The Influence of Manipulating the Virtual Library in Comparison with the Individual Learning via Computer Use in English Language

اثر استخدام المكتبة الافتراضية مقارنة مع الاستخدام الشخصي للحاسوب في اللغة الانكليزية

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Abstract

The study aims at investigating the effectiveness of the Virtual Library Technology, in developing the achievement of the English Language Skills in the Center of Development and Continuous Education, in comparison with the individual learning via personal computer to investigate the students' attitude towards the use of both approaches. The population of the study includes the participants in the English Language course arranged in the Center. The sample includes 60 students who were randomly chosen from the whole population (participants in English Courses for the year 2009-2010). The sample is randomly chosen and divided into two experimental groups. The first group has learned through classroom technology; while the other group has learned via computer on an individualized learning basis. The results of the study show the effectiveness of both approaches in improving the students' achievement levels, through those two approaches. The study shows more positive results of the Virtual Library Technology, rather than the use of personal computer. The study also indicates that students prefer Virtual Library Technology more than the individualized learning via personal computer use. The study recommends manipulating the Virtual Library Techniques more than the individualized learning via personal computer. The study recommends using the Virtual Library Techniques in learning English Language skills. Key words:

Virtual Library Techniques: They adopt techniques manipulated in English Language Learning, depending on programmed curriculum in ELL used by the Center in ELT. Individualized learning: It is an approach followed by individuals to learn English without previous planning of English Language programs which are in reach and in hand of learners whether in presence or absence of the teacher. These techniques might be similar to those followed in the Traveling Schools applied in those remote areas.

Our world nowadays is full of knowledge and quick development in various fields. Technicality is a necessity for individuals to acquire language skills and the educationalists should cope with this progress by starting from the base up till the top of the pyramid (Hassan, 2004, http://informatics.gov.sa). Despite the progress, there should be a technical choice for suitable distinguished modern progress. To choose the best for teaching-learning processes on base of distinguished learning approach (Ali, 1994, series of World knowledge,184), there is no equilibrium between freedom of learning and supervision, and the responsibility is on learners despite their ages. There is no harmony between the actual circumstances of the learner and the hypothetical imaginative observation of the future teaching-learning process (Abdul-Mun'im, 2003, The Territorial Symposium, The World Federation of Communication Egypt, www.i9tuarabic.org/e-education/docs3-ides). The individual learning such as on-line and self-learning represent a practical view point of teaching-learning operation. It is necessary to have the teacher existence during the learning progress at least to follow up; give suitable solutions and behave according to emergency cases as controlling learning, needs of learners and their readiness for transferring social values which might achieve the Educational aim of producing the good citizen (Fox, 2003, http:// brs.leeds ac.uk/cgi-bin/brs_engine). The continuation in building up learning and design on bases of self-learning; and exchanging the role of teacher especially in English language teaching has become necessary because of the liaison with modern techniques (Alimbrik, 2003, Symposium of

the Future School, King Saud University,((www.ksu.edu.sa/seminars/future school/index2)). This might be a big problem facing teaching-learning operation. There should be a clear planning for teaching and educational planning as the positive movement in self-learning which depends on computer. The practical use of the Virtual Library Techniques should be improved. Individual computer might not be sufficient as the technicalities of the Virtual Library and e-learning. All these approaches and facilities in teaching-learning operation should be improved for the benefits of learners and instructors as well. The great number of English Language learners is increasing and the Center has shouldered a big responsibility towards Iraqi learners.

The Problem:

Despite the difficulties facing the learners in the Center of Development and Continuous Education in E-learning facilities through the Virtual Library Techniques; the trainees found their independence in learning through the Virtual Library- Techniques is more profitable than the personal computer use. They find the easiness in acquiring information despite the teacher's absence. It is true that the existence of the teacher might cause some dependency. The Programmed Virtual Library Techniques have solved the perplexities and troubles facing the learners more than the manipulation of the personal computer. The Virtual Library Techniques opened the door widely for learners of English Language during the previous two years to gain programmed and planned courses whether inside or outside the classroom. The learners have exerted their utmost efforts to be independent: Learners learn from each other through competition by chatting; The learners show great satisfaction in learning via the Virtual Library Techniques, but that is not the end of the road, they continue their learning on-line with Oregon and that is the additional benefit of e- learning. Chatting and cooperative learning have increased the learner's enthusiasm. The teacher might not be able to shoulder the responsibility of the great number of students in the

classroom, but the heavy burden might be less through the planned and programmed lessons manipulated in the Virtual Library Techniques. The learners seek dependence through free competition with each other. They found easiness in manipulating the Virtual Library Techniques in Learning English Language skills. The materials are well arranged and stated from the easy to the difficult and that is the best approach followed in facilitating the material for the majority of learners who have desire to learn more gradually.

