

## **Instructor-Based Evaluation of Using E-Learning Among EFL Students in Iraq**

**Presented by: Inst. Dr. Anwar Jawad Kadhim**

**[Aj8450845@gmail.com](mailto:Aj8450845@gmail.com)**

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**الكلمات المفتاحية: تقييم، التعليم الالكتروني في العراق، نظام ادارة التعلم،  
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## Abstract

Life may be a continuous handle towards innovation and E-government with all diverse parts. In such a business, how can E-learning offer assistance to move forward a country and offer assistance in developing a nation? This believe gives a careful foundation on E-learning and how it has come around. This study aims to focus on examining the preferences of instructors toward E-learning in teaching English as a foreign language in Iraq when life is intensive with technology. Also, this paper attempts to answer the following question: Do instructors in Iraq agree with using E-learning for teaching English as a foreign language?

The respondents they think about are the teachers, who are included within the e-learning, whereas information was analyzed by utilizing the computer program SPSS form 16 and Microsoft exceed expectations. This study concluded with the following:

- 1.E-Learning in Iraq can change Higher Instruction successfully within the setting of the Arab world.
2. The unused innovation in learning offers unbounded openings for making strides in instruction.

تقييم التدريسي لاستخدام التعليم الالكتروني بين طلاب اللغة الانكليزية كلغة اجنبية  
في العراق  
م.د أنوار جواد كاظم  
[Aj8450845@gmail.com](mailto:Aj8450845@gmail.com)

### مستخلص البحث باللغة العربية

الحياة عملية لا تتوقف نحو التكنولوجيا والحكومة الإلكترونية بجميع أجزاءها المختلفة. في مثل هذه سبل العيش ، كيف يمكن أن يساعد التعليم الإلكتروني في تحسين الأمة والمساعدة في تقدم البلد؟ تقدم هذه الدراسة خلفية شاملة عن التعليم الإلكتروني وكيف تم تحقيقه. تهدف هذه الدراسة للتركيز على تفضيل التدريسيين تجاه التعليم الإلكتروني في تدريس اللغة الإنجليزية كلغة أجنبية في العراق عندما تكون الحياة مكثفة مع التكنولوجيا. كما تحاول الإجابة على السؤال التالي: هل يتفق المدرسون في العراق على استخدام التعليم الإلكتروني لتدريس اللغة الإنجليزية كلغة أجنبية؟

- المشاركون في الدراسة هم المدربون الذين يشاركون في التعليم الإلكتروني ، بينما البيانات تم تحليلها باستخدام برنامج SPSS الإصدار 16 ومايكروسوفت اكسل. وخلصت هذه الدراسة إلى ما يلي:
- 1- يمكن للتعليم الإلكتروني في العراق أن يحول التعليم العالي بشكل فعال في سياق العالم العربي.
  - 2- توفر التكنولوجيا الجديدة في التعليم فرصًا لا حصر لها لتحسين التعليم.

## 1. Presentation

The coming of modern advances that encourage communication and information-sharing around the world has had a checked impact on removing instruction (DE). Technology-based activities are being executed around the world as a implies of progressing quality and extending get instruction for already underserved divisions of the populace. With this usage, in any case, it has gotten to be clear that to be fruitful in an innovatively interceded learning environment, understudies have to create modern abilities and alter behaviors that were fruitful in a conventional face-to-face classroom (Cleveland-Innes, Garrison, & Kinsel, 2007). As the investigations and encounter growth, separate teachers, ended up more mindful of the ought to plan programs that react to the particular needs of learners of different districts and societies. On each landmass, one can discover activities to create fitting conveyance strategies, educational programs, assets, and back that utilize cutting-edge advances to progress instruction quality and adequacy and to address the specific needs of nearby learners (Hedberg & Ping, 2004; Kumar, 1999; Kanwar, 1999). Electronic learning is utilized, these days as another choice for up near and individual preparation. It utilizes in-wrinkles to a prompt degree with the increase in the number of understudies. This has made educators apply an incredible bargain of thrust to help the learners with getting intuitively substance that's stacked with media because it has been illustrated that it contains a basic effect on the method of learning. The impact of online diaries and wikis has additionally been examined on learners' joint exertion and reflection and it accounted for that they both have useful results.

E-learning has been presented as an instrument within the learning preparation within the lion's share of universal colleges around the world.

### **1. Aim of the Study**

This thinks about points to the taking after:

1. Examine the preference of instructors toward E-learning for teaching English as a foreign language.
2. Identify the possibility of a statistically significant difference in the reality of e-learning in Iraqi universities.

### **2. Research question.**

This paper attempts to answer this question:

Do instructors agree with using E-learning for teaching English as a foreign language in Iraq?

