The Correlation Between VLE and Iraqi EFL Academic Students` Achievement

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ABSTRACT:

In education, a virtual learning environment (VLE) is a platform used in teaching and learning to give access to educational online content. This can be via computers or mobile technology. This study aims to identify the relationship between VLE and Iraqi EFL Academic Students` Achievement. The study design is a descriptive correlational one, the instruments are used as an achievement test, and the Distance Education Learning Environments Survey (DELES) was distributed by email addresses to develop settings for investigating how virtual environments affect students' achievement in online courses.The sample of the study was selected in a randomized method in this study to examine the relationship between the (100) students enrolled in the virtual second course and their achievement, during the academic year 2021/2022 in English Department. The student's achievement was the (dependent variable). The results indicate that there is positive links between these VLE and students` achievement. As shown to be significantly correlated with the study independent variables (instructional to an introductory methodology, student autonomy, and virtual course format). Students who had received a thorough introduction to technique, structure, and autonomy tended to perform much better than those who had had a less thorough an introductory to methodology, structure in the course, and levels of autonomy. In the light of the obtained results conclusion, recommendations, and suggestions have been put forward.

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1. Introduction

Students in the classroom and enter an electronic environment a new education paradigm must be adopted to facilitate successful distance education participating and showing in some type of blended or virtual learning program in colleges. (Wicks, 2010; McLester, 2002). Community colleges, integrated, national, and multinational programmed and also private virtual colleges, and cross, standard, and area online colleges are some examples of the several virtual education program kinds. The focus of virtual education research has shifted from implementation to pedagogy, and administrators and teachers still struggle to create situations that would improve students' improvement in these settings. (Sheridan & Kelly, 2010).

The design of the course, the virtual learning materials, the interactions, and the instructor's presence are all variables that could affect how well students learn in a virtual setting. The Sight and directional organization, and various methods used in the online classroom are all described as course design. The channels employed using active teaching games, Slide talks, digital books, or involvement in game reality as a method of providing education in the course are referred to as virtual learning components. Many people believe that the defining quality

of an online classroom is interactivity (Swan, 2001). Learner contact with the material, learner engagement with teachers, and learners' interaction with their colleagues are three types of interactivities that have been recognized as potentially affecting student learning in virtual courses. A virtual teacher's direct and indirect functions as an instructor help students have a valuable outstanding education (Anderson, et, al., 2001). Student motivation, course interaction, and information presentation are key elements that had an important effect on good learners' learning in virtual environments (Allen & Seaman, 2003).

Understanding the factors that predict academic success in online courses is crucial given the rising demand for and possibilities for virtual learning in education. These factors in this study were categorized using two broad concepts: learners` achievement and the online atmosphere for education. The first construct, the virtual learning environment, has three main parts: a methodological introduction, a structure, and the learner's autonomy. An introduction to methodology includes the learner enrollment, the lesson's content, as well as the kinds and frequency of educational discussion. The structure consists of the platform's type, the learners', teachers', and the platform's limitations. The degree whereby the connection between classroom instruction consists of students choosing aims, communication skills, feedback, and criteria constitutes the learner's autonomy. Last but not least, the final grade in the online course served as the definition of the third construct, student academic achievement.

Some of previous studies have revealed that instructor contact, or teaching presence, in online courses, is closely related to student achievement. The goal of Anderson et al (2001) exploratory study is to determine the effects of three factors on two online forum discussions: participation and interaction, cognitive presence, and knowledge acquisition through assimilating peer communications. For six weeks, online students from a range of demographic backgrounds took part while studying. In results demonstrated that the research's teaching presence's nature—specifically, the teacher's initiative, roles, and methods—had a significant influence on how the learning was impacted. This involves how students perceive interactions, how frequently they receive clear feedback, and how interactions between the instructor and the material overlap.

Jones, et.al., (1994) add to a prior study that examined five technologies: the computer, traditional distance learning, two-way interactive telecommunications, multimedia, and the Internet. A framework to help schools and policymakers evaluate certain technologies and technology-enhanced curricula was a significant product of the earlier research.

Daryazadeh, et.al (2021) conducted the study that aim to look the correlation between medical students' e-learning attitudes toward academic success. It was observed that learners' views regarding e-learning were positive. But it couldn`t discern a relationship between the students' e-learning attitudes toward academic success.

