



**A STUDY OF THE PERCEPTIONS OF IRAQI
ENGLISH FOREIGN LANGUAGE (EFL)
LEARNERS AT UNIVERSITY LEVEL TOWARDS
ONLINE TEACHING**

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THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Zuhair Bebo YOUSIF titled “THE PERCEPTIONS OF IRAQI ENGLISH FOREIGN LANGUAGE (EFL) LEARNERS TOWARDS ONLINE TEACHING AT DUHOK UNIVERSITY “is fully adequate in scope and in quality as a thesis for the degree of master degree.

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The degree of Master in English Language/Applied Linguistics is approved by the Administrative Board of the Institute of Graduate Programs, Karabuk University.

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DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

Name Surname: Zuhair YOUSIF

Signature:

FOREWORD

This thesis is dedicated to the soul of the immortal, my friend and my ideal, Shekh Shaamo, your place is heaven, God willing, your memory will remain immortal in us, may your soul rest in peace.

Thanks to Allah, the most gracious, the most Merciful for giving me the blessings and leading me, hence, I could finally finish writing this thesis. Special thanks to: my parents, who have given me endless love and encouraged me and never stop praying for my success now and in the future. For the most important persons in my life, my wife Khairiya, my sons Sebastian, Sendiyan, Sizan and My daughter Saiwan. My brothers and sisters. All my family who always support me, who has given me kindness and support, that is very kind of you, may Allah grant you goodness. Special thanks to my special friend Mr. Karim K. Qasim who has encouraged, advised, and motivated me to finish this thesis. My best friend Nechirvan Shekh Shaamo, thank you for your support and always encouragement. Thanks to all my friends whom I cannot mention here one by one for their support, help, and encouragement.

ABSTRACT

The Corona pandemic has changed many concepts, including the current education systems. Education has shifted to online education in all Iraqi universities. English language teachers need to understand many strategies and dimensions that can be more effective for developing the English language, improving its skills, and building a positive learning environment suitable for all levels of study and gender. A quantitative study was utilized in this research by distributing a questionnaire to 128 male and female students from the third and fourth grades at the Faculty of Arts, Department of Translation, University of Dohuk in northern Iraq. The data were collected through a questionnaire using descriptive statistics, and the data were analyzed using SPSS 23 and the T-test. The findings showed no statistically significant differences between the students' perceptions about online education, represented by the variable gender and the variable of the study stage. The average of the variable of the basic skills of language teaching, its development, and the educational environment were the positive results of this study despite some of the obstacles represented by the limited sample of the study. This study may benefit English language professors in Iraqi universities to teach online. The recommendations are to provide the necessary supplies for government universities so that they can continue teaching online. The suggestions made by the researcher is that there can be studies on the credibility of student assessment by teachers and research on the opinions of students' parents about the transition to online education.

Keywords: Online Teaching; Education; Perception; Covid-19 Pandemic; Higher Education; Iraq; North of Iraq

ÖZ

2019 yılında ortaya çıkan Corona pandemisi, mevcut eğitim sistemleri de dahil olmak üzere dünya genelinde birçok kavram ve alışkanlığı değiştirdi. Dohuk Üniversitesi de dahil olmak üzere tüm Irak üniversitelerinde eğitim yüz yüze eğitimden çevrimiçi eğitime geçmiştir. İngilizce öğretmenlerinin, İngilizceyi geliştirmek, becerilerini geliştirmek ve tüm eğitim seviyelerine ve her iki cinsiyete uygun olumlu bir öğrenme ortamı oluşturmak için daha etkili olabilecek birçok strateji ve boyutu anlamaları gerekir. Bu çalışmada, Kuzey Irak'ta Dohuk Üniversitesi Edebiyat Fakültesi Tercüme Bölümü'nde öğrenim görmekte olan 128 kız ve erkek öğrenciye anket dağıtılarak nicel bir çalışma yapılmıştır. Veriler, tanımlayıcı istatistikler kullanılarak anketten toplanmış ve veriler SPSS23 sistemi ve T-testi kullanılarak analiz edilmiştir. Bu çalışmanın sonuçları, öğrencilerin cinsiyet değişkeni ile temsil edilen çevrimiçi eğitime ilişkin görüşleri ile çalışmanın aşaması değişkeni arasında istatistiksel olarak anlamlı bir farklılık olmadığını göstermiştir. Dil öğretiminin dört temel becerisi değişkeninin ortalaması ile gelişimi ve eğitim ortamının ortalaması, çalışmanın sınırlı örneklemeyle temsil edilen çalışmanın karşılaştığı bazı engellere rağmen, bu çalışmaların olumlu sonuçları arasında yer almıştır. Bu çalışma, Irak üniversitelerindeki İngilizce profesörlerinin İnternet üzerinden ders vermelerine fayda sağlayabilir. Araştırmacı tarafından yapılan öneriler, devlet üniversiteleri ve öğretmenlerinin internet üzerinden öğretime devam edebilmeleri için gerekli malzemeleri sağlaması yönündedir. Araştırmacının öne sürdüğü önerilerden biri de öğretmenler tarafından öğrenci değerlendirmesinin inandırıcılığına yönelik çalışmaların olması ve doğrudan eğitimden çevrimiçi eğitime geçiş konusunda öğrenci velilerinin görüşlerinin araştırıldığıdır.

Anahtar Kelimeler: Çevrimiçi Öğretim; Eğitim; Algı; Covid-19 Pandemisi; Yüksek Öğrenim; Irak ve Kuzey Irak

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ABBREVIATIONS

(EFL)	: English as a Foreign Language
(ICT)	: Information and Communication Technology
(E-learning)	: Electronic learning
(M-Learning)	: Mobile learning
(GBL)	: Game-Based Learning
(TAM)	: Technology Adoption Model
(ELD)	: English Language Departments
(MHE)	: Ministry of Higher Education
(NUR)	: National University Ranking
(DPU)	: Duhok Polytechnic University
(ESL)	: English as a Second Language
(LSS)	: Learning Support System
(LCMS)	: Learning Content Management System
(LDS)	: Learning Design System
(LMS)	: Learning Management System
(MOOCs)	: Massive Open Online Courses
(SPSS23)	: Statistical Package for the Social Sciences

SUBJECT OF THE RESEARCH

A study of the Perceptions of Iraqi English Foreign Language (EFL) Learners At University Level Towards Online Teaching.

PURPOSE AND IMPORTANCE OF THE RESEARCH

This study aims to identify the perceptions of Iraqi students towards online teaching at University of Duhok. They are studying English as Foreign Language (EFL). This study may be helpful in the field of education and change teachers' teaching methods, as well as may fill the research gap in the literature related to students' perceptions of online teaching in Dohuk Governorate in Northern Iraq.

METHOD OF THE RESEARCH

This study applied the quantitative method. A quantitative questionnaire was used by the researcher as a tool to collect the data. As for the data analysis, the Statistical Package for the Social Sciences 23 (SPSS23) was utilized to analyze the data with several other data analysis tools, including the T-test.

POPULATION AND SAMPLE

The total population of the current study is (128) male and female students "third and fourth grade in the College of Languages, Department of Translation, University of Dohuk" in the academic year 2021-2022.

The number of respondents from the third stage was 75 male and female students, that is equivalent to (58.6%), and the number of respondents from the fourth grade was (53) male and female students, which is equivalent to (41.4%).

SCOPE AND LIMITATION/DIFFICULTIES

The study is limited to the public university students, as it did not include private universities. Therefore, the results cannot necessarily be generalized to all students of higher education who study English. Another crucial limitation is that the

study was about teaching online during the Corona pandemic academic years (2019-2020) and (2020-2021), and the distribution of questionnaire to students was in the academic year (2021-2022), that is, after the impact of this pandemic became less on the society and the face-to-face instruction began in public universities. This decreased the impact of online teaching and its obstacles for many students.



1. INTRODUCTION

1.1. Research Background

Recently, online teaching has become an important trend in education, particularly in teaching and learning English as a Foreign Language (EFL). The global trends towards using the electronic platforms and social media applications are due to the widespread of the Covid-19 pandemic quarantine (McKibbin & Fernando, 2020). They further stated that due to this pandemic most of the educational institutes all over the world were closed, and the alternative method of education was the use of distance learning, so education has shifted from face-to-face to online education. Following this, the Iraqi educational institutes all shifted to online education, and this became a big challenge due to the fact that it was the first time to use online teaching in schools and universities. Amongst others, students at Duhok University engaged in such a process for the first time practicing online teaching and learning. Therefore, it could be argued that it is a new experience for them. The online teaching and learning continue in the current academic year 2020-2021 besides the limited face-to face attendance (only two days per-week). Therefore, it has been found that it is crucial to investigate the university students' perceptions who study English language at the University of Duhok toward learning English language via online teaching.

1.2. Introduction

The English language teachers use online teaching-learning to support the face-to-face learning process. Online education is a learning activity that can be done anywhere and at any time by relying on the internet connection. Delivering materials via online is accompanied by merit and demerit features for the learners and the teachers. For online education to be successful, both students and teachers need to know their roles, they have to be aware of the culture of such learning, online education demand from all sides to believe and trust each other and feel confident in using different electronic platforms and electronic educational programs.

Online teaching is not a new concept. It was used in the last decade around the world, but the online teaching and learning process, in Iraq, is a new trend through the

internet (Zucker, Darby, & Armstrong 2002). Online learning complements a broader classification of learning expansion, which includes earlier technologies such as correspondence courses, educational television, and video conferencing (Means, et al., 2009). The electronic educational applications and platforms are helpful learning tools that offer teachers the flexibility and usefulness at the same time as offering unlimited opportunities to innovate in teaching (Daniel, 2009).

Time is changing in terms of using modern online technology for delivering instruction to expand distance education to attain maximum learning objectives. Immense advancement in internet services and online-learning technology evolved an online teaching mode of learning (a combination of traditional face-to-face and modern online-learning). This mode of online- learning proved to be a strong link among students, faculty members and classrooms with different locations to develop and enhance multiple skills especially learning of different languages. Online teaching is a mode of learning in which the use of both ordinary teaching, in accord with advanced modern online teaching, and online learning materials are largely applied in its application. As daily norms and routines are followed, electronic materials are seemingly acquired to complement learning process. This mode of learning also made use of professional establishment and on job training acquisition sessions.

English language is taught as a foreign language in Iraq and North of Iraq. Kurdish students in North of Iraq study English language (for 12 years) in primary, intermediate and preparatory school levels. In addition, English is also taught as a compulsory subject at all non-English departments and in all colleges as a separate module at the University of Duhok.

Though, University of Duhok focuses on the development of online teaching methods, online language teaching has not been given the importance that it deserves.

1.3. Problem of the Study

Recently, and due to the spread of Covid-19 pandemic, many teachers and learners shifted the style of teaching and learning into online as a free and available tool in the process of education. Al-Khayyat (2021), Harjanto and Sumarni (2019); Al-Marroof and Al-Emran (2018); Muslimah (2018); Rabbi, et al. (2018); Basher (2017);

and DiCicco (2016) have confirmed the above argument and stated that E-Learning has been utilized as a tool of teaching during the pandemic of covid-19. Ever since the application of e-teaching and learning has taken place in North of Iraq, there has been many controversial opinions that students are interested in learning online or this teaching and learning style is effective in terms of gaining knowledge like to face-to-face teaching and learning style. Therefore, the researcher found that there is a big gap in this regard and concluded that it is of immense importance to investigate this educational issue.

After reviewing the literature, the researcher realizes that the most available, authentic, and useable tool to make high advantage for the student is the online instruction. To this end, the researcher has distributed close ended questions in a form of questionnaire to the EFL students at the College of Languages/ Department of Translation at the University of Duhok to elicit their perspectives toward online teaching and learning.

1.4. Aims of the Study

The aims of the study are to reveal whether there is a difference between students' perspectives toward online instruction based on gender, and grade levels. In addition, it aims to reveal the students' perspectives toward online instruction and language development, language skills, pedagogical processes, and instructional environment.

1.5. Research Questions

To achieve the aims of the study, the study seeks to answer the following question:

1- Is there any difference between students' perspectives toward online teaching based on gender?

2- Is there any difference between students' perspectives toward online teaching based on grade levels?

3- To what extent does the online teaching affect students' language development?

4- To what extent does the online teaching affect students' language skills (listening, speaking, reading, and writing)?

5- To what extent does the online teaching affect pedagogical processes?

6- To what extent does the online teaching affect educational environment?

1.6. Significance of the Study

The study might be significant in the field of education and methods of teaching that could fill a gap in the literature concerning the students' perceptions toward online education in Duhok province in the North of Iraq. Additionally, it might be useful for the schools' teachers, university professors, and decision makers at the Ministry of Higher Education and Scientific Research in designing and developing methods and means of teaching in general and for online education in particular.

1.7. Limitations of the Study

This study has some limitations and effects that the researcher cannot control and which will be discussed in this section. The study was conducted on public university students, but it did not include private universities. Therefore, the results cannot necessarily be generalized to all students of higher education who study English. Since the questionnaires were distributed directly to the students by the researcher in the classroom, the students of other faculties were not able to participate in the questionnaire because they were limited to a selected group of students. Another crucial limitation is that the study was about teaching online during the Corona pandemic during the academic years (2019-2020) and (2020-2021), and the distribution of questionnaire to students was during the academic year (2021-2022), that is, after the impact of this epidemic became less on the society and face-to-face began in public universities, which led to forgetting the impact of online teaching and its obstacles by many students.

