

The Effectiveness of Online Learning: A comparative Study Focusing on Students' Level of Performance in Reading Comprehension at Sabah University

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■ Abstract:

The current technological era has witnessed a great advancement in the world of online teaching and learning, and consequently merged in the educational procedures as methods or means of teaching. Online teaching and learning, for example, has become a common method that is used equivalently or sometimes alternatively to face-to-face teaching and learning methods. Moreover, the issue of using modern communication technologies for teaching and learning is a very important procedure used by many educational institutions. The purpose of this study is to compare the level of learners' performance in reading comprehension of an online course to that of traditional procedure in reading course. This study is analytical in nature and the findings were obtained from a descriptive analysis. Questionnaires, and observations were used to specify the level of performance of both groups (traditional and online) and the differences between them. The course was designed for undergraduate students at English Language Department, Sabah University. The questionnaire was administered to 30 Libyan undergraduate students to measure their aspects of online and face-to-face learning. The results reveal that using online learning in teaching Libyan students was effective to a great extent, and there were no statistically significant differences could be credited to the traditional learning. The findings also demonstrate that Libyan students had a positive attitude towards online learning.

● **Keywords:** - Face-to-face teaching, online education, online learning, students' performance.

■ المستخلص:

لقد شهد العصر التكنولوجي الحالي تقدماً كبيراً في عالم التعليم والتعلم عبر الإنترنت، وبالتالي تم دمجها في الإجراءات التعليمية كطرق أو وسائل للتدريس. وبذلك أصبح التدريس والتعلم عبر

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الإتترنت علي سبيل المثال طريقة شائعة يتم استخدامها بشكل مكافئ، و أحيانا بشكل بديل لأساليب التدريس والتعلم وجها لوجه. علاوة علي ذلك فإن مسألة استخدام تقنيات الاتصال الحديثة في التدريس والتعلم هي إجراء مهم للغاية تستخدمه كثير من المؤسسات التعليمية. الهدف من هذه الدراسة هو مقارنة مستوى أداء الطلبة في مادة استيعاب القراءة عبر الإنترنت بمستوى الإجراء التقليدي في المادة. فقد تم تصميم الدراسة لطلاب قسم اللغة الإنجليزية بجامعة سبها. فكانت هذه الدراسة دراسة تحليلية في طبيعتها، وتم الحصول على النتائج من التحليل الوصفي عن طريق استخدام الاستبانات والمشاهدة لتحديد مستوى أداء المجموعتين (التقليدية والإتترنت) والفرق بينهما لقد تم اجراء الاستبيان الذي يحتوي على ثلاثون طالبا جامعييا لبيبا لقياس جوانب التعلم عبر الانترنت والتعليم وجها لوجه. أكدت النتائج ان التعليم عبر الانترنت كان في تدريس الطلاب الليبيين كان فعالا إلى حد كبير. ولم تكن هناك فروق ذات دلالة احصائية بينهما. أظهرت النتائج أيضا أن الطلاب الليبيين لديهم موقف إيجابي تجاه التعلم عبر الانترنت.

● الكلمات المفتاحية:- أداء الطلاب ، التعليم الإلكتروني، التعلم ، التقليدي.

■ Introduction

Teaching and learning are integral reform processes in the development of higher education. They are the processes that include many variables. It is widely adapted by educational institutions, it has now become an integral part of modern-day teaching process. In fact, the_pandemic situation of COVID-19 has increased the necessity to adapt such alternative methods that force use of online education for the study programs to continue. Thus, online teaching becomes as an obligatory means of teaching/learning. In regular situation, online teaching does not get much attention in Libyan schools and universities. According to Chung, (2011), and Reichert (2010), emphasis that the focus would be on learning performance and competencies together. Although, the focus is towards teaching/learning to deal with the student's aspirations and responsibility, yet there are still some difficulties in defining what-good or quality of teaching/ learning is. Adedoyin & Soykan. (2020) state that learners prefer online learning to acquire knowledge by themselves independently where as teachers see it as a chance to experience teaching skills. Further Husmann & Miller. (2003) refers to the quality of teaching and learning in which that this process of education from over the past decades is still the same the only difference is the ways of approaches through over the period of time.

