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The Perceptions and Attitudes of EFL Learners in Kurdistan Region of Iraq towards Online English Courses

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ABSTRACT

This paper intended to investigate perceptions and attitudes of leaners of English as a foreign language (EFL) in Kurdistan region of Iraq towards English online courses. The paper adopted descriptive analytical method for data collection and analysis, so a purposive sample of 100 students from Raparin University in Kurdistan region was selected and exposed to online courses of English language skills published on Facebook.com. Then, a questionnaire consisted 12 questions was designed and distributed to participants to test their perceptions and attitudes towards such online course. After that, the responses were statistically treated and analysed. This analysis has shown very important results which were used for the discussion. Finally, the paper concluded findings such as the participants have positive attitudes towards using the internet for English language learning, students can benefit from internet and applications as a platform for paring the way for language learning, and successfulness of social media in leading a radical education change and in enhancing competitiveness among students. Also, the paper recommended that universities in Kurdistan should support language learning via technology and necessity of providing computer labs to educational institutions so as to improve language learning skills.

Key words: EFL learners' perceptions and attitudes & English online course.

1.   Introduction

Recent developments in the field computer assisted language learning (CALL) and network learning have led to a renewed interest in the investigation about the role of interaction for online language learning The first serious discussions and analyses of online interaction emerged in the 1990s with Moore's (1989) identification of three types of interaction: learner–content, learner–learner and learner–instructor. Moreover, Hillman (1994) added one more type, which was learner's interaction with the interface of an online courses.

The advancement of technologies has opened vast opportunities for application in education, including language learning. At the same time, it inspires new inquiry about how languages are learnt in cyberspace, one of which is learners' interaction with instructors and peers, including both native and non-native speakers of the target language. The focus of the current paper is to investigate interpersonal interaction in an online English language learning environment at University of Raparin in Kurdistan Region of Iraq.The interaction has increasingly become one of the most critical elements of learning experiences, both in traditional

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face-to-face and online learning environments in an online environment, due to the separation of time and space, instructors and learners have to rely on technology to interact with each other synchronously or asynchronously for different teaching and learning purposes. The integration of Computer-Mediated Communication (CMC) into the teaching and learning of languages has proven beneficial to both instructors and learners.

2. Methodology

The paper adopted descriptive analytical method for data collection and analysis, so a purposive sample of 100 students from Raparin university in Kurdistan region was selected and exposed to online courses of English language skills published on Facebook.com for three months during which a page was created and the access was open for the students after invitations were sent to them. Then, a questionnaire consisted ten questions was designed and distributed to participants to test their perceptions and attitudes towards such online course. Next, the responses of the participants were statistically treated and analysed. In general, it is found that majority of the students have had strong desire to learn English language by involving in the online courses through which they could develop their communication skills.

3. Literature Review

There is a considerable amount of literature related to interaction in online learning in general and in online language learning in particular. To date, there has been an agreement among researchers that interaction is critical and forms the basis of effective practices in online learning environments In online language learning, it has been reported by a number of researchers that interaction helps increase confidence, motivation and ability for learners to communicate with peers, especially with native speakers of the target language they are studying. In the Kurdistan Region, in this specific setting of this study, English is a foreign language. Thus, language learners have limited opportunities to practice what is taught, especially with native speakers of English. In this context, language teaching institutions have increasingly sought to provide learners with online learning courses so that they can interact with content, peer and instructor – the three main types of interaction, Moore (1989).

3.1 What Online Courses Can Do for EFL Leaners

Learner–Interactors Interaction

In online courses, language learners can connect with their instructors through a variety of platforms such as emails, gatherings, blogs, wikis, social stage and videoconferencing (Goertler, 2009) and (Sharma, 2010). This interaction can be synchronous in case learners and instructors are not banished by time zone and scholastic calendar (Wu & Marek, 2013). Also, it can be *Asynchronous* since learners, particularly starting ones, may need more time to think and compose to their instructors in the target language (Chen et al., 2010). However, it is proved from past studies on CMC-based interaction that developing instructors' skills to back language learners' interaction with content and learner–learner interaction is basic (Ernest et al., 2013) and (Yang, 2011).