### **2. Literature Review and Related Studies.**

E-learning has been characterized in various ways and definitions of e-learning, online learning, technology-enhanced learning(TEL), and evacuate learning are regularly secured (Moore, Dickson-Deane & (Moore, Dickson-Deane & Lady yen, 2011). For outline, Urban and Weggen (2000) center on substance transport and characterize e-learning as “the movement and characterize e-learning as “the delivery of substance through all electronic media, counting the web, intranets, extranets, disciple broadcast, sound/ tape, intuitively TV, and CDROM”. Agreeing with Me yen et al., (2002) e-learning can be defined as the “acquisition and use of knowledge distributed and facilitated by electronic means”, a definition that focuses on knowledge acquisition. Khan (2005:3) characterizes e-learning as “an imaginative approach for conveying well-designed, learner-centered, intelligently, and encouraged learning environment to anybody, wherever, anytime by utilizing the attributes and resources of various digital technologies along with other forms of learning materials suited for open, flexible, and distributed learning environment”. This definition incorporates viewpoints on the instructional method as well as substance and gets to. While ( Rosenberg,2001:28) defines e-Learning as “the use of Internet

technologies to deliver a broad array of solutions that enhance knowledge and performance”.

Also, Garrison and Anderson (2003:4) define e-Learning as “a serious commitment to understanding the diverse highlights of this medium and the ways it can be utilized most favorably to impart learning”. The term “e-learning” is characterized by (K. H. Charge by (K.H. Fee.2005) as “any learning that includes utilizing the web or intranet..” A year later (S.Z. Keith.1996) made the definition more generalized by indicating that it is “anything delivered, enabled, or mediated by electronic technology for the explicit purpose of learning” (K. Cheng, 2006). According to (CH Li, J. Masters. 2009) “e-learning needs to not stand for electronic; it got to be a truncation for “evolving, overhauled, all over, each time and everybody.” The quotation of (T. FitzPatrick.2012) shows most of the advantages of e-learning for learners and instructors. E-learning has created significance as an educator gadget essentially like development has made and progressed all through a long time. Interests, there have been a greater number of endeavors at moving improvement than in endeavoring to comprehend the prerequisites and learning styles of individual learners and guidelines diagram.

There are many studies in this field from these: “Challenges of Implementation E-Learning Platforms in Iraqi Universities”. By Nazhat S. AbdulRazak & Mariam A. Ali (2019). This investigation points to target the issues experienced by e-learning in Iraq and offers some recommendations that may contribute to reducing this delay to promote educational reality. An electronic questionnaire was published for students and teaching staff, in which 30 questions were asked. The number of tests taking an interest in a survey was 100 Teachers, understudies, and instructors. Comes about of the survey appeared that they have completely aware of the basic execution of electronic learning and its delay reasons. This investigation casts light on impediments to the utilization of e-learning strategies in instructing and learning for scholastic individuals and students at open colleges in Iraq. Moreover, this

investigation put forward a few sees on how to decrease the delay of Iraqi colleges within the application of e-learning and this does not cruel that Iraq cannot keep pace with innovative advancements within the world, but on the opposite, this is often an incentive to begin spreading mindfulness around the significance of e-learning and give the vital subsidizing, the proper preparing, giving free courses and workshops, assurance of mental rights against robbery, taking care of the foundation, giving security and security and progressing the part of the Service of Higher Instruction. Iraq can keep pace with advancement since of the rate of mindfulness among the students and teaching staff on the importance of this technology and the importance of their inclusion in the educational process. Also “Moreover “Barriers and Openings of E-Learning Execution in Iraq: A Case of Open Universities”. By Ahmed Al-Azawei & et al (2016). This present study pointed to highlight challenges that prevent the successful usage of e-learning in Iraq and suggest conceivable arrangements to handle them. Include up to 108 respondents purposely took a portion in this request. They comprised of scholastic staff (N=74), teachers in charge of e-learning (N=3), and undergrad understudies (N=31). Three strategies were utilized to gather information: a study instrument, semi-structured interviews, and center bunches. Information was at that point analyzed and detailed quantitatively and subjectively. This gave an in-depth understanding of the current status of e-learning in open Iraqi colleges and highlighted major preventions to its fruitful application. Based on this examination, the ponder proffered numerous proposals that ought to be considered in arrange to completely advantage of e-learning innovations.