As mentioned above, the world is facing health crises as a consequence of

COVID-19 which has spread globally, and Libya is one of this word. However, Libya is unstable due to conflicts. Therefore, universities are devising an alternative way of delivering their programs. Deciding which alternative way to choose from, would require a better understanding of how face to face and online learning can be alternatives to each other in such cases. Consequently, teachers are playing an important role in the teaching/learning process. The earliest studies, in fact, focused on the teachers' behavior and personality as a main factor in effective teaching process.

According to Ratheeswari (2018), the online learning and teaching is a process between the teacher and the learners and the teacher is responsible in developing the students' performance by using different ways of introducing such as What Sapp, Zoom and Google Classroom. As well as sharing the activities and assignment online. In addition, the use of communication technology encourage learners to learn and applying the skills they need. Hussin, (2017) asserts that technology should be applied through all the communities including schools and universities in different ways.

This study takes a form of comparison between online and face to face teaching procedures. It investigates the suitability of online teaching procedure to Libyan educational environment.

Many studies show that more effective ways to introduce instruction and training have positive effect on student's performance. Several studies suggest that online teaching/learning approaches can be effective as traditional classroom. Some studies have focused on learners satisfactions with online learning particularly in the transform to online learning from traditional approaches. Richard and Haya, (2009) state that the Internet has become one of popular method to provide available resources for research and learning for both teachers and students. Further, and due to the rapid of technology, the Internet has become a facilitation tool to many learning and teaching methods. The world is facing health crises that led to serious restrictions to face to face teaching. Libya, is facing both the COVID-19 and the political instability which causes political unrest and conflicts.

As a result of these crises, the higher education in Libya has moved to offer online learning. Online classes are generally conducted through a learning management system. In which students can view their courses syllabus and academic progress and communicate with other students and their teachers as well. On the other hand, face to face learning is an instructional method where course contents and learning materials are thought in person to person (teacher

to students). This allows for a live interaction between a learners and teachers. Altwaijry et al (2021) point out that the transition from traditional to online learning provide a chance for cultural change in education. Furthermore, Amir et al 2020 declares that the distance helps learners to share and provide materials and access to study resource.

According to Cappel, & Hayne (2004), several educational institutions and universities conveyed the new technology environment to be used as a new method to deliver information and instructions to their students. This happens through the use of online classes, sending and receiving emails from students, and video meeting, etc.

■ The Purpose of the study

The purpose of this study is to compare the level of learners' performance in reading comprehension of an online course to that of traditional procedure at Sabah University. Based on the importance of reading course in learning a second language, this study is an attempt to find out students' performance of reading at an online course.

■ Research Problem

Online learning developed many years ago and it has become an integral part of modern-day teaching. However, it does not take a place in Libyan institutions and universities. Universities are devising alternative ways of delivering their programs due to the pandemic. In deciding which alternative way to choose from, it would require a better understanding of how face to face and online learning are compared in terms of their operations. It is interesting to note that there is a surprisingly weak empirical evidence within the students' performance while comparing the face to face and online teaching methods. This study may also be useful for teachers at universities to improve students' learning and teaching processes. It is hoped that the findings of the study will help universities teachers to know better about the effectiveness of using online learning/teaching processes. This study constitutes a guiding steps guideline for the teachers thinking of teaching online at Sabah University.

■ Background of the Study

Different innovations of language teaching are been brought to the higher education program to be merged with the traditional teaching approaches. The tendency is more towards a communicative language teaching than to traditional grammar teaching. Where as in the past learning was face to face, today it is via the Internet. However, innovations in educational programs

have recently been endorsed, new teaching strategies and approaches have been adopted. Language teachers are trying to bring new innovations into their teaching activities. Teaching process is not an easy task and it has to be interesting enough to remove the anxiety of learners. For this reason, language teachers need to adopt different techniques to teach language more effectively and interestingly with the rapid growth and availability of technology. Teachers are incorporating different additional arrangements and mechanisms to the education system. This study attempts to answer the following research questions by comparing students' performance in reading comprehension courses that are taught remotely and face to face at Sabah University.

