The Viewpoints of Mosul University Staff Members Towards the Efficiency Online English Learning / Corona Pandemic as a Case Study

Rana Akram Mohammed Ali
Nineveh Education Directorate

Halah Abdulelah Mohammed
Department of English, College of Basic Education

Abstract

The current study aims to discover the efficiency of the use of e-learning platforms in teaching English language to the students at the University of Mosul. It has been carried out by measuring the extent to which English language learning has been achieved in terms of listening, speaking, reading, and writing in the field of lesson implementation and personality at the University of Mosul, by using the descriptive analytical method. The sample of the study comprises the teaching staff members at the University of Mosul. It includes 60 lecturers as respondents has been randomly selected out of the population already referred to. The researchers used a questionnaire as data collection producer, after making sure of the validity and reliability coefficients. The total percentage of reliability reached (0.804%). The analysis of the data was carried out using SPSS (Statistical Package for Social Sciences). Depending on the statistical analysis, the results refer to the significant differences regarding the efficiency of using online learning, particular e-learning platforms in teaching English language for the students at the University of Mosul. In the light of the results, the researchers present some recommendations to enhance the use of educational platforms in teaching the English language at the University of Mosul including the cooperating with the teaching staff members at universities, especially in English department to use technology as far as possible using e-learning platforms efficiently to ensure online learning effectiveness.

Keywords: *Online learning*, *e-learning platforms*, *efficiency English learning*

وجهات نظر أعضاء هيئة التدريس بجامعة الموصل تجاه كفاءة تعلم اللغة الإنكليزية عبر منصات التعلم الالكتروني / احداث جائحة كورونا كدراسة حالة

رنا اكرم محمد علي
مديرية تربية نينوى

هاله عبد الإله محمد
قسم الإنكليزي كلية التربية الاساسية

المستخلص

يهدف هذا البحث إلى معرفة كفاءة استخدام منصات التعلم الإلكتروني في تدريس اللغة الإنكليزية لطلاب جامعة الموصل. وقد تم تنفيذه عن طريق قياس مدى تحقيق تعلم اللغة الإنكليزية من حيث الاستماع والتحدث والقراءة والكتابة في مجال تنفيذ الدرس والشخصية في جامعة الموصل وذلك باستخدام المنهج التحليلي الوصفي. تتكون عينة هذا البحث من أعضاء هيئة التدريس في جامعة الموصل. وهي تضم من ٦٠ مستجيبا تم اخيارهم بطريقة عشوائية من بين التدريسين المشار إليهم بالفعل. استخدم الباحثون استبياناً كأداة بحث بعد التأكد من معاملات الصدق والثبات. وبلغت نسبة الاجمالية للثبات (٠,٨٠٤٪). وقد تم تحليل البيانات باستخدام SPSS (الحزمة الإحصائية للعلوم الاجتماعية لتحليل البيانات). وتبعا" للنتائج الإحصائية، توجد فروق ذات دلالة إحصائية فيما يتعلق بكفاءة استخدام التعلم عبر الإنترنت، وخاصة منصات التعلم الإلكتروني في تدريس اللغة الإنكليزية لطلاب جامعة الموصل. وفي ضوء هذه النتائج، قدم الباحثون بعض التوصيات لتعزيز استخدام المنصات التعليمية في تدريس اللغة الإنكليزية في جامعة الموصل بما في ذلك التعاون مع أعضاء هيئة التدريس في الجامعات، وخاصة في قسم اللغة الإنكليزية لاستخدام التكنولوجيا بقدر ما استخدام منصات التعلم الإلكتروني بكفاءة لضمان فعالية التعلم عبر الانترنيت.

مفتاح الكلمات: *التعلم عبر الانترنيت، منصة التعليم الالكتروني، كفاءة تعلم اللغة الانكليزية*

1.   Introduction

Social distancing has been recommended due to Covid-19's global pandemic status. As a result, indoor sitting has become mandatory, resulting in mental stress from sitting idle indoors. Due to the conditions that the whole world is suffering and the simultaneous mentally and cognitive effect, the Coronavirus spread quickly, forcing educational institutions to transition to open distance learning, Yulia (2020) suggests using the internet, smartphones, and computers to maintain continuity among the processes of teaching and learning.

Consequently, people now have the option to learn online and to transfer knowledge virtually via multiple channels to keep them engaged and relieve mental stress. Due to this pandemic situation, online learning may be of significant importance. In other words, it is the best solution to deal with this pandemic through online learning (Jena, 2020). In order for the educational process to be successful, platforms show a fundamental role learning. Technology and modern means of communication, such as computers, have played a significant role in this development. The Internet and multimedia, such as audio, video, and pictures; all of which give opportunities to large numbers of learners to receive education easily with less time and effort.