Not at all like in physical environment, learners' online interaction with their instructors is prevented by different elements, a few of which are beyond their control; for case, instructor's accessibility of time, interaction inclination and their conviction in the commitment of online interaction for language learning. What language learners anticipate the most from their instructors would be input, particularly provoke, specific and helpful input to learners' verbal or composed works (Alvarez et al., 2012; Graham, Cagiltay, Lim, Craner, & Duffy, 2001; Lee, Srinivasan, Path, Lewis, & Lopez, 2011).

Compelling online instructors are the ones who know how to stage for the learning to happen, and to make a energetic learning community in which the learning happens independently. Effective online instructors ought to hence interface their learners, particularly with native speakers or amazing speakers of the language they are studying, so as to increment learners' inspiration in learning languages online (Wu et al., 2011). In this setting, the language instructors confront many challenges, not fair in educational move (from conventional to online) but too specialized, mental and online

encouraging skills in network to advance significant interaction between the learners with content and peers (Compton, 2009; Ernest et al., 2013; Sun, 2011).

Community of Inquiry model in online interaction

In the later century, with the fast improvement of technology and communication, technology has made an unused brand learning interaction for learners based on the online strategies. In their contribution, Battalion, Anderson and Archer (1999) recommend a model to degree results of the learner and instructors interest in a online course. To date this Community of Request (COI) model has served as the hypothetical system for numerous thinks about in online learning (Rourke & Kanuka, 2009). The system comprises of three-key elements ; to be specific social, cognitive and teaching presences.

Social Presence

Social presence is addressed to Garrison et al.. (1999) as "the capacity of members to venture their personal characteristics into the community, there by displaying themselves to the other members as serious people" (p. 94). According to social presence theory, "social presence is the feeling that other performing artists are mutually included in communicative interaction" (Walther, 1992, p. 53). In his study, Kehrwald (2008) expressed that social presence is synonymous with quality of personals, and "it is personals who make online learning environment productive" (p. 99).

In an online environment, due to the need of non-verbal communication, social presence is a significant component to offer assistance learners feel less confined (Volery, 2001; Astute et al., 2004), and get to know other learners. (Yildiz, 2009).

Clearly, the sense of presence may be various from that in the serious world where frank learners may overwhelm interaction. This might not be the case in the online where bashful learners may be more sure to express their contemplations and sentiments. The sense of presence can incorporate two interrelated elements: being there and being together. (Lehman & Conceiç aõ -Runlee,

2010). Having solid presence online is the result of energetic behavior or activities such as responding to a post, uploading a photo or changing an avatar. In other words, a learner with solid presence online does much interaction with content, peers and instructors.

By utilizing various tools to be effectively model , learners steadily have a more grounded sense of community (Ernest et al., 2013). Other than, this gives more opportunity to the learner to express his possess ideas online better than in the course, as it was said this has given an opportunity for modest students to connected more effectively in online platforms.

Cognitive Presence

According to Garrison et al. (2001) , cognitive presence is "the extent to which the participants in any particular configuration of a community of inquiry are able to construct meaning through sustained communication" (p. 11). The studies that use COI as a theoretical framework claimed that cognitive presence is the heart of instructive experience and it is related with social and educating presence (Garrison, ClevelandInnes, & Fung, 2010; Rourke & Kanuka, 2009; Shea et al., 2010). In the COI model cognitive presence is model n in four stages, beginning with a activating action in which learners identify issues to be solved.

This is taken after by the investigation stage where learners reflect the problems exclusively or collaboratively. In the third stage, learners model their capacity to develop implications from ideas that were developed in the past stage. At last, learners apply new information in instructive or work contexts.

A serious challenge for the researchers utilizing COI as a hypothetical framework is that it is difficult to discover clear occurrences of cognitive presence (Rourke & Kanuka, 2009; Shea & Bidjerano, 2009a). On the one hand, thinks about that used study or learners' transcripts extricated from talk gatherings claimed that learners could not reach higher phases of cognitive presence (Army & Cleveland-Innes, 2005; Kanuka, Rourke, & Laflamme, 2007; Schrire, 2004; Stein et al., 2007). A

study by Alavi and Taghizadeh (2013) indeed conclude that cognitive presence did not satisfactorily happen in the virtual English centers of their studies.

Though, the studies by Shea and Bidjerano (2009a) and Ke (2010) uncover that learners could reach the most elevated level of cognitive presence, particularly when they are helped to pick up consolation and confidence in online discussion.