Research Questions:-

Q1- To what extent online learning differ from face to face learning?

Q2- To what extent students' performance differ when taught remotely to face-to-face teaching?

■ Literature Review

Teaching and learning are the main processes of educational communication. They can be understood within the concept of communication as a message of delivery process from the sender to the receiver. S. Jaggars and T. Bailey (2010) Believe that many researchers hold on the effectiveness of online education. On the other hand, many studies conclude that there is no practical or statistical difference between the academic performance of online and traditional courses. A. Lizzio, K. Wilson, and R. Simons (2010) Elaborate that, many studies have found that there are differences in students' performance in which they were better in online classes than on face to face courses. However, also, few studies show the opposite opinion. Like L. Y. Muilenburg and Z. L. Berge (2007). Show the opposite opinion.

E-learning does not require students to travel to have classes. Students can have their classes, and their materials of the course from a safe place. Universities can provide collaborative and assisted learning services to their students by using online courses. E-learning provides a complete educational solution that provide a better access to high quality education around the world. This research reaches the online teaching/learning by knowing its effect in emergency cases. According to Nunamaker et al, (2004), most of universities and higher education institutions have created virtual learning environment in which a wide range of levels and disciplines are managed. E- Learning is not a new term in the world of technology. It was known

from the beginning of the Internet services. But not all universities and high institutions of education adopted the program. In the last few years, most of higher education programs have resorted to online learning as the primary system for learning, E-Learning has shown a significance benefit in the education field.

Hazwani et al. (2020) points to the important of internet connection was most important factor of the impact of e learning. In addition, the management personal to improve and provide the learners with access of the internet. The learners should know how to use the various application that they need while using technology, and they should now the effectiveness of technology in learning process.

Moore, M and Tait, A. (2002) mention that online teaching/learning has become of paramount importance in higher education at the last century with the new technology, and number of studies clarify its values to learners through the wide use of computers. Stephenson, J. (Ed). (2001). state that some studies have compared online learning with the face-to-face learning and the results have shown the strengthen and the effectiveness of the former. Van Schaik et al, (2003) report in a study of moving from traditional learning to online learning that there is no difference between the two types of teaching and learning in their results. Similarly, Chung, C. (2011), report, that they measured students' performance through a test score and it found out that there was no significant difference in learning performance of both kinds of learning. Such results can be used as a support for online learning in higher education.

Online learning is effective in terms of performance and outcomes; however, the effectiveness cannot be considered a definite conclusion According to a study on the impact of online learning during pandemic, the study shows that learners' comprehension of learning materials, motivation, and interaction and learning outcomes in online learning. It includes the right using can promote motivation and increase the effectiveness of online learning (Satyawan et al., 2021).

It shows how it can facilitate the process, collaborate and support students for learning. Moreover, Campos, M, Laferriere, T, & Harasim, L. (2001) report on the move to collaborative activities through online courses with experienced teachers in teaching and learning, is a good step to achieve a good learning. They considered some roles to be followed by both the teachers and learners to establish a good environment. Baskin (2001) states that online environment enhances the collaborative process of learning. Shabha G. (2004). Asserts that online learning as a way that learner can learn at any time

and any place through the Internet. E-learning includes information transfer between the teacher and the student in which materials are sent to learners who then respond with assignments and examinations.

There are two types of online learning which are asynchronous and synchronous. Asynchronous e-learning allows the student to adhere to time and schedule, without live interaction with the teacher. While synchronous e-learning includes interacting with the teacher via the Internet. In other words, online learning depends on technical training and it provides students with default environment in which students collaborate on different activities. Moreover, e-learning enhances teacher and students to interact and engage with each other to clarify the importance of changes in online practices that universities and institutions of higher education offer to facilitate access of these virtual courses.