Aim of the Study

The study aims at knowing, and through the Virtual Library Techniques, the improvement has occurred among learners of English Language by making use of the planned and programmed materials in English Language and through the Virtual Library Techniques support with multimedia and gradual facilities shown to learners at the beginning. Self- learning computer might not be sufficient and through the following questions, we might be able to pave our way in this study:

1- Are there differences in learning (Vocabulary, Listening Comprehension, Reading, Grammar and Writing) according to the manipulation of the Virtual Library Techniques?

2- Are there differences in the learning attitudes towards learning by manipulating Virtual library and self learning?

The Importance of the Study

The study concentrates on manipulating the Virtual Library Techniques and for the first time in Baghdad University to manipulate the Virtual Library Techniques. This approach is to cope with the changes and make use of techniques to have qualitative and active education (Ibrahim, 1999, 50-58). In addition to that it will:

1- Shed light on Curricula Development and have modern and up date teaching styles.

2- Give an idea for the future school and the revitalization of teaching-learning capabilities, and abilities to manipulate modern technicalities and approaches in teaching-learning processes.
3- Enrich the Iraqi Virtual Library with researches.
4- Encourage the use of Virtual Library now and then.
5- Help teachers of English to immune learners' thoughts and to have our own policy in Teaching ESL.
6- Support learner with his own portfolio.

Limitation of the Study

The study population consists of two groups of participants. Every group consists of 30 learners. The first group manipulates the Virtual Library and the second Self-Use computer.

Operational Definitions:

1- Net Option
2- Returns
3- Techniques of the Virtual Library
4-Individualized Learning Via Computer henceforth (ILVC)
5-Trainees of the Center
6- Attitudes

Theoretical Framework Modern Techniques

The Center of Development and Continuous Education, for the first time in Iraq, established the Virtual Library Techniques in an attempt to present the best for ELL trainees who participate in the English courses held in the Center after having the placement tests. The courses have been organized according to the participants' abilities and qualifications. Some of them attend regularly to make benefit of the Virtual Library, and use the modern lab established for this purpose with password used by the participants for the limitation of seats in the Language Laboratory. A modern Lab is established recently for more benefit of e-learning.

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The sample in the current study consists of two groups of participants, every group, includes 30 learners. The first group manipulates the virtual library & the second self-learning by special computers.

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Modern Techniques

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Modern Technology

Modern technology assists education & teaching. The use of computer is the starting point which has developed into e-learning such as the virtual library, the electronic text-book and e-mail. E-learning assists curriculum to achieve targets in many various ways (Al-Hila, 2001, p.48).

Electronic Learning:

The Center of Development and Continuous Education has been the pioneers in applying and manipulating e-learning directly or indirectly. The direct e-learning is clear through the self-learning without having directed communicatively with others (Al-Kassimi, 2002, P.31). The e-learning mixes between communication technology, teaching and education, data and information in work performance making use of capabilities such as the economic strategy which ensures high quality in teaching-learning process (Ismail, 2002, P.23). The Center organizes courses for trainees and trainers in an aim of preparing teaching instructors to shoulder the responsibility of supervising and e- learning.

1- The Electronic Text-book

The American Cultural Center in Waziriyah Baghdad, shows a service by reading the book inside a cabinet on TV screen. The reader could speed up or read normally by pushing a knob. The pages of the book turn automatically without using a wet finger to turn the pages. The most famous publishers are Barnes and Nobles.com (Al-Fantookh, 1999,pp.79-117).

1-Electronic Periodicals

2-Data Bases

3-Encyclopedias

4-Educational sites

The modern techniques make available an on-line directly or indirectly through which learners can exchange letters, chats, talks and data, such as Relay Chat, Voice Conferencing, and Video Conferencing. The Electronic Mail is the most popular service (Dhib,1998,p.33). It does not need any effort to be exerted (Al-Massa, 2003,p.23) Students are encouraged to investigate easily and quickly (Ismail, 2001,p.11) sending their homework and receiving comments in return and have live talk through voice and video conferencing (Al-Sharif, 2003, p.22).

Virtual Courses:

It is one of the modern techniques in teaching and e-learning. Many topics and subjects are taught through this device which help in group work and in formation are dealt with easily and quickly in field of Multimedia and Network (Abdul- Muni'in, 2003 www.ituarabic.org/e-education/docs3-ides).

