Arab World English Journal

INTERNATIONAL PEER REVIEWED JOURNAL ISSN: 2229-9327

مجلة اللغة الانكليزية في العالم العربي

Investigating Students 'Attitude towards E-Learning Model for Studying English in Delta University

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Abstract
The purpose of this paper is to investigate students' attitude towards an e-learning English model named Learn English Pathways (LEP) . This course is assigned for freshmen students of Delta University, as a training material for accessing APTIS test. This research seeks answers for the following questions: 1. Does using e- learning software program influence students' attitude towards learning English as a foreign language positively? 2- What are the advantages of e learning in improving English language skills among freshmen students? To achieve the goals of the paper, a questionnaire was distributed to the subjects of this study. Its items aimed at eliciting whether the students think that using e- learning models enriched their learning process and made it easier or it had no effect on them. The population of this study was 100 of freshmen students at Delta University, during the academic year 2015- 2016. The students filled out a questionnaire and completed a course evaluation at the end of the experiment. The t-test scores were statistically evaluated. The findings of this paper reveal that LEP influences the students' overall attitude towards English learning language. The different activities that are provided by LEP have been described with an analysis of how they can be used to develop EFL students' language proficiency and self education.
Key words: E-Learning, English classroom, Learn English Pathways, Student' attitude

Introduction

The classroom environment, today, is completely different from the traditional classroom. The traditional methods which are mainly based on lecturing and rote learning reduce English language learning to mechanical memorization and miserably fail in developing English language as a skill among the learners. New technologies have added not only stimulus but also learners' engagement and true interactivity within the classroom.

In the context of such high tech learning environment, it's necessary for both teachers and students to get updated, equipped and involved with technology in education especially in ESP. They must incorporate such technologies in facilitating English Language learning. The use of Internet has given an immense opportunity for teachers and students to interact with each other in particular and with the world in general. (Computer Assisted Learning) CAL has contributed considerably in this direction. The evolving technical and technological scenario, especially in some developed countries of the world, has almost replaced the traditional classroom with a virtual global learning situation without a face-to-face interaction. Its impact is being seen in advancing countries where system of education is competing with the rest of the educational system of the developed world.

Research Background
Technology and language learning

Electronic education and learning is one of accomplishments of mankind which has affected the world tremendously. Since 1990 advancement in technology has led to increasing integrity of electronic-learning courses and also language learning courses.

The report of Soliman (2014) presents the advantages of the E-learning Moodle and its role in enhancing "English foreign language" (EFL) students' language skills and independent learning. An already running and established virtual learning environment, namely the E-learning Moodle software, is being used successfully in the British University in Egypt. The different activities and resources that are provided by E-learning have been described with an analysis of how they can be used to develop EFL students' language proficiency and independent learning.

Heidari et al (2010) have concluded that not only is the utilization of educational software in teaching useful, but also the effect of it on progress of students is better than conventional method. Similarly English teaching with the use of educational software is effective in motivation of students towards learning.

In a study carried out by Almekhalafi, (2006), 83 students were put in two groups of test and control. The control group attended English learning without the use of computer and the test group did with the use of it. The results of the study show considerable difference between the two groups leaving the advantage to test group. Besides the results showed that test group had more motivation to learn English than control group.

Kargiban Zohreh and Kaffash Reza (2011) study is to determine the effectiveness of the use of the attitude towards English learning at eleventh grade of the secondary school in Iran. This study was conducted on the effects of the use of My English Lab, an online model software program, on secondary school students. One part of the students accessed to the free download software (MOODLE) in the classroom instruction. The students took a t-test and filled out a survey and completed a course evaluation and qualitative survey at the end of the research. The t-test scores were statistically evaluated.