Teaching Presence

In online learning, teaching presence comprises of two common functions: plan of the instructive involvement and essential presentation of course content (Army et al., 1999, p. 89). Educating presence is the slightest investigated sub component in the COI model , in spite of its vital part (Arbaugh & Hwang, 2006; Dringus, Snyder, & Terrell, 2010). While social presence capacities as a bolster for cognitive presence, teaching presence has a very imperative part to play in advancing both social and cognitive habitations so that educational targets can be realized. Educating presence ought to be the catalyst for the other two habitations (Ke, 2010). In the COI model, an instructor's teaching presence is model n through three roles:

Educational pattern and organization.
Discourse facilitation.
Direct education. (Garrison et al., 2001).

The presence of instructors occurs even before an online course starts because of their contribution to the development of course content and design, together with computer experts When the course starts, the instructors' clear instruction on how to use it, their facilitation for learner–content and learner–learner interactions are crucial to ensure achievement of study outcomes (Anderson, Rourke, Garrison, & Archer, 2001). Researchers have agreed that teaching presence is a significant determinant of learner-perceived learning usefulness, satisfaction and sense of community (Garrison & Cleveland-Innes, 2005; Swan & Shih, 2005).The correlation between the above three presences has been investigated by many researchers, who used different analytical tools such as exploratory factor analysis, structural equation model, and chi-square

automatic interaction detection (Garrison et al., 2010; Shea & Bidjerano, 2009b; Shea et al., 2010). The results of these studies seem to conclude that a combination of social and teaching presence could result in cognitive presence.

3.2 Previous Studies

Since the starting of CALL, attention has been paid to the development of materials inserted in an online course to cultivate learners' large-scale language skills (listening in, talking, perusing and writing) and language zones (e.g. language structure and articulation). With the support of both computer agents and language teachers, online language courses have been able to provide learners with various activities or work out types such as different choice, coordinating, point-and-click, or basic shape filling. Most of the works out are patterned with task-based education which is conducive to moment language learning (Bolliger & Wasilik, 2009). The basic theoretical viewpoints for this CMC information al incorporate the Interaction Theory (Long, 2006), Sociocultural Point of view by Vygotsky (1978), Yield Speculation (Kuo, Walker, Belland, et al., 2013).

Cognitive Perspective (Liang & Wu, 2010), and Constructivism (Kim, 2001). One of the key concerns regarding the application of theories for CALL was that different researchers have used different theories to interpret similar data (Blake, 2011; Levy & Stockwell, 2013). For example, an interactionist approach has been used by various researchers to analyse language learners' exchanges of information , including the use of videoconferencing, for the negotiation of meaning in the language learning process (Fernández-García & Martinez-Arbelaiz, 2002; Yanguas, 2010). Conversely, sociocultural theory, which emphasizes social collaboration for language development with a focus on comprehensible outputs, has been used by other researchers to analyse online interactions among learners (Darhower, 2002, 2007; Wang & Vasquez, 2012).

A few studies have been conducted on the use of computer to teach specific macro language skills. As for perusing, observational thinks about

have claimed that technology enhances learners' comprehension of inputs (Taylor, 2009).

Additionally, Marzban's (2011) consider on how CALL makes a difference in Iranian learners of English upgrade their perusing skills model n that learners who were taught by CALL could altogether perform much better than those who were instructed through conventional teacher-centered approach. Another study by Lan, Sung and Chang (2007) proposed that learners' reading skills could be moved forward through the use of portable gadgets.

Comparably, Murphy (2010) and Hsieh and Ji (2013) uncovered that learners could construct up their perusing skills and that their perusing comprehension could be advanced through computer-mediated criticism. Although these studies and numerous others have detailed the benefits of using computers to move forward learners' perusing skills , there are still numerous issues that require advance examination, such as the part of affective factors (intrigued, inspiration and perusing reason) in online reading, and the use of interactive media such as video diversions, movies and emerging technology s (Abraham, 2008; Shawback & Terhune, 2002).

With respect to listening skills , computers permit capacity of both video and sound records for learners to listen in and do going with errands. That is to say, the learners have a variety of choices to listen/watch with or without looking at the subtitle or transcript, and to get moment feedback from the computer for their performance. With extra functions such as speedier and slower buttons, learners can be in full control of doing the errands based on their level of listening in capability.