Zaidan, and. Norazah, (2011) state that this kind of learning faces some challenges, and one of these challenges is the lack of technological environment in some countries.

Cao et al (2020) point out that Lifestyle during using distance learning has been reflected in people's daily habits, such as sleep and social media use, according to a study. While using online learning, people increased their use of digital devices until bedtime.

Additionally, online education can lowering costs and offer a standardized method to conduct content. In addition to the possibility of cost savings, e-learning has educational potential beyond traditional methods. For example, multimedia competences can be used with learning exercises to allow learners to realistically apply concepts, or using cartoons that can help to clarify concepts and events that are difficult to portray in traditional classes. It can be more accurate communication of consequential ideas.

E-learning can deliver new information effectively that cannot included in traditional sources. Rocca, (2010) declares that online learning motivated students to learn during Covid-19 isolation. Also, using online learning supply a new perspective on learning.

However, there are some disadvantages of online learning in which some studies reported that. For example, a study by Laine (2003) concluded that asynchronous e-learning was not effective method to stand alone to deliver information technology. Further, e-learning eliminates classroom interaction, where a significant amount of real learning takes place as users assimilate information, utilize software, apply knowledge to problem. According to Laine,

(2003) Limitations of e-learning that have been identified as a sense of learner isolation. Brown, K. Provides learner frustration, anxiety, and confusion. In order to improve the students' performance, the online learning has blended to the traditional learning. The way of learning has improved to provide an independent, active, and simulations learning. Reiser (2001) refers that regarding the benefits of E-learning, it gives a suitable environment for both teacher and student without any limitations. Moreover, provides the flexibility for students to enhance their outcome. It makes the content of the class easy for students to access.

Davis (2000) and Koohang & Durante (2003) define blended learning as the learning method that combines elements of online and traditional learning. According to Richard, (2003) learning aims at the best delivery method. Wang, Y. Point out that blended learning require students to complete the online courses and then join the physical class to share the knowledge and exercises. This give a chance to the class to be more effective. Moreover, the online learning elements can be used after discussing the content of the lesson to students by using the traditional learning methods.

As can be seen from the previous studies, online learning influences in reading comprehension and it is widely proven. It's crucial to pay attention to this type of learning. Since it can lead to a greater awareness of different types of teaching and learning methods, which can be a useful method for inferring and learning.

■ **Methods**

The current study applied questionnaire, and observation. The mixed approaches of qualitative and quantitative were followed. This study was an analytical in nature and the findings were obtained from a descriptive analysis. They were used to specify the level of performance of both groups (traditional and online) and the difference between them. This study tests the effectiveness of online and traditional learning methods to measure students' performance in reading course. The data used in the study come from two different groups in third semester at Sabah University. One taught in a traditional, face-to-face settings and the other taught online. The class was met twice a week. The period of each class was forty-five minutes for six weeks. All learners had similar reading materials. Two groups have a similar period of time and materials. The only difference is the method of teaching. The questionnaire was designed to test students' reading comprehension. The purpose of the questionnaire is to evaluate and investigate how they learn reading skills. The researchers handed out a questionnaire to the students. The

questionnaire is divided into three direct questions and statements. The three general questions are at the top and give information about age, gender and level of English language.

The sample of the present study comprises 30 Libyan learners studying at the Department of English at Sabah University, Libya. The participants were from third semester and they are studying various English courses at the college. They were divided into two groups; each group consists of 15 students. They were 10 males and 20 females. Their ages ranged between 19 to 24 years old.