A learning environment that is conducted online is known as an online learning environment. E-learning is also known as online learning. (Joshua, *et al.*, 2016) explains that online educators compensate for the absence of creating a welcoming and comfortable environment in the virtual classroom to make all students feel comfortable participating. Technology plays a significant role in transforming the digital age by providing flexible dates and times, quality content, and flexible places. Online courses are as effective as traditional ones to the use of virtual classrooms, which provide teachers with all the tools necessary to teach from home. Learning is often impeded by pandemics, which often require learners to stay home for extended periods of time.

The University of Mosul, as a well-known Iraqi university, was not an exception. It has suddenly found itself platforms for e-learning forced to be switched and the use of newly introduced resources of communication. In addition, the members of the teaching staff communicated with their students in different ways and some of them had doubts students' compliance with test instructions which was not clearly indicated in the results

of the electronic tests, raising doubts about the efficacy of online education for universities.

The University of Mosul is one of the Iraqi universities that went through the experience of education via online learning platforms during the Corona crisis. However, the education process based on the newly introduced platforms has not been subjected to an evaluation to find out the extent of learners' achievement in English language during the spread of the Coronavirus disease, from the staff members' viewpoints.

The problems have been risen in the application of education via electronic platforms, including poor utilization of some curricula because this kind of education that requires providing every student with an internet connection, a smartphone, and a computer formed a further problematic issue. All these have formed concrete urgent reasons to know and evaluate the extent to which education can be brought about through the adoption of e-learning platforms, and how well online learning can achieve the goals of education, create an interactive environment to replace, the needs of students through face-to-face instruction.

1.1 Aims of the Research

Due to the spread of Coronavirus, this research seeks to:

1. Identify the efficiency of online learning platforms for learning English from the viewpoints of the teaching staff members at University of Mosul,

2. Determine whether the education process is continuing through electronic platforms identifying the obstacles faced through the use of electronic platforms,

3. Identify the extent to which the English language learning process is achieved on the part of students and their interaction with their teachers through the electronic platforms.

1.2 Questions of the Research

To achieve the aims mentioned above, the research questions are formulated as follow:

1. To what extent has the process of learning English language through online learning platforms achieved its goals in terms of listening, conversation, writing and lesson implementation?

2. To what extent was the process of English learning, by using an online learning platform, able to achieve its personality goals?

3. Are there any differences between the responses of male and female teaching staff members at the University of Mosul?

2.   Literature Review and Related Studies

2.1   Online Learning Platforms: Fundamental Principles

As a result of COVID-19 spreading worldwide, a number of educational institutions have been forced to close. Universities have been tested in their ability to refer to a crisis that needs advanced technology in order to facilitate effective online learning, including hardware and software. Since such closures occur often, online learning environments have been developed to ensure that students are not disrupted by them (Kumar, 2019). Course content delivery, student engagement, and assessment have become critical concerns for many institutions. Therefore, COVID-19 has led to institutions investing in online learning, despite it being a hazard to humanity.

In online learning systems, courses are distributed, tracked, and managed over the internet (Keis *et al.*, 2017). As advances technology, online learning utilizes advances in its design, delivery, and communication, to provide students and faculty with two-way communication (Thanji & Vasantha, 2016). Whiteboards, chat rooms, polls, quizzes, and discussion forums are just some of the features offered by these applications that permit instructors and students to communicate online and share course content. A variety of these methods can be useful for accomplishing learning goals in a convenient and productive manner. During COVID-19, Microsoft Teams, Google Meet, Edmodo, Google Classroom, and Moodle were used as learning management systems along with their video conferencing applications in world universities, including Iraq universities. In addition to Zoom and Skype, there are also free call conferences, WebEx, and Adobe Connect that can be used for video conferencing.

2.2   Advantages and disadvantages of Online Learning

Through its diverse features and complex characteristics, e-learning can enhance educational processes. It is imperative, however, for instructors and students to be able to effectively integrate collaborative learning into teaching and learning processes. This is in order to have a positive effect on collaboration and performance. Tham and Werner (2005) concluded that e-learning is most effective when the teacher knows how to implement the appliances to enhance learning, the instructor interacts with the students, and the learning environment is friendly. In order for teachers to engage students and capture their attention, they need to be educated in creative ways. The solitary nature of students working without physical co-workers may cause them to feel isolated; teachers should know how to connect and build relationships with them through technology (Tham & Werner, 2005).

As a result of its ability to enrich the quality of e-learning, e-learning is highly important. The benefits of online learning include its speed, the fact that it doesn't involve traveling, as well as the fact that uploaded content can be easily updated and is consistent (Cantoni *et al.,* 2004). Learning through e-learning is flexible, allows access to a wide range of information, facilitates collaboration, and allows a user to learn at his or her own pace (Arkorful & Abaidoo, 2014). Furthermore, it allows courses to be personalized and adapted to individual learners' needs. By eliminating space and time barriers, in addition to facilitating collaboration, e-learning allows students to learn at their own pace and promotes peer interaction, discussion, and exchange of ideas (Babu & Sridevi, 2018).

