

The Influence Of Covid19 Pandemic And E-Learning On Fifth Preparatory School Male/Literary Students' Achievement In English Material In Al-Abassiya District In Najaf/Iraq

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Abstract:

The current study aims at finding out “**The Influence of Covid19 Pandemic and E-Learning on Fifth Preparatory School Male/Literary Students' Achievement in English Material in Al-Abassiya District in Najaf/Iraq**”. The researcher adopted the experimental design to state the shift in the achievement variable of these students. To attain the aim of the study, the researcher proposed the following null hypothesis:

- There is no statistically significant difference in the achievement of fifth preparatory school students before and during the Pandemic and E-Learning at the level (0.05) between the mean scores of students in the finals before covid19 (2018-2019) and during covid19 (2019-2020) in English language final exam.

To inquire this hypothesis, the researcher followed the experimental design with partial control, students pre-Covid19 are considered to be the control group, while students during Covid19 are considered to be the experimental group. The population includes all fifth preparatory school students in Al-Abassiya District, while the study sample includes fifth-grade students of Yaum Al-Ghadeer preparatory school.

The researcher follows few procedures by collecting data of the two years and analyzed these data to accomplish the goal of the study; a literature review and previous studies on covid19 pandemic and its relation to students' achievement in English language, as well as stating a comparison between the final scores of the students before the pandemic (2018-2019) and during the pandemic (2019-2020) using statistical tools.

Chapter One: Introduction

1.1 Problem of the study:

E-learning is a cutting-edge method of delivering education through the use of electronic media. E-learning, often known as distance education, is a type of online education that gives opportunity to people all over the world to get education using electronic methods such as the internet. The effectiveness of the E-learning process in schools depends on a number of aspects that must align with the technological change and improve learners' understanding. In order for schools in Iraq to keep up with the rapid growth of technology, they must assess current capabilities, analyse previous studies, evaluate them, and develop solutions that are compatible with updated technology in order to save time and money while

providing modern alternative means, tools, and methods of e-learning in their classrooms.

Prior to Covid-19, Iraq's education system relied solely on traditional teaching and learning methods such as face-to-face instruction. Iraq's digital facts show that the country is ready to transition to new e-learning methods. The continued use of old methods jeopardizes Iraqi pupils' future prospects. More than 75% of the population uses the Internet on a daily basis, with 100% of mobile phone users. Nonetheless, a poor internet connection is one of the most serious issues that students encounter during the epidemic, especially when considering the percentage of students who are poor and unable to afford e-learning necessities such as cell phones or computers. All of this means that there was no pre-training for students to use online

platforms before to the pandemic, making the process more difficult, yet there was a high level of success in the educational process despite the absence of understanding for using E-learning.

1.2 Importance of the study:

Many countries throughout the world today consider technology to be a key tool in their educational systems (Al-Abdali, 2016). To supplement the major sources of learning and teaching, which are the teacher, the student, and the textbook, a variety of tools and software have been developed (Elttayef, 2016). Because technology provides students with an authentic setting in which to study and learn English in an English-speaking community, it is the Ministry of Education's responsibility to incorporate technology into Iraq's educational system in order to assist Iraqi EFL students in communicating effectively in English both inside and outside of the classroom. It is acceptable to conclude that technology's use in Iraqi education is crucial.

The COVID-19 Pandemic has had a tremendous impact on educational systems around the world, with schools, universities, and institutions being forced to close almost entirely (UNESCO, 2020). In an attempt to curb the spread of the COVID-19 disease, most governments throughout the world have temporarily shut down educational institutions. These nationwide closures affect more than 60% of the world's student population. Several other countries have adopted regional closures that will affect millions of additional pupils (UNESCO, 2020). As of May 24, 2020, the virus has afflicted around 1.725 billion children, resulting in school closures.

As institutions attempt to limit the dangers of community transmission, online learning has become a key lifeline for education (Murphy, 2020). Technology can be used by teachers and students to access specialized material not found in textbooks, in a variety of formats, and across time and location. (OECD, 2020). Many schools throughout the world, including those in Iraq, began using video telephony software

such as Zoom, Google Classroom, Google Meet, Free Conference Call, Telegram, and others to conduct classes as a result of the COVID-19 epidemic.

Aim of the Study:

The current study aims at investigating The Effect of Covid19 pandemic and E-learning on the Academic Achievement of Fifth preparatory school Students in English language teaching in Al-Abassiya district.

1.3 Hypothesis of the Study:

The researcher put the following null hypothesis to achieve the aim of the study :

- There is no statistically significant difference in the achievement of fifth preparatory school students at the level (0.05) between the mean scores of students in the finals before covid19 (2018-2019) and during covid19 (2019-2020) in English language final exam.