The aim of the questionnaire was to investigate the impact of online learning in reading course on Libyan learners' performance as well as the purposes of using it. Further, it is aimed to compare the two types of learning (online and in class learning). The questionnaire is divided into three direct questions and 10 statements. The three general questions are at the top and give information about age, gender and level of English language. All the participants were asked to complete a Likert scale comprised 10 valid questions related to the online and classroom learning and traditional learning. The questionnaire involved four-point Likert-scale (strongly agree, agree, strongly disagree and disagree). During the administration of questionnaire respondents were informed the purpose and how they fill in the questionnaire. To measure the validity of the research, state the degree of accuracy of the research measuring tool of the actual content being measured. A questionnaire is valid if the question or statement in the questionnaire can reveal something in which it will be measured Nisfiannoor (2009). The results showed that the questionnaire was reliable as it indicates a high level of reliability. In terms of the process of data collection methods, the following procedures were done: concerning the questionnaire, the researchers gained permission from the teachers to see the students. Afterward, the researchers met the students and notified them about the main aim of their study.

The study has also used an observation for data collection. Different teaching/learning situations are observed to investigate the assumption of this study that whether teachers applied different teaching methods to achieve their goal of both types of learning and motivate their students' performance. The classroom observation process was based on different instructional and routines of the traditional classroom and online teaching. The observation lasted for four weeks of fourthly minutes per day twice a week. The observation practices shed light on the teachers' instructions of the face-to-face and online classes and of what strategy and techniques were used. The over-all purpose of the researchers' observation was to investigate the students' performance

in the classroom and on the online classes. After limiting the participants, the researchers contact the subjects to get the permission for carrying out the observation of the study. Both classes were observed equally during the instruction classes. To provide an in-depth and thick sense of collected data. All the observations were video recorded. Heath, (2010).

■ Findings

The effectiveness of the use of online and traditional learning for teaching reading comprehension to Libyan learners.

Table 1 demonstrates the effectiveness of the use of online and traditional learning for teaching reading comprehension to Libyan learners.

Statement		SA %	A %	SD %	D %
1	The learning method makes the Subject easier to be learned. DL TL	12 (80%) 10(66.6%)	10(66.6%) 8(53.3%)	7(46.6%) 6(40%)	6(40%) 5(33.3%)
2	The learning method makes instructional materials easier to be comprehended DL TL	11(73.3%) 14(93.3%)	10(66.6%) 14(93.3%)	5(33.3%) 8(53.3%)	7(46.6%) 6(40%)
3	The learning method makes the instructional material be learned in an appropriate place and time DL TL	10(66.6%) 13(86.6%)	9(60%) 12(80%)	6(40%) 8(53.3%)	6(40%) 7(46.6%)
4	The learning method makes the syllabus contents completely presented DL TL	12(80%) 14(93.3%)	11(73.3%) 13(86.6%)	9(60%) 10(66.6%)	8(53.3%) 9(60%)

5	The learning Method motivates Your learning activities DL TL	13(86.6%) 10(66.6%)	12(80%) 13(86.6%)	10(66.6%) 7(46.6%)	9(60%) 9(60%)
6	The learning method makes you more diligent DL TL	12(80%) 9(60%)	11(73.3%) 10(66.6%)	9(60%) 6(40%)	8(53.3%) 7(46.6%)
7	The learning method is more convenient for you DL TL	13(86.6%) 11(73.3%)	12(80%) 11(73.3%)	10(66.6%) 8(53.3%)	8(53.3%) 9(60%)
8	The method facilitates your communication with the teacher And classmates. DL TL	14(93.3%) 13(86.6%)	13(86.6%) 12(80%)	9(60%) 7(46.6%)	8(53.3%) 7(46.6%)
9	The learning material/ recorded lectures are more effective than face-to-face teaching classroom Situations. DL TL	12(80%) 14(93.3%)	11(73.3%) 12(80%)	8(53.3%) 7(46.6%)	6(40%) 5(33.3%)
10	Student interaction with student and beneficial student feedback. DL TL	9(60%) 12(80%)	10(66.6%) 11(73.3%)	8(53.3%) 6(40%)	9(60%) 7(46.6%)

Note: SA: Strongly agree, A: Agree, SD: Strongly disagree, D: Disagree.

DL: Distance learning, TL: Traditional learning.