Doghonadze *et al.,* (2020) based on previous research, summarized the advantages of e-learning, besides providing autonomy and self-learning, it offers the flexibility of place and time, and is less expensive than ordinary education. In addition, it saves time, enables the learner to work and study simultaneously; Educational materials are usually provided, students are engaged more who they rarely miss class, and special needs students tend to be accommodated.

Although online learning has many benefits, there are some disadvantages as well. Distractions, loss of focus, and missed deadlines are common among online learners. In terms of physical health, e-learning has also been shown to be ineffective. Educators and learners spend many hours seated in front of screens, which may lead to

sight problems and back pain, and they may not exercise outside as much (Nazarlou, 2013). Motivation can sometimes be affected by students' ability to organize how they study and how much time they devote to learning. A lack of physical interaction as well as the absence of their peers may further contribute to their sense of isolation (Dhull & Sakshi, 2017). It should also be noted that e-learning is dependent on technology, including computers and the internet, which may not be accessible to students, causing interruptions and other system problems (Sadeghi, 2019).

A lack of technical skills, infrastructure, facilities, strategies of teachers' teaching, and economic challenges was also discovered during the e-learning process. Due to a lack of technology infrastructure, high costs, and family financial difficulties as Ramij & Sultana (2020) report that teachers in Bangladesh faced challenges during online learning.

To sume up, Mosul University in Iraq uses online learning as a new teaching method. It is therefore imperative that teachers become aware of the benefits and challenges associated with online learning so that they can facilitate a productive online learning environment. In light of this, the purpose of this study is to assess the effectiveness of teachers in achieving online English learning throughout the Corona Pandemic (Covid 19).

2.3 *Online Learning Platforms in Iraq Universities during Pandemic of Coronavirus*

A global pandemic of coronavirus disease, also known as Covid-19, has been ongoing since March 2020. Coronavirus has forced social distancing policies or physical distancing was introduced to minimize the space of Covid-19 due to its massive spread. For the purpose of preventing the spread of the disease of Coronavirus within the community, this policy is implemented. Numerous sectors of life are affected by it, especially education. In many countries, schools and universities are closed due to a public health emergency, according to UNESCO (2020). UNESCO reported that 188 countries, including Iraq, suffered from Covid-19-related school closures until the first of April 2020, at least 1.5 billion school-age children are affected. In every country, efforts are made to provide students with educational solutions that allow them to fulfil their education rights while keeping them engaged and learning.

The spreading of Coronavirus disease (Covid-19) would necessitate online learning at all ranks during the spread of education. As a result, the Ministry of Higher Education and Academic Research was responsible for controlling the situation. Following the Ministerial Letter (number Th.M1/2059 of March 28th, 2020), universities that did not hold demonstrations were required to switch to distance learning for the second course. Using the Ministry's authority, all institutions within the ministry can choose appropriate distance learning platforms (http://mohesr.gov.iq/ar/) to aid in the learning process. Due to this policy, Iraqi teachers are forced to switch from face-to-face instruction to online instruction. Online learning involves accessing learning experiences through technology Carliner (2003). Through technology, students and teachers are teaching and studying at home during the pandemic rather than attending school. All types of technology can be used, including smartphones, laptops, iPads, and tablets. The following online learning platforms can be integrated with technology: WhatsApp, Google Classroom, Ruang Guru, Quipper, Zoom Meeting, and Edmodo.

As consequence, Iraqi university staff found out about Google Classrooms. Having never used them before, they found it difficult to open a Gmail account, start a class, post materials, and assignments, use YouTube, Word, and PDF files, and other technological tools most teachers are unfamiliar with, particularly in colleges of the humanities. We have attended online workshops on e-learning at the University of Mosul. Various platforms such as Zoom and Meeting are available at the University of Mosul Presidency to support teaching staff activities, such as workshops, sessions, and seminars. It is the University Presidency's intention to encourage students to enrol in virtual classes. In order to keep students from getting into a mess, a schedule was distributed to both staff members and students. In a virtual class, all technological tools, such as video, PowerPoint presentations, Word files, and PDFs, should be posted on Meet and Zoom platforms. Unlike the traditional physical classroom, this method of interaction does not involve face-to-face contact. A variety of assignments were given to the students, and they were graded once they had been completed.

According to Doghonadze *et al*., (2020), most students at different colleges living in Baghdad described e-learning in Iraq after the Coronavirus pandemic as "Corona Distress" (https://www.aljazeera.net/news/cultureandart/2020/3/25). E-learning, according to students at the College of Engineering and Pharmacy, is unworkable and

unsuccessful in the current situation. Because they cannot accept the idea of replacing a teacher with a machine, they cannot benefit from scientific material on the internet. The most popular platform for teachers to post their lectures is Google Classroom, then they disappear from the class (refer to Google Classroom).

E-learning appears to be opposed by students, who emphasize the importance of face-to-face interaction between teacher and student, an essential component of learning and teaching. Because e-learning does not provide face-to-face interaction between the teacher and student, students are less likely to comprehend the scientific content.

