

**“METHODS OF TEACHING
ENGLISH THROUGH
E-LEARNING AND THE
OBSTACLES FACED BY
TEACHERS OF ENGLISH:
CAUSES AND REMEDIES. “**

Submitted by

The Researcher

Instructor: Nihad Mohammed Jasim

Presidency of Sunni Endowment / Religious Teaching And
Islamic studies Directorate / Al Muhajreen Secondary School

E-Mail : Nihadmj65@gmail .com

«طرائق تدريس اللغة الإنكليزية من خلال التعليم الإلكتروني والمعوقات التي

تواجه من قبل مدرسي اللغة الإنكليزية : الأسباب والعلاج»

مقدم من قبل الباحث

م.نهاد محمد جاسم محمد

ديوان الوقف السني \ دائرة التعليم الديني والدراسات الإسلامية \ ثانوية

المهاجرين الإسلامية





المخلص

هدفت هذه الدراسة إلى التعرف على طرائق التدريس وعلاقتها بالتعليم الإلكتروني وأسباب المعوقات التي تواجه تدريس اللغة الإنجليزية كلغة أجنبية في المدارس الإسلامية في العراق للمنهج المقرر في ضوء التعلم الإلكتروني أثناء جائحة كورونا وبعدها، وحاولت هذه الدراسة التعرف على الجوانب الإيجابية والسلبية وأسباب المعوقات التي تواجه الطلبة والمدرسين وكذلك المؤسسة التعليمية من خلال مدى الاختلاف في المتوسطات الحسابية ولكل متغير من متغيرات الدراسة.

تكونت أدوات الدراسة من استبيان أعده الباحث، ويتكون من ثلاثة أقسام، ويحتوي كل قسم على (5) أسئلة بالإضافة إلى المعلومات الديموغرافية. وقد شارك في عينة الدراسة (168) مدرسًا ومدرسة من الثانويات الإسلامية (ذكور وإناث) من مختلف مناطق العراق، حيث وزعت الاستبانة عليهم إلكترونيًا. بعد الحصول على الاجوبة قام الباحث بتحليل الاستبيان باستخدام التحليل الإحصائي (spss) ومن خلال النتائج وجد ان أسباب المعوقات كانت كمايلي: ان معظم الطلاب ليس لديهم جهاز كمبيوتر أو جهاز موبايل محمول، وكذلك ضعف ونقص في المهارات الفنية المطلوبة لاستخدام الكمبيوتر. عدم القابلية والقدرة على التعلم عبر الإنترنت، لا يهتم الطلاب بالجدول الزمني للتعلم الإلكتروني المقدم من المدرس أو مدرسته، وكذلك يفتقر العديد من المدرسين والطلاب إلى الدورات التدريبية في مجال التعلم الإلكتروني. عدم وجود مختبرات كمبيوتر مستقلة بالمدرسة لاستخدامها من قبل المدرسين والطلاب. قلة الدورات التدريبية المقدمة للكادر التدريسي بخصوص تقنية المعلومات والتي تساعده في منصات التعلم الإلكتروني. ومن خلال هذه النتائج يقترح الباحث بان تتضمن الآثار المهمة لهذه الدراسة الحاجة إلى توفير المزيد من الدعم من قبل المؤسسة التعليمية والتدريب الفني والوقت الشخصي لأعضاء هيئة التدريس وكذلك الطلبة لتعلم وتطوير معارفهم ومهاراتهم في تقنيات التعليم. الكلمات المفتاحية: طرائق تدريس اللغة الإنكليزية، التعلم الإلكتروني في المدارس الإسلامية، أسباب المعوقات وسبل علاجها.



Abstract

This study aimed to identify the methods of teaching through e-learning and the causes of the obstacles facing the teaching of English as a foreign language in Islamic schools in Iraq and remedies for these obstacles . This study attempted to identify the positive and negative aspects through the extent of the difference in the arithmetic averages and for each variable of the study variables. The study instruments consisted of a questionnaire prepared by the researcher, which consisted of three sections, and each section had (5) questions in addition to demographic information. The sample of the study where (168) Islamic secondary teachers (males and females) from different regions of Iraq participated, where the questionnaire was distributed to them electronically. After respondents , the researcher analyzed the questionnaire using statistical analysis (spss) and through the findings showed that the researcher obtained the reasons of these obstacles: Most of Students don't have PC or P. Mobile, Weakness and lack in technical skills required to use the computer and visual input and ability during online learning , Students don't care with e- learning timetable given from his teacher or school, Many teachers and students lack in training courses in the field of e-learning . The lack of an independent computer lab in the school for the use by teachers and students . Lack in the training courses provided to the teacher regarding the teaching of information technology, which help them in the e-learning platforms. .Important implications of this study include a need to provide more institutional support, technical training, and personal time for faculty members to learn and upgrade their knowledge and skills in educational technologies.

