

## A Program to Develop the Students' Awareness Of E-Learning and Its Applications in English in The Foundation Program of Babylon University

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### ABSTRACT

This research aims to determine the level of familiarity that English language students at Babylon University, Iraq, have with e-learning and its applications. It also uses descriptive and experimental methods to determine the impact on student performance of various e-learning patterns and tools. Researchers utilize a scale that contains 25 multiple choice questions and an evaluation card on English-language e-learning programs to gauge students' awareness of e-learning. Sixty university students, both male and female comprise the study's sample. In the end, there are two outcomes. In the first place, it has been found that students' awareness of English language e-learning is low, with statistically significant disparities in understanding between male and female students. Before and after developing an e-learning awareness program, students' average scores showed statistically significant variations. According to the report, students and professors alike should be educated about e-learning best practices and the importance of adopting the pilot awareness program across all majors.

## INTRODUCTION

There was a significant information revolution at the beginning of the twentieth century. The birth of the internet, the most important technological achievement of this century, was one of its most significant manifestations (Harris, 2005). Ebooks, e-bookshelves, electronic libraries, electronic bookshelves, and electronic scales are only some of the concepts that have been introduced as a result of this technological revolution and its accompanying dissemination (Keller, 2005).

Electronic learning is one of the most significant concepts to emerge from academia in recent years, capturing both the attention of theorists and practitioners alike who may trace its rapid proliferation and development in large part to the ease with which computers and the internet made these tools readily available (Zemsky & Massy, 2004). An educational system that utilizes information and computer network technology to reinforce and expand the educational process scale has called e-learning," as stated by Lark & Mayer (2007). Several methods, including computer technology, are used to achieve the educational goals of the process and the transmission of educational content." Approved apps based on these technologies have been used in an interactive e-learning environment. Thanks to online education, students can now access educational materials from any location.

As the Iraqi government has realized the value of e-learning, they've organized various conferences to distribute information about technology. In December 2009, a discussion on e-government was held in the Sultanate of Iraq, followed by a series of Gulf Cooperation Council conferences (GCC). On the other hand, Babylon University wants to keep up with government initiatives. When it comes to formal university and university-to-university communications, e-mails have been used for all parties involved. The institution promotes e-learning by incorporating projects and assignments into class activities.

As part of Babylon University's Foundation Program, the English language unit utilizes various electronic technologies, from registration through grade tracking. Since English is the primary language of instruction at DU, a systematic, meaningful, and intentional approach to English instruction is essential. Students who arrive at DU with little English proficiency can take advantage of the Foundation Program, which provides an intense course of study to get them up to speed on the English language before they begin their studies in their chosen major. All of today's educational methodologies, including online learning, are utilized in DU's Foundation Program.

The FP at DU relies on tiny instructional modules to introduce students to the notion of e-learning and the many types, technologies, and apps that can be used in English language learning.

### **Rationale**

While teaching English skills (reading, writing, listening and speaking) in the FP at DU and during students' completion of the assignments required of them, the researchers have noticed a weakness in their awareness of e-learning and its applications in the field of English. Many The researchers have seen a lack of familiarity with online learning and its potential uses in the field of English while teaching English skills (reading, writing, listening, and speaking) in the FP at DU and as students complete compulsory assignments. Many students don't take advantage of the internet when meeting their homework projects. Students frequently ignore CDs that come with their textbooks. They are unable to deliver their documents over email at all. The exploratory study conducted by the researchers on a sample of students from the FP at DU found that these shortcomings are consistent with their findings. In the experimental study, a survey revealed that 50% of the respondents had not mastered computer use at a university level, and 70% had weak internet abilities or could not employ the skills they had in the subject of education they already had. According to a survey, 95 percent of the participants were unaware of "e-learning."

Students at Babylon University's Foundation Program must use Moodle and e-mails for all official university contacts, not just between students and instructors but also with the administration. Every student has an e-mail address and password that they may use to access any vital information, such as study schedules, exam dates, their results, and online registration. E-learning is not available to DU's Foundation Program students because they are still using traditional methods. Despite the university's extensive computer labs and local and worldwide networks, they have yet to reap the benefits of technological advancements.