1.8. Definitions of the Study

To avoid any ambiguity of the terms in this study, the researcher has defined the important terms as follows:

1.8.1. Perception

A perception is a mode of apprehending reality and experience through the senses, thus enabling discernment of figure, form, language, behavior, and action. The individual perception influences opinion, judgment, understanding of a situation or person, meaning of an experience, and how one responds to a situation (Given, 2008: 23).

In philosophy, psychology, and cognitive science, perception is the process of attaining awareness or understanding of sensory information. The word “perception” comes from the Latin words perceptio, percipio, and means “receiving, collecting, action of taking possession, and apprehension with the mind or senses.”

A perception is the process of interpreting the messages of our senses to provide order and meaning to the environment. This perception helps sort out and organize the complex and varied input received by our senses of sight, smell, touch, taste, and hearing. The key word in this definition is interpreting. People frequently base their actions on the interpretation of reality that their perceptual system provides, rather than on reality itself (Alan & Gary, 2011: 74).

In general, contemporary exact speculations of insight try to depict and additionally make sense of the physiological underpinnings of this "oblivious deduction," especially as far as how tangible frameworks get data about broad measurable elements of their surroundings (see normal scene measurements) and apply this data to tactile information to shape discernment. A common topic in these hypotheses is that upgrade vagueness is amended by deduced information about the normal world.

1.8.2. Online Teaching

Online teaching and learning are faculty-delivered instructions via the Internet. Online instruction includes real-time (synchronous) and anytime, anywhere (asynchronous) interactions (McKibbin & Fernando, 2020). It is also the presentation or teaching of course syllabus or syllabi through a computer system.

Sintema (2020) defines it as the delivery of instructions using a computer network, usually the Internet, without requiring face-to-face meetings of students and faculty. Courses may be synchronous, asynchronous, or a combination of both. (also commonly referred to as online distance education, distance education, online learning, and distributed learning).

The present study is divided into five chapters. Chapter one is the introductory chapter which sets the context of the study and introduces the aims of the research, research questions, significance of the study, limitation of the study and the definitions of the major terms of the study. Chapter two reviews the literature which has been done in the educational field that is relevant to the main theme of the study. It establishes a theoretical framework for the study. Chapter three revisits the aims of the study and discusses the validity and reliability of the research methods, the research design, the procedures and methods of data collection. It also introduces the methods of data analysis. Chapter four analyses, compares and contrasts the data collected from the methods utilized to come up with the findings. Finally, chapter five highlights the conclusions related to the aims of the study. It also states some recommendations for further research. This chapter also puts forward suggestions for future research.

2. LITERATURE REVIEW

2.1. Introduction

It is commonly acknowledged in the bilingual education industry that students require not just understanding and aptitude in a language's grammar but also the capacity using the language in culturally and socially relevant manners. This was the key breakthrough in conversational language teaching (Alzeebaree & Zebari, 2021). Simultaneously, the conversational strategy included modifications in educational techniques, integrated database, and descriptions of what is to be learned, as well as evaluation of education. Since culture is crucial in foreign language education, it is necessary to clarify whatever it implies (Barany & Zebari, 2018).

Culture is a notion that must be defined since various individuals view it individually. It is frequently seen as a problem of just the knowledge transmitted by the language, rather than as an element of language. Rajab (2015), explained that several interviewees' grasp of the phrase "culture" and the associated linguistic education concepts are quite hazy, and indicated that cultural understanding instruction occurs solely in arbitrary and spontaneous manners. Nevertheless, it may be crucial that we may assess how often or close they are to incorporating a cultural component into linguistic education, as textbooks are the primary method of imparting culture into Iraqi second linguistic schools.

Linguistic, cultural, and aesthetic notions, according to Volkova and Postnikova (2018), are distinguished by the underlying criteria especially, alignment in relation to the basic idea realm of literary works as a subsystem of culture and alignment in connection to the whole mind frame of culture which is linked to the types of speech, and non-speech aesthetic cognition.

Educational techniques, educational background and tactics, learners' backgrounds, surroundings, instructors' interpersonal qualities, socioeconomic issues, enthusiasm, and other factors have an effect on education. Enhancing education is one of the desired outcomes, and evidence suggests that a skilled instructor helps to improve education (Dewali & Barany, 2019). Educator attitude and traits are significant parts of the learning system because they impact teaching as well as

learners' enthusiasm and outcomes. Teacher traits and attitude influence learner enthusiasm and understanding. According to research, there is a relationship among instructional methods and learner accomplishment. A professional educator, according to the Teaching and Learning Institute at Winthrop University (2005), is one who is informed, employs appropriate instructional strategies, demonstrates and instills excitement for the particular topic, and cares about pupils (Alzeebaree & Zebari, 2021).

However, learning and teaching the language skills (English) is a persistent difficulty for several pupils from all over the world, including Oman and Iraq. Language acquisition is a complex and demanding practice that may be frustrating. In Iraq, for instance, one of most important topic is to somehow increase the English language acquisition and proficiency of Iraqi EFL learners. Not just are learners' competencies low, but they are frequently unable to get the language. There might be a variety of variables contributing to such a situation, including insufficient structured learning period, an insufficient resource, some limited opportunities to speak the language, an inadequate educational atmosphere, inadequate education and learning, and so on. The Omani Education Ministry has made significant efforts to assist alleviate the issue, although progress is gradual and has taken a financial burden on general gains (Al Hosni, 2014).

The development and progress of technology connection plays a key part in increasing and simplifying the efficacy of the language acquisition method. Research has clearly demonstrated that IT and its progress may improve learning—not only studying the language skills, but nearly any topic of concern. As a result, the Iraq Ministry of Education has paid close attention to learning and studying EFL during the last years (Jassim & Dzakiria, 2018).

2.2. Definitions of Educational Technology

Technology is constantly transforming the manner we deal, enjoy, generate, and interact. As a result, it's only real that advances in computerized technological advances are generating game-changing possibilities in the zone of learning. Educational technology is the investigation of the method of assessing, constructing, establishing, instituting, and analyzing the introductory surroundings and teaching

elements in order to support teaching and learning. It is critical to remember that the goal of educational innovation (also known as instructional innovation) is to enhance schooling (Bond & Bedenlier, 2019).

Educational innovation could indeed be viewed as a procedure for addressing instructional worries and issues, such as self-control, vital pondering, violence in schools, inspiration, practical expertise, school dropouts, and the entire range of instructional worries. Initially, the issue is addressed, then an assessment of the issue's variables is performed, and potential answers are introduced. The learner community and coursework are then examined. Due to numerous technological innovations, today's teaching methods have significantly expanded. Extra traditional teaching components involve television sets, blackboards, ambiguous projectors, projector, horizontal projectors, slide projectors, and video recorders, and relatively new components including numerous software platforms, computers, camcorders, LCD projectors, scanners, virtual cams, the Internet, satellite, intelligent systems, digital TV, teleconferencing, etc. (Bozkurt, 2020).

2.2.1. The History of Educational Technology

The Gutenberg printing press, invented in the 15th century, made it feasible to exchange knowledge and information with a considerably wider number of people than had earlier been feasible. By the sixteenth century, their usage had expanded throughout Europe, and books were becoming a fundamental asset in several academic contexts. It is important to mention that printmaking technique has not been extensively used for another 100 years or more. How long did it take for cellphones to catch on? Even though it required several 100 years for the printing press to revolutionize teaching and learning, as well as cultural, governmental, and financial structures, such revolutions did happen. Are current and future innovations going to have comparable revolutionary impacts? (Huang, Spector, & Yang, 2019).

The creation of the daguerreotype (early camera) in 1839, as well as wireless connectivity of electromagnetic radiation (early radio) and the kinetoscope (moving images) in the 1890s, heralded the arrival of non-text communication in the 19th century. The 20th century saw a significant development in technology to assist education, performing, and teaching, with television and cartoons during the first half

of the 20th decade and computers and the Internet in the last. For at least a thousand years, typing sheets and chalkboards were used. Cuisenaire rods were invented in the 1920s and emerged during the late 1950s. Vannevar Bush described intensifies in 1945, in which the principle of hypermedia originated. Initial computer-based educational technologies frequently reproduced authoritarian instructional methods. In the mid1980s, digitized conversation and connectivity in learning began (Spector & You-qun, 2016).

The Open University in the United Kingdom and the University of British Columbia pioneered the use of the Internet to produce education. Eduardo Graziadei defined method for assessing systems and creating technology-based classes that are compact, reproducible, expandable, inexpensive, and likely to be cost-effective in the long run in the 1990s. Modern information and communication technology (ICT) provides educational institutions with techniques for maintaining community of learners and the linked understanding administrative duties. More than 6 million learners registered in at least one online program in the fall of 2015 (Heift, Mackey, & Smith, 2019).

2.2.2. Integrating Technology in Education

Currently, the massive and ever-expanding realms of e-learning and mobile learning (m-learning) contain several of the most broadly influencing and readily identified types of Education technology. E-learning, also known as electronic education, is the utilization of computing devices as well as the internet for the intent of teaching. M-learning, also known as mobile education, is the application of mobile technology for education, including smartphones and tablets. Distance learning, or acquiring knowledge over long distances through the internet, makes use of all these m-learning and e-learning (Kelly & Atwood, 2019).

Several studies have demonstrated the benefits of incorporating technology into classroom learning. Technology may be utilized to help students participate in critical thinking and problem solving by generating relevant projects. It may be also utilized to reorganize and rebuild the educational environment in order to foster the development of higher-order thinking abilities. Technology also fosters greater student collaboration. Technology may be utilized to create a more interactive and relevant

math instruction (Atabek, 2019: 1904; Turugare, & Rudhumbu 2020; Saghafi & Crowther, 2020).

According to one of the study, mixing technology with peer-led literature conversations can boost student involvement and motivation. Students were able to communicate with readers from other schools, states, and even nations using these tools. These online literary conversations have the potential to generate beneficial social interaction and establish a feeling of community (Walker, Chong, & Chong, 2021). This form of technology provides a measurable and motivating method of exposing pupils to other ideas and cultures. Technological breakthroughs are still ongoing and continue to alter how people live and work. In many schools, the internet has become a frequent tool for learning. This implies that almost all learners should have a relevant educational experience. Today's teachers have several chances to employ technology to improve the approaches children study (Saghafi, & Crowther, 2020).

2.2.3. Reasons for Using Education Technologies

With the advent of distant training, several higher education organizations are substituting teaching media for traditional materials to stay up with their online educational community. We will examine why learners require technology in education and might impact participation in the following discussion (Hawera, Sharma, & Wright 2017; Hyndman, 2018).

Aids in connecting pupils to the actual globe:

Technology puts learners on the way to personalizing teaching by providing them control over how they study, improving school pertinent to their online life, and equipping them for their future. Learners are driven to become analytical innovators, intelligent people, innovators, and collaborators as a consequence of innovation and the accessibility of materials outside the classroom. Learners obtain a lifetime passion for learning when innovation is skillfully incorporated into classes.

Having easier availability to knowledge:

Thanks to technological advancements, students can now locate facts more swiftly and properly. Search outcomes and e-books are displacing traditional textbooks. Instead of individual instructors, learners may obtain one-on-one assistance through educational videos that can be accessed at any time and from any location, as well as massive open online courses (MOOCs).

Adding an entertaining element to learning:

Outside the classroom, students use technology in many aspects of their lives. Learning will be more engaging and intriguing in the classroom as a result of technological advancements. Educators can provide lessons in a number of ways by utilizing teaching methodologies such as game-based learning (GBL).

Preparing learners for the working population:

To prosper in the workplace of the twenty-first era, learners must get more than a functional understanding of specific technological devices. Organizations ensure that their learners are able for the contemporary office by including such innovations into the normal curriculum.

Promotes cooperation:

Several instructional software has a number of features that encourage cooperation. For instance, Skype allows learners to have video conferences with peers from all around the world. Learners may quickly discuss and modify work with one another using Google Drive.

Serving several categories of students:

Hardly, two students learn in the identical manner, but instructors may tackle teaching pattern varieties using technology. An involvement system, such as Bluepulse, assists teachers in determining that instructional approaches are most

effective by recognizing learners' requirements depending on real input. Blue pulse may be configured to fit any educational environment, particularly distant education.

2.3. E-learning

E-learning is the transition of instructional content as well as knowledge using electronic means. Once the data demonstrated how online learning may be just as successful as learning in the classrooms, the apparent cynicism around it was sure to fade. Even though the whole education method relies on traditional teaching concepts, it is delivered using internet access by technological tools including PCs, laptops, and sometimes cellphones, which allow learners to attend their online lessons from anywhere and during any period (Sung, Chang, & Liu, 2016).

According to Ullah, Khan, and Khan, (2017) in the circumstances and settings of its effective implementation, internet based education has various conceptions. Several experts believe that online teaching is a style of instruction wherein numerous integrations of innovation are decided to seek, whereas others believe that it is an alternative for online classes that is assisted by the use of the internet as an efficient means of fast connectivity. Moreover, online learning is a collection of numerous sorts of technology integrated purely for the goal of advancing instruction. Online learning is a rich word that encompasses all sorts of online learning that make use of contemporary ICT.

