

The Effect of e-Learning in Teaching English as a Foreign Language to Postgraduate Students at College of Physical Education and Sciences Sports for Women

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Abstract

Learning English as a foreign language becomes an inseparable branch in education system. Thus, there should be a change in teaching English, this change is supposed to be brought up through the inoculation of the traditional course with technology for the sake of improving the students' level by using e-learning in teaching English. e-Learning can be used to improve the quality of teaching and learning; to increase access to learning materials, to reduce the total cost of education and to enhance the learners' academic profiles. Therefore, the current research is an attempt to investigate experimentally the effect use e-Learning in teaching English for postgraduate Iraqi students at the College of Education and Sciences Sports for Women, to fulfill the aim of the study an experiment with one group design has been applied on 20 postgraduate students at the academic year 2017-2018 .They have used e-learning techniques such as (internet projects, internet materials, jigsaw, slip-paper information). The experiment has lasted one academic year. The same group has taught English according the current textbook, while the second course the same group has taught according the e-learning. The results of the research have showed statistically significant differences in second course. So, the research has recommended to used e-learning techniques in teaching English for Special Purposes (ESP). The suggestion of the research is making other studies on other subjects and other techniques.

Key words: e-learning, Teaching English for Special Purposes, Postgraduate students, College of Physical Education.

1. The problem and its significance

According to Rosenberg [1], “e-Learning depends on internet technology and is typically a networked form of learning based on a more general concept of learning which transcends the traditional paradigms”. Higher Education has recently spent much effort in trying to respond to rapid technological innovation in teaching and learning. The emerging technologies in the modern universities are fostering the interest of e-Learning to be applied in teaching methods. After learning English for many years, the students have achieved little in terms of language proficiency, and making a large number of students and teachers waste time and energy. So, the important question is why there has been no improvement among the students. Presently, English language teaching methodologies have focused on the importance of giving learners opportunities to communicate [2]. Ellis [3] claims that communicative language teaching “aims to develop the ability of learners to use language in real communication”.

To motivate the students, there must be a change in the learning system in order to encourage them to accept English as a main subject. Teachers have to find out some approaches to design effective communicative activities to attract their participation, and to express themselves with basic fluency and accuracy. Richards and Rodgers [4] assure that “learning activities are selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns)”. The main concern for the candidates at the College of Physical Education and Science Sports for Women; therefore, they pay more attention to these studies neglecting the English language which is taught as an obligatory course; their main concern is to succeed only without engaging themselves with the language itself.

e-Learning ranges from the way candidates use e-mail and accessing course work online while following a course on campus, to programmes offered entirely online [5]. e-Learning is aggregation of all kind of learning which use the computer for medial support of the learning process [6]. Many teachers within higher education are most comfortable with, the ‘talk and chalk’, face-to-face mode of playing their trade. They defended their view that the quality of learning will not be the same as the traditional [7]. Therefore the current research is an attempt to investigate the use of e-Learning in teaching English for postgraduate students at the College of Physical Education and Sciences Sports for Women.

2. Aim of the study

To investigate experimentally the effect of e-learning in teaching English language on Iraqi postgraduate students at College of Physical Education for Women.

3. Hypothesis of the Research

There is no statistically significant difference between the mean score of the experimental group, which is taught English in first course by using (Head way Academic Skills, introductory level) and the second course by the proposed e-Learning techniques.

4. Limits of the Research

The research is limited to:

1. College of Physical Education and Sciences Sports for Women at the academic year 2017-2018.
- 2- Postgraduate students are concerned of the research.
- 3- E-Learning techniques are focused of the research.

5. Value of the Research

The value of the present research lies in the following:

- 1- It is expected that the results provided by the present research will be beneficial for syllabus designers with much more various perspectives regarding the application of e-Learning in the teaching of English, especially ESP designers.
- 2- It is believed that the study will provide teachers with a new technique attempting to motivate, develop, and evaluate their students' performance in English.
- 3- It is hoped that postgraduate students at the Colleges of Physical Education and Sciences Sports for Women will integrate their traditional learning with the proposed e-Learning course to improve their performance in English Language.