### **Research Questions**

Faculty at Babylon University's Foundation Program have complained about students' lack of knowledge of e-learning and its characteristics, types, tools, and applications in English language learning, which they believe is a concern. The following inquiries are the focus of the current investigation:

1. What degree of awareness of e-learning do the English language students in the FP at Babylon University have?
2. What are the effects of the gender variable on awareness of e-learning?
3. What program is used in developing an awareness of e-learning?
4. What is the effectiveness of the program in developing an awareness of e-learning?
5. What is the effectiveness of the program in applying e-learning types in English?

### **Purpose**

The proposed research aims to:

1. Identify the degree of Babylon University Foundation Program English language students' awareness of e-learning and its applications.
2. Discover whether there is a difference between males and females in awareness of e- learning.
3. Prepare and design programs for developing awareness of e-learning.
4. Identify the effectiveness of e-learning via the internet in the development of students' awareness of e-learning and its applications in the English language field.

## Significance

The significance of the research is as follows:

1. To inform university administrators of students' degree of awareness of e-learning and its applications in the field of English.
2. To provide those responsible for university education a model represented in a proposed program to increase awareness of how to deploy e-learning education and how to get the best benefit in the English language Foundation Program.
3. To open the door to further research in the field of e-learning at Babylon University so as to contribute to the development of curricula.

## Hypotheses

In light of the proposed research problem and its questions, the study's hypotheses can be formulated as follows:

1. The degree of students' awareness of e-learning in the English language field is weak.
2. Statistically, there are significant differences at the level of (0.05) among male and female students in the same level of awareness of e-learning, with higher awareness among female students.
3. Statistically, there are significant differences at the level of (0.05) between the two averages of the respondent students' scores in pre and post-applications in the development of e-learning awareness, with higher scores among post-applications.
4. There are statistically significant differences at the level (0.05) between the average scores of respondents' scores in the two pre and post-applications in their applications for e-learning types in the field of English, with higher scores among post-applications.

## Research Tools

The researchers used the following tools:

1. A scale to measure students' awareness of English language e-learning.
2. An evaluation card to assess the performance of English language students in their application of some e-learning types.

## LITERATURE REVIEW

Using computers to teach and learn languages is essential. E-learning is the name given to this method of instruction (Sites, 2004). It's easy to see the value of e-learning when individuals and institutions of higher learning offer online opportunities for language learning using computer-mediated methods (Dillon & Vallentine, 2006). Course administration systems like WebCT, Moodle, and Blackboard and asynchronous and synchronous computer-mediated communication round out the diverse array of e-learning options (Petty, Johnston & Shafer, 2004; Alzebaree, 2021).

Education for foreign languages has often described as an active process in which students create new information from arbitrated and self-organized inputs (Baumgartner, Lee, Birden & Flowers, 2003). When it comes to engaging language learners in meaningful, authentic, and contextualized activities and materials, Walker (2003) says this is an important consideration. Students who use e-learning to acquire a foreign language are more likely to be self-directed and organized. E-learners have been taught how to work independently (Askov, Johnston, Petty & Young, 2003). In addition to Meskill and Mossop, e-importance learning and benefits are also highlighted (2000). Using computer technology in the classroom may be done effectively, efficiently, and realistically.

Computer-Assisted Language Learning (CALL) is an effective method for teaching foreign languages, according to

Cuadrado-Garca and Ruiz (2010). Additionally, this study examines the views of Spanish students on Moodle as a platform for submitting their work. In their opinion, Moodle provides a terrific opportunity for students to practice all four of their English skills (reading, writing, listening, and speaking).

Additionally, Soliman (2014) cites numerous studies examining how e-learning might help EFL students improve their language abilities and foster their sense of autonomy in the classroom. She is investigating the advantages of using Moodle for language learning. The following are some of the benefits:

- It is an interactive and appealing mode of instruction and learning (Diamond & Irwin, 2013).
- It motivates students and increases their global awareness (Meloni, 1998).
- It encourages foreign language learners to work independently since each student can work on different tasks within the integrated learning environment (Wu et al., 2012).
- It improves students' language skills as they have the chance to practice reading, writing, listening and speaking (Nedeva & Dimova, 2010).
- It increases the students' study time of the target language, which helps improve their language proficiency (Fryer et al., 2014).

