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**Research**  
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**College of Basic Education**  
**Department of English**



**Investigating Iraqi EFL Teachers and Students’  
Perceptions towards Using Web-Based English  
Learning Strategy**

A Thesis

Submitted to the Council of the College of Basic Education, University of  
Babylon in Partial Fulfillment of the Requirements for the Degree of  
Master of Education - Methods of Teaching English as a Foreign  
Language

By

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**1444 A.H**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ

خَيْرٌ﴾

صدق الله العلي العظيم

سورة المجادلة / آية ١١

**In the name of Allah, most gracious, most merciful**

**﴿Allah will raise in ranks those who believed from among you and those who are given knowledge and Allah is All-Aware of what you do ﴾**

**Allah Almighty has spoken the truth**

**(Al-Mujadila, verse 11)**

**Translated by (Al-Hilali and Khan, 2016: 542)**

# **Dedication**

**To the most precious people in my life who gave me love, faith, and  
hope:**

**My beloved mother and my Late father**

**My lovely sister and brothers**

**My Teachers and my close friends**

**All who supported me and besought Allah to help me**

**I dedicate this work.**

## Supervisors' Certificate

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## **Abstract**

The present study is intended to investigate Iraqi EFL teachers and students' perceptions towards using web-based English learning strategies. It is also aimed to explore demographic information gender, age, qualification, and experience, which have an impact on shaping teachers' perceptions while gender, and computer skills have an effect on students' perceptions.

In addition, it aims to discover the difficulties that are encountered by Iraqi EFL teachers and students in using web-based English learning strategy.

In order to conduct the study, the researcher has utilized a descriptive method to collect, analyze data and present findings. The researcher has utilized questionnaires as an instrument to collect data.

The population of the study are EFL teachers and students from Babylon Governorate for the fifth preparatory schools of both genders. The sample of the study consists of 150 teachers and 220 students. Questionnaires are used separately to collect data, based on the five-point Likert Scale for both teachers and students.

Collected data is analyzed through the use of SPSS 26 to obtain results. The findings of the study indicate that Iraqi EFL teachers and students have positive and accepting perceptions towards web-based English learning strategy . It shows that there is no significant difference that is noticed in terms of gender, age, qualification, and experience as far as impact on teachers and students' perceptions towards web-based English learning strategy .

Lastly, a finding are projected that there are numerous difficulties act as challenges to both teachers and students in their web-based English learning strategies. they include lack of tools, connectivity issues, lack of training, technical issues, lack of motivation and low level engagement in terms of individual attention on the part of teachers towards students. Consequently, the researcher comes up with certain conclusions, recommendations, and suggestions for further works.

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### List of Abbreviations

<b>Abbreviation</b>	<b>Description</b>
WBLL	Web Based Language Learning
Std.	Standard deviations
ICT	Information Communication and Technology
CALL	Computer Assisted Language Learning
WWW	World Wide Web
ANOVA	Analysis of Variation

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# **Chapter One**

## **Introduction**

### **1.1 The Problem and its significance**

The advent of the internet and technology has greatly influenced the mode of content delivery in the classroom, which has turned into a virtual classroom, especially in case of language learning. There have been numerous studies that have been conducted with regard to the role of web based language learning, which have asserted the collaborative and resourceful language learning, keeping in view the numerous benefits that web based language learning offers.

The concept of social distance and restrictions are imposed due to the pandemic which has severe effects on learning and teaching. Schools were closed and remained without teachers and students during COVID-19 pandemic . In order to fill that gap, there was a radical change where the mechanism or strategy of learning was shifted to web-based English learning strategy.

Selecting a suitable teaching method is one of the basic keys to the success of any teaching program. In Iraq, the educational methods used in learning and teaching are still traditional methods and do not cope with the sudden changes and circumstances, especially COVID-19 pandemic. So, web based learning as a strategy can be the solution to keep learning and teaching continuous, and both teachers and students can be connected regardless of the geographical distance and borders (Ferrett et al.,2006).

Muftah (2018, p.235) highlights the role of the internet and web-sites in her study as a “popular way to learn English because it is convenient as

well as entertaining. It saves a lot of time. Some web-sites present good illustrations to learn English. A few websites provide entertaining games and online language exercises to attract learners' attention, thereby helping them learn English effectively". The advent of web sites has brought about a new trend of English language learning based on an independent mode of learning and it has gained prominence with the passage of time, especially during and after COVID-19 period. There are web-sites which have resources with regard to the different aspects of language learning i.e. reading, writing, listening, and speaking abilities in the form of audio and video.

Abbood & Dakhil (2001) evaluate Iraqi EFL teachers as well as students' perception towards the utilization of technology in EFL classrooms and come up with the findings that it is equally effective for both teachers and students while Rahimi & Yadollahi (2010) emphasize the fact that "the older EFL teachers had a higher level of computer anxiety and hence, they incorporated information communication technology tools to their instructional practices less than younger teachers".

Adekola, FataiLawal, & Ibrahim (2018) argue that numerous modern technological tools are helpful for language learning skills, especially where learners acquire a foreign language.

The Iraqi educational system comprises conventional teaching methods and an online one, which has not yet deployed in a true sense. Both teachers and students face problems in the online educational system since Covid-19 pandemic. However, it has some advantages over the conventional teaching methods. In the Iraqi educational school

system, teaching the English language to students is a difficult task, especially through online classes.

Subsequently, the present study investigates the perceptions of both teachers and students with regard to the usage of web based strategy in learning English in Iraq.

## **1.2 Aims of The Study**

This study aims at:

1. investigating Iraqi EFL teachers and students' perceptions towards using web based English learning strategy.
2. exploring the difficulties encountered by Iraqi EFL teachers and students in using web-based English learning strategy .

## **1.3 Research Questions**

The research questions of the study are presented as follows:

1. What are Iraqi EFL teachers and students' perceptions towards using web-based English learning strategies?
2. Are Iraqi EFL teachers' perceptions influenced by gender, age, qualification, and years of experience?
3. Are Iraqi EFL students' perceptions influenced by gender and computer skills?
4. What are the difficulties that confront Iraqi EFL teachers and students in using web-based English learning strategy?

## **1.4 Limits**

The present study is limited and restricted to :

1. EFL teachers and students in the Babylon Governorate.
2. 5<sup>th</sup>, male and female teachers and students at preparatory schools

3. The academic year 2021-2022.

## **1.5 Procedures**

In the current study, the researcher has made use of these procedures to carry out his study :

1. Data of relevant literature is surveyed and viewed with regard to the topic of the study.
2. Designing two questionnaires to both teachers and the students which consist of 68 items and 4 sub-sections (parts).
3. Questionnaires are given to experts in ELT and jury members to obtain face validity.
4. Limiting the population or the participants of the study to be Iraqi EFL teachers and students of both genders at Babylon Governorate.
5. Selecting the sample of the study which consists of 150 teachers and 220 students in the fifth preparatory grade.
6. Questionnaires are submitted to participants through Google Form and manually by visiting schools for boys and girls and distributing the questionnaires among them.
7. The collected data is analyzed by using SPSS 26.
8. conclusions are drawn then recommendations and suggestions for further work.

## **1.6 Value of the Study**

The present study is hoped to be valuable as it investigates the perceptions of both teachers and students with regard to their views about web-based learning especially in an era of COVID-19 pandemic when face to face learning is hampered. In addition, The study is hopefully valuable keeping in view the following points:

1. The Ministry of Education and curriculum designers may take advantage of this study in order to overcome the obstacles of effectively integrating technology into teaching and learning English.
2. It assists curriculum designers to redesign and add materials to the syllabus by any web-based English learning course according to the students' needs and interests.
3. It provides students as well as teachers with new ways of teaching and learning other than face to face method.
4. It acts as a study guide and a manual for literature review for researchers in the field of ELT.

## **1.7 Definitions of Key Terms**

### **1.7.1 Perception**

According to Oxford Advanced Learners' Dictionary (2010), perception is defined as the way of thinking to specify and explain something.

Munhall (2000) as cited in Rahman (2018) states that perception is a cognitive processing that allows us to interpret our environment through stimuli which we perceive with our sensory organs.

Perception has been utilized operationally by the researcher in order to indicate the Iraqi EFL teachers and students' points of view about using web-based English learning strategies.

### **1.7.2 Web-Based Learning**

Web-based English learning refers to "the type of learning that uses the internet as an instructional delivery tool to carry out the process of learning. It can take the form of (1) pure online learning in which the curriculum and learning are implemented online without face-to face

meeting between the instructor and students, or (2) a hybrid in which the instructor meets the students half of the time online and half of it in the classroom, relying on the requirements of the curriculum" (Dehler, 2003,).

Operationally, it refers to instructions or learning in which internet, WWW and online tools are utilized to carry out the process of learning .

### **1.7.3 Strategy**

Riding and Rayner (1998) define the concept of strategy as "a set of one or more procedures that an individual acquires to facilitate the performance on a learning task. Strategies vary depending on the nature of the task". This definition is adopted by the researcher.

## **Chapter Two**

### **Theoretical Background and Previous Studies**

#### **2.0 An introductory Note**

This chapter is divided into two sections : the first is the theoretical background whereas the second is related to previous studies.

#### **2.1 Theoretical Background**

This part is intended to give some details about how face to face learning has shifted to web-based learning, and some elaborations are presented with regard to the definition , the need for this mode of learning, advantages and disadvantages of web-based learning, describing perception and its types , the relation between EFL and web-based learning, showing learners and teachers' perceptions towards web-based learning, and lastly some relevant previous studies are quoted to be discussed.

##### **2.1.1 Paradigm Shift from Physical to Virtual Learning**

People live in a digital and virtual world. Each sphere of life has become digital and virtual based on self-control. The world and the mode of learning are changing and the speed has been increased manifold by the advent of COVID-19 pandemic. Now all over the world, there is a growing urge among teachers as well as learners to have access to teaching and learning through virtual and digital modes of learning. Language learning, and especially the instruction of EFL has gone through the same transformation. EFL Learners as well as teachers have to be more aware of the use of technology and digital applications such as Zoom, Google meet, and virtual classroom, which are assisted by

spontaneous response and feedback and have made this mode of instruction interactive and engaging (Berge, 1999).

Uppal , Ali, Zahid, & Basir, (2020) project the idea that in a web based instruction there is an immediate response and feedback from teachers to students and students to their teachers in a real time. With the assistance of technology, there are more refined methods to check the authenticity and monitor the process of instruction. This is going to be a more effective mode as compared to conventional.

Stoessel (2015) comes up with the notion that a web based instruction has the ability to alter the passive, inactive and lack of engaging instruction into an active, collaborative, and engaging manner which is key as far as the instruction and its objectives are concerned. So, it is not just a transformation from one mode to another, but rather it will change the entire approach and mental sketch of instruction with the passage of time.

Harandi (2015) points out that not only the environment and mode of instruction and learning are being reformed by the utilization of technology and the web, new technologies have also assisted students to be aware of their language learning needs on one hand and have made teachers aware of their students' needs and demands with respect to language learning on the other. These needs and requirements can only be fulfilled and entertained through the utilization of technology and a digital mode of learning.

According to Thongkoo, Panjaburee & Daungcharone (2019), this mode of learning has shifted the process of instruction to be student-centered rather than teacher-centered which was the convention of face to face instruction.

Web based instruction and learning have made students more resourceful. They have plenty of options and choices. Hussain (2018) indicates that though students have become more resourceful and have plenty of choices yet a refined mechanism of tracking and monitoring is there to keep check and balance within the same domain that make them resourceful.

The most significant and influential feature of web-based and virtual instruction is that it can take place anywhere or anytime, which is quite in contrast to the instructional mode of face to face and conventional mode. Students are no more restricted or confined to the boundaries of schools or colleges; they have the freedom to learn from anywhere. They are more resourceful in terms of materials and learning platforms as virtual classroom; and learning connect people from all over the world to learn, interact, and have learning engagement (Murray & McPherson, 2004).

With the traditional mode of learning, learners have to learn from a single instructor with a limited number of resources and with the same method, but now with web-based English learning, they have multiple choices as far as learning modes, instructors, resources, and mechanisms of learning a language in particular and over all learning in general.

## **2.1.2 Web-Based English Learning Strategy**

### **2.1.2.1 Definitions and Concepts**

The concept of web-based English learning strategy has attained a prominent place in the instructional horizon in the last few decades. It has gained even more prominence during the period of COVID-19 when there is a discontinuity of physical or face-to-face instruction. A web based learning is an inclusive mechanism to teach and learn.

Web-based English Learning Strategy derives its meanings and concepts from related terms such as online, email, web and virtual classroom. More precise and specific concepts are derived from technical definitions and concepts that are related to Khan (2001), who assumes that learning is delivered by means of the internet and web browsing. There are other scholars who have associated web based learning with the use of technology and the internet and they have distinguished it from the concept of distance learning. Web-based or digital learning does not only refer to the use of technology and the internet, rather it affirms that there is an interactive and collaborative level of instruction. That is what makes it different and distinctive from distance learning as it has gone on to video broadcast as well as real time online virtual classes and sessions.

Web-based English learning strategy is a type of learning in which electronic devices are used for teaching and learning purposes (Yacob *et al.*, 2012).

Zabadi (2015) argues that web-based English Language Learning Strategy makes use of electronic technologies for teaching, learning, and assessment purposes.

Raid (2017) mentions that web-based English Language Learning Strategy is a method of teaching and learning that makes use of digital communication technologies, such as various audio and video instruments, an internet connection, a digital repository, and an online platform.

Sampson (2003, p.104) argues that web-based English Language Learning Strategy is a type of independent learning in which a study happens through asynchronous communication.

Anderson (2011, p.130) indicates that teachers can update online materials at any time and students can see modified material instantly in web based learning.

Tsai & Machado (2002, p.2) state that web-based English Language Learning Strategy is associated with learning materials delivered in a web browser, including those materials packaged on CD-ROM or other media.

Hiltz and Turoff (2005, p.56) point out that web-based English Language Learning Strategy is the improved version of distance learning.

Son ( 2007, p.22) mentions that WBLL is learning language through the use of the Web and exploiting Web materials, resources, applications or tools .

Wasim et al. (2014, p.447) defines Web based learning as online learning or e-learning because it includes online course content. Discussion forums via email, videoconferencing, and live lectures (video streaming) are all possible through the web.

### **2.1.2.2 Types of Web-Based English Learning Strategy**

Radhakrishanan (2015) classifies web-based English Language Learning Strategy into two types:

- (a) **Synchronous:** teachers and students communicate online using video conferencing, chat, audio conferencing, etc. in synchronous Web-based English Language Learning Strategy. Most of the learning happens online. The requirement is that students and teachers must be in online communication at the time of instruction.

**(b) Asynchronous:** Asynchronous web-based English Language Learning Strategy can take place in two different ways and is an offline style of web-based English Language Learning Strategy.

- The first form is traditional classroom instruction that is supported or supplemented by online resources (also known as web-based or web-based assistance for traditional classroom instruction).
- In the second sort of web-based English Language Learning Strategy, students can download the course materials and review them whenever it is convenient for them. It can be carried out with or without teacher's support.

### **2.1.3 Need of Web-Based English Learning Strategy**

The need and utility of digitalization has taken over every sphere of life and education being the most paramount feature of human life cannot be left behind from being reformed and in line with the need of the hour. This concept has been supplemented by various researchers who have shown the need and value of digitalization of instructional mode. Chumley, Dobbie & Alford (2002) support the view that web based mode of instruction is beneficial and effective with regard to teaching and learning.

Chin & Callaghan (2013) develop web-based material for the professional enhancement of social studies instructors.

The most useful tool that makes web-based instruction essential is its ability to be carried out irrespective of spatial and temporal boundaries (Kinshuk et al., 2003). It can take place at anytime, anywhere and hence is the need of the hour due to its flexibility, interactivity and potential effectiveness, especially at a time when face to face instruction is not possible. In addition, it has the ability to carry out the instructional

process through audio as well as visual mode with a diversity of tools. It enables the learners to be the masters of their time, place and learning at the same time. It enables students to polish their self-controlled learning on a diversity of skills, which is a key as far as learning and discovery in their personal and academic domains are concerned .

