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أثر نوعين من التعلم الإلكتروني في أداء طلبة اللغة الإنجليزية كلغة أجنبية في العراق : (الأداء الكتابي في القواعد والمفردات أنموذجًا)

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الملخص:

هدفت هذه الدراسة إلى استقصاء أثر استخدام منصتي يوتيوب وتليغرام في تحسين الأداء الكتابي لطلبة اللغة الإنجليزية كلغة أجنبية في العراق. واستخدمت الدراسة المنهج المختلط معتمدةً على الاختبارات القبلية والبعدية و الاستبانة. خضع الطلبة لاختبارات قبلية وبعدية لقياس أدائهم في كتابة القواعد والمفردات قبل استخدام المنصتين وبعده. تكونت العينة من 50 طالبًا من ثانوية الكندي للبنين في مدينة الديوانية ، بواقع 28 طالبًا من الصف الخامس الإعدادي و 22طالبًا من الصف الرابع الإعدادي ممن أكملوا الاستبانة .ولتعزيز صدق الاستبانة وتحقيق هدفها، قُدمت باللغتين العربية والإنجليزية لتسهيل فهم فقراتها. كما خضع 20 طالبًا من الصف الخامس الإعدادي للاختبارات القبلية والبعدية .وأظهرت النتائج أن (1) :يُعد يوتيوب أداة تعليمية أكثر قبولًا وكفاءة من تليغرام من حيث الاستخدام العام للطلبة، في حين كان تليغرام أقل استقرارًا وكفاءةً في الممارسات التعليمية، مما قد يتطلب تطبيقًا أكثر تنظيمًا لتحقيق نتائج تعلم مستقرة (2) .لا توجد فروق ذات دلالة إحصائية عند مستوى (0.05) بين أداء الطلبة العراقيين في كتابة القواعد والمفردات قبل استخدام يوتيوب وتليغرام وبعد استخدامهما.

الكلمات المفتاحية :التعلم الإلكتروني، طلبة اللغة الإنجليزية كلغة أجنبية في العراق، يوتيوب، تليغرام، الأداء الكتابي في القواعد والمفردات.

The Effect of Two Types of E-Learning on Iraqi EFL Students' Performances:(Grammar and Vocabulary Writing Performance as a Model)

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Abstract:

This study explored the impact of YouTube and Telegram on writing performance of Iraqi EFL students. The study used mixed methods based on pre/post tests and questionnaires. Before and after both platforms were used, students underwent pre- and post-tests to examine their writing, grammar, and vocabulary performance. The participants were 50 students from Al-Kindi Secondary School in Diwaniya City, 28 students of the 5th prep grade, and 22 students of the 4th prep grade who completed the questionnaire. To enhance the credibility of the questionnaire and ensure its objective was met, the questionnaire was presented in both Arabic and English to facilitate students understanding its items. Additionally, 20 5th-grade prep students completed pre- and post-tests. The results of the study were that (i) YouTube is a more acceptable and

efficient teaching tool (student general use) compared to Telegram, while Telegram is a less secure efficient platform for educational practice, which may require more systematic implementation to provide stable learning results. (ii) There is no statistically significant difference in Iraqi students' grammar and vocabulary writing performance prior to and after YouTube and Telegram usage at a 0.05 level of significance.

Keywords: E-Learning, Iraqi EFL students, YouTube, Telegram, Grammar and Vocabulary writing performance

