



## *Factors Affecting Iraqi EFL Students' Perception in English during Covid-19 Pandemic*

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### **Article History**

**Received:**  
*April 02, 2023*

**Accepted:**  
*May 04, 2023*

*Keywords: Factors, perception, Technology Acceptance Model, E-learning.*

### **Abstract**

*Distance education is becoming more and more popular in higher stages of education in Iraq and it is increasingly preferred by the students from all age groups. In order to provide quality education, ministry of education and higher education institutions should be aware of students' needs and expectations and, on this basis, to search for effective strategies and solutions for introducing distance education. The answer to the question: "Which factor has the highest weighted percentile on the perception of English?" has a significant role in taking students and instructors responses to the implementation of pedagogies used in online courses in the light of the six factors. Additionally, it might make it easier to accredit more distance learning programs at Open Educational College, which is most known for the phase of its educational model transition from face-to-face to online learning during the Covid-19 pandemic. In this paper, 15 students and four professors from the English language department at the Open Educational College in Jablah discuss the aspects related to online learning that have an impact on how English is perceived. The primary goal of the study is to ascertain how the six elements in e-learning courses affect students' and instructors' perceptions of English and how they are interrelated. The interactions between students' perspectives and English department professors, as well as the experiences people have using technologies in both daily life and in educational settings, are examined. The academic community and everyone involved in the development, planning, and implementation of strategies and platforms for online learning would benefit from the conclusions reached.*



## INTRODUCTION

### 1.1 The Problem and its Significance

Laurillard (1995) claimed that learning through discovery is the richest method of learning, but it also requires interactive support and expert involvement from a teacher or lecturer. Consequently, neither the instructor nor the learner could be happier when this occurs. This approach has led to widespread usage of electronic learning on a national and international scale, particularly in the field of education. Self-driven online learning, which encourages students to discover and participate with the content, has been heavily employed to enhance traditional classroom learning in our contemporary era of teaching and learning. For Iraqi institutions, there is a clear chance to provide education in the best way possible in line with the rise in internet and mobile usage among Iraqi college students. But in addition to being the most luxurious type of education, it is also the most expensive.

Therefore, colleges should carefully implement e-learning by considering the factors that affect e-learning lectures to reap the most benefit for students, instructors and colleges in general.

However, the framework of this study is only proposed specifically for 2nd stage students in the open educational college/Jablah with semi-structured technique (qualitative data collection) ,an investigation to be performed in order to ensure the legitimacy of the major factors and other factors from learners' perspective such as teaching method and instructor's quality.

The problem of this study is that the failure of online courses in developing the students' perception of English nowadays without considering the factors that have an effective power on learning process, many papers have issued the six factors that affect the E-learning process but, unfortunately they only focus on teachers' perspectives. This paper will identify the same factors but, students' perspective as well as instructors in the open educational college in Babylon (Jablah) considering comprehensive model **Technology Acceptance Model (TAM)** which consists of factors which include system quality, perception usefulness, faculty capacity, content of the course, and the design of the course followed by human factor which involves skills, attitudes, and output of students and lecturers as well as cooperation of learners with libraries as mediating variable.

This study is conducted to specify the factors affecting Iraqi EFL students' perception in English from students' and instructors' perspectives. The framework of the study comprises the followings:

- 1- Explaining the factors to students and how to specify them in order to receive a good perception of English.
- 2-Finding out the weighted percentile and mean average of students' attitudes toward the instructors' output according to the factors of E-learning lectures in four materials (Comprehension, Dialogue, phonology, and Paragraph writing).
- 3- Finding out the weighted percentile and mean average of instructors' attitudes toward the students' output according to the factors of E-learning lectures in the same four materials (Comprehension, Dialogue, phonology, and Paragraph writing).

## 1.2 Hypothesis

There are no significant differences between learners' and instructors' awareness of E-learning factors that affects the perception of English and those who have an impeccable awareness of E-learning factors that affects the perception of English during Covid-19 pandemic.

## 1.3 Objective of the Study

The purpose of this work is to investigate E-learning factors that affect Iraqi EFL students' perception of English during Covid-19 pandemic from students' and instructors' perspectives in four e-learning materials (Comprehension, Dialogue, Phonology, and Paragraph Writing) according to (TAM) model.

## 1.4 Limits of the Study

The present study is limited to the 2nd stage students and instructors in the department of English of open educational college/Jablah, which is located in the north of Babylon governorate during the academic year (2021-2022).