The most useful and alluring fact about web-based English learning strategy as indicated above, is that the learning as well as instructional material can be accessible by learners both at their campus as well as at home (Almekhlafi, 2006). For such instructions, there are no barriers of time, space, and place, and even learning and presentation can be easily made possible by virtue of multimedia, which on one hand enables utility, and on the other hand, gives more attraction to the project being displayed (Al-Jarf, 2004). Another significant need that makes web-based learning save cost at various levels is that it can be carried out any time anywhere, so there is no need for physical requirements of a campus and other facilities. Another utility that web-based instruction enables shy students to be more open with their fellows and teachers when they chat and interact with each other in real time.

One of the features of web-based English learning Strategy is that it provides unlimited resources as well as opportunities to learners especially language learners making this mode of learning demanded (Kern & Warschauer, 2008).

The role this web based digital learning carries is that it makes the role of learners active and the role of the instructor as mere facilitator and guide. It makes learners more skillful, confident, and polishes their problem solving abilities, which assist them in other matters of everyday life. So, this feature of breaking the teacher centered instruction to student centered instruction is perhaps one of the paramount features of web

based utility as a mode of instruction (Berge, 1999). Quick response and feedback is yet another key feature which makes web based learning required as it enhances the level of satisfaction on the part of learners when they immediately receive feedback on their submitted quiz, assignment, or project (Zapata & Sagarra, 2007). It is more beneficial with regard to the learning of a language as it provides immediate feedback and assists them to correct their mistakes immediately and move ahead in their learning. This feature is key as far as the gratification of learners is concerned in a language learning environment.

## **2.1.4 The Role of Teacher and Student in Web-based English Learning Strategy**

### **2.1.4.1 Teachers' role**

The role of the teacher is a resource provider, a consultant, and a coach. They change from being expert answerers to expert questioners; they structure student work to promote self-direction; they stop having complete control over the learning environment and start cooperating with students as their fellow learners (Hassan et al., 2020).

According to Collins & Berge (1996), the duties and responsibilities of the online instructor are divided into four categories:

1. Pedagogical,
2. Social,
3. Managerial, and
4. Technical.

They define pedagogy as a role and set of responsibilities focused on facilitating learning. The establishment of a welcoming social

environment, which is necessary for online learning, is referred to as the social function. Setting an agenda, goals, rules, and standards for decision-making are the part of managing online learning. The technical side is concerned with how well-versed the teachers are in using technology. To effectively impart knowledge to students in an online course, the instructor must be confident in utilizing the technology themselves.

Sarica & Cavus (2008) illustrate in their paper that to create contact with pupils, teachers are the primary communicators. They must make sure that the students' needs are taken into account when creating the learning environment. Teachers are not "teachers" in this situation; rather, they are the facilitators of online learning environments, and they should use their guidance to support students' self-development and sense of responsibility.

The roles of predominant facilitators are identified as follows :

- In many instances, the roles of facilitator and learner are switched in the classroom. For instance, a teacher might not fully comprehend the new technology being employed.

- Facilitator as a tutor: The function of the tutor goes beyond that of a subject-matter expert who leads learning activities, resolves issues, and updates the course materials .

#### **2.1.4.2 Students' Role**

Students' roles are to construct their knowledge and engage in challenging problem-solving activities. They develop into self-reliant, autonomous, and driven time managers. They choose materials depending on their academic progress. In short, a teacher-student hierarchy no longer exist (Hassan et al., 2020).

An online learning environment requires participation for a successful student. The roles played by online students include:

1. Knowledge generation,
2. Collaboration, and
3. Process management (Palloff and Pratt, 1998).

In web-based learning environment, the student is in charge of actively looking for solutions to issues that are specific to the subject matter being studied with the help of the instructor. They should consider both the difficulties and questions that the teacher and other students have brought. Additionally, web-based learning environments require students to study jointly and collaboratively (Khan, 1997).

To produce higher levels of understanding of the course material, students are expected to collaborate. The resources and other items that students find should be shared with other students. Students who take on the position of process managers are expected to participate with little direction, engage in peer interaction, and speak up when the conversation veers off topic. When they are offended or simply have an opinion about something, they must be prepared to speak up (Palloff and Pratt, 1998). Students' roles seem to be dependent on:

- a) The pedagogical strategy employed in the classroom,
- b) The roles that teachers play, and
- c) Peers in the classroom.

Barajas, Scheuermann and Kikis ( 2003) identify some of the roles as follows :

- A student as facilitator: the use of information communication and technology can promote social and active learning, and new pedagogical ideas help students comprehend the role of the facilitator as one who is more actively involved in the teaching and learning process.
- A student as collaborator: in project-based learning activities, students work together with the facilitator and other students. If the instructor wants to break the isolation of online students working alone, this is a crucial factor to consider in web-based learning.
- Students as cooperators: students work together in teams and take on a variety of team roles (for example, record keeper, supporter, affective, moderator, expert, leader, etc.).

### **2.1.5 Advantages of Web-Based English Learning Strategy**

The biggest advantage of web-based English learning strategy is that, unlike face to face learning, it attracts the attention and captivation of the students. It has also made learning flexible, easy and within the reach of everyone. It has also reduced the cost of instruction (Truluck, 2007).

Flexibility and time Management are two of the paramount advantages that web based learning offers. It has enabled students to choose the time and course of their studies. They can access to their online class in accordance with the time that he or she likes as there are numerous opportunities for him or her to choose . So, opening multiple opportunities for students as well as teachers is yet another advantage or plus point that web-based learning offers. Teachers as well as students can manage their time more effectively as the online material can be accessed round the clock and from anywhere. Another significant factor

that makes web based learning popular is that it enables students to be more confident, independent, and self-sufficient (Fall et al., 2005).

Another key feature of this instruction is that it puts control of learning in the hands of learners rather than in the hands of instructors. Students cannot only view lectures and study material later but they can also go over it several times before evaluation or assessment. They can submit their assessment tasks at home and can have access to quiz results immediately once they are submitted. In addition, web-based or digital learning enables working people or students to have access to learning as they can set their working and study schedules keeping in mind their own will. It enables a wide range of resources and study materials to the learners. Learners can choose course and style of learning according to their own terms and conditions (Eklund & Sinclair, 2000).

The most significant advantage of web-based English language learning strategy is the aspect of reducing the distance between the boundaries of time and space in a sense that it requires no physical interaction or presence. It has also reduced the risk of an overcrowded classroom or a limited number of students to be enrolled in a particular course. Even enrollment in digital learning consists of learners around the globe. This mode of learning has developed new resources, methods and assessment tools. It has introduced the concept of individualized instruction or learning. Students have access to multiple opportunities to learn in terms of learning platforms, strategies, resources, and techniques that they can access to solve their study related issues (Nola et al., 2005).

Web-based English language learning strategy has transformed the entire process of learning in the sense that students have access to those resources and opportunities which are even impossible to think in face to face and conventional modes of instruction. The use of multimedia,

audio, video, presentations, online chat rooms, virtual and online classroom and remedial resources are the chief advantages of web based learning. Asynchronous mode at time allows learners to think and revision before going to respond on a particular task. It has assisted students a great deal with regard to their projects and assessments that they have to do. It has enhanced the quantity as well as the quality of instruction (Kronz, Silberman, Allsbrook Jr, & Epstein, 2000)

### **2.1.6 Problems and Challenges in Web-Based English Learning Strategy**

Though there are numerous benefits of using web-based English learning, there are studies which have come up with the findings that there are problems and challenges as well in this mode of learning.

Palaiogeorgiou & Grammatikopoulou (2016) assert the fact that web-based learning enables students to be more collaborative, thoughtful, creative as well as managers yet there are problems and issues such as the amount of time and the efforts that are required in this mode of instruction. Lack of training, overestimation of the students' skills and overconfidence can disrupt the entire process. Technical issues and problems are other challenges that diminish its benefits to some extent.

Rasheed, Kamsin, & Abdullah (2020) highlight another major issue or challenge with regard to the integration of digitalization into the process of learning. To them, this shift has created a sort of restlessness among all the stakeholders i.e., students, teachers and institutes. In this mode, students require “self-regulation skills and technological competence since they are required to manage and carry out their studies independent of their instructor, at their own pace, and they also use online technology out of their face-to-face sessions”. To them, a lack of

technical awareness among both students and teachers is yet another major hurdle in the process of digital literacy. Though students have the motivation to be familiar with unfamiliar technology, teachers are hesitating to show interest in such things other than content.

The use of web-based or digital modes of instruction especially in the case of international context, where the difference of language and culture is yet another major issue among students as well as teachers. Though this mode of learning has numerous benefits, there are numerous issues as well in utilizing it effectively in order to achieve the required goal, which will be a key and a basis as far as productive, positive and constructive outcomes of learning are concerned (Meyers, Erickson & Small, 2007).

Mahyoob (2020) conducts a survey based study with regard to the challenges and issues faced by EFL students during covid-19 pandemic in terms of online or digital learning. The findings of the study indicate that those EFL students face communicative, technical as well as academic challenges. He sums up his findings as most learners are not satisfied with continuing online learning as they could not fulfill the expected progress in language learning performance .

Ignatow & Robinson (2017) raise another issue is the outcome of low and poor digital competence . There are numerous issues faced by both students and teachers with regard to web based learning but sufficient amount of resources and researches are not accessible and available. There are few studies that are cited by the researcher here to highlight the issues and challenges in using technology in virtual classrooms.

### **2.1.7 Disadvantages of Web-Based English Learning Strategy**

Indrakusuma & Putri (2016) provide a list of disadvantages related to web-based learning:

- a. Lack of communication between teachers and students, as well as between individual students.
- b. Education itself tends to be replaced by the process of teaching and learning.
- c. The learners' role is changing; in addition to mastering the original traditional learning methods, it is now important to integrate ICT (information, communication, and technology) to create new learning methods.
- d. Not every region and location has a reliable internet connection. A shortage of knowledgeable internet-savvy human resources.
- b. Selecting the appropriate computer for a student is naturally difficult.
- g. The student might become dissatisfied if their incompatible equipment prevents them from accessing images, videos, and graphics (hardware and software).
- h. Social isolation or a learner's sense of socially isolated.

### **2.1.8 Language Skills and Web-Based English Language Learning Strategy**

One of the key issues that is usually faced by the EFL students is related to the lack of opportunities to practice language skills which are listening, speaking, reading and writing. Grammar and its usage is yet another key concerns faced by EFL students, but that issue has been

amply addressed by the mechanism of web based or technology assisted learning context. This aspect is highlighted by Warschauer & Kern (2005), in these words “Net-work based language teaching does not represent a particular technique, method, or approach. It is a constellation of ways by which students communicate via computer networks and interpret and construct online texts and multimedia documents, all as part of a process steadily increasing engagement in new discourse communities.” However, it is argued by Pacheco (2005) that such skills can be learnt best in classrooms or can be supplemented through online practice or usage is allowed because real and authentic materials of this kind cannot be practiced or utilized in the classroom otherwise.

### **2.1.8.1 Listening and Speaking**

In order to get an adequate amount of accuracy and practice, students of EFL have to utilize language in functional contexts. They have to use language in an authentic context such as to exchange their views, by asking questions, addressing each other, arguing, asking, informing, negotiating and through discussion. In order to achieve a certain level of mastery, learners or students also have to keep in mind their pronunciation skills, tone, rhythm, and stress during their listening and speaking. In order to achieve that required level, there is a role that teachers have to play as indicated by Pacheco (2005). To help learners acquire these skills, teachers engage learners in a series of communicative activities such as role-playing, simulations, games, scenarios, information-gap activities, and singing. But there is another point of view and that is related to the fact that listening and speaking cannot be amply learnt and practiced through web based mechanism as these are active skills and can only be learnt best in a real context .

However, current practice around the world utilizes web or technological based instruction where such skills can be equally polished and activated through web based instruction. Egbert (2005) points out that in order to be fluent in speaking, EFL students have to grasp the key factors such as the native like stress, intonation, tone, gestures, body signs and above all the pacing of the language. Students also have to keep in mind the sociolinguistic and linguistic patterns of the language. Unlike reading and writing, which can be polished amply through web-based or computer-assisted learning, listening and speaking are a bit different in web based learning but to some people, it solely depends on the way teaching is done. If it is done amply, then listening and speaking skills can be suitably activated through web based learning as Florez (1999) views that opportunities for speaking and listening require structure and planning to support language development.

Hence, it can be said that if web-based or computer assisted language learning activities are systematically planned and executed in a true sense, even web-based or computer based instruction can be equally handy in gaining activation in listening and speaking skills. It is elaborated by Egbert (2005) as computer technologies can assist students to interact with other English language learners and with native speakers in many different forums not only to practice but also to develop listening and speaking skills. Web -based learning has another added advantage in this regard as it assists EFL students to get more practice activities without teachers' fronting and by providing actual as well as challenging situations in a real context as it is propagated by Cary (2000) that web-based instruction is based on computer and have the ability to get reluctant speakers to speak English. There are numerous computer

software and web portal that give students the opportunity to listen and speak the language in a real context to get fluency in both these skills.

According to Egbert (2005), learners can actively be engaged in web or technology-based instruction as long as they can speak through the computer. There is numerous computer software that enables students to speak with computer and have their skills practiced in a best way. Students can work with the computer, keeping their own level in mind, as there are web-sites that provide listening activities .

In order to listen and practice, students need to have additional helper programs such as RealPlayer and QuickTime. Students can also learn news to get familiar with listening and speaking. Listening and speaking skills can be activated if the teacher gives time every day for the students to talk and practice with each other (Egbert , 2005).

It is important that the students who are at the same level of listening and speaking proficiency cannot be able to correct or modify the mistakes committed by their fellow but at the same time it gives them the opportunity not reproduce each other's mistakes. It provides them with the opportunity to interact and practice their listening and speaking skills which is otherwise not possible. Learners can develop speaking, listening, and oral grammar skills through direct instruction or by participating in content or whole tasks, but the most important thing is that learners have opportunities to practice in a variety of authentic venues (Egbert , 2005).

Florez (1999) provides a framework with regard to listening and speaking by articulating that lessons done through computer or web based instructional modals can follow the usual pattern of preparation, presentation, practice, evaluation and extension . This can best be achieved if students are informed about the objectives of such activities

and ensure that students involved have the basic skills required to perform such activities who are targeting either of the language skills. It is also reliant on the teachers who integrate technology while teaching through this framework in a language learning context where web-based instructions do not assist learning and teaching more efficiently. According to this framework, students need to be instigated and must be encouraged to drill or practice linguistics as well as the pragmatic features of the language being targeted. They have an authentic social exposure and production where technology acts as a tool of learning.

### **2.1.8.2 Reading and Writing**

Reading and writing skills are just as important as listening and speaking skills. Reading and writing skills are the key skills that are related to the mastery or embellishment of skills that enable EFL student to achieve proficiency. These skills have also enabled EFL learners or students to better organize their written contents (Pacheco, 2005).

Reading and writing skills can be enhanced through web-based or technology assisted learning as web-based instruction has the facility to polish and enhance these skills by means of skill tools. These skill tools have been elaborated by Egbert (2005) as “media-rich examples and integrated effective scaffolding to help learners understand and retain skills”.

Pacheco (2005) indicates that Web based instructional mechanism has the ability to flourish and activate reading and writing skills by enabling individualized learning for students at all academic levels. According to him, this type of learning, students are responsible for their own instructions, this type of instruction, students challenge themselves to achieve a certain target or task of their own interest, done individually

or in a group. Web-based instruction also enables students to decide which materials they want to read and write about their practice as in WWW instruction. There is a sufficient amount of flexibility and autonomy. In addition, students have exposure to extensive materials with regard to reading, which certainly has a positive influence with regard to the enhancement of their reading and writing skills .