1.Introduction

In recent years, e-learning has gained prominence as an educational tool (Halkiopoulos and Gkintoni, 2024). These trends toward digital learning platforms have created various applications such as YouTube and Telegram for educational purposes. This study is an attempt to ascertain the degree of the change in writing skills of Iraqi students studying English as a foreign language through these platforms. The transition from traditional to technology based learning techniques has increased the access to and accessibility of learning. Higher education researchers have been studying the impact of technology on learning and online learning for decades (Renn and Zeligman, 2005). Various technology has developed to improve language learning among other factors and the enormous increase in information and communication technology (ICT) has considerably impacted education (making content use more complicated for both more general and specialized language learning purposes) (Anastasiades and Zaranis, 2016). ICT has potential to connect students, and be of benefit to them in their personal way to learn (e.g., Woollard, 2007). It also offers new possibilities for teachers to enhance teaching in physical or digital classrooms. In order to appreciate how students' learning can be enhanced, it's time to investigate this situation and how it is confronted with difficulties at OHE. Different features of online learning might influence how teachers prepare for courses and manage how they deliver them (Dumford and Miller, 2018). Using online tools and self-paced learning might help other researchers in coming years' research, too (Asarta, 2020). This study examines the use of e-learning in education Education/vocabulary teaching English as a foreign language is a subject a lot of people have to study, especially for the rest of their lives. The fact that there is a need for language instruction implies that instruction should be founded on robust educational, social, and psychological approaches (McEown and Takeuchi, 2012). It is important to know the reasons why students want to learn English and what technologies support their learning in order to learn. According to Golonka, Bowles, Frank, Richardson and Freynik (2014, p. 92), there is a higher engagement among learners and better attitude when they are actively participating in the learning. This research is a test for two popular e-learning applications. The study will

evaluate students' grammar and vocabulary skills on these apps. The use of YouTube in school work has assisted students to better perceive and understand target vocabulary (Kabooha and Elyas, 2018). The experiment will investigate the impact on students' proficiency in grammar and vocabulary writing utilizing Telegram as well. Telegram enables the management of multiple types of documents which people view on a computer/device. Also, it facilitates sending data and a larger network of users to access the data (Alodwan, 2021). Telegram integration can be beneficial for the teaching and learning in higher education (Alahmad, 2020).

There is limited evidence regarding the impact of different e-learning models on Iraqi grammar and English vocabulary writing performance. E-learning techniques are still not known to improve writing skills because most studies concentrate on the overall academic results. Although e-learning is common in Iraqi schools, a number of students do poorly with regard to writing accuracy which is common in grammar and vocabulary usage. Many students stick to the old methods of memorizing information, and that won't prepare them for a digital world. The challenge is the inadequate research evidence comparing YouTube and Telegram as effective in enhancing the writing abilities of Iraqi EFL students from secondary and preparatory schools. According to Li et al. (2019), students are using language teaching technology more frequently in the elementary and secondary school English as a foreign language (EFL) context but technology has also posed some challenges. This absence of information makes it challenging for both teachers and curriculum developers to select the appropriate methods of teaching to match students' language requirements and to take into account technical issues they might encounter. The effect of these two platforms and their usage among students will be the focus of this paper.

Objectives of the Study : This study aims to:

1. Explore YouTube effectiveness to develop students' learning outcomes.
2. Evaluate the utility of Telegram as a learning tool.
3. Interpret the effect of YouTube and Telegram on the student learning.
4. Research comparisons from 4th to 5th grade students use these platforms.**Research Questions**

The study aims to answer the following questions:

1. How effective is YouTube in improving students' writing performance?
2. How useful is Telegram in supporting a student's writing performance?
3. What are the differences in effectiveness between YouTube and Telegram? Do 4th and 5th grade students use these platforms differently?

2.Literature Review Two areas will be addressed by this study: e-learning and English as a Foreign Language (EFL) learners. A lot of

studies present different views on these issues. Some of them have similar ideas to this study.