Key words: Methods of Teaching English , E – Learning in Islamic schools, The reasons of the Obstacles and Remedies .



Chapter One

Introduction

Language ability fosters collaboration and communication between individuals from different cultural origins in many areas of life, including business and education, in the globally connected twenty-first century. As a result, learning a language must be a lifetime endeavor that is pursued in a variety of methods to satisfy social, occupational, and educational demands as well as individual wants and goals (Kukulska-Hulme, Lee, & Norris, 2017). The most common language spoken worldwide and commonly recognized as the lingua franca is English (Yen & Mohamad, 2020). English is taught practically everywhere in the world's educational system, from kindergarten to higher school, as it is the lingua franca (Baird & Baird, 2018; Deniz et al., 2016; Nunan, 2003). Taking into account this well-established importance of English among other world languages (Li et al., 2020), The pandemic's effects on English teaching and learning were correspondingly felt. The use of computer-assisted language learning (CALL) for language teaching and learning has really been around for more than 40 years, according to Bailey and Lee (2020). Technology advancements significantly changed how English was taught and learned, which made online language instruction possible. Thus, teaching English online or through distance learning is not a new practice, but the hurried switch to online language instruction may provide certain difficulties for both teachers and students.

Agung et al. (2020) claim that the use of online learning has grown widespread as a technology enhancement in the educational field. This indicates that online education has a significant influence on how instructors, students, and technological education are integrated. Furthermore, people who don't often utilize teaching-learning online, particularly instructors, may find the quick pace of this process unusual. The educator or instructor must have knowledge



of organizing and gaining access to teaching resources for the pupils. Due of the epidemic, face-to-face instruction has been totally supplanted with online instruction. The usage of technology for communication has since often grown in the classroom. According to Dudeney & Hockly (2007), information and communication technology (ICT) is an interactive and collaborative medium that enables the development of content and activities that can be easily shared in public and aids students in learning the language they are studying and its application. It is useful for the media that can be reached by the students. It is also used as a source of new teaching materials (Sepulveda-Escobar & Morrison, 2020).

THE CONCEPT AND DEFINITION OF E-LEARNING

Dublin (2003) continued by affectation the following questions in an effort to conclude what was meant by the term “e-learning”: Is e-learning a form of on-line coursework for distant learners? Does that imply supporting the delivery of on-campus education through the use of a virtual learning environment? Does it make reference to a technology that may be used online to improve, expand, and deepen collaboration? OR is it a mix of blended and online learning? (Dublin, 2005). The definitions of e-learning provided by various scholars and institutes are examined here. Some definitions of e-learning include elements other than the provision of completely online courses. For instance, e-Learning has evolved from being a wholly online course to utilizing technology to give part or all of a course independent of set time and place (Oblinger and Hawkins 2005). Tthe European Commission (2001) defined E- learning as the use of new multimedia technologies, the Internet, and distance exchanges and cooperation to improve learning quality. Various meanings of e-learning may be found in the list below. In order to provide access to online learning and teaching resources, this process is known as e-learning. E-learning is any learning that is enabled



electronically, according to Abbad et al. (2009) who defined the term in its fullest definition. This concept was however condensed to denote learning that is supported by the use of digital technology. Some academics have shortened this definition even further, defining it as all learning that is web-based or internet-enabled (LaRose et al, 1998; Keller and Cernerud, 2002).

TYPES OF E-LEARNING

Numerous categories exist for the different e-learning formats. According to Algahtani (2011), groups of people have existed based on how much they are involved in education. Some categories also take into account the time of interactions. Also he separated e-learning into two categories: computer-based and internet-based. Computer-based learning involves using the whole spectrum of hardware and software usually accessible for the use of information and communication technology, and each component may be utilized in one of two ways: computer controlled teaching or computer-assisted learning. However, computers are used in computer-managed teaching to store and retrieve data to assist in the management of education. According to Almosa (2001), internet-based learning is a step up from computer-based learning and makes content available online with links to relevant knowledge sources, such as email services and references, that can be used by students whenever they want and wherever they are, regardless of the presence or absence of teachers or instructors (Almosa, 2001). Depending on how much these characteristics are used in education, Zeitoun (2008) divided this into helper mode, fully online mode, mixed or blended more, and so on. Any time the standard approach is insufficient, the assistance mode is used.