Egbert (2005) highlights the concept that there are numerous variables that have an essential role in achieving the goal of reading and writing proficiency. To Egbert (2005), goals for reading and writing consist of speed, accuracy, and comprehension, and skills include summarizing, understanding the main point, and identifying how reading or writing is organized. These objectives with regard to reading and writing skills can be best achieved and polished with the utilization of the computer or web-based learning mechanisms regardless of academic and proficiency levels of students in EFL contexts.

## **2.1.9 Perception**

### **2.1.9.1 The Concept of Perception**

Susuwele-Banda (2005) defines the concept of perception as the “view or viewpoint that persons hold as a result of their experiences and outside influences”.

In this respect, Collins Essential English Dictionary (2006) considers perception a depth or an insight of comprehension.

In the current study, the concept of perception is associated with either teachers or students’ point of view or their level of comprehension with regard to the use of web based instruction.

### **2.1.9.2 Types of Perception**

Syam (2021) classifies perception into two types, they are:

**a. Positive perception:** the perception that characterizes all knowledge, whether known or not and the reaction it elicits. It will continue with an activity, acceptance, and support of the perceived thing.

**b. Negative perception:** all knowledge, whether known or not, and reactions that are out of step with the experienced object. The process will continue with passivity, opposition, or rejection of the perceived item. Therefore, it can be claimed that perceptions, both favorable and negative, will always have an impact on how a person feels about themselves when acting. The way a person summarizes all of his information regarding an observed thing will determine whether a favorable or negative perception emerges.

### **2.1.10 Teachers and Students' Perceptions towards Web-based English Learning Strategy**

#### **2.1.10.1 Teachers' Perceptions**

Most teachers deem web-based learning challenging and find that change in teaching location on the one hand and on the other, it is a vast exposure to reach a greater audience. Teachers find themselves as novices when first teaching online. In some cases, it could result in an opposition towards online teaching. Overall, there is a solid evidence that online learning is at least as effective as the traditional mode of learning (Obeiah, 2021).

Teachers' perceptions in a study conducted by Navarro and Shoemaker (2000) indicate that learning outcomes in virtual classrooms

are equally good as conventional face to face classroom despite the change in background and mode of teaching.

Nambiar (2020) in his study indicates that interaction and communication among teachers and students is one key area that has given teachers the satisfaction they require while switching towards virtual mode of teaching.

Giovannella (2020) carries out a study in Italian school contexts to analyze the perceptions of teachers towards virtual or digital mode of teaching after pandemic. The findings indicate that there is a need for teachers of professional training to be familiar fully with virtual mode of teaching yet teachers have shown a positive response towards virtual mode of teaching.

Ramij & Sultana (2020) in their study highlight the key obstacles that teachers encountered while shifting towards web based teaching in Bangladesh like: lack of technical assistance, expensive equipment and unstable internet connection along with economical problems which are the key issues indicated on the part of teachers with regard to web based teaching.

Rahim & Sandaran (2020) conducted a study in order to get to know Afghan teachers perceptions towards the use and implementation of on-line mode of learning. The findings of the study highlight that though teachers have familiarity with digital tools, yet there are challenges such as lack of electricity, lack of access to digital tools and low speed of internet. EFL teachers in Afghanistan are committed towards digital tools in their classrooms but due to above mentioned challenges, their dreams have not been fully materialized.

## **2.1.10.2 Students' Perceptions**

Numerous studies have been conducted by several researchers with regard to assess and analyze the perceptions of students towards Web - based learning or online learning. Some studies have shown positive response and attitude with regard to digital mode of learning while others have other ideas.

Wang & Chen (2007) conducted a similar study in order to assess the significance of online learning in language learning and it is found that students have shown their keen interest in online learning. They found it interactive and communicative which is not as much as in their conventional mode of learning.

Kabilan et al. (2010) conducted a similar study to know about students practices with regard to the use of Facebook as a tool for language learning. The findings of their study indicated that students find practice useful and essential tool as far as learning English as a second language in an online learning context is concerned.

Akbari, et al. (2012) conducted a study in order to know the attitudes and perceptions of students with regard to the utilization of social networking as a tool or a means of online learning before and after language course. It is found that in pre-course contents, students deem social networking as a means of communication and interaction hence useful in language learning but in a post course, they show their attitude that Facebook has a great potential to be an imperative and effective tool for language learning as far as web based or digital mode of learning is concerned.

Bolstad and Lin (2009) have made an extensive study to analyze the perceptions of students with regard to virtual mode of learning based on

NewsZealand and the findings indicated that the majority of students have positive response by saying they are learning more skills and in an enjoyable way in virtual learning. Students find it effective and comfortable to learn via web based learning.

McBrien et al. (2009) conducted a study in the University of Florida to know the experiences and reflections students have about virtual mode of learning. The findings of the study indicated that there is a vast majority of students (91%) to show their contentment and positive response towards web based learning.

Cakiroglu (2014) conducted a study in order to measure the perceptions of students towards virtual or web based learning keeping in view the 7 principles of good practice. The study is conducted in Turkish context to analyze the perception of students towards delivery of course contents in digital mode of learning. Apart from the positive responses of the students, the study presents the key potential virtual mode has for learners, teachers and interaction.

Salbego and Tumolo (2015) in their study in Brazilian context, analyzed the perceptions of students as well as teachers with regard to the use of Skype as a virtual tool and they both agree that it has a useful impact on language learning especially listening and speaking skills.

## **2.2 Previous Studies**

There are little previous studies similar or closely related to EFL teachers and students' perceptions regarding web-based learning. However, the following quoted previous studies have some sort of relation and relatedness in one way or another with the current study.

**2.2.1 Hoomanfard (2017)** conducted a study with the title “EFL Learners’ Attitudes and Perceptions of Online and Conventional Peer Written Feedback: A Tertiary Level Experience.” The study aims to investigate the perceptions and beliefs of EFL students with regard to Peer feedback on written scripts in both conventional as well as virtual mode of learning. Forty Five upper Intermediate level of University students from English literature background were the participants in the study. The participants were divided into two groups who assigned a questionnaire both at the beginning and the end to collect data. Cronbach Alpha was used to check the internal consistency. Some of the participants take part in an interview. The method used in the study was quantitative. The findings of the study indicated that both groups of students participated in the study were satisfied with their peer feedback experience. It is important to note that among both groups, the online group showed more positive attitude towards peer feedback experience than conventional group.

**2.2.2 Umam *et al.* (2019)** carried out a research entitled “Indonesian EFL Learners’ Perception on the Internet Use in Language Learning.” The study aimed to uncover the Indonesian EFL students’ attitudes with regard to virtual learning and how much time they denote to internet either for academic or non-academic purpose. A questionnaire is used as a tool for the collection of data. It was based on four likert scales. Sampling population was 100 Indonesian EFL college students. Twenty-

Six were males while 74 were females participants. The age of the participants ranged between 21 to 23. As far as the method used in the study , it was quantitative with descriptive design. The findings of the study indicated that most of the students have positive attitude towards online or virtual mode of learning with good response towards using internet for either purpose. They showed their satisfaction that internet has assisted them in getting their tasks done timely and effectively.

**2.2.3 Rahayu *et al.* (2020)** conducted a research entitled “Teachers’ perception of online learning during pandemic COVID-19.” The study aimed to investigate English Language teachers perceptions with regard to online learning. Perceptions were analyzed keeping in view “perceived usefulness, perceived ease of use, and their attitude towards online English language learning.” The method the researchers used was qualitative with a descriptive design. A questionnaire and interviews were used as instruments for the collection of data from 102 “Junior High School English teachers” teaching in Bandung. The questionnaire was based on five likert scales. Percentage and central tendency (CT) were used to analyze the data. The findings of the study indicate that participants had shown their positive response to the perceived usefulness and ease of virtual learning but majority of them showed disagreement with regard to effectiveness of virtual mode of learning.

**2.2.4 Aksyah *et al.* (2021)** carried out a study with the title “Teachers’ perceptions and barriers towards English language teaching process via online learning during Covid-19 (A Survey at Senior High School in Banda Aceh and Aceh Besar).” The objective of the study was to investigate the perceptions of teachers and the obstacles they faced during virtual mode of instruction during pandemic. A mixed method consisted of quantitative and qualitative mechanism was used to carry out the study.

Questionnaire and interviews were utilized as instruments to collect data. Descriptive statistics was used to analyze a questionnaire and qualitative method was used to analyze interview based data. The population of the study consists of 20 English teachers working in “public senior high schools in Banda Aceh and Aceh Besar”. The findings of the study indicated that majority of teachers (55.45 %) were not in favor of online or virtual mode of instruction but they face technical and situational problems during online teaching.

**2.2.5 Obeiah (2021)** conducted a study entitled “Jordanian EFL Teachers' Perceptions of the Utility MoE-Enforced Online-Based Instruction during the COVID-19 Pandemic.” The study was meant to analyze the perceptions of Jordanian EFL Teachers with regard to the appropriateness of online or virtual learning offered by Jordanian Ministry of Education through Darsak Platform during covid-19. The study was conducted at the end of 2020 and the beginning of 2021. Thirty hundred and thirty five EFL teachers were asked to respond to the questionnaire and 213 of them belonging to both the genders responded to the items being asked. The study utilized a quantitative descriptive method to carry out its findings. A questionnaire consisted of 44 items was used. And for the internal consistency of the scale Cronbach's Alpha was used by the researcher. The findings of the study indicate that a moderate number of Jordanian EFL teachers are satisfied with online mode of learning. Darsak Platform is deemed by them as a useful instructional tool for online learning.

## **2.2.6 Comparison of Previous Studies and the Current Studies**

Subsequent points of similarities and differences are drawn on the part of the researcher with regard to previous and current studies

1. The difference between the previous and current studies lies in the fact that most previous studies focused on either teachers or students separately, whereas the present study is meant to uncover the perceptions of both in a single study.
2. The sample population is also different. In previous studies, a sample of the population was drawn from schools and universities but in the present study, the population is from preparatory school level only.
3. Population samples of all the studies, including previous studies and the current study, are randomly selected.
4. The sample size is also different as the present study has the highest sample size as compared to all the previous studies mentioned.
5. Mostly, previous studies and the present study are similar as they utilize a quantitative method for analysis (Obeiah , 2021; Umam, 2019; Hoomanfard, 2017).
6. In addition, sampling instruments in the form of a questionnaire is also similar.
7. However, in some of the previous studies, interviews have also been adopted as a data collection instrument with a qualitative analysis, whereas in the present study, interviews have not been adopted.
8. Another common feature among the previous and the present studies are the use of the same statistical tools for analysis.

## **Chapter Three**

### **Methodology**

#### **3.0 An introductory Note**

In this chapter, the researcher has provided details about research design being adopted, method being used in the current study, population and sample size, instrument being used by the researcher, face validity and reliability of the questionnaire, pilot study and, statistical tools being used.

#### **3.1 Research Design**

The current research is based on survey research as the opinions of teachers as well as students are sought with regard to web-based teaching and learning. According to Mill & Gay (2016, p.210), survey type study is that involves “collecting data to test hypotheses or to answer questions about people’s opinions on some problem or issue.” The key advantage of using this type of design is that it enables the processing of data quickly and provides accurate findings. It is a type of design in which “data are collected from selected individuals at a single point in time” (Gay et al., 2012, p.148).

#### **3.2 Methods of the Study**

In a quantitative research statistical, and mathematical tools and techniques are being utilized to project the findings of the study. For that purpose, graphs, bars, and tables are used to present the data and numerical findings (Best and Khan, 2006, p.24). A quantitative method of analysis has been defined by Muijs (2004, p.1) as "explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)". In addition, quantitative method

of analysis stresses upon the measurements based on objective perspectives based on numerical or statistical data gathered through surveys, questionnaires, and polls or to manipulate the existing data of similar nature. In this type of method, usually either computational or simple mathematical techniques are utilized in order to analyze the data and bring out the findings.

In a quantitative type or method of research, data is collected through numerous means as stated above, other than an experiment, and then variables which are related to situations are manipulated to establish a cause and effects of associations and observations. That mostly deductive approach is being consumed by the researcher to direct attention from general to particular testing or measurement of a particular hypothesis. In this regard, it is a important for a researcher to be objective, neutral, and unbiased as far as the analysis of data is concerned in order to avoid distraction of the findings (Suter, 2012, p.108).

### **3.3 Population and Sample Selection**

For the present study, the targeted population consists of preparatory school teachers and students from both genders (males and females). Specifically, the population that the researcher has selected for the study is composed of 5<sup>th</sup> male and female teachers and students from preparatory schools. In addition, the sample is selected randomly from the among EFL teachers and the students. It consists of 150 EFL teachers and 220 students.

#### **3.3.1 Sample characteristics**

The information received from the demographic information of Iraqi EFL teachers has been presented subsequently in the following tables :

Table (3.1) shows the distribution of the sample according to the teachers' gender .

**Table (3.1) Teachers' Gender**

<b>Gender</b>	<b>No. of Participants</b>	<b>%</b>
Male	80	53.3%
Female	70	46.7%
Total	150	100%

Table (3.1) shows that there are 80 males which is 53.3% of the participants, while 70 are females which is 46.7% of the participants in the study. It indicates that males participants are more as compared to females participants in the study.

Table (3.2) shows the distribution of the sample according to the teachers' age .

**Table (3.2) The Teachers' Age**

<b>Age</b>	<b>No. of Participants</b>	<b>%</b>
23-27 years	52	34.67%
28-32 years	61	40.66%
33 years and above	33	22%
Total	150	100%

Table (3.2) shows that fifty two participants range between 23 and 27 years which is (34.67%) Sixty-one participants fall within 28 and 32 which is (40.66%) and Thirty-three participants are 33 years or above that age which is (22%) of the entire population of the current study. It shows

that the majority of the participants range between 28 and 32 which is (40.66%) of the entire population.

Table (3.3) shows the distribution of the sample according to the teachers' qualifications.

**Table (3.3) Teachers' Qualification**

<b>Qualification</b>	<b>No. of Participants</b>	<b>%</b>
Bachelor	115	76.7%
Master	27	16.7%
Ph.D.	4	2.7%
Total	150	100%

Table (3.3) shows that 115 participants hold bachelor degrees which is 76.7%, 27 participants have master degrees which is (16.7%) and 4 participants have PhD degrees which is (2.7%) of the entire population. It indicates that majority of the participants have Bachelor's degree with (76.6%).

Table (3.4) shows the distribution of the sample according to the teachers' experience .

**Table (3.4) Teachers' Experience**

<b>Years of Experience</b>	<b>No. of Participants</b>	<b>%</b>
1-5 years	61	40.7%
6-10 years	55	36.7%
11-15 years	20	13.3%
More than 15 years	14	9.3%
Total	150	100%

Table (3.4) shows the participants years of teaching experience in. 61 participants have experience ranging 1-5 years which is, 40.7%, 55 have experience ranging 6-10 years, which is 37.7%, 20 of them have experience ranged ranging 11-15 years, while 14 participants have more than 15 years of teaching experience. It points out that 61 teachers have experience of 1-5 years with the highest percentage of 40.7%.

Whereas the information attained from the demographic information of Iraqi EFL students has been presented subsequently in the following tables:

Table (3.5) shows the distribution of the sample according to the students' gender .

**Table (3.5) Students' Gender .**

<b>Gender</b>	<b>No. of Participants</b>	<b>%</b>
Male	118	53.64%
Female	102	46.36%
Total	220	100%

Table (3.5) shows profile picture of students as participants in terms of their gender. 118 of the participants are males, which is 53.64%, while 102 of the participants are females which is 46.36% of the participants in the study.

Table (3.6) shows the distribution of the sample according to students' computer skills .

**Table (3.6) Students' Computer Skills**

<b>Computer Skills</b>	<b>No. of Participants</b>	<b>%</b>
Low	68	30.91%
Average	56	25.45%
Good	76	34.55%
Expert	20	9.09%
Total	220	100%

Table(3.6) shows the level of computer skills, among participants. 68 students have low computer skills, which is 30.91%, 56 have average skills which is 25.45%, and 76 of them have good computer skills, which is 34.55%, while 20 participants have computer skills, which is 9.09% of the entire population. It shows that majority of the students have good computer skills, with 34.55%.