Characteristics of the Virtual courses:

1- Duty of learners can be observed on teachers' screen.
2- Exchange of viewpoints on screens.
3- Control the screen of the learners.
4- Control the activities of learners.
5- Use different software.
6- Put down the system altogether.
7- Make use of software in all fields.
8- Organize the materials by the instructor.
9- Teaching English through this device a substitute to the language lab (Zeitoon, 2004, p.15) (Abdul-Muni'm, 2003, p. 19)

Studies Concerned with the Manipulation of the Computers:

The majority of previous studies have made clear the influence of the individual learning through the use of computer. Those studies have been concerned with testing a side of English language such as writing, grammar, and vocabulary depending on pictures, texts and

colors without paying attention to the influence of movement, drawings, video performance and other techniques.

Viteli, 1989, p.23 has a study aims at getting familiar with ELS, and the individual differences in learning the English idioms by using the computer in ELL as a second language by manipulating (CALL) Computer Assisted Language Learning. Viteli of Nova University that has employed 36 learners from Spain, 26 from Japan and 6 who have various backgrounds. After 4 weeks Viteli came out with the following: the felt, the touched, the observed and the heard of the individual and the group. He has found that the individual success is with the touched and felt of the individual learning. He has used the pre-test and post-test and discovered that CALL is considered a helping tool in ELL.

(Oz, 1995,p.55) tried to find out the influence of computer on ELL through CALL by word processing on a group of students in Hacettepe University. They were 26 students divided into two groups experimental and controlled. The experienced group came out with a successful result in writing 150 essays. Al- Rifai, 1999,p.63 has employed the computer in using the computer in teaching grammar and he has classified the learners in the pretest as: Weak - intermediate - good. He has to use the text book and the computer for the two groups of 30 students. The experimental group which undergoes CALL is found better than the traditional one.

Areikat, 2003,p.37 manipulated the Internet and has found that the students of Sciences are more qualified in using the Internet (Auda, 2004,p.47) used also internet and found out the influence of CALL on the experimental group by using the Win Word, 2002 program. The researcher has manipulated ANCOVA and found out:

1- There are statistical differences of the experiment.
2- There is a progress in written skill.

The researcher recommends the CALL and to train the teachers.

Studies Concerning the Manipulation of Networks in Learning:

In a study by (Ubeidat, 2006, p.98) through chatting in developing learners skills in reading and writing English, the population of the

study is 303 and the sample is 40 learners divided into two groups the controlled of 20 learners. They have been taught in classroom through traditional method and the experimen of 20 learners who manipulate chatting in e-learning indulged in the internet lab. By using T-Test (The program used is Vypress Chat for 20 lectures. By using ANCOVA the researcher has come out that there is statistical significance in manipulating the Vypress chat by the experiment group. He recommends to use the internet besides establishing the internet lab. Al-Ajeeli, 2002,p.45 has a study using the internet in comparison, with the traditional method in teaching English language idioms by asking the following: Is there a statistical significance in memorizing idioms learned through the traditional method and remembering those idioms through the use of the internet. The sample is 30 learners divided into two groups 16 used the traditional and 14 were indulged in the internet lab. By using T-Test (a=0.05) he found that there was a statistical significance for the experiment group when there was enough chance of using the internet inside the university. The researcher demanded to support financially the use of computer network in teaching and the necessity of having internet to facilitate communication.
Meij and Boersma, 2002,http:brs.leeds ac.uk/cgi-bin/brs_engine used the E-mail in an experimental research by allocating specific lectures for negotiation through the E-mail with another school. The result that the E-mail used by groups is better than by individual usage. Huang, 1999,p.189-200 studies the intentions of using internet in developing writing skill in English. The sample consists of 24 learners; they have been indulged in the experience of using the internet. The sites are provided during the training .

At the end of training there has been an open-ended questionnaire to investigate the study; such kind of experience is fruitful. The previous studies allocated for specific language skills such as writing skill through the e-mail, chatting and observing others' screens as well as exchanging files.
The rare experiment in the Center of Development and Continuous Education started from the last square of development in this field, and with the big jump to have cooperation with Oregon University

trainers and trainees are well qualified with the experience they have gone through. The CDCE has gained an up date experience in the field which will remain as a modern experience with the high-tech of manipulating and performing the modern lab for CALL.

Programming and Design:

Population of the study are the participants of trainers and trainees of CALL through e-learning with Oregon University. The sample consists of 60 participants levels of education. Thirty participants are the experimental group 1 and 30 the experimental group 2.

The Tool: The internet of the CDCE through a service program established by Oregon University having a controlled and the other self-controlled. The internet teaching material is called the computerized material.

The experiment is done with the help of Oregon University and the professional trainers in the CDCE.