## 1.5 Procedures

In order to fulfill the objectives of the work, the following procedures have been adapted:

- 1- Designing and submitting a questionnaire to jury members of different universities, Diyala (College for Human sciences/Department of English) and Babylon (College of Basic Education/ Department of English), to approve its validity.
- 2- Choosing a random sample from the population to take responses and collecting data through a questionnaire to specify factors that have an effect on students' perception of English.



- 3- Explaining the advantages of E-learning courses to students and how to benefit from them.
- 4- Reviewing e-learning tasks combined with strategic performance that fit factors requirements on Google Classroom and Google Meet apps.
- 5- The researcher submitted the questionnaire to the 2nd stage students of the department of English and instructors of the same department to specify factors that have an effect on students' perception in four online English materials (Comprehension, Phonology, Dialogue, and Paragraph Writing) from their perspectives. It is worth mentioning that these materials are to be taught over online platforms.
- 6- Using the weighted percentile and mean average on students' and instructors' responses to the questionnaire to specify the highest responses considering the factors that affect students' perception over online courses of the four mentioned materials.
- 7- Analyzing the data to determine the outcomes (perception) of students in online classes during the course rate according to (**Technology Acceptance Model**).
- 8- Finally, drawing conclusions and providing suggestions.

### 1.6 Research questions

- Which factor has the highest weighted percentile?
- Which English material has the highest effecting factor?

### 2.1 Review of Literature

Technology use has grown to be a crucial component of both the training process and outside of the category. Technology has been used to enhance and assist learning, but the most crucial aspect is understanding how well students understand the material covered in e-learning classes. The words "electronic learning," "online learning," "learning portal," "Massive Online Courses," "I-Learn," or "E-learning" have been used interchangeably in the field of educational studies. Despite the range of terms, "E-learning" is thought to be the most well-known and frequently used. E-learning, according to Kaplan-Leiserson (2000), is the process of learning through electronic devices, including those that offer content via the Internet, audio or video, satellite broadcast, interactive TV, CD-ROM, etc. E-learning, according to the Technology Standard Committee, is a form of educational technology that interacts with users and other systems via web browsers. E-learning is described by Ferdousi (2009) as a system that serves as a platform to help instructors and students. Since it is widely used to supply educational resources around the world and is thought to improve performance, develop skills, give ease of access, lower expenses, and boost levels of motivation, e-learning has become an essential part of teaching in schools (Ali and Magalhaes, 2008; Welsh et al., 2003)



The following sections provide background information on the theory of TAM and factors affecting the e-learning, such as system quality, perception usefulness, faculty capacity, content of the course, the design of the course, and others, in order to respond to the main research question, "What are the E-learning factors that have effects on the perception of English in general sense?"

### 2.2 Technology Acceptance Model (TAM)

To examine and comprehend the elements influencing the adoption of computer technology in the company, numerous models have been established. These include the "Unified Theory of Acceptance and Use of Technology (UTAUT)," the "Theory of Reasoned Action (TRA)," the "Theory of Planned Behavior (TPB)," the "Technology Acceptance Model" (TAM), and others.

However, it has been noted that the TAM design by is the model that academics and practitioners of information systems utilize the most. The "Theory of Reasoned Action (TRA)" has been modified for the field of IS by TAM.

The goal of TAM is to explain the factors that influence the adoption and use of information technology. TAM first proposed that the differences in user intention or behavior of intention are related to two attitudes: "perceived usefulness" and "perceived ease of use."

Perceived simplicity of use is seen to have a direct bearing on perceived utility. The extent to which a person thinks using a certain technology improves his or her ability to accomplish a job is known as perceived usefulness. The degree to which someone perceives a system to be simple to use is known as perceived ease of use. Additionally, it is possible to consider perceived usefulness and ease of use as system variables that influence user behavior and intent to use a specific system. They are widespread in settings where technology is used, and many various acceptance models have been used to overcome the acceptance problem.

### 2.3 Factors Affecting E-learning

Numerous factors that may affect e-learning have been found in the literature. The identified variables have a connection to the technical, human, system, teacher, learner, and cultural variables. Some of these variables have been documented in the literature as having an impact

on behavior intentions and the use and adoption of e-learning systems. The other, however, appeared to have an impact on how valuable or simple something was assessed to be. Papp lists several crucial success elements for assisting the faculty and university in the

development of e-learning. These considerations include the course's suitability for an online learning environment, the upkeep and content of the e-learning course, and intellectual property.

However, Selim (2007) made an effort to divide the influencing aspects of e-learning into four categories: teacher, pupil, IT, and university support. Ndubisi (2006) identified the factors influencing the intention to adopt e-learning using the deconstructed form of TPB. The attitude, which encompasses the TAM aspects of perceived utility and preserved ease of use, security, and subjective standards, is one of the factors that have been found. Another aspect revealed by Ndubisi (2006) was perceived behavior control, which was demonstrated to be influenced by self-efficacy, computer expertise, and technology resources.