### **3.4 The Instrument**

In order to achieve the objectives of the study, and after going through the relevant studies on the same topic, the researcher finds it best to utilize a questionnaire as an instrument to collect the required data. For that purpose, the researcher has prepared two questionnaires, one for the EFL teachers and the other for the EFL students, as shown in **(Appendices A and B)**. In the view of Johnson and Christensen (2016, p.415), a questionnaire is an independent instrument that is used to collect data as a sample on the part of the research population or participants in a research study. It is common practice on the part of researchers to utilize

a questionnaire as an instrument to know the opinions, perceptions, desires, attitudes, and interests of the participants.

In the present study, as stated above, the researcher used two questionnaires. Perceptions of teachers are being obtained In the first questionnaire. The questionnaire consists of introductory notes and three parts . The first part, which is related to the demographic information, has 5 items, there are 34 items in the second part. In the third part has 22 items. At the beginning of the questionnaire, an introductory note has been given by the researcher followed by demographic information about the participants. In the next part, teachers' perceptions towards web-based teaching are obtained. It is followed by the difficulties that encounter EFL teachers in using web Based teaching.

The second questionnaire was prepared by the researcher to obtain the perceptions of Iraqi EFL students with regard to using web-based English learning strategies. Like the previous questionnaire, it also starts with the introductory note on the part of the researcher, which states the objectives of the questionnaire to the respondents. It is followed by the same pattern of three parts. The first part is related to demographic information of the participants, and it has 3 items. The second part is termed as students' perceptions towards web based learning and it has 34 items. The third part is entitled the difficulties that EFL students face in using web-based learning and it has 22 items.

After formulating both questionnaires, they have been uploaded on the Google Form by the researcher using the following links:

- <https://forms.gle/6iXqHJRnQ5Tqdeby5>
- <https://forms.gle/vtDx76VX9v8xcKe27>

The links of these forms have been sent to the relevant participants' ,i.e., first link sent to EFL teachers and the second link sent to EFL students to get their perceptions with regard to using web-based English learning strategy. In both questionnaires, the participants ,i.e., EFL teachers and students are intended to choose one of the five options given for each item.

The researcher used two techniques for the collection of data : The first is the Google form by sending the link via telegram, WhatsApp, Facebook, and Messenger to the participants ( teachers and students) . The second , through visiting the schools and distributing the questionnaire among students. Hence, scores for each item are measured on the basis of the following five points' Likert Scale

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

After collection of data from both the sources the researcher has analyzed the data using SPSS as a statistical tool for analysis. In addition, other tools and instruments with regard to statistical analysis are also kept in view on the part of the researcher to maintain the reliability and validity of the questionnaires.

### 3.4.1 Face Validity of the Questionnaire

Face Validity has been elaborated as something that is related to the judgments of the participants or respondents who are deemed to have knowledge about the variables being measured and evaluated in that particular research while in the view of Bolarinwa (2015, p.195) validity is “the degree to which a measurement measures what it purports to measure”. In addition, it refers to the exactness of the research instruments and tools that allow the researcher performs valid calculations and measurements. It enables the researcher to be able to draw correct inferences in the form of scores (Suter, 2012, p.357).

Face validity is also related to have a look of an expert or a jury to determine that the tool or instrument being implied is valid enough to measure the exactness of the dynamics being examined in that particular research on the basis of its face (Bolarinwa, 2015, p.196).

Zohrabi (2013, p.258) defines the concept of validity as "the extent to which an instrument measures what it purports to measure". Cohen et al. (2007, p.133) regard validity as an imperative feature of a research which can be enhanced to a certain degree by keeping in view

- Suitable and apt instrumentation
- Statistical arrangement of data

Best and Khan (2006, p.288) declare that "validity is that quality of data-gathering instrument or procedure that enables it to measure what it is supposed to measure."

The validity of the instrument is usually determined and approved by a group of experts in the field of ELT. If the experts or jury members approve the questionnaire, it is deemed valid by its appearance, but if otherwise, the researcher has to adjust the statements of questions or

items, keeping in view the points raised by experts in their review with regard to the validity of the questionnaire (Almuhanna, 2018, p.155).

Keeping in view the concept of face validity of the questionnaire, the researcher, in the current study, has put it before members of experts, supervisors and specialists who specialize in English language teaching to get their opinions, feedback, and suggestions on both questionnaires to check face validity. (A list of jury members and their details are attached in **(Appendix C)**). According to the jury members notes and suggestions, the researcher made the necessary modifications. To obtain the face validity, some items are changed and some are deleted. The researcher has made certain changes to the initial form of the questionnaires based on the Jury members' recommendations like linking some items, editing some items and omitting five items from teacher's questionnaire and three items from students' questionnaire because they are irrelevant or invalid items. The final form as shown in **(Appendices D,E)**, the questionnaire directed to EFL teachers, consists of 68 items distributed into 3 parts other than demographic information, while the questionnaire directed to EFL students comprises 66 items distributed into the same number of parts.

### **3.4.2 Pilot Study**

It is a good idea and practice on the part of the researcher to conduct a pilot study of the instruments with fewer numbers of population or participants as a close relation to those who participated in present study. This phase can be imposed on friends and even colleagues to get to know and overcome ambiguities and mistakes within the questionnaire (Best and Khan, 2006, p.320) , while in the view of Bolarinwa (2015, p.198), this phase enables a suitable opportunity to testify the reliability of the research questionnaire or instrument to determine whether or not it is

applicable to all the sample participants. In order to apply the concept of pilot study, on March 20, 2022, the researcher chooses a random sample of 25 teachers and 30 students to check if there is any difficulty in responding to the questionnaire or technical issue of having access with regard to Google Form, specify the time allocated for answering the items, and calculate the reliability of the questionnaire. Consequently, no difficulty or ambiguity is detected and the required time to fill out the questionnaires ranged between 15-20 minutes.

### **3.4.3 Reliability of the Questionnaire**

Drost (2011, p.106) defines reliability as “the extent to which measurements are repeatable when different people perform the measurement on different occasions, under different conditions, supposedly with alternative instruments which measure the construct or skill”. Reliability is an imperative feature of any research questionnaire. Creswell (2015, p.158) states that “Reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times”. Reliability refers to the measurement consistency that ensures the validity of the results being obtained by means of instruments. Brown (2003, p.20) regards reliability as “the degree of consistency of a measure and the tool will be reliable when it gives the same repeated results under the same conditions”.

Suter (2012, p.356) considers reliability as, “the degree to which the research tool gives the same or similar results if it is repeated in other situations and other time”. Reliability can be taken as the degree to which an assessment or a test is measured consistently. Best and Khan (2006, p.288) elaborate that "Reliability is the degree of consistency that the instrument or procedure demonstrates: Whatever it is measuring; it does

so consistently." In the current study, Cronbach's alpha has been employed to measure or gauge the reliability. The reliability value of teachers' questionnaire items is .924 and of students' questionnaire items, the reliability value is .923 . The reliability values in both the questionnaires being consumed in the study confirm that items or statements in both the questionnaires are reliable to a great degree, and it is deemed sufficient to use in the present study.

### **3.5 Statistical tools**

After the data has been collected, it has been analyzed using SPSS 26 by applying certain statistical tests. These tests are Cronbach Alpha test through SPSS 26 to extract the reliability value of both questionnaires. The descriptive statistics, including frequency, mean value, and standard deviation (SD), are used to determine the perceptions of Iraqi EFL teachers and students. Independent sample t-test and ONE way ANOVA tests are performed in order to examine the differences closely among EFL teachers' perceptions with respect to their gender, qualification and years of experience and EFL students' perceptions due to their gender, and computer skills.

\*Note: in five-point likert scale we have given values to all scales like strongly disagree = 1, disagree = 2, neutral=3, agree=4, strongly agree=5. Cutoff point was 3 and cutoff point is the mean score of five-point likert scale questionnaire (calculated as the sum of all scales by dividing their numbers i.e.  $(1+2+3+4+5=15/5=3)$ ).

The same like three-point likert scale (often=1, sometimes=2 and never=3) where cutoff point is 2 ( $1+2+3=6/3=2$ ).

The questionnaires items have been arranged in descending order from the highest arithmetic mean to the lowest arithmetic mean.

## Chapter Four

### Data Analysis and Results

#### 4.0 An Introductory Note

In this chapter, data related to teachers and students' questionnaires are statistically analyzed and the results are separately presented in sequence using statistical methods.

#### 4.1 Presentation of Teachers' Questionnaire Results

##### 4.1.1 Descriptive Statistical Analysis of EFL Teachers' Perceptions towards Web-based English Learning strategy

Below is the descriptive statistical analysis of teachers' perceptions towards Web-based English Learning

**Table (4.1) Descriptive Statistical Analysis of EFL Teachers' Perceptions towards Web-based English Learning strategy**

No.	No. of item in The Questionnaire	Items	Mean	Standard Deviation	Rank
1	27	Online teaching enables teachers to be proficient in making online tests and quizzes.	3.57	1.266	1
2	28	Online tests and quizzes help teachers assess their students' results immediately once they submit the online test or quiz.	3.53	1.235	2

3	23	Web based instruction enables teachers to be more familiar with the modern technologies	3.50	1.284	3
4	21	Training is important for EFL teachers with regard to the use of technology in language instruction.	3.48	1.355	4
5	20	It is significant for EFL teachers to be familiar with the use of technology in teaching EFL.	3.45	1.278	5
6	29	Web based instructions help the teachers use more audio visual and animated tools.	3.45	1.309	6
7	32	Virtual teaching mode enables the teachers to give feedback quickly.	3.45	1.207	7
8	22	Technology assists me to be more flexible and productive in my teaching.	3.44	1.282	8
9	25	Web based instruction helps the teachers be better manager, planner and executor.	3.43	1.244	9
10	34	Web based teaching assists in managing the time and scheduling the teaching schedule beforehand.	3.43	1.228	10
11	12	Internet offers very easy access to language teaching materials.	3.42	1.332	11

12	1	Web based teaching has assisted me to be more skillful in teaching, practicing and implementing new language teaching strategies in my virtual class.	3.41	1.238	12
13	26	Web based instruction makes the teachers familiar with collaborative tools such as Google drive and drop box.	3.41	1.264	13
14	33	Web based instruction enhances the readiness and confidence of the teachers.	3.41	1.205	14
15	24	Web based instruction makes the teachers self-sufficient and self-reliance in their resources as well as tools of teaching.	3.40	1.248	15
16	31	Web based teaching enables teachers to respond the queries of the students immediately.	3.38	1.213	16
17	14	Using Web-based activities familiarizes students with authentic English	3.33	1.266	17
18	17	Web-based teaching can increase EFL learning.	3.33	1.266	18
19	19	Use of internet often distracts students from their language learning.	3.33	1.293	19

20	30	Web based instruction assists the teachers to create discussions and group forum more easily.	3.32	1.287	20
21	11	Using of Web based activities/materials is the greatest way to learn English.	3.27	1.329	21
22	16	Web-based materials assist me in teaching more effectively.	3.26	1.250	22
23	9	It is good to have access to my lesson anytime anywhere without any difficulty.	3.25	1.352	23
24	13	Web-based teaching activities/materials assist in motivating the students	3.25	1.258	24
25	15	The use of Web-based material makes me more creative.	3.23	1.245	25
26	18	I am proficient in using the world wide web to find educational resources.	3.21	1.272	26
27	2	With the advent of Web based instruction I am more organized and can manage my time more effectively.	3.13	1.230	27
28	5	The flexibility of time management in Web based teaching is very impactful in my teaching.	3.11	1.270	28

29	7	In web based instruction, the workload on a teacher is more than that in a traditional classroom.	3.08	1.308	29
30	10	My EFL students are more confident and communicative in virtual classroom than they are in face to face classroom.	3.07	1.283	30
31	8	I have no problem in controlling and monitoring my online class.	2.85	1.430	31
32	6	Students participate in online class more actively and effectively as compared to face to face classroom.	2.77	1.372	32
33	3	There are no barriers in my interaction with my students at any stage when they are taught by web-based instruction.	2.59	1.317	33
34	4	The level of interaction in online mode is much higher as compared to face to face instruction.	2.51	1.246	34
<b>Weighted mean and Std.D</b>			3.2657	1.02064	

Table (4.1) shows the descriptive statistics, including mean value and standard deviation (SD). Teachers have responded to a five-point Likert scale of 1-5 and the cutoff point of the questionnaire is 3. The mean scores of most of the items are above the cut-off point 3. It also shows a

high perception of using web-based strategies for the EFL teachers with an overall mean value of (3.2657) and a standard deviation of (1.05064).

Looking at the results in detail, thirty out of thirty four items in the questionnaire received a mean score above the cutoff point 3 ranging from (3.57) to (3.07) with a standard deviation ranged from (1.266) to (1.283), while four out of the thirty four items got a mean less than the cutoff point 3 ranging from (2.85) to (2.51) with a standard deviation ranged from (1.430) to (1.246) which show that the perceptions of using web based strategies among the EFL teachers are high except for four items with low perceptions.

Item No. 27 is the highest mean score item with a mean score of 3.57 and it demonstrates that online teaching enables teachers to be proficient in making online tests and quizzes. Item No. 28, is the second highest items in terms of mean score which is 3.53, and it shows that online tests and quizzes help teachers assess their students' results immediately once they submit the online test or quiz. Item No. 23 is the third highest mean score of 3.50, and it shows that web based instruction enables teachers to be more familiar with modern technologies. Item No. 21, is the fourth highest mean score item with 3.48 mean score revealing that training is significant for EFL teachers with regard to the use of technology in language instruction. By examining deeply, there are 26 more items whose mean score is above cutoff point 3 as shown in table (4.1).

Item No. 4 is the lowest mean score item with 2.51 mean score, which is also below the cutoff point 3 . It shows that the level of interaction in online mode is lower as compared to face-to-face instructions. Item No. 3 is the second lowest item with a mean score 2.59 and it reveals that there are no barriers in my interaction with my students at any stage when they are taught by web-based instruction. Item No. 6 is

the third lowest statement with a mean score of 2.63, and it is below the cutoff point, so it reveals that students participate in online class more actively and effectively as compared to face to face classroom. Item No. 8 is the fourth lowest item with 2.85 mean score, and it reveals that teachers have no problem in controlling and monitoring the online class.

#### **4.1.2 Descriptive Statistics Analysis of the Obstacles Faced by EFL Teachers' in Using Web-Based English Learning Strategy**

**Table (4.2) The Difficulties Faced by EFL Teachers in Using Web-Based English Learning Strategy**

<b>No.</b>	<b>No. of item in the questionnaire</b>	<b>Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Rank</b>
1	13	Some students don't have computer, tablet and mobile phone for learning.	4.27	.835	1
2	2	Lack of equipment and network.	4.25	.899	2
3	9	No support from the Ministry of Education.	4.24	.857	3
4	21	Web based instruction often creates frustration among teachers due to technical problems.	4.23	.734	4
5	20	It is difficult for teachers to motivate those learners who are not interested in EFL in Web based instruction.	4.23	.727	5
6	1	Lack of general computer skills.	4.23	.823	6

7	7	Lack of technical/IT supports.	4.22	.866	7
8	19	Teachers consider their students as passive learners in digital or Web based instruction as compared to face to face instruction.	4.21	.879	8
9	17	The cost of technology based instruction (Internet connection fees) is high and it is less reliable as compared to a face to face class.	4.21	.822	9
10	5	Absence of software authoring skills.	4.19	.833	10
11	4	No recognition from ministry of education.	4.19	.854	11
12	18	Often less motivated students get neglected in virtual classroom because teachers are unaware of their deficiencies.	4.18	.820	12
12	16	For better implementation of digital classroom, there is a dare need to build instructional skills and technological capabilities for teachers.	4.16	.875	13
		The accessibility and availability of web tools	4.15	.822	

14	22	with support and skillful system is a big challenge in implementing online teaching.			14
15	11	Lack of team work among colleagues.	4.14	.912	15
16	12	Limited computer activities.	4.13	.808	16
17	6	Absence of suitable software.	4.13	.892	17
18	15	Evaluation and assessment in virtual testing are often unreliable and inconsistent.	4.11	.894	18
19	10	No guarantee of positive results.	4.11	.931	19
20	3	No knowledge of programming skills.	4.11	.966	20
21	14	Lack of desire to use the web based teaching facilities.	4.10	.939	21
22	8	Shortage of time.	3.97	1.064	22
Weighted mean and Std.D			4.1720	.63687	

Table (4.2) shows the descriptive statistics, including mean value and standard deviation (SD). Teachers have responded to a five-point likert scale of 1-5 and the mean scores of all the items are above the cut-off point of 3. It shows that teachers face many difficulties in using web-based strategies with an overall mean value of (4.1720) and a standard

deviation of (.63687). The mean has ranged between (4.27) to (3.97), while the standard deviations have ranged between (.835) to ( 1.064).