The Two Questionnaires:

Every questionnaire is designed to know the learners' intention towards learning through Virtual techniques. There have been 51 items. The second is of 50 items. The items are arranged under four fields concerning the willingness of acceptance.

The degrees are arranged through calculating the total weighted measure divided on 5 to be 15/5 (Allam, 2002,p.112).

1-5 and the average is the hypothetical average

The Achievement Test:

The test is designed to test the achievement of the learners of English through Computer, according to the traditional tests on checking skills achievement of (vocabulary, comprehension, reading, grammar and writing) with specifications and equal degree gradation that every skill will gain 20 marks as maximum and 0 for the minimum.

The items are confined according to the educational content shown by the computer and the targets we have beenseeking at the beginning of every subject presented by the teaching program (Learn English).

The questionnaire deals with all the skills including vocabulary, comprehension, reading, grammar and writing. Learners have to give

their points of view towards the items shown on the questionnaires. The first is attached for the second the teachers are to see if there was a statistical significance for both two questionnaires. The two questionnaires are prepared and shown to experts to have some modifications or reformations.

Validity and Reliability of the Two Questionnaires

The two questionnaires are shown to teachers of English Language and expert in teaching techniques in the Universities in Baghdad and teachers of English in general. The test is according to Chronbach-Alpha and (a) to find out learners' intention towards the individual learning by using the computer (71.7 %), and (a) of the learners' intentions towards the virtual learning (83%), which was a good result because it was above average of accepted results (60 %) (Auda, 1993, p.97) (Evans, 1965, p. 78).

Evaluating (validity & Reliability of the Test):

The test has shown to judge-committees' specialized in ELT and Educational Technology in different universities in addition to the teacher of ELT. The questionnaire is verified for inquiry to find out the correlation significance of every item with the variable that aims to be measured and the total of items to omit the correlation significance that has gained low correlation significance, through Test-Retest which is experienced on to investigative sample and re experience after two weeks and the results are observed that co relation is between (0.60-0.89) to reflect validity & reliability (Allam, 2002, p.89)

Procedures of the Study:

The following procedures are as follows:

1- Training the participants on Netop &Learn to speak English through internet for two weeks three hours a day to be prepared.

2- Training the participants on Netop & Learn to speak English through internet for two weeks three hours a day to be prepared.

3- Presenting a pretest for the first group through the virtual learning, the questionnaire is sent to the participants on line. The

second group is treated according to the individual traditional way by using the internet. The questionnaire is presented to them and results are collected on a disc.

4- The first group is taught according to the virtual learning under supervision of an instructor while the second group is taught individually by using the internet without supervision for one month.

5- Having a posttest for both groups after ending the experimental period.

Designing the Study

A pretest is presented for both groups and then they are taught according to the following:

The first group is according to virtual learning.

The second group was according to the individual learning.

1- 0 1 X 1 0 2

2- 01 X 2 02 Whereas

01: pretest 02: posttest

X I : treatment by V.C.T. X2: treatment by **I**.L.V.C.

After that two questionnaires were presented to find out intentions of both groups where the two groups undergo the two questionnaires.

Study Variables

A- Independent variables

Teaching method on two levels

1- Learning through V.C.T. for the group

2- Individual learning through I.L.V.C.

The two groups then answer the questionnaire concerning each group.

B- Related variables 1- Achievement

3- Intentions

Statistical Analysis

The following statistics have used:

1- T-test for independent samples to answer a question of the first study:

Is there a statistical significance for the participants in achieving learning: vocabulary, listening, grammar, structure and writing in

English language for each of the two way of learning (V.C.T & I.V.C.L.)

2- Using the Descriptive statistics, averages media, statistical deviations) to describe the answers on the second question: Is there learner's intention towards V.C.L. use through computer and the I.V.C.L. and then to use T-test for independent sample to answer the same question.

3- The use of one-sample Kolmogorov Smirnov Test to test the results through natural distribution.

The Results

This study aims at knowing the capability of virtual techniques in improving levels of learners achievement of EL skills in the CDCE in comparison with the individual learning CALL to achieve this target data collected through the achievement test presented before the experimental study and after in addition to presenting two questionnaires to investigate the learners' viewpoints towards learning through the two ways. Results presented in this study and are analysed in this chapter. It is ascertained of the two groups by having the pretest before the experimental measures, where the test results (t) & (sig-t) are higher than the level of 0.05 percent. This shows that there is no statistical significance on achievement levels of the learners which denotes that there was statistical significance in the pretest as shown in table 1. After being sure of the two experimental groups in the pretest, the two groups are taught according to the specific way, the results are gathered as well as the two questionnaires to be treated statistically and the results were:

There are statistical significances in achievement of learners to learn EL vocabulary, listening, reading, grammar and writing (Both groups undergo virtual techniques and Individual learning? Then the posttest is presented for both groups by manipulating T-test for independent sample) and variances are tested for both ways and the following is achieved:

1- In table 2 it is clear that there is statistical significance on 0.05=a between the two groups, for the benefit of the first experimental group taught according to V.C.L. on all skills, except the

skill of listening where there was no statistical significance between the two groups.