In order to fill the gap of the previous studies. The present study is based on specified survey responses from English Department students taking online classes. There are three areas of the online classroom: instructional to an introduction to methodology, structure, and learner autonomy to explore how virtual learning environments relate to student academic accomplishment. The number of learners in the classroom, the type of class material, and as infrequently instructors and learners interacts makes up an introduction to the methodology area. The Type of Platform, Teacher and Learner Characteristics, and Platform Constraints are all included in the Structure domain. The degree of interaction between classroom instruction engages students` choosing aims, understanding of information, assessments, and

criteria is included in the area of learner autonomy. The primary aim of this study was to identify the relationship between VLE and Iraqi EFL Academic Students` Achievement on the study as follows:

1. Is there a substantial correlation between instructional and introductory to methodology and academic achievement in online course situations?
2. Does the Autonomy of the Learner significantly correlate with students` achievement in online course situations?
3. Does the structure virtual course format of the online classroom significantly correlate with academic achievement in these environments?

1.1 Aim

This study aims at identifying the relationships between virtual learning environment and Iraqi EFL academic students` achievement.

1.2 Limit

The scope of the current investigation is the second year students in the English department/College of Education Ibn Rushd/Baghdad University who participated in an online learning course in an Introductory to ELT material during the academic year 2021-2022.

2. Theoretical Frameworks

2.1 Theories of Virtual Learning Environment

Systems of experiential context, the group of research model, the relational distancing concept, and indeed the notion of easy connection all frequently appear in the literature on virtual learning (Garrison,2007). Each of these frameworks offers a viewpoint from which successful virtual teaching and learning may be viewed as the following:

2.1.1 Social Learning Theory

The main area of theoretical research on online learning is known as social learning theory (Swan & Shea, 2005). The social learning theories have three things in common: knowledge is shared across groups, learning happens within communities, and cognition is located in specific social environments. The first concept placed mental and social processes in the works of Vygotsky, Leontiev, Dewey, and Lave is that cognition is placed in certain social settings (Brown, Collins, & Duguid, 1989). According to the theory of contextual learning, all learning takes place in specific physical and social situations. In contextual learning, the learning itself cannot be separated from the actions that help the learner develop and apply information; rather, the activities are a crucial component of the knowledge that has been acquired. The spread of information within societies, which is defined by learning interactions and cognitive tools, is the major theme in the story on socialization. In this domain, information is created via connections with everyone, not alone, and is made feasible by mental technologies that allow these exchanges possible. (Swan & Shea, 2005).

The fundamental idea behind Thinking occurs when people and technology work together. work together, a real cognitive process is produced that is distinct from either the person who is only considering individuals or technologies. This mental activity is the consequence of cooperative efforts between people and technology to preserve and control representational states and carry out problem-solving operations (Garrison, Anderson, and Archer,2000).

2.1.2 Self-Discovery Foundation

The foundation for the process of self-discovery, which emphasizes how members of a virtual community engage with one another, is the second theoretical viewpoint about virtual learning (Garrison,2007). The practical inquiry hypothesis put forth by Dewey in 1938 forms the basis of the process of self-discovery framework that depends on social constructivism. This framework aims to identify, characterize, and quantify components that aid in the growth of online learning communities (Khalil, 2021a).

2.1.3. Transactional Distance Theory

Third, the activities that foster tighter relationships are taken into account by the theoretical perspective on communication immediacy. According to the transactional distance theory, "A cognitive and communicative distance to just be covered, an area of inherent miscommunication in between stimuli of the teacher and the learner," is what the expression "eduction and cognitive gap" relates to," rather than being dependent on the physical distance between the teacher and the student (Moore, 1993). The transactional range theory views the interactions between students and instructors in virtual courses as being tied to the course structure itself.

2.1.4. Communication Immediacy Perspective

The communication immediacy perspective is the last number of concepts present in online educational research. The concept of "information simplicity " describes verbal and nonverbal actions that shorten the gap between people on a psychological and physical level (Anderson, and Drone,2011). Praise, conversation, comedy, and frequent use of the student's name are examples of verbal behaviors that convey immediate impact. Touch, eye contact, and facial expressions are nonverbal actions that promote immediate communication (Khalil ,2014) Immediacy is associated favorably with pupil effect, cognitive learning, pupil opinion of the teacher, preparation, mentality, commitment, presence, and connection (Chesebro & McCroskey, 2001). The immediacy and effectiveness of instruction in online courses have lately been explored.

Since there is less bodily teacher attendance in virtual courses to convey nonverbal, and physical clues, verbal immediacy may be more important. Verbal immediacy practices have been demonstrated to be strongly connected with student happiness and learning in online courses. Humor, personal experiences, encouraging student speech and conversation, and addressing students by name are some examples of the behaviors (Arbaugh, 2001; Swan, 2001). Being aware of the altered surroundings is one of the most crucial factors to take into account while switching from a regular classroom to a virtual one. The function of the teacher can change from being a content provider to a conceptual guide (Aloud, & Harass, 2021).