The use of computer and internet technology has been proven to make learners' listening in comprehension more successful and proficient. (Roussel, 2011). Studies by Brett (1997), Klassen and Milton (1999), Fotos and Browne (2004) and Lee (2007) have uncovered that learners' ability to get it verbal messages is significantly upgraded with computer-based and internet-based listening in activities. Moreover, learners can download sound records and store them in their convenient devices

such as MP3 players or smartphones and hone listening in whenever and wherever they wish. (Bryan & Hegelheimer, 2007).

One of the contributing elements for the superior aural skills was attributed to learners' application of diverse procedures while doing the listening in assignments. (Roussel, 2011). These procedures can be process d to learners of diverse levels (fledgling, middle of the road, progressed) so they are in full control of doing the listening in assignments most successfully and efficiently. At the same time, there are numerous other factors that may either advance or ruin learners' use of internet -based materials to develop their listening in skills. These incorporate their inspiration and proficiency in utilizing technology for language learning. Such as avoiding to squander time, particularly while traveling or unwinding a few learners lean toward to memorize few words and hone them over and over in their relaxation time.

When learners are propelled, they tend to apply diverse techniques to make to most of accessible materials on the internet; while their proficiency in technology has significant affect on their uneasiness, and listening yield in like manner (Chen et al., 2013).Writing is one of the productive skills that has been instructed online through different implies. There are totally online courses that offer learners the key angles of composing traditions extending from language structure and word utilization to the process of composing an scholarly exposition (Klimova, 2011). The nature of the skills needs unmistakable input from the learners themselves (as authors) as well as input from peers and others (as readers), so the use of wikis and blogs have been broadly connected (Ducate & Lomicka, 2008; Gass & Mackey, 2006; Lee, 2010b; Taki & Fardafshari, 2012). The application of progressed technology has moreover made prompt corrective and focused on criticism conceivable (Dodigovic, 2007) and learners' recurrence of altering their possess composed works increments (Yoon, 2008).

One of the challenges to successfully educate composing online is for the instructors emigrate from onsite or face-to-face classrooms to

an online environment (Warnock, 2009). On the one hand, the movement should be able to offer assistance learners accomplish as great learning results as in conventional settings. On the other, it ought to not make as well much burden for the instructors, particularly in stamping learners' pieces of writing. The instructors might use various academic techniques in providing comments to learners' composed work, one of which was corrective criticism. In any case, study by Loewen and Erlam (2006) model ed that there was not noteworthy learning as a result of online corrective input from instructors. So also, the results of the consider by Dekhinet (2008) has model n that there are numerous issues related with giving remedial feedback to learners. In this respect, Gibby (2007) expressed that instructors require to clarify the learners' mistakes when giving feedback to their composed work. In expansion, learners themselves should perform self- and/or peer evaluation of their work some time recently sending it to instructors for suggestive input (Guasch, Espasa, Alvarez, & Kirschner, 2013).

Another beneficial skill in language learning, talking skills, has too been made conceivable in online courses. It has been claimed in the writing that with technology, learners can move forward their pronunciation capability and talking skills appropriately (Carey, 2004; Chiu et al., 2007; Hardison, 2004; Leather treater & Landon, 2009). Because, technology has no insufficiency in reiteration, this gives a scope to the learner to listen in once more when wanted for practicing way better pronunciation.

The use of automatic speech recognition (ASR) technology enables online learners to lock in in talking hone. More specifically, learners can listen in to test words or sentences and repeat them. This kind of elocution preparing is frequently more esteemed by starting learners than by middle or progressed ones who need other viewpoints of verbal skills, for illustration communication strategies, open talking competencies, and so on (Chiu et al., 2007; Harrington & Require, 2001). From this see, a learner can hone his pronunciation without an instructor, which implies making an opportunity for

developing language skills speedier than in confront to confront interaction.