Item No. 13 is the highest scoring item, with mean score of 4.27 and it reveals that some students don't have computer, tablet and mobile phone for learning. Item No. 2 is the second highest item in terms of mean 4.25 and it shows that teachers face problems like lack of equipment and network. Item No. 9 is the third highest item with mean score of 4.24, and it shows that there is no support from the ministry of education. Item No. 1, 20 & 21 are the fourth highest items with 4.23 mean score reveal that teachers face lack of general computer skills, difficult for teachers to motivate those learners who are not interested in EFL in web-based instruction and Web based instruction often creates frustration among teachers due to technical problems. By examining the results deeply, all the items have mean score above cutoff point 3 as shown in table (4.2).

Item No. 8 is the lowest item with 3.97 mean score but it is also above the cutoff point 3 and it shows that teachers face shortage of time in web based learning interaction with the students. Item No. 14 is the second lowest item with mean score 4.10 and it reveals that teachers have lack of desire to use the web based teaching facilities. All the items have mean score above cutoff point which reveals that teachers face obstacles as shown in table (4.2)

#### **4.1.3 Inferential Statistics Analysis of Teachers' Perceptions**

Differences could exist in the perceptions of teachers based on various factors : gender, age , qualification, and years of experience. Therefore, in order to examine the differences closely among the EFL teachers' perceptions with respect to their gender, age, qualification and years of experience, so independent sample t-test and one-way ANOVA

tests are performed. These tests are performed to examine if any statistically significant differences really exist among the EFL teachers' perceptions based on these various factors.

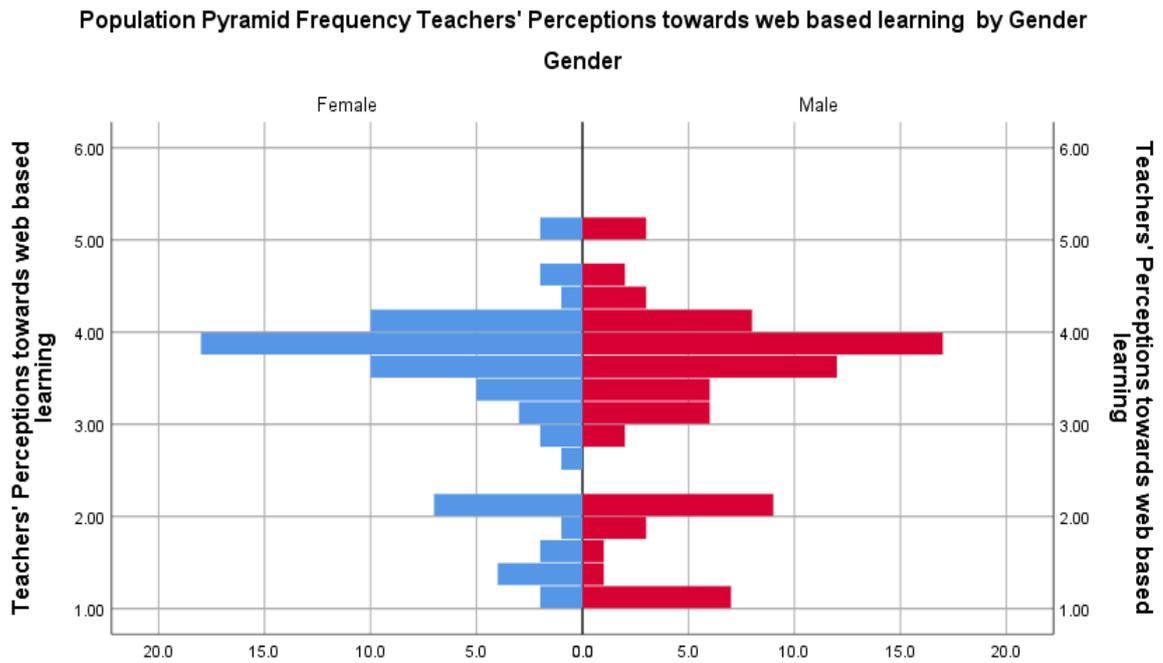
Since, T-test is applicable for two genres only, ONE way ANOVA is applied to the ones having three or more than three groups.

First , the T-test results have been presented for gender, and then the ONE way ANOVA results have been presented based on the age , qualification and years of teaching experience. Therefore, the results have been presented under for gender, age, qualification and years of teaching experience in sequence.

#### **4.1.3.1 Teachers' Gender**

Gender may have an impact on the perceptions of EFL teachers. Their views on the use of web based materials may not necessarily be the same. Therefore, the researcher has decided to examine the differences related to both males and females.

With regard to determining the effects that gender has on EFL teachers', T-test is performed to find out if statistically significant differences exist between males and females. The descriptive statistics (mean and standard deviations) can be seen in table (4.4) along with the t-value.



**Figure (4.1)**

**Independent sample t-test to make gender comparison in scores for males and females**

Figure (4.1) shows that there are no statistically significant differences found in terms of gender scores for males and females of Iraqi EFL teachers' perceptions. Further, to validate the results of the above graph, below are the t-test results shown in table (4.3).

**Table (4.3) T-test Results of the EFL Teachers' Perceptions Pased on their Gender**

Designation	N	Mean	Std.D	Df	T	p value	Effect size
Male	80	3.2272	1.05609	148	-.492	.623	-.08246
Female	70	3.3097	.98429				

Table (4.3) shows an independent sample t-test applied to make gender comparison on the part of attitude scores for males and females of

Iraqi EFL teachers' perceptions. There is no significant difference between males scores (M=3.2272, Std.D=1.05609) and females teachers scores [M=3.3097, Std.D=.98429];  $t(148) = -.492, p = .623$ . The size of variances in means is very small (eta squared = .8246).

#### 4.1.3.2 Teachers' Age

Teachers' age may also change their perceptions. So, the researcher is looking for the effect of teachers' age to see if it has an impact on EFL teachers' opinions.

**Table (4.4) One- way ANOVA for Perceptions Based on the Teachers' Age**

Source	Sum of Squares	Df	Mean Square	F	Sig.
Between	.717	3	.239	1.162	.326
Within groups	30.041	146	.206		
Total	30.759	149			

Table (4.4) shows that One-Way ANOVA is performed to see the influence of teachers' age. Teachers' age is divided into four groups (Group 1= (18-22) years, Group 2= (23-27) years, Group 3= (28-32) years, Group 4= (33) years and above. There is no statistically notable differences at  $p \leq 0.05$  level of significance for the four age groups ( $F(3,146) = 1.162, p = .326$ ).

Therefore, results show that there are no statistically significant difference on the part of teachers' age .

#### 4.1.3.3 Teachers' Qualifications

Teachers' qualifications may also change their perceptions. So, the researcher is looking for the effect of teachers' qualification, which may have an impact on EFL teachers' perception level .

**Table (4.5) One- way ANOVA for Perceptions Based on Teachers' Qualification**

Source	Sum of Squares	Df	Mean Square	F	Sig.
Between	3.433	3	1.144	1.101	.351
Within groups	151.781	146	1.040		
Total	155.214	149			

Table (4.5) shows that a One-Way ANOVA test is performed to see the influence of teachers' qualifications on their perceptions. Teachers' qualification is divided into four groups (Group.1= Diploma , Group. 2= Bachelor, Group. 3= Master, Group. 4= Ph.D.). Results in the table indicate that there are no statistically notable differences at  $p \leq 0.05$  level of significance for the four qualification groups ( $F(3,146) = 1.101, p = .351$ ).

Therefore, the results determine that there are no statistically significant differences found on the part of teachers' qualifications.

#### **4.1.3.4 Teachers' Years of Experience**

Similar to the effect of gender and qualification, growing teaching experience may also change teachers' perceptions. So, the researcher is looking for the effect of teaching experience to see if it has an impact on EFL teachers' perception level.

**Table (4.6) One- way ANOVA for perceptions based on the years of teaching experience**

Source	Sum of Squares	Df	Mean Square	F	Sig.
Between	2.277	3	.759	.725	.539
Within groups	152.936	146	1.048		
Total	155.214	149			

Table (4.6) shows that a One-Way ANOVA test is performed to see the influence of the teachers' years of experience. Teachers' years of experience are divided into four groups (Group. 1= 1-5 years , Group. 2= 6-10 years, Group. 3= 11-15 years, Group. 4= more than 15 years). The results indicate that there are no statistically notable differences at  $p \leq 0.05$  level of significance for the teachers' experience groups ( $F(3,146) = .725$ ,  $p = .539$ ).

Therefore, the results show that there are no statistically significant differences found on the part of teachers' years of experience.

## 4.2 Presentation of Students' Questionnaire Results

### 4.2.1 Descriptive Statistical Analysis of Students' Perceptions towards Web-Based English Learning Strategy

Below is the descriptive statistical analysis of students' perceptions

**Table (4.7) Students' Perceptions towards Web-based English Learning Strategy**

No.	No. of item in The Questionnaire	Items	Mean	Standard Deviation	Rank
1	1	Web based learning has assisted me to be more skillful in my language learning.	3.75	1.238	1
2	5	The flexibility of time management in digital learning is very impactful in my learning.	3.62	1.358	2
3	30	Online tests and quizzes help students learn the results immediately once they submit the online test or quiz.	3.57	1.279	3
4	2	With the advent of web based mode of instruction, I am more organized and can manage my time more effectively.	3.56	1.310	4
5	9	The web (Internet) provides me with language learning materials very easily.	3.55	1.385	5
6	29	Web based learning enables students to be proficient in attempting online tests and quizzes.	3.55	1.311	6
7	8	The web (Internet) is a bank of learning resources.	3.54	1.406	7
8	16	The use of web-based materials increases my confidence in language.	3.54	1.349	8

9	28	Web based learning assists the students to improve their communicative skills.	3.53	1.273	9
10	17	Web-based learning activities/materials can improve my EFL learning.	3.51	1.322	10
11	24	Web based learning makes the students self-sufficient and self-reliance in their resources as well as tools of learning.	3.51	1.284	11
12	7	It is good to have access to my lesson anytime anywhere without any difficulty.	3.50	1.425	12
13	14	Web-based activities improve my written communication.	3.50	1.343	13
14	33	Virtual learning mode enables the students to have feedback quickly and they can amend their deficiencies timely.	3.50	1.255	14
15	10	Internet is the greatest way to learn English.	3.49	1.403	15
16	3	Web based instruction don't put any barriers in my interaction with my teachers and fellows at any stage.	3.48	1.366	16
17	31	Virtual mode of instruction assists the students to create discussions and group forum more easily.	3.48	1.356	17
18	11	I enjoy learning from the Internet.	3.47	1.406	18
19	34	Digital instruction enhances the readiness and confidence of the students.	3.47	1.284	19
20	19	Web-based learning activities/materials motivate me for further learning.	3.46	1.318	20
21	32	Digital learning enables students to get their queries	3.46	1.305	21

		replied immediately.			
22	6	Web based learning can save time and efforts.	3.44	1.368	22
23	27	Web based learning assists the learners in grasping the ideas more deeply.	3.44	1.382	23
24	23	Web based learning enables the students to be more familiar with the modern technologies.	3.43	1.334	24
25	18	Web-based materials help me learn more effectively.	3.41	1.380	25
26	20	Web-based activities/materials promote my creativity.	3.41	1.323	26
27	4	The level of interaction in a digital mode is much higher as compared to face to face instruction.	3.40	1.396	27
28	15	I am competent in using the world wide web to find educational resources.	3.40	1.339	28
29	21	Every ELT teacher should incorporate web-based activities/ materials into his/her class.	3.40	1.316	29
30	25	Web based learning helps the students be better managers, planners and executors.	3.39	1.345	30
31	13	Internet resources replace text books soon.	3.38	1.427	31
32	22	Using the Internet distracts me from my language learning goals.	3.34	1.357	32
33	26	Web based learning makes the students familiar with collaborative tools such as Google drive and a drop box.	3.34	1.347	33

34	12	Most Internet materials are not relevant to my learning.	3.24	1.401	34
Weighted mean and Std.D			3.4722	1.02252	

Table (4.7) shows the descriptive statistics for students' perceptions including mean value and standard deviation (SD). Students have responded to five-point Likert scale of 1-5 and the cutoff point is 3. The mean scores of all the items were above the cut-off point of 3. It also shows a high perception of using web-based strategies for the EFL teachers with overall mean value of (3.4722) and Std.D. of (1.02252).

The results reveal that, thirty four out of thirty four items in the questionnaire received a mean score above the cutoff point 3 ranging from (3.75) to (3.24) with a standard deviation ranging from (1.238) to (1.401) which shows that the perceptions of using web based strategies among the EFL students are very high.

Item No. 1 is the highest item with mean score 3.75 and it exposes that web based learning has assisted students to be more skillful in their language learning. Item No. 5 is the second highest items in terms of mean 3.62 and it shows that the flexibility of time management in digital learning is very impactful on students' learning. Item No. 30 is the third highest mean score of 3.57, and it shows that online tests and quizzes help students learn the results immediately once they submit the online test or quiz. Item No. 2 is the fourth highest item with 3.56 mean score reveals that with the advent of web-based mode of instruction, students are more organized and can manage their time more effectively. Item no. 9 is the fourth highest item with a mean score of 3.55 mean score reveals that the web (internet) provides students with language learning materials very easily.

According to table (4.7), all of the items have a mean score greater than the cutoff point of 3. Item No. 12 is the lowest mean score item with mean score 3.24 which is also above the cutoff point 3 and it shows that most internet materials are not relevant to students learning. Item No. 26 is the second lowest item with mean score 3.34 which is also above the cutoff point 3 and it reveals that web based learning makes the students familiar with collaborative tools such as Google Drive and a Drop Box. Item No. 22 is the also second lowest statement with a mean score of 3.34, which is also above the cutoff point so it reveals that using the internet distracts students from their language learning goals.

### **4.2.3 Descriptive Statistics Analysis of The Difficulties Faced by EFL Students in Using Web-Based English learning Strategy**

**Table (4.8) Difficulties Faced by EFL Students in Using Web-Based English learning Strategy**

<b>No.</b>	<b>No. of item in the questionnaire</b>	<b>Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Rank</b>
1	18	For better implementation of a digital classroom there is a dare need to build instructional skills and technological capabilities among students.	3.79	1.031	1
2	1	Frequency of exams / projects	3.77	1.179	2
3	2	Lack of learning opportunities	3.77	1.141	3
4	8	Selection of learning materials	3.75	1.137	4
5	16	Readiness for learning on the part of students and technology itself is often a	3.75	1.089	5

		challenge in web based learning.			
6	19	The cost of technology based learning (Internet connection fees) is high for students and it is less reliable as compared to a face to face class.	3.70	1.183	6
7	21	Students are considered as passive learners in digital or Web based learning as compared to face to face instruction.	3.70	1.167	7
8	6	Absence of suitable software	3.67	1.195	8
9	22	Digital mode of learning often creates frustration among students due to technical issues.	3.66	1.169	9
10	3	Lack of digital proficiency	3.65	1.155	10
11	7	Network/ technical problems	3.65	1.151	11
12	4	Difficulty in understanding instructions	3.64	1.202	12
13	17	Evaluation and assessment in virtual testing is often unreliable and inconsistent.	3.64	1.144	13
14	5	Lot of distractions	3.63	1.252	14
15	15	Lack of training for the use of virtual tools for the students .	3.60	1.120	15
16	12	Limited computer activities	3.58	1.204	16
17	20	Often less motivated students get neglected in digital classroom because they are not known to teachers.	3.57	1.242	17
18	11	Lack of guidance from the teachers	3.55	1.194	18
19	14	Difficulty in time management	3.55	1.194	19

20	10	Restricted access	3.51	1.280	20
21	9	Lack of interest	3.50	1.298	21
22	13	Lack of desire to use the web	3.41	1.259	22
Weighted mean and Std.D			3.6378	.82202	

Table (4.8) shows the descriptive statistics of the difficulties that EFL students encountered in using web-based learning including mean value and standard deviation (SD). Students have responded to a five-point Likert scale of 1-5 and mean scores of all the items are above the cut-off point of 3. It shows that students face many obstacles in using web-based strategies with overall mean value of (3.4722) and a standard deviation of (1.02252). The mean has ranging between (3.79) to (3.41), while the standard deviations have ranging between (1.031) and ( 1.259).