E-learning ;Summers, Waigandt, and Whitaker (2005) argue that although the lessons are the same, students are the guardians of their own learning, with the web as the means as the content is similar but online courses need one's personal contact of instructors, that is they cannot be expected to be responsible as they are not. However, online and face-to-face interaction may improve student empowerment in that students can be more active members of their curriculum. According to Tsai (2011), e-learning gives flexibility and the opportunity to implement in the elementary teaching and learning strategies. Online learning will help students in expanding their knowledge through using technology in the actual classroom to make them more active (Bolliger and Jr., 2013). According to Eksi and Yesilcinar (2016), when students can use the website as part of text-to-speech, it will help pronunciation and it will motivate learners. Luzzatto and DiMarco (2010) say changes from traditional or person-to-person study to online study or meeting are a major cultural change. Lai, Shum, and Tian (2014) say that EFL learners use online task-based interaction to develop their listening skills. Tsai (2009) argues that students studying online require more teacher guidance. This may cause greater problems because they have not taken any skill and experience. Guler (2018) describes that since online classes do not require a teacher, and more opportunities to connect with teachers around the world, online classes are not like face-to-face classes. Mohammad, Lana, Gharam (2020) mention that online learning has many issues and “positive impact.” That is among them, the ability to use internet tools is limiting for students. In recent years, e-learning has received much publicised attention in the field of education. The development of electronic educational tools and digital learning platforms has brought into focus educational applications for a variety of tools and platforms such as YouTube and Telegram (Halkiopoulos and Gkintoni, 2024). The paper analyzes two e-learning applications (YouTube and Telegram), which are some of the most popular teaching tools that affect students learning English as a foreign language (EFL). Kabooha and Elyas (2018) demonstrate a significant effect of adding YouTube in the performance of the target vocabulary with the recognition, understanding and retention in target language. According to Heidar and Kaviani (2016), Telegram has an important positive effect in promoting vocabulary. According to Alodwan (2021), Telegram application has a positive impact on user since it allows learners to save and record their writing. Related to these studies are two of the studies, these are both specifically relevant to the current study.

EFL students ;Yen, Hou, and Chang (2013) describe EFL teachers who are confronted multiple difficulties, such as lack of interactive speaking.

Horasanli and Ortactep (2016) suggest that EFL teachers are able to speak their beliefs in online discussions. Alshehri (2017) suggests that the teachers of EFL can contribute to the motivation of their students in that they are capable of raising the content, creating an effect on them, and supporting and enhancing their motivation using strategy in language classes from the classroom. McEown and Takeuchi (2012) mention some approaches to motivate students in EFL classrooms. Sadighi, Yamini, Bagheri and Yarmohammadi (2018) reveal certain shortcomings in the textbooks and effects towards EFL teachers and learners itself as well as the method of teaching. In her descriptive research, Alahmad (2020) also mentioned that Telegram is an effective way to practice English in the field of EFL students. It could also encourage self-learning and redefine what student duties are.

3.Methodology

Participants: For this study, many students in the secondary schools here in Diwaniya city should be selected but random samples will be presented instead of general samples. Consequently, 50 preparatory students were included who were willing to voluntarily take part in the questionnaire in El-Kindi secondary schools in Al-Diwaniya city: 28 5th school students and 22 4th school students. In addition, 20 students 5th Grade students will be involved in pre and post- test. The test will be developed and analysed by Google Forms.

Research Design:This is a quasi-experimental pre-test and post-test design. In addition, you fill in the questionnaire to assess students' performance and attitudes about working with YouTube and Telegram as a foreign language learning tool in the process of the English study.

Instruments:Measuring the consequences for the impact of employing Telegram and Youtube. The study will evaluate these effects: 1) The questionnaires to find out students' usage level, engagement, and activity, and motivation to participate in the two platforms using them. 2) Pre- and post-tests will be set up to reflect on learners' achievements.

Questionnaires: This study will first of all outline how data were collected by creating a structured survey across the five-point Likert scale, ranging from: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5) (Likert, 1932). Likert-type scale questionnaires are used in language learning research because they are easy to assess (Likert, 1932). Students complete the form in hard copy. Students must agree to a course of action for which they receive precise explanations, and would be allowed to participate if they wished. The survey takes two parts; (i) Part A: Use of YouTube; (ii) Part B: Use of the Telegram application. Every section assesses vocabulary writing skills, grammar writing skills, motivation, and interaction.