6. Procedures of the Research

The research is adopted one group design as an experimental group. The first course is applied the current textbook (Headway Academic Skill, introductory level)

while the second course of the academic year is applied the e-learning techniques in English teaching.

7. Definition of e-learning

e-Learning means “the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance”[1]. Garrison and Anderson [8] define e-Learning as “a serious commitment to understanding the different features of this medium and the ways it can be used most advantageously to impart learning”.

8. Theories of e- Learning

Theories on how people learn include cognitive, social psychological, and interactions or experimental perspectives. The diversity is often grouped into two trends: the individual cognitive and the socio-cultural. The individual cognitive trend, derived from Piaget's theory, emphasizes the constructivist activity of individuals as they try to make sense of the world. The socio-cultural trend emphasizes the socially and culturally situated context of cognition as expressed by Vygotsky [9]. Unlike behavioral psychology, cognitive psychology is concerned with meaning or semantics .People learn meaningful material by generating relationships among new information and knowledge already stored in long-term memory. Cognitive oriented instructional strategies are chosen for the likelihood of modifying schemata rather than of modifying behavior [10].

Mayer [11] proposed a generative theory of multimedia learning, based on Wittrock's generative theory and Paivio's [12] dual coding theory. Paivio's theory proposes two separate, though connected, memory systems in which people can encode information as language like propositions or picture like mental images. In multimedia environments, learners construct meaningful knowledge by “selecting words and selecting images from the presented material, organizing words and organizing images into coherent mental representations, and integrating the resulting verbal and visual representations with one another” [11].

Brown et al [13] proposed cognitive apprenticeship as a means of active engagement, which embeds learning in authentic activities and social interactions. Quality of processing might be affected by the degree in which strategies such as discovery learning, scaffolding, instructor as coach, problem based instruction/learning, learner control, assessment in context of learning, and cooperative learning are applied in ID.

Duffy and Cunningham [8] state that cognitive theories describe learning as involving the attainment of the cognitive structures through which human beings process and store information. Herrington and Standen [14] demonstrate how a student perceives, processes, interprets, stores, and retrieves information and are mainly concerned with the changes in a student's understanding that results from learning. The student is involved in the learning process, so the teachers have to present organized information in a way that the student can relate to. Shuell [10] emphasizes that a cognitive approach stresses learning as an active, constructive, and the goal oriented processes that is dependent upon the mental activities of the learner.

Due to the tool role, similar technologies take many different places in various implications of educational theories, some of which are claimed to be opposite to others in terms of epistemology. Cognitivists consider learning as an internal process that involves memory, thinking, reflection, abstraction, motivation, and meta-cognition as outlined by Kahiigi et al. [15].

Cognitive psychology comprises the learning process from an information processing point of view, where information is received in the sensory store through different senses and, further, transferred to the short-term and the long-term memory through different cognitive processes. Furthermore, the cognitive school recognizes the importance of individual differences and of including a variety of learning strategies to accommodate those differences [15].

To sum up this subsection, cognitive psychology focuses on learners' receiving and processing of information to transfer it into long-term memory for storage. Therefore, instructional designers have to consider different aspects beginning from chunking the learning content into smaller parts and supporting different learning styles up to higher concepts such as motivation, collaboration or meta-cognition. Although the cognitive-focused approach is well suited for reaching higher-level objectives, a major weakness can be identified, if a learner lacks of relevant prerequisite knowledge. To account this, a course designer has to ensure that the instructions are appropriate for all skill levels and experiences, which is evidently costly and time consuming.

9. Types of e- Learning

E-Learning can be classified into two major delivery methods, they are:

9.1. Synchronous e- Learning

Keegan et al. [16] define synchronous e-Learning as computer-assisted training where the instructor and participants are involved in the course, class or lesson at the same time (synchronized). The term 'synchronous e-Learning systems' has strengths in that it emphasizes that one is dealing with a form of e-Learning and that this is a synchronous form of e-Learning. The term 'synchronous' differentiates this form of e-Learning from more traditional forms which are clearly asynchronous and give the idea that one is dealing with a live event going on synchronously at a number of locations.

