory information.

-Attitudes Formation: It is using mass media to get information in forming the attitudes towards controversial issues in the society.

-Interest Priority: It is when mass media play a role in arranging public priorities when the public depend on mass media to know the prominent issues and the urgent problems in the society.

-Breadth Beliefs: Mass media share in the breadth of beliefs which individuals know as they learn from people and different places from mass media. These beliefs are classifies in categories belonging to family, religion or politics which reflect the main interests of social activities.

-Values: They are a group of beliefs shared by a community who desire to promote them and keep them such as honesty, freedom, equality and forgiveness as mass media play a great role in clarifying the importance of these values.

2: Emotional effects: They are associated with certain expressions such as feelings or emotions. The emotional effects of mass media can be noticed and measured through emotional laziness, carelessness, fear, worries, emotional support and alienation.

-Emotional laziness: To be exposed massively to violence in mass media would lead to carelessness and not desiring to offer help to others when violent actions happen in real world.

-Fear and anxiety: When mass media show violent actions, disasters and assassinations, it evokes fear in the recipients as well as worry of being victims to those violent actions in reality.

-Emotional support: Among emotional effects of mass media is raising the morale of citizens as Klapp stresses on. Therefore, societies where mass media plays major roles have a high morale among individuals resulting of feeling of unity and coalition.

3: Behavioral effects: These effects are limited in two main behaviors because of depending on mass media according to Fleur & Rockeach. They are activation and inactivity.

-Activation: It means when an individual does an action when being exposed to mass media and it is the final result of uniting emotional and cognitive effects.

-Inactivity: It means being inactive and avoiding doing the action and this kind of effect has not been studied enough (Dleimi, 2012, Mass Media and the Child, p 79).

The functions of these two theories in this research:

These two theories are associated mainly with the topic of the research and they complement each other to prove the result of the research which is the great effect of using digital technology in teaching languages from the perspective of foreign language teachers in Jordanian universities. This research also states that using digital technology by teachers and students is to fulfill their different needs in communication and interaction and this is what Uses and Gratifications Theory discussed. Moreover, teachers and students depend on mass media in their personal and scholastic needs and this is what justifies Depending on Mass Media Theory.

Using modern communication technology in learning and teaching:

Using modern communication technology in learning and teaching has a great importance in developing the process of education in universities. Thus, it increases the interaction between students in exchanging information and getting it easily without being in the same place or the same classroom as it was in traditional method of teaching. It also makes the process of communication between students easier and between students and teachers as well. There are several ways of technology that are used in integrating technology with education starting from PC to others such as: laptops, smartphones, the Internet and social media. Moreover, using digital technology is considered one of the most modern fields in education because teachers have been looking for more ways to help them in performing their teaching ways. Sometimes, teachers use colored photos and sometimes they use stereoscopic shapes. Besides that, they use whiteboards, telescopes, microscopes, educational films, data show, educational TV and other ways of teaching. Despite

the fact that there are numerous methods of teaching, each one has its specific aim. However, some of these methods are expensive and complicated which have made a lot of schools not buying those (TFN Lareed & George 2005).

In the last years, using digital technology started in learning and teaching in the modern countries. It is not merely one educational aid but a group of methods ion one. It has a lot of functions which can't be achieved by other means of teaching methods because it provides an interactive educational environment of two sides. It is also considered as a syllabus or an entrance in the field of education of different academic subjects. Consequently, this way of teaching has developed at the same time of the development of computers and teaching methods. Most importantly, it has become a great phenomenon which has its significance and effects on the process of education.

The success of this process depends on preparing teachers for the future as the integration of digital technology and communication with the project of teaching has a main role in developing the education process. Education institutions effect directly on a great number of individuals especially focusing on teaching foreign languages using digital developed labs (F.E.A.D.A.B, Tony Beetz, 2014). The researcher finds that there are a lot of educational aspects have changed as a result of using technology in learning and teaching, which would affect the future of the educational process. Here are some aspects:

1: Classroom environment: It was restricted in the past on some students and a teacher with some teaching aids, while now there are a lot of aids which bring the whole world to the classroom. Therefore, development is now on process such as Steel Node Classroom which is equipped with moveable chairs with IPad or Laptop that replaces the scholastic book. Hence, all required materials are available on the Internet which represents no-paper-future schools.

2: Traditional tests which can be excluded or minimized by having electronic tests synchronized or non-synchronized. They are commonly used in developed universities where students can do the exams electronically and be accessed directly.