### **3. Research methodology:-**

The respondents they consider are the instructors, who are included in e-learning. A conventional study was conducted to evaluate instructor-based evaluation of using e-learning among EFL students in Iraq so that they are chosen to urge way better comes about. Irregular inspecting was utilized to gather the

information. (20) items were received and finally used for data analysis. Information was collected by employing a survey embraced. The questionnaire consists of (20) items divided into three fields: the first one is trends of e-learning, the second is possess of e-learning skills and the third is obstacles of e-learning. The respondents of this study were asked to rate on a two- point Liker scale 1 being concurred and 2 creatures oppose this idea. See tables (1) and (2).

**(Table: 1) Shows gender and experience in the sample.**

Gender		Experiences	
Male	14	1-5	9
Female	21	6-10	20
		11-15	6
<b>SUM.</b>	<b>35</b>	<b>35</b>	
<b>AVE.</b>	<b>17.5</b>	<b>11.66</b>	

**(Table: 2) Shows the result of each item of the questionnaire.**

Items	Agree	Percentage	Disagree	Percentage
<b>Trends towards e-learning</b>				
1. E-learning can be a viable way of learning.	21	42.9%	14	57.1%
2. E-learning has a critical part these days of the intensive use of innovation.	32	88.6%	3	11.4%
3. E-learning offers a great learning opportunity and has to integrate with self-efficacy and intrinsic motivation to support the learner for more benefit.	32	91.4%	3	8.6%
4. E-learning is utilized these days as another choice to connect people and individual preparation.	33	91.4%	2	8.6%
5. E-learning can be seen as a communication means through modern technology, for example, TV. Programs,	34	91.4%	1	8.6%

social media, and other technical means.				
6. E-learning is considered a branch that is emerging from informational technology and has been integrated into many universities of educational programs.	<b>31</b>	<b>88.6%</b>	<b>4</b>	<b>11.4%</b>
7. Using E-learning creates an intrinsic need among the students for learning, communicating, and collaborating for knowledge sharing can optimize the effectiveness of learning and teaching.	<b>19</b>	<b>54.2%</b>	<b>16</b>	<b>45.3%</b>
8. E-Learning Platform in line with social media is beneficial for the students to learn more complicated subjects; avoid mind wandering, understand the concepts when simulated properly, and also adequately blog with their peers on and off the class regularly.	<b>22</b>	<b>62.8%</b>	<b>13</b>	<b>37.2%</b>
9. The ministry of higher education has recently spent much effort in trying to respond to rapid technological innovations in teaching and learning.	<b>26</b>	<b>71.4%</b>	<b>9</b>	<b>28.6%</b>
<b>Possess e-learning skills</b>				
10. Instructors are aware that to prepare electronic materials, they need to spend very much time.	<b>30</b>	<b>82.9%</b>	<b>5</b>	<b>17.1%</b>
11. Instructors are reluctant to use e-learning for specific reasons like bad networks and electricity.	<b>29</b>	<b>80%</b>	<b>6</b>	<b>20%</b>
12. The idea of E-learning has turned out to be	<b>28</b>	<b>80%</b>	<b>7</b>	<b>20%</b>



dynamically fundamental within the field of progressed instruction and educator bunches.				
<b>13.</b> In e-learning, instructors can add posts, and videos, and send emails for enhancing students' understanding.	<b>34</b>	<b>94.3%</b>	<b>1</b>	<b>5.7%</b>
<b>14.</b> In e-learning, instructors permit educators to make reviews to gather criticism	<b>32</b>	<b>88.6%</b>	<b>3</b>	<b>11.4%</b>
<b>Obstacles of E-learning:</b>				
<b>15.</b> The difficulty of applying the tests electronically, and the Oversight of tests during cheating.	<b>30</b>	<b>85.7%</b>	<b>5</b>	<b>14.2%</b>
<b>16.</b> The difficulty of tracking the attendance and absence of students.	<b>25</b>	<b>71.4%</b>	<b>10</b>	<b>28.5%</b>
<b>17.</b> E-learning education experience is a recent experience and I did not get enough training.	<b>28</b>	<b>80%</b>	<b>7</b>	<b>20%</b>
<b>18.</b> External factors hinder e-learning, such as power outages.	<b>27</b>	<b>77.1%</b>	<b>8</b>	<b>22.8%</b>
<b>19.</b> The lack of technical and technical support to address any emergency malfunction during the process of learning.	<b>30</b>	<b>85.7%</b>	<b>5</b>	<b>14.2%</b>
<b>20.</b> Students depend on others to send assignments.	<b>31</b>	<b>88.5%</b>	<b>4</b>	<b>11.4%</b>

#### **4. Information investigation**

Data were entered, altered, and analyzed by utilizing the computer program SPSS form 16, and Microsoft exceed expectations by applying the taking after strategies; Cronbach's alpha, relationship, and Relapse. Cronbach's Alpha To check the inner unwavering quality of the instrument, Cronbach's alpha was run. The esteem of Cronbach's Alpha comes to 0.827 which

is over the standard esteem proposed by (Nummally, 1978) of (0.744) this appears that our instrument is solid and ready to certainly apply distinctive measurable tests and translate the comes about with confidence.