The weakness of the term is in its use of the cumbersome word 'synchronous', a term that is little used outside education circles. Synchronous means happening, existing, or arising at precisely the same time or recurring or operating at exactly the same periods or having the same period and phase. In digital communication it refers to a transmission technique that requires a common clock signal (a timing reference) between the communicating devices in order to coordinate their transmissions. It means occurring at the same time or at the same rate or with a regular or predictable time relationship or sequence [16].

In synchronous instruction the teacher and students meet at the same time. Face to face instruction means that everyone is in the same room at the same time. In online instruction synchronous instruction occurs through the use of technologies such as chat, two-way video conferencing, or audio conferencing. Online instruction is more likely to be asynchronous allowing students to access and participate in the course when they choose [17].

To sum up, synchronous e-Learning is held at a specified time but learners can "attend" from any place. A live learning event allows learners to ask questions and get help immediately. But it also means that learners need to wait for the event to occur. Moreover, students can also interact with other students or instructors through e-mail, online discussion groups and online bulletin boards. As with the preceding types of e-Learning, asynchronous training is also self-paced and interactive.

9.2. Asynchronous e-Learning

Asynchronous e-Learning refers to learning materials that the learner can use whenever and wherever he or she wants. It connotes “on-demand” e-Learning.

e-Learning that the learner can use when needed or when time is available. Asynchronous e-Learning can take a number of different forms, from less complex content (with or without interactions) to more complex content and interactions (complexity having to do with the difficulty of creating the included elements). The most common form of simple asynchronous e-Learning includes online lessons with text and graphics. Media, such as audio narration, video clips, and animations may be added, but the more media elements that are added the more complex the project will be [18].

Asynchronous e-Learning can be produced through CD, DVD-ROM, Intranet, or Internet based. Students generally work on an interactive self-paced program of study. This may include access to instructors or experts through online bulletin boards, discussion groups, and e-mail. Programs may also be completely self-contained with links to various reference materials in place of an instructor. Asynchronous e-Learning allows students to learn anywhere and usually at any time, as long as they have the proper equipment. Asynchronous means not happening, existing, or arising at precisely the same time [19].

To sum up, Asynchronous e-Learning is defined by reference to e-mail and discussion boards and does not require teachers and students to be on-line “at the same time”. Asynchronous means learners are experiencing the learning at different times. Asynchronous methods allow participants to access training materials, even when other students and/or the instructor are not present. With asynchronous training, students learn through internet-based, network-based or storage disk-based modules. There are other terms for e-Learning such as (blended learning, Blog-Assisted Language Learning , Distance Learning, The Electronic Mail ,Mobile Learning (M-Learning), Online Learning, The World Wide Web (WWW Or Web)

10. Merits of e-Learning

There are certain characteristics that enable e-Learning to provide credible and strong competition to the methods of conventional education in a very short period. Students who are able to draw their own meaning or interpretation and apply teachings to their lives may gain the most from e-Learning.

e-Learning creates a student-centered learning environment as noted by Gravoso et al. [20] who states, “Efforts to improve students' learning outcomes have suggested the need to embed the use of educational technology in a learner-centered learning environment where students construct their own meanings”.

e-Learning may offer some students an environment that allows for a better understanding of the materials. Along with the increased retention, reduced learning time, and other benefits to students, particular advantages of e-Learning to the students include:

- 10.1. On-demand availability enables students to complete training conveniently at off-hours or from home. Self-pacing for slow or quick learners reduces stress and increases satisfaction.
- 10.2. Interactivity engages users, pushing them rather than pulling them through training.
- 10.3. One can register and get all Blended Learning courses on the World Wide Web context.
- 10.4. Students can learn autonomously when they want and where they want.

- 10.5. e-Learning is a self-paced and the learning sessions are accessible every time.
- 10.6. Students can arrange the course material based on their own needs and expectations. They can monitor their learning process and can better comprehend the subject.
- 10.7. e-Learning gives fostering context to all individuals for learning methods.
- 10.8. Students get one central place for all course documents.
- 10.9. Students can have the opportunity for developed exchange with their peers and qualified teachers which rely on communication and information technologies.
- 10.10. Students can reach their teachers on the Net and ask them for help in relation to their research studies [21].