3: A diversity of educational templates that are available for teachers in order to choose the right method of teaching in the classroom according to suitable circumstances (Tony Beetz, "2020 Vision: Expectations for Education Though Internet and after" 2015).

The researcher states that there are several educational, expressive and vocational excuses for using digital technology in all developed forms and kinds in education such as: (Dleimi, 2011, Educational Media).

> 1: Tutorial Programs
> 2: Drill and Practice Programs
> 3: Problem Solving Programs
> 4: Simulation Programs
> 5: Games Programs

Information Communication Technology term has appeared in education with the development of the Internet and modern communication and technology. As a result, classrooms have expanded to the extent of obtaining the information at any time and any place through the Internet and doing international conferences and questionnaires. Also, a teacher can give a feedback to students electronically and this kind of technology has shared in expanding students' knowledge through many aspects: (Glen, Maria & D Augustine, 2008).

1: Collecting information through webs, processing it and comparing it with what is applied in labs.

2: Solving problems that can be faced through studying by using different technological means as in reality.

3: Using computer simulation programmes in analyzing many scientific experiments.

4: Exchanging information through different means of communication such as emails and social media.

Previous Studies:

The researcher couldn't find enough previous studies in the same topic directly due to scarcity of researches in this topic. Here are the foreign and Arabic previous studies that have been studies by the researcher:

1: Eid, Naemeh Muhammad Mahkameh, 1973, New Attitudes towards Teaching Foreign Languages,

2: Bab, Fernek, 1987. Computers in Teaching Foreign Languages in Scandinavia

3: Abd Al-Majeed, Muaweyah, 2000, Learning Languages with the Help of Computers: Theory and Application

4: Al-Jarf, Reema Saad, 2006, the Extent of Electronic Learning Efficiency in Teaching English Language in University Education in Saudi Arabia

5: Abdo, Eid and others, 2006, Recommendation of Teaching Foreign Languages in Public Sector in Arab Countries Seminar.

6: Ibrahim, Abo Al-Souod, 2010, Internet Role in Preparing Graduates and Teaching Languages: Towards Strategic Vision in Education in the Arab Countries.

7: Prospective Language Teachers' Perspectives on the Use of Technology in the Foreign Language Classroom: Survey of Attitudes towards the Practical Implications and Outcomes of Lessons Incorporating Technology: Assel Chaklikova, Kazakh University of International

8: Relations and World Languages, Kazakhstan, Kamilya Karabayeva, Kazakh University of International Relations and World Languages

9: Barriers to the adoption of ICT in teaching Chinese as a foreign language in US universities CHUN-YU LIN University of Illinois at Urbana-Champaign, National Taipei College of Business, Taiwan CHANG-HUA CHEN National Academy for Educational Research, Taiwan 2014

10: RELATIONAL ASPECTS BETWEEN ICT AND THE MODERNIZATION OF DIFFERENTIATED AND INDIVIDUALIZED TEACHING OF FOREIGN LANGUAGES IN HIGHER EDUCATION NICULESCU Georgeta OBILIŞTEANU "NICOLAE BĂLCESCU" LAND FORCES ACADEMY, , ROMANIA2016

11: TEACHING AND LEARNING FOREIGN LANGUAGES WITH ICT Alina NEGOESCU BĂLCESCU" LAND FORCES ACADEMY, SIBIU, ROMANI2016

Comments on the Previous Studies:

This research differs from previous studies as it deals digital communication technology in teaching foreign

languages from the perspective of language teachers in Jordanian universities. The use of technology is a challenge that is faced by the **members of education institutions** in Jordanian universities which are the sample study of the research. Moreover, this study focuses on the latest developments in using digital communication technology in teaching foreign languages from the perspective of language teachers in Jordanian universities. It also focuses on Jordan experience in using digital communication technology in teaching foreign languages from the perspective of language teachers in Jordanian universities which are the sample study of the research. It is a pioneering experience compared to other experiences in the region and it could be considered as a suitable scientific reference in Arab and Jordanian libraries and what is more in international ones. Moreover, this research is considered as one of the new generation researches which are interested in using digital communication technology in teaching foreign languages from the perspective of language teachers in Jordanian universities which are the sample study of the research. It is also a pioneering Arab research according to the researcher as it deals with the following dependent variables which are: gender, experience, university, academic rank and kind of college.

