

Investigating Iraqi EFL Teachers and Students' Perceptions on Using Web-Based Learning Strategy in Learning English

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Abstract

The Present study is intended to investigate Iraqi EFL teachers and students' perceptions towards using web based learning strategy in learning English. In addition, it is meant to identify frequency of the teachers and students' use of language skills and other aspects of language in their web based learning. Moreover, the current study is intended to unearth the obstacles that are encountered by Iraqi EFL teachers and students in using web based learning. In order to amply conduct the study the researcher has utilized a quantitative method and descriptive approach to collect, analyze data and present findings. The researcher has utilized questionnaires as an instrument to collect data. The populations of the study are EFL teachers and students at Babylon Governorate for the fifth preparatory grade of both genders. The sample size of the study is consisted of 150 teachers and 220 students. Questionnaires are developed, based on five points Likert Scale, for both the teachers and students separately to collect data. Collected data is analyzed through the use of SPSS 26 to obtain results. The findings of the study indicate that Iraqi EFL teachers and students have positive and approving perceptions towards web based learning. It is further made known that teachers as well as the students utilize speaking, grammar, listening and reading as language skills sometime in their virtual classroom but both of them hardly utilize pronunciation skill.

Keywords: Iraqi EFL Teachers, students , Perception, Web-Based Learning Strategy , Learning.

Introduction

The advent of internet and technology has greatly influenced the mode of content delivery in the classroom which has turned into virtual classroom especially in case of language learning. There have been numerous studies which have been conducted with regard to the role of web based language learning which have asserted the collaborative and resourceful language learning. Keeping in view the numerous benefits that web based language learning offers. The concept of social distancing and restrictions imposed due to pandemic has severe effects on learning and teaching. Institutions remained closed and both teachers and students remained away. In order to fill that gap there was a radical change that occurred with regard to the mechanism or strategy of learning. It was mainly shifted to

web based learning.

Selecting a suitable teaching method is one of the basic keys to the success of any teaching program. In Iraq, the educational methods used in learning and teaching still traditional methods and do not cope with the sudden changes and circumstances especially covid-19 pandemic. Muftah (2018: 235) highlights the role of internet and web sites to learn English in her study as a “popular way to learn English because it is convenient as well as entertaining. It saves a lot of time. Some websites present good illustrations to learn English. A few websites provide entertaining games and online language exercises to attract learners' attention thereby helping them learn English effectively”. The advent of web surfing has brought about a new trend of English language learning which is based on independent mode of learning and it is gaining prominence with the passage of time especially during and after covid-19 period.

There are web sites which have resourceful of materials with regard to the different aspects of language learning i.e. reading, writing, listening and speaking abilities in the form of audio and video. Abbood & Dakhil (2021: 136) evaluate Iraqi EFL teachers as well as students' perception towards the utilization of technology in EFL classrooms and come up with the findings that it is equally effective for both the teachers and the students. While Rahimi & Yadollahi (2011: 206) emphasized this fact as “the older EFL teachers had higher level of computer anxiety and hence, they incorporated ICT tools in their instructional practices less than younger teachers”. Adekola et al. (2018:65) argue that numerous modern technological tools are helpful for language learning skills especially where learners acquire a foreign language.

An Iraqi educational system comprises conventional teaching methods and online system has not yet deployed in a true sense. Both teachers and students face problems in the online educational system. However, it has some advantages over the conventional teaching methods. In the Iraqi education school system, teaching of English language to students is a difficult task especially through online classes. Subsequently, the present study investigates the perceptions of both teachers and students with regard to the usage of web based strategy in learning English in Iraq. (Hasan et al., 2022; Dehham et al., 2020 & Bairmani et al., 2021)

Objectives of the Study

This study aims at:

1. investigating Iraqi EFL teachers and students' perceptions towards using web based learning strategy in learning English.
2. identifying the frequency of the teachers and students' use of language skills and other aspects of language in their web based learning.
3. exploring the obstacles that encountered Iraqi EFL teachers and students in using web based learning.

Research Questions

Research questions of the study are as follows:

1. What are Iraqi EFL teachers and students' perceptions toward using web based learning strategy in learning English?

2. How often do EFL teachers and students use language skills and other aspects of language in their web based learning?
3. What are the obstacles that encounter Iraqi EFL teachers and students in using web-based learning?

Limitations of the Study

The present study is limited and restricted to

1. EFL teachers and students at Babylon Governorate for the fifth preparatory grade.
2. The academic year 2021-2022.

Significance of the Study

The present study is hoped to be significant enough as it is related to investigate the perceptions of both the teachers and the students with regard to their views about web based learning especially in an era of covid-19 pandemic when face to face learning is hampered. Ministry of education and curriculum designers may take advantage of this study in order to overcome the obstacles to integrate technology in teaching and learning English effectively. It can assist curriculum designers to redesign and add some type of materials in the syllabus in applying any web based learning course according to the students' needs and interests. It will provide students as well as teachers new way of teaching and learning other than face to face. It will act as a study guide and manual for literature review for the aspirant researchers in the field of ELT.