Pre-test and post-test: Specifically, it aims to identify the differences in Iraqi students' vocabulary and grammar by pre-post using YouTube and Telegram channels as well as pre-test data. Using the paired t-test, mean scores of the pupils before and after intervention have been compared.

Reliability of Instruments: In order to assess its internal consistency, Cronbach's Alpha value was established for all the parts (YouTube and Telegram) and the entire questionnaire. A reliability coefficient of 0.70 or beyond is considered to be acceptable (Cronbach, 1951). In the present study, we employed online tools to measure the mean reliability when considering all the instruments.

Reliability of YouTube Section: Cronbach's Alpha was ($\alpha = 0.679$) for the YouTube-related items. This figure indicates some degree of internal consistency. Common guidelines across the research area indicate that values between 0.60 and 0.70 for exploratory studies are preferred. However, this reveals that certain things may need to be altered or upgraded to make things reliable.

Telegram Section Reliability: The Cronbach's Alpha for the items dealing with the Telegram was $\alpha = 0.768$. This indicates a fair level of internal consistency, which indicates that the items in this part have fairly similar tendencies and effectively measure the same underlying variable.

More generally, the reliability of the questionnaire is: The Cronbach's Alpha was $\alpha = 0.722$. So this value indicates sufficient general reliability, meaning that the tool as a whole is suited to scholarly investigation.

Understanding the Outcome: Above 0.70 indicates good to acceptable reliability. Moderate values are deemed acceptable for early-stage research and fall within the range of 0.60–0.70. Values less than 0.60 → Low reliability. These criteria inform:

- The Telegram region indicates quite strong reliability.
- The YouTube section, with mid-range reliability, is an area for improvement, it is more work on its own, and could stand to do with further work.

Hence, it is concluded in the reliability study that the internal consistency of the questionnaire is reasonably high. The reliability of the Telegram-related items is okay, and while its YouTube section has mediocre trustworthiness the YouTube area just seems so-so and needs a little development. In the aggregate, the instrument is reliable for assessing learner responses in this study.

4.Procedures of Data Analysis; Statistical software will be utilized to review the collected data. The students' answers from each part of the questionnaire were first obtained using Excel. Second, the information was analyzed in SPSS. At pre- and post-tests, students receive the link to the test designed in Google Forms by their Telegram group. Before their using YouTube and Telegram, 20 students take a pre-test. Part 1 of the test is

vocabulary; part 2 is grammar. Ten marks are allocated for each part, and its time is 30 minutes. After they get the pre-test they watch one video a day to review the simple grammar and new vocabulary on YouTube, and then make new vocabulary through Telegram group daily, quiz, and fix their mistakes. The test lasts two weeks. Students have a post-test at the end of this time as before. We used the Paired Sample T-test to compare performance across the two tests.

YouTube vs Telegram Comparison

Table 1 (Means and SD).

Platform	Mean	Standard Deviation
YouTube	3.76	1.07
Telegram	3.17	1.19

As in Table 1 YouTube (M=3.76) has higher mean score than Telegram (M=3.17). This shows that students expect to better their learning with YouTube (vocabulary, grammar, motivation). Telegram, however, reflects a higher standard deviation — students' answers to Telegram are probably much more different and less consistent — than YouTube.

How to compare 4th vs 5th Grade Students

Table 2 (Means and SD).

Grade	YouTube Mean	Telegram Mean	YouTube SD	Telegram SD
4th	3.79	3.34	1.10	1.32
5th	3.72	3.00	1.05	1.05

Table 2 shows that 4th grade students had slightly higher mean scores for YouTube and Telegram as compared with 5th grade students. The difference is smaller for YouTube, but is great for Telegram.

Descriptive Statistics on YouTube Part:

In this section the influence of YouTube is considered in three main areas: Vocabulary, Grammar and Motivation.