Research Methods:

Descriptive Method: It is considered as a broad and flexible umbrella which contains a number of minor methods and syllabuses like social surveys and status and field studies. This descriptive method is based on specifying the phenomena traits and describing its nature and kind of relationship between its causes and its variables. It also deals with all aspects of a problem and identifies its reality. Some researchers consider that this kind of method contains all other methods except the historic and experimental methods since describing process is a common issue among all kinds of scientific researches. The descriptive method depends on explaining then current situation whatever it is and defining situations and all relationships between variables. It is not only a data descriptive collection but also an analysis and explanation of given data. It also measures and classifies given results. The importance of this method is considered greatly by scientists because this kind of method is suitable for studying social states objectively through what it gets from data by using scientific research techniques and tools (Dleimi, 2015, Lectures of Higher Education Studies of Media and Information Faculty at Petra University).

Research Tool:

The researcher has developed the research tool which is the questionnaire to collect data and has depended on the method of virtual honesty. The questionnaire has been shown in its first draft to some specialists in Media and teaching foreign languages of members of institutions in Jordanian universities consulting them on the viability of the items of the questionnaire or adding any ones. After having modified the questionnaire and taken into consideration the opinions of the specialists, the questionnaire was distributed to the sample study and collected. Then, data was processed technologically to analyze it statistically.

Research Society:

The research society represents all foreign language teachers of Jordanian universities and they were 200 teachers in public and private Jordanian universities (according to the information given by faculty institutions to the researcher).

Sample Research:

A sample was taken randomly as a research sample study. 100 questionnaires were distributed to foreign language teachers of Jordanian universities with a percentage of 50 % of the sample study. The researcher aimed the targeted faculty institutions of teaching foreign languages in four universities (Jordanian University,

Yarmouk University, Petra University and Middle East University). 99 questionnaires were collecte4d back and one questionnaire was dismissed from research aims. 98 questionnaires were analyzed and table (1) shows the description of sample study characteristics:

Table (1)
Distribution of sample research according to personal and job variables:

Variable	Variable Class	Number	Percentage%
Age	Less than 30 years	4	4.1
	From 30-40 years	21	21.4
	From 41-50 years	13	13.3
	51 years and more	60	61.2
Gender	Male	68	69.4
	Female	30	30.6
Academic Status	Master	32	32.7
	PhD	66	67.3

This table shows those ages from 51 and more are the majority and the number of males is more than the number of females. Also, the number of those who have PhD is 66, which is a positive indication.

Table (2)
Total years of experience in university teaching:

Variable	Variable Class	Number	Percentage%
Experience	From 3 to 7 years	21	20.8
	From 8-12 years	21	20.8
	From 13-17 years	16	16.7
	18 years and more	40	41.7

This table shows that those who have experience more than 18 years are the majority, which is a positive indication.

A questionnaire was designed about language teachers' opinions towards using modern communication technology in teaching different languages in Jordanian universities and it was as follows:

Part One: It contains the following information (Gender, Age, Marital Status, Academic Qualifications, and Years of Experience in University Teaching).

Part Two: It contains paragraphs which cover variables and topics of study.

Answers were classified according to Liquert Pentacle Scale and were measured in five answers: agree strongly, agree, neutral, disagree, and disagree strongly). The answers were also given numbers from 1-5 since number 1 shows disagree strongly, number 2 disagree, number 3 neutral, number 4 agree and number 5 agree strongly.

Research Tool Stability:

Research Tool Stability was affirmed by arbitration and finding Cronbach's alpha value of the tool in its final form and for each aspect of the research and the results were as follows:

Table (3)

Cronbach's alpha value of internal consistency of the tool and of each aspect of the research:

Topic	Variable	Number of paragraphs	Cronbach's alpha
1	Assessment of education curriculum that are approved in teaching foreign languages	20	0.79
2	Applications of digital communication	4	0.82
3	Assessment of used communication digital applications	10	0.81
4	Assessment of digital communications achievements in mental development	11	0.76
5	Academic preparation to use digital communication techniques	8	0.78
6	Using digital communication applications in teaching	5	0.77
7	Extent of digital communication benefit	5	0.77
1-7	Amount	69	0.78

Statistics Analysis:

SPSS.16. were used in analyzing data of the answers of the questions of the research and its assumptions. Percentages and frequency were amounted to describe the sample research characteristics and to calculate the mean and standard deviation of the questions of the study.

View Results:

Answers of the questions:

Answer of question one*:* How much is the assessment of the members of institutions of education curriculum approved in teaching foreign languages in Jordanian universities?

Mean and standard deviation of the expectations of the sample study of the research were found according to the assessment paragraphs of education curriculum by the members of institutions and table (4) shows that.