Generally, the findings reveal that the use of distance and traditional teaching/learning is very effective for teaching reading comprehension. As Table 1 shows, a high proportion of the respondents strongly agree (80%) that distance learning method makes the subject easier to comprehend, (66.6%) agree while (53.3%) respondents of traditional learning indicated high level of agreement. And (33.3%) showed the disagreement followed by (93.3%) who asserted that traditional learning method makes instructional materials easier to be comprehended. And (40%) showed the disagreement, (46.6%) and (40%) indicated strongly disagree. In addition, over half of the respondents of traditional learning (86.6%) have the view that the learning method which makes the material instructional can be learned in appropriate place and time, and (80%) of respondents agree. while (66.6%) of respondents are strangely agree that distance learning makes the material instructional can be learned in appropriate place and time, and (40%) are strongly disagree. The analysis also indicates that 25 respondents maintained that the learning method makes the syllabus contents a real assist for them to do their assignment for both ways of teaching and learning. (93.3%) of traditional respondents strongly agree that that the learning method makes the syllabus contents a real assist for them to do their assignment, and (66.6%) of respondents are strongly disagree. Therefore based on the respondents' views of using online and face-to-face teaching/learning in reading comprehension course, online teaching online teaching is effective to large extent. As clearly shown, (80%) of distance learning respondents agree that the learning method motivates your learning activities, and (66.6%) strongly disagree. (86.6%) of traditional respondents agree with that, and (46.6%) of respondents agree. (73.3%) of respondents shown an agreement about the learning method makes you more diligent, and (80%) shown strongly agreement of the traditional learning. (60 %) respondents of distance learning indicated high level of strongly agreement about the student interaction and (66.6%) of respondents disagree. While (73.3%) respondents of traditional learning indicated high level of agreement the learning material/recorded lectures are effective as face to face teaching classroom situation. (80%) of distance learning respondents agree, and (53.3%) of respondents disagree, (60%) shown strongly disagreement. There was a slight difference related to the agreement with timely feedback to students (DL). The method facilitates communication between the teacher and classmates (DL) and the

interaction between students in both groups. The reliability test result also show that the instrument reliability is very high. The questionnaire shown that students tends to favor online learning.

The purpose of doing the observation is to concentrate on general issues of teaching and learning through online and traditional classes. It mainly concentrates on know how the process of teaching and learning is conducted through different methods. It also sees the possibility of applying these methods to improve the process of teaching and learning. That is an evidence in which the teachers do use an appropriate method to enhance their students' performance. Teachers played their role by using these methods. Obviously, the teachers use these methods of teaching and learning to show similarities and differences between them. The main important point is to know how are these two types of teaching and learning effect on the students' performance in reading comprehension course and how the online and face to face teaching method impact students' performance.

For this reason, we thought observation is necessary. It is observed that teachers face many troubles and difficulties while delivering their classes. This is because of the poor equipment, lack of the Internet access, insufficient teaching aids, inappropriate teaching resource material, and lack of training. It is clear that learners find difficulties in improving their teaching and learning approaches. Knowing which activities and techniques that teachers use with the available materials in their classrooms and online classes, we observe the activities and techniques used in the both face to face classes and online classes. It is clear that the use of a variety of activities plays a significant role in improving students' performance. It is clear that teachers are aware of the benefits of using different activities in both ways of teaching. Additionally, focusing on Learner's performance in the classroom is a verbal interaction. It is clear that the number of learner's participation is less than what we expect. Most of learners do not actively interact in classroom. Classroom activities seemed bored and uninterested. We observe that the teachers follow classical ways in using texts with similar teaching methods all the time. There is no interaction between teachers and students and between students themselves. Whereas in the online classes, the students have their freedom to interact either with their teachers or with their classmates and feeling less anxious. Some students felt bored with the similar ways of teaching and activities in the classroom. For example, in the reading session

we observe that, a teacher asks students individually some reading comprehension questions. Then she asks students' opinions individually, and there is no pair work or group work. While the teacher asks one student, the rest of the students sit quietly and waiting for their turn.