Individualized vocabulary review and assessment tools for English training have been developed using the same Moodle customizations by Jia et al. An experimental class of third-graders at a junior middle school was allowed to use this web-based system as part of their regular English training. It has been used for one school hour per week for the whole school year.

The pupils in the experiment class performed better than the control class in the regular and especially vocabulary examinations throughout the school term, leading to a first-place finish on the final exam, compared to an eighth-place finish in the same grade before the experiment.

The survey results and interviews with students suggest that the system's useful features for learning vocabulary and improving listening comprehension have been appreciated by the students, who prefer syllabus design using an intelligent course management system. Results show that a blended learning English class with personalized vocabulary acquisition and assessment methods can increase student performance in vocabulary acquisition and a standard exam. According to the researchers, it is possible to use this technique in other English classes.

Shih (2011) investigates the effects of a blended teaching approach that incorporates Facebook and peer assessment into undergraduate English writing classes in Taiwan. The participants were 23 first-year students at a Taiwanese technology university studying English as a second language. They took an English writing lesson for 18 weeks. The study included both quantitative and qualitative methods. The research process includes pre-and post-assessment of English writing skills, a self-developed survey questionnaire, and in-depth interviews with students. According to Shih's findings, including Facebook peer assessment in studying English writing at the college level can be both entertaining and productive. Who can hone English writing skills and knowledge outside of the classroom from cooperative learning. In addition, this Facebook-integrated instruction can significantly enhance students' interest and motivation.

## **RESEARCH METHODOLOGY**

### **Research Approach**

The objectives of the study necessitate the use of all the descriptive methods and the experimental research methods of research as follows:

### **Descriptive Approach**

The researchers intend to describe the levels of English language students in terms of the extent of their awareness of the concept of e-learning and its features, characteristics, elements, types and applications in the field of English language. They also intend to interpret students' strengths and weaknesses in this awareness.

### **Method**

The experimental method was used to determine the effectiveness of the program in awareness development of e-learning and its applications to English language students.

## Sample

The study sample consisted of 60 students of the English language students in the FP at DU (7.5% of the total student population of around 800 students).

## Tools

### Measure Awareness

The set-up of the awareness scale went through the following procedural steps:

- Measure the objective: To measure the awareness of English language students in the FP at DU of e-learning.
- Measure sources: The researchers depended on several sources, including the theoretical framework for the study, previous field studies and research, and other similar awareness measurements.
- The measure consisted of 25 phrases with multiple choice answers, with a harmony of alternatives. There was also clarity of vocabulary with complete precision.
- The measure was given to a group of examiners to approve its validity and reliability, and to elicit their viewpoints in regard of the importance of the measure to the sample.
- After the arbiters' approval of the measure validity, required adjustments were done, validating the scale.
- The scale was applied initially to a sample of English language students in the FP at DU in the third semester of the academic year 2015/2016. This sample was different from the core sample, and after fifteen days the re-application the correlation coefficient between the two applications was found to be 0.82 by using SPSS (Statistical Package for the Social Sciences) program: a high value that indicates the reliability of the measurement.
- After verifying the validity and reliability of the measure, it was applied to an exploratory sample to discover the level of their awareness of e-learning. Then the sample students were directed to study the program on the internet by themselves. Their studies were followed up with in the form of questions to make sure that they were making progress. After making sure that the students had completed studying the program, done the required assignments and sent them electronically to the researchers, the scale was applied.
- The data was statistically collected and processed.