Online learning platforms are web-based applications that distribute, monitor, and manage lectures through the Internet. It entails the use of technological innovations to guide, produce, and distribute educational content, as well as to allow two-way interaction among learners and professors. They include elements like whiteboards, chat rooms, questionnaires, exams, discussion boards, and quizzes, which enable lecturers and learners to connect online while also sharing course information. These can provide efficient and easy methods of achieving educational objectives. Universities use Google Meet, Microsoft Project, Moodle, and Edmodo as education administration platforms, as well as video conferencing apps. Other popular video conferencing systems incorporate Skype for Business, Zoom, Adobe Connect, WebEx, among others (Mukhtar et. al.,2020).

The goal of E-Learning would be introducing strong novel instruments for boosting proficiency and capacity, rapidity, and productivity, regardless of if the institution works in a single or several geographical locations. The introduction of E-Learning systems is profoundly transforming the landscape about how individuals educate, even as the advent of ICTs changed dramatically the form of how business and dissemination are performed. Individuals are increasingly motivated to read on their own and to educate just everything they want to learn about doing their job well (Haldorai, Murugan, & Ramu, 2021, p. 562).

2.3.1. The Effect of Video on Promoting English Skills and Vocabulary

Learning English is a complicated and tough exercise that might be intimidating. Technological and communicative development has served a major effect in improving and increasing the efficacy of English language acquisition. Video is an illustration of an audiovisual tool that has piqued the interest of instructors all over the globe. Several educational organizations have resorted to video as an entertaining and engaging aspect in giving lessons to increase their students' English language abilities (Jassim, & Dzakiria, 2018).

Online videos are engaging and appealing instructional tools that, when handled properly and correctly, may encourage and support instructors' tasks. Such group of students is the technological cohort, and they may be better driven to speak English through this kind of means. They additionally offer kids an excellent chance to know the language realistically since they may hear it from fluent speakers whether the instructor wishes to emphasize that topic. They can make students enhance and strengthen their language abilities. Instructors may also minimize the amount of time they talk in classroom to increase efficiency for pupils. If they use them effectively, 'they offer several avenues which enable learning and teaching the language more alive and active' (Alshraideh, 2021, p. 217).

Video can assist EFL students by giving realism. The usage of video represents the real employment of the English language. Original materials, including these academics, might be an uttered or typed language that was formed in genuine dialogue

rather than specifically designed for language educational reasons. There is a wide range of real items available, including television, motion pictures, music, and such. As genuine resources are intuitive, and they acquire the capacity to link students in the actual world. Nevertheless, because EFL instructors are unfamiliar with using real resources in their classrooms, it is critical that learners utilize as many various kinds of original resources as feasible. This can help them create important connections among the pupils' educational setting and actual life outside of it (Arley-Fonseca, & Brizuela-Gutiérrez, 2020).

In another study, Yiping, (2016) states that real resources improve learners' interest, attentiveness, as well as engagement in various educational processes far beyond standard resources. The biggest advantage of employing video in the class is that it assists students attain respective academic goals. Hence, one of most notable features of employing video for academic purposes is that video may aid in enhancing learners' enthusiasm to speak English. Furthermore, video, as one type of a genuine content, brings multicultural awareness to the classroom atmosphere. EFL teachers should be conscious of the concept that learning grammar, terminology, and other societies are all part of English linguistic instruction. Instructors, on the other hand, are constrained by schedule and syllabus. As a result, incorporating ethnic elements is not the primary goal of English linguistic instruction (Yiping, 2016).

It is worth mentioning that applying video in teaching English can benefit EFL educators by supplying them with the opportunity to boost students' societal awareness, familiarize them with international societies, along with boosting basic Language talents and rise their vocabulary. Movies, are also effective tools in the facilitation of multicultural education. Within that aspect, culture exerts an influence on conversation; it helps EFL instructors create courses and teaching exercises that represent the role of culture in interactions between individuals from all over the globe. Numerous movies offer great instances of multicultural communication and might be useful resources for EFL instructors (Solano et al., 2017).

Video may be also utilized to improve learners' engagement in their classroom by using language skills. According to Yiping, (2016, p. 49), 'one of the most notable characteristics of movies is their ability to offer entire conversational scenarios'. In reality, video is an effective resource in the classroom because it compels students to

connect with it and respond to its contents. The instructor, for instance, might prompt pupils to give answers while seeing a video.

2.4. Underpinning Theories

Humans possess the capacity to educate in a variety of ways. As a result, several hypotheses in the psychology field were produced. Various educational concepts consider various viewpoints on the structure of learning. Such perspectives, including behaviorism and constructivism, are concerned with the education method and offer many perspectives on how a human might acquire new abilities.

2.4.1. Technology Acceptance Model

Davis's suggested Technology Adoption Model (TAM) was used in a number of scientific investigations, and as a result, it has gained prominence in the field on innovation adoption. TAM was created to describe variables influencing personal technology adoption, which is predicated on Fishbein and Ajzen's (1975) concept of justified behavior. In TAM, reported utility and user's satisfaction of application have a significant effect on the motivation for using innovation; additionally, assessed utility is strongly influenced by considered convenience of administration (Lai, 2017, p. 24). TAM was enlarged by integrating extrinsic characteristics that impact perception, usefulness and ease of its use, and, eventually, the desire to utilize innovation in response to critique of the initial TAM's parsimony (Hussein, 2017).

Diverse investigation subjects connected to innovation adoption were given in earlier studies in order to discover the causes in which individuals adopt modern technology. The TAM concept has evolved into a comprehensive approach that can anticipate the adoption of a variety of technologies. TAM was developed in the United States, but it has been utilized and assessed in a variety of situations and scientific studies. In their study, Abdullah, and Ward, (2016) discovered 152 independent factors after evaluating 107 existing papers over a ten-year period. According to the findings of their research, self-efficacy, normative beliefs, pleasure, computer nervousness, and expertise are among the most commonly employed independent variables that prolonged the TAM in much more than ten of the studied investigations. The influence

of the most often employed exogenous variables was shown to be confined to TAM's basic assumptions (i.e., "perceived utility" and "user satisfaction of using it") (Aparicio, Bacao, & Oliveira, 2016, p. 6).

2.4.2. Constructivist Theory

The constructivist approach is a pedagogical theory that considers the educator who leads learners to design their original language while keeping in mind an active atmosphere wherein pupils are involved in language skills. As a result, interpretivists think that children study through engaging in activities and understanding situations. In their study, Mukhalalati and Taylor, (2019) feel that the accessibility of various technical resources and the professor's competency with such resources are connected to the usage of constructivist approaches. According to them, technology can offer the platform for achieving constructivist educational methods. They concur that the usage of technology may assist students in improving their studying by providing various resources. E-learning, for instance, may offer a variety of tasks via collaborative activity among students and lecturers.

People intentionally seek significance to create sense of their surroundings in perspective of prior knowledge and high situation, according to constructivists. It is an endeavor to bring order out of chaos in their brains, to clarify inconsistencies, and correlate exterior truths with earlier knowledge. The methods used to accomplish this are varied and complicated, ranging from individual introspection to the gathering of relevant knowledge to the validation of concepts via interpersonal interaction with those around. Issues have been addressed and inconsistencies are handled using tactics including looking for connections among old and recent information, detecting parallels and contrasts, and evaluating evidence or beliefs. Truth is always shaky and changing. The cultural climate of education is important to several teachers. Concepts are sorely tested not only with the instructor, but also with classmates, colleagues, and coworkers (Janelli, 2018).

Moreover, information is mostly learned via interpersonal activities or culturally created facilities like classrooms, colleges, and, progressively, online groups. As a result, whatever is considered 'valuable' information is likewise publicly created. Therefore, education is more than just simply material; it is ultimately regarding ideals.

Another precept is centred on the idea of a higher learning. One of the primary goals of learning in this philosophy, is to cultivate a heightened understanding of the beliefs and norms that determine the structure of acquired information. This implies a continuous inquiry and challenging of conventional information. Another implication of social constructivism is that each human is distinct since the combination of their diverse perspectives and their striving for personal significance leads within every individual becoming distinct from everyone else. Therefore, at least at the interpersonal basis, behaviour is not foreseeable or predictable. The important aspect is that education is viewed as primarily a social activity that necessitates dialogue among the student, the instructor, and others. This cultural system cannot be successfully supplanted by electronics, but it can be aided by it (Afify, 2018).

2.5. Motivation Strategies Toward Language Learning

Productive education and teaching are topics that practically everybody participating in the academic system is concerned with. Sustainable studying is reliant on good education that is reliant on successful instructors and supervisors. Individuals are beginning to recognize the importance of learning a language besides their mother tongue as globalization spreads. Language acquisition in generally, including English linguistic education especially, seems to be more important than before (Alrefae, & Al-Ghamdi, 2019). There is a growing need for English instruction. Moreover, in several Middle Eastern nations, English fluency is a precondition or one of the key criteria for subscribing to numerous professions and seeking additional studies. Learners' liking, enthusiasm, comprehension, and assimilation of material are all heavily influenced by instructing and teaching strategies. Each language instruction program's fundamental objective was always efficient learning (Alzebaree, & Yavuz, 2017).

Each scientist specializing in foreign language area was thus concerned with the elements influencing the efficacy of the learning technique. The topic of an effective instructor was already studied from several perspectives. Understanding these traits could assist instructors in determining how they ought to interact with their learners as well as what learners require and anticipate from their instructors (Laachir, 2019). Moreover, through enhancing instructors' positive attributes, the above aspects

may help progress their instructional methods. generally, student results have been used to assess teachers' performance in numerous circumstances. 'Perceptions have received more interest from scholars in recent times, and they are thought to influence educational teaching. Furthermore, they ought to be examined in order to modify instructional techniques' (Sundari, 2016, p. 205).

It has been shown that the kind of exercises as well as the social objectives faced in the classroom have an effect on motivation. Whatever happens in classes is just as essential as being seen. That implies that techniques and tactics must be used; nevertheless, data collected from real practice must be also used while organizing a lesson. As a result, teachers are required to watch their pupils' behaviour to understand what inspires them. Similarly, it is critical to recognize that the employment of approaches attempts to increase the quality of learning environments. They are used to inspire and assist pupils in focusing their attention on their work, dealing with anxiety, and efficiently managing time. It is critical to recognize that strategies must be constructed in a methodical manner in order to be utilized as instruments for autonomous education (Burgin & Daniel, 2017).

Despite widespread recognition of the significance of foreign language acquisition and how motivation impacts any educational process, instructors around the globe continue to seek better strategies to assist students in improving their EFL and English as a Second Language (ESL) accomplishment. Hidalgo and Villacis, (2020), for example, investigated the link between desire and academic achievement of students from several institutions in Pakistan and discovered that motivation had a favorable effect on academic performance. Similarly, other writers conducted a study in Ecuador, which verified that there is a substantial association between instructors' motivation and their pupils' views regarding English language acquisition.

2.6. Attitudes towards Online Language Learning

In the educational environment enabled by online learning resources, learner attitudes about online learning are crucial. People's attitudes are related to what they feel and think towards, as well as how individuals conduct in relation to an individual's attitude. Positive attitudes regarding education can help to the successful use of learning techniques when powerful beliefs lead conduct. The investigation of student

attitudes in foreign language acquisition may be traced back to the early 1970s, to the extensive investigations of famous academics including Gardner, Horwitz, and Dornyei. around the 1970s, a thorough examination of the conceptual underpinnings and important ideas was carried out. Students' results in language learning were shown to enhance positive perspectives; yet, negative attitudes were shown to impair learners' enthusiasm and limit effective language acquisition. As a result, language teachers must be conscious of their learners' attitudes regarding language learning, and if the students have an unfavorable negative attitude, they must seek strategies to stimulate them and assist them in developing good attitudes. Students' attitudes have been studied in connection to two ideas: students' attitudes based on the learning context and attitudes about the target community. Language instructors and scholars are interested in creating more engaging sessions and more enthusiastic students regarding language acquisition (Cho & Lee, 2018).

Learners' EFL learning is influenced by their language attitudes. These attitudes may impact learners' decision to study rather than learn the language in the needed approach. Several elements, including educational aspects, social aspects, learner character traits, and others, influence students' perspectives about studying EFL. There have been some local study results addressing learners' attitudes regarding studying English as a second language. For example, some researchers did research on this issue and reported that learners exhibit unfavorable views regarding their English learning. The present study aims to explore factors influencing students' attitudes about learning English as a foreign language. This distinguishes the study from prior studies, which were solely concerned with determining students' attitudes toward studying English (Getie, 2020).

Interestingly, there are various worldwide scientific studies which have focused on elements that influence second/foreign language acquisition rather than learners' perspectives. Certainly, this demonstrates that the scientist's current project is distinct from past studies. The authors believe that understanding the elements will enable our pupils to deal with a variety of scenarios while learning English thus, enabling students' advance to higher levels of learning in many research disciplines. In order to accomplish this, English bilingual learners must have a good attitude towards their studies. It is well known that learners' attitudes about a foreign language are an essential indicator of performance. Learners who view studying English as a good and

enjoyable experience are less likely to develop foreign language stress in English as foreign language circumstances (Liu, Lin, & Zhang, 2017).