Item No. 18 has the highest mean score item, with mean score 3.79 indicating that for the better implementation of a digital classroom there is a dare need to build instructional skills and technological capabilities among students. Item No. 1 & 2 are the second highest items in terms of mean 3.77 and it shows that students face problems due to lack of learning opportunities and the frequency of exams/projects. Items No. 8 & 16 are the third highest mean score of 3.75, and it shows that students face problem of selection of learning materials and readiness for learning on the part of students and technology itself is often a challenge in web based learning.

All the items have a mean score above cutoff point of 3 as shown in table (4.10). Item No. 13 is the lowest mean score item with 3.41 which is well above the cutoff point 3 and it shows that students face a problem of lacking a desire to use the web. Item No. 9 is the second lowest item with a mean score 3.41, which is also above the cutoff point of 3 and it reveals

that students feel lack of interest in web-based learning. All the items have mean score above cutoff point which reveals that students face difficulties as shows in Table (4.8).

#### **4.2.4 Inferential Statistical Analysis of Students' Perceptions**

There could be differences in the perceptions of the students based on various factors like gender and computer skills.

Therefore, in order to examine the differences closely among the EFL students' perceptions with respect to their gender, and computer skills, independent sample t-tests and one way ANOVA tests are performed. These tests are performed to examine if any statistically significant differences really exist among the EFL students' perceptions based on any of the above stated factors.

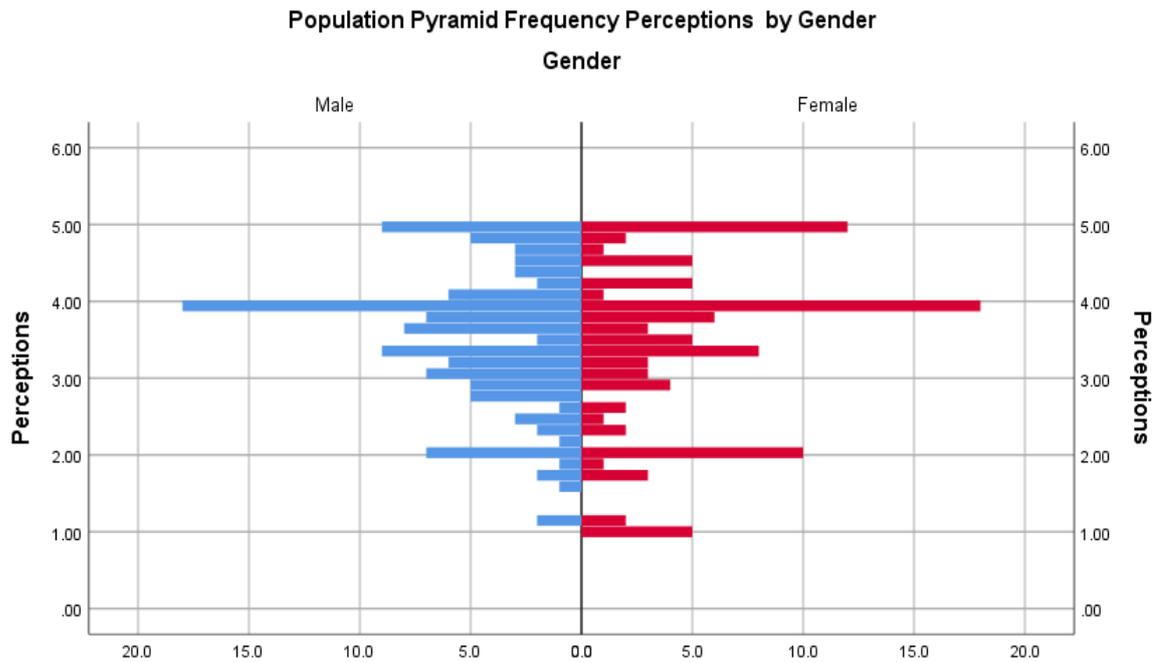
Since, T-test is applicable for two genres only, a one way ANOVA is applied to the ones having three or more than three groups.

First, the T-test results have been presented for the gender, and then the one way ANOVA results have been presented based on students' computer skills. Therefore, the results have been presented below for the gender and computer skills of students in sequence one by one.

##### **4.2.4.1 Students' Gender**

Gender may have an impact on the perceptions of EFL students. Their views on the use of web based materials may not necessarily be the same. Therefore, the researcher has decided to examine the differences related to both males and females.

With regard to determining the effect that gender has on EFL students, T-test is performed to find out if statistically significant differences have existed between males and females. The descriptive statistics (mean and standard deviations) can be seen in table (4.9) along with the t-value.



**Figure (4.2)**

**Independent sample t-test to make gender wise comparison in scores for students males and females**

Figure (4.2) shows that there is no statistically significant difference in gender scores for males and females of Iraqi EFL students' perceptions. Further, to validate the results of above graph, below are the t-test results as shown in table (4.9).

**Table (4.9) T-test Results of the EFL Students' Perceptions Based on their Gender**

Designation	N	Mean	Std.D	Df	T	p value	Effect size
Male	118	3.5202	.92796	218	-.748	.455	-.10352
Female	102	3.4167	1.12417				

Table (4.9) shows an independent sample t-test applied to make gender wise comparisons on part of the attitude scores for males and females of Iraqi EFL students' perceptions. There is no statistically

significant difference between male ( $M=3.5202$ ,  $Std.D=.92796$ ) and female [ $M=3.4167$ ,  $Std.D=1.12417$ ];  $t(218) = -.748$ ,  $p=.455$ ]. The size of variances in means are very small ( $\eta^2 = .10352$ ).

#### 4.2.4.2 Students' Computer Skills

Similar to the effect of gender, the students' computer skills may also change their perceptions. So, the researcher is looking for the effect of computer skills, to see if they have an impact on EFL students' perception levels.

**Table (4.10) One- way ANOVA for Perceptions Based on the Students' Computer Skills**

Source	Sum of Squares	Df	Mean Square	F	Sig.
Between	13.733	3	4.578	4.594	.004
Within groups	215.244	216	.996		
Total	155.214	219			

Table (4.10) shows that a one-Way ANOVA test is performed to see the influence of the students' computer skills . students' computer skills are divided into four groups (Group. 1= Low , Group. 2= Average , Group. 3= Good , Group 4= Expert. The result indicates that there is a statistically notable difference at  $p \leq 0.05$  level of significance for the students' four 'computer skills' groups ( $F(3,216) = 4.594$ ,  $p=.004$ ).

Therefore, results show that there is a statistically significant difference on the part of students' computer skills; therefore post-hoc tests analysis is also applied to know the significance difference level between and within groups as shown in table (4.10).

**Table (4.11) Post Hoc Tests for Multiple Comparisons of Students' Computer Skills**

(I) Computer Skills	(J) Computer Skills	Mean Difference (I-J)	Std. Error	Sig.
Low	Average	-.23227	.18014	.571
	Good	-.61075*	.16663	.002
	Expert	-.32933	.25393	.566
Average	Low	.23227	.18014	.571
	Good	-.37848	.17580	.140
	Expert	-.09706	.26004	.982
Good	Low	.61075*	.16663	.002
	Average	.37848	.17580	.140
	Expert	.28142	.25087	.677
Expert	Low	.32933	.25393	.566
	Average	.09706	.26004	.982
	Good	-.28142	.25087	.677

Table (4.11) shows that students' computer skills effect the perceptions regarding web based strategy in learning English and have statistically notable differences in perceptions of lower computer skills' students when compared to good computer skills' perceptions.

### 4.3 Answers to the Research Questions

According to EFL teachers and students' descriptive statistics and inferential statistics results and discussions, the followings are the answer to the research questions.

Answer to the first question **What are Iraqi EFL teachers and students' perceptions toward using web-based English learning strategy?**

Iraqi EFL teachers have shown a positive outlook towards web – based English learning strategy, keeping in view the advantages it has brought about.

A vast majority of the teachers agree and strongly agree on the grounds that web-based English learning strategy makes teachers more resourceful, time is managed in a better way.

With web-based English learning strategy teaching is flexible, interactive and more engaging, motivates persona, makes technology familiarity among teachers, enables a resourceful world for instruction, promotes self-reliance, enables the utilization of technology assisted tools in instruction and has the ability to enable teachers to respond to the queries and provide feedback immediately.

EFL students of Iraq also have shown positive perceptions towards web-based English learning strategy regardless of certain barriers and hurdles that web-based English learning has.

Most of the students agree or strongly agree with the positivity of the web-based English learning strategy . Their views towards web based learning are influenced due to the easy, flexible, and communicative persona of web-based learning.

It engages the students, polishes language skills, improves confidence, enables familiarity with technology, gives global exposure, gives motivation and brings about a whole world of resources and knowledge.

all Iraqi EFL teachers and students show their agreement of positive perceptions on the impact of web-based English learning strategy in learning English. It also enables teachers to implement new teaching methods for language learning instead of traditional teaching methods.

The answer to the second question **Are Iraqi EFL teachers' perceptions influenced by gender, age, qualification and years of experience?**

There are certain key factors that have effects on the development of perceptions on the part of teachers. These include role of gender, experience and qualification on the part of teachers. These might change or alter the perceptions of teachers. In order to measure the effects of these factors with regard to teachers' perceptions an independent sample t-test is applied to make gender wise comparison on part of attitude scores for males and females of Iraqi EFL teachers' perceptions.

It is found that there is no significant difference in term of statistics with regard to gender wise comparison on part of attitude scores for males and females of Iraqi EFL teachers' perceptions. One-Way ANOVA is also performed to see the impact of teachers' qualification and the results show that there is no statistically significant differences found among four qualification groups. One-Way ANOVA is also performed to see the impact of teachers' years of experience and it is proved that there is no statistically significant difference noticed among teachers' various experience groups.

Answer to the third question **Are Iraqi EFL students' perceptions influenced by gender and computer skills?**

There are certain key factors that have effects on the development of perceptions on the part of the students. These include role of gender and computer skills on the part of students. These might change or alter the perceptions of Iraqi EFL students . In order to measure the role of these

factors an independent sample t-test is applied to make gender wise comparison on part of attitude scores for males and females of Iraqi EFL students' perceptions .

The results show that there is no statistically significant difference found on gender based comparison on part of attitude scores for males and females found among Iraqi EFL students' perceptions. One-Way ANOVA is performed to see the impression of students' computer skills. it shows that there is statistically significant difference found among the students' various 'computer skills' groups.

Therefore, Post Hoc tests analysis is used to determine the significance difference between and within groups and it is found that statistically significant differences are there with regard to perceptions of lower computer skills' students when compared to good computer skills' perceptions and vice versa.

Answer to the fourth question **What are the difficulties faced by EFL teachers and students in using web-based English learning strategy?**

Keeping in view the analysis of the data, it is evident that both teachers as well as students face numerous obstacles, barriers and hurdles as far as, web based instruction with respect to EFL learning.

Though the situation is improving but still there are difficulties such as lack of equipment, tools and unavailability of technical support that are among key obstacles in web-based or virtual mode of instruction for both the teachers and the students.

Teachers are unable to motivate the students in virtual classroom. They are also unable to pay individual attention in a virtual classroom.

Students are unable to polish their communicative and pronunciation skills as far as web-based EFL are concerned. Lack of network and

connectivity issues are also among the top rated difficulties for both teachers as well as students in web-based English learning strategy.

Proper training is missing to enable both teachers and students to meet the challenges of web-based English learning strategy.

Last but not the least, sometimes due to the above cited as well as other difficulties the teachers and students feel frustrated with web-based mode of instruction, which has hampering effects on instruction.

## **Chapter Five**

### **Conclusions, Recommendations, and Suggestions**

#### **5.0 An Introductory Note**

In this chapter, the researcher has stated conclusions , recommendations, and suggestions for further studies.

#### **5.1 Conclusions**

According to the findings of the study, the researcher has come to the conclusion that both Iraqi EFL teachers and students have a positive and approving perception with regard to the web-based English learning strategy despite having numerous difficulties.

There are certain grounds for EFL teachers have positive response to web-based English learning strategy. To them, it makes teachers more resourceful, teaching flexible, interactive, and more engaging. It promotes self-reliance, enables the utilization of technology, assists tools in instruction, enables teachers to respond to the queries, and provides feedback immediately.

The research reveals that the workload on a teacher in a web based learning environment is more than that in a traditional classroom. Web-based teaching enhances the teachers' enthusiasm, enables them to provide feedback quickly, stimulates the uncomfortable students to become active learners, and makes students more creative and passionate toward English language learning, while Iraqi EFL students deem it essential on the grounds that web based learning is easy, flexible, and communicative. In addition, web-based learning engages students, polishes language skills, improves confidence, enables familiarity with technology, gives global exposure, motivation, and brings about a whole world of resources and knowledge to Iraqi EFL students.

The research also reveals that the flexibility of time management in web-based learning is very impactful in students' language learning as they can find the language learning materials at various online educational resources. Therefore, students become autonomous and self-reliance in their resources as well as their tools of language learning, and ultimately it enhances students' confidence and motivation toward English language learning.

Gender, experience, and qualification on the part of teachers have an effect on the development of their perceptions and gender, while computer skills among students also have an effect on the development of their perceptions.

Based on the findings of T-tests and One-Way ANOVA, it is found that there is no significant difference in terms of statistics with regard to gender, qualification, and experience among teachers.

There is no significant difference among students found according to gender, but there is a noticeable difference that is found on the basis of computer skills.

Keeping in view the analysis of the data, the researcher concludes that both teachers and students face numerous barriers in web based learning. Lack of equipment, tools, and the unavailability of technical support are among key obstacles. Lack of network and connectivity issues are also among the top difficulties. Teachers are unable to motivate the students in a virtual classroom. Students are unable to polish their communicative and pronunciation skills in web-based English learning.

## 5.2 Recommendations

After analyzing the data, the researcher provides certain recommendations.

1. The Ministry of Education should conduct training sessions for both teachers and students separately to make them comprehend the use of computers and technology.
2. Teachers' professional training must be part of the educational process to make the pedagogical process more effective, especially professional training related to web based learning strategies that can enhance the language learning process.
3. Training and necessary workshops on web based strategy should also be arranged for teachers and students to foster their language learning process.
4. Policymakers and curriculum designers should take into their consideration the students' needs and requirements .
5. Network and connectivity issues should be resolved for instructional institutes, in particular, through consistent technical support.
6. Necessary equipment related to web based strategy should be provided to educational institutes to grow the learning process more worthwhile.
7. A technical support team should always be there to overcome the difficulties faced by EFL teachers and students in their web-based strategy.
8. Teachers should be trained specifically with regard to how to motivate and engage students more effectively in web-based instruction.
9. Similarly, it is recommended that students should be equipped with listening and practice pronunciation tools so that they may get the actual accent.

10. Teachers should be trained so that they can motivate and persuade their students towards web-based instruction.

11. Counseling sessions should be held regularly for both teachers and students to save them from frustration related issues.