2- There are significant differences in the intentions of learners towards learning by using virtual courses techniques and the individual learning?

The statistical test (Kolmogorov-Smirnov) to test following dates for the natural distribution where the value of (sig) for the variables of the two questionnaires which was more than the level of (0.0.5=a) which denotes following the natural distribution as shown in table

2.After that the descriptive statistics were used to describe answer of the study sample on the specific items in the two questionnaires of the two experimental groups as follow: 1- V.C.T. Questionnaire of learner's attitudes towards virtual techniques.

The answer was shown on the questionnaire according to distribution of items in four fields:

First

1- Using the computer and internet, the intentions & attitudes were positive because the Median was more than the averages of the measurement tool. The average of agreement is more than the disagreement.

2- Tools and equipment: It was noticed that attitudes of the sample has been negative towards the items, No(25,24) only where the attitudes are positive towards the rest of items because the averages were more than the median of the measurement tool, and the agreement is more than the disagreement ratio.

4- The role of the instructor: It is notified that the attitudes are positive towards the whole items, because the averages are more than the median of the study.

Second

2- A questionnaire of Individual learning by using the computer:

1- The use of the computerized program, it is noticed that the attitudes of the study sample is negative towards the items (4, 13) because the averages are less than the median of the study tool (3), also the average of agreement on the items are less of the

disagreement. The rest items are positive because the average is more than the median of the study tool and the agreement is more than the disagreement.

2- The learning tool: It was noticed that the sample attitudes towards the whole items except (39, 35, 32) are positive because the averages are less than the average of the median of the measurement tool and the disagreement is higher than the agreement.

4- The role of the instructor: It is clear that the attitudes toward items (40, 41, 44, 47 are negative, because the averages are less of the measurement tool median. But attitudes toward the rest of the items are positive, because the averages are more than the median of the measurement tool median. The average of agreement is more than the disagreement.

T-test for independent is manipulated to answer the second question of the study. Concerning attitudes towards method of learning on level of confidence the result is 95 percent and as in table 4.It is noticed in table 4 that value of (t) is more that the table value and (sig-t) value is less than (0.05=<x) which proves that there are statistical differences between responses of sample member and denotes that there were statistical differences between the sample members in the two questionnaires. The differences have come for the benefit of V.C.I , which has been more than the I.V.C.L.

The results showed that (sig-t) is less than level (O.o5=a), (t) is more than average in the statistical table. The (t) value was less than that of the statistical table value (sig-t) value at level (0.05=a).

Discussion of the Results:

First- There are significant differences of the learners learning skills of English (vocabulary, listening, reading, grammar, and writing) related to the two ways of learning V.C.L.& I.V.C.L).

The study results concerning the above question show that there is a statistical significance of both ways of learning V.C.L. & I.V.C.L in learning English skills. The techniques of the V.C.L. average are (92.1) while the I.V.C.L. was (84.65). The results go to the side of V.C.L. By using the multimedia it is found that the V.C.L. techniques

are more than the I.V.C.L. It is observed that the V.C.L. except the listening skill. See Table 2.

The averages of I.V.C.L. were (17) and the V.C.L. is (18.27), while in listening the V.C.L. is 18.47 and the I.V.C.L. is 17.47

Reading (18.40-17.13)

Grammar (18.83-16.583)

Writing (18.133-16.47)

The results which are shown above is a decisive results as follow:

1- Vocabulary V.C.L. gives more items

2- Listening V.C.L. more chance

3- Reading V.C.L. more experience

4- Grammar V.C.L. more improvement

5- Writing V.C.L. positive results

Second- There is statistical significance towards V.C.L. & **I**.V.C.L. The attitudes were shown to be positive in both.

Attitudes towards the I.V.C.L. are more towards tools and machines.

Conclusion:

The study aims at V.C.L. techniques and the following are achieved:

1- There are statistical differences?

2- There are differences in the learners' attitudes? In order to achieve the target, the population is 204. The sample is chosen purposefully and (60) are chosen divided into two groups.

Two measures are used:

pretest & posttest

Two questionnaires for each group.

The results of the pretest are of statistical significance of (0.05=a) between the two groups and the posttest (o.o5= a). The study showed that there are positive attitudes towards the two ways.