The state-of-the art ASR technology can provide the learners feedback by telling them scores of their performance, as seen in the following illustration. There are two fundamental issues with current ASR technology. Firstly, a few discourse recognizers have moo level of accuracy; that is, they do not accurately assess learners' verbal performance since of equipment or computer program issues (Carey, 2004; Chiu et al., 2007). Furthermore, subjective criticism cannot be given to learners about their performance. It is not conceivable for the computer to tell the learners particularly which word(s) they mispronounce, or on the off chance that they have issues with word and sentence stress. Hence, subjective input from the instructors or peers is still needed. In spite of these concerns, online talking hone has a number of preferences over the face-to-face mode. For case, learners can hone at ease without being perplexed of 'losing face' It is too a incredible environment for those who seldom have opportunities to connected with local speakers of the language they are studying. To date, most researchers claim that the application of ASR technology outputs positive states of mind from learners. Another positive aspect of online verbal skills is learners' capacity to use talked language appropriately in diverse communication settings. study by Chiu, Liou and Yeh (2007) uncovered that online branching hone could be patterned to offer assistance learners improve their capacity to use fitting speech acts in diverse settings, in spite of the fact that this type of hone did not help move forward learners' clarity of their speech.

In an effort to provide learners with more personalized direction for their interaction with content, phonetic and computer agents have collaborated to create brilliantly computer helped language learning, or CALL (Segler, 2007). This progressed framework investigates the use of common language preparing (NLP) technology to analyze learners' input and individualize their learning in like manner (Amaral & Meurers, 2011). Various iCALL frameworks have been created for the educating of such languages as English, Japanese,

French, German and a few others (Amaral & Meurers, 2011; Gamper & Knapp, 2002). As said prior, criticism is pivotal for compelling language learning. The more point by point the criticism, the more profound information approximately language a learner can obtain. In CALL, three primary approaches of feedback can be implanted in the framework: pattern matching-based approach, statistical-based approach, and rule-based approach (Shaalan, 2005).

Each of these approaches has its focal points and impediments but it was commonly accepted d that the rule-based approach can perform nitty gritty examination for both well-formed and ill-formed answers (Amaral & Meurers, 2011; Shaalan, 2005). The run the model-based approach not as it were increases in value learners' redress answers but too gives more detailed clarification of learners' off-base answers so they can learn from their mistakes. Thus, learners can secure more phonetic information amid their perusing, language structure or lexicon works out. Recently, the enormous open and online course (MOOC) and open education asset (OER) developments have advertised unreservedly available online resources for learners of all disciplines, counting languages (Audsley et al., 2013; McAuley et al., 2010). There are numerous points of interest of utilizing open and online resources , a few of which incorporate openness, adaptability and the support of self-paced learning (Bruff et al., 2013). In expansion, Salmon (2011) has suggested that the use of open resources could dodge tall consumption by instructive teach on content evolution and copyright.

In Kurdistan, speakers and students can moreover make use of numerous free and open resources. For case, there are a tremendous number of ICT tools for language instructors and learners to instruct and learn large scale skills in regions such as YouTube, Instructor Tube and confront book. Therefore, there is still a trust and chance for those learners who wish to learn exterior of the lesson and autonomously or with the bolster of a instructor from an online course.

4. Analysis and Discussion

Since this paper aimed at investigating the perceptions and attitudes of EFL learners in Kurdistan region pf Iraq towards online English courses, this section is devoted to the analysis and discussion of the collected data. In the beginning, a Facebook page was created titled as "Learning English via Online Courses, with Hazhar Ramadhan, **see figure 1 below**. The course was organized and supervised by the researcher. This page is similar to other Facebook English pages that are used to promote English language learning and teaching among the selected group of participants of the course. But this page gave more freedom to the participants to express their own ideas and perspectives, commenting and chatting among the participants was motivated to let them improve their English gradually.

Figure (1) Course Title on Facebook

This online course covered language skills (grammar, reading, listening and writing) and provide activities, **see table 1 below.** This page allowed participants to practice and interact in an effective network. The main purpose of the course was to expose the students to online learning environment and make them familiar with its tools.

Table (1) Course activities for the three months

Skills	Grammar	Reading	Writing	Listening
Number of Activities	754	591	870	432

4.1 Analysis of the Participants' Responses

The questionnaire was sent through emails and via a Facebook group electronically this method of using social media saved time to reach the participants easily, and it was also cheap in terms of financial cost. The online questionnaire consisted of 12 questions, two general questions and 10 specific questions regarding the online course, in which the students involved. Forty students (40) have

HAZHAR RAMADHAN AHMED

participated, although the online course was open for more than 100 students but the sample was limited to forty participants, and among 40 respondents (19 Females) with ratio of 47.5%, while (21 males) with ratio of 52.5% were male participants.