### **5.3 Suggestions for Further Studies**

The researcher proposes subsequent suggestions for further studies.

1. An experimental study can also be conducted to determine the effectiveness of web based strategy in language learning.
2. A study can be conducted to compare the traditional teaching method and web based teaching methods.

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**Ministry of Higher Education and Scientific Research**  
**University of Babylon- College of Basic Education**  
**Department of English**



### **A Letter to Jury Members**

**Dear Sir/ Madam**

The researcher intends to conduct a study entitled **Investigating Iraqi EFL Teachers and Students' Perceptions on Using Web-Based Learning Strategy in Learning English**. It aims to investigate:

1. Iraqi EFL teachers and students' perceptions on using web based learning strategy in learning English.
2. The frequency of the teachers' and students' use of web based activities in online mode of teaching and learning of English language.
3. The main benefits of using web based learning for the adopters (teachers and students).
4. The main barriers, challenges and difficulties faced by Iraqi EFL teachers and students during their web based learning.

In order to collect the required data, the researcher has prepared a questionnaire and an interview for teachers and a questionnaire for students.

As a specialist in the field of ELT you are kindly requested to read the attached instruments and pass judgment on their validity and suitability to the aims of the current study. Any suggestions and recommendations will be highly appreciated. Thank you in advance for your assistance and cooperation..

**Best Regards**

**The researcher**

**Abbas Fadhil**

**The supervisors**

**Prof. Sabeeha Hamza Daham**  
**Prof. Dr. Abd Ali Nayif Hasan**

# Appendences

## Appendix (A)

### Teachers' questionnaire in Its Initial Form

#### Part One: Demographic information

Please tick the appropriate choice ( √ )

Characteristics	Categories	Select
Gender	Male	<input type="checkbox"/>
	female	<input type="checkbox"/>
First language	English	<input type="checkbox"/>
	Arabic	<input type="checkbox"/>
	Other	<input type="checkbox"/>
Years of experience	1-5 years	<input type="checkbox"/>
	6-10 years	<input type="checkbox"/>
	11-15 years	<input type="checkbox"/>
	More than 16 years	<input type="checkbox"/>
Qualification	Diploma	<input type="checkbox"/>
	Bachelor	<input type="checkbox"/>
	Master	<input type="checkbox"/>
	PhD	<input type="checkbox"/>

#### Part 2: Teachers' Perceptions Towards Web Based Teaching.

Read each item carefully and record your response by putting a tick mark( √ ) in one of the five cells given against the item concerned.

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Web based teaching has assisted me to be more					

	skillful in teaching, practicing and implementing new language teaching strategies in my virtual class.					
2.	With the advent of Web based instruction I am more organized and can manage my time more effectively.					
3.	Web based instruction has not put any barriers in my interaction with my students at any stage.					
4.	The level of interaction in online mode is much higher as compared to face to face instruction.					
5.	The flexibility of time management in Web based teaching is very impactful in not only my teaching but in overall life skill as well.					
6.	Online students of my class participate more actively and effectively as compared to face to face classroom.					
7.	In web based instruction the workload on teacher more than traditional classroom.					
8.	I have no problem in controlling and monitoring my online class.					
9.	It is good to have access to my lesson anytime anywhere without any difficulty.					
10.	My EFL students are more confident and communicative in virtual classroom than face to face classroom.					
11.	Use of web based activities/materials is the greatest way to learn					

	English.					
12.	Internet is a complete digital library in itself.					
13.	Internet offers very easy access to language teaching materials.					
14.	Web-based teaching activities/materials assist in motivating the students					
15.	Web-based teaching activities/materials encourage the creative use of language.					
16.	Using web-based activities familiarizes students with authentic English					
17	The use of web-based material makes me more creative.					
18.	Web-based activities develop social awareness in students.					
19.	Web-based materials assist me in teaching more effectively.					
20	All ELT teachers should incorporate web-based activities/ materials into their virtual classes.					
21	Web-based teaching activities can increase EFL learning.					
22	I am proficient in using the world wide web to find educational resources.					
23	Use of internet often distracts students from their language learning.					
24.	It is significant for EFL teachers to know the use of technology in teaching EFL.					
25.	Training is imperative for EFL teachers with regard to use of technology in					

	language instruction.					
26	Technology assists me to be more flexible and productive in my teaching.					
27.	Teachers need training to improve their Internet literacy skills.					

### Part 3 : The frequency of incorporating web based activities in virtual class.

Each item is provided with three alternatives responses viz. **Often, Sometimes** and **Never**. Read each item carefully and record your response by putting a tick mark(√) in one of the three cells given against the item concerned. There is nothing as ‘Right’ or ‘Wrong’ answer. Respond to all the seven items. Your responses will be kept confidential and used for research purpose only.

No	Web activities types	Often	Sometimes	Never
1.	Listening			
2.	Reading			
3.	Speaking			
4.	Writing			
5.	Grammar			
6.	Vocabulary			
7.	Pronunciation			

### Part 4: Benefits of Using Web Based Learning for Teachers.

Read each item carefully and record your response by putting a tick mark(√) in one of the five cells given against the item concerned.

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Web based instruction enables teachers to be more familiar with the modern technologies					
2.	Web based instruction makes the teachers to be self-sufficient and self-reliance in their resources as well as tools of teaching.					
3.	Web based instruction facilitates the teachers to					

	be better manager, planner and executor					
4.	Web based instruction makes the teachers familiar with collaborative tools such as Google drive and drop box.					
5.	Online teaching enables teachers to be proficient in making online tests and quizzes.					
6.	Online tests and quizzes help teachers to assess their students' results immediately once they submit the online test or quiz.					
7.	Web based instruction helps the teachers to use more audio visual and animated tools.					
8.	Virtual mode of instruction assists the teachers to create discussion and group forum more easily.					
9.	Web based teaching enables teachers to respond the queries of the students immediately.					
10.	Virtual teaching mode enables the teachers to give feedback quickly.					
11	Digital instruction enhances the readiness and confidence of the teachers.					
12.	Web based teaching assists in managing the time and scheduling the teaching schedule beforehand.					

## Part 5: Teachers' Challenges and difficulties in Web Based Teaching.

Read each item carefully and record your response by putting a tick mark(√) in one of the five cells given against the item concerned.

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Dearth of general computer skills					
2.	Scarcity of equipment and network					
3.	No knowledge of programming skills					
4.	No recognition from ministry of education					
5.	Absence of software authoring skills					
6.	Absence of suitable software					
7.	Dearth of technical/IT support					
8.	Shortage of time					
9.	No support from the ministry of education					
10.	No guarantee of positive results					
11.	Lack of team work among colleagues					
12.	Limited computer activities					
13.	Some students don't have computer, tablet and mobile phone for learning.					
14.	Lack of desire to use the web					
15.	Evaluation and assessment in virtual testing is often unreliable and inconsistent.					
16.	For better implementation of digital classroom there is a dare need to build instructional skills and technological capabilities for teachers.					
17.	The cost of technology based instruction(internet) is					

	higher and it is less reliable as compared to face to face class.					
18.	Often less motivated students get neglected in virtual classroom because teachers are unaware of their deficiencies.					
19.	Teachers consider their students as passive learners in digital or web based instruction as compare to face to face instruction.					
20.	It is difficult for teachers to motivate those learners who are least interested in EFL in web based instruction.					
21.	Web based instruction often creates frustration among teachers due to technical problems.					
22.	The accessibility and availability of web tools with support and skillful system is a big challenge in implementing online teaching.					

## Appendix (B)

### Students' questionnaire in Its Initial Form

#### Part 1: Demographic information

Please tick the appropriate choice ( ✓ )

Characteristics	Categories	Select
Gender	Male	<input type="checkbox"/>
	Female	<input type="checkbox"/>
Computer efficiency	Low	<input type="checkbox"/>
	Average	<input type="checkbox"/>
	Good	<input type="checkbox"/>
	Expert	<input type="checkbox"/>
Language efficiency	Elementary	<input type="checkbox"/>
	Pre-intermediate	<input type="checkbox"/>
	Intermediate	<input type="checkbox"/>

#### Part 2: Students' Perceptions Towards Web Based Learning.

Read each item carefully and record your response by putting a tick mark( ✓ ) in one of the five cells given against the item concerned.

NO	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Web based learning has assisted me to be more skillful in my language learning in my virtual class.					
2.	With the advent of web based mode of instruction I am more organized and can manage my time more effectively.					

3.	Web based instruction has not put any barriers in my interaction with my teachers and fellows at any stage.					
4.	The level of interaction in digital mode is much higher as compared to face to face instruction.					
5.	The flexibility of time management in digital learning is very impactful in not only my learning but in overall life skill as well.					
6.	Online students in EFL class participate more actively and effectively as compared to face to face instruction.					
7.	In digital instruction the workload on students is more than traditional classroom.					
8.	It is good to have access to my lesson anytime anywhere without any difficulty.					
9.	EFL students are more confident and communicative in digital classroom than online class.					
10.	The web(internet) is a bank of learning resources.					
11.	The web (internet) provides language learning materials very easily.					
12.	Internet is the greatest way to learn English.					
13.	I enjoy learning from the internet.					
14.	Most internet materials are not relevant to my learning.					
15.	Internet resources will replace text books soon.					
16.	Web-based activities					

	improve my written communication.					
17.	I am competent in using the world wide web to find educational resources.					
18.	The use of web-based materials increase my confidence in language.					
19.	Web-based learning activities/materials can improve my EFL learning.					
20.	Web-based materials help me to learn more effectively					
21.	Web-based learning activities/materials motivate me for further learning.					
22.	Web-based activities/materials promote my creativity.					
23.	Every ELT teacher should incorporate web-based activities/ materials into his/her class.					
24.	Using the internet distracts me from my language learning goals.					
25.	Use of web-based activities/ material provides a rich learning environment.					

### Part 3 : The frequency of Practicing web based activities in virtual class.

Each item is provided with three alternatives responses viz. **Often, Sometimes** and **Never**. Read each item carefully and record your response by putting a tick mark( ✓ ) in one of the three cells given against the item concerned. There is nothing as ‘Right’ or ‘Wrong’ answer. Respond to all the seven items. Your responses will be kept confidential and used for research purpose only.

No	Web activities types	Often	Sometimes	Never
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1.	Listening			
2.	Reading			
3.	Speaking			
4.	Writing			
5.	Grammar			
6.	Vocabulary			
7.	Pronunciation			

#### **Part 4: Benefits of Web Based Learning for Students.**

Read each item carefully and record your response by putting a tick mark( ✓ ) in one of the five cells given against the item concerned.

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Web based learning enables the students to be more familiar with the modern technologies.					
2.	Web based learning makes the students to be self-sufficient and self-reliance in their resources as well as tools of learning.					
3.	Web based learning facilitates the students to be better manager, planner and executor.					
4.	Web based learning makes the students familiar with collaborative tools such as Google drive and drop box.					
5.	Web based learning assists the leaners in grasping the ideas more deeply.					
6.	Web based learning assists the students to improve their communicative skills.					
7.	Web based learning					

	enables students to be proficient in attempting online tests and quizzes.					
8.	Online tests and quizzes help students to be able to learn the results immediately once they submit the online test or quiz.					
9.	Virtual mode of instruction assists the students to create discussion and group forum more easily.					
10.	Digital learning enables students to get their queries replied immediately.					
11.	Virtual learning mode enables the students to have feedback quickly and they can amend their deficiencies timely.					
12	Digital instruction enhances the readiness and confidence of the students					

### Part 5: Students' Challenges and difficulties in Web Based Learning

Read each item carefully and record your response by putting a tick mark( ✓ ) in one of the five cells given against the item concerned.

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Frequency of exams / projects					
2.	Lack of learning opportunities					
3.	Lack of digital proficiency					
4.	Difficulty in understanding instructions					
5.	Lot of distractions					
6.	Absence of suitable software					
7.	Network/ technical problems					
8.	Selection of learning materials					

9.	Lack of interest					
10.	Restricted access					
11.	Lack of guidance from the teachers					
12.	Limited computer activities					
13.	Lack of desire to use the web					
14.	Difficulty in time management					
15.	A comprehensive program for training for the use of virtual tools for the students is required in web based instruction.					
16.	Readiness for learning on the part of students and technology itself is often a challenge in web based learning.					
17.	Evaluation and assessment in virtual testing is often unreliable and inconsistent.					
18.	For better implementation of digital classroom there is a dare need to build instructional skills and technological capabilities among students.					
19.	The cost of technology based learning(internet) is higher for students and it is less reliable as compare to face to face class.					
20.	Often less motivated students get neglected in digital classroom because they are not known to teachers.					
21.	Students are considered as passive learners in digital or web based learning as compare to face to face instruction.					
22.	Digital mode of learning often creates frustration among students due to technical issues.					

## Appendix (C)

### List of the Jury Members

<b>NO.</b>	<b>Scientific Rank</b>	<b>Names of Experts</b>	<b>College</b>
1.	Prof. in ELT	Aasim Abood Zbar, Ph.D.	Al-Mustaqbal University College
2.	Prof. in Linguistics	Abdul-Kareem Fadhil Jameel , Ph.D.	University of Baghdad - College of Education -Ibn Rushed
3.	Prof. in ELT	Ala'a Ismael Challob , Ph.D.	College of Education for Humanities\ University of Anbar
4.	Prof. in ELT	Chassib F. Al-jubouri, Ph.D.	Open Education of Babylon College
5.	Prof. in ELT	Shaimaa Al Bakri , Ph.D.	College of Education – Ibn Rushd\ University of Baghdad
6.	Prof. in ELT	Weam Majeed Mohammed , Ph.D.	College of Agriculture\ Al- Qassim Green university
7.	Asst. Prof. in TEFL	Ali Sabah Jameel , Ph.D.	College of Arts\ University of Anbar
8.	Asst. Prof. in ELT	Asma Syri , Ph.D.	College of Education – Ibn Rushd\ University of Baghdad
9.	Asst. Prof. in ELT	Dhia Mizhir Kribt , Ph.D.	University of Baghdad - College of Education -Ibn Rushed
10.	Asst. Prof. in ELT	Elaf Riyadh Khalil , Ph.D.	College of Education – Ibn Rushd\ University of Baghdad
11.	Asst. Prof. in ELT	Faris Kadhim Al-atabi, Ph.D.	College of Education for Human Sciences\ University of Wasit
12.	Asst. Prof. in ELT	Maysaa Rashid Abdul- Majeed, Ph.D.	College of Education For Women\ University of Baghdad
13.	Asst. Prof. in ELT	Muna Abbas AL- Kattaib, Ph.D.	College of Basic Education\ University of Babylon
14.	Asst. Prof. in ELT	Muneer Ali Khudhair, M.A.	College of Education for Human Sciences\ University of Babylon
15.	Asst. Prof. in ELT	Nadia Majeed Hussein, Ph.D.	Middle Technical University\ Technical Instructors Training Institute
16.	Lect. Dr.	Mais Flaieh Hasan, Ph.D.	College of Basic Education\ University of Babylon

## Appendix (D)

### Teachers' questionnaire in its final form

Dear teacher,

The researcher is intended to conduct a study entitled *Investigating Iraqi EFL Teachers and Students' Perceptions on Using Web-Based Learning Strategy in Learning English*. Therefore, He developed this questionnaire as the first phase of his study. The information of this questionnaire will be used for research. Your cooperation in filling out the required information is highly appreciated. Your objective and truthful answers will help us get a realistic assessment of this experience.

**Part One: Demographic Information** {Please tick the appropriate choice (√)}

Characteristics	Categories	Select
Gender	Male	<input type="checkbox"/>
	female	<input type="checkbox"/>
Age	23-27 years	<input type="checkbox"/>
	28-32 years	<input type="checkbox"/>
	33 years or more	<input type="checkbox"/>
Years of experience	1-5 years	<input type="checkbox"/>
	6-10 years	<input type="checkbox"/>
	11-15 years	<input type="checkbox"/>
	More than 16 years	<input type="checkbox"/>
Qualifications	Bachelor	<input type="checkbox"/>
	Master	<input type="checkbox"/>
	Ph.D.	<input type="checkbox"/>
		<input type="checkbox"/>

## Part 2: Teachers' Perceptions Towards Web-Based English Learning strategy.

Read each item carefully and record your response by putting a tick mark( ✓ ) in one of the five cells given against the item concerned.