Literature Review

Definitions and Concepts of Web Based Learning

The concept of web based learning has attained a prominent place among instructional horizon in the last few decades. It has gained even more prominence during the period of covid-19 when there is a discontinuity of physical or face to face instruction. Web based learning is an inclusive mechanism to teach and learn. Web based learning derives its meanings and concepts from related terms such as online, email, web and virtual classroom. More precise and specific concepts are derived from subsequent technical definitions. Web-based learning is a type of learning in which electronic devices are used for teaching and learning purposes (Yacob, et al., 2012:94). Zabadi (2015:14), argues that web based learning makes use of electronic technologies for teaching, learning and assessment purposes. Sampson (2003:104), argues that web based learning is a type of independent learning in which a study happens through asynchronous communication. Anderson (2011:130) indicates that teachers can update online material at any time and students can see modified material instantly in web based learning. (Abbas et al., 2018 ; Rahoomi et al., 2019 & Kareem et al., 2019))

Raid (2017:47) mentions that web based learning is a method of teaching and learning that makes use of digital communication technologies, such as various audio and video instruments, an internet connection, a digital repository, and an online platform. Tsai & Machado (2002:2) state that web-based learning is associated with learning materials delivered in a Web browser, including when the materials are packaged on CD-ROM or other media. Hiltz and Turoff (2005:56) point out that web based learning is the improved version of distance learning. Son (2007, p:22) mentions that WBLL is learning language through the use of the Web and exploiting Web materials, resources, applications or tools. Wasim et al., (2014, p 447) defines Web based learning as an online learning or e-learning because it includes online course content. Discussion forums via email,

videoconferencing, and live lectures are all possible through the web.

Need, Advantages & Challenges in Web Based Learning

The need and utility of digitalization has taken over every sphere of life and education being the most paramount feature of human life cannot be left behind from being reformed and in line with the need of the hour. This concept has been supplemented by various researchers who have shown the need and value of digitalization of instructional mode. Even the current situation of covid-19 pandemic also supported the views that are propagated by various researchers. Chumley et al. (2002: 86) support the view that web based mode of instruction is beneficial and effective with regard to teaching and learning. Chin & Callaghan (2013: 93) develop web based material for the professional enhancement of social studies instructors. The most useful tool that makes web based instruction essential is its ability to be carried out irrespective of spatial and temporal boundaries (Kinshuk et al., 2003:63 ; Hussein et al., 2019 & Hammad et al., 2018).

Another need of web based learning is that it provides unlimited resources as well as opportunities to the learners especially the language learners (Kern & Warschauer, 2008, p. 281). The biggest advantage of web based learning is that, unlike face to face learning, it attracts the attention and captivation of the students to a great deal. It has also made learning flexible, easy and within the access of everyone. It has also reduced the cost of instruction to a great deal (Truluck, 2007). Another significant factor that makes web based learning more famous is that it enables students to be more confident, independent and self-sufficient (Fall et al., 2005: 847). It enables a wide range of resources and study materials to the learners. Learners can choose course and style of learning according to their own terms and conditions (Eklund & Sinclair, 2000: 165). Students have access to multiple opportunities to learn in terms of learning platforms, strategies, resources and techniques that they can access to solve their study related issues (Nola et al., 2005, p. 343 & Ali et al., 2019).

Though there are numerous benefits of using web based learning yet there are studies which have the findings that there are problems and challenges as well in this mode of learning. Lack of training, overestimation of the students' skills and overconfidence are the chief challenges that can disrupt the entire process. Technical issues are yet another challenge that diminishes its benefits to some extent. Rasheed et al. (2020: 2) have highlighted that this shift has created a sort of restlessness among all the stakeholders i.e. the students, teachers and institutes. To them, lack of technical awareness among both students and teachers is yet another major hurdle in a process of digital literacy. Mahyoob (2020: 351) conducts a survey based study and the findings of the study indicate those EFL students' face communicative, technical as well as academic challenges. He sums up his findings as "most learners are not satisfied with continuing online learning as they could not fulfill the expected progress in language learning performance." Ignatow & Robinson (2017) raise another issue and that is the outcome of low economic results in low and poor digital competence.

Teachers & Students' Perceptions

Teachers find themselves as novices when first teaching online. In some cases, it could result in an opposition towards online teaching. Overall, there is solid evidence that online learning is at least as effective as the traditional mode of learning (Obeiah, 2021: 185). Teachers perceptions in a study conducted by Navarro and Shoemaker (2000) indicate that the learning outcomes in Virtual Classrooms are equally good as were in conventional face to face classroom despite the change in background and mode of teaching. Nambiar (2020) in his study

indicates that interaction and communication among teachers and students is one key area that has given teachers the satisfaction they require while switching towards virtual mode of teaching. Giovannella (2020) carries out a study in Italian school contexts and the findings indicate that there is a need for teachers of professional training to be familiar fully with virtual mode of teaching yet teachers have shown a positive response towards virtual mode of teaching.