In their study, Gardner, Lambert, and Burstal, as quoted in Stern (1987), imply a favorable relationship between learning results and attitude toward studying a second or foreign language. Attitudes are formed by the meanings we assign to things or thoughts. As Wright puts it, "values are the foundation of our attitude". Depending on our ideals, we have good or negative attitudes. He adds that, if a student thinks in the necessity of studying a second or foreign language and acts in a manner, it demonstrates that she or he loves learning languages and also has a positive mentality regarding that (Lin & Hwang, 2018).

2.6.1. Attitude of Cognition

‘This feature entails language learners' faith in the knowledge they may obtain as well as their sympathy for the language acquisition method. The intellectual element may be divided into 4 stages: connecting previous and new knowledge, developing new knowledge, assessing new knowledge, and putting new knowledge into practice in various situations’ (Anwar & Abdullah, 2021, p.: 6).

2.6.2. Attitude of Behavioral Factor

The behavioral element influences how a person responds and acts in different situations. In addition, successful language acquisition allows students to recognize them among native English speakers and acquire or develop a variety of characteristics that distinguish members of the targeted linguistic society. According to Anwar and Shukur (2015, p. 65), ‘people having a good mindset would demonstrate good reinforcement when studying another language’. Those people are said to be more passionate in fixing issues, acquiring skills and knowledge that are useful in everyday life, and motivating intellectually.

2.6.3. Attitude of Emotional Factor

According to Anwar and Shukur (2015), education is viewed as an emotive activity. It is generally influenced by a number of psychological variables. The educator and his students engage in a variety of psychological activities, yielding a variety of emotional results. Mindset may help students express their feelings about issues or conditions, if they detest or appreciate them. It has been established that the interior mood and feelings associated with acquiring a novel linguistic influences students' perspectives and attitudes about the target language (Anwar, 2017).

2.6.4. Factors Affecting Attitudes Towards Learning English as a Foreign Language

Numerous studies have discovered categorizations of variables impacting second language students' attitudes, which in turn influences their language skills, such as personal characteristics, instructional variables, social aspects, and many others. Moreover, several scholars believe that social circumstances, students' character (self-confidence, risk-taking, and stress), education circumstances, lesson plans, and students' achievement impact their attitudes and the method through which language is taught (Liu, Lin & Zhang (2017); Lin & Hwang (2018); Getie (2020); Ali Ahmed & Othman, (2021).

Anxiety

Anxiety and anger can have effects on learners' attitudes and motives, particularly when English is a required subject. The amount of hours accessible for studying and instructing the language should, of course, have an impact on the degree of achievement. A positive educational environment is dependent on at least three factors: talent, enthusiasm, and opportunity to incorporate all of those behaviors within and without the class (Rabadi, & Rabadi, 2020).

The Foreign Language Teacher

The character, expert's potentials, excitement, dedication, and the organizational skills of an instructor all have an obvious and varied effect on the students' motivation. Positive sentiments and experiences with the instructor, students, and resources help shape favorable attitudes about acquiring a new language (Ahmed & Othman, 2021).

Social Context

A student who interacts more with his instructor may acquire a good attitude about the original language compared with those who connect less. Studying a different tongue assists people in expanding their understanding and respect of their own society that delivers a substantial benefit (Atabek, 2020, p. 12).

Self-Confidence

A better language student gets appropriate information in a foreign or second language and also has a minimal receptive threshold to enable information for language learning. However, poor language students possess "neither assimilation nor training coming to him," which might be due to temperamental issues (loss of enthusiasm in the chosen language and its practitioners, lack of self-confidence, higher stress degree, and poor ability or enthusiasm in grammar). People's personalities differ tremendously, and interpersonal aspects are associated with behavioral and motivating elements. The learner's conviction in his or her capacity to do the job is referred to as self-confidence. Language learning issues can have a detrimental impact on self-esteem, which in turn impacts pupils' attitudes and language proficiency. The employment of easier procedures at the outset of classroom tasks boosts learners' self-confidence, because a feeling of completion aids students in the following, more difficult task (Baaqeel, 2020).

The Learners' Parents

Inspired students cooperate more and are more emotionally interested in learning that might promote knowledge intake. For Wilkins, generating resources in a second or foreign language in response to students' requirements may arouse students' greater attention in communication abilities, as well as their drive for accomplishment. The reasoning, ambitions, and interests of parents are determined by elements including schooling, faith, society, socio - economic status, location of origin, and understanding of the chosen language. Parents have a very significant and influential impact on their kid's views on acquiring a new language. Child's beliefs are still almost identical to their parents' attitudes. The more the parents utilize the foreign language at home, the better the pupils' overall mean. Perceptions, including other elements of cognitive and emotion advancement in humans, emerge in early life. It is not simply the learners' inspirational feeling that is important (Getie, 2020).

Age and Gender

The social environment is critical in shaping students' views regarding the target linguistic, its speakers, and the language education scenario. The society in which the students reside, as well as their native cultures, might impact their motivations toward the language, as well as their accomplishment. The ability of the student to relate with the society of the intended tongue is required for the student to acquire a second or foreign language. The interpersonal interaction between the first and additional language groups is also crucial to be effective. Students' attitudes for acquiring a new language have also been proven to be related to certain other characteristics such as gender and age. Several studies have indicated that women are more enthusiastic in acquiring a second or foreign language than men. Females may consider a foreign language to have substantial professional significance, whereas males do not. Such thoughts may stem from the pupils' experiences (Orfan, 2020).

2.7. The Nature and Quality of Subject

Language facilitates a complicated discovery process, cooperation, and investigation. Language, which is made up of interconnected and rule-governed

symbolic structures, is a complex and distinctively unique way of expressing, investigating, and transmitting information. Language is an undeniable signature of human personality, and also a distinguishing aspect of civilization. It is necessary for developing human connections, interpreting social circumstances, expanding knowledge, commenting on thinking and behaviour, and participating in a democratic culture. Language is the fundamental means of interaction as well as the major means of cognition.

E-books, scholarly articles, online websites, PowerPoint demonstrations, videos, authentic instructors' documentation, and rules are among the assistance programs offered to schools in the digital world (including legislation). As stated by de Moura and Aires (2018), research papers, news headlines, and scientific work are employed to convey the topic to life and assist learners in linking concept to practise in an e-learning environment.

2.8. Students' Perspectives on Attributes of EFL Teachers

In the classrooms, teachers have a critical function, especially in the aspect of learning languages. Instructors possess a significant influence on the learning and outcomes of their pupils. Dziuban, and Graham (2018) commissioned a survey on learners' opinions of excellent college professors' attributes. According to the results, an excellent educator is one who supports a learner-centered approach, enjoys their career, serves learners equally, is educated and adept in their field, is a successful talker, is accessible whenever required, and is efficient at instructing.

In their study, Alzebaree, and Zebari (2021, p. 174) investigated the attitudinal and cognitive aspects of better educators including 101 performance of grade English learners from 6 Alabama government school systems. The participants underlined that a successful teacher ought to be humorous, kind, compassionate, supportive, polite, courteous, fascinating, sympathetic, tolerant, easy-going, able to negotiate, and possess a decent character during the first group. Besides, the participants reacted that successful instructors should like instructions, attend to pupils, utilize a variety of teaching techniques, be trustworthy, tough but impartial, intelligent and clever, organized, and excellent presenters.

In their study, Richter and Herrera (2017) investigated the conceptions of Mexican, Bruneian, Malaysian, Myanmarese, Filipino, Thai, Indonesian, Cambodian, and Vietnamese students in order to understand the attributes and didactical skills of an excellent EFL instructor, emphasizing optimistic charisma qualities and the use of advanced instructional methods. Further, Huong. (2021) stated being so skilled in talking and reading is the main crucial factor.

2.9. Research on Teachers' Online Education at Duhok University in Iraq

In the North of Iraq area, the usefulness of technology has grown substantially during the previous few years. As a result, the universities in the area began to profit from this growth. The Ministry of Higher Education (MHE) declared the National University Ranking (NUR) for government as well as confidential educational institutions in the North of Iraq area in 2015, and one of the requirements of this leaderboard is an E-Systems that involves the academic webpage, e-learning, pupil reporting scheme, and alumni framework (Abdulsalam, & Abdulrahman, 2018). As a result, some higher education institutions decided to construct similar student-related programs in order to accomplish the NUR rating standards. In the scholastic season 2017-2018, Duhok Polytechnic University (DPU), among several institutions, began to use the Moodle e-learning technology platform in its schools and institutes.

In addition, the DPU began to build numerous technologies connected to education and learning, one of which was a pupil reporting system. Evaluation has a significant influence on the education strategies and processes, yet it can be favorable or unfavorable. Formative evaluation is a significant and essential form of both summative and formative feedback. As a result, most schools gather feedback from their learning in a variety of methods. The analysis of students' instruction offers several university education decisions - making with possible advantages in the appropriate approach. The information will be applied to the planning and installation of curriculum, the improvement of instruction, and the completion of assurance processes via correct assessment and explanation (Vattøy, 2020).

The goal of the instructor is to promote knowledge and learning outcomes; however, learners may educate instructors on how to educate effectively. Almost each post-secondary school in the United States employs a learning technique or class evaluation. Evaluation of education can originate from a range of areas, including self-assessment, co-assessment, and learning goals, as well as instruction and program evaluations (Aldowah, & Al-Samarraie, 2019). Nevertheless, as individuals grow through their teaching journey, they perceive comments in a range of methods. In particular, students with little prior studying experience respect knowledge as overt responses and this role is emphasized in official documents that educators respect technology and anticipate it to be incorporated into the educational facilities (Guo, Lau, & Wei 2019). Differentiated the essential and immediate strategy of schooling, its stance of educators as experts, and disparity power dynamics among decision makers in summary, institutional or other academic organizations and decision makers in summary, and teachers and principals in schools, assert that strategy narratives "establish whatever it means to be an instructor, student, and informed." Significant changes have 'primarily inactive, "reactive," and 'technological' characteristics, with a plan that determines and limits behaviour and efficacy.

In the DPU's Covid-19 period, Ali, and Salih, (2021, p. 11) looked into instructors' e-learning perspectives and learners' input dependability on online classes. This was accomplished by analyzing the input of 7709 pupils from six universities as well as eight establishments who participated in questionnaires about submitted assets, e-learning accessibility, subject organization, learner fulfilment on e-learning, communication technique, educators interplay with others, and learner fulfilment on e-learning. They discovered that the overwhelming of DPU professors are capable of teaching learners online without a difficulty.

2.10. Advantages and Disadvantages of Using E-Learning

E-learning, the same as traditional learning practices, has benefits and drawbacks. Identifying and grasping such advantages and disadvantages will assist organizations in establishing methods for more effective course administration, providing a continuous educational experience for learners.

2.10.1. Advantages

E-learning in schooling has proven to be effective in a number of situations. Latest studies have revealed a variety of advantages associated with the use of e-learning technologies into higher education (Fiock, 2020).

Effectiveness

Online learning enables instructors to deliver lessons to learners in a more appropriate approach. E-learning tools comprise podcasts, videos, and PDFs that instructors may use into their teaching materials. Instructors may remain more successful instructors by broadening their teaching strategy over educational literature to incorporate internet materials. The integration of e-learning in schooling has proven beneficial in a variety of circumstances. Past research has shown a number of benefits connected with the use of e-learning technology into university education. E-learning was already defined as the capacity to tailor instruction to the needs of each student (Raspopovic, & Cvetanovic, 2017). Concentrating on the needs of particular individuals, for example, can transmit information more successfully in the digital era than taking into account the interests of academic establishments or teachers. 'E-learning allows you to attain your goals in the smallest period of time with the fewest amount of work. While administering an e-learning system, the impact on teaching and learning may be seen in giving equitable accessibility irrespective of the individuals' regions, racial background, ethnicities, or genders' (Huang & Chiu, 2015, p. 194).

Cost-Effectiveness

One of the benefits of the internet education is that it saves money. When contrasted to traditional schooling, online learning is significantly more cheap, due to the fact that online learning reduces the costs of learner transportation, food, and, most crucially, property investment. Furthermore, all courses or studying items are provided online, thereby resulting in a paper - free educational atmosphere that is both more economical and environmentally friendly.

Time and Location Availability

Another advantage of online learning is that students may take classes from whatever location they like. It also allows universities to have access to a larger network of students instead of being constrained by territorial barriers. Online courses can also be documented, saved, and duplicated for future use. This allows students to use the class material at their convenience. As a consequence, online courses let students educate about the world and in their own place.

Adapting to a Wide Range of Educational Approaches

Each learner has a unique learning experience and learning approach. Certain pupils like to study visually, while others want to study via audio. Likewise, several learners succeed in the class, whereas others prefer learning alone and are constantly overwhelmed by vast gatherings.

Better Learner Participation

Because online courses may be done from home or any other places, individuals are less likely to skip sessions. It is critical for teachers to integrate sophisticated innovation across the educational system, and as a result, education offers a variety of abilities in information and communication technology (ICT). It has also been shown that e-learning technologies facilitate improved interaction among pupils and teachers. Part-time and full-time learners can effectively engage in online graduate programs either from area or region, offering persons who are travelling or relocating with a readily available platform for knowledge and observation (Aithal, & Aithal, 2016).