A research project by Doghonadze *et al.,* (2020), assessed Google Classroom experience by asking some undergraduate and postgraduate students at Mosul University tentative questions. For example, *"Are you more likely to use Google Classroom and other uploaded platforms than physical classrooms these days?"* According to the students' responses, Google Classroom was not able to achieve it alone because the internet speed in Iraq is not reliable. It is therefore difficult to download files due to this obstacle. Furthermore, many students do not have access to the internet, so they were unable to download files. The e-learning system is completely unfamiliar to students, who have no previous experience with it. Even downloading files is beyond their comprehension, the other student, on the other hand, considered it the only way to receive lectures; there are no other options. Due to the fact that students can't act or take time out during the lecture, it isn't as good as a real physical classroom. In order to change that, teachers can organize the lectures, at the end of each week, the teachers can give live lectures to discuss the material they have covered that week, as well as recorded lectures or videos.

According to Doghonadze *et al.* (2020), the Coronavirus pandemic is not a threat to student's lives, nor is e-learning without alternatives at the moment, but distance learning, e-learning, or whatever it is called, is controversial in Iraq. E-learning may not be appropriate, despite its adoption due to natural circumstances in Iraq, due to its economic, political, and educational trifecta.

The University of Mosul Presidency supports both students and faculty with scientific manoeuvres and actively updates the academic community. Prior to and during the Coronavirus outbreak, this should be done as much as possible. In their role

as academics and staff members at the University of Mosul, the researchers appeal to the world to support the education there. This is whether it is done electronically or not.

2.4 *The Effect of Online and E-learning on English Language during Corona Pandemic*

Coronavirus (COVID-19) outbreaks have recently disrupted education activities all over the world. Students' perceptions of blackboard changed suddenly and quickly when they went from blended learning to only online learning (Almekhlafy, 2020). According to previous studies on e-learning, blackboard wasn't highly positive among students during the COVID-19 outbreak. Layali and Al-Shlowiy (2020) reviewed the perceptions of at this Coronavirus time, there have been four studies that have examined ESL/EFL students in Saudi universities: Abu-Ayfah, 2020; Ahmad, 2020; Alshehri & Cumming, 2020; and Hakami, 2020. In these studies, students generally regarded e-learning applications for ESL/EFL in Saudi universities as positive. As stated by Abu-Ayfah (2020), students in the Department of English and Translation of Taibah University found Telegram to be an operational instrument for learning English as a foreign language. Telegram allows for text, pictures, audio, and video sharing. It was a popular application among students. In comparison to reading, grammar, listening, speaking, and writing, vocabulary is more important for learning. According to Ahmad (2020), using Google Docs (i.e., a free cloud-based online collaboration writing tool) for writing EFL essays was positively received by female students at Jubail College of Education, Imam Abdulrahman University (IAU). As a result of using Google Docs, students' performance improved.

In addition, students and teachers at King Abdulaziz University and King Khalid University's Department of Linguistics, Math, and ICT had positive perceptions of mobile technology integration at these universities, according to Alshehri and Cumming (2020). Communication between students, among students, and between students and teachers was enhanced by integrating mobile technologies. Despite this, some students still experienced a minor drawback, namely slow internet access. In order to solve this minor issue, institutional support was reported to be essential.

Hakami (2020) found that female students at Najran University's Sharoura College of Science and Arts favoured Nearpod (a web-based learning app) when integrated with a video-conferencing system. Among students, Nearpod helped them

interact more, collaborate more, and communicate more effectively with their teacher, according to students. Some students, however, reported slow Internet connectivity as a slight disadvantage. Furthermore, Layali and Al-Shlowiy's (2020) study showed that students had positive opinions about various e-learning applications in Saudi universities for ESL/EFL harmonizing with the studies of Abu-Ayfah, 2020; Ahmad, 2020; Alshehri & Cumming, 2020. While Hakami shared similar opinions.

During the COVID-19 pandemic, the benefits and challenges of online teaching at South East European University (SEEU) were discussed (Xhaferi & Xhaferi, 2020). The majority of participants at SEEU experienced a positive attitude towards Google Classroom and Google Meet during the COVID-19 pandemic. Teachers should strive to eliminate any difficulties students may encounter when it comes to online teaching/learning, because the benefits far outweigh the challenges.

Using quantitative and qualitative methods in Krishnan *et al.* (2020) study found that using free online resources in reading, conversation, and vocabulary practice of the English language helped promote positive learning norms. The learners also had a positive attitude toward free online resources. The free online resources provided an engaging learning environment. Furthermore, they improved learners' analytical and critical thinking abilities. As well as encouraging social interaction between students and their teachers, between students and their peers, and between students and others, they also encouraged interaction between students.

To fill the gap in the influence of online learning on students' perceptions, experiences, and learning attitudes regarding free online resources, the present research aims to fill this gap. As well as examining to discover the efficiency of the use of e-learning platforms in teaching English language to the students at the University of Mosul.