The objective of Zanjani and Ramazani study (2012) is to examine acceptance of e-learning technology carried out by English teachers and students based on technology acceptance model (TAM). In order to achieve the objective of the research, the researcher has employed descriptive-survey method and also questionnaire and interview with English students and teachers who constitute population of the research. To test the hypotheses of the research, the researcher has employed Pearson correlation test along with SPSS software. The results of the research indicate lack of Perceived ease use and Perceived usefulness of e-learning technology in teaching English.

The paper of Tanveer (2012) presents the findings of a research study at Majan University College, Oman, which aims at exploring the perceptions of students and teachers regarding the use of e-learning pedagogical tools in a language classroom, the challenges they face and some strategies to enhance the practical application of integrating e-learning tools in classroom-based language teaching (ICT). The study, following the qualitative and quantitative research approaches, interviewed eight English lecturers and administered a five-point Likert scale questionnaire with 46 learners. The qualitative data were analyzed using a coding system and quantitative data were analyzed using computer excel programme to get highest and lowest percentage of subjects' responses. The study finds that both teachers and learners perceive that e-learning: helps students take the ownership of their own learning, provides diversification of activities, fosters intrinsic impetus of learning, enables introvert students to interact better, permits acquiring valuable study and time management skills, allows teachers to have more student-centered form of learning, etc. However, reservations regarding excessive use of technology at the cost of language learning have also been reported. The paper discusses the challenges that hamper ICT success under three headings: technical, administrative and pedagogical. The major challenges reported are marginally less technologically sophisticated faculty, unreliable technology, lack of confidence and experience of instructors and students with technology, substantial amount of time required for lecturers to fine-tune their instructions for electronic transmission of knowledge, lack of e-learning resources to administer networked classes and electronic assessments, etc. The study concludes that ICT has great potential to be integrated in classroom-based language teaching. However, in order to utilize the full potential of ICT and to equip students with skills to be life-long language learners, it follows that teachers and learners' confidence to use technology should be raised by duly facilitating them with the required electronic equipment, training and time resources.

Learn English Pathway (LEP)

      Learn English Pathways is a series of eight self-study modules for adult learners of English organized across the B1 to C1 levels of the Common European Framework of Reference CEFR (is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries. It was put together by the Council of Europe as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996)

      Each course is 30 to 40 hours long and aims to develop learners' language through a variety of flash-based interactive online lessons. These courses are moderated meaning that trainers can interact with and support course participants throughout. The following table shows the correspondence between the CEFR levels and Learn English Pathways:

Table1 *The correspondence between the CEFR levels and Learn English Pathways*

CEFR Level	Level of Learn English Pathways
A0	Elementary 1
A1	Elementary 2
A2	Pre-Intermediate 1
A2	Pre-Intermediate 2
B1	Intermediate 1
B1	Intermediate 2
B2	Upper Intermediate 1
B2	Upper Intermediate 2

      Each of the eight levels that make up LEP is divided into six themed units, where language functions, vocabulary, grammatical structures and ways of interacting are linked to the subject of each unit.

Description of the methodology, instructional design and program structure

      LEP is built on the principles of constructivism pedagogy on which the Moodle learning platform is built. LEP conceives language learning as a series of successive approximations towards the goals of study, and through mediated interactions with others (tutors and students), increasing levels and depths of knowledge are achieved.

Figure1 The different Levels of LEB

LEP is based on British Council methodology, which includes elements of the communicative approach, and functional and theme-based learning. Each course consists of six units relevant to adults working in a variety of roles and contexts.

Description of the program

LEP provides a virtual English learning experience that will take learners from level A0 to B2 on the Common European Framework of Reference (CEFR). Course participants engage with online activities and resources (30-40 hours).

Delivering *Learn English Pathways*

Using the British Council's online learning system. Moodle is the name of a web platform specifically designed to deliver courseware.