Recommendations:

1- Application of V.C.L.

2- Making available sites for conversation.

3- Having more studies.

4- Having studies on making use of V.C.L. in teaching other subjects.

Personal computer: It is a computer used by individuals in general.
Language skills: They are Listening, Speaking, Reading and Writing.

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اثر استخدام المكتبة الافتراضية مقارنه مع الاستخدام الشخصي للحاسوب في اللغة الانكليزية.

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ملخص البحث

إن البحث يثير تساؤلا عن تأثير تقنية المكتبة الافتراضية في تطوير وإحراز تحقيق مهارات اللغة الانجليزية في مركز التطوير والتعليم المستمر بالمقارنة مع التعلم الفردي للغة الانكليزية بالحاسوب الخاص. ولمعرفة هدف الطلبة تجاه استخدام كلا من المقتربين قام الباحث باختيار عينة البحث من المشاركين في الدورات المقامة في مركز التطوير والتعليم المستمر وهي عينة مقصودة. ان العينة شملت 60 مشاركا تم اختيارهم عشوائيا من المشاركين وتم تقسيم العينة العشوائية الى مجموعتين. فالمجموعة الاولى اكتسبت تعلمها من خلال التقنيات الصفية في المختبر اللغوي بينما المجموعة الثانية قد تعلمت على أساس الاستخدام الشخصي لحواسيبهم. لقد أظهرت الدراسة أهمية المقتربين في تحسين مستويات التعلم ولكن كانت النتيجة الايجابية من خلال تقنية المكتبة الافتراضية وبشكل محسوس باستخدام هذه التقنية في المكتبة الافتراضية عنها في الاستخدام الشخصي للحاسوب الخاص بكل متعلم. وقد اظهرت النتائج و المعلومات أن تقنية المكتبة الافتراضية هي الاولى ولو بحدود فروق احصائية طفيفة.

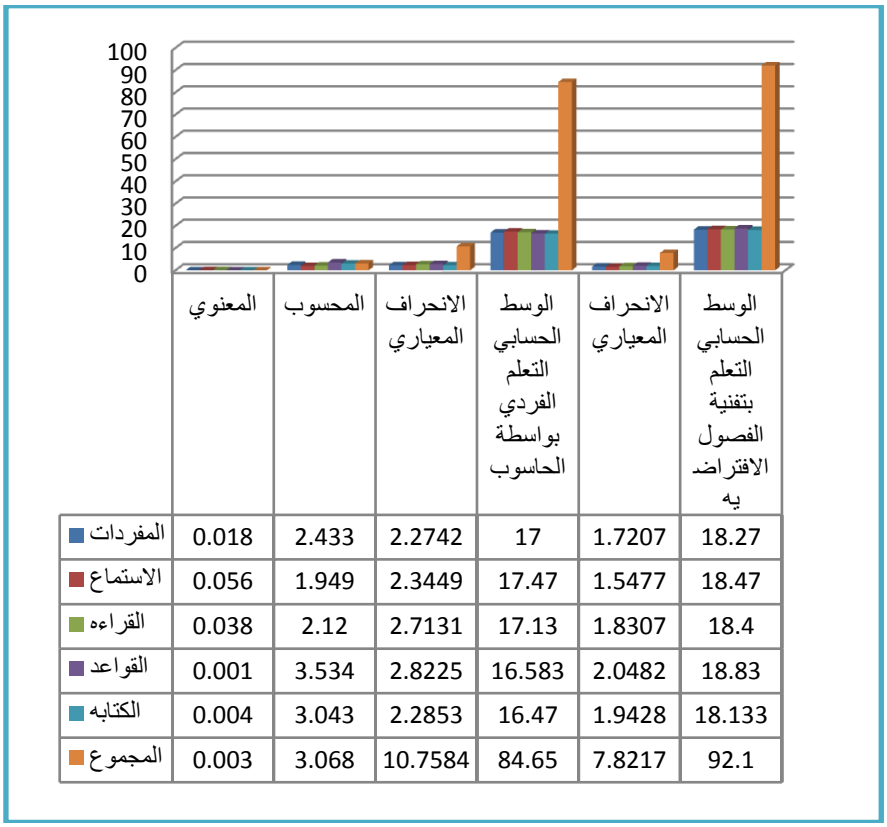
ان الاستخدام الشخصي للحاسوب الخاص للبحث والتقصي لايخلو من فائدة لا بل هو وسيلة لإعطاء المتعلم الحرية في اختيار مايرغب من معلومات دون قيود أو محددات كالتي نجدها في البرامج المعينة في المكتبة الافتراضية والتي قد تحتاج الى بعض التوجيهات المهمة في استخدام المكتبة الافتراضية والتي تقيد المستخدم أن لايقوم غيره باستثمار هذه التقنية كي لايتزاحم المتعلمون بشكل قد لايعطي كامل الحق والحرية في استخدام المشاركين عن غيرهم ممن ليس لهم الدور الايجابي للاستخدام الا بمفتاح يوصلهم للموقع.