3. Methodology

The analytical descriptive method is employed in this study. It is based on collecting data from the teaching staff members, using a questionnaire designed by the researchers, and used Likert scale to analysis of the responses from the teaching staff members, (Likert scale can measure variation as frequency, quality, importance, and likelihood etc.).

3.1   Population and Sample

The research was based on a sample of participants consisting of (60) teaching staff members at the University of Mosul. The survey sample was randomly selected from some English instructors at the University of Mosul during the 1st and 2nd semesters in the academic year 2021-2022. The sample was selected from English language departments from educational and humanities faculties such as College of basic Education and College of Education for Scientific humanities at the University of Mosul, where they were contacted through social media.

3.2   Instrument

To achieve the aims of this research, a questionnaire was constructed.   It is consisted of (30) items, and it was given to the instructors working at the University of Mosul who are specified in teaching English language via e-learning platforms during the crisis of the spread of the Coronavirus. The questionnaire was adopted and developed by reviewing previous studies of using e-learning in English language (Yulia, 2020) and (Basilaia & Kvavadze, 2020). According to the theoretical literature on distance learning, the researchers selected some paragraphs of reading field and reformulated them. The questionnaire consisted of (30) items matched by a five-grade scale (High = 3, Medium = 2, Low = 1). The items of the questionnaire were formulated into five areas (see Appendix 1):

1. Listening: This field includes (5) paragraphs.
2. Conversation: This field includes (5) paragraphs.
3. Reading: This field includes (6) paragraphs.
4. Lesson Implementation: This field includes (9) paragraphs.
5. In Personality: This field includes (5) paragraphs.

3.3   Validity and Reliability

In this research, the questionnaire was submitted in its initial form to seven experienced and competent jury members in the field of scientific research and teaching at the University of Mosul to closely examine the items of the questionnaire, and recognize the extent of their clarity and comprehensiveness regarding to all aspects of e-learning. Based on the viewpoints of the teaching staff members at the University of Mosul, the questionnaire items were examined closely in order to determine whether

they are clear and comprehensive regarding all aspects of e-learning. As well as the appropriateness of the paragraphs' drafting was identified to give their opinions on how to correct the questionnaire. The arbitrators' opinions focused on rewording the language of some items, where the researchers modified the questionnaire according to the jury members' opinions to the questionnaire.

For the reliability, other than the sample of the study, an exploratory sample, comprised of (30) teaching staff members at the University of Mosul, was also administered the questionnaire electronically to test the reliability. Testing the reliability of the questionnaire was done using Cronbach's Alpha. A high level of the reliability of questionnaire was found which was (0.804). According to the questionnaire, the values of Reliability coefficients of the questionnaire's axis ranged among (0.731) to (0.895).

3.4 Data Analysis:

The researchers collected the data using the questionnaire. They transcribed the data into Microsoft Excel file. Finally, the data organized and inserted into the statistical program (SPSS) (version 20) to analyse the study data after coding the answers. Analysing descriptive statistics, the mean score and standard deviation were calculated in arithmetic terms. The five-grade scale has also been changed into three grades. To deal with determining the hypothetical mean and comparing the arithmetic mean. The direction of the sample answers is according to the value of the weighted arithmetic mean distributed according as follows:

(5-1) = 4
4/3 = 1.33
In order to determine how long the staging period should be (These value have been used to determine the length of the staging period), as following values were used:
1-2.33 Weak
2.33-2.76 Medium
3.76-5.00 Large

4. Results

The results were discussed in the light of the research questions as follow:

For the analysis of the collected data by means of the questionnaire, there were five fields analysed arithmetically by means and standard deviations.

1. The Results of the Listening Field:

Table (1) displays the overall results of arithmetic mean and standard deviations of the listening filed.

Table 1: **The Arithmetic Mean and Standard Deviation of the Listening Field**

	Listening	Number	Arithmetic Mean	Standard Deviation	Grade
1	The teacher adapts and prepares the listening state	60	2.90	0.0515	Large
2	The teacher trains the students to be good listeners	60	2.30	0.095	Weak
3	The student should understand the thoughts he hears	60	2.30	0.112	Weak
4	The student should distinguish between the words he hears and their meanings	60	2.76	0.055	Large
5	The teacher follows up with thoughts and the train of thought	60	2.56	0.099	Medium

In relation to the spread of Coronavirus at the University of Mosul, Table (1) indicates that the arithmetic average of e-learning effectiveness has been reached (2.56). The standard deviation appeared as (0.099) with a medium grade. The field of *"Listening"* range between an arithmetic mean of (2.30) and (2.90) with a standard deviation variation of (0.112) and (0.0515) with a medium grade.