Learners are provided with individual accounts. The system remembers where they are in the materials and allows students to their check progress and scores, which are automatically recorded in the system's grade book. Teachers/administrators are also able to check their progress. **http://courses.britishcouncil.org/LEpathways/**

Figure 2 A sample of LEP exercises

APTIS forward thinking of testing
Introducing Aptis

Aptis is a new and innovative global English assessment tool from the British Council. It is an English test for adults and young adults, which can be used to assess ability in all four English skills - speaking, listening, reading and writing. It also allows organizations and individuals to develop specific English skills, with the ability to test just one skill, e.g. listening only (combined with the core grammar and vocabulary component).

Aptis is usually taken on a computer, but the Core Test, the Reading Test and the Writing Test can all be taken using the more traditional pen & paper test.

Aptis Test Structure

Aptis consists of five components: Core (grammar & vocabulary), Reading, Listening, Writing and Speaking. Different clients decide which components are needed for their situation, so you, the candidate, may be preparing to take a single component package (e.g. Core + Reading) a two-component package (e.g. Core + Reading + Listening) a three component

package (e.g. Core + Reading + Listening + Writing) or a four component package (Core + Reading + Listening + Writing + Speaking).

Methodology

This section presents a description of the instrument employed to elicit data as well as a description of the population and the area where the study was conducted. It also specifies the procedures which were followed to carry out this study.

This study aimed at determining the effectiveness of the use of E- learning model, named Learn English Pathways, on the attitude towards English learning language of Delta university freshmen students. The study is trying to find out answers for the following questions:
1. Does using e- learning software program influence students' attitude towards learning English as a foreign language positively?
2- What are the advantages of e learning in improving English language skills among freshmen students?

Subjects: The population was consisted of freshmen college students in Delta University. The sample was made up of 100 students enrolled in the first level during the fall of 2015 and spring 2016.

Questionnaire: a questionnaire was distributed to students and it was the main tool of the study since it provided the researchers with data related to the students' actual attitudes towards accessing Learn English Pathways, while learning English as a foreign language. (Appendix A)

The questionnaire is distributed after the assigned treatment of e learning course during 3 months. The students was given ID access to LEP by the British Council. They have the opportunity to practice free exercises in their accounts. English Labs was assigned to provide them with suitable feedback.

The students' attitude regarding the e learning course was determined. The collected data were analyzed using SPSS in order to prepare descriptive measures which involved means and standard deviations using the non-parametric test of mean differences, One-Sample Test as shown in Table1.

Results: Students' Attitude Towards Learning English with LEP

The students' attitude towards LEP model was examined in this paper. The acquired values are presented in Table 1. A questionnaire with Likert-scale was used to t test and to better understand the students' attitude towards LEP in learning English.

Table 2: *Students' Attitude Towards LEP*

Statement	M	SD	T	Sig.(2tailed)
1- LEP is useful for self learning	4.400	.507	33.606	000
2- Feedback is applied in English Labs to correct any mistakes in e learning LEP	4.333	.617	27.191	000
3- LEP upgrade my knowledge and skills in English learning language	4.266	.703	23.482	000

4- Technology tools that I used in English class were friendly	4.333	.4787	34.395	000
5- Overall, learning English language by LEP is interesting	4.466	.639	27.033	000
6- use contents from the website as a part of my English lessons is more useful than books and traditional methods	4.533	.516	34.000	000
7- It is easy to use the online educational resources and to access	4.466	.516	33.500	000
8- using e learning increases my creativity	4.666	.617	29.283	000
9- using the computer to enhance my communication skills.	4.600	.507	35.133	000
10- I become familiar with the different types of questions	4.266	.457	36.101	000

There were five choice ranging from strongly agree (=5), No idea (=3) to strongly disagree (=1) in each statement. * z, p> 0.05 (not significant,), p<0.05 (almost significant), p<0.01 (significant), p<0.001 (very significant).

A Likert-scale instrument with statements, each with five choices ranging from strongly agrees to no opinion/do not know, was used to assess students' attitude about ELP usage. The question was closed-ended. The result of the study is presented in Table 1.