Providing opportunity for handicapped persons

The incorporation and usage of e-learning provides handicapped persons with the option to further their schooling from whatever place. Learning Support System (LSS), Learning Content Management System (LCMS), Learning Design System (LDS), and Learning Management System (LMS) are the 4 most popular forms of e-

learning platforms (Sharifov & Mustafa, 2020). Despite the fact that every platform has a similar theme, the purpose of every unit differs. LMS was frequently utilized in the operation of e-learning by numerous educational organizations. It is also recognized as a framework for managing customer's experiences when engaging with e-learning material. LMSs serve 3 main duties, in particular providing and systematizing learning information, offering tasks to verify and consolidate understanding, and assessing achievement. LMS application is also used to create, design, administer, and market self-paced online training. Many of the features cited involve its adaptability to the configurations (Al-Handhali, Al-Rasbi, & Sherimon, 2020).

2.10.2. Disadvantages

Notwithstanding the considerable benefits of e-learning, learners face a number of problems that eventually result either in restricted or unfavorable consequences. In their research, Al Rawashdeh, & Mohammed, (2021) reported that in many circumstances, e-learning is retained via isolation and reflection, thereby leading to a shortage of students' involvement.

Failure to Concentrate On Devices

One of the most difficult aspects of online learning for several learners is the inability to concentrate on a touchscreen for extended durations of times. Through online learning, pupils are more likely to be quickly sidetracked by social media or even other websites. As a result, it is critical for professors to make their online lessons concise, interesting, and participatory in order to maintain learners concentrated on the subject.

Feeling of Exclusion

To be in the society of their classmates may teach learners a lot. Nevertheless, there are few physical encounters among professors and students in an online course. This frequently contributes to a feeling of loneliness among the learners. In this case, it is critical that the institution provide for alternative ways of interaction among

learners, classmates, as well as instructors. This includes online messaging, emails, and teleconferencing, which enable face-to-face engagement and reduces feelings of loneliness.

Problems with Technology

A further significant problem with online courses is having access to the internet. While the internet coverage has increased by great strides in recent years, a constant connectivity with adequate speed remains a challenge in smaller villages and cities. There may be a loss of consistency in teaching for the child if pupils or instructors do not have a regular connection to the internet. This is harmful to the learning system. Technology is a framework that may be accepted as a fact when utilized in regular living. However, when it is not commonly utilized, it will result in leading to a shortage of financial rewards for gaining accessibility. The increase in the amount of devices such as computers accessible to pupils is driving the worldwide information obtainable on the website. Learners who lacked self-motivation and individualism had lower rates of success compared with their peers (Raspopovic & Cvetanovic, 2017).

Teacher Education

Online learning necessitates that instructors get a fundamental grasp of how to use electronic styles of education. Nevertheless, that is not always the situation. Instructors frequently have a very limited grasp of technology. They may not even have the requisite skills and equipment to perform online lessons at instances. To address this, it is critical for institutions to spend in educating instructors on the most recent technological advancements so that they can perform their online lessons smoothly.

Monitor Screen Usage

Several parents are worried regarding the health risks of their child spending so much time looking at a screen. Among the most serious problems and downsides of online learning is the rise in screen time. Learners may acquire terrible attitudes as

well as other medical issues as a result of sitting crouched in front of a screen. An ideal option would be to offer pupils frequent pauses from the computer in order to rejuvenate their minds and bodies.

2.11. Previous Studies

Education is now seen as a critical aspect in managing a nation's social, financial, and ideological concerns. Numerous nations' higher education institutions, in the Middle East and especially in Iraq, have gone down apart and get to be obsolete in recent years. However, it would still be debilitated as a result of vital infrastructural devastation caused by years of punishing financial restrictions and a sequence of terrible conflicts. Several researchers have used E-Learning and its applications in the classroom (Zheng, & Chen, 2018; Thakur & Uikey, 2018). Amongst the most promising instructional strategies is e-learning. Donating entire online classes or interactive multimedia CDs is a good example of how E-Learning influences education. The scholars studied and debated the merits of e-learning in various settings and the results of their work have generally been validated due to their numerous benefits (O'Rourke & Main, 2017).

E-Learning provides a flexible and adaptable properly implemented teaching approach through the use of hypertext innovation. The main components of (WBI) design are its great adaptability in producing and upgrading instructional material, as well as its graphical shape. In their study, Anwar and Arifani, (2016) emphasized the significance of linguistic utilization with regard to the learners. However, data on the linguistic preferences of pupils in Northern Iraq is insufficient. As a result, this study investigates learners' opinions regarding studying language at institutions in north of Iraq area. From the standpoint of various features and settings, there are various conceptions of mindset. Essentially expressed, learners from the North of Iraq area as well as other areas of the globe can attend the various classes over the Internet at any time they wish. Furthermore, this network might be managed by University of Duhok in the North of Iraq.

Numerous research studies throughout the last five years have proven that Massive Open Online Courses (MOOCs) get the capability to serve an essential part in addressing many of the obstacles that learners face throughout the world. It is claimed

that by utilizing MOOCs, Iraq and the North of Iraq area may shift their teaching method from conventional to e-learning. As a result, this proposal suggests a novel MOOCs system focusing on languages (Arabic and Kurdish) spoken in Iraq and the North of Iraq area, in addition to English (Ali & Shiratuddin, 2018). Moreover, this system can provide accessible online classes that are simple to grasp for learners who comprehend such languages, notably Kurdish. In their study, Abdulazeez, and Razwan, (2020,p. 81), stated ‘various short- and long-term goals, depending on results, can be achieved by employing this system, for instance: improving the higher education sector, creating new education and learning approaches, enhancing learners' and instructors' contact and importance of teamwork, university-to-university exchange of educational content, and including a large number of available online classes from other institutions in Iraq and throughout the world’.

In addition, it has been demonstrated in several studies that previous research is being used favorably as a tool of language acquisition. Hasan and Hasan, (2019, p. 130), for instance, indicate ‘students exhibit good views regarding the learning of the targeted material, which results in a large deal of pleasure in studying it’. In another study, Alfauzan, and Hussain, (2017) studied 59 Saudi undergraduate individuals' attitudes and perceptions of English research programs. The findings indicate that artistic materials appear to stimulate such adolescent students to know English.

However, in several surveys, students exhibit unfavorable opinions regarding publications since they believe it is unrelated to their primary field of study. The majority of pupils despise scholarly works because of their tough indirect language, terminology, and the amount of study required. Notwithstanding recent improvements in the Algerian schooling institutions aim at shifting toward further learner-centered methodology, research education remains teacher-centered (Hasan & Hasan, 2019).

2.12. Discussion of Studies

Al-Khayyat (2021) investigated the effect of CALL in developing university students' reading performance. The study was conducted in the University of Anbar-Iraq. The participants were 87 undergraduate students of grade three. A pretest and posttest were used to collect the data. A quasi-experimental design was used to implement the study. T-test was used to analyzed the data. The result revealed that

there was no effect of CALL on developing students' reading performance. Furthermore, Wasti (2016) conducted a study in a Pakistani setting, investigating the perspectives of 268 Pakistani EFL university students towards publications in order to discover the concerns and obstacles that learners encounter in research. A structured questionnaire was developed and sent to approximately 268 students at five governmental institutions in Kohat District of the Pakistani province of Khyber Pakhtunkhwa. Additionally, 32 semi-structured interviews were conducted with 28 students and four language instructors. The findings indicate that essays appear to stimulate such adolescent students to study English; they like studying written works and analyzing the socio-cultural nuances included in these writings that might help their personal growth. Nevertheless, the research confirms that individuals' lack of previous language competency and cultural communication may limit their capacity to recognize and interpret certain allusions to diverse countries and vocabulary categories utilized in the report's traditional literature.

Further, Hasan and Hasan (2019) aimed to ascertain students' attitudes regarding literary integration in language instruction. The study was conducted at Duhok and Zakho universities' English Language Departments (henceforth ELD). The research included 268 undergraduate students' replies to a questionnaire with quantitative and qualitative questions (qualitative data). Because the research collected both qualitative and quantitative data from the participants, a mixed method technique was used to analyze the data. According to the authors, the data gathered will assist academics, educational policy makers, and language instructors better understand ESL students' true requirements, motivation, obstacles, and concerns linked to using literary texts as teaching resources.

In addition, Ahmed and Othman (2021) aimed to ascertain students' views regarding English learning to determine ways to influence their opinions positively. The study was conducted at private universities in the first and second years of the English department of College of Languages in the North of Iraq. The researcher analyzed the study using questionnaires and included a population of 214 participants and a target population of 138 participants. The researcher concluded that the pupils have a negative attitude toward studying English; so, the first hypothesis is validated.

Our study is differed from others as it aimed to examine the views of Iraqi EFL students at Duhok University about online learning. The information provided to learners about their opinions will have an impact on their motivation and language teaching progress. In order to define the scope of the present study, research publications on approaches for teaching English via online courses were reviewed for their relevance.

2.13. Summary of the chapter

The purpose of this study is to look at the attitudes of Iraqi EFL students at Duhok University regarding online teaching. Learners' motivation and language teaching growth will be influenced by information regarding their perspectives. In order to characterize the current study, research articles on methodologies for educating English via online courses were evaluated. The current report's results suggest that language teaching using videoconferencing, online chatting, and games might be effective ways for learning English via online courses. Various educational concepts consider various viewpoints on the structure of learning. Online learning, like traditional learning practices, has benefits and drawbacks. Recognizing and grasping these benefits and drawbacks would aid businesses in establishing methods for more efficient course design, thereby offering students with a constant educational opportunity. The number of research in this field is increasing, yet it remains generally restricted. Instructors may obtain better knowledge of their assessment techniques and probable learners' reactions based on the results of this research. Scholars may be encouraged to delve deeper into learners' behaviors and the reasoning underlying them by adopting a sociocultural viewpoint.

3. METHODOLOGY

3.1. Population of the Study

A population is a group of people who share one or more characteristics with the researcher, such as age, educational attainment, and those of interest to the researcher (Cohen et al., 2010; Singh & Nath, 2007). Alvi (2016) notes population refers to all members who meet the specified criteria included in the research investigation. The total population of this study is all male and female students from grades third and fourth in the College of Languages, Department of Translation, University of Dohuk during the academic year 2022-2021. The questionnaire was distributed to the students inside the classroom.

3.2. Participants

The participants were 128 male and female students randomly selected on the basis that they spent two years of their studies via online education (study via the Internet) (2019-2020/2020-2021) and due to the Corona pandemic quarantine, where the study in the Iraqi universities became depended on the use of technology during these two years. Since the aim of this study is to reveal the perceptions of these students about distance education, and since they have gone through this process during two consecutive years, they have shown great cooperation with the researcher in order to confirm their opinions in an investigative scientific research through the open questions that were directed to them. The participants were male and female university students, and the percentage of females was more than males the Translation Department for the English language is one of the departments desired by the females more than the males. The number of participants from the third stage students reached 75 male and female students, that is equivalent to (58.6%), and the number of participants from the fourth grade students was (53) male and female students, which is equivalent to (41.4%).

3.3. The Procedures

The researcher conducted the following procedures:

Reviewed the literature and related previous studies concerning this study.

Reviewed the literature to prepare the dimensions and the items of the questionnaire.

The validity and reliability of the questionnaire were calculated. The validity was revealed by distributing the questionnaire to jury members from the university professors in order to give their opinion on the dimensions and the items of the questionnaire, and indeed many of the questionnaire's items were modified. The duration of answering the questionnaire ranged from 15 to 30 minutes.

Distributed the questionnaire to the participants inside the classrooms.

Analyzed the data statistically.

3.4. Variables of the Study

This study included seven variables. The researcher chose these variables to investigate them in-depth and determine the extent of their influence on students who studied based on online method for two consecutive years due to the Corona pandemic. The first variable is related to the development of the students' language, where five questions were directed to the participants related to the difference between distance study and face-to-face study, correcting spelling and linguistic errors and applying language skills using technology tools. The second variable was related to listening proficiency. The questions were related to the extent to which electronic devices help students in mastering the English language, as this process (online education) provides an opportunity for students to hear the language from the mouths of native speakers. The third variable was related to speaking proficiency. The questions were related to applying the process of speaking in pairs using electronic devices and helping the participants speak fluently with a natural accent. The questions of the fourth variable were related to reading proficiency.

These questions were directed to determine the effect of distance study on students' ability to read and comprehend the English language and whether this method

helps them master reading skills. Proficiency in learning to write in English using technology was one of the variables that the researcher tried to obtain convincing answers to the questions through the questionnaire. The questions were related to how online teaching helped students write in English.

Educational processes were one of the research variables; the questions are related to the extent to which this type of study helps in providing the opportunity for students to study the four basic skills in teaching English and whether the study via the Internet neglects the interactive aspect between teachers and students and between students themselves. The last variable in this questionnaire was about the educational environment and how it is affected by distance study. Here the questions were related to the quality of the Internet and motivating students to achieve the goals set for them, as well as the flexibility of studying online compared to studying face to face and the difficulties faced by students and teachers in controlling classroom management in terms of time and place.

3.5. Instrument of the Study

The researcher used a questionnaire (see appendix 2 on page 70) in the form of papers within a particular file that was distributed to all students during the official studying hours inside the university. The dimensions and the items of the questionnaire were prepared from the literature and previous studies with a five-point Likert scale. The questionnaire consisted of five dimensions: Students' Language Development, Listening Proficiency, Speaking Proficiency, Reading Proficiency, Writing Proficiency, and Educational Environment. Each dimension consisted of five items.