2. The Results of the Conversation Field:

Table (2) The following arithmetic means and standard deviations were calculated from the data collected at the University of Mosul:

Table 2: The Arithmetic Means and Standard Deviations of the Conversation Fields

	Conversation	Number	Arithmetic Mean	Standard Deviation	Grade
1	The teacher runs the dialogue in dual forms	60	2.73	0.074	Medium
2	The teacher shows previous experiences in an attractive way	60	2.80	0.061	Large
3	The teacher avoids ridiculing others when mistakes are made	60	2.30	0.112	Weak
4	The teacher uses signals and gestures to explain occurring changes	60	2.23	0.104	Weak
5	The teacher explains different phrases used in certain situations to the students	60	2.76	0.064	Large

As shown in Table (2), the items of the *"Conversation"* field range between a weak grade and a medium one. The paragraphs came between an arithmetic mean of (2.76) and (2.30), with a standard deviation of (0.064) and (0.112), respectively with a medium grade.

3. The Results of the Reading Field:

Table (3) We calculated the arithmetic means and standard deviations for *"reading"* based on the use of e-learning at the University of Mosul as follows:

Table 3: The Arithmetic Means and Standard Deviations of the Reading Paragraphs

	Reading	Number	Arithmetic Mean	Standard Deviation	Grade
1	The teacher clarifies written symbols, letters, syllables, word and sentences	60	2.76	0.0762	Large
2	The teacher understands read speech in the light of previous experiences	60	2.86	0.555	Large
3	The teacher helps reach and understand the meaning in a short period of time	60	2.66	0.0699	Medium

4	The teacher should have an accurate pronunciation to realize a good meaning	60	2.66	0.077	Medium
5	The teacher gives the student the chance to read	60	2.53	0.093	Medium
6	The teacher follows up the students when they read to correct their pronunciation.	60	2.73	0.066	Medium

The above table, (Table 3), shows that the items of *"Reading paragraph"* range between a weak and a large grade. The paragraphs clarify that arithmetic mean ranges between (2.86) and (2.53) and a standard deviation between (0.555) and (0.066).

4. The Results of the Lesson Implementation Field:

Table (4) Displayed the standard deviations and arithmetic means "*lesson implementation*" field in the interaction of the teaching staff members with e-learning at the University of Mosul as follow:

Table 4: The Arithmetic Means and Standard Deviations of the Lesson Implementation Field

	Lesson Implementation	Number	Arithmetic Mean	Standard Deviation	Grade
1	The teacher motivates the students by using advanced communication skills to introduce the lesson	60	2.53	0.093	Medium
2	The teacher slowly transitions from easy to difficult when presenting the lesson.	60	2.70	0.059	Medium
3	The teacher minimizes individual differences and tries to address them.	60	2.76	0.064	Large
4	The teacher adopts an appropriate support to get a good student response.	60	2.76	0.072	Large
5	The teacher facilitates the application of administrative skills over the learning platforms.	60	2.80	0.070	Large
6	The teacher gives care for the continuous evaluation and equally distributes questions to all students.	60	2.36	0.108	Medium

7	The teacher diversifies questions to cover all levels.	60	2.73	0.074	Medium
8	The teacher deals with various areas of weakness that the students might have	60	2.60	0.092	Medium
9	The teacher observes learning results in the students' behaviour.	60	2.70	0.076	Medium

As explained in Table (4), it shows that the paragraphs of the *"Lesson Implementation"* range from a medium to a large grade, and the scores for the arithmetic mean range between (2.36) and (2.80) and the standard deviation between (0.108) and (0.070).

5. The Results of the Personality Field:

Table (5) As seen from the perspective of the teaching staff at the University of Mosul, the following arithmetic means and standard deviations were shown:

Table 5: The Arithmetic Means and Standard Deviations of the Personality Field

	Its Personality	Number	Arithmetic Mean	Standard Deviation	Grade
1	The teacher has to be active and has good sense of humour.	60	2.60	0.072	Medium
2	The teacher seeks to gain the students' trust.	60	2.80	0.070	Large
3	The teacher should control the students' emotions.	60	2.83	0.059	Large
4	The teacher facilitates the styles of using English language in expressive situations.	60	2.56	0.093	Medium
5	The teacher facilitates the self – study and self – development capacities modules with audio/video tools. The teacher facilitates the planning.	60	2.46	0.104	Medium

Table (5) reveals that the items of the *"Personality"* field ranged between medium grade. The items range between an arithmetic mean of (2.46) and (2.83) and the standard deviations ranged between (0.104) and (0.059).

6. The Results of the Difference between the Responses of Male and Female Teaching Staff Members at the University of Mosul:

In order to analyse the differentials responses between the male and female teaching staff members at the University of Mosul, the arithmetic means and standard deviations were calculated as follows:

Table 6: The Arithmetic Means and Standard Deviations of the Difference between the Responses of Male and Female Teaching Staff Members at the University of Mosul

	The listening field	The conversation field	The Reading field	The lesson implementation field	The in personality field
Mann-Whitney U	426.000	430.000	432.000	440.000	426.000
Wilcoxon W	954.000	958.000	838.000	846.000	954.000
Z	-.334-	-.273-	-.244-	-.121-	-.337-
Asymp. Sig. (2-tailed)	.738	.785	.807	.903	.736

Table (6) displays the arithmetic means and standard deviations to show the difference between the answers of male and female teaching staff members at the University of Mosul. After testing the data for the normal distribution, a test or a comparison was conducted between males and females according to the Mann-Whitney test, if they were abnormally distributed and from the lower value Asymp. Sig (2-tailed), the answers provided by males and females to the questions were not significantly different.