In the age group in this questionnaire, 43.9% of participants were in the age group of (18-22), 42.9% were in age group of (23-27), while only 13.2% were in age group of (28-32), this shows that majority of participants were in their young age between 18-27, which have shown their desire for more tech-learning and social media involvement with learning process typically for foreign language learning like English Language during their years in University.

Question 1 what makes online English courses successful when most online courses are not?

The participants have chance to choose a factor for the success of online learning courses. According to the data, 45.2% of the participants said (cheap in cost) for them price was priority in online learning, following 31% of participants mentioned that (accessible at desired time) freedom of learning at a desired time was crucial for them, on these two variables, (lack or restrictions and instructor's flexibility) both got 11.9% for each. This shows that cost and fee of learning is an important factor for students at university, and this has strong correlation with students' socio-economic background.
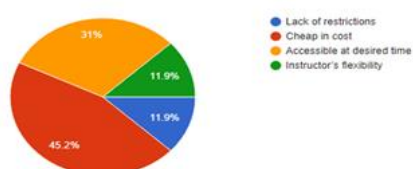

Figure (2) Online English Learning Successes

Question 2 why many students are not successful in completing online course to learn English language?

According to the students' choice lack of academic accreditation was the main reason for failure of continuing learning a foreign language like English thus 38% voted for this. While 31% of students have chosen lack of access to the Internet as a barrier for learning English Language and 31% mentioned that lack of face-to-face interaction was the main serious reason for their failure in learning English via online. *(See figure 3)*
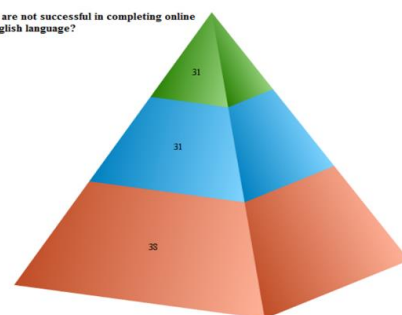

Figure (3) Lack of student interest in continuing online learning

Question 3 how often do you use the Internet?

The main purpose of this question was to know if students are interested in following the Internet or not, it shows that 38% of students are online (1-3 hours), and 32% said they use internet (3-6 hours), and 10% mentioned that they use internet (6-9 hours), 5.1% stated they use the Internet (9- 12 hours), 4.9% confirmed using internet more than 12 hours. This question shows that every student uses the Internet on daily bases more than an hour, as no one mentioned "less than an hour" as their choice. *(See figure 3)*
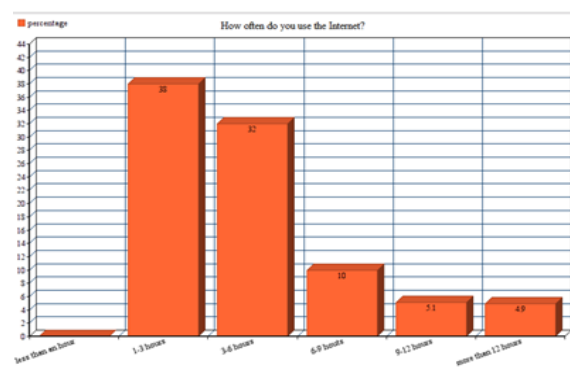

Figure (4) Average use of the Internet by students
question 4 Was the Facebook serving the purpose of learning English language effectively?

HAZHAR RAMADHAN AHMED

For this statement 55% of the students agreed on the statement, 20% of students were neutral, 14% strongly agreed with the statement, 8% strongly disagreed and 3% disagreed with the statement. This has proven that majority of students were positive that Facebook as a social media tool supports learning English language effectively. *(See figure5)*
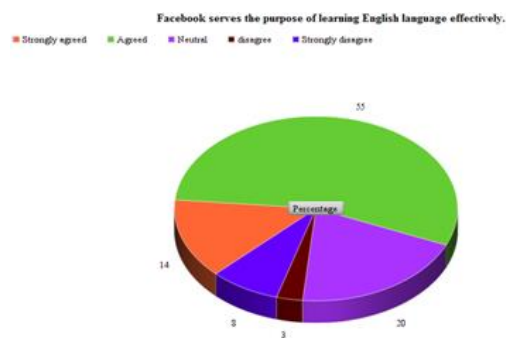

Figure (5) Effect of Facebook on learning English Language

question 5 Do you think this online course offer you enough opportunities as a student to promote your English language skills more?