1.4 Limitations of the Study:

The current study is limited to the following:

- a. Place limit: The Preparatory schools for boys in Al-Abassiya district.
- b. Human limit: Fifth-grade preparatory school students/Literary.
- c. Time limit: The year pre-Covid19 (2018-2019) and the year during Covid19 (2019-2020).
- d. Cognitive limit: English language Teaching.

1.5 Definitions of Basic Terms:

- a. **Influence:** a metric for determining the magnitude of one variable's influence on another or the link between two or more variables. (Longman, 2010: P.190)
- b. **Covid19:** The stranded enveloped positive-sense RNA virus1 began in Wuhan, China, and has since spread to the world's major cities and countries. (UNISCO:2020)

- c. **E-learning:** Learning using the internet.
- d. **Achievement:** a phrase used to indicate whether an activity, occurrence, or situation expressed by a verb is ongoing or concluded, for example. (Longman, 2010: P.34)

Chapter Two: Literature Review

2.1 Covid19 Pandemic:

The stranded enveloped positive-sense RNA virus¹ spread in Wuhan, China, and has since spread to the world's major cities and countries. On December 31, 2019, clusters of pneumonia with an unknown cause were reported in Wuhan, Hubei Province, China. COVID-19 was declared a public health emergency of international concern (PHEIC)⁴ and a pandemic by the World Health Organization (WHO) on March 11, 2020, due to its global spread. The rate of spread and infection has been continuously growing throughout countries and places around the world. The European Centre for Disease Prevention and Control (ECDC) recorded 109,206,497 reported cases and 2,407,459 deaths in 219 countries, territories, and international transportation as of February 18, 2021. The disease can manifest itself in a variety of ways, from non-specific moderate symptoms like headaches and fevers to severe pneumonia and organ function impairment.

2.2 Impact of the global lockdown on Educational system around the world:

Because to the COVID-19 pandemic's lockdown and social distancing tactics, schools and training institutions have been shut down. (Pokhrel and Chhetri, 2021). Despite the challenges that educators and students confront, school systems and educators have been pushed to embrace "Emergency Education," which involves shifting towards distant virtual platforms, away from traditional face-to-face learning methodologies. This necessitated remote teaching and learning, which Dhawan (2020) sees as preparing the way for digital learning, signifies a paradigm shift in how

educators provide quality education. Accessibility, affordability, flexibility, learning methodology, life-long learning, and educational policy are all issues that arise when e-learning responses to a global epidemic are haphazard and unplanned. (Murgatrotd, 2020). Many countries struggle to keep a stable internet connection, meanwhile others report they can't afford online learning tools, don't have enough physical space, or don't have enough parental supervision. (more so for younger learners).

Petrie (2020) found that The best approaches for online learning have yet to be established, and many students learning at home were suffering from psychological and emotional discomfort, preventing them from engaging in productive online learning. Another problem, according to recent articles on the effects of Covid-19 on teaching and learning around the world, is providing equal assessments and examination settings to the pre-Covid-19 face-to-face provision. Reduced learner contact hours and a lack of communication with teachers when learning/understanding challenges resulted in lower performance on year-end examinations and internal assessment results, according to Sintema (2020).

2.3 The Usage of E-Learning in the Educational System in Iraq:

Despite the fact that incorporating technology into the classroom can aid in the promotion of learning and improve students' learning capacities, it is claimed that classrooms in Iraqi schools still lack access to current technology due to the country's numerous obstacles. (Ghareb& Mohammed, 2017). In comparison to other Arab countries, Iraq was late in implementing e-learning technologies. Although Iraqi schools are interested in online learning, they have only lately begun to implement it (Ameen et al, 2017).

Iraq's educational system has never accepted e-learning as a form of education. In today's world, where Covid-19 is spreading over the globe, it has become vital to implement e-learning in our schools

and institutions so that students can continue to learn and education does not come to a halt. Traditional ways of communication are less dynamic and efficient than digital communication. Similarly, learners can engage in a "genuine immersion in the language" using digital technologies (Bataineh and Al-Abdali, 2014 P. 160). The University of Illinois built a classroom system with linked computer terminals in the early 1960s, which began the history of e-learning. While listening to lectures, students could access informational materials on a certain course. (Woolley, 1994).