It is clear that statement 1 is highly agree. Many students, at the end of their experiment, were agreed that LEP helped them to learn overall English language skills (Statement 1). Moreover, many students had the view that The use of a LEP was easy, friendly and effective on their creativity (statements 3,4,7). It helped them also to improve their communication skills (Statement 8). students' need for continuous feedback, reflected the main role of teacher in this process (statement 2).

Discussion, conclusion and Recommendations
Discussion
Considering the implementation of LEP e-learning course among Delta University students in Egypt, the researcher recommends the use of e-learning models in EFL and ESP lessons. Though it cannot replace face to- face method of teaching, e-learning models can be blended with face-to-face methods.

According to Garrison & Vaughan (2008) integrated curriculum through e-learning and face-to-face teaching can make learning more participatory, interactive and student-centered. LEP e-learning model open opportunities for students to engage in learning activities outside the classrooms giving the more exposure to the use of English language resulting in increased language proficiency.

An Analysis of LEP implementation in Delta University
This section discusses the analysis of advantages and disadvantages of implementing LEP model of e learning from the literature review and the researcher's own experience of using it with his students.

E learning (model) LEP course: Advantages
- LEP model increases students' exposure to language learning over the period of time resulting in their enhanced linguistic proficiency.
- Different e-learning resources and activities of LEP improve students' language skills in listening, speaking, reading and writing.
- According to (Wu et al., 2012), „an integrated learning environment‟ is created through E-learning where students engage in different tasks. Strong learners and slow learners can work according to their needs either faster or slower (Nedeva& Dimova, 2010) promoting learner autonomy.
- E-learning is an interactive and learner friendly medium of teaching and learning.
- Due to its connectivity and exposure to the World Wide Web, the learners are motivated as they are exposed globally (Meloni, 1998). E learning provides EFL learners to use the language in real-life situation across the globe.
- It appeals to students' different learning styles as they can choose from a variety of activities and resources.
- Teachers can save time in administering the course, reproducing the materials, and reducing cultural differences that happen during face-to-face teaching.
- Administrators can reduce the cost of the production of teaching materials.
- Students are trained on the forms of international exams like TOEFL and IELTS.
- LEP model improve students' autonomy and self education.

E learning (model) LEP course: Disadvantages
        Despite the above advantages of e learning implemented model, but there are some noticed disadvantages as follow:
- Lack of body language and face-to-face relationship and direct feedback.
- The slow shifting of some students from traditional methods of learning.
- New learners who lack computer skills may not appreciate e-learning models as it is especially in the absence of teacher support (Nielson, 2011)
- The social relationship among students is negatively affected due to the virtual nature of e-learning models (Han & Johnson, 2012).
- E learning is unsuccessful in institutions which do not have enough computer labs and e-learning accessibility.
- The need for intensive training on self education for students.
- The private laws of every institution that is depending on traditional methods for learning and testing (printed papers and traditional method of teaching by teachers).

Conclusion
        Despite the above mentioned drawbacks the recommendation of the author is that e-learning models therefore can supplement face-to –face classroom teaching in Delta University. Various activities and resource that are offered by e-learning model LEP can surely advance Egyptian ESP learners‟ English language proficiency. Moreover, the Information and Communication Technology (ICT) is fast growing, and students need to be equipped for the international technological and economic requirement. It has proved successful, as students reach the intended learning objectives by this blended type of learning in which the concept conveys the idea of "blend" and refers to different situations in which technology is used to complement classroom activities (Dziuban et al., 2004).   Thus, it is via e learning that teaching and learning

could be enhanced and developed, as students work in and outside the class which makes modules "more participated, interactive and student-centered" (Garrison & Vaughan, 2008). Working outside class encourages students to study independently using the E-learning interactive activities and thus spend more time engaged and immersed in the English language which improves their language proficiency.