Table 3: Descriptive statistics for YouTube.

Domain	Mean Score	Interpretation
YouTube Vocabulary	4.18	High
YouTube Grammar	4.02	High
YouTube Motivation	4.15	High

The data indicate that students found YouTube as a very valuable resource in EFL learning. Vocabulary acquisition recorded the best mean (M = 4.18), indicating that words are largely retained, thanks to both visual and acoustic input from videos. Motivation in relation to video material also

elicited high scores and reflects excellent student engagement with content: (M = 4.15).

Summary statistics for Telegram Part: Discussion, Theoretical and Experimental Analysis of Telegram Effect on Vocabulary, Grammar, and Interaction.

Table 4: descriptive statistics for Telegram part.

Domain	Mean Score	Interpretation
Telegram Vocabulary	3.34	Moderate
Telegram Grammar	3.12	Moderate
Telegram Interaction	3.85	High

As a messaging app, Telegram has significantly positive performance in Interaction (M = 3.85). But it's perceived weak influence on Grammar (M = 3.12), and Vocabulary (M = 3.34), versus YouTube, suggests it is seen more as a communication/delivery tool than a main teaching medium. Comparative Analysis (YouTube vs Telegram). For the next step to compare the two platforms, the Grand Mean (G) was calculated for each group. It was used to see if the two platforms can act as comparative measures for overall effectiveness.

Comparison (YouTube vs. Telegram).

Table 5:

Platform	Grand Mean (G)	Levels of Performance.
YouTube	4.12	High
Telegram	3.44	Moderate.

The results indicate that there is a positive preference to YouTube (G = 4.12) over Telegram (G = 3.44) according to the results of the data for EFL pupils in performance improvement.

Vocabulary: Likely because video content is multisensory – YouTube beat Telegram by a long shot.

Grammar: After YouTube did get higher point, both of those on the same line-up as most social media platforms did not score well for grammar, except YouTube was better. **Interaction:** Telegram has a high score in Interaction. This shows its effectiveness in the exchange of information between students and their teachers as well as between student peers. Based on Motivation, YouTube is the leader in the data. Generally, prep students considered YouTube to be a greater instructional tool than Telegram. The mean scores on YouTube are higher, proving that YouTube is more significant in helping students learn vocabulary, grammar, as well as overall motivation. Telegram, meanwhile, shows lower mean values, more variation, also possibly indicating that its effectiveness depends on individual differences among students. In terms of grade level differences, 4th graders responded more positively and engaged with both of the

platforms than 5th graders, while 4th graders exhibited slightly higher engagement rates and some more positive attitude toward the two platforms. This might suggest that students in the younger grades have a more robust readiness to digital learning tools. In addition, variation in Telegram replies across fourth grade pupils indicates that the experiences with the platform are not cohesive. These empirical evidences show that YouTube is the more reliable and effective place to learn, whereas Telegram could be more properly developed for the learning process to be executed regularly.

Pre- Posttests analysis:Twenty students have taken the data. They took (1) pre-test and (2) post-test. For this analysis Paired T-test was done comparing means within two complementary groups (the marks made by the same students before and after intervention). The Descriptive statistics (means and standard deviations) were also obtained as well as Cohen's d effect size and the magnitude of the difference between the two groups. Table 3 Displays the pre-test and post-test scores and their corresponding descriptive statistics:

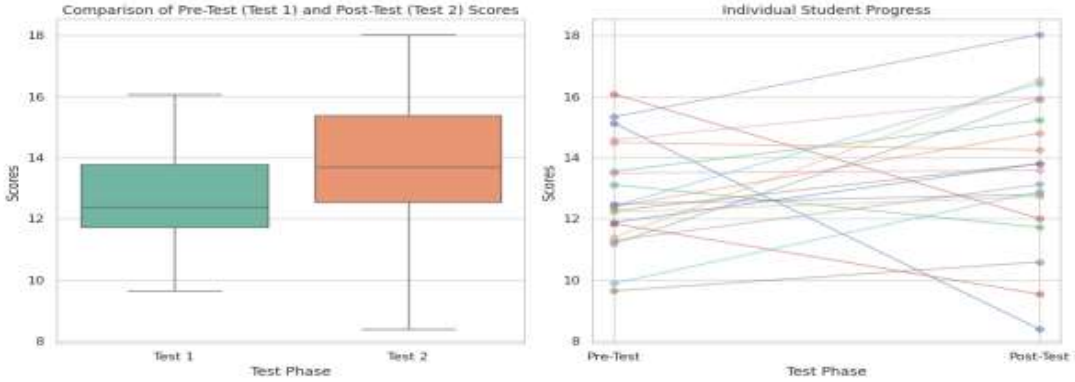
Table 6:

Descriptive Statistic	Pre-Test (Test 1)	Post-Test (Test 2).
Count	20.00	20.00.
Mean	12.74	13.61.
SD	1.74	2.44.

The descriptive statistics show that the average post-test score (13.61) seems to slightly edge higher than the average pre-test score (12.74), which indicates that the students might be able to recover better after the intervention, using YouTube and Telegram.

Visualizations: The outputs are summarized in the following graphs to assist in visualization:

Boxplot: Pre Test vs. Post Test Scores.



The pre-test and post-test results can be found in this boxplot. What is evident is that the post-test scores are somewhat higher and spread out than the pre-test scores.

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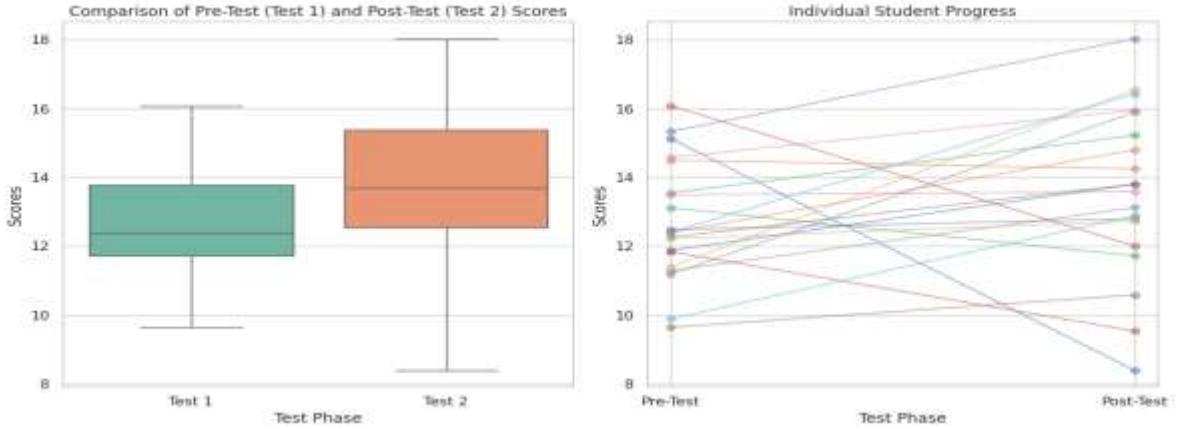
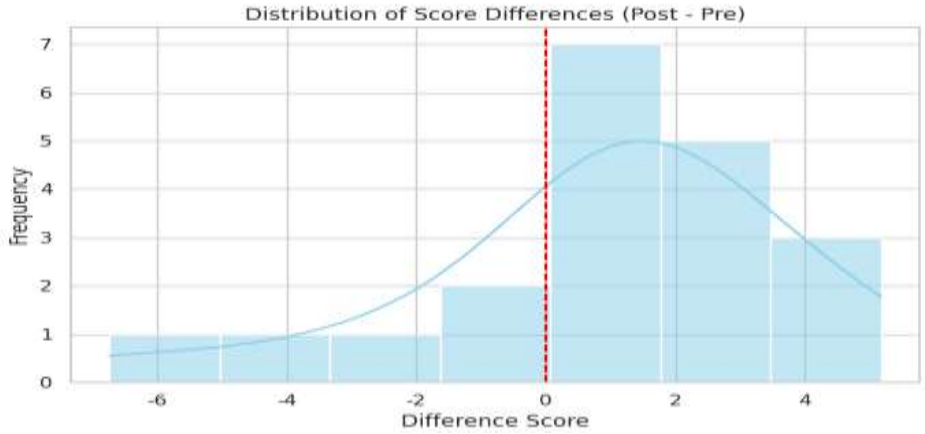
Progress of Each Student (Line Plot)