Advantages and disadvantages of e-learning and the Role of adoption in Islamic Schools.

Since the Corona epidemic, the Religious Teaching and Islamic Studies Directorate in the Sunni Endowment Diwan has not hesitated in implementing e-learning in its teaching methods. However, the research was not without drawbacks, thus it is important to briefly discuss these drawbacks and benefits below. E-learning has a number of benefits, including the fact that it is adaptable, easier to access, encourages students to communicate with others, and is less expensive because students do not need to travel. Internet accessibility is also crucial to this learning style. The more effective the signal network, the more effectively professors and students may communicate (Murni Fadhilah et al., 2021). The benefits of online learning are numerous. One of the main advantages of online learning is “motivation” for students in Saudi Arabia’s current educational environment. A new tactic is required; possibly one that uses a self-learning environment. In an e-setting, the distance learning mode might be quite important. A fully based environment may be provided by effectively integrating social media, computer aided language labs, online learning, and e-learning materials. The teacher’s function is reduced to that of a facilitator or an observer. And the students will choose from among all the modes they can employ or even investigate. This will result in discussion- or problem-based learning. Even with all the drawbacks and issues with utilizing technology to teach English, online classrooms can be useful in emergency scenarios like the Coronavirus epidemic, which hasn’t been explored in the literature on EFL/ESL teaching and learning. The coronavirus pandemic, a recent phenomena that caused schools and other institutions to close temporarily, has changed the educational landscape around the world (Shiva Khatoony & Maeda Nezhadmehr, 2020).Some effective tools of this learning mode allow learners to orally com-



municate with the teachers or interchange messages, such as typing messages, presenting PowerPoint slides, transmitting videos or surfing websites, and organizing video conferences.

The Role of Teachers in Motivating Students To Learn

Students' motivation to learn is influenced by teachers' level of enthusiasm in their subject matter. Teachers who are interested and engaged with their material or work tend to feel good about and value their teaching methods (Schieffele & Schaffner, 2015; Zhang, 2014). In the classroom, instructors are observed by the students for their actions and behaviors. Students' motivation to learn a topic can be increased by a teacher who exhibits interest in, enthusiasm for, and studies in education for that subject (Theobald, 2006). In order for students to become competent, teachers encourage learning by giving them constructive criticism. By receiving feedback, teachers may help students take charge of their own education and develop confidence in their own talents (Bain, 2004; Ferlazzo, 2015). Students who receive feedback from teachers about their efforts develop the belief that they can succeed by working hard and completing assignments (Theobald, 2006; Ferlazzo, 2015). There are several strategies to help pupils develop their competence. The most popular techniques involve giving pupils written or verbal praise, pointing out fewer mistakes, highlighting their talents, and concentrating on what is admirable about their work (Bain, 2004; Theobald, 2006).

Teaching Methods Through e- learning for Effective Lesson

Teachers still need to guarantee that learning can happen despite having time to adjust to online teaching and learning and complying to government incentives to switch from traditional classroom teaching to e-learning. Online teaching may be delivered using a variety of techniques, including lectures, games, tasks, problem-based learning projects, and conversation. According to Pazilah



et al. (2019), the utilization of genuine learning resources, such as YouTube videos, may make the experience of online teaching and learning meaningful and purposeful. These positive visions showed that teachers support the use of online teaching as it promoted their teaching and their students. According to Merc (2015), teachers' opinions about the use of technology in the classroom for learning second languages affected their pedagogical tactics, processes, and resources and gave insight into their actual practices.

The literature on adult learning theory was combined to create the e-learning as a method of teaching English to perfection. Children and adults do not have the same learning preferences, methods, or demands, according to academics in the subject of andragogy (The method and practice of educating adult learners; adult education). In their book *Andragogy in Action*, Knowles and Associates (1984) outlined a number of concepts that support successful adult learning design. According to the writers' summary of many pieces of literature, adults must understand the purpose behind any requests that they learn anything new.