2.2 The Virtual Educational Learning Environments

The virtual learning environment has been characterized as a fresh perspective in the field of education that stops professors from instructing in their preferred manner while fostering reflection and evaluation of their pedagogical methods. It takes some effort to educate well online. Techniques that could have helped pupils in conventional classrooms might be ineffective in a virtual setting. To be ready to give instruction online, faculty must adopt a new viewpoint on teaching and the learning environment. This typically necessitates a review and appraisal of their duties and teaching methods. (Swan,2002).

The online system of education is at its peak, and more and more people are shifting their

methods of learning by switching to virtual learning. College and university students use the internet in respect of their area of study, as it is easy to catch the recent and updated learning material, especially the research scholars have encompassed over that gap (Karimnia & Kay, 2015). In classroom practices, there are three main ways that learning is distributed: physically, emotionally, and metaphorically (Dieterle & Clarke, 2007). Virtual learning environments mimic the physical distribution of learning. For instance, using virtual notebooks to write notes, collect information, make ideas, and write comments necessitates physical interactions with students. The physical distribution of learning is necessary for various internet resources including online features, electronic items, software simulation apparatus, and cameras. When lecturers and learners participate in digital training situations, social cognition is distributed. Examples include synchronous conversation, asynchronous discussion, and teamwork in immersive virtual environments. (Elaf, 2021b).

Specifically created to assess college and university online classroom Assessments. Walker developed the DELES (2003). The DELES involves six scales to assess how students perceive the social environment of their distant education:

- Scale I: Aid of instructors (eight components).
- Scale II: learner Collaboration / Interaction (six components).
- Scale III: Individual Relate, has seven components.
- Scale IV: Five components make up the Authentic Learning section.
- Scale V: Proactive Classroom which consists of three components.
- Scale VI: Student Autonomy, is one of the five components.
- Scale VII: often known as the Enjoyment scale and composed of 8 items in psychology, was first used as a part of the initial DELES.

This seventh scale's sample item is "I appreciate learning through distance education." Response value options for the 42 DELES elements include: Never, Seldom, Sometimes, Often, and Always.

The DELES refers to the learners' perceptions of the educational process, as opposed to other transferring knowledge classroom instructional instruments. rather than technical aspects like Internet connectivity or learning platform (Ozkok, et al., 2009).

The DELES survey data for this study was gathered through an online survey. Each participant in the study received an email (Appendix A). The email included a pdf of the survey and a description of the study's objectives. During course registration, students' email addresses are on enrollment files, is. The text included a link to the website where the survey was located was placed and a description of the study's objectives.

2.3 Academic Students 'Achievement

Academic achievement is a level of students' achievement in respect of their expected/desired learning goals. It is the extent to which the learning could be extended. The students` achievement is considered to be the measurement of the learning outcomes which is commonly taken place in the form of their grades/marks at the end of the teaching-learning activities. Universities are often found interested and engaged in imparting quality education, thus the ratio of the students` academic achievements is found enough high, but the sudden attack of the pandemic destroyed the whole system of education. In this regard, most

universities completely shifted their teaching and learning process to virtual learning. In this way, the sudden breakdown of academic activities could be encompassed to some extent (Gilar-Corbi et al., 2020).

Virtual learning was the only source during COVID-19 by which academic activities could be encompassed and further teaching and learning processes could be possible to continue. Many theoretical models have been used within the context of this research to discover whether online education affects learners' academic progress.

3. Methodology

3.1 .Research Design

This study is a correlational quantitative study design. A descriptive research method is a guide that reveals how data will be obtained and analyzed in line with the research objectives. This research carried out a correlational design and non-experimental quantitative methods. the researcher looked into correlations between a dependent variable (student's achievement) and independent variables including (instructional material: an introductory to methodology, Structure of activities in the virtual course, and learners` Autonomy).

3.2 Population and Sample

From the population of (310) second-stage students, the sample of the study (100) undergraduate students who completed virtual courses investigated the association between writing them a letter email inviting participants to participate in the electronic survey based on the DELES scales and provided information on the online classroom and participants' educational success.

3.3 Data Collection Method

3.3.1 DELES Survey

The first tool in this study is DELES survey was modified for this study's purpose to collect data regarding the online classroom. The survey's data has been distributed and collected via an electronic internet-based survey. In this study, the Second stage students were sent using electronic and internet platforms. in English department learners who took part in online courses at the college of education in the academic year 2021-2022.