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Web based teaching has assisted me to be more skillful in teaching, practicing and implementing new language teaching strategies in my virtual class.					
2.	With the advent of Web based instruction I am more organized and can manage my time more effectively.					
3.	There are no barriers in my interaction with my students at any stage when they are taught by web-based instruction.					
4.	The level of interaction in online mode is much higher as compared to face to face instruction.					
5.	The flexibility of time management in Web based teaching is very impactful in my teaching .					
6.	Students participate in online class more actively and effectively as compared to face to face classroom.					
7.	In web based instruction, the workload on a teacher more than a traditional classroom.					
8.	I have no problem in controlling and monitoring my online					

	class.					
9.	It is good to have access to my lesson anytime anywhere without any difficulty.					
10.	My EFL students are more confident and communicative in virtual classroom than face to face classroom.					
11.	Using of Web based activities/materials is the greatest way to learn English.					
12.	Internet offers very easy access to language teaching materials.					
13.	Web-based teaching activities/materials assist in motivating the students					
14.	Using Web-based activities familiarizes students with authentic English					
15.	The use of Web-based material makes me more creative.					
16.	Web-based materials assist me in teaching more effectively.					
17.	Web-based teaching can increase EFL learning.					
18	I am proficient in using the world wide web to find educational resources.					
19	Use of internet often distracts students from their language learning.					
20.	It is significant for EFL teachers to be familiar with the use of technology in teaching EFL.					
21.	Training is important for EFL teachers with regard to the use of technology in language instruction.					

22.	Technology assists me to be more flexible and productive in my teaching.					
23.	Web based instruction enables teachers to be more familiar with the modern technologies					
24.	Web based instruction makes the teachers self-sufficient and self-reliance in their resources as well as tools of teaching.					
25.	Web based instruction helps the teachers be better manager, planner and executor.					
26.	Web based instruction makes the teachers familiar with collaborative tools such as Google drive and drop box.					
27.	Online teaching enables teachers to be proficient in making online tests and quizzes.					
28.	Online tests and quizzes help teachers assess their students' results immediately once they submit the online test or quiz.					
29.	Web based instructions help the teachers to use more audio visual and animated tools.					
30.	Web based instruction assists the teachers to create discussions and group forum more easily.					
31.	Web based teaching enables teachers to respond the queries of the students immediately.					
32.	Virtual teaching mode enables the teachers to give feedback quickly.					
33.	Web based instruction					

	enhances the readiness and confidence of the teachers.					
34.	Web based teaching assists in managing the time and scheduling the teaching schedule beforehand.					

### **Part 3: Obstacles that Encountered EFL Teachers in using Web-Based English learning strategy.**

Read each item carefully and record your response by putting a tick mark(√) in one of the five cells given against the item concerned.

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Lack of general computer skills.					
2.	Lack of equipment and network.					
3.	No knowledge of programming skills.					
4.	No recognition from ministry of education.					
5.	Absence of software authoring skills.					
6.	Absence of suitable software.					
7.	Lack of technical/IT supports.					
8.	Shortage of time.					
9.	No support from the ministry of education.					
10.	No guarantee of positive results.					
11.	Lack of team work among colleagues					
12.	Limited computer activities.					
13.	Some students don't have computer, tablet and mobile phone for learning.					
14.	Lack of desire to use the web based teaching facilities.					

15.	Evaluation and assessment in virtual testing are often unreliable and inconsistent.					
16.	For better implementation of digital classroom, there is a dare need to build instructional skills and technological capabilities for teachers.					
17.	The cost of technology based instruction(Internet connection fees) is high and it is less reliable as compared to a face to face class.					
18.	Often less motivated students get neglected in virtual classroom because teachers are unaware of their deficiencies.					
19.	Teachers consider their students as passive learners in digital or Web based instruction as compared to face to face instruction.					
20.	It is difficult for teachers to motivate those learners who are not interested in EFL in Web based instruction.					
21.	Web based instruction often creates frustration among teachers due to technical problems.					
22.	The accessibility and availability of web tools with support and skillful system is a big challenge in implementing online teaching.					

## Appendix (E)

### Students' Questionnaire in its final form

Dear Student,

The researcher is working on a thesis entitled “*Investigating Iraqi EFL Teachers and Students’ Perceptions on Using Web-Based Learning Strategy in Learning English*”. It is requested that you are my potential respondent and I need your valuable information on this topic. Thanks.

(The information which will be provided by the respondents will be kept secret & will be used only for research purposes.)

#### Part 1: Demographic Information

Please select the appropriate choice.

Characteristics	Categories	Select
Gender	Male	<input type="checkbox"/>
	Female	<input type="checkbox"/>
Computer Skills	Low	<input type="checkbox"/>
	Average	<input type="checkbox"/>
	Good	<input type="checkbox"/>
	Expert	<input type="checkbox"/>

#### Part 2: Students’ Perceptions Towards Web-Based English learning strategy.

Please read each item carefully and record your response by selecting one of the five options.

NO	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Web based learning has assisted me to be more skillful in my language learning.					
2.	With the advent of web					

	based mode of instruction, I am more organized and can manage my time more effectively.					
3.	Web based instruction don't put any barriers in my interaction with my teachers and fellows at any stage.					
4.	The level of interaction in digital mode is much higher as compared to face to face instruction.					
5.	The flexibility of time management in digital learning is very impactful in my learning.					
6.	Web based learning can save time and efforts.					
7.	It is good to have access to my lesson anytime anywhere without any difficulty.					
8.	The web(Internet) is a bank of learning resources.					
9.	The web (Internet) provides me with language learning materials very easily.					
10.	Internet is the greatest way to learn English.					
11.	I enjoy learning from the Internet.					
12.	Most Internet materials are not relevant to my learning.					
13.	Internet resources will replace text books soon.					
14.	Web-based activities improve my written communication.					
15.	I am competent in using the world wide web to find educational resources.					
16.	The use of web-based materials increase my confidence in language.					

17.	Web-based learning activities/materials can improve my EFL learning.					
18.	Web-based materials help me learn more effectively.					
19.	Web-based learning activities/materials motivate me for further learning.					
20.	Web-based activities/materials promote my creativity.					
21.	Every ELT teacher should incorporate web-based activities/ materials into his/her class.					
22.	Using the Internet distracts me from my language learning goals.					
23.	Web based learning enables the students to be more familiar with the modern technologies.					
24.	Web based learning makes the students to be self-sufficient and self-reliance in their resources as well as tools of learning.					
25.	Web based learning helps the students be better managers, planners and executors.					
26.	Web based learning makes the students familiar with collaborative tools such as Google drive and a drop box.					
27.	Web based learning assists the leaners in grasping the ideas more deeply.					
28.	Web based learning assists the students to improve their communicative skills.					
29.	Web based learning enables students to be					

	proficient in attempting online tests and quizzes.					
30.	Online tests and quizzes help students be able to learn the results immediately once they submit the online test or quiz.					
31.	Virtual mode of instruction assists the students to create discussions and group forum more easily.					
32.	Digital learning enables students to get their queries replied immediately.					
33.	Virtual learning mode enables the students to have feedback quickly and they can amend their deficiencies timely.					
34.	Digital instruction enhances the readiness and confidence of the students.					

**Part 3 : Obstacles that Encountered EFL students in Using Web-Based English Learning strategy**

Please read each item carefully and record your response by selecting one of the five options.

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Frequency of exams / projects					
2.	Lack of learning opportunities					
3.	Lack of digital proficiency					
4.	Difficulty in understanding instructions					
5.	Lot of distractions					
6.	Absence of suitable software					
7.	Network/ technical problems					
8.	Selection of learning materials					
9.	Lack of interest					
10.	Restricted access					

11.	Lack of guidance from the teachers					
12.	Limited computer activities					
13.	Lack of desire to use the web					
14.	Difficulty in time management					
15.	Lack of training for the use of virtual tools for the students is.					
16.	Readiness for learning on the part of students and technology itself is often a challenge in web based learning.					
17.	Evaluation and assessment in virtual testing is often unreliable and inconsistent.					
18.	For better implementation of a digital classroom there is a dare need to build instructional skills and technological capabilities among students.					
19.	The cost of technology based learning(Internet connection fees) is high for students and it is less reliable as compared to a face to face class.					
20.	Often less motivated students get neglected in digital classroom because they are not known to teachers.					
21.	Students are considered as passive learners in digital or Web based learning as compared to face to face instruction.					
22.	Digital mode of learning often creates frustration among students due to technical issues.					

## Appendix (F)

### Study Facilitating Paper

جمهورية العراق  
وزارة التربية

المديرية العامة للتربية في محافظة بابل  
قسم الإعداد والتدريب / شعبة البحوث والدراسات التربوية  
العدد: ٤١/٣/٤٩ / ٤٠٩  
التاريخ: ٢٠٢٢ / ٤ / ١٤

الى / المرات المدارس الثانوية في قضاء المحاويل و مركز محافظة بابل

م / تسهيل مهمة

تحية طيبة ...

اشارة الى كتاب جامعة بابل / كلية التربية الاساسية المرقم ٥٨٥ في ٢٠٢٢/١/١٦ نرجو تسهيل مهمة طالب الدراسات العليا / الماجستير / اختصاص طرائق التدريس اللغة الانكليزية ( عباس فاضل عبد علي عبيس) والمقبول للعام الدراسي (٢٠٢٠-٢٠٢١) لغرض اكمال متطلبات رسالته الموسومة :

(Investigating Iraqi EFL Teachers' and students' perception on Using Web-based Learning Strategy in Learning English )

وابداء تعاونكم معه عند زيارته مدارسكم على ان لا يتعارض ذلك مع برنامجنا التربوي ... مع التقدير .

عباس كاظم حامد  
مدير قسم الاعداد والتدريب  
٢٠٢٢

المديرية العامة للتربية في بابل  
قسم الاعداد والتدريب

نسخة منة الى //

- مكتب السيد المدير العام مع التقدير .
- جامعة بابل / كلية التربية الاساسية / كتابكم اعلاه للتفضل بالاطلاع مع التقدير .
- قسم التخطيط التربوي / الاحصاء / لنفس الغرض اعلاه مع التقدير .
- طالب الدراسات (عباس فاضل عبد علي عبيس) مع التقدير .
- الاعداد والتدريب / شعبة البحوث / تسهيل المهمة مع الاوليات / الملف الدوار .

E.mail:babylon41training@gmail.com

**Appendix (G)**  
**List of Visited Schools**

No.	Name
1.	Al Warka'a Secondary School for Boys
2	Al Warka'a Secondary School for Girls
3	Al Haidary Secondary School
4	New Iraq Preparatory School
5	Al-Kulayni Preparatory Schoo
6	Al Mahaweel Preparatory School for Boys
7	Al Mahaweel Preparatory School for Girls
8	Asma Secondary School for Girls
9	Abdul Mohsen Al-Kazemi High Schoo
10	Al-Nahrain mixed high school
11	Imam preparatory school for boys
12	Alneel secondary school
13	Hilla central Secondary school
14	Siffin mixed high school
15	Al Najat high school for girls
16	Shatarab Secondary school
17	Alkindy secondary school
18	Aljazaar secondary school
19	Althoura secondary school
20	Kutha Secondary school

# Appendix(H)

## Academic Paper Acceptance Letter

# RES MILITARIS

REVUE EUROPÉENNE D'ÉTUDES MILITAIRES EUROPEAN JOURNAL OF MILITARY STUDIES

Date: 4<sup>th</sup> July, 2022

Ref:RM\_0043

### LETTER OF ACCEPTANCE

Dear Author (s)

Abbas Fadhil Abd Ali<sup>1</sup> Sabeeha Hamza Dehham<sup>2</sup> Abd Ali Nayif Hasan<sup>3</sup>

1,2,3College of Basic Education, University of Babylon, Iraq

*It's my pleasure to inform you that, after the peer review, your paper:*

**Investigating Iraqi EFL Teachers and Students' Perceptions on Using Web-Based Learning Strategy in Learning English**

has been ACCEPTED to publish with *Res Militaris*™ ISSN 2265-6294".

*The journal is publishing original research articles and reviews including wide ranging issues on: Social Sciences (miscellaneous); Safety Research; Political Science and International Relations; Sociology and Political Science*

*It will be published in upcoming issue of November (Issue 4) of November 2022.*

ACCEPTED	REVISIONS REQUIRED	REJECTED
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Please do not hesitate to contact me if you have any further questions.

Sincerely,



Editor Manager

Res Militaris



Res Militaris

Scopus coverage years: from 2019 to Present

Publisher: Association Res Militaris

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## المستخلص

تهدف الدراسة الحالية إلى استقصاء آراء المدرسين و الطلاب العراقيين للغة الإنجليزية لغة أجنبية تجاه استخدام استراتيجية التعلم المستند الى الويب. وتهدف أيضاً إلى استكشاف المعلومات الديموغرافية مثل الجنس والعمر والمؤهلات والخبرة التي لها تأثير على آراء المدرسين بينما الجنس ومهارات الحاسوب هي الاخرى لها تأثير على آراء الطلاب.

بالإضافة إلى ذلك ، الدراسة الحالية تهدف إلى اكتشاف الصعوبات التي يواجهها مدرسو وطلاب اللغة الإنجليزية لغة أجنبية في استخدام التعلم المستند إلى الويب.

من أجل إجراء الدراسة ، استخدم الباحث المنهج الوصفي لجمع البيانات وتحليلها وعرض النتائج حيث استخدم الاستبيان كأداة لجمع البيانات.

مجتمع الدراسة هم مدرسين وطلبة اللغة الإنجليزية في محافظة بابل للصف الخامس الإعدادي من كلا الجنسين ذكور واناث . تتكون عينة الدراسة من ١٥٠ مدرس و ٢٢٠ طالب. ثم استخدم الاستبيان بشكل منفصل لجمع البيانات ، بناءً على مقياس ليكرت الخماسي ، لكل من المدرسين والطلاب.

تم تحليل البيانات التي تم جمعها من خلال استخدام برنامج SPSS 26 للحصول على النتائج. حيث بينت النتائج أن المدرسين والطلاب العراقيين لديهم آراء إيجابية وموافقة على التعلم القائم على الويب . بالإضافة الى ذلك أنه لا يوجد فرق كبير يُلاحظ من حيث الجنس والمؤهلات والخبرة فيما يتعلق بالتأثير على آراء المدرسين والطلاب تجاه التعلم المستند إلى الويب.

أخيراً ، بينت النتائج ان هناك العديد من الصعوبات التي تمثل تحديات لكل من المدرسين والطلاب العراقيين في تعلم اللغة الانجليزية المستند إلى الويب . وتتمثل هذه الصعوبات بنقص الأدوات ، والتواصل ، ونقص التدريب ، والقضايا الفنية ، والاقتصار الى الحافز ، وانخفاض مستوى المشاركة من حيث الاهتمام الفردي من

جانب المدرسين تجاه الطلاب. وبناء على ذلك خرج الباحث ببعض الاستنتاجات والتوصيات والاقتراحات.



جمهورية العراق  
وزارة التعليم العالي والبحث العلمي  
جامعة بابل  
كلية التربية الاساسية  
قسم اللغة الانكليزية

استقصاء آراء مدرسو وطلاب اللغة الإنكليزية لغة أجنبية في العراق لاستخدام  
استراتيجية تعلم اللغة الإنكليزية المستند إلى الويب

رسالة ماجستير

مقدمة إلى مجلس كلية التربية الأساسية في جامعة بابل وهي جزء من متطلبات نيل درجة  
الماجستير في التربية / طرائق تدريس اللغة الانكليزية

الطالب

عباس فاضل عبد علي

تحت إشراف

أ. د. عبد علي نايف حسن

أ. صبيحة حمزه دحام

1444هـ

2022م