In an effort to evaluate the impact of perceived system quality and computer self-efficacy on the behavior intention to utilize online learning course websites, Tung, F. et al. (2008) integrated the Innovation Diffusion Theory (IDT) with the TAM.

### 2.3.1 Perceived Ease of Use

Platforms for online learning are created with the intention of knowledge sharing and education. In today's globalized world, using technology to learn, get information, and gain knowledge has become a daily necessity. These resources are simple to obtain and utilize, which speeds up the process of sharing information. Numerous studies have demonstrated how crucial online media and mobile device usability, accessibility, and transmission speed are to the learning process. Easier access contributes to increased adaptation of online learning, which has favorable effects.

### 2.3.2 Perceived Usefulness

The extent to which students believe that using online learning will help them perform better is known as perceived usefulness. By enabling students to access a variety of methods and save travel time and costs, online learning proves to be effective. Numerous studies have demonstrated that perceived usefulness has a favorable influence on students' attitudes and motivation, enhancing learning results.

### 2.3.3 Computer Self-Efficacy

The ability of an individual to conduct actions and operate a computer in the context of information technology usage is known as computer self-efficacy. According to the research of Hayashi, et al. (2004), computer self-efficacy is more concerned with assessments of what



might be done in the future than it is with past performance. Furthermore, it encompasses more than simply basic computer abilities like formatting diskettes, inserting formulas into spreadsheets, or preparing documents. Instead, it includes assessments of the capacity to use such talents in larger, more difficult activities. In teaching-learning environments, the impact of computer self-efficacy on how learners perceive their learning has received substantial study.

A study by Vijayasathy (2004) indicated that computer self-efficacy has a positive impact on behavioral intention to utilize systems because worries about control over personal information become more significant as one gains experience online. This is an example of a positive effect. Additionally, the learners' assessment of how easy or difficult it will be to do a particular task

using a new technology, as well as how beneficial that new technology will be, can be influenced by their confidence in their computer-related knowledge, skills, and abilities. The literature has therefore shown that computer self-efficacy plays a crucial role in determining perceived utility and ease of use in courses.

#### 2.3.4 Subjective Norms

Subjective norms, according to Fishbein and Ajzen's 1975 study, are "the person's judgment that the majority of individuals who are significant to him think he should or should not perform the action in question," Subjective norms, on the other hand, are defined by Havelka (2003) as "a person's impression of the social pressures imposed to perform or not perform the action in question by important referents." In-depth research has been done in the literature on the impact of subjective norms on the intention behavior toward accepting and using technology. The literature discussed numerous theoretical and empirical examples of how subjective norms influence technology use, either directly or indirectly, via perceived workplace utility.

It has been discovered that subjective norms are more significant before or during the initial stages of the deployment of an invention when consumers have few direct experiences from which to form attitudes. According to Venkatesh and Davis's (2000) study, subjective norms have a direct impact on individuals' intents to use information systems. According to Lee, the influence of subjective norms has greatly impacted perceived usefulness. Therefore, one of the aspects that influence how e-learning systems are seen in this research is subjective norms.



### 2.3.5 Course Content

Accuracy, authenticity, accessibility, design, and appropriateness of the course material are all factors that the course content's quality is measured by. The goal of the content quality was to provide enough material for the target audience of students to accomplish the goals of the course. Numerous investigations have identified the material quality as one of the most important success elements for e-learning. The caliber of the content is a requirement for a successful course in an online learning mode, according to Baker and Papp. The motivation and expectations of the students might be raised by effectively presenting difficult material.

Additionally, it is crucial to deliver content on an accessible platform that makes use of multimedia resources because this attracts students. It is crucial for instructors to effectively use the technology of today when providing course material. According to Papp, new and updated content makes students believe that using an e-learning system is a good way to learn new things. According to Lee, if the content is comprehensive, manageable, and consistently updated, students will find it beneficial and it may have an impact on their performance.

### 2.3.6 Faculty Capacity

In contrast to traditional education, the online learning process takes a learner-centered approach. Students can improve their learning outcomes by using pedagogical approaches, professional competence, science and technology application level, the capacity to generate and combine various concepts, and practices in designing online course contents in higher education.

### 2.3.7 Course Design

Structure, course design interface, testing and evaluation techniques, and discussion boards for lecturers and students are all included in the creation of an e-learning course. Students will be drawn to and encouraged to participate in online learning through a well-designed course. The course design interface is used to introduce the course information. It is tailored to the student's level of understanding and competency and is timed and spatially appropriate to encourage and assist the self-study process.