Problem of the Study:

Due to the impact of the Coronavirus Pandemic (19), The epidemic had a significant impact on many aspects of society, including economy, politics, and social life. Regarding health precautions, such as keeping residents and citizens in their homes during a quarantine to lessen and stop the transmission of the virus all land, sea, and air ports were shut down at the same time as the virus. The Corona pandemic has affected schools in Iraq especially Islamic schools, as it has other institutes, and universities. Since e-learning is new to these schools, there must be challenges and obstacles to the teaching interface, particularly when teaching English, and this is one of the factors that prompted the researcher to investigate the causes of these obstacles. The Iraqi government



was compelled to halt academic activities in schools and universities as the epidemic worsened, which explains why in order to protect everyone's life, distant learning and e-learning have become increasingly important as alternatives to traditional schooling. Given the foregoing, we may succinctly state the study's main issue as follows:

What is the role of e-learning in Teaching English in Islamic schools in Iraq and its future vision, and what are the suggestions and Remedies for these obstacles ?

Questions of the study :

In addition to the main question of the study, the sub-question can be presented as follows:

- What obstacles and the reasons do teachers and learners face in implementing e-learning for ELT during Covid-19 in Islamic secondary schools in Iraq?

Purpose of the study:

Gulati (2008) examined the use of Knowledge improved Learning in several evolving countries. According to the report, e-learning programs have the potential to help these nations' education systems grow. Determining the difficulties and barriers that e-learning faces in its position of instructing English as a foreign language in Islamic schools in Iraq amid the worldwide pandemics, as well as how to address them. this investigation aims to:

- describe the state of the e-learning application in Islamic secondary schools .
- To discuss of the causes of these obstacles that prevent the successful of e-learning; and
- To recommend possible remedies and solutions that can be followed to address such barriers.



Significant of the study:

The importance of studying, The researcher believes that the study contributes to the following:

Theoretical significance:

- Paying attention to e-learning and highlighting its importance at all levels, such as senior and junior students, teachers in addition to the community.
- Disclosure of some free and non-free electronic tools that can be used in education electronic. Draw attention to the necessity of introducing the concepts of blended education in schools and universities in a serious and formal manner. Thus, the electronic (digital) transformation during global pandemics will be more smooth and easy.

Practical importance:

- Finding practical solutions to the obstacles of e-learning in schools and universities.
- Implementation of the Religious Teaching and Islamic studies Directorate in Sunni endowment in Iraqi and Ministry of Education for electronic schools and the need to activate the laws and regulations governing its implementation, especially in the countryside and peripheral cities.
- Encouraging the Religious Teaching and Islamic studies Directorate in Sunni endowment in Iraqi and Ministry of Education to open more electronic schools, and encourage the private sector in investing in the field, especially in the countryside and peripheral cities .

Chapter Two

Review of Literature

Conceptual Framework of Online Learning

Modern online learning provides options that range from traditional methods like employing textbook-like content given via the Web to Internet-based



cooperative role-playing in social simulations and highly involved multiplayer strategy games. Examples include first-graders using the Internet to practice their basic reading abilities, middle-scholars conducting research with professional scientists, and teens who dropped out of high school enrolling in online classes to get the credits required for graduation.

Henny Yulia (2020) reported that the corona virus pandemic encouraged teachers to conduct their classes at home. There are four primary issues covered in the policies. First, study at home using a distant learning or daring tool to deliver learning experience without being pressured to finish the curriculum in order to advance in grade or graduate. Second, distant education can concentrate on teaching life skills, such covid 19. Thirdly, activities and assignments for pupils might vary depending on their interests, conditions, including learning gaps and home amenities. Without assigning a grade or score, the final proof or product activity should get feedback that is qualitative and helpful for the teachers.

Stem (2019) clarified that online learning is the education that takes place through the internet. There are numerous sorts of distance learning accessible today, including correspondence courses, which are administered over normal mail with little contact. Second, tele courses, in which lectures are transmitted on radio or television. Third, classes with CDs. The student works with static computer stuff in this instance. Next, synchronous and asynchronous internet-based courses for online learning. The final option is mobile learning using gadgets like cell phones, PDAs, and audio players (iPods and MP3 player).

Obstacles and difficulties faced by EFL learners e- learning after covid- 19 pandemic .

Chang, Chiu-Lan ; Fang, Ming (2000) claimed that online instruction and e-learning are significant factors in higher education not suspending learning or



instruction during the 2019 Novel Coronavirus Diseases (COVID-19) Epidemic. The obstacles and solutions of online learning and instruction are examined in this study, which also includes the replies from online educators. The findings show that even while most teachers make an effort to carefully plan their lessons, it is still challenging to keep track of and influence students' learning habits during such a little period of time. We discuss practical ramifications and suggestions for further study. The findings might be utilized to compare online learning levels and pinpoint the key challenges faced by online teachers during the COVID-19 epidemic conditions.