### Evaluation Card

Preparation of the assessment card proceeded according to a number of steps, as follows:

- The Objective of the Assessment Card: To know the level of application of English language students for types of e-learning in the FP at DU.
- Based on the theoretical framework of the study and previous research, the evaluation card items were formulated, taking into consideration that the card items were in short, clear content-expressive phrases. The evaluation card phrases included 25 items.
- The evaluation card was given to a group of examiners to approve its validity and reliability, and to elicit their opinion in regard of the importance of the evaluation card to the sample.
- The evaluation card was applied to students' tasks and assignments during the first and second semesters of the academic year 2015/2016.
- The data was statistically collected and processed.

## Program

After applying the awareness scale to the respondents, a program for the development of this awareness preparation was prepared. The process of program formulation went through the following steps:

## **Overall Objectives**

The program aimed at achieving the following objectives:

- Define what is meant by e-learning in terms of its concept and its features and characteristics.
- Distinguish between the web-based and computer based e-learning.
- Clarify the elements of e-learning and their complementary relations.
- Apply e-learning in their education.
- Develop awareness of e-learning.

## **Program Description:**

The program began with a preliminary introduction about the developments in education, its features and the need for students to develop an awareness of e-learning as a cutting-edge technological innovation. Its importance for students in light of rapid developments was also introduced. There was an introduction of the general aims of the proposed program. Four educational modules were included Introduction to e-education, tools of e-learning, elements of e-learning and applications of e-learning in the English language.

Then the e-learning tools were determined to be used and an accurate description was given. After that, the teaching and learning strategies that were used in the program were explained. The next step was to determine activities for each lesson in order to enrich the students' knowledge about the program.

## **Procedures for implementing the program:**

After developing the essential educational teaching materials and prepared the necessary tools to evaluate students, the researchers did the following:

- A virtual learning environment was designed on the internet in order to teach students the content of the educational modules related to e-education through which the modules was loaded in this environment. This was at the following address: <http://drsobhy.wikispaces.com/>.
- An e-mail was sent to students with a view toward solving any problem encountered during the application period, and in order to send links to sites and files representing a number of enrichment activities in relation with the modules: [aabdallah@du.edu.om](mailto:aabdallah@du.edu.om).
- The students were prepared to study the program with the explanation of its idea. The continuation in its study was according to the desire of each student.
- Students were directed to self-study the program on the internet. They were followed up with on a weekly basis to make sure that they were proceeding well in the study of the program. This was done by asking them a number of questions related to the program in order to explore their follow-up to the program.
- The students' period of study of the program continued as self-study for four weeks.
- After confirming the completion of the program and assignments by students, results were sent electronically to the professor supervising the application and the post-application test was applied.

## **Statistical Treatments**

1. The average and percentage were used to identify the students' awareness level of e- learning of English and the extent to which they could apply the tools needed for e- learning in their area of specialization.
2. Researchers used a T-test to calculate differences between males' and females' awareness of e-learning and its applications in the field of English. The statistical remedies were conducted by using SPSS.

## **RESULTS AND DISCUSSIONS**

Results are interpreted in accordance with the research questions, and their similarities and differences to previous studies. Finally, recommendations based on these results are presented.

1. Findings in relation to the degree of the English Language students' awareness of e- learning

Table 1 Quad degree of the sampled individuals' awareness levels of e-learning

Description	S	N	%	Standard
First Quad	11.21	15	23.08	Poor
Second Quad	13.62	22	33.85	Average
Third Quad	15.99	16	24.61	Very good
Last Quad	More than 17	12	18.46	Excellent

The following can be noted from the above table:

Obviously, 56.93% out of the total of the sampled individuals' awareness of e-learning was either average or poor. and (33.85%) out of whom their awareness of e-learning was less than 50% and more than 25%, while 23.08% out of the sampled individuals, their awareness of e-learning was poor as their awareness percentage amounted to 25% and below. Therefore, the first hypothesis turns out to be correct, which is that the awareness degree of the English Language students of e-learning is relatively poor. This weak level might be attributed to the following:

- The existing educational modules on preparation of English faculty do not include e-learning as one of the modern breakthroughs of technology in the field of education, although almost all educational and non-educational institutions have adopted the e-government trend.
- Teachers do not address the issue of e-learning in their lectures.
  - Students are not usually assigned research on the internet.
  - Many students are not interested in searching for new educational subjects.
  - E-learning and its educational tools require in-depth knowledge about how they are used and employed in their areas of specialization, but English students do not have such knowledge.