### 2.3.8 Learner Characteristics

To improve the quality of online learning, there must be social interaction between students and lecturers as well as between students. The effectiveness of online learning can be attained by active engagement and regular practice. Additionally, since the rules and demands of online learning are more comfortable, proactivity, self-study skills, and a sense of





compliance are crucial prerequisites for obtaining higher learning results. Controlling the process is more challenging than with conventional techniques.

### 3. Methodology

The researcher designed two questionnaires to gain data from students and instructors in Open Educational College in Jablah concerning the factors of E-learning. These factors have been adopted from the **Technology Acceptance Model (TAM)**. These factors consist of two various criterias, the instructors' factors which includes course (ease of use) which is concerned with the methods, the applications, and the language are being used by the instructor. Another factor is concerned with the (perceived usefulness) which is concerned with E-learning virtual classes usefulness which includes cost, time, atmosphere, and easiness. The (Faculty capacity) factor includes methods appropriateness, technological devices, instructors' art of mixing ideas and linking what is being taught to reality and instructors' background knowledge. Lastly (course content and design) these two factors include continuation of lesson plan, supportive materials, use of innovative subject content, use of practical and comprehensive subject content and structure. Course design is concerned with appropriateness of course design structure and interface, managing time schedule, continual test and evaluation of course, and use of forums to extend knowledge. These factors are given to students to enlist their responses. Another questionnaire is concerned with instructors' perspectives and has only two factors (learners characteristics) and (Students' online learning outcomes) includes the output and developments of students concerning their information, skills, practices, perception of knowledge, and continual motivation through course period.

These questionnaire standards are given to students and instructors to receive their responses through taking the mean average and weighted percentile of their responses due to the given options (Agree, Partial, Disagree) where AGREE and DISAGREE refer to their precise response while PARTIAL means the participants' responses are in between.

The researcher submitted these two questionnaires to two different universities to approve their validity (University of Diyala/College of education for human science /Asst. Prof. Dr. Ghazwan Adnan Mohammed) and (University of Babylon /College of basic education/Asst. Prof. Dr. Muna Al-khateeb).

The researcher at the beginning chose samples consist of four random preparatory school students, but since these schools were using (Telegram) a social media application which is



not formal and unacceptable in E-learning standards, the researcher had to choose another sample which is (Open Educational College in Jablah).

In the aforementioned college, the researcher found out that this college carries out all the educational E-learning qualities, such as virtual classes and online meeting applications for interactional lectures purposes. The researcher have given the questionnaire to fifteen students and four instructors in the department of English to receive their responses and reviewed the purposes of E-learning requirements for the students as well as tasks they are required to do through taking their responses. The researcher chose the 2nd stage students of the department of English with instructors of the same department to verify E-learning factors affecting students' perception of English. The researcher specified four online English materials which are taught online according to the ministry of education plans in online materials such as (Comprehension, Phonology, Dialogue, and Paragraph Writing).

#### 4. Results

Answering the following questions,

**Which factor has the highest weighted percentile?  
English material has the highest effecting factor?**

**Which**

requires counting the weighted percentile as well as the mean average.

The following table shows each factor with the counted mean average and weighted percentile in all the given materials.