أن التعلم عن بعد والتعلم الذاتي لهما وجهة نظر في العملية التعليمية التعلمية وهو من الضروري وجود المعلم بثقافته واحاسيسه ووجدانه وكل ملكاته الفكرية والاخلاقية وتصرفاته وتوجيهاته ورعايته للعملية التعليمية التعلمية.

أن السيطرة للمعلم هي التوجيهات الصحيحة والقيم الاجتماعية والتصرفات التي يتحلى بها المعلم المربي لهي المقياس التربوي والتعليمي للموجه الذي يسعى لخلق المواطن الصالح. فالموجه الحقيقي هو من يبني العملية التعليمية التعلمية على اساس مبدأ التعلم الذاتي ومبادلة الادوار بين الموجه والمتعلمين وكذلك المتعلمين فيما بينهم.

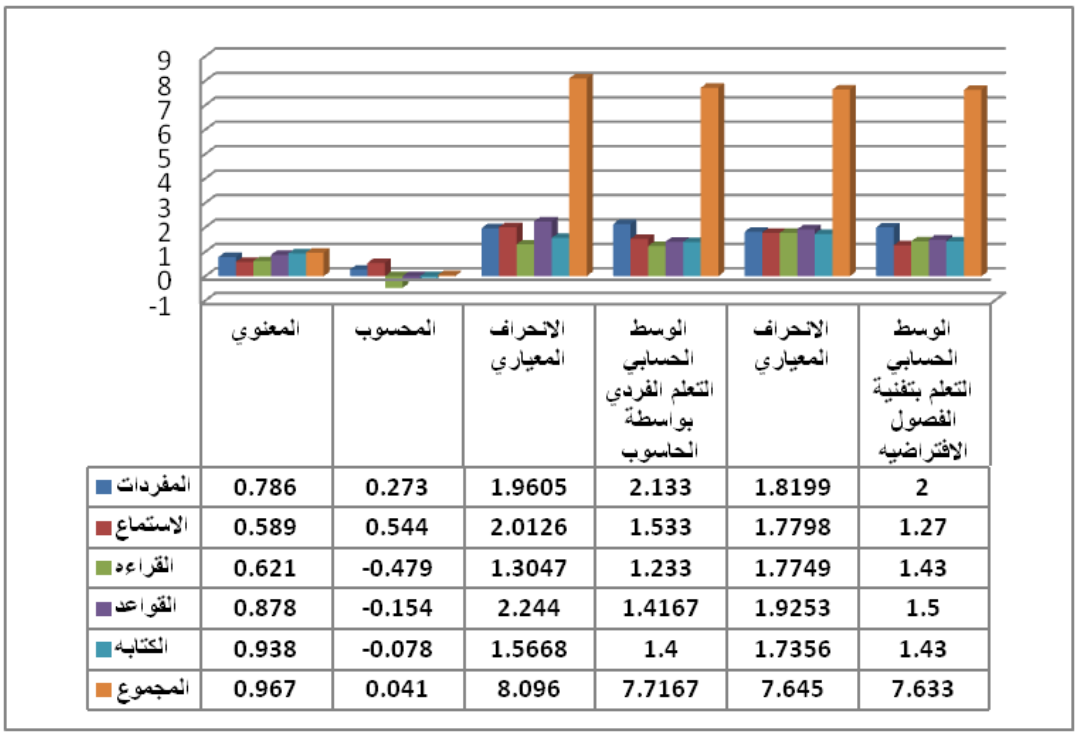
اذن أصبح من الضروري تخطيط مبرمج حتى في مجال التعلم والتعليم الذاتي واللذي يعتمد اعتمادا كليا على الحاسوب الفردي او الموجه من قبل المسؤولين عن التقنيات داخل أو خارج الصف. ولا بد أن تعم الفائدة للمتعلمين أو الموجهين.