These issues are known as E-Learning Barriers or Obstacles towards integrating E-Learning with conventional teaching. Integrating E-Learning into traditional teaching is a challenging endeavor that may encounter several sorts of obstacles and difficulties. Following a thorough review of the literature on barriers to e-learning, it was discovered that many researchers divided E-learning obstacles or barriers into four distinct dimensions or themes, namely barriers related to students, instructors, infrastructure and technology, and institutional management.

Ishaq Al-Naabi and Abdullah Al-Abri (2021) indicated that most education institutions have employed emergency remote teaching in response to school and university closures caused by the Covid-19 pandemic (ERT).The categories of teacher-related, institutional-related, curriculum-related, and student-related barriers were all examined. The disparities in e-learning and instructors 'gender, academic backgrounds, teaching experience, and prior e-learning experience were also measured, as well as the link between these barrier levels and these variables. We discovered that the deployment of e-learning for ERT during Covid-19 was most negatively impacted by student-level hurdles after interviewing 856 university faculty members. Additionally, the success of



e-learning strategies was impacted by the academic credentials and past work experience of teachers. On the basis of these findings, we discussed some implications for student readiness, curricular changes, and institutional readiness for the effective use of ERT during Covid-19 or any comparable upcoming pandemics.

Assareh, A., & Hosseini, B. M. (2011). said that the most important 16 barriers to effective and successful deployment of e-learning in Saudi higher education institutions. In order to determine the E-Learning factors that affect the applications and success of E-Learning, this study was carried out. The results of the instrument's content validity analysis and reliability study show that the system has excellent validity and reliability. Therefore, for effective e-learning systems, researchers may advise taking care of these barrier issues. Differences between Cronbach's alpha values from this study and earlier research are evident in the data. This could be as a result of the respondent's history, curriculum, culture, settings, or the instruments' components. He also stated that this study analyzed the most significant e-learning barriers discovered after a thorough literature analysis and created a survey instrument combining the discovered barriers for increased e-learning system efficacy. Conclusion: The most significant factors influencing the use of e-learning systems are student, instructor, infrastructure and technology, and institutional management aspects. In order to ensure more effective adoption of an E-Learning system, we advise institutions to pay greater attention to the aforementioned E-Learning barrier issues.

Effectiveness of E-learning for the Teaching English as platform to replace traditional teaching :

Knowles and Associates (1984) They listed a number of guiding principles for successful adult learning design in their book *Andragogy in Action*. According to



the writers' summary of many pieces of literature, adults must understand the purpose behind any requests that they learn anything new. Adults are natural problem solvers who favor to learn through direct applications that are relevant to them personally. They also bring a wealth of prior life experiences to their learning. For adults, there is a connection between trial-and-error learning and levels of learning satisfaction, which has an impact on their capacity to sustain continuous levels of motivation.

Mackey and Gass (2005) In their work in the field of research design, applications were provided to support how the model's development was merged with the theory surrounding the stages of the learning cycle. This requires spiraling or repeatedly going through a set of intentional processes in order to learn new information. The process-driven design of the e-learning included continuing learning process phases. To help instructors better associate their learning while using the model to increase their preparedness to deploy e-learning, the names of some learning cycle components from the literature have been changed. The COVID-19 pandemic was a disruptive occurrence that has altered the way we approach and carry out health professions education. We have explained how we transitioned from a medical university that was largely traditional to one where all services, resources, and support are provided remotely. An institution must be flexible, choose important change agents, and spend money on the necessary staff and technological resources in order to do this. We have discovered that change is both energizing and fruitful. The amount of time that coworkers spend considering how to aid kids in understanding what is crucial is far greater. This encourages even more clarity on issues that actually matter. It is now obvious to us that health professions education will change in the future. Making sure that the most valuable lessons we are learning now endure into the future will be the difficult task.