Table (4)

Mean and standard deviation of the expectations of the sample study of the research to the assessment paragraphs of education curriculum by the members of institutions:

Number of Paragraphs	Mean	Standard Deviation	Rank	Level
1	4.20	0.53	2	High
2	4.18	0.80	3	High
3	4.30	0.89	1	High
4	3.80	0.70	9	High

5	3.79	0.77	9	High
6	3.82	0.75	8	High
7	3.60	0.73	19	High
8	3.50	0.91	20	High
9	3.90	1.08	5	High
10	3.64	0.97	16	High
11	3.61	0.72	18	High
12	4.15	0.60	4	High
13	3.88	0.93	6	High
14	3.67	0.94	14	High
15	3.85	1.04	7	High
16	3.40	1.02	20	High
17	3.75	0.96	12	High
18	3.66	0.71	15	High
19	3.74	0.85	13	High
20	3.87	1.12	11	High
Total Average	3.81	1.62	-	High

The above results in the previous table show the expectations of the members of institutions to using modern communication in teaching different languages from the perspective of language teachers in Jordanian universities. The results show that the level of assessment was high since the total average amounted to 3.81 with standard deviation amounted to 1.62. As for the paragraphs, paragraph three which states: "topics of education curricular of teaching foreign languages are characterized with interdependence and integration" was number one with a mean of 4.30. Moreover, paragraph 16 which states: "education curricular of teaching foreign languages directs students to auto learning skills" was also a high level with a mean of 3.40.

Answer of question two: What are the digital applications that are used by members of institutions during work?

Table (5)
Mean and standard deviation of the expectations of the sample study of the research to the assessment paragraphs of digital applications that are used by members of institutions during work:

Number of Paragraphs	Mean	Standard Deviation	Rank	Level
1	3.45	1.34	1	Moderate
2	3.35	1.40	2	Moderate
3	3.32	1.64	3	Moderate
4	2.95	1.50	4	Moderate
Average	3.26	1.47	-	Moderate

The above results in the previous table show that the most important of modern applications that are used by the members of institutions during work are web sites which were number one with a mean of 3.45 while the least application used was script application with a mean of 2.95 moderately.

Answer of question three: How much was the assessment of the members of institutions to modern communication applications and uses in teaching courses of foreign languages in Jordanian universities?

Table (6)

Mean and standard deviation of the expectations of the sample study of the research to the assessment paragraphs of modern communication applications and uses in teaching courses of foreign languages in Jordanian universities.

Number of Paragraphs	Mean	Standard Deviation	Rank	Level
1	3.60	1.50	3	High
2	3.30	1.11	18	Moderate
3	3.37	1.31	7	Moderate
4	3.40	1.35	5	Moderate
5	3.89	1.23	2	High
6	2.85	1.45	9	Moderate
7	3.55	1.37	4	Moderate
8	3.19	1.42	8	Moderate
9	3.25	1.30	10	Moderate
10	4.40	0.88	1	High
Average	3.48	1.29	-	Moderate

The above results in the previous table show a high perspective towards using modern communication applications in teaching courses of foreign languages in Jordanian universities with a mean of 3.84 moderately according to the criteria that is used.

Answer of question four: How much is the assessment of modern communication contribution in achieving the intellectual development?

Table (7)

Mean and standard deviation of the expectations of the sample study of the research to the assessment paragraphs of modern communication contribution in achieving the intellectual development:

Number of Paragraphs	Mean	Standard Deviation	Rank	Level
1	4.30	0.80	2	High
2	4.15	0.90	3	High
3	4.10	1.01	4	High
4	3.80	1.30	10	High
5	3.89	1.35	9	High
6	3.50	1.25	11	Moderate
7	3.06	1.40	12	Moderate
8	4.76	0.90	1	High
9	3.89	1.05	8	High
10	4.18	1.10	5	High
11	3.88	1.15	7	High
Average	3.95	1.11	-	High

The above results in the previous table show a high perspective of the members of institutions of foreign languages in Jordanian universities towards using modern communication technology in achieving the

intellectual development with a mean of 3.95 moderately according to the criteria that is used.

Answer of question five: How much is the assessment of academic rehabilitation of using modern applications of mass media in teaching?

Table (8)

Mean and standard deviation of the expectations of the sample study of the research to the assessment paragraphs of academic rehabilitation of using modern applications of mass media in teaching:

Number of Paragraphs	Mean	Standard Deviation	Rank	Level
1	3.50	1.20	2	Moderate
2	3.45	1.21	1	Moderate
3	3.45	1.12	4	Moderate
4	3.35	1.15	5	Moderate
5	3.44	1.25	3	Moderate
6	2.90	0.98	7	Moderate
7	3.12	1.08	8	Moderate
8	3.11	0.79	6	Moderate
Average	3.29	1.09	-	Moderate

The above results in the previous table show a moderate average in the level of academic rehabilitation of using modern applications of mass media in teaching from the perspective of the members of institutions of foreign languages in Jordanian universities with a mean of 3.29 moderately.