As a result, students in online class are more engaged, they remember more, and achievement increases. Students learn better when they enjoy what they are doing. It shows that, the students reaction in both classes are varied, and observation tend to favor online learning. While observing the both groups, students in online class are fluent in their reading, doing their activities quickly rather than the face to face class. Further, their interact with their teacher and with each other is smoothly. This could essentially due to the fact that teacher is focusing on applying the online teaching method. The reason for collecting information through observation, is that we need to support some feedback of teachers about the students and their levels of performance

■ Results and Discussions

The results yield by the current study demonstrated that using both methods of teaching and learning is very effective in learning reading comprehension by Libyan learners.

The main purpose of this study was to find out how the use of different types of teaching affect students' performance of a specific course. Our findings confirm that these two methods of teaching enhance the Libyan students' performance. The data analysis has shown that both teachers and students think that the use of face to face and online teaching facilitate language teaching and learning in diverse ways.

Based on the findings, of the study there is a combination of factors that influence the effectiveness of online learning program which includes the assessment, benefits, constraints and the delivery method. The assessment, benefits and constraints are dependent on the design of the course. The course delivery can influence the evaluation of the effectiveness of online program. Each of these variables have either a positive or a negative impact on the effectiveness of online learning. It was determined that there was a slight difference in the level of student's performance in favor of the online learning.

The face to face group appeared to have a stronger preference for teaching

face-to-face, which show the practicality and activity. The online group appeared to have at least an equal, if not stronger preference for teaching online. Which was shown in the observation group. However, Van Schaik (2004) show that online learning can be an effective in terms of learning outcomes. The results gathered from the observation showed that there is a favor to the online classes. They show that online learning was helping students to become more self-directed and teachers to be more facilitative and innovative. The questionnaire responses also identified a difference in their responses. The majority of participants in both groups tend to favor online learning.

Clearly, the online learning facilitate student-to-student communication, and enable student collaboration, with teachers in a less controlled role. Moreover, the learning objects of online teaching changed their application through different preparation. The university mode of planning online courses requires a longer period of time and lacks flexibility during the teaching process. In comparison, face-to face teaching is still more flexible and suitable for planning, as teachers can change activities during the teaching process.

The similarities and differences of opinion appeared through online questionnaire questions explain and interpret the consistent beliefs, intentions and actions about their teaching. Though the face to face group learning expressed a stronger preference for face-to-face teaching. The online group equally preferred online environment. They think that students were becoming more self-directed and independent, and the teacher's roles' as instructors more facilitative.

The results of this study demonstrate that using both types of learning is a very effective in language learning by Libyan learners. These findings go in line with Richard and Haya's (2009) study which revealed that the Internet has become one of popular method to provide available resources for research and learning for both teachers and students. Similarly, Penalvo et al., (2020). Shows that online learning and face to face methods are two types of learning, efficient and valuable methods for learning. The findings of this study are parallel with what was previously found by Albalawi, (2007) who noted that the Saudi higher education system was gradually shifting from a traditional face-to-face to online system. In a similar vein, Jaggars and Bailey,(2010) demonstrate that online learning among learners was very effective method.

■ Conclusion

Based on the results of the present study, both online and face-to-face methods,

have a positive and effective impact on learning of reading comprehension for Libyan students. The purpose of this study was to compare the level of learners' performance in reading comprehension of an online course to that of traditional procedure in reading course at Sabah University. The study demonstrate the use of traditional and online teaching and learning in teaching reading comprehension in different ways. The questionnaire shows divergent opinions. Since the findings of the present study do not represent all the Libyan learners in the department of English, it is recommended that further research involve a larger number of students to generalize the findings of the study. More research is also needed to further investigating the use of different ways of teaching in the Libyan colleges as there is a lack of studies in this area. It is also suggested that future research would enable academicians to make better decision on how e-learning can be used more effectively under several circumstances.

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