The benefits of e-Learning to teachers can be listed as follows:

- 1-The technique of teaching becomes more interactive.
- 2-Teachers can design one document for all types of students, so that they don't need to design it again and again.
- 3-Timing is also variable for teachers, they can do this with the supplement to their regular classes in schools.
- 4-They can get more and more input on the Net, that they include in their course materials.
- 5-Interaction with students become more suitable. Students fear less and can ask their problems independently when sharing their problems with teachers because it's not face-to-face [21].

11. Demerits of e-Learning

e-Learning is not, however, the be all and end all to every training need. It does have limitations as reported previously [22,23], among them:

- 11.1. Learners with low motivations or bad study habits may fall behind. Without a proper class, the students may get lost or confused about the course activities and deadlines.
- 11.2. Students may feel isolated from the instructor and classmates.
- 11.3. Slow internet connections or older computers may make accessing course materials difficult.
- 11.4. Technology issues of the learners are most commonly technophobia and unavailability of required technologies.
- 11.5. Inappropriate content that includes sensitive issues or materials that are not suitable for students.
- 11.6. Cultural Acceptance: There might be possibilities that student demographics and psychographics may predispose them against using computers. Therefore, e-Learning will not be a suitable medium of education for them.

12. Data Collection

The chapter showed the experimental design, the sample of the research, data collection, the producers of the research.

12.1. Experimental Design

It is important to answer the question of the research whether the e-Learning is effective in teaching English for graduated students at College of Physical Education and Sciences Sports for Women or not. One group experimental design has chosen to fulfill the aim of the research.

Table (1) Experimental Group

	First course	Second course
One group	They were taught according to “Headway Academic Skill” Current textbook.	They were taught according to e-Learning techniques.

12.2. Sample of the Research

The research sample is consisted one group of 20 M.A students at College of Physical Education and Science Sports for Women after excluding 5 students to equivalent the sample because their age is not suitable with the sample of the research.

Table (2) Sample Numbers

Group	Section	No. of Subjects before Excluding	Total Numbers of the research After Excluding
Experimental group	M.A Students	25	20

12.3. Equivalence of the Sample

The sample has a match according to the age between (23-30). Five students were excluded from the total the sample because their age above the average of age which mentioned. All the students are graduated from College of Physical Education and Sciences Sports for Women. Thus, they were matched in education background. It has been chosen one group design to equalize the sample of the research because each student has two scores before the experiment and after the experiment.

12.4. Instructional Materials

The period of the research has lasted one academic year 2017-2018. The sample was taught according to the current textbook through 15 lectures 2hours pre-week in the first course “Headway Academic Skill” Level 1. The same sample was taught according to the same textbook with proposed e-Learning techniques through the 15 lectures 2 hours pre-weeks. Thus, the research has adopted many techniques (internet projects, internet materials, jigsaw, slip-paper information...etc.).

12.5. The Experiment

The experiment has lasted one academic year 2017-2018 from 1/10/2017-1/6/2016. At the end of each course an examination has applied to check the development of the sample to compare the score of each candidate and to collect the x-mean of the sample of two courses. The test of the research has chosen from “Headway Academic Skill, Teacher Book” , so all the tests have their validity.

The test has retest again after 10 days for testing the ratability to the excluding sample 5 students. Person formula has been used to find out the correlation coefficient; the results show that the correlation coefficient of reliability is (+ 0.89) and this is considered a high stable correlation.

13. Results

13.1 Analyzing the Results

The results of the tests have been analyzed, in order to determine whether there is any significant difference between the group in the first and second courses.

Table (3). X mean, standard deviation and T value of the experimental group of the research

Group	No. of Subjects	X mean	S.D	D.F	T Value	
Experimental group	20	13.247	4.488	19	Calculated value	Tabled value
		20.222	3.899		4.527	1.243

The mean of the experimental group in the first courses is 13.247, while the mean of the group in the second course is 20.222. The t –test formula is used to compare the two scores of the students in the test.