Answer of question six: How much is the assessment of the members of institutions of Jordanian universities of using modern communication applications in teaching?

Table (9)

Mean and standard deviation of the expectations of the sample study of the research to the assessment paragraphs of using modern communication applications in teaching:

Number of Paragraphs	Mean	Standard Deviation	Rank	Level
1	3.73	1.38	7	High
2	3.95	1.14	8	High
3	3.50	1.35	2	High
4	3.71	1.31	4	High
5	3.37	1.38	5	High
6	3.95	1.14	3	High
7	3.50	1.35	6	High
8	3.71	1.31	11	Moderate
9	3.37	1.38	1	High
10	3.95	1.14	10	High
11	3.50	1.35	9	High
Average	3.62	1.29	-	High

The above results in the previous table show the assessment of the members of institutions of Jordanian universities of using modern communication applications in teaching at a high level with a mean of 3.62.

Answer of question seven: How much is the assessment of the members of institutions of Jordanian universities of the benefit modern communication?

Table (10)

Mean and standard deviation of the expectations of the sample study of the research to the assessment paragraphs of how much benefit of using modern communication:

Number of Paragraphs	Mean	Standard Deviation	Rank	Level
1	3.743	1.384	1	Moderate
2	3.37	1.40	2	Moderate
3	3.31	1.64	3	Moderate
4	2.98	1.50	5	Moderate
5	3.11	1.44	4	Moderate
Average	3.24	1.46	-	Moderate

The above results in the previous table show the paragraph: "Using modern communication personally gives u a great secure" with a mean of 3.24 moderately.

Results:

To sum up, modern communication technology has provided a great potential in learning and education fields, thus using the Internet in teaching has developed the process of education. Moreover, this kind of technology has contributed in changing methods of teaching and the teacher-student role through interactive demonstrations and attractive effective ways of teaching. It also uses colours, pictures, sounds and videos to provoke initialism more than traditional methods of teaching. What is more, it had enriched students needed information according to their specialty which increases the effect of the process of teaching and minimizes learning time. Other than that, it increases the students 'activity in learning and enables teachers to be exposed to new teaching experiences which can't be reached in other ways. Consequently, this has given a great energy to learning and teaching systems as to what it had provided of quick and effective communication in all forms: individual, public and massive.

Besides that, modern communication technology has provided great information, learning-teaching situations which fulfill the target objectives and the potential of researching. All this has enriched the increasing desire of using modern communication technology in the process of education. This kind of technology has given students the required status in the process of education, where they share effectively in discussions, experiment, research, judge and assess situations. Hence, students' life has become a joined series of learning and training, which is the bases of an effective interaction with teachers and peers in all aspects. Students can lecture or give opinions and participate in planning and doing different activities. Also, modern technology has given the suitable status of teachers by describing them as engineering of teaching environment and forming teaching situations. Moreover, teachers can be mentors to their students and follow up their students' activities.

So, it has made a dramatic change in teaching and learning strategies and guided teaching individualism and group teaching through exploring and team work. It had also provided the learner self-dependence and

achievement by taking decisions convincingly and choosing the kind of education that suits their potential and needs to lead them to excellence. The researcher shows that using modern communication technology and what associates with it such as computers and national or international information webs which has changed teaching from solid systems to flexible ones. Moreover, these webs have changed teacher role from just a receiver to explorer and researcher using developed technology to have the ability to create, innovate and depend on oneself.

Recommendations:

1: The necessity of encouraging teachers in departments and faculties which teach foreign languages in using digital communication technology in teaching.

2: Increasing workshops in quality and quantity for those who need them from teachers to develop their skills in using digital communication technology in their work.

3: The importance of activating of using digital communication technology in teaching foreign languages and considering it as an assistant of getting information besides other means of getting it.

4: Mentoring the students of foreign languages to get as much benefit of massi8ve learning sites on the Internet as it depends on researching sources of information provided by digital technology.

5: Developing creative potential of students to comprehend the rapid development of digital communication technology which has provided students more chances to increase his creativity and self-capabilities. It also helps students to look for learning resources where students learn to use this kind of technology in learning, developing and investing time to enrich one's mind not losing time.

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