Ramij& Sultana (2020) in their study highlight the key obstacles that teachers encountered in Bangladesh like: lack of technical assistance, expensive equipment and unstable internet connection along with economical problems. Rahim &Sandaran (2020) conduct a study in order to get to know Afghan teachers perceptions and the findings of the study highlight that though teachers have familiarity with digital tools, yet there are challenges such as lack of electricity, lack of access to digital tools and low speed of internet. Wang & Chen (2007) conduct a study it is found in their study that students have shown their keen interest in online learning. They find it interactive and communicative. Kabilan et al. (2010) conduct a similar study to get to know the students practices with regard to the use of Facebook as a tool for language learning. The findings of their study indicate that students find practice useful and essential tool as far as learning English as a second language in an online learning context is concerned.

Akbari, et al. (2012) conduct a study and it is found in the study that in pre course contents, students deem social networking as a means of communication and interaction hence useful in language learning but in post test they show their attitude that Facebook has a great potential to be an imperative and effective tool for language learning as far as web based or digital mode of learning is concerned. McBrien et al. (2009) conduct a study and the findings of the study indicate that there is a vast majority of students (91%) to shows their contentment and positive response towards web based learning. Bolstad and Lin (2009) did an extensive study in News Zealand and it is indicated in the findings that majority of the students have positive response by saying they are learning more skills and in an enjoyable way in virtual learning. Cakiroglu (2014) conduct a study in Turkish context and apart from the positive responses of the students, the study presents the key potential virtual mode has for learners, teachers and interaction.

Methodology

Design & Method

In this study, the researcher has utilized a descriptive design for research. The type of the current research is based on a survey research as the perceptions of teachers as well as students are sought with regard to web based teaching and learning. Keeping in view the objective and nature of the current research, the researcher has utilized a quantitative method for analysis. It is a method of research which is consumed to quantify either the quantity or the extent.

Population & Sample Size

The present study, the targeted population consists of secondary school teachers and the students are from both the genders i.e. male and female. Specifically, the population that the researcher has selected for the study is EFL teachers of English at Babylon Governorate for the fifth preparatory grade of both the genders males and females and EFL secondary school students for fifth preparatory grade boys and girls. In addition, the sample is selected randomly from the

EFL teachers and the students. The sample consists of 150 EFL teachers and 220 students.

Instrument

For the purpose of data collection, the researcher has prepared two questionnaires, one for the EFL teachers and the other for the EFL students. After formulating both questionnaires, these have been uploaded on the Google Form by the researcher and the link have been sent to the participants' i.e. first links to EFL teachers and the second link to EFL students to get their perceptions.

Techniques

The researcher has used two techniques for the collection of data. The first is Google form by sending the link via telegram, WhatsApp, Facebook and messenger to the participants and the second, through visiting the schools and distributing the questionnaire among students.

Data Analysis

After collection of data from both the sources the researcher has analyzed the data using SPSS as a statistical tool for analysis. In addition, other tools and instruments with regard to statistical analysis are also kept in view on the part of the researcher to maintain the reliability and validity of the instruments i.e. questionnaires.

Face Validity

Keeping in view the concept of validity or face validity of the questionnaire, the researcher, in the current study, has put it before members of experts, supervisors and specialists to get their opinions, feedback and suggestions on both questionnaires to check face validity. According to the jury members' notes and suggestions, the researcher made the necessary modifications. Some items are changed and some are deleted to get the face validity.

Pilot Study

In order to apply the concept of pilot study, the researcher chooses a random sample of 25 teachers and 30 students to check if there is any difficulty in responding to the questionnaire or technical issue of having access to Google Form, specify the time allocated for answering the items, and calculate the reliability of the questionnaire. Consequently, no difficulty or ambiguity is detected and the required time to fill out the questionnaires is almost ranged between 15-20 minutes.

Reliability of the Questionnaire

In the current study, Cronbach's alpha has been employed to measure or gauge the reliability. The reliability value of teachers' questionnaire items is .924 and of students' questionnaire items, the reliability value is .923. The reliability values in both the questionnaires being consumed in the study confirm that items or statements in both the questionnaires are reliable to a great degree and it is deemed sufficient to use in the present study.

Statistical tools

After data being collected, they have been analyzed using SPSS 26 throughout applying certain statistical tests. The descriptive statistics including frequency, mean value and standard deviation (SD) are used to know the perceptions of Iraqi EFL teachers and students.

Data Analysis and Discussion

Table(4.1) shows the descriptive statistics including frequency, mean value, and standard deviation (SD). Teachers were responded to five-point Likert scale of 1-5 and the cutoff point the questionnaire is 3. The mean scores of most of the items were above the cutoff point of 3. It also shows a high perception of using web-based strategies for the EFL teachers with a mean value of (3.2657) and a standard deviation of (1.05064). Looking at the results in details, thirty out of thirty four items in the questionnaire received a mean score above the cutoff point 3 and four out of the thirty four items got a mean less than cutoff point 3 which show that the perceptions of using web based strategies among the EFL teachers are high and perceptions against only four items against the items.