Chapter Three

Research Design and Methodology

Introduction

This chapter was devoted to outlining the procedures and techniques utilized to carry out the study. The researcher presents the study demographic, sample, instrument validity and reliability, data collection methods, statistical analysis, and research methodology. The primary goal of the study was achieved and the research questions were addressed using descriptive statistical analysis: Population of the Study: This study's population includes the majority of the secondary English language instructors in Iraq's Islamic institutions. A total of 168 secondary English language instructors participated in this study; 78 of them were male and 90 were female. The questionnaire was distributed to and collected from all English language Islamic secondary schools teachers of English. The data in the entire questionnaire was analyzed using the SPSS. The sample was distributed according to independent variables of respondents, gender, qualification and experience. This chapter offers the research questions that were chosen by participants, discusses the design of the study and its significance, the tools used to gather the data, provides an overview of the teachers' questionnaire, and concludes with steps for data analysis.

3.1 . Sample of the Study

One hundred sixty-eight instructors randomly chosen from various secondary Islamic schools spread out over various locations in the middle, south, and north of Iraq have responded to a questionnaire.

Location: from different regions from the middle, south and north of Iraq The teachers have been chosen .

Background: Teachers with similar educational background have been chosen .



Selection of sample: The sample was chosen randomly .

Age: The average teacher's age ranges from 24 to 50.

Gender: males and females were participant.

3.2. Research Questions:

1- What are the causes of obstacles that effect of the weakness of English language learners, teachers and educational instituted in Islamic schools?

2- What are the treatments and that can assist students get through such challenges?

3- What are the suggestions and recommendation to improve learner's reading comprehension achievement?

In order to replay the above questions, data collection instrument, a questionnaire, was engaged in this study to gather data The collected results will assist us to valid or invalid the hypothesis .

3.3. Tools of the Research:

The researcher used the teachers' questionnaire for this study with the guidance of specialists and other English and foreign language instructors, who also served as the study's data collectors.

3.4. General Description of Teacher's Questionnaire:

Teachers' questionnaires were the data gathering tool employed in this study. This questionnaire had been used as "research" to get additional source data. The questionnaire was sent electronically via a link to teachers. It contains ١٥ items. The questionnaire composes of Three sections besides demographic information aimed at gathering about the participants, their age, gender, qualification and experience. The First part related to demographic information and (5) questions related with reasons of the obstacles that faced learners. The second part (5) questions related to obstacles that faced students from point of view of teachers. The third part of the questionnaire is related to obstacles



related with educational institute which is composed of (5) questions. Also It consisted with a 5-point Likert scale ranging from 5 to 1; a score of 5 meant strongly agree with the item, a score of 4 meant agree with the item, a score of 3 indicated the subject could not decide to agree or disagree, a score of 2 meant disagree with the item and a score of 1 indicated strong disagreement with the item. The whole of participants have responded to these questions.

3.5. Data Analysis:

The researcher collected data from the responses of English language instructors at Islamic institutions in Iraq and provided them an online link using the Google app. The researcher then analyzed the data and produced the results using the Excel 2016 software and the Spss program version 22. The questionnaire was used to examine the challenges in academic texts using descriptive statistics of mean(x) and standard deviation (S.D.) for each item of the questionnaire to be perceived by Islamic English teachers. Selected teachers were asked to respond to a questionnaire, which included 15 questions in addition to demographic inquiries about gender, educational attainment, and the methodology type used in the classroom. The data were arranged to give meaningful information in relation to the research questions. the following percentages used to get the results:

- 80 - 100% is very high degree of response.
- 70-79.9% is high degree of response.
- 60 - 69.9 % is moderate degree of response.
- 50 - 59.9 % is low degree of response.
- Less than 50 % is very low degree of response.



Sample of the study:

(78) male and (90) female instructors from various Islamic secondary schools in Iraq made up the study's sample. The distribution of the sample took into account the respondents' independent variables of gender, education, and experience.

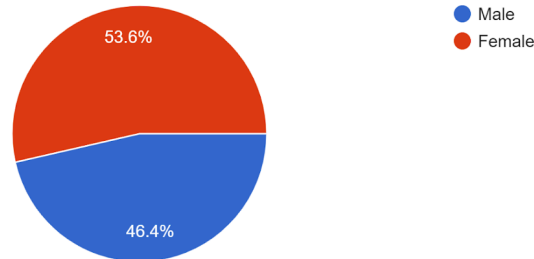
A - Respondents

Table (1): Distribution of the Sample Due to Respondents

Respondents	Frequency	%
Teachers of English	168	100

The frequencies are: (168) for the teachers as seen from the above table which means that the teacher composed 100% of the total of the study sample.