5.   Discussion

As a result of the spread of Coronavirus, the arithmetic average of the effectiveness of the perspective of University of Mosul's teaching staff, e-learning was (2.33) with a standard deviation of (2.76) with a medium grade, and all fields received a medium grade as well.

These results are clearly attributable to the fact that Mosul University is a face-to-face learning university, and e-learning was never in its plans at Mosul University. A

sudden switch was made to e-learning. This type of education has been viewed as a novelty by the government, unlike its predecessors, which had limited experience in this field.

Because of this, the online educational process depends on a number of factors, including the degree to which teachers have been trained in technology, their teaching style, the way they interact with students, strategies for capturing students' attention, and encouraging student-faculty interaction. Students should be encouraged to assign more time to their task completion, teachers should communicate their expectations to students, and collaboration is a key part of the learning process, so students feel encouraged and motivated, technology use, and diversified learning (Tham, 2005; Nycz, 2007; Cheung, 2017).

According to the results of this research, online learning has both advantages and disadvantages effect (Nazarlou, 2013; Dhull & Sakshi, 2017; Sadeghi, 2019; Claudiu, *et al.*, 2020). In addition to teachers not having well-developed strategies to keep students focused, students also lose focus because this type of learning is unfamiliar to them. Furthermore, environmental disruptors like noise from neighbour's and inadequate learning spaces can affect the amount of time students can concentrate online. In addition to isolation, the results revealed another disadvantage, there is a sense of isolation among students because they lack interaction with teachers. Using computers more often and spending more time indoors are forced to isolate themselves from others following the pandemic.

It was determined from the data analysis that during the outbreak of Covid-19, teachers rated the web-based system favourably for both its ease of use and usefulness. Despite this, more than half of teachers disagreed that online learning was effective during the pandemic Covid-19. It was felt that the online learning system was less effective because teachers and students did not communicate or interact. There were fewer motivated students, fewer parents' support, and fewer technological infrastructures available to some students. The use of technology, designing exciting materials, explaining the material, and providing feedback were some of the providing feedback. that some teachers faced.

Teaching online is neither more convenient nor more comfortable for teachers because of these problems. Teachers were positive about the use of technology to teach

online during the Covid-19 pandemic. There is a high level of intention and involvement among teachers in using technology to teach online. Furthermore, they believed they should improve their digital skills. Technology was recognized as an important tool for teachers to practise in the classroom as a result of this study.

Teachers will be tested for their productivity in conducting online learning based on their ability to collect materials, learn, and select the most suitable applications during the Covid-19 pandemic. Motivating students to stay enthusiastic about online learning (online learning) and keep it from becoming a psychological burden requires creativity on the part of teachers. Students' personalities must be taken into account when teachers create models and learning strategies. Using several applications when teaching online can be beneficial for teachers. Online media can make teaching more effective, more accessible, and more understandable for students if teachers know how to use them effectively.

Teachers should be capable of managing online learning as well as using technology. Teachers need to be professionally trained to deliver effective online learning. As well to government, university, teacher, parents, and community support, online learning had a significant influence on its purpose.

In addition to this, e-learning requires the existence of infrastructure, such as computers, phones, and approved software programs for education, as well as the purchase of programs for the university in order to ensure that the largest number of students participate in the program. A Coronavirus pandemic was imposed on online learning as a result of the university's inability to adequately plan for and utilize the available resources, which caused the teaching staff to communicate with students within the existing, weak resources.

As with other Iraqi universities, the University of Mosul faced government decisions supporting the educational process without providing support through e-learning. Additionally, the teaching staff did not receive adequate training for implementing e-learning during a crisis.

Based on the outcomes of this questionnaire, appears to be the results of the study were similar (Draissi & Yong, 2020), which concluded that distance education in Iraqi universities faced some challenges and difficulties due to the outbreak of (COVID-19). The study by (Yulia, 2020) in Indonesia, the Coronavirus pandemic has led to a

restructuring of education, with traditional methods of instruction declining due to the epidemic, in favour of learning via the Internet, which allows students to learn at home. As a result, it reduces the physical interaction between individuals, reducing the spread of diseases.

As the Coronavirus epidemic spreads in Georgia, the process of transferring from traditional schooling to online learning was very successful (Basilaia & Kvavadze, 2020). Teachers, students, and school administration can also use the system and skills acquired in the post-epidemic period to improve the effectiveness of group teaching, help students gain independence, and develop new skills, among other things. These include extra hours for special needs students, improving the effectiveness of group teaching, and growing the effectiveness of group instruction.