Table (4.1) Analysis of EFL Teachers' Perceptions towards Web Based Learning

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number	Mean	Std.D
1	Web based teaching has assisted me to be more skillful in teaching, practicing and implementing new language teaching strategies in my virtual class.	24	70	14	27	15	150	3.41	1.238
2	With the advent of Web based instruction I am more organized and can manage my time more effectively.	15	60	24	32	19	150	3.13	1.230
3	There are no barriers in my interaction with my students at any stage when they are taught by web-based instruction.	13	34	19	46	38	150	2.59	1.317
4	The level of interaction in online mode is much higher as compared to face to face instruction.	12	28	17	60	33	150	2.51	1.246
5	The flexibility of time management in Web based teaching is very impactful in my teaching.	14	65	16	33	22	150	3.11	1.270
6	Students participate in online class more actively and effectively as compared to face to face classroom.	16	45	12	43	34	150	2.77	1.372
7	In web based instruction, the workload on a teacher more than a traditional classroom.	19	55	17	37	22	150	3.08	1.308
8	I have no problem in controlling and monitoring my online class.	22	43	10	41	34	150	2.85	1.430
9	It is good to have access to my lesson anytime anywhere without any difficulty.	25	62	12	28	23	150	3.25	1.352
10	My EFL students are more confident and communicative in virtual classroom than face to face classroom.	16	57	21	33	23	150	3.07	1.283
11	Using of Web based activities/materials is the greatest way to learn English.	26	59	14	31	20	150	3.27	1.329
12	Internet offers very easy access to language teaching materials.	31	63	15	20	21	150	3.42	1.332
13	Web-based teaching activities/materials assist in motivating the students	20	63	19	30	18	150	3.25	1.258
14	Using Web-based activities familiarizes students with authentic English	25	61	18	30	16	150	3.33	1.266
15	The use of Web-based material makes me more creative.	20	61	19	34	16	150	3.23	1.245
16	Web-based materials assist me in teaching more effectively.	21	61	21	30	17	150	3.26	1.250
17	Web-based teaching can increase EFL learning.	23	67	12	32	16	150	3.33	1.266
18	I am proficient in using the world wide web to find educational resources.	20	61	19	31	19	150	3.21	1.272
19	Use of internet often distracts students from their language learning.	27	60	14	33	16	150	3.33	1.293
20	It is significant for EFL teachers to be familiar with the use of technology in teaching EFL.	32	62	11	32	13	150	3.45	1.278
21	Training is important for EFL teachers with regard to the use of technology in language instruction.	36	63	7	25	19	150	3.48	1.355
22	Technology assists me to be more flexible and productive in my teaching.	28	69	11	25	17	150	3.44	1.282
23	Web based instruction enables teachers to be more familiar with the modern technologies	36	59	11	32	12	150	3.50	1.284
24	Web based instruction makes the teachers self-sufficient and self-reliance in their resources as well as tools of teaching.	29	57	23	27	14	150	3.40	1.248
25	Web based instruction helps the teachers be better manager, planner and executor.	31	55	24	27	13	150	3.43	1.244
26	Web based instruction makes the teachers familiar with collaborative tools such as Google drive and drop box.	29	60	19	27	15	150	3.41	1.264
27	Online teaching enables teachers to be proficient in making online tests and quizzes.	36	65	10	26	13	150	3.57	1.266
28	Online tests and quizzes help teachers assess their students' results immediately once they submit the online test or quiz.	34	63	12	31	10	150	3.53	1.235
29	Web based instructions help the teachers to use more audio visual and animated tools.	35	57	14	29	15	150	3.45	1.309
30	Web based instruction assists the teachers to create discussions and group forum more easily.	26	60	17	30	17	150	3.32	1.287
31	Web based teaching enables teachers to respond the queries of the students immediately.	25	63	17	34	11	150	3.38	1.213
32	Virtual teaching mode enables the teachers to give feedback quickly.	30	59	19	33	9	150	3.45	1.207
33	Web based instruction enhances the readiness and confidence of the teachers.	25	65	17	32	11	150	3.41	1.205
34	Web based teaching assists in managing the time and scheduling the teaching schedule beforehand.	28	61	21	27	13	150	3.43	1.228
Overall mean and Std.D								3.2657	1.02064

Item no. 27 is the highest mean score item with mean score 3.57 and it exposes that

online teaching enables teachers to be proficient in making online tests and quizzes. Item no. 28 is the second highest items in terms of mean 3.53 and it shows that online tests and quizzes help teachers assess their students' results immediately once they submit the online test or quiz. Item no. 23 is the third highest mean score of 3.50, and it shows that web based instruction enables teachers to be more familiar with the modern technologies. Item no. 21 is the fourth highest mean score item with 3.48 mean score reveals that training is significant for EFL teachers with regard to the use of technology in language instruction. By examining deeply, there are 26 more items are mean score above then cutoff point 3 as shown in above table 4.8.