3.6. Pilot of the Study

The researcher conducted an exploratory study by distributing the questionnaire to a sample consisted of 10 students in order to identify the difficulty factor, discrimination coefficient, validity and reliability of the study tool, and the results were as follows:

Table 1. Difficulty coefficient and Discrimination coefficient of the questionnaire

Phrase	Difficulty coefficient	Discrimination coefficient
Students' Language Development		
Online teaching helps me to understand teacher's requirement more than face-to-face lectures.	0.75	0.50
Online teaching improves my language skills in verbal communication.	0.70	0.45
Online teaching improves my language errors and mistakes.	0.75	0.55
Exposure to online material is a good chance to practice language skills.	0.70	0.50
Writing an assignment via online platform improves my spelling and vocabulary performance.	0.65	0.55
Listening Proficiency		
Online teaching allows me to focus deeply on the listening activities.	0.55	0.40
Online teaching provides immediate listening feedback.	0.60	0.45
Online teaching helps me to concentrate on the listening activities and understand them better than face-to-face teaching.	0.75	0.55
Online teaching helps me improve my English listening ability.	0.80	0.50
Online teaching provides me with a good opportunity to listen to native speakers.	0.55	0.40
Speaking Proficiency		
Practicing speaking via online platform with peers can improve speaking performance.	0.65	0.50
Natural speed and accents of the conversation via online teaching help me develop my speaking ability.	0.70	0.45
Online teaching leads to less discussion and more focus on communication.	0.60	0.40
Online teaching enhances self-confidence to speak English fluently.	0.75	0.45
Online teaching doesn't provide opportunity for learning English conversation.	0.70	0.50
Reading Proficiency		
Online teaching assists reading comprehension.	0.70	0.50
Online teaching helps me improve reading performance.	0.65	0.40
Online teaching provides a better reading experience.	0.60	0.45
it is useful to practice reading activities via online teaching.	0.55	0.55
It is hard to read English texts through electronic devices.	0.75	0.45

Writing Proficiency		
Online teaching helps me improve my English writing ability.	0.75	0.40
I dislike using the online teaching to improve my writing skills.	0.65	0.50
Online teaching does not help me to improve my writing skills.	0.60	0.45
Online teaching develops the creative writing technique.	0.70	0.45
Doing a writing task via online teaching helps me develop through exposure to many writing styles.	0.55	0.50
Pedagogical Processes		
Online teaching provides a good opportunity to use the four language skills in each lecture.	0.55	0.55
Online teaching makes learning more effective by using multimedia techniques.	0.70	0.40
Online teaching affects classroom interaction negatively.	0.75	0.45
Doing examinations via online teaching is not secured.	0.65	0.45
Many teaching strategies cannot be adopted via online teaching.	0.70	0.50
Educational Environment		
Online teaching is not successful due to poor internet connection.	0.65	0.45
Online teaching demotivates students to achieve their goals.	0.55	0.50
Classroom management is difficult to conduct via online teaching.	0.60	0.55
Online teaching is more flexible than face-to-face teaching.	0.75	0.40
Online teaching is accessible by all students in terms of time and place.	0.70	0.45

Table 1 shows that the value of the difficulty coefficient ranges between (0.45 - 0.80), which shows that the level of difficulty is moderate. It also shows that the value of the discrimination coefficient ranged between (0.40 - 0.55), which shows that the level of discrimination is good, which reveals that the questionnaire form can be used by the study sample and is suitable for application.

It is worth mentioning that the data collected from the pilot study sample at both times was excluded from the data collected for the actual study even though the tool did not undergo any modifications afterwards.

3.7. Validity and Reliability of the Instrument

3.7.1. Reliability of the Instrument

The reliability of the questionnaire was verified by distributing it also to a sample consisted of 10 students who were not from the sample of the study. The results of the reliability are shown in the Table 2 below.

3.7.1.1. Dimension One: Students' Language Development

Table 2. Correlation coefficients between the score for each item with its dimension

Phrase	Correlation coefficient person	P-value
Online teaching helps me to understand teacher's requirement more than face-to-face lectures.	0.868**	0.001
Online teaching improves my language skills in verbal communication.	0.836**	0.003
Online teaching improves my language errors and mistakes.	0.655**	0.004
Exposure to online material is a good chance to practice language skills.	0.768**	0.001
Writing an assignment via online platform improves my spelling and vocabulary performance.	0.809**	0.005

****significant at level ($\alpha = 0.01$)**

3.7.1.2. Dimension Two: Listening Proficiency

Table 3. Correlation coefficients between the score for each phrase and dimension two

Phrase	Correlation coefficient person	P-value
Online teaching allows me to focus deeply on the listening activities.	0.665**	0.009
Online teaching provides immediate listening feedback.	0.686**	0.002
Online teaching helps me to concentrate on the listening activities and understand them better than face-to-face teaching.	0.896**	0.000
Online teaching helps me improve my English listening ability.	0.487**	0.005
Online teaching provides me with a good opportunity to listen to native speakers.	0.437**	0.007

****significant at level ($\alpha = 0.01$)**

3.7.1.3. Dimension Three: Speaking Proficiency

Table 4. Correlation coefficients between the score for each phrase and dimension three

Phrase	Correlation coefficient person	P-value
Practicing speaking via online platform with peers can improve speaking performance.	0.576**	0.005
Natural speed and accents of the conversation via online teaching help me develop my speaking ability.	0.625**	0.003
Online teaching leads to less discussion and more focus on communication.	0.796**	0.006
Online teaching enhances self-confidence to speak English fluently.	0.868**	0.004
Online teaching does not provide opportunity for learning English conversation.	0.570**	0.007

****significant at level ($\alpha = 0.01$)**

3.7.1.4. Dimension Four: Reading Proficiency

Table 5. Correlation coefficients between the score for each phrase and dimension four

Phrase	Correlation coefficient person	P-value
Online teaching assists reading comprehension.	**0.830	0.003
Online teaching helps me improve reading performance.	**0.484	0.009
Online teaching provides a better reading experience.	**0.618	0.005
it is useful to practice reading activities via online teaching.	**0.784	0.007
It is hard to read English texts through electronic devices.	**0.677	0.009

****significant at level ($\alpha = 0.01$)**

3.7.1.5. Dimension Five: Writing Proficiency

Table 6. Correlation coefficients between the score for each phrase and dimension five

Phrase	Correlation coefficient person	P-value
Online teaching helps me improve my English writing ability.	**0.613	0.001
I dislike using the online teaching to improve my writing skills.	**0.634	0.006
Online teaching does not help me improve my writing skills.	**0.537	0.004
Online teaching develops the creative writing technique.	**0.554	0.009
Doing a writing task via online teaching helps me develop through exposure to many writing styles.	**0.827	0.003

****significant at level ($\alpha = 0.01$)**

3.7.1.6. Dimensions Six: Pedagogical Processes

Table 7. Correlation coefficients between the score for each phrase and dimension six

Phrase	Correlation coefficient person	P-value
Online teaching provides good opportunity to use the four language skills in each lecture.	**0.459	0.009
Online teaching makes learning more effective by using multimedia techniques.	**0.783	0.006
Online teaching affects classroom interaction negatively.	**0.688	0.002
Doing examinations via online teaching is not secured.	**0.688	0.002
Many teaching strategies cannot be adopted via online teaching.	**0.544	0.008

****significant at level ($\alpha = 0.01$)**

3.7.1.7. Dimensions Seven: Educational Environment

Table 8. Correlation coefficients between the score for each phrase and dimension seven

Phrase	Correlation coefficient person	P-value
Online teaching is not successful due to poor internet connection.	**0.390	0.007
Online teaching demotivates students to achieve their goals.	**0.534	0.009
Classroom management is difficult to conduct via online teaching.	**0.633	0.005
Online teaching is more flexible than face-to-face teaching.	**0.773	0.009
Online teaching is accessible by all students in terms of time and place.	**0.546	0.007

****significant at level ($\alpha = 0.01$)**

Tables 2,3,4,5,6,7, and 8, show that all correlation coefficients for all items were statistically significant at the level of significance $\alpha = (0.01)$, and this means that the questionnaire's reliability is high and that it is valid for the purposes of the study.

To further confirm that the questionnaire is valid, it was given to a jury of university professors consisting of (10) members to check the validity and simplicity of the questions (see appendix 2 on page 70).

3.7.2. Reliability of the Instrument

Table 9. Reliability coefficient of the questionnaire

Dimension	Alpha Cronbach	Number of elements
Students' Language Development	0.843	5
Listening Proficiency	0.634	5
Speaking Proficiency	0.649	5
Reading Proficiency	0.622	5
Writing Proficiency	0.673	5
Pedagogical Processes	0.683	5
Educational Environment	0.601	5

It is revealed that the value of the stability coefficient Alpha is greater than 0.6 for all dimensions of the questionnaire, thereby confirming the validity and correlation of the statements of the questionnaire axes and the stability of the tool used in the study.

3.8. Data Analysis and Statistical Means

The researcher used the Statistical Package for the Social Sciences 23 (SPSS23) to analyze the questionnaire data by using the alpha coefficient, frequencies, percentages, standard deviation, relative weight, Pearson correlation coefficient, and T-test.

3.9. Summary of the Chapter

This chapter introduced the population and the participants of the study, the procedure, the variables, and the research instruments of the study. It also involved the piloting process of the research instruments. The validity and reliability of the instruments of the study were also highlighted in this chapter. The following chapter will involve the analysis and discussions of the results.

4. RESULTS AND DISCUSSION

4.1. Analysis of the Questionnaire

4.1.1. Gender

The gender variable is in two levels, the male students who represent 27.3% and the female students who represent 72.7%. Table 10 shows the distribution of the participants.

Table 10. Distribution of the study sample according to gender

Categories	N	%
Male	35	27.3
female	93	72.7
Total	128	100

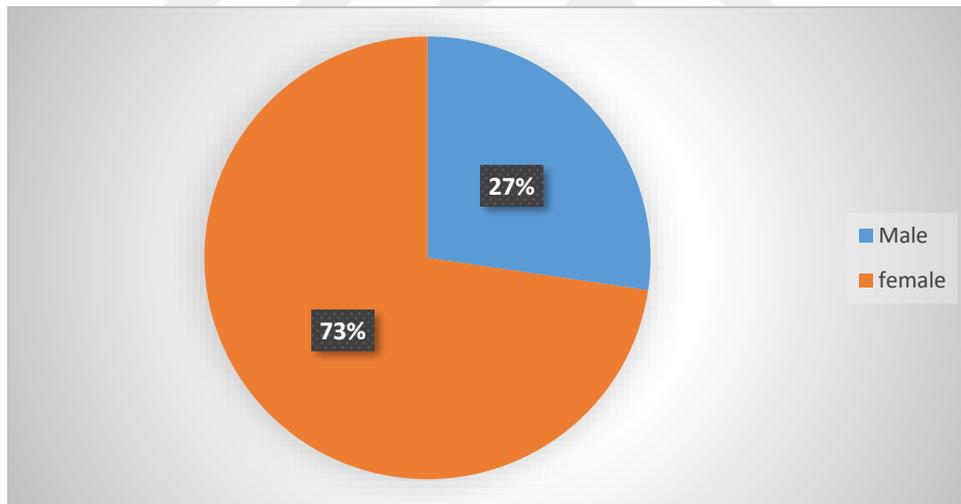


Figure 1. Distribution of the study sample according to gender

4.1.2. Grade Level

The participants were from grade three and grade four at the Departments of Translation. The participants from grade three represent 58.6 % whereas the participants from grade four represent 41.4 %.

Table 11. Distribution of the study sample according to Grade Level

Categories	N	%
Grade 3	75	58.6
Grade 4	53	41.4
Total	128	100

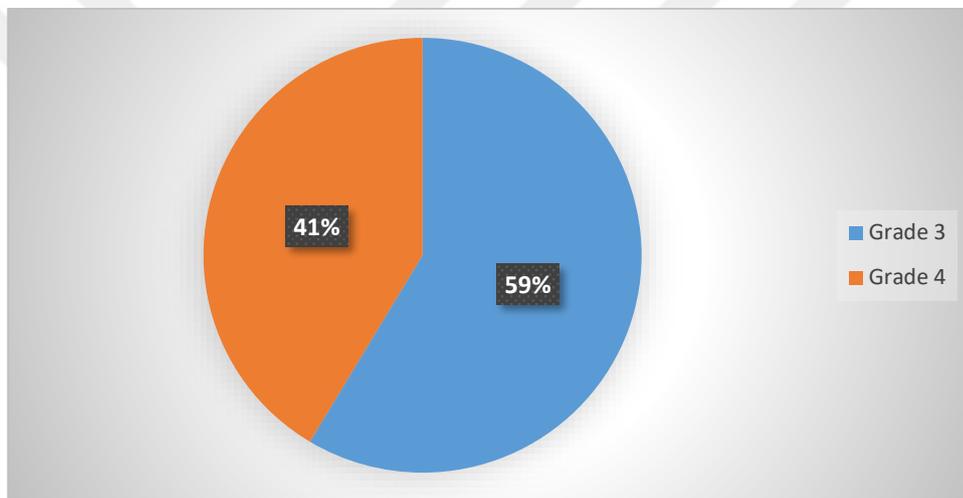


Figure 2. Distribution of the study sample according to Grade Level

4.2. Second: The Questionnaire

4.2.1. Dimension One: Students' Language Development

Table 12. Items of the Students' Language Development Dimension

N.	Phrase	Mean	S.D	Relative weight	Degree	Arrangement
1	Online teaching helps me to understand teacher's requirement more than face-to-face lectures.	1.883	0.819	0.471	Low	5
2	Online teaching improves my language skills in verbal communication.	1.953	0.802	0.488	Low	4
3	Online teaching improves my language errors and mistakes.	2.094	0.798	0.523	Medium	3
4	Exposure to online material is a good chance to practice language skills.	2.313	0.761	0.578	Medium	2
5	Writing an assignment via online platform improves my spelling and vocabulary performance.	2.614	0.926	0.654	Medium	1

Table 12 shows that the average level of the Students' Language Development dimension is medium.