This finding is consistent with Michel's (2000) results, who found that students' reluctance to utilize computers in the classroom was partly due to their lack of knowledge about the benefits of doing so in college and their inability to access the internet. Abdu and Shirqawi (2005) found that students at colleges of education were unaware of the norms for evaluating contemporary educational resources, consistent with these findings.

The e-learning awareness of the percent of 24.61% of the sampled individuals was less than 75% and more than 50%, while a percent of 18.46% of the sampled individuals, their awareness of e-learning was 75% and above. Those who have attained more than 50% of e-learning awareness can be attributed to the following:

- They have benefited from the university's e-library and have shown willingness to conduct outside research in their area of specialization.
- Some students have their own laptop computers and are trying to develop their skills by using these devices.

- Some of them have their own emails and maintain the capability of talking with others through online conversation programs. Some also subscribe to a number of forums.
- Those students may visit internet cafés and this is why they have a stronger background in e-learning and its applications in general.

## **2. Findings in relation to gender-related impact on e-learning awareness of the sampled individuals**

**Table 2. Students' level of awareness of e-learning**

<b>Description</b>	<b>Average</b>	<b>SD</b>	<b>T-test</b>	<b>Significant level</b>
Males	12.7	3.15	2.16	0.03
Females	14.3	2.81		

It is obvious from the table above that there are significant differences at the level of 0.05 between the average degrees of males and females in terms of e-learning awareness level. The significance level was 0.03 and the degree (T) is calculated at 2.16 is higher than its table value, which indicates differences in statistical significance at the awareness level between males and females in favor of females. This confirms the gender-related impact on awareness level of e-learning. This can be attributed to the following:

- High academic achievement levels of female students at secondary certificate examinations.
- Female students fully comply with attendance at computer lab at the college.
- Female students fully comply with the practical aspects of academic courses as they are committed to achieve this course electronically by using computer and the internet.

## **3. Findings in relation to the program used in developing the awareness of e-learning of the sampled individuals**

To approach this vision, the theoretical framework of the current study is used to be the basis, as well as the results of the previous studies and research in this field. Therefore, a program for the development of e-learning awareness is proposed, which includes the following:

- **General Objectives**
  - To introduce students to e-learning, its concept, significance and characteristics.
  - To enlighten students about e-learning elements and tools adopted therein.
  - To encourage students to put into practice tools of e-learning in the field of English.
  - To develop students' awareness of e-learning and its applications in the field of English.
- **Modules of the proposed program:**
  - First module: An introduction to e-learning, which includes e-learning concepts, objectives, requirements and characteristics.
  - Second module: E-learning types, including personal computer based e-learning and internet-based e-learning tools.
  - Third module: E-learning elements, including different categories and types, teachers, educational curriculums, communication network, assessment, imaginary classes, e-mail, electronic symposiums, chatting rooms and simulation.
  - Fourth module: E-learning applications in English, including e-learning types that can be used in



English topics, some of which are available on both the internet and computers.

- The e-learning types designed to be used in the research include an electronic site which represents the hypothetical educational environment and e-mail.
- Education and learning strategies were used in explaining lessons of the program. These strategies were in the form of introductory lectures accompanied by modern educational media, discussion, brainstorming, self-learning, practical demonstration, discovery learning, self-research, practical model, immediate experience and training duties.
- Enriching activities were designated for each lesson with the aim of enriching students' understanding of program lessons.
- Objective true-false and multiple choice questions were drawn up with the aim of identifying the extent to which students achieved the program objectives, as well as the information contained in the program and application of the same.

#### 4. Findings related to the effectiveness of the program in the developing the awareness e-learning of sampled individuals.

What is the effectiveness of the program proposed for the development of English Language students' awareness?