Table (1) Mean Average and Weighted Percentile in Phonology

No.	Subject	Agree	Partial	Disagree	M. Average	W. Percentile
<b>a. Ease of use (The instructor) :</b>						
1	Facilitates online courses by connecting them to reality	3	12	0	2.2	73.3333
2	Uses supportive videos and applicable examples	8	7	0	2.5333	84.4444
3	Exposes materials on flexible and easy software	15	0	0	3	100
4	Speaks with clear voice.	15	0	0	3	100
5	Uses simple and understandable language	15	0	0	3	100
6	Spreads computer literacy when needed	15	0	0	3	100
<b>b. Perceived usefulness (The instructor):</b>						
1	Conducts virtual classes better than real ones.	0	12	3	1.8	60
2	Saves time to cover the material.	15	0	0	3	100
3	Saves costs (without financial payments)	15	0	0	3	100
4	Creates an excitement atmosphere during learning	1	7	7	1.6	53.3333
<b>c. Faculty Capacity (The instructor):</b>						
1	Uses appropriate teaching method	0	15	0	2	66.6667
2	Uses technological tools, apps and devices to achieve learning	1	1	13	1.2	40
3	Generates and mixes ideas and practices	0	15	0	2	66.6667
4	Uses his/her solid knowledge to explain the material perfectly.	15	0	0	3	100
<b>d. Course content (The Instructor):</b>						
1	Goes right on the track with the course plan	15	0	0	3	100
2	Uses diverse learning and supportive materials	0	0	15	1	33.3333
3	Presents an innovative and updated subject content	0	0	15	1	33.3333
4	Includes practical and comprehensive subject content and structure	15	0	0	3	100
<b>e. Course design (The Instructor) :</b>						
1	Uses an appropriate course design structure and interface	0	15	0	2	66.6667
2	Manages flexible time schedule	0	15	0	2	66.6667
3	Tests and evaluates the course appropriately	15	0	0	3	100
4	Exchanges knowledge through forums	0	0	15	1	33.3333
<b>f. Students' Characteristics (The Students) :</b>						
1	Interacts with lecturers and collaborative co-learners	1	0	3	1.5	50
2	Adapts changes within course needs	0	0	4	1	33.3333
3	Reads and executes tasks he/she asked for	2	0	2	2	66.6667
4	Complies to course needs and tasks	1	0	3	1.5	50
5	Learning outcome through E-learning platforms	0	0	4	1	33.3333
<b>g. Students' online learning outcomes (The Students) :</b>						
1	Gains a huge amount of knowledge in English	0	1	3	1.25	41.6667
2	Develops a variety of skills in English.	0	1	3	1.25	41.6667
3	Applies course subjects into practice	0	0	4	1	33.3333
4	Perceives a lot of knowledge and skills	0	2	2	1.5	50

In this table we can see that there are uneven responses with uneven values of weighted percentile and mean average. The researcher uses percentage of scores to denote the highest factors responses from students and instructors perspectives.

The fourth factor "Course content" directed by the instructor has four criteria's, two of these criteria's have the highest in weighted percentile which is (100) and same mean average which is (3), while the remaining criteria's have also same scores in weighted percentile and mean average. These two criteria's, "Uses diverse learning and supportive materials" and "presents an innovative and updated subject content", both of the criteria's have same weighted percentile score which is (33.3333), and (1) mean average, however, the factor "Course content" has the highest weighted percentile among all other factors in phonology from students' perspectives.

The highest score in weighted percentile on the factors which instructors responded to, belongs to "students' characteristics" which includes five criteria's, the highest weighted percentile score is (66.66) on "reads and executes tasks when he/she asked for" while the mean average is (2). The other criteria's such as "Adapts changes within course needs" and "

Learning outcome through E-learning platforms" have similar weighted percentile and mean average which are (33.33) and (1) for mean average while the rest of criteria's have also the same scores, these criteria's are " Interacts with lecturers and collaborative co-learners" and " Complies to course needs and tasks" which they share same weighted percentile (50) and mean average (3) in phonology.

**Table (2) Mean Average and Weighted Percentile in Paragraph Writing**

	No.	Subject	Agree	Partial	Disagree	M. Average	W. Percentile
	Paragraph Writing	<b>a. Ease of use (The instructor) :</b>					
1		Facilitates online courses by connecting them to reality	0	0	15	1	33.3333
2		Uses supportive videos and applicable examples	0	0	15	1	33.3333
3		Exposes materials on flexible and easy software	0	12	3	1.8	60
4		Speaks with clear voice.	15	0	0	3	100
5		Uses simple and understandable language	15	0	0	3	100
6		Spreads computer literacy when needed	15	0	0	3	100
<b>b. Perceived usefulness (The instructor):</b>							
1		Conducts virtual classes better than real ones.	0	0	15	1	33.3333
2		Saves time to cover the material.	15	0	0	3	100
3		Saves costs (without financial payments)	15	0	0	3	100

4	Creates an excitement atmosphere during learning	0	15	0	2	66.6667
<b>c. Faculty Capacity (The instructor):</b>						
1	Uses appropriate teaching method	0	15	0	2	66.6667
2	Uses technological tools, apps and devices to achieve learning	0	0	15	1	33.3333
3	Generates and mixes ideas and practices	8	7	0	2.5333	84.4444
4	Uses his/her solid knowledge to explain the material perfectly.	15	0	0	3	100
<b>d. Course content (The Instructor):</b>						
1	Goes right on the track with the course plan	15	0	0	3	100
2	Uses diverse learning and supportive materials	0	0	15	1	33.3333
3	Presents an innovative and updated subject content	0	15	0	2	66.6667
4	Includes practical and comprehensive subject content and structure	0	15	0	2	66.6667
<b>e. Course design (The Instructor) :</b>						
1	Uses an appropriate course design structure and interface	0	15	0	2	66.6667
2	Manages flexible time schedule	15	0	0	3	100
3	Tests and evaluates the course appropriately	15	0	0	3	100
4	Exchanges knowledge through forums	0	0	15	1	33.3333
<b>f. Students' Characteristics (The Students) :</b>						
1	Interacts with lecturers and collaborative co-learners	0	0	4	1	33.3333
2	Adapts changes within course needs	1	0	3	1.5	50
3	Reads and executes tasks he/she asked for	1	0	3	1.5	50
4	Complies to course needs and tasks	0	0	4	1	33.3333
5	Learning outcome through E-learning platforms	1	1	2	1.75	58.3333
<b>g. Students' online learning outcomes (The Students) :</b>						
1	Gains a huge amount of knowledge in English	1	0	3	1.5	50
2	Develops a variety of skills in English.	1	0	3	1.5	50
3	Applies course subjects into practice	0	0	4	1	33.3333
4	Perceives a lot of knowledge and skills	1	1	2	1.75	58.3333