2.4 The Challenges of Teaching English in Iraq

Most CLS techniques across the country employ classroom instruction, paper exams, and face-to-face interactions to achieve cognitive objectives. Online education links instructors and students to resources, virtual communication, and remote activities through the use of a course management system as the primary

mode of instruction. The transition from traditional learning to online learning is filled with challenges and surprises (Rovai, et, al; :2007). The purpose of education, whether face-to-face teaching or online teaching, is to obtain knowledge and develop critical thinking skills. This is demonstrated in a face-to-face context through classroom discussions, exercises, and oral and written tests. Teachers interact with students on a regularly during each lesson and are able to assess their prior learning and cognitive knowledge. Online courses take longer to organize and develop than traditional face-to-face courses, and delivering them requires more effort. (Versser,2000)

Chapter Three: Methodology

3.1 Design of the Study:

This study makes use of the experimental design to investigate the shift in achievement variable of fifth preparatory school students in Al-Abassyeh district, as shown in the following table:

Group	Independent variable	Dependent variable
Exp.	The Pandemic	Achievement
Con.	E-learning	

Table (1): Experimental design.

3.2 The Study Sample:

The sample includes (165) fifth grade students of the year (2018-2019) and (177) fifth grade students of the year (2019-2020) from Yawm Al-Ghadeer preparatory school. The first group of (165) students is considered to be the control group (before the pandemic), and the second group of (177) students is the experimental group (during the pandemic).

3.3 Instruction:

3.3.1 Control Group:

The control group represents (165) fifth grade students of Yawm Al-Ghadeer preparatory school of the year (2018-2019), pre-covid19 and e-learning. The researcher took the mean score of the achievement test of the two courses and

treated them statistically to show the difference in the achievement variable, because the year of the pandemic had only one course.

3.3.2 Experimental Group:

This group represents (177) fifth grade students of Yawm Al-Ghadeer preparatory school of the year (2019-2020), during the pandemic with the use of e-learning strategy. The researcher used the same technique with the experimental group and treated their scores statistically to show whether covid19 and e-learning has any effect on students' achievement.

3.3.3 Equivalence of the Two Groups:

Few variables were controlled in order to equalize the two groups, otherwise the

accuracy of the results would be effected by them, such as the age, scores, educational achievement of the patents, history, maturity, morality and teaching materials.

3.4. Statistical Tools:

1. The Mean
2. The Standard deviation
3. The Degree of freedom
4. T-value

Chapter four: results and Conclusion:

4.1 The Results:

After collecting data from the General Directorate of An-Najaf governorate, the researcher informed that the total numbers of fifth grade students of the Literary field students of Al-Abassya District to be (359) student in the year (2018-2019) before the pandemic, and (387) students in the year (2019-2020) during the pandemic. The researcher then all the steps of analysis are undertaken to make decision whether there is a statistically significant difference between the groups in the Achievement variable.

4.1.1 Comparison of the Experimental Groups and Control Group in the achievement Test Scores:

The results of the achievement test of both groups show that the mean scores of the experimental group is (63.7) and that of the control group is (71.4). The indication of the experimental group having a slightly worse scores is clear. By using the t-test for two independent samples, the researcher found out that the standard deviation for the experimental group is (11.6), while for the control group is (56.2), at (340) degree of freedom. Also, the calculated t-test value is (1.7) and the tabulated t-test value is (2) at the level of significance (0.05), as shown the table (2) below. By analysing the previous results, the researcher proves that the null hypothesis which states "There is no significant difference in the achievement of fifth preparatory school students before and during the Pandemic and E-Learning at the level (0.05) between the mean scores of students in the finals before covid19 (2018-2019) and during covid19 (2019-2020) in English language final exam" is accepted.

G	N	Mean	SD	DF	t-value		Level of significance
					CTV	TTV	
Exp.	177	63.7	11.9	340	1.7	2	0.05
Con.	165	71.4	56.2				

Table (2): A Comparison between the Experimental and Control Groups in the achievement Test Scores.

4.2 Conclusion:

The researcher concluded from the previous debate that the Iraqi educational system has to implement various types of online learning to support teaching and learning English as well as all other subjects of knowledge. To bridge the gap between face-to-face and online learning, E learning became a requirement in Iraqi EFL classrooms in both schools and colleges.

Despite the fact that e-learning does not take the place of teachers, it can assist students in staying at home and connect to their classes, their fellow students, and teachers. E-learning allows students to continue their education while using a variety of communication technologies. The Iraqi Ministry of Education (MOE) should accept and regulate this type of learning in Iraqi curriculum. More training programs should be developed by the

Ministry of Education (MOE) to help instructors and students accept this transformation in the educational system from traditional to technology-based. From a financial standpoint, Iraq can profit from

e-learning by lowering the cost of education and helping students save time by allowing them to attend lectures both outside and inside their homes and courses.

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