For this question 50.4% of the students are majority said this online course support the students in English language learning and it promotes their desire to learn. Adding, 26.6% of students mentioned that this online course was extremely crucial for promoting English language skills, whistle 23% of students said that it has no effect at all. In fact, learning English language via online is valued positively as 77% of the students were in line with the notion that this specific online learning course offered them opportunities to learn, and this gives credit to this research study, which was effective and valuable for students' learning skills in English language. *(See figure 6)*
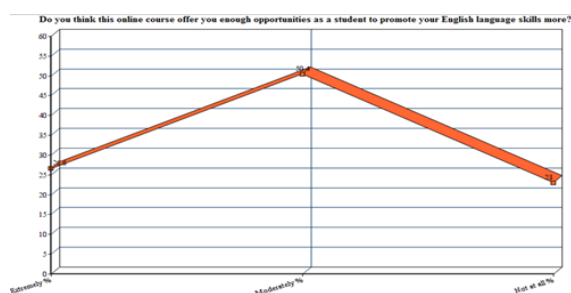

Figure (6) Online learning as an opportunity to learn English Language

Question 6 Do the online courses make you more interactive and confident in communicating with others in English at the end of this course?

This question was asked to know if students' confidence increased in communicating in English after taking part in this course. According to the data 50% mentioned that this course enhanced their interactive and confidence skills, 17.5% said to a great extent, while 25% of the students said it has very little effect, and 7.5% stated that is has no effect at all. (See figure 8)
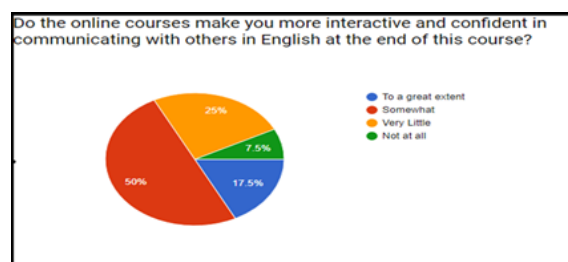

Figure (8) Effect of online courses on communication and instructiveness

question 7 Do you think that using an online course tools such as Facebook help you practice English language sufficiently?

This question aimed to investigate the effect the effect of Facebook on learning English language, and the view of the students on online learning. In responding to this question 40% of students said to a great extent, 30% argued that somewhat it affects, 25% said very little, and 5%admitted that Facebook has not helped them in practicing English but 30% been negative while 70% of the students agreed that Facebook has effect on learning English and improving it, and this question was specified to this online course and its effect, the data shows that 70% of the students agreed that this course affected their English language skills. (See figure 10.)
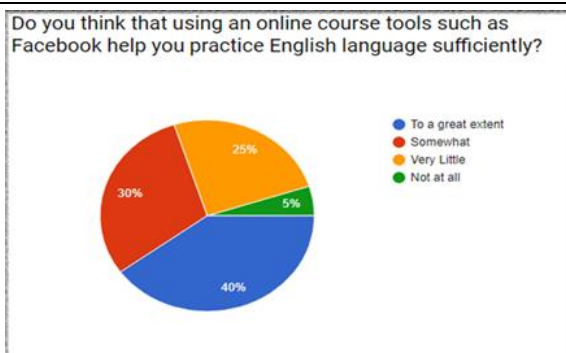
HAZHAR RAMADHAN AHMED

Figure (9) Effect of Facebook on English Language proficiency

Question 8 After participating in this online learning course, do you have desire to take other online learning courses to improve your foreign Language skills?