Item no. 4 is the lowest mean score item with 2.51 mean score which is also below the cutoff point 3 and it shows that the level of interaction in online mode is much higher as compared to face to face instruction. Item no. 3 is the second lowest mean score item with mean score 2.59 and it reveals that there are no barriers in my interaction with my students at any stage when they are taught by web-based instruction. Item no. 6 is the third lowest mean score statement with mean score of 2.63 and it is below the cutoff point so it reveals that students participate in online class more actively and effectively as compared to face to face classroom. Item no. 8 is the fourth lowest items with 2.85 mean score and it exposes that teachers have no problem in controlling and monitoring the online class.

Table(4.2) Analysis of EFL Teachers' Use of Language Skills and other Aspects Language

NO	Language Skills and other Aspects Language	Often	Some-times	Never	Number	Mean	Std.D
1	Listening	35	93	22	150	2.09	.612
2	Speaking	52	85	13	150	2.26	.607
3	Reading	38	86	26	150	2.08	.650
4	Writing	25	68	57	150	1.79	.710
5	Grammar	67	74	9	150	2.39	.600
6	Vocabulary	41	85	24	150	2.11	.651
7	Pronunciation	31	63	56	150	1.83	.746
Overall mean and Std.D						2.0781	.45435

Table(4.2) shows the descriptive statistics including frequency, mean value and standard deviation (SD). Teachers were responded to three pointlikert scale of 1-3 and mean scores of most of the items were above the cut-off point 2. It also shows a high use of language skills and other aspects of language in web based learning for the EFL teachers with a mean value of (2.0781) and a standard deviation of (.45435). Looking at the results in details, five out of seven language skills in the questionnaire received a mean score above the cutoff point 2 and two out of the seven language skills got a mean less than cutoff point 2 which show that the teachers use language skills and other aspects of language in their web based learning except writing and pronunciation which have mean score less than cutoff point.

As shown in table, language skill 'Grammar' is the highest mean score language skill with mean score 2.39 and it exposes that teachers use grammar language skill commonly as

compared with other language skills. Language skill ‘Speaking’ is the second highest mean score language skill with mean 2.26. Language skill ‘Vocabulary’ is the third highest mean score of 2.11. Language skill ‘Listening’ is the fourth highest mean score language skill with 2.09 mean score. Language skill ‘Reading’ is the fifth language skill which has mean score above than cutoff point 2 with mean score 2.08. The lowest language skill in the table is ‘Writing’ which has mean score of 1.79 and the second lowest mean score is ‘pronunciation’ with mean score 1.83. Therefore, ‘Writing’ and ‘pronunciation’ have mean score less than cutoff point which reveals that teachers do not use writing and pronunciation skills regularly as compared to other language skills.

Table(4.3) Analysis of Obstacles Faced by EFL Teachers’ in Using Web Based Learning

NO	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number	Mean	Std.D
1	Lack of general computer skills.	62	69	13	4	2	150	4.23	.823
2	Lack of equipment and network.	71	57	13	7	2	150	4.25	.899
3	No knowledge of programming skills.	61	61	4	12	2	150	4.11	.966
4	No recognition from ministry of education.	61	65	16	7	1	150	4.19	.854
5	Absence of software authoring skills.	57	75	10	6	2	150	4.19	.833
6	Absence of suitable software.	57	67	15	10	1	150	4.13	.892
7	Lack of technical/IT supports.	64	65	13	6	2	150	4.22	.866
8	Shortage of time.	56	56	18	17	3	150	3.97	1.064
9	No support from the ministry of education.	64	69	8	7	2	150	4.24	.857
10	No guarantee of positive results.	57	66	18	5	4	150	4.11	.931
11	Lack of team work among colleagues.	57	70	14	5	4	150	4.14	.912
12	Limited computer activities.	51	76	16	6	1	150	4.13	.808
13	Some students don't have computer, tablet and mobile phone for learning.	67	66	10	5	2	150	4.27	.835
14	Lack of desire to use the web based teaching facilities.	17	65	17	8	3	150	4.10	.939
15	Evaluation and assessment in virtual testing are often unreliable and inconsistent.	56	67	16	10	1	150	4.11	.894
16	For better implementation of digital classroom, there is a dare need to build instructional skills and technological capabilities for teachers.	55	75	14	1	5	150	4.16	.875
17	The cost of technology based instruction (Internet connection fees) is high and it is less reliable as compared to a face to face class.	58	73	14	2	3	150	4.21	.822
18	Often less motivated students get neglected in virtual classroom because teachers are unaware of their deficiencies.	57	1	15	6	1	150	4.18	.820
19	Teachers consider their students as passive learners in digital or Web based instruction as compared to face to face instruction.	64	64	15	4	3	150	4.21	.879
20	It is difficult for teachers to motivate those learners who are not interested in EFL in Web based instruction.	56	77	14	2	1	150	4.23	.727
21	Web based instruction often creates frustration among teachers due to technical problems.	57	74	15	4	0	150	4.23	.734
22	The accessibility and availability of web tools with support and skillful system is a big challenge in implementing online teaching.	53	73	20	1	3	150	4.15	.822
Overall mean and Std.D								4.1720	.63687