Demographic information and experience of the participants : 1- Gender
168 responses



B - Gender variable

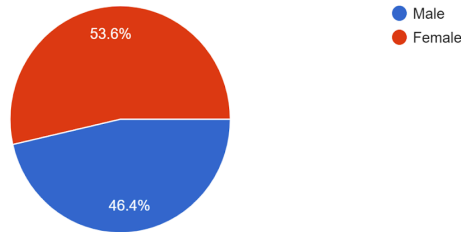
Table (2): Distribution of the Sample Due to Gender

Respondents	Gender	Frequency	%
English Teachers	male	78	46.4
	female	90	53.6
	Total	168	100.0

According to the findings and as can be seen from table (2) above, the majority of respondents (53.6%) were female, the rest were Male (46.4 %).



Demographic information and experience of the participants : 1- Gender
168 responses



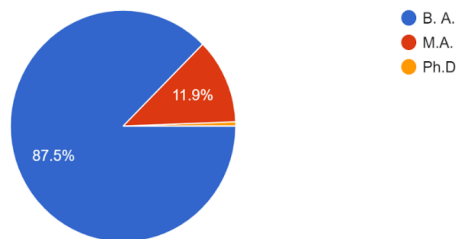
C - Qualification variable

Table (3): Resulting from Qualification, Distribution of the Sample (as Perceived by Teachers)

Qualification	Frequency	%
.B.A	147	87.5
.M.A	20	11.9
Ph.D	1	0.6
Total	168	100

According to the above table, the frequencies are as follows: The majority of respondents (87.5) for a B.A., and the rest (11.9) for an M.A., and just (0.6) for a Ph.D., while the overall frequency total is (168).

3 - Qualifications
168 responses



D - Years of Experience variable

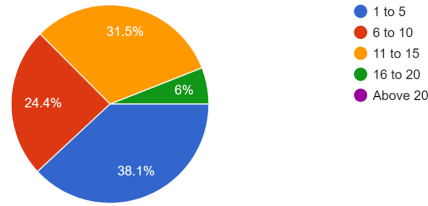
Table (4): Distribution of the Sample Due to Years of Experience of teaching

English (as Perceived by Teachers)

Years of Experience teaching English	Frequency	%
From 1 to 5 years	64	38.1
From 6 to 10 years	41	24.4
From 11 to 15 years	53	31.5
From 16 to 20 years	10	6%
Total	168	100.0

According to the table above, it takes less than 10 years. ($38.1 + 24.4 = 62.5\%$) this is a higher percentage in experience in teaching English , while more than 10 years takes ($31.5 + 6\% = 37.5\%$) and this is a lowest percentage in experience in teaching English so the total frequencies were 168 .

5 - How long have you teaching English ?
168 responses



Chapter Four

FINDING AND DISCUSSION

Introduction

The purpose of this chapter is to report and analyze the causes of obstacles that faced English language teaching during e- learning and how to remedy these issues and how to deal with them as perceived by English teachers in Islamic secondary schools in Iraq .

The findings are discussed in this chapter in detail through the information collected from the questionnaire of Iraqi English language teachers in secondary Islamic schools. The data were entered into spread by E – mail and the



frequency of the respondent point out different opinions for each question reflected in this paper.

Results :

Results Related to the main question of the study: What are the obstacles and the reasons that faced English language Teaching in light e – learning in Islamic secondary schools in Iraq and what are the remedies for that .

Descriptive analysis preprocess were generated for each item, together with its corresponding domain and overall score (mean, standard deviation, and percentages), in order to provide a response to this question. Following are categories for the questionnaire survey responses from teachers:

‘very high’ ‘high’ ‘moderate’ ‘low’ and ‘very low’ . In order to categorize the results .

Mean scores, the following interpretation key has been used:

1.00– 1.99 = Very Low [Very Poor]

2.00– 2.99 = Low [below Average]

3.00– 3.99 = High [Good]

4.00 + = Very High [Excellent].

Table (5): Mean, Standard Deviation, and Percentages and degree of Each Item of the obstacles that Faced teaching English during e- learning by teachers and Students in teaching and learning English .