It was noticed from the questionnaire that the mean of the field of trends of e-learning is (2.08) while the standard deviation is (0.61), also the third, fourth, and fifth items in this field are “The e-learning offers a great learning opportunity and has to integrate with self-efficacy and intrinsic motivation to support the learner for more benefit” and “The e-learning is utilized these days as another choice to connect people and personal training” and “E-learning can be seen as a communicating means through modern technology, for example, TV. Programs, social media, and other technical means” have obtained the highest score of agreement 91.4%, while the first item which is “The e-learning can be an effective way of learning” has obtained the lowest score of agreement 42.9%. So this field came at the third grade among the fields of the study.

Also, it was noticed that the mean of the field of possessing e-learning skills is (3.70) while the standard deviation is (0.90). So this field came at the first grade among the fields of the study. Too, it was taken note that the fourth thing in this field which is “In e-learning, the teachers can add posts, videos, and send emails for enhancing students’ understanding” has obtained the highest score of agreement 94.3%, while the second and third which are “Instructors are reluctant to use e-learning for specific reasons like bad network and electricity”, and “Idea of e-learning has turned out to be progressively essential in the field of advanced education and instructive groups” have obtained the lowest score of agreement 80%.

While the mean of obstacles in the E-learning field is (2.82), and the standard deviation is (0.78). So this field came at the second grade among the fields of the study. Although most instructors agree with using e-learning for teaching the English language because it considers a communication means and offers a great opportunity for learning through using videos, posts, and emails for enhancing students’ understanding, also most of them agree

with a preference towards various e-learning methods like video, database, feedback, online quiz, Blogs, etc., they oppose this idea with this thing of the survey “The e-learning can be a viable way of learning” within the rate (57.1%) because of many disadvantages of e-learning, they are;

1. Decreased students' motivation towards learning and their orientation to games and entertainment sites. This is due to spending a lot of time in front of a computer screen and websites.
2. It may reduce the level of creativity and innovation in students' answers, which are often pre-programmed.
3. We still lack teachers who can use digital technology in a way that they can deal with, and teach through it professionally.
4. E-learning is missing an important element of the educational elements, which is the classroom interaction based on active and lively discussion and dialogue. This would lose the educational-learning process and the human dimension.
5. E-learning neglects to take into account learning patterns when preparing the educational material, whether in synchronous or asynchronous learning.
6. The inability to integrate learners according to their needs and mental levels, as is available in schools, causes some groups of students to lose opportunities to learn and study.

On other hand, it noticed that the sixth item in the field of obstacles of E-learning which is “Students depend on others to send assignments” has obtained the highest score of understanding 88.5%, while the second item which is “Difficulty of tracking the attendance and absence of students” has obtained the lowest score of agreement 71.4%

According to the results above this study answer the question that the researcher adopted “Do instructors agree with using E-learning for teaching English as a foreign language in Iraq?”

**Table (3) The cruel and standard deviation for the areas of the survey.**

No.	Field	Mean	Standard deviation	Grade	Score
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1.	Trends towards e-learning	2.08	0.61	3	Good
2.	Possess e-learning skills.	3.70	0.90	1	Excellent
3.	Obstacles of E-learning.	2.82	0.78	2	Very good

## Conclusion & Suggestions for Further Studies :

### 1. Conclusion

According to the results above E-Learning in Iraq can change higher instruction successfully within the setting of the Middle Eastern world, driving changes inside the learning experience and mapping out pathways to triumph for everyone committed to mixed learning.

Modern innovation offers unbounded openings for progressing instruction and the recognition of viable utilization of these advances is distant behind what got to be. In this way, the Iraqis have been incapable to procure the ideal advantage at all levels of operation, but the display level of utilization is empowering and there's trust for advancement and a brighter future.

### 2. Suggestions for Further Studies:

- Media awareness of e-learning in all its forms and dissemination of culture computing in society.
- Holding seminars and lectures to enlighten education men about education e-mail and a statement of its objectives and advantages.
- Training instructors and urging them to take advantage of modern technologies.
- Qualifying the future teacher in universities and teacher colleges.
- Coordination of the subject of informatics in the science educational module.
- Providing educational equipment and programs for schools and universities means of communication.

- Providing technical and material support for the advancement of e-learning.
- Work on the possibility of communication between the various categories of the educational sector.

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