نتائج اختبار T-Test for Independent sample على الاختبار البعدى



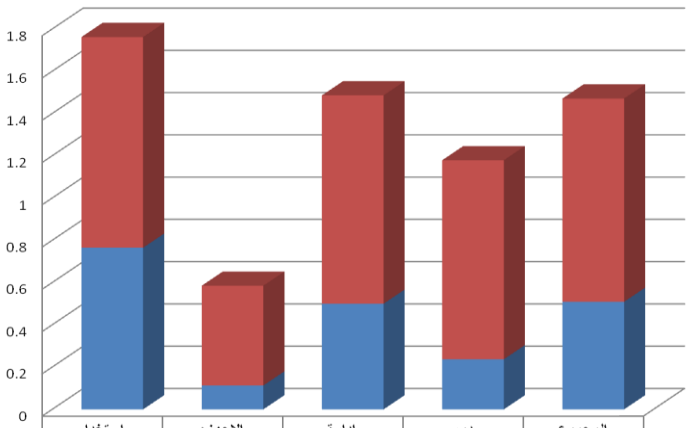
	المعنوي	المحسوب	الانحراف المعياري	الوسط الحسابي التعلم الفردي بواسطة الحاسوب	الانحراف المعياري	الوسط الحسابي التعلم بتقنية الفصول الافتراضيه
المفردات	0.018	2.433	2.2742	17	1.7207	18.27
الاستماع	0.056	1.949	2.3449	17.47	1.5477	18.47
القراءه	0.038	2.12	2.7131	17.13	1.8307	18.4
القواعد	0.001	3.534	2.8225	16.583	2.0482	18.83
الكتابه	0.004	3.043	2.2853	16.47	1.9428	18.133
المجموع	0.003	3.068	10.7584	84.65	7.8217	92.1

نتائج اختبار T-Test for Independent sample على الاختبار القبلي



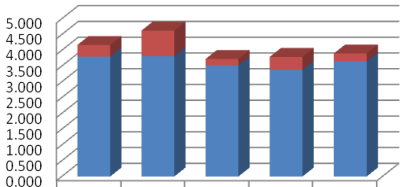
	المعنوي	المحسوب	الانحراف المعياري	الوسط الحسابي التعلم الفردي بواسطة الحاسوب	الانحراف المعياري	الوسط الحسابي التعلم بتقنية الفصول الافتراضيه
المفردات	0.786	0.273	1.9605	2.133	1.8199	2
الاستماع	0.589	0.544	2.0126	1.533	1.7798	1.27
القراءه	0.621	-0.479	1.3047	1.233	1.7749	1.43
القواعد	0.878	-0.154	2.244	1.4167	1.9253	1.5
الكتابه	0.938	-0.078	1.5668	1.4	1.7356	1.43
المجموع	0.967	0.041	8.096	7.7167	7.645	7.633

نتائج اختبار(kolmogorov Sirnov)للكشف عن مدى اتباع البيانات للتوزيع الطبيعي



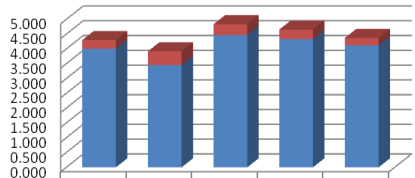
	استخدام البرنامج التعليمي المحسوب	الاجهزه والمعدات	ادارة التدريسي	دور التدريسي	المجموع الكلي
التعلم باستخدام تقنية الفصول الافتراضيه	0.997	0.472	0.986	0.942	0.962
التعلم الفردي باستخدام الحاسوب	0.765	0.113	0.5	0.237	0.509

استبانة تقنيةالتعلم الفردي باستخدام الحاسوب

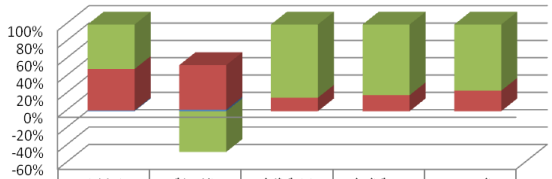


	استخدام البرنامج التعليمي المحسوب	الاجهزة والمعدات	ادارة التعلم	دورة المعلم	المجموع
انحراف معياري	0.365	0.812	0.204	0.409	0.249
وسط حسابي	3.804	3.814	3.522	3.383	3.650

استبانة تقنية الفصول الافتراضية



	استخدام البرنامج التعليمي المحسوب	الاجهزة والمعدات	ادارة التعلم	دورة المعلم	المجموع
انحراف معياري	0.290	0.464	0.367	0.321	0.251
وسط حسابي	4.011	3.458	4.469	4.333	4.123



	استخدام البرنامج التعليمي المحسوب	الاجهزة والمعدات	ادارة التعلم	دورة المعلم	المجموع
المحسوبة t	2.159	-1.840	10.876	8.871	6.476
الجدولية t	2.0141	2.0141	2.0141	2.0141	2.0141
sig-t	0.036	0.072	0.000	0.000	0.000