**Table 3. Differences between two averages of pre and post measures in Students' Awareness of E-Learning**

Application type	N	M	SD	T-test	Level of significant
Pre-test	60	13.17	5.32	40.061	Significant
Post-test	60	25.75	6.73		at 0.001 level

From the table above, it is easy to see the growth of the sampled individuals' awareness of the e-learning after their self-study of the proposed program as the T-test value for the difference between both averages of students' marks in the pre and post-application amounted to (10.61), which is considered statistically significant at (0.001) level. This indicates the effectiveness of the proposed program in developing students' awareness of e-learning. Thus, the second hypothesis of the research hypotheses is affirmed by stating the following: There are differences of statistical significant at (0.01) level between both averages of the sampled individuals' marks in both pre and post-applications in the development of awareness of e-learning in favor of post- application. This may indicate the following:

- Crystal-clear formulation of the educational modules content that matches students' level of awareness.
- Flexible study of modules that allows students the opportunity to take learning anywhere anytime.
- Easy communication between students themselves and students and faculty through a variety

of channels, like emails and chat rooms.

- Availability of opportunities for exchanging opinions about topics being put forward through the forum.
- Continuity in accessing the educational modules as the student can access the information he/she needs at any time.

These results agree with results of the study conducted by Hemenway, (2000) which finds that an internet-based learning environment helps students acquire information and increase their cognitive achievement. This type of learning also leads to the development of cognitive awareness and some strategies of understanding of the sampled individuals. These results are also in agreement with results of the study conducted by Sener (2000), which demonstrates the success of unsynchronized internet-based learning and the use of the internet in designing courses and the strategies of delivering the same. This approach has proved its success in increasing learners' motivation. These results concur with results of the study conducted by Abdulsalam (2001), which aims at designing and producing multimedia computer programs to train students in the use of worldwide web and then to be assessed in terms of its efficiency. The study has proved the effectiveness of the program as the differences were statistically significant in favor of the test group.

These results are also in agreement with Albatai's (2001) results, which demonstrate the effectiveness of the proposed program for demonstrators, faculty and teaching assistant staffs training in some uses of the internet in accordance with the training needs as the percentage of the adjusted attainment in the cognitive achievement of the program is 89.24%.

#### **5. Findings related to the effectiveness of the program in applying e-learning types in of the sampled individuals:**

**Table 4. Extent of the application the students to e-learning tools in English Language**

S/N	Statement	F			T	M	%	level
		H	M	L				
	<b>First: Internet-aided electronic teaching applications</b> <b>A- Applications in the field of email.</b>							
1.	To send to his/her teacher a file on one of the English Language topics.	34	18	8	146	2.43	81	Average
2.	Exchanging learning experiences with his/her classmates.	53	7	0	163	2.72	91	High
3.	To send to his/her teacher some activities relating to English Language.	57	3	0	177	2.95	98	High

4.	To send to his/her teacher different links relating to tasks in English Language	47	9	4	163	2.72	91	High
5.	Raising queries to his/her teacher about solutions to problems relating to his/ her specialization.	49	9	2	167	2.78	93	High
<b>B- Applications in the field of Forum</b>								
6.	To pose a topic for discussion	54	5	1	173	2.88	96	High
7.	To reply to his/ her classmates' participations	45	13	2	163	2.72	91	High
8.	To answer a question raised by teacher	40	12	8	152	2.53	84	High

	about one of the teaching subjects.							
9.	To enquire about one of the teaching subjects	45	13	2	163	2.72	91	High
10.	To upload one of the submitted files	49	6	5	164	2.73	91	High
<b>C- Applications in the field of Worldwide Web.</b>								
11.	To save an internet page relating to specialization	45	13	2	163	2.72	91	High
12.	To send to his/her teacher in English websites links.	37	15	8	149	2.48	83	Average
13.	To maintain the research results about one of the English subjects.	30	18	12	138	2.30	77	Average