In this table we can see that also the fourth factor "Course content" directed by the instructor has four criteria's, two of these criteria's have the highest in weighted percentile which is

(66.6667) and same mean average which is (2), while the remaining criteria's have different scores in weighted percentile and mean average. These two criteria's, "Goes right on the track with the course plan" and " Uses diverse learning and supportive materials ", the first criteria's has (100 )weighted percentile score which is the highest one, and (3) mean average, while the second criteria has (33.3333) percentile score and (1) for M. average however, the factor " Course content " has the highest weighted percentile among all other factors in Paragraph Writing material from students' perspectives.

We can notice that there is no shift in instructors' responses in which the highest score in weighted percentile, belongs to "students' characteristics" which includes five criteria's, the highest weighted percentile score is (58.3333) on "Learning outcome through E-learning platforms" while the mean average is (1.75). The other criteria's such as "Interacts with lecturers and collaborative co-learners" and " Complies to course needs and tasks" have similar weighted percentile and mean average which are (33.3333) and (1) for mean average while the rest of criteria's have also the same scores, these criteria's are " Adapts changes within course needs" and " Reads and executes tasks he/she asked for" which they share same weighted percentile (50) and mean average (1.5) in paragraph writing.

**Table (3) Mean Average and Weighted Percentile in Comprehension**

No.	Subject	Agree	Partial	Disagree	M. Average	W. Percentile
<b>a. Ease of use (The instructor) :</b>						
1	Facilitates online courses by connecting them to reality	3	12	0	2.2	73.3333
2	Uses supportive videos and applicable examples	0	0	15	1	33.3333
3	Exposes materials on flexible and easy software	0	0	15	1	33.3333
4	Speaks with clear voice.	15	0	0	3	100
5	Uses simple and understandable language	15	0	0	3	100
6	Spreads computer literacy when needed	15	0	0	3	100
<b>b. Perceived usefulness (The instructor):</b>						
1	Conducts virtual classes better than real ones.	7	7	1	2.4	80
2	Saves time to cover the material.	15	0	0	3	100
3	Saves costs (without financial payments)	15	0	0	3	100
4	Creates an excitement atmosphere during learning	0	0	15	1	33.3333
<b>c. Faculty Capacity (The instructor):</b>						
1	Uses appropriate teaching method	3	12	0	2.2	73.3333
2	Uses technological tools, apps and devices to achieve learning	0	0	15	1	33.3333
3	Generates and mixes ideas and practices	6	8	1	2.3333	77.7778
4	Uses his/her solid knowledge to explain the material perfectly.	15	0	0	3	100
<b>d. Course content (The Instructor):</b>						
1	Goes right on the track with the course plan	15	0	0	3	100
2	Uses diverse learning and supportive materials	0	0	15	1	33.3333
3	Presents an innovative and updated subject content	3	12	0	2.2	73.3333
4	Includes practical and comprehensive subject content and structure	15	0	0	3	100
<b>e. Course design (The Instructor) :</b>						
1	Uses an appropriate course design structure and interface	0	0	15	1	33.3333

2	Manages flexible time schedule	15	0	0	3	100
3	Tests and evaluates the course appropriately	15	0	0	3	100
4	Exchanges knowledge through forums	0	0	15	1	33.3333
No.	Subject	Agree	Partial	Disagree	M. Average	W. Percentile
<b>f. Students' Characteristics (The Students) :</b>						
1	Interacts with lecturers and collaborative co-learners	0	2	2	1.5	50
2	Adapts changes within course needs	0	0	4	1	33.3333
3	Reads and executes tasks he/she asked for	1	1	2	1.75	58.3333
4	Complies to course needs and tasks	0	0	4	1	33.3333
5	Learning outcome through E-learning platforms	0	0	4	1	33.3333
<b>g. Students' online learning outcomes (The Students) :</b>						
1	Gains a huge amount of knowledge in English	0	0	4	1	33.3333
2	Develops a variety of skills in English.	0	2	2	1.5	50
3	Applies course subjects into practice	0	0	4	1	33.3333
4	Perceives a lot of knowledge and skills	1	1	2	1.75	58.3333