Table(4.3) shows the descriptive statistics including frequency, mean value and standard deviation (SD). Teachers were responded to five point likert scale of 1-5 and mean

scores of all the items were above the cut-off point 3. It shows that teachers face many obstacles as well in using web-based strategies with a mean value of (4.1720) and a standard deviation of (.63687). Item no. 8 is the lowest mean score item with 3.97 mean score but it is also above the cutoff point 3 and it shows that teachers face shortage of time in web based learning interaction with the students. Item no. 14 is the second lowest mean score item with mean score 4.10 and it reveals that teachers have lack of desire to use the web based teaching facilities. All the items have mean score above than cutoff point which reveals that teachers face obstacles as shown in above table.

Item no. 13 is the highest mean score item with mean score 4.27 and it exposes that some students don't have computer, tablet and mobile phone for learning. Item no. 2 is the second highest items in terms of mean 4.25 and it shows that teachers face problems like lack of equipment and network. Item no. 9 is the third highest mean score of 4.24, and it shows that there was no support from the ministry of education. Item no. 1, 20 & 21 are the fourth highest mean score items with 4.23 mean score reveals that teachers face lack of general computer skills, difficult for teachers to motivate those learners who are not interested in EFL in Web based instruction and Web based instruction often creates frustration among teachers due to technical problems. By examining deeply, all the items are mean score above then cutoff point 3 as shown in above table.

Table(4.4) Analysis of Students' perceptions towards web-based learning.

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number	Mean	Std.D
1	Web based learning has assisted me to be more skillful in my language learning.	73	78	23	32	14	220	3.75	1.238
2	With the advent of web based mode of instruction, I am more organized and can manage my time more effectively.	68	64	29	42	17	220	3.56	1.310
3	Web based instruction don't put any barriers in my interaction with my teachers and fellows at any stage.	66	61	28	42	23	220	3.48	1.366
4	The level of interaction in digital mode is much higher as compared to face to face instruction.	66	54	25	52	23	220	3.40	1.396
5	The flexibility of time management in digital learning is very impactful in my learning.	78	60	20	44	18	220	3.62	1.358
6	Web based learning can save time and efforts.	65	56	32	44	23	220	3.44	1.368
7	It is good to have access to my lesson anytime anywhere without any difficulty.	74	56	21	43	26	220	3.50	1.425
8	The web (Internet) is a bank of learning resources.	73	63	18	41	25	220	3.54	1.406
9	The web (Internet) provides me with language learning materials very easily.	71	66	23	34	26	220	3.55	1.385
10	Internet is the greatest way to learn English.	70	59	27	37	27	220	3.49	1.403
11	I enjoy learning from the Internet.	69	61	20	45	25	220	3.47	1.406
12	Most Internet materials are not relevant to my learning.	53	59	24	55	29	220	3.24	1.401
13	Internet resources will replace text books soon.	61	64	25	37	33	220	3.38	1.427
14	Web-based activities improve my written communication.	65	64	28	42	21	220	3.50	1.343
15	I am competent in using the world wide web to find educational resources.	56	68	26	48	22	220	3.40	1.339
16	The use of web-based materials increases my confidence in language.	68	65	27	38	22	220	3.54	1.349
17	Web-based learning activities/materials can improve my EFL learning.	65	64	28	45	18	220	3.51	1.322
18	Web-based materials help me learn more effectively.	56	75	21	39	29	220	3.41	1.380
19	Web-based learning activities/materials motivate me for further learning.	58	70	27	45	20	220	3.46	1.318
20	Web-based activities/materials promote my creativity.	55	69	28	47	21	220	3.41	1.323
21	Every ELT teacher should incorporate web-based activities/ materials into his/her class.	54	69	30	46	21	220	3.40	1.316
22	Using the Internet distracts me from my language learning goals.	59	55	28	58	20	220	3.34	1.357
23	Web based learning enables the students to be more familiar with the modern technologies.	57	71	23	48	21	220	3.43	1.334
24	Web based learning makes the students to be self-sufficient and self-reliance in their resources as well as tools of learning.	61	65	36	41	17	220	3.51	1.284

25	Web based learning helps the students be better managers, planners and executors.	57	62	36	40	25	220	3.39	1.345
26	Web based learning makes the students familiar with collaborative tools such as Google drive and a drop box.	53	64	34	43	26	220	3.34	1.347
27	Web based learning assists the learners in grasping the ideas more deeply.	66	56	30	44	24	220	3.44	1.382
28	Web based learning assists the students to improve their communicative skills.	60	70	32	42	16	220	3.53	1.273
29	Web based learning enables students to be proficient in attempting online tests and quizzes.	62	76	23	39	20	220	3.55	1.311
30	Online tests and quizzes help students be able to learn the results immediately once they submit the online test or quiz.	63	71	31	38	17	220	3.57	1.279
31	Virtual mode of instruction assists the students to create discussions and group forum more easily.	64	66	24	44	22	220	3.48	1.356
32	Digital learning enables students to get their queries replied immediately.	56	72	31	40	21	220	3.46	1.305
33	Virtual learning mode enables the students to have feedback quickly and they can amend their deficiencies timely.	52	82	29	39	18	220	3.50	1.255
34	Digital instruction enhances the readiness and confidence of the students.	56	73	24	52	15	220	3.47	1.284
Overall mean and Std.D								3.47221,02252	