The above Table (12) reveals that amongst the students' language development dimension, there were 2 items with low plane and 3 with medium plane which show the medium level of the students' language development from the viewpoint of the study sample; where the means of dimensions were 2.171 and S.D 0.821 demonstrating an average effect of online instruction on the students' language development. This answers the fourth question of the study.

4.2.2. Dimension Two: Listening Proficiency

Table 13. Items of the Listening Proficiency Dimension

N.	Phrase	Mean	S.D	Relative weight	Degree	Arrangement
1	Online teaching allows me to focus deeply on the listening activities.	2.727	0.867	0.682	Medium	1
2	Online teaching provides immediate listening feedback.	2.617	0.711	0.654	Medium	3
3	Online teaching helps me to concentrate on the listening activities and understand them better than face-to-face teaching.	2.188	0.885	0.547	Medium	4
4	Online teaching helps me improve my English listening ability.	2.719	0.813	0.680	Medium	2
5	Online teaching provides me with a good opportunity to listen to native speakers.	2.727	0.839	0.682	Medium	1

All items of the Listening Proficiency dimension are in the medium plane, which shows the medium level of the Listening Proficiency from the viewpoint of the study sample. The mean of the dimension is 2.595 and S.D is 0.823 which shows that there is an average effect of online instruction on the Listening Proficiency, which answer the fifth question of the study.

4.2.3. Dimension Three: Speaking Proficiency

Table 14. Phrases of the Speaking Proficiency Dimension

N.	Phrase	Mean	S.D	Relative weight	Degree	Arrangement
1	Practicing speaking via online platform with peers can improve speaking performance.	2.484	0.732	0.621	Medium	3
2	Natural speed and accents of the conversation via online teaching help me develop my speaking ability.	2.617	0.765	0.654	Medium	1
3	Online teaching leads to less discussion and more focus on communication.	2.477	0.823	0.619	Medium	4
4	Online teaching enhances self-confidence to speak English fluently.	2.477	0.841	0.619	Medium	4
5	Online teaching does not provide opportunity for learning English conversation.	2.500	0.905	0.625	Medium	2

The expressions of the Speaking Proficiency dimension are in the medium plane which shows the medium level of the Speaking Proficiency from the viewpoint of the study sample. The mean of dimension is 2.511 and S.D is 0.813 which shows that there is an average effect of online instruction on the Speaking Proficiency, which answer the fifth question of the study.

4.2.4. Dimension Four: Reading Proficiency

Table 15. Phrases of the Reading Proficiency Dimension

N.	Phrase	Mean	S.D	Relative weight	Degree	Arrangement
1	Online teaching assists reading comprehension.	2.375	0.699	0.594	Medium	4
2	Online teaching helps me improve reading performance.	2.422	0.780	0.605	Medium	3
3	Online teaching provides a better reading experience.	2.430	0.820	0.607	Medium	2
4	it is useful to practice reading activities via online teaching.	2.531	0.763	0.633	Medium	1
5	It is hard to read English texts through electronic devices.	2.531	1.003	0.633	Medium	1

All expressions of the Reading Proficiency dimension are in the medium plane which shows the medium level of the Reading Proficiency from the viewpoint of the study sample. The mean of dimension is 2.458 and S.D is 0.813 which shows that there is an average effect of online instruction on the Reading Proficiency, which answer the fourth question of the study.

4.2.5. Dimension Five: Writing Proficiency

Table 16. Phrases of the Writing Proficiency Dimension

N.	Phrase	Mean	S.D	Relative weight	Degree	Arrangement
1	Online teaching helps me improve my English writing ability.	2.430	0.839	0.607	Medium	4
2	I dislike using the online teaching to improve my writing skills.	2.646	0.904	0.661	Medium	1
3	Online teaching does not help me improve my writing skills.	2.602	0.917	0.650	Medium	2
4	Online teaching develops the creative writing technique.	2.391	0.712	0.598	Medium	5
5	Doing a writing task via online teaching helps me develop through exposure to many writing styles.	2.594	0.768	0.648	Medium	3

The expressions of the Writing Proficiency dimension in the medium plane shows the medium level of the Writing Proficiency from the viewpoint of the study sample. The mean of dimension is 2.532 and S.D is 0.828 which shows that there is an average effect of online instruction on the Writing Proficiency, which answer the fifth question of the study.

4.2.6. Dimensions Six: Pedagogical Processes

Table 17. Phrases of the Pedagogical Processes Dimension

N.	Phrase	Mean	S.D	Relative weight	Degree	Arrangement
1	Online teaching provides good opportunity to use the four language skills in each lecture.	2.367	0.708	0.592	Medium	4
2	Online teaching makes learning more effective by using multimedia techniques.	2.352	0.780	0.588	Medium	5
3	Online teaching affects classroom interaction negatively.	2.750	0.784	0.688	Medium	3
4	Doing examinations via online teaching is not secured.	3.078	0.893	0.770	High	2
5	Many teaching strategies cannot be adopted via online teaching.	3.094	0.758	0.773	High	1

The expressions of the Pedagogical Processes dimension were 3 expressions in the medium plane and 2 expressions in the high plane and it shows the medium level of the Pedagogical Processes from the viewpoint of the study sample. The mean of dimension is 2.728 and S.D is 0.784. This shows that there is an average effect of online instruction on the Pedagogical Processes, which answers the sixth question of the study.

4.2.7. Dimension Seven: Educational Environment

Table 18. Phrases of the Educational Environment Dimension

N.	Phrase	Mean	S.D	Relative weight	Degree	Arrangement
1	Online teaching is not successful due to poor internet connection.	3.531	0.675	0.883	High	1
2	Online teaching demotivates students to achieve their goals.	2.367	0.802	0.592	Medium	3
3	Classroom management is difficult to conduct via online teaching.	2.961	0.767	0.740	Medium	2
4	Online teaching is more flexible than face-to-face teaching.	2.094	0.917	0.523	Medium	5
5	Online teaching is accessible by all students in terms of time and place.	2.219	0.939	0.555	Medium	4

The expressions of the Educational Environment dimension were 4 expressions in the medium plane and 1 expression in the high plane and it shows the medium level of the Educational Environment from the viewpoint of the study sample. The mean of dimension is 2.634 and S.D is 0.820 which shows that there is an average effect of online instruction on the Educational Environment, which answers the seventh question of the study

In order to find out if there are statistically significant differences between the students' perspectives toward online instruction due to the variables (gender and Grade Level) a statistical test was conducted using the t-test differences method, and the results were as follows:

Table 19. The value of testing the differences between students' perspectives toward online instruction due to the variable 'gender'

variables	Categories	N	Mean	t-test	P-value
Gender	Male	35	87.686	-0.320	0.750
	Female	93	88.269		

It was found that there were no statistically significant differences between the students' perspectives toward online instruction due to the variable gender at the level of significance 0.05, where (P-value = 0.750). It is a value more than 0.05 which indicates the absence of differences between male and female toward online instruction which answers the first question of the study

Table 20. The value of testing the differences between students' perspectives toward online instruction due to the variable 'Grade Level'

variables	Categories	N	Mean	t-test	P-value
Grade Level	Grade 3	75	88.173	-0.094	0.926
	Grade 4	53	88.019		

The results revealed that there were no statistically significant differences between the students' perspectives toward online instruction due to the grade level variable at the level of significance of 0.05, where (P-value = 0.926) is a value more than 0.05, which explains the absence of differences between the third and fourth-grade students toward online instruction which answers the third question of the study.

4.3. Major Findings

1- The medium level of the Students' Language Development from the viewpoint of the study sample shows that there is an average effect of online instruction on the students' language development, which answers the third question of the study.

2- The medium level of the Listening Proficiency from the viewpoint of the study sample shows an average effect of online instruction on the Listening Proficiency, which answers the fourth question of the study.

3- The medium level of the Speaking Proficiency from the viewpoint of the study sample shows that there is an average effect of online instruction on the Speaking Proficiency, which answers the fourth question of the study.

4-The medium level of the Reading Proficiency from the viewpoint of the study sample shows that there is an average effect of online instruction on the Reading Proficiency, which answers the fourth question of the study.

5- The medium level of the Writing Proficiency from the viewpoint of the study sample shows that there is an average effect of online instruction on the Writing Proficiency, which answers the fourth question of the study.

6- The medium level of the Pedagogical Processes from the viewpoint of the study sample shows that there is an average effect of online instruction on the Pedagogical Processes, which answers the fifth question of the study.

7- The medium level of the Educational Environment from the viewpoint of the study sample shows that there is an average effect of online instruction on the Educational Environment, which answers the sixth question of the study.

8-There were no statistically significant differences between the students' perspectives toward online instruction due to the variables (gender and grade level) at the level of significance of 0.05 which answers the first and second questions of the study.

4.4. Discussion

This study aims to investigate the students' perceptions related to teaching English via online during the period of Corona pandemic, which continued during two academic years at the University of Duhok. In order to answer the research questions, a questionnaire was distributed to the students including (128) male and female students 35 males and 93 females from the third and fourth academic grades at College of Languages, Department of Translation. Students' perceptions were obtained through seven dimensions, which are students' language development, the four language skills (reading, speaking, writing and listening), the educational process, and the educational environment by asking students some questions related to these dimensions through a questionnaire. The difference in gender perceptions as to the online teaching was also

investigated and compared. Therefore, in this chapter, the results of the following six research questions are discussed:

1- Is there any difference between students' perspectives toward online teaching based on gender?

2- Is there any difference between students' perspectives toward online teaching based on grade levels?

3- To what extent does the online teaching affect students' language development?

4- To what extent does the online teaching affect students' language skills (listening, speaking, reading, and writing)?

5- To what extent does the online teaching affect pedagogical processes?

6- To what extent does the online teaching affect educational environment?

Is there a difference between students' perspectives of online teaching based on gender?

The results of the study showed through the data obtained via the questionnaire that there were no statistically significant differences between the students' views towards online education related to the gender variable, which was at the level of significance (0.05) where ($P = 750$), which is a value greater than 0.05, thereby indicating that there is no difference between males and females towards online learning. The tendencies of both genders toward online teaching are likely to be equal due to the similarity of the technology tools they use during the study online, and the mixing and closeness between males and females in the classroom may reflect positively on the online teaching process. The convergence of answers to the questionnaire also indicates the convergence between online learning and face-to-face learning due to the advanced electronic means that allow students to interact directly with teachers and each other.

In fact, the number of females is three times the number of males, which is due to the nature of the study (the English language); the College of languages/department

of Translation is preferred by females more than the males. This fact did not affect the results of similarity in the views of the genders towards online education.

The result of this study are in line with several previous studies that online teaching does not have any effect on gender differences (Yu, 2021; Hong et al., 2021), but it cleared the way for females not to feel shy or discreet to discuss a variety of views without being verbally interrupted (Morante et al. 2017). Thus, the gender gap has been narrowed in online teaching in terms of gender equality so that no difference in the men's and female's perspectives were observed. Similarly, Paul and Jefferson (2019) examined the difference between males' and females' perceptions towards online learning. They used a chi-square test with an alpha criterion. It has been shown that there was no statistical difference in terms of their performance and perspectives toward e-learning.

Is there any difference between students' perspectives toward online teaching based on grade levels?

The students' perceptions of online teaching were effective during the Corona pandemic, showing no statistically significant differences between the third and fourth grades. To the researcher's best knowledge, the differences in perceptions between the academic grades in the same college and university have not been conducted previously. It also could be due to the similarity of the means of online teaching in the college and university, as well as giving lessons to different stages of the college by the same university professor; that is, a professor may use the same teaching method in teaching subjects to all grades.

This result is in harmony with the results of Bali and Liu (2018) and Yu, et al. (2014), who found that the learners from different educational levels have clear views and perceptions of online learning. They view it as necessary to enhance their academic level during a crisis. Similarly, the results of this study confirm that the educational level or stages do not affect the perceptions and attitudes toward online teaching.

To what extent does online teaching affect students' language development?

The expressions related to the students' language development consisted of two expressions at the low level and three expressions at the intermediate level, which shows the average level of language development among the students from the point of view of the research sample. The mean dimension is (2.171) and (S.D = 0.821), which indicate a medium effect of online education on students' language development. Modern technical media help students develop their English language due to the large number of applications that support the learning process of this language, as well as the ease of use of these applications by students and teachers, which makes the task of developing the English language flexible and favorable for students.