The line graph shows how the grades of the student fluctuated from their pre-test grades to their post-test grades. You see progress for some pupils and not for others or some of them slightly declined.

Score Differences (Histogram)



This histogram shows the differences between post-test and pre-test scores (Post-Test - Pre-Test). As a result, most of the differences focus closer to zero or very small positives, reinforcing the idea of a trivial non-significant increase.

Paired T-test results (Data Analysis, p = 0.05 in mean) showed that neither English grammar nor vocabulary writing performance improves with the usage of YouTube and Telegram among Iraqi students. Nevertheless, with Cohen's d of 0.3040, the effect size indicates a small to medium positive effect — a tendency to improve that does not reach statistical significance based on the current sample size. As a more comprehensive evaluation of the effect, future studies may need to employ either larger samples, or a longer duration of intervention.

5.Results:

The results of this study follow the following:

1. YouTube, as a learning site, is better than Telegram. 2. The answers students give on Telegram vary more. 3. There’s not much of a difference

between 4th and 5th graders on YouTube. 4. There is a slight difference in grade levels in Telegram use, which supports 4th graders.

6.Discussion: The findings of this research imply that, concerning enhancing of the learning in students, YouTube, compared to Telegram, is more relevant. Because YouTube is interactive and visual in nature, which allows students to engage with multimedia forms of a video, the students will be able to interact with such things as movies, animations and instructions and this is expected to mainly be the cause. These features contribute positively to increase motivation (drive), vocabulary and comprehension. Telegram, however, although beneficial as a form of communicating, may not offer as much organized content. The higher variability in pupil responses suggests that its utility is largely dependent on the way in which teachers and students use it. The findings show that fourth and fifth graders find YouTube as equally effective. Still, scores that were slightly higher for 4th-grade students may mean younger students were more receptive to digital learning tools or were more keen to explore them. The small difference seen in Telegram usage across the grades could imply that 4th graders are more engaged when using the environment, while 5th graders may be less reliant on it or use it efficiently less.

7.Conclusion: The study concluded, that:

• YouTube is better as an instructional resource than Telegram. • Telegram is most useful with its teaching methodology and use as a teacher. • Grade level hardly impacts the effectiveness of YouTube. • Digital platforms might engage younger students more than older ones.

8.Suggestions:

The following recommendations are suggested given the outcome of this study:

For Teachers

- To improve comprehension, include YouTube videos into classroom teaching.
- Methodically create Telegram activities to increase interaction and organization.
- Tell students how to use digital platforms well for school.

For Schools

- Promote the use of multimedia learning resources like YouTube.
- Provide teachers digital teaching approach training courses.
- Help to create digital learning environments.

For Students

- Use YouTube as a further educational tool.
- Rather than passive watching, actively interact with educational material.
- Use Telegram to talk to and work with teachers and other students.

9.Limitations: Although the study indicates useful results about the effective of using YouTube and Telegram on students' performance, still there are some

limitations that affected the reliability and validity of the pre- and post- tests, therefore the results of this study may be limited. The study is limited to:

- The study chose only two classes 4th and 5th preparatory students instead more.
- One school in Al-Diwaniyah city .
- A limited time frame (two weeks) and sample size.

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