Table (3) shows that there is a shift of acceptance from the first factor to the last factor "Course design" we can see that this factor includes four criteria's, the midst two "manages flexible time schedule" and "tests and evaluates the course appropriately" these criteria's have the highest scores in weighted percentile which is (100) and same mean average which is (3), while the remaining criteria's have also same scores in weighted percentile and mean average. These two remaining criteria's, are " Uses an appropriate course design structure and interface" and " Exchanges knowledge through forums", have (33.3333) weighted percentile, and (1) mean average, however, the factor "Course design" has the highest weighted percentile among all other factors in Comprehension from students' perspectives.

It is quite obvious that the responses of instructors on the factor "Students' Characteristics" have remained the same. This factor includes five criterias, the highest score in weighted percentile, belongs to "Reads and executes tasks he/she asked for" which is (58.3333) while the mean average is (1.75). The other criteria's such as "Adapts changes within course needs" , " Complies to course needs and tasks", and " Learning outcome through E-learning platforms" have similar weighted percentile and mean average which are (33.3333) and (1) for mean average. The last criteria "interacts with lecturers and collaborative co-learners" has (50) on weighted percentile, and (1.5) for mean average in comprehension.

Table (4) Mean Average and Weighted Percentile in Dialogue

No.	Subject	Agree	Partial	Disagree	M. Average	W. Percentile
<b>Dialogue</b>						
<b>a. Ease of use (The instructor) :</b>						
1	Facilitates online courses by connecting them to reality	4	6	5	1.9333	64.4444
2	Uses supportive videos and applicable examples	0	0	15	1	33.3333
3	Exposes materials on flexible and easy softwares	0	0	15	1	33.3333
4	Speaks with clear voice.	15	0	0	3	100
5	Uses simple and understandable language	15	0	0	3	100
6	Spreads computer literacy when needed	15	0	0	3	100
<b>b. Perceived usefulness (The instructor):</b>						
1	Conducts virtual classes better than real ones.	0	0	15	1	33.3333
2	Saves time to cover the material.	15	0	0	3	100
3	Saves costs (without financial payments)	15	0	0	3	100
4	Creates an excitement atmosphere during learning	7	8	0	2.4667	82.2222
<b>c. Faculty Capacity (The instructor):</b>						
1	Uses appropriate teaching method	5	10	0	2.3333	77.7778
2	Uses technological tools, apps and devices to achieve learning	0	9	6	1.6	53.3333
3	Generates and mixes ideas and practices	4	8	3	2.0667	68.8889
4	Uses his/her solid knowledge to explain the material perfectly.	15	0	0	3	100
<b>d. Course content (The Instructor):</b>						
1	Goes right on the track with the course plan	15	0	0	3	100
2	Uses diverse learning and supportive materials	0	0	15	1	33.3333
3	Presents an innovative and updated subject content	2	8	5	1.8	60
4	Includes practical and comprehensive subject content and structure	15	0	0	3	100
<b>e. Course design (The Instructor) :</b>						
1	Uses an appropriate course design structure and interface	0	0	15	1	33.3333
2	Manages flexible time schedule	15	0	0	3	100
3	Tests and evaluates the course appropriately	15	0	0	3	100
4	Exchanges knowledge through forums	0	0	15	1	33.3333
No.	Subject	Agree	Partial	Disagree	M. Average	W. Percentile
<b>f. Students' Characteristics (The Students) :</b>						
1	Interacts with lecturers and collaborative co-learners	0	1	3	1.25	41.6667
2	Adapts changes within course needs	0	0	4	1	33.3333
3	Reads and executes tasks he/she asked for	0	1	3	1.25	41.6667
4	Complies to course needs and tasks	0	0	4	1	33.3333
5	Learning outcome through E-learning platforms	0	1	3	1.25	41.6667
<b>g. Students' online learning outcomes (The Students) :</b>						
1	Gains a huge amount of knowledge in English	0	1	3	1.25	41.6667
2	Develops a variety of skills in English.	0	1	3	1.25	41.6667
3	Applies course subjects into practice	0	0	4	1	33.3333
4	Perceives a lot of knowledge and skills	0	1	3	1.25	41.6667

Table (4) shows that there are similar points of view with student's responses in Dialogue. A shift of acceptance goes to the last factor "Course design" we can see that this factor includes four criteria's, the midst two "manages flexible time schedule" and "tests and evaluates the course appropriately" these criteria's have the highest scores in weighted percentile which is



(100) and same mean average which is (3), while the remaining criteria's have also same scores in weighted percentile and mean average. These two remaining criteria's, are " Uses an appropriate course design structure and interface" and " Exchanges knowledge through forums", have (33.3333) weighted percentile, and (1) mean average, however, the factor "Course design" has also the highest weighted percentile among all other factors in Dialogue from students' perspectives.