This question aimed to realize if the students have desire take part in other online courses to learn. According to the data 60% of the students said they will definitely take other courses to improve their foreign language skills, 37.5% said that they will probably take part in more online courses, whistle only 2.5% of the students said they do not want to take part. Importantly, 97.5% of the students have desire to take part in online learning this shows that this course has positive academic effect on promoting students' desire for online learning. (See figure 3.11)
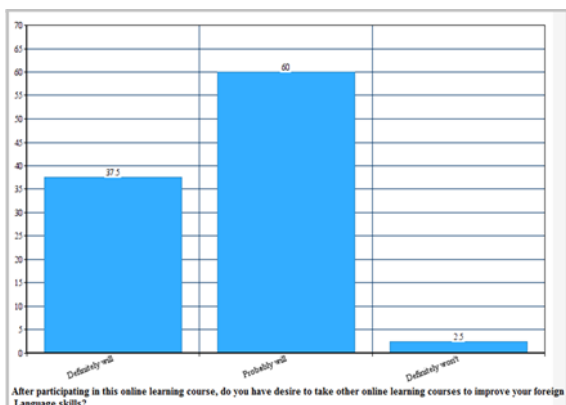

Figure (10) Desire to Take Part in other Online Courses in the Future

Question 9 How do you evaluate the content of this online English learning course?

This question asked to know if the students were satisfied with the content of the course or not, 22.5%

of students said extremely important, 57.5% said it was very important, 15% were neutral, 5%said it was slightly important, while not one confirmed that the content was 'not at all important.' The data has proven that 80% the majority of the students were satisfied with the content and activities during this online course for learning English language. (*See figure 11*)
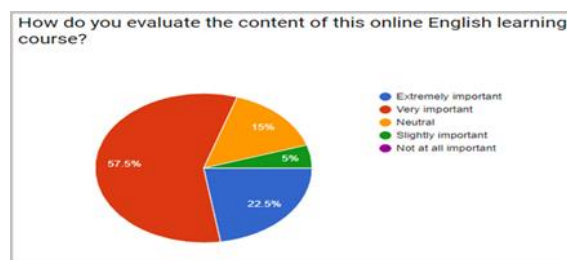

Figure (11) Evaluation of the course

Question 10 What should be done to promote online learning especially for foreign languages such as English in the Kurdistan Region?

This question asked to get feedback from the students about what to be done to promote online learning in the Kurdistan Region. Noted, 22.5% of the students said that accrediting online learning is a key tool for promoting online learning in the Kurdistan Region. 60% of the students said opening more online learning channels in the universities would help in developing and promoting online learning. And 17.5% of the students mentioned designing some e-learning classes and course for universities students would support and promote online learning in the Kurdistan Region. crucially, 60% of the students agreed that more online learning tools and courses are needed to support online learning for English language in the region. **(See figure 12)**
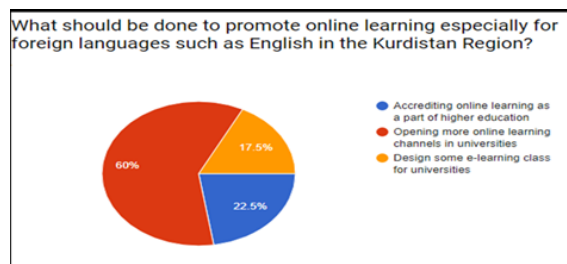

Figure: (12) Ways to Promote Online Learning for Foreign Language in the Kurdistan Region

HAZHAR RAMADHAN AHMED

5. Conclusion and Recommendations

This chapter has discussed and summarized the data regarding English language learning via the online courses. This chapter has discussed the data analysis, data collection method, the findings, further directions, and research implications. This chapter was the empirical data of this study which was on online English language learning with the support of Facebook. Based on the data the researcher deems that social media supports language learning and it may be regarded as a tool for learning foreign languages. This study proves that Facebook offers a range of tasks that assist students in language learning at the university level.

5.1 The Findings

1) There was an obvious effect of using Facebook on improving the students' level of learning English Language.

2) based on these finding, the researcher recommended that teacher should give more emphasis to the use of Facebook in teaching English Language and cooperate with other teacher to create groups of more students from different places (schools and universities) so the researcher recommended that student should not worry too much about their mistakes because mistakes are inevitable and can learn from these mistakes through Facebook groups,

3) Finally the researcher found that teachers need to organize training and workshops for training teachers how to teach English Language perfectly through face book groups, (open and close groups.

5.3 Recommendations

1) Universities in the Kurdistan Region have to support language learning via online tools this could be done by giving accreditation to online learning especially for language learning.

2) Teachers should support in encouraging students to participate in online learning courses not only for languages but for other academic purposes.

3) Ministry of Higher Education and Scientific Research have to support and promote English language learning by enforcing more online learning channels ..

4) Computer labs to be used for promoting online learning for languages, and to be opened for students who lack tech-devices for improving their language learning skills.

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