Thus, some scholars have confirmed that online teaching enhances learning, especially English language learning. Previous research has shown that online teaching opened the way for teachers of English to develop their new methodologies, design new tests, and avoid being involved in a traditional way of teaching in terms of preventing psychological effects such as shyness and expressing clearly (Alhawiti, 2017; Al-Qahtani, 2019). Several other studies have shown the positive effects of e-learning based on the insights of learners or students (Gautam & Tiwari, 2016; Martínez-Caro, Cegarra-Navarro; Cepeda-Carrión, 2015; Chang, 2016). For example, online learning permits many flexible learning methods for classes with a much-reduced need for movement. Learners are allowed to get detailed information through tasks implemented in the classroom through an interactive video facility.

As reported by Bulman and Fairlie (2016), the negative impact of online teaching can be attributed to the excessive use of immediate computer technology that replaced the more effective traditional methods of teaching. In the same manner, it has been shown that computers can support the learners' performance when they look for information while they can be harmed when they practice the skill or procedures (Linda et al., 2020).

To what extent does online teaching affect students' language skills (listening, reading, speaking, and writing)?

The data obtained through the questionnaire showed that all items of the listening dimension are at the average level, whereby the mean is (2.595) and (S.D.=0.823), which shows that the level of listening proficiency is at an average level.

Also, it is the same for speaking skills, as it showed that the mean is (2.511) and (S.D.=0.813), which indicates the average effect of online education on speaking proficiency skills from the students' perspectives.

The mean score for reading skills was (2.458) and (S.D.=0.813) because all the expressions of reading proficiency are average.

In relation to the students' writing skills, the average mean is (2.532) and (S.D.=0.828), which indicates that there is a medium effect of online education on the writing proficiency skill due to the presence of all expressions after the students' mastery of the writing skill at the intermediate level from the point of view of the study sample. The emergence of the average level of the dimensions regarding the four basic skills puts further pressure on the university administration to provide the necessary supplies for teaching online as it requires more outstanding efforts. The students' transition from face-to-face teaching to another new type of teaching, which is online teaching, also impacted the emergence of the average level of students' mastery of the four skills in teaching English.

The results above indicate that the four language skills are affected moderately by the changing style of learning-teaching from face to face to the online manner. This was confirmed by Al-Khayat (2021) when he investigated the effect of CALL on developing the reading performance of university students. The study was conducted on 87 undergraduate students from the third grade at the University of Anbar - Iraq. This was done by using the pre and post data to collect the data. The study showed that there was no effect of CALL on the development of students' reading performance after using a quasi-experimental design to implement the study and use the T-test to analyze the data. The learners recruited in this study showed a significant effect in the four skills especially speaking and listening. Previous research has also confirmed similar results attributed to the nature of online communication that the learners perceive as being interesting and time-consuming (Hamouda, 2020). Some researchers

assigned such development in the four language skills to the extensive opportunities for the learners to communicate with their tutor and colleagues. Moreover, Cacault et al. (2021) utilized an RCT to survey the impacts of online learning in a Swiss college. They observed that approaching a live-streamed lecture notwithstanding an in-person choice works on the accomplishment of high-capacity students; however, it could also lower the achievement of low-capacity students.

To what extent does online teaching affect educational processes?

It is clear through the average dimension, which is (2.728) and (S.D.=0.784) on the existence of an average effect of online education on educational processes due to the presence of three expressions for the educational processes at the intermediate level and two expressions at the high level of educational processes from the perceptions of the study sample. The educational processes, in general, require great efforts by the college administration to provide the necessary supplies for the success of the educational process and to devise modern (online) teaching methods and strategies through which to control the cheating operations that occur during exams and also increase the interaction process.

These findings are similar to the previous research results that changing from the face-to-face learning to the virtual learning has negatively affected the educational processes despite the few merits it has. According to OECD (2013), teachers have encountered problems in adopting online teaching due to the lack of digital gadgets and devices as well as the skillful digital staff. Other studies like Fleischer (2012) and Peterson et al. (2018) have shown that the digital tools are useful in learning when they are used to complement the traditional teaching, such as extending study time and enhancing students' motivations.

To what extent does online teaching affect the educational environment?

The items of the educational environment dimension showed an intermediate level of the perspectives of the study sample. The mean score was (2.634) and (S.D.=0.820) due to the presence of four expressions at the intermediate level and one expression at the high level. The educational environment had a significant impact on

the level of online education, due to the presence of many obstacles that caused the low level of online teaching. Among the most important of these obstacles is the low level of the carrier line for the Internet, as well as the continuous power cuts in Iraq in general and Dohuk governorate in particular. Studying via the Internet makes the teacher choose the appropriate time for him and his students to give lectures, meaning that it is not specified in a specific place and time, unlike face-to-face teaching, which imposes on teachers and student certain obligations related to the rules of study at universities.

Answering this question seems to be complimentary for the results of the previous research. This was confirmed by Al-Wasiti (2016) who conducted a study in a Pakistani environment where he investigated the views of 268 university students from the Department of English Language towards publications, in order to discover the concerns and obstacles that the learners face in relation to the research. Further, the results showed through the questionnaire that was distributed to the participants that the publications have a great impact on the students by motivating them to study the English language. Previous studies have also shown that online education helped strengthen the relationship between parents and teacher in terms of providing suggestions and guidelines for the parents for supporting and guiding their children (van der Vlies, 2020).

The previous studies have also shown that online learning and teaching are affected by the environment of learning in general. In their study, Heckman et al., (2014) state that online has bridged the gap between the learners and their tutors and made the educational environment more friendlier than before. Further, positive learning attitudes have improved performance at schools and help students keep their motivation when schools are closed.

Moreover, there has been a change in the learners' perception on the academic achievement in the regular time of study. Learners have been therefore motivated to have an active learning in times of home schooling. Thus, such positive motivation has led to promoting effective skills in the digital learning environment.

CONCLUSIONS

Conclusions

This study aims to investigate students' perceptions towards online education in terms of gender, grade variables, the role of online teaching in developing basic English language skills, the variables of the educational process, and the academic environment during the Corona pandemic. This study was applied by distributing a questionnaire to 128 male and female students in the third and fourth stages at the University of Duhok, College of Languages, Department of Translation. The researcher collected the data through a questionnaire (see Appendix 2 on page 70). The data were analyzed using SPSS 23 to gain alpha coefficient, frequencies, percentages, standard deviation, relative weight, Pearson correlation coefficient and the T-test of the variables and dimensions of the study. It can be concluded that students' perceptions of learning English using online were not affected by gender, for which the ratio was very close between both genders. There was also no significant difference in the percentage of students' perceptions of grade levels, as the third stage's perceptions of online English language teaching were very close to those of the fourth stage. The perceptions related to language development, language and pedagogical skills, and the processes of the educational environment for students were a medium percentage among the study sample. It can be concluded that students can adapt to all the dimensions mentioned in the online teaching process. Learning English in an online manner has many benefits for students, such as that they can understand the four language skills independently without relying on a teacher through the use of advanced applications related to English language teaching. Online teaching does not require a specific time and place that forces students to adhere to, so students can choose the appropriate place and time in agreement with their teacher, which cannot be applied in face-to-face or traditional education. The study also showed that both genders could use different tools and technologies to enable individuals to participate in online learning flexibly.

Recommendations

Based on the above conclusion and since most educational institutions in Iraq in general, and in Dohuk governorate in particular, offer their courses through a face-to-face learning manner, these institutions can make a greater effort to shift their educational activities and make them online or try to teach students with the help of the Internet and integrate them into the virtual reality represented by teaching online. Likewise, the government should provide the necessary supplies for teaching online in all educational institutions in order to facilitate the task of students in obtaining information, as well as to provide an opportunity for those who do not have enough time to enroll in traditional education or the so-called face-to-face education. Additionally, it was found that a large number of students preferred hybrid teaching that combines online teaching and face-to-face teaching, which also encourages educational institutions to train their teaching staff to use technology in the educational process.

Suggestions for further research

In order to explore more results related to this type of research, the researcher suggests conducting a study on the opinions of students' parents about the transition from face-to-face education to online education, as well as studying the future preparations of educational institutions for online study. Also, there should be studies on the credibility of evaluation of teachers for their students in teaching online.

Implications

The results of this study may have positive effects on higher educational institutions in Iraq in general, and the University of Dohuk in particular, for teaching English online, because it discusses many dimensions through which it is possible to develop English language education online for university students. The questions that were asked through the questionnaire can be used by teachers at the higher education level. Since the questionnaire contains many variables that must be taken into consideration, and because English is taught in Iraqi universities in general, it is necessary to train faculty members to teach English online by the university and

college presidencies. University professors can benefit from the results of this study in teaching English, because it contains a lot of guidelines and recommendations that will improve their skills in teaching English online.

Limitations of the Study

This study has some limitations and effects that the researcher cannot control and which will be discussed in this section. The study was conducted on public university students, and the study did not include private universities. Therefore, the results cannot be necessarily generalized to all students of higher education who study English. Since the questionnaire papers were distributed directly to students by the researcher in the classroom, the students of other faculties were not able to view and participate in the questionnaire because they were limited to a selected group of students. Another important limitation is that the study was on teaching online during the Corona pandemic during the academic years (2019-2020) and (2020-2021), and the distribution of questionnaire to students was during the school year (2021-2022), that is, after the impact of this epidemic became little on society and studying face-to-face in public universities has started. This led to forgetting the impact of online teaching and its obstacles by many students.

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Appendix 1

List of the Jury Members

	Jury Members	Specialization	Academic Status	Workplace
1.	Mr. Ivan H. Murad	TESOL	ASST. Professor	University of Zakho
2.	Mr. Hozan G. Othman	Linguistic and language acquisition	ASST. Professor	University of Zakho
3.	Dr. Sanan Shero Malo	Applied linguistics	ASST. Professor	University of Zakho
4.	Dr. Aveen Mohammed Hasan	General Linguistics	ASST. Professor	University of Zakho
5.	Miss. Berivan Mohamad Ahmed	TESOL / Education	Lecturer	University of Zakho
6.	Dr.Sardar Akraye	Linguistics	Lecturer	Duhok Polytechnic University
7.	Dr. Aus Abdulwahhab	Translation an Higher Education Studies	PHD. Holder.	University of Mosul
8.	Mr.Osama H. Ibrahim	Translation and Linguistics	ASST. Professor	University of Mosul
9.	Jalal Aldeen Hassan Salih	MA English	English Supervisor	Dohuk
10.	Mr. Fawaz M. Othman	MA in Translation	Assistant Lecturer	Duhok Governorate / Directorate of Media and Relations

Appendix 2

A Questionnaire

Gender:

College:

Grade Level:

Dear student, read the following items then put (√) in the appropriate column which indicates the extent to which you agree with the item, and do the necessary whenever possible.

Dimension One: Students' Language Development

No	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1-	Online teaching helps me to understand teacher's requirement more than face-to-face lectures.				
2-	Online teaching improves my language skills in verbal communication.				
3-	Online teaching improves my language errors and mistakes.				
4-	Exposure to online material is a good chance to practice language skills.				
5-	Writing an assignment via online platform improves my spelling and vocabulary performance.				

Dimension Two: Listening Proficiency

No	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1-	Online teaching allows me to focus deeply on the listening activities.				
2-	Online teaching provides immediate listening feedback.				
3-	Online teaching helps me to concentrate on the listening activities and understand them better than face-to-face teaching.				
4-	Online teaching helps me improve my English listening ability.				
5-	Online teaching provides me with a good opportunity to listen to native speakers.				

Dimension Three: Speaking Proficiency

No	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1-	Practicing speaking via online platform with peers can improve speaking performance.				
2-	Natural speed and accents of the conversation via online teaching help me develop my speaking ability.				
3-	Online teaching leads to less discussion and more focus on communication.				
4-	Online teaching enhances self-confidence to speak English fluently.				
5-	Online teaching doesn't provide opportunity for learning English conversation.				

Dimension Four: Reading Proficiency

No	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1-	Online teaching assists reading comprehension.				
2-	Online teaching helps me improve reading performance.				
3-	Online teaching provides a better reading experience.				
4-	it is useful to practice reading activities via online teaching.				
5-	It is hard to read English texts through electronic devices.				

Dimension Five: Writing Proficiency

No.	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1-	Online teaching helps me improve my English writing ability.				
2-	I dislike using the online teaching to improve my writing skills.				
3-	Online teaching doesn't help me to improve my writing skills.				
4-	Online teaching develops the creative writing technique.				
5-	Doing a writing task via online teaching helps me develop through exposure many writing styles.				

Dimensions Six: Pedagogical Processes

No.	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1-	Online teaching provides good opportunity to use the four language skills in each lecture.				
2-	Online teaching makes learning more effective by using multimedia techniques.				
3-	Online teaching affects classroom interaction negatively.				
4-	Doing examinations via online teaching isn't secured.				
5-	Many teaching strategies can't be adopted via online teaching.				

Dimensions Seven: Educational Environment

No.	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1-	Online teaching isn't successful due to poor internet connection.				
2-	Online teaching demotivates students to achieve their goals.				
3-	Classroom management is difficult to conduct via online teaching.				
4-	Online teaching is more flexible than face to face teaching.				
5-	Online teaching is accessible by all students in terms of time and place.				

Thank you very much

CURRICULUM VITAE

Zuhair Bebo Yousif is an Iraqi citizen. He completed his bachelor at Mosul University. He is interested in English language and literature. He has been working as an English teacher for twenty-one years in Duhok city in the north of Iraq. He moved to Turkey to complete his masters' degree at Karabuk University.