No	Items	* M	SD	%	De- g re e
.1	Part One: Obstacles Related to Stu-” dents from point of view of teachers ? Q1 / Most of Students don’t have PC or P. Mobile .”Q1 / Most of Students “. don’t have PC or P. Mobile	3.94	0.83	78.8	high



.2	Weakness of students in technical - 2 skills required to use the computer and lack of visual input during online learning is a significant challenge for ..EFL learners	3.68	1.02	73.6	high
.3	Weakness of students in the English language necessary to learn .technology the information	3.86	0.940	77.2	high
.4	Weakness of students' ability to - 4 use the computer	3.083	1.046	61.6	high
.5	Students don't care with e- learn- - 5 ing timetable given from his teacher or school	3.48	1.049	69.6	high
.6	Part Two: Questions related to ob-” :stacles faced of the teachers Q 1- Most of teachers English language weakness of computer software Including e-learning platforms, google classroom , Free conference “. .and google meet , etc	3.72	0.964	74.4	high
.7	Q 2- The teacher's inability to properly communicate the concepts contained in the information technology .subject to students	3.85	1.016	77.0	high
.8	Q 3 / Many teachers lack training courses in the field of e-learning and many teachers face the issue that there is no guarantee that what the students are submitting is their original work	3.297	0.957	65.8	high



.9	Q 4 - The inability of the teacher to follow all Students in teaching English by e - learning due to insufficient time, online learning and teaching are more time-consuming . ,than in-person classes	4.131	0.770	82.6	Very high
.10	Q 5 - Failure to communicate the lessons and information correctly by the teacher to the student due to weakness in internet and electricity .cut	3.99	0.792	79.8	high
.11	Part Three: Questions related with” . obstacles of educational institute Q1- Weakness in training courses in the field of e-learning by the Religious Education Directorate for .teachers	3.785	0.848	75.6	high
.12	Q 2 - The lack of an independent computer lab in the school for the . use of students	3.67	1.09	73.4	high
.13	Q 3 - Weakness in updating computers hardware and software in schools or educational institutions in order .to train students and teachers	3.74	0.83	74.84	high
.14	Q 4 - Lack in the training courses provided to the teacher regarding the teaching of information technology, which help him in the e-learning platforms	3.87	1.12	77.42	high
.15	Q 5 - Failure to develop future plans by the educational institution to develop the field of e-learning due to the lack of sufficient computers for training, as well as due to financial .matters	3.68	1.02	73.6	high

Table (5) above demonstrates that there were 15 items in the teacher question-



naire survey. (1,2,3,4,5,6,7,8,10,11,12,13,14 and15) have 'High' Mean scores which are fluctuating between 3.02 and 3.99 while item No. 9 has the maximum degree (very high) is 4.131. This indicates that the lacking of some factors that influence upon teaching during e- learning .

Findings Related to the Second section of the question: and What are the remedies and solutions to help learners to overcome those obstacles?

To answer this part of the question, The mean, standard deviation, and percentages for each item and their corresponding total scores were computed in order to provide a response for this portion of the question. As table (5) shows, all of the EFL instructors agreed that it is crucial to take into account that all of the issues in table (5) should be resolved by decision-makers (teachers, the school administration, and students' families), and there should be cooperation between them in order to do so.

Chapter Five

Conclusion and Recommendation

Conclusion

Through the results obtained by the researcher through the questions of the questionnaire, it was found that all the questions took a high degree, except the question No. (9) which took a very high degree. The findings indicated that there is no one cause for these challenges; rather, they are caused by a variety of educational environmental, and economic circumstances. The present study refers to the needs to reform the educational system, as well as to contribute students and teachers in training sessions on educational means of communication, such as electronic classes, google class, etc., as well as providing schools with computers labs for education and training, and there are many obstacles and their causes that mentioned through the questions in this study.



Suggestions and Recommendation

According to the findings of this study and responding to the sub –question what are the suggestions and Remedies of these obstacles ? the following recommendations and suggestions are proposed:

- To increase the participation of instructors of both genders in the development of a thorough, practical study to discover additional factors—possibly unmentioned by the researcher in this study—that contribute to teachers' and students' weaknesses in e-learning through English instruction.

- The responsible educational institution's attention to Islamic secondary schools and the provision of all study requirements for English language learners, as well as the establishment of specialized computer labs and libraries in each school where books, resources, references, and bilingual dictionaries are available.

- The significance of communication between school administrations and English language curriculum instructors on the one hand, and with students' families on the other hand, in order to identify the issues and challenges faced by them .

- It's possible that it's hard to construct curricula that match student levels and individual differences, therefore it has to be examined by researchers and specialists in the field of developing curricula.

- In order to allow students to successfully complete an online course, the researcher advises increasing the amount of teaching hours.

- In addition to the points mentioned in the current research, the researcher suggests urging parents of students to observe their children throughout the school year, especially when the student returns from school and also by observing them through e-learning, and to encourage them to follow their lessons.



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