Table(4.4) shows the descriptive statistics for students' perceptions including frequency, mean value and standard deviation (SD). Students were responded to five points Likert scale of 1-5 and the cutoff point is 3. The mean scores of all the items were above the cut-off point 3. It also shows a high perception of using web-based strategies for the EFL teachers with a mean value of (3.4722) and Std.D. of (1.02252). Looking at the results in detail, thirty four out of thirty four items in the questionnaire received a mean score above the cutoff point 3 which show that the perceptions of using web based strategies among the EFL students are very high.

Item no. 1 is the highest mean score item with mean score 3.75 and it exposes that web based learning has assisted students to be more skillful in their language learning. Item no. 5 is the second highest items in terms of mean 3.62 and it shows that the flexibility of time management in digital learning is very impactful in students' learning. Item no. 30 is the third highest mean score of 3.57, and it shows that online tests and quizzes help students be able to learn the results immediately once they submit the online test or quiz. Item no. 2 is the fourth highest mean score item with 3.56 mean score reveals that with the advent of web based mode of instruction, students are more organized and can manage their time more effectively. Item no. 9 is the fourth highest mean score item with 3.55 mean score reveals that the web (internet) provides students with language learning materials very easily.

By examining deeply, all the items have mean score above then cutoff point 3 as shown in above table 4.9. Item no. 12 is the lowest mean score item with 3.24 mean score which is also above the cutoff point 3 and it shows that most internet materials are not relevant to students learning. Item no. 26 is the second lowest mean score item with mean score 3.34 which is also above the cutoff point 3 and it reveals that web based learning makes the students familiar with collaborative tools such as Google drive and a drop box. Item no. 22 is the also second lowest mean score statement with mean score of 3.34 and it is also mean score above the cutoff point so it reveals that using the internet distracts students from their language learning goals.

Table(4.5) Analysis of EFL Students' Use of Language Skills and other aspect of language

No	Language Skills and other aspect of language	Often	Some-times	Never	Number	Mean	Std.D

1	Listening	76	116	28	220	2.22	.654
2	Speaking	72	118	30	220	2.19	.655
3	Reading	74	109	37	220	2.17	.692
4	Writing	62	116	42	220	2.09	.683
5	Grammar	84	108	28	220	2.25	.668
6	Vocabulary	33	118	69	220	2.16	.662
7	Pronunciation	52	104	64	220	1.95	.726
Overall mean and Std.D						2.1474	.47417

Table(4.5) shows the descriptive statistics including frequency, mean value and standard deviation (SD). Students were responded to three point likert scale of 1-3 and mean scores of most of the items were above the cut-off point 2. It also shows a high use of language skills and other aspects of language in their web based learning for the EFL students with a mean value of (2.1474) and a standard deviation of (.47417). Looking at the results in detail, six out of seven language skills in the questionnaire received a mean score above the cutoff point 2 and one out of the seven language skills got a mean less than cutoff point 2 which show that the students use language skills and other aspects of language in their web based learning except the language skill of pronunciation which has a mean score less than cutoff point 2.

Language skill 'Grammar' is the highest mean score language skill with mean score 2.25 and it exposes that students use grammar language skill commonly as compare other language skills. Language skill 'Listening' is the second highest mean score language skill with mean 2.22. Language skill 'Speaking' is the third highest mean score of 2.19. Language skill 'Reading' is the fourth highest mean score language skill with 2.17 mean score. Language skill 'Vocabulary' is the fifth language skill which has mean score above than cutoff point 2 with mean score 2.16. Language skill 'Writing' is the fifth language skill which has mean score above than cutoff point 2 with mean score 2.09. The only language skill in the table is 'Pronunciation' which has mean score of 1.95 which has below than cutoff point 2. Therefore, language skill pronunciation has a mean score less than cutoff point that reveals that students do not use writing and pronunciation skills regularly as compare to other language skills.