14. Discussion

The statistical analysis of the results indicates that the achievement of the students in the second course is significantly higher in average than that of the same students in the first course. This interpreted to mean that the e-Learning techniques are more favorable to learning English than the traditional method of teaching English. Thus, the null hypothesized is rejected because there is a significant difference between the first and second courses in students’ achievement of learning English. The results are in consistent with that reported previously [24,25] but in the current research the results are approved with statistical analyzing while the both studies are only mentioned the effect of e-learning as motivational techniques and improve students to become more independent learners. The students have an effective role in the e-Learning process. It is a learner – centered; the teacher acts only as an instructor, a facilitator or a guide. The main role is to be achieved by the student under the supervision of the teacher. The students of the experimental group of the current have dealt positively with the suggested e-Learning technique, showing high degree of interest and motivation.

The results of the present research also reveal that the focus should be upon integrating technology with the traditional techniques of teaching. Postgraduate students need to do more than merely listen to lectures in order to answer the questions. They must do some exploration and intervention during learning. The point is that English Foreign Language (EFL) students need to be guided toward the use of a variety of techniques that enhance learning while experimenting with a full range of the options that are open to them as postgraduate students. The current research has merged technology with the traditional method of teaching that is (chalk and talk) .The researcher has divided the lessons into in and out class to fulfill the aim. The policy of Baghdad University which has forced English teachers in all the colleges adopts the same syllabus disregard the specializations i.e (The student at College of Physical Education student is different from the student at Science College, College of arts, College of Languages etc...)[25] .

So, e-learning is successfully techniques specially for improving the specialist of each college.

15. Conclusions

The improvement in the achievement of the students from the first to second courses leads to the conclusion that within the procedures of the research, teaching English for Specific Purpose for College of Physical Education and Sciences Sports for Women with e- Learning techniques prove to be more useful for students than the traditional teaching devices.

16. Recommendations

e-Learning techniques are considered to be an important means of teaching ESP to postgraduate students so that they may use English language effectively when dealing with real-life situations, so College of Physical Education and Sciences Sports for Women is recommended to use e-Learning in Teaching ESP. In the lights of the research, a similar research may be conducted to other Colleges and to other subjects in teaching.

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Appendix (1). The Written Test

Q1- You will read three passages, with ten questions each. Choose the best answer A, B, C or D according to the passage.

The beachfront area where the Burj Al Arab and Jumeirah Beach Hotel are located was previously called Chicago Beach. The hotel is (5) located on an island of reclaimed land off the beach of the former Chicago Beach Hotel.

Construction of Burj Al Arab began in 1994. It was built in an unusual (6) style. It looks like the sail of a dhow, a type of Arabian vessel. The (7) architect Tom Wright stated that the client wanted a building that would become an iconic or symbolic statement for Dubai, similar to Sydney's Opera House, or the Eiffel Tower in Paris.

Burj Al Arab is the world's second tallest hotel. Despite its size, the Burj Al Arab has only 28 double-storey (8) floors which accommodate 202 bedroom suites. The smallest suite occupies an area of 169 m² the largest covers 780 m².

Many people are impressed with the building, but it has also attracted criticism. Although the hotel is a fantastic example of modern (9) construction technology, and shows great imagination, many people think it is just a display of (10) wealth. For a lot of people the Burj Al Arab hotel symbolizes money more than architectural beauty.

1. Choose the correct heading for paragraph 1.
 - A. The Chicago Beach Hotel.
 - B. The beach.
 - C. The sea.
 - D. The hotel location.
2. Choose the correct heading for paragraph 2.
 - A. Beginning the building.
 - B. The architect.
 - C. Famous buildings.
 - D. The hotel design.
3. Choose the correct heading for paragraph 3.
 - A. Rooms in the hotel.
 - B. Features of the hotel.
 - C. The height of the hotel.
 - D. The age of the hotel.
4. Choose the correct heading for paragraph 4.
 - A. Wealth.
 - B. Design.
 - C. Opinions.
 - D. Technology.
5. Match the underlined word or phrase with a definition.
 - A. Near.
 - B. Local.
 - C. Locally.
 - D. Situated.