It is quite clear that the responses of instructors on various factors have similar points of view, the same factor "Students' Characteristics". Three criteria's share the same highest weighted percentile score which is (41.6667) and same mean score which is (1.25) these criteria's are "Interacts with lecturers and collaborative co-learners", " Reads and executes tasks he/she asked for" and " Learning outcome through E-learning platforms", while the other lowest weighted percentile criteria's also share the same scores which is (33.3333) and same mean score which is (1) and these criteria's are " Adapts changes within course needs" and " Complies to course needs and tasks". These data share same responses from instructors toward students' characteristics and have an interest on students' online learning outcomes in Dialogue but the highest weighted percentile is higher in Students' characteristics factor.

## 5. Conclusion

According to the presented findings, it is concluded that E-learning factors are solid and affects the perception of English unless factors are applied strictly with the qualities of E-learning datum. There are only three factors have a quite noticeable change on data in all four materials of English and due to this change, the perception of English is instable at any level, but needs to have all these affecting factors to be found in all English online learning lectures. It is also found that the highest weighted percentile factors are " Course Content", " Course Design" and " Students' Characteristics" in all of the four English materials. The weighted percentile and mean average are counted for all of the factors to show the strengths and weaknesses in online courses of English.

According to the presented weight percentile and mean average data, we can also conclude that there is a significant difference at the level of awareness of E-learning factors that affects the perception of English from instructors' and students' perspectives and null hypothesis that is set in 1.2 " There are no significant differences between learners' and instructors' awareness of E-learning factors that affects the perception of English and those who have an impeccable awareness of E-learning factors that affects the perception of English during Covid-19 pandemic" is rejected.



## العوامل التي تؤثر على تصور الطلاب العراقيين للغة الإنجليزية كلفة أجنبية في اللغة

### الإنجليزية أثناء جائحة كوفيد-19

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### الملخص :

أصبح التعليم عن بعد أكثر شيوعاً في المراحل العليا من التعليم في العراق ويفضل بشكل متزايد من قبل الطلاب من جميع الفئات العمرية. من أجل توفير تعليم جيد ، يجب أن تكون وزارة التربية والتعليم ومؤسسات التعليم العالي على دراية باحتياجات الطلاب وتوقعاتهم ، وعلى هذا الأساس ، للبحث عن استراتيجيات وحلول فعالة لإدخال التعليم عن بعد. إجابة السؤال: "ما العامل الذي يحتوي على أعلى نسبة مئوية مرجحة في تصور اللغة الإنجليزية؟" له دور مهم في تلقي ردود الطلاب والمعلمين على تنفيذ طرق التدريس المستخدمة في الدورات التدريبية عبر الإنترنت في ضوء العوامل الستة. بالإضافة إلى ذلك ، قد يسهل اعتماد المزيد من برامج التعلم عن بعد في Open Educational College ، والتي تشتهر بمرحلة انتقال نموذجها التعليمي من التعلم وجهاً لوجه إلى التعلم عبر الإنترنت أثناء جائحة Covid-19. في هذه الورقة ، يناقش 15 طالباً وأربعة أساتذة من قسم اللغة الإنجليزية في الكلية التعليمية المفتوحة في جبلة الجوانب المتعلقة بالتعلم عبر الإنترنت والتي لها تأثير على كيفية فهم اللغة الإنجليزية. الهدف الأساسي من الدراسة هو التأكد من كيفية تأثير العناصر الستة في دورات التعلم الإلكتروني على تصورات الطلاب والمدرسين للغة الإنجليزية وكيفية ارتباطها ببعضها البعض. يتم فحص التفاعلات بين وجهات نظر الطلاب وأساتذة قسم اللغة الإنجليزية ، بالإضافة إلى الخبرات التي يمتلكها الأشخاص باستخدام التقنيات في كل من الحياة اليومية وفي البيئات التعليمية. سيستفيد المجتمع الأكاديمي وكل من يشارك في تطوير وتخطيط وتنفيذ استراتيجيات ومنصات التعلم عبر الإنترنت من الاستنتاجات التي تم التوصل إليها.



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