Furthermore, since teachers rely on Word, PDF, and other programs to create lessons and ask students to read educational content, students are unable to ask questions or inquire. Moreover, the teaching staff at the University of Mosul needs to be adequately trained in selecting providing students with access to educational content at all times through appropriate software.

6.   Conclusions

In conclusion, in the world of education, online learning is one of the most important aspects of the process, which its steps are built on developing and updating academic curricula and contents. It makes the student able to perform a certain role with master certain skills. According to the results of the research, the following has been concluded:

1.   At the University of Mosul, most students have a positive opinion of Google Classroom, Edmodo, and Google Meet as online learning platforms during the COVID-19 outbreak. Teachers should struggle to eliminate any difficulties, students might face in order to accomplish the learning objectives in online teaching/learning, as the advantages generally outweigh the challenges.

2.   There are two types of implications resulting from this research: practical and theoretical. For teachers to Several practical recommendations can be offered for improving the quality of the online learning process. The research provides a perspective on how Iraq's higher education system changed during a period of rapid, multiple changes.

3.   As a result, the students' and teachers' perceptions of online learning may progress after a longer period of adjustment and familiarization with the online environment, consistent with studies previously mentioned in this research, as well as their perception of online learning being more positive.

4.   For Iraqi education to accurately and effectively adapt to online learning, it must take actions that will encourage and facilitate its adoption of this evolving type of teaching. In order to improve the performance of teachers and thereby improve the educational process, universities can offer training sessions or develop educational programs.

5.   University servers have extremely limited capacity, making it extremely difficult to resolve technical issues. E-learning platforms are being improved at many universities to address these issues. Although, many students face technical difficulties, particularly those in rural areas or from low-income families, because of poor internet connections, signal loss, and insufficient digital devices. Universities can facilitate the learning experience for students who find themselves in situations like this by creating programs that facilitate the process.

6.   There need to be concrete steps taken to improve and maximize e-learning teaching and learning in Iraqi higher education, as well as in other educational systems. Training programs are required to help teachers remodel their teaching style and how they interact with students, so they can adapt to teaching online.

7.   Teachers' resilience to change and students' perception of online learning are the two major challenges facing higher education in Iraq today. Educators must be prepared for the changes by participating in training programs that provide them with an understanding that education in higher education systems will largely take place online and that the system will not revert to its former state, as well as the fact that online teaching offers a new way to communicate with students.

8.   Flexibility, open-mindedness, and an interest in learning helped teachers to become self-taught and improve their teaching skills. The use of e-learning tools is not widespread. Some teachers use only the basic functions of e-learning platforms during the courses and do not learn how to use them.

9.   Additionally, higher education teachers find it particularly challenging to admit that they don't know how to use some of the tools available to them. Their refusal to ask for assistance is due to this reason. Technology skills alone are not enough to teach online. Teaching methods also need to be adapted to the skills.

10.   When processing information while online, researchers found videoconferencing necessary for better assimilation of information. It is also important to strike a balance between theoretical and practical tasks, as well as assigning a sufficient number of practical tasks to students. In this way, they can reduce the amount of time they employ in front of the computer.

11.   The online environment lacks interaction, so the tasks should involve teamwork to compensate.   Creating and implementing programs designed to improve student interaction requires technical skills as well as, the ability to think creatively and design tasks that stimulate collaboration. Teachers should also be able to provide students with feedback on the tasks they have completed, Support students, give them a variety of tasks, provide information in a multiplicity of formats such as audio, video, text, and create strategies to spark their interest and keep them engaged during class.

12.   Communication and interaction between teachers and students would also need to be changed. The higher education system is becoming increasingly reliant on online learning, but students are lacking critical thinking skills, active learning, and the ability to debate and express their opinions, which the education system denies them.

13.   The challenge for teachers in an online environment is to find new methods of encouraging students to develop such skills if they managed to do this during face-to-face courses.

14.   Teachers need to be existing and exposed to students' needs in order to increase their engagement and involvement in the educational process. Teachers should provide students with solutions if they encounter technical difficulties during a course (recording and posting a course on the platform, offering supplementary materials, etc.) to ensure that they have access to the information they are given.

15.   The teachers should find solutions to students' technical difficulties during a course (Providing supplementary materials as part of the course recording and posting on the platform) so that they can access the information they are given.

16. When no solutions are found, teachers should be understanding and refrain from sanctioning students. Students who receive answers such as "I am unable to help you" or "it's your problem" are less motivated, which increases their frustration, increasing the risk of them dropping out.

17. Teachers need to improve their technical skills. As presented in Popa, *et al.*, 2020), there are some suggestions for adjusting the educational process to the online environment, but these adjustments must be based on the macro environmental contexts of each country and the students' profiles.

18. Teachers have little control over their students' behaviour when it comes to activities that require critical thinking, debate or expressing their opinions. (*my microphone doesn't work, my connection is bad, or I can't speak because I'm at work*). Usually, students use such situations as an excuse for not participating actively in classes, not because they don't exist; we simply point out that they are most commonly used as an excuse for not participating in classes.

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