6. Match the underlined word or phrase with a definition.

- A. Method.
- B. Design.
- C. Technique.
- D. Luxury.

7. Match the underlined word or phrase with a definition.

- A. A designer.
- B. A design.
- C. An arch.
- D. A building.

8. Match the underlined word or phrase with a definition.

- A. Ground.
- B. Flooring.
- C. Levels.
- D. Bases.

9. Match the underlined word or phrase with a definition.

- A. Production.
- B. Industry.
- C. Business.
- D. Building.

10. Match the underlined word or phrase with a definition.

- A. Large quantity.
- B. Riches.
- C. Variety.
- D. Choice.

Q2 / Choose Two

- A. Underline five verbs in the passage.
- B. Circle the adjectives of the passage.
- C. Put the places mentioned in the passage in the box.
- D. Change the underline sentence in paragraph 2 in short question 5- Highlight important information in the passage.

Q3- Label the objects of one picture:



Q4- Describe one picture in 40-50 words paragraph (try to use conjunction words):

Q5- Complete the following:(Choose Ten)

- 1- Play- player; science-; run-; lecture- 2- Boy- boys; university-; woman- 3- complete – incomplete ; like.....; possible.....; happy-..... 4- small- smaller; friendly.....; dry.....; nice.....5- play- playing; rise.....; jog.....

Q6- Re- write the box and choose two of the following:

Alberteinstein is born in germany his family moved to italy he lives in switzerland he was famous for the theory of relativity he received the nobel prize.

1-Use capital letters and punctuation

2- Correct the form

3- Use Conjunction words

Appendix (2) The Subject Scores

No.	Rate 1	Rate 2
1	12	16
2	10	15
3	16	21
4	19	20
5	9	15
6	11	18
7	15	17
8	12	19
9	13	16
10	13	19
11	20	24
12	16	21
13	10	17
14	11	16
15	17	20
16	15	19
17	14	19
18	11	20
19	21	23
20	13	20

اثر التعليم الالكتروني في تدريس اللغة الانكليزية لاغراض خاصة على الطلبة العراقيين المتخرجين
في كلية التربية البدنية وعلوم الرياضة للبنات
بان جعفر صادق
كلية التربية البدنية وعلوم الرياضة للبنات/ جامعة بغداد

الخلاصة

اصح التعليم الالكتروني جزء غير منفصل في النظام التعليمي , لذا يجب ان يكون تغير في تدريس اللغة الانكليزية بما يجلب النظم التقليدية مع الحديثة للاسهام في تطوير تدريس اللغة الانكليزية كلفة اجنبية. يمكن للتعليم الالكتروني الاسهام في نوعية التدريس بزيادة المادة والاقبال من الجهد , هدف البحث هو معرفة اثر التعليم الالكتروني بتدريس اللغة الانكليزية للطلبة العراقيين في كلية التربية البدنية وعلوم الرياضة للبنات. وافترض البحث عدم وجود فروق ذات دلالة احصائية عند عينة البحث بين الفصل الدراسي الاول الذي درس اللغة الانكليزية باستخدام الكتاب المقرر وبين الفصل الثاني الذي استخدم بها التعليم الالكتروني مع الكتاب المقرر. استخدم البحث الطريقة التجريبية للعينة الواحدة وبلغ عدد العينة 20 طالبة من مرحلة الماجستير للعام الدراسي 2017-2018 . استغرقت التجربة عام دراسي كامل بفصلين 30 وحدة تدريسية لكل وحدة ساعتين كل اسبوع. اظهرت نتائج البحث بعد تحليلها احصائيا وجود فروق ذات دلالة احصائية للعينة في الفصل الدراسي الثاني الذي استخدم فيه تقنيات التعليم الالكتروني وبذلك اوصي باستخدام التعليم الالكتروني بتدريس اللغة الانكليزية للطلبة العراقيين في كلية التربية البدنية وعلوم الرياضة للبنات. والقيام بابحاث مشابهة لاستخدام اساليب اخرى بكليات اخرى.