Table(4.6) Analysis of Obstacles Faced by EFL Students in Using Web Based Learning

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number	Mean	Std.D
1	Frequency of exams / projects	69	84	27	28	12	220	3.77	1.179
2	Lack of learning opportunities	65	86	33	25	11	220	3.77	1.141
3	Lack of digital proficiency	58	78	45	27	12	220	3.65	1.155
4	Difficulty in understanding instructions	58	86	29	33	14	220	3.64	1.202
5	Lot of distractions	62	83	23	36	16	220	3.63	1.252
6	Absence of suitable software	61	83	31	32	13	220	3.67	1.195
7	Network/ technical problems	55	87	33	35	10	220	3.65	1.151
8	Selection of learning materials	60	96	23	31	10	220	3.75	1.137
9	Lack of interest	54	83	22	40	21	220	3.50	1.298
10	Restricted access	54	81	29	35	21	220	3.51	1.280
11	Lack of guidance from the teachers	48	90	35	30	17	220	3.55	1.194
12	Limited computer activities	53	85	33	34	15	220	3.58	1.204

13	Lack of desire to use the web	44	85	28	43	20	220	3.41	1.259
14	Difficulty in time management	50	87	32	37	14	220	3.55	1.194
15	Lack of training for the use of virtual tools for the students is.	51	83	42	36	8	220	3.60	1.120
16	Readiness for learning on the part of students and technology itself is often a challenge in web based learning.	57	94	33	28	8	220	3.75	1.089
17	Evaluation and assessment in virtual testing is often unreliable and inconsistent.	52	92	32	33	11	220	3.64	1.144
18	For better implementation of a digital classroom there is a dare need to build instructional skills and technological capabilities among students.	55	101	31	28	5	220	3.79	1.031
19	The cost of technology based learning (Internet connection fees) is high for students and it is less reliable as compared to a face to face class.	60	89	29	28	14	220	3.70	1.183
20	Often less motivated students get neglected in digital classroom because they are not known to teachers.	53	88	30	29	20	220	3.57	1.242
21	Students are considered as passive learners in digital or Web based learning as compared to face to face instruction.	58	93	27	29	13	220	3.70	1.167
22	Digital mode of learning often creates frustration among students due to technical issues.	52	100	25	28	15	220	3.66	1.169
Overall mean and Std.D								3.6378.82202	

Table(4.6) shows the descriptive statistics obstacles that encountered EFL students in using web based learning including frequency, mean value and standard deviation (SD). Students were responded to five point Likert scale of 1-5 and mean scores of all the items were above the cut-off point 3. It shows that students face many obstacles in using web-based strategies with overall mean value of (3.4722) and a standard deviation of (1.02252).

Item no. 18 is the highest mean score item with mean score 3.79 and it exposes that for the better implementation of a digital classroom there is a dare need to build instructional skills and technological capabilities among students. Item no. 1 & 2 are the second highest items in terms of mean 3.77 and it shows that students face problems due to lack of learning opportunities and frequency of exams/projects. Items no. 8 & 16 are the third highest mean score of 3.75, and it shows that students face problem of selection of learning material and readiness for learning on the part of students and technology itself is often a challenge in web based learning.

By examining deeply, all the items have mean score above then cutoff point 3 as shown in above table. Item no. 13 is the lowest mean score item with 3.41 mean score which is well above the cutoff point 3 and it shows that students face problem of lack of desire to use the web. Item no. 9 is the second lowest mean score item with mean score 3.41 which is also above the cutoff point 3 and it reveals that students feel lack of interest obstacles in web based learning. All the items have mean score above than cutoff point which reveals that students face obstacles as shows in above table.

Conclusions

Keeping in view the objectives and the findings of the study, the researcher has come to the conclusion that both Iraqi EFL teachers and students have positive perception with regard to the web based learning despite having numerous obstacles. There are certain grounds for EFL teachers for having positive response to web based learning. To them, it makes teachers more resourceful, teaching becomes flexible, interactive and more engaging, promotes self-reliance, enables the utilization of technology assisted tools in instruction, enables teachers to respond to the queries and provide feedback immediately.

The research reveals that the workload on a teacher in a web based learning is more than a traditional classroom, web based teaching enhances the teachers' enthusiasm, facilitates

them to provide feedback quickly, stimulates the uncomfortable students to become active learners, and makes students more creative and passionate toward English language learning. While Iraqi EFL students deem it essential on the grounds that web based learning is easy, flexible, and communicative. In addition that, web-based learning engages students, polishes language skills, improves confidence, enables familiarity with technology, gives global exposure, gives motivation and brings about a whole world of resources to Iraqi EFL students.

The research also reveals that the flexibility of time management in web based learning is very impactful in students' language learning as students can find the language learning materials from various online educational resources. Therefore, students become autonomous and self-reliance in their resources as well as their tools of language learning and ultimately it enhances students' confidence and motivation toward English language learning. While with regard to the frequency of the language skills used by teachers and students, the researcher concludes that sometimes teachers use grammar, speaking and listening skills but Iraqi EFL teachers hardly use pronunciation and writing skills in their web based learning. Likewise, Iraqi EFL students use sometime grammar, speaking, listening, vocabulary and reading skills but pronunciation is rarely make use of them in their virtual classrooms.

Keeping in view the analysis of the data, the researcher concludes that both teachers as well as students face numerous barriers in web based learning. Lack of equipment, tools and unavailability of technical support are among key obstacles. Lack of network and connectivity issues are also among the top acted obstacles. Teachers are unable to motivate the students in virtual classroom. Students are unable to polish their communicative and pronunciation skills in web based learning.

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