Recommendations

E learning is an essential tool that should be used to supplement the EFL face-to-face class. It includes various activities and resources that if used by the students and monitored by the teacher could enhance the students' language proficiency and independent learning. The wide variety of activities and resources on the E-learning model (LEP) needs to be activated in the English language Modules to increase the time that students interact with the language and motivate them to work independently and thus eventually they become life-long learners.

Finally, It is recommended to Follow universities which have been successful in utilizing E-Learning systems. It is necessary that universities pay a lot of attention to more E-Learning in the framework of strategic planning, moreover, Building essential infrastructure in order to establish and utilize E-Learning at them.

About the Author:

Abdelrahman Elsayed is an English lecturer at Delta University for Science and Technology. He holds PhD in TEFL Education and Curriculum from Cairo University in 2013.He has 10 years experience in teaching English at all levels in Egypt and Saudi Arabia. His trend in research is improving motivation and attitude of learning English among ESP- EFL students

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Appendix A
Students' questionnaire
Dear students,
This questionnaire is formed to get data about the assigned course (LEP). It tries to acquire your attitude towards e learning experience at all, in order to meet your expectation regarding learning English courses.
Appreciate your faithful participation.
Dr. Abdelrahman Elsayed AlAdl, English Lecturer –Delta University, Gamasa, Egypt.

Items (1-25) Tick any one from the five options (1-2-3-4-5) given below
 (1- Disagree 2- Disagree to some extent 3- No idea 4- agree to some extent 5- Agree)
Name: College:
Department: Level:

Items	Content	1	2	3	4	5
1.	LEP is useful for self learning					
2.	Feedback is applied in English Labs to correct any mistakes in e learning LEP					
3.	LEP upgrade my knowledge and skills in English learning language					
4.	Technology tools that I used in English class were friendly					
5.	Overall, learning English language by LEP is interesting					
6.	Use contents from the website as a part of my English lessons is more useful than books and traditional methods					
7.	It is easy to use the online educational resources and to access					
8.	Using e learning increases my creativity					

Items	Content	1	2	3	4	5
9.	Using the computer to enhance my communication skills.					
10.	I become familiar with the different types of questions					

Appendix B
LEP Sample Lesson

Activity 1:	Introductions – Unit 2
Time:	20-30 minutes
Aim:	Learn and practise language for introductions / Become familiar with the topics to be covered in Unit 2 of LEP

- Introduce yourself and find out the names of some or all of the students in the class, asking *What's your name?* Occasionally respond saying: *Nice to meet you, [name]!* Check they understand the meaning of *Nice to meet you!* using translation if necessary.
- If the students don't know each other, get them to turn to the students sitting next to them and to introduce themselves to each other: A: *Hello, I'm (Adam). B: Nice to meet you, (Adam)! I'm (Ana).*
- Show slide 2. Say: *This is Karen and Paul. Do you think they are friends? (No.)* Tell them it is the first time that they meet. Refer to the fact that they are shaking hands which is common at first meetings. Ask: *What do you think they're saying?* Elicit suggestions: *What's your name? Nice to meet you. etc.*
- Show slide 3. Read the dialogue and get the students to guess the missing lines. Click to show the responses. Then read the dialogue again line by line, getting the students to repeat as a class. Put the students in pairs and get them to read the dialogue aloud, first as open pairs and then closed pairs.
- Show slide 4. Say: *Now you. Introduce yourself to your classmates.* Choose two students, preferably students that don't know each other well, and get them to read the dialogue using their personal information. If appropriate, you could get them to mingle around the class talking to different classmates asking and answering the questions.
- Ask: *What information might you want to know when you meet somebody for the first time?* Use Kurdish/Arabic if necessary. Show slide 5 for suggestions, check they understand meaning and get them to say if they think it is okay to ask about these things at a first meeting or not. There are no right or wrong answers; this is just an opportunity for some discussion and to introduce the main topics discussed in Learn English Pathways Unit 2. Explain to the students that in the coming weeks they will learn how to ask and answer questions about the different topics on the slide.