14.	To produce webpage through Word program	46	10	4	162	2.70	90	High
	<b>D- Applications in the field of conversation</b>							
15.	To maintain a conversation, he/she washeld with one of the English learning topics.	33	18	9	144	2.40	80	Average
16.	To hold a discussion with his/her teacher on one of the contemporary learning topics.	39	15	6	153	2.55	85	High
	<b>Second: Computer-aided electronic teaching applications.</b>							
17.	To maintain various five programs relating to English Language field.	45	12	3	162	2.70	90	High
18.	To deliver a PowerPoint presentation on a topic in the field of English Language.	39	14	7	152	2.53	84	High
19.	To prepare a research in brief on one of the learning tasks through Word program.	50	10	0	160	2.67	89	High
20.	To prepare a textual file through Word program on websites relating to English Language.	87 7	235	88	3189	2.66	89	High

It is obvious from the previous Table 4 that the sampled individuals' application level for the types of e-learning in the field of English was in a significant grade in general as their average marks was (2.66) with a percentage of (89%). Hence, the third hypothesis of the research hypotheses is realized in the following way: There are differences of statistical significance at (0,01) level between both averages of the students' marks of the sampled individuals in both pre and post-applications in terms of their applications for the e-learning types in the field of English in favor of the post-application.

Table 4 generates the following conclusions:

A- The sampled individuals' application level for the internet-based e-learning types in the field of English was found to be significant as the average of their grades was (2.66) with a percentage of (89). Some of phrases of this domain have a significant mark as the average ranged between 2.53 and 2.95, with a percentage ranging between 84% and 98%. Hereunder are the tasks:

- To send to the teacher a file containing one subject of the English subjects.
- To send to the teacher several links related to English.
- To ask the teacher about a solution to a problem in relation to an area of specialization.
- To put forward a subject for discussion.
- To answer classmate feedback.
- To answer a question posed by the teacher about a particular topic.
- To research said particular topic.
- To upload one of the files being submitted.
- To save a webpage related to the area of specialization.
- To send to the teacher website links on English grammar.
- To carry on a conversation with classmates about one of the subjects.

There are some phrases of average application by the sampled individuals as their average ranged between (2.30 to 2.48) with a percentage ranged between (77% to 83%). These phrases are as explained hereunder:

- To exchange teaching experience with classmates.
- To maintain results of research on an academic subject.
- To create a webpage through Word.
- To discuss a contemporary academic subject with the teacher.

B- The sampled individuals' application level for the computer-based e-learning pattern in the field of English Language was found to be significant as the average of their marks ranged between (2.55 to 2.70) with a percentage of (85% to 90%). These phrases are as explained hereunder:

- To compile five programs related to English.
- To create a PowerPoint presentation in English.
- To prepare a concise research project in Word on an academic subject.
- To create a text file in Word for an English language website.

It is to be noted that the grading (Poor) does not show any marks in either axis of the assessment card. This seems to indicate the effectiveness of the proposed program in the rising application level of the students for the computer-based e-learning types. This rise can be attributed to the following:

- Easy access to the information, whether simplified or extensive, through software related to English.
- Use of office computer software, especially presentations, in an easy way.
- Availability of the academic subject – modules within a default environment through electronic website that its contents are accessible anytime anywhere.
- Effective communication between students and the teacher through the internet, which may have had a significant impact on the students' ability to conduct application of e- learning in their area of specialization.

These results are in agreement with the results of the study conducted by Zaher (1999), which emphasized the effectiveness of a proposed program for designing and publishing educational web pages on the internet. The results of this study show the existence of differences, with a statistically significant difference between both averages of female students' marks on the assessment card used for assessing the skills of basic programming in designing educational web pages on the internet in favor of post application.

## **CONCLUSION AND RECOMMENDATIONS**

Using both descriptive and experimental methods the current study sought to determine how English language students at the Faculty of Foreign Languages at the University of Baghdad (DU) in Iraq are aware of e-learning and its uses. According to the findings, there are mainly two consequences. In the first place, it has been found that students' awareness of English language e-learning is low, with statistically significant disparities in understanding between male and female students. Students' average scores before and after developing an e-learning awareness program showed statistically significant variations in favor of post application. As outlined in the report, several recommendations are made, such as implementing the pilot awareness campaign across all majors, providing staff and students with e-learning training sessions, and developing new e-learning courses for their students.

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