The (DELES) was adapted and modified from Walker (2003), the adapted survey consisted of the (34) statements considering the procedures used in virtual courses, followed by (8) statements reflecting the views of students on virtual learning. The scale utilized in this study was a Likert - type scale of 5 with responses ranging around the Never till Always. There are three areas of the online classroom: (instructional to an introductory methodology, student autonomy, and virtual course format) to explore how virtual learning environments relate to student academic accomplishment. The opening eight points focused on instructional approaches as an introduction, the following (17) questions focused on the online classes' structure, and the last nineteen points focused on the learner's autonomy. (Appendix A).

3.3.1.1 Validity of DELES Survey

Face Validity the degree to which a test seems to assess what it promises to measure (Mills & Gay, 2019). The DELES survey is given to the five of ELT jury members to ensure its face validity.

3.3.1.2 Reliability of DELES Survey

Reliability "refers to the quality of a measurement procedure that provides repeatability and accuracy" (Kumar, 2018, p.26). the Alpha Cronbach formula has been used to discover the reliability of the tool, results showed that internal consistency reliability of DELES survey is (0.87).

3.3.2 Achievement Test

A test had conducted in four questions, the first question is multiple choice items (10 items), in the second question is true /false (10 items) and the third one is completion the sentences (10 items) and the last question is matching (10 items). Achievement test has constructed to the second stage academic students in English Department. The items of the question have taken from students' material (Teaching English as a Foreign or Second Language by Gembhard,2009).

3.3.2.1 Validity of Achievement Test

Face and content validity of the test is determined via the opinions of five ELT experts .Then the test is applied to students, item analysis of the test is carried out by calculating the difficulty and distinctiveness of the questions of the test, validity and reliability test, it is stated that the content validity of the test has been provided, and is suitable for the purpose of the study and student level.
Construct validity: As for the achievement test the researcher conducted the following steps in determining the construct validity of the test:

By finding the discriminatory power and the difficulty coefficient for the test items by using the upper and lower groups method, as it was found that all test items are within the acceptable range of difficulty and discrimination. An achievement test Average item difficulty is estimated to be (0.38) as a result of the item analysis, and it is concluded that the difficulty of test items is intermediate. Average item distinctiveness is estimated to be (0.38)

3.3.2.2 Reliability of Achievement Test

When discriminant validity and internal reliability. Cronbach's alpha coefficient was used to test the instrument's reliability, and results showed that internal consistency reliability (0.87) and the distinctiveness strength of the test items considered well.

3.3.3 Pilot Administration of the Instruments

It is "preliminary, small scale trial of the main study, it is also referred to as "feasibility study". It includes the pretesting of a particular research instruments. (Edwin Van,et.al.,2002). The same pilot sample of the DELES survey and Achievement test (30) students has been provided to identify the time and if there are any difficulties might be faced by the students. Consequently, there was no ambiguity found concerning the questions used. The time that was required to complete DELES survey has been found to range from (25-30) minutes. For the achievement test time required to answer and respond to be 30 minutes.

4. Results and Discussions

4.1 Results

To identify the correlation between VLE and Academic Students` Achievement, Pearson Correlation Coefficient has been used. The results are illustrated in (Table: 4.1)

Table (4.1): The Correlation between VLE and Iraqi EFL Academic Students` Achievement

DELES survey	Sample	The value of the correlation coefficient between VLE and Academic Students` Achievement	T- Value		Sig. 0.05
			Computed	Critical	
An Instructional to an introductory methodology	100	0.125	3.458	1.96	Sig.
Student Autonomy	100	0.103	2.184	1.96	Sig.
Virtual Course Format	100	0.232	4.043	1.96	Sig.

Table (4.1) above reveals the following:

1- The first of the study question looks into the connection between academic achievement in online educational material platforms (Is there a substantial correlation between instructional and introductory to methodology and academic achievement in online course situations?) There were 8 points about pedagogical material to use a modified set of DELES measurements. The students' responses were as follows: Rarely = 0, Often = 1, Usually = 2, Occasionally = 3, always = 4. The Pearson Correlation Coefficient has been used correlation coefficient value between (Instructional to an introductory methodology) as a VLE and Academic Students` Achievement is (0.125). At (0.05) level of significance and under (98) degree of freedom, the computed t-value (3.458) is determined to be bigger than the critical value (1.96). This suggests a significant correlation between student academic progress in online courses and the volume of instructional interaction.

2- To verify the second question (Does the Autonomy of the Learner significantly correlate with students` achievement in online course situations?). There were 19 questions about the learner's autonomy using an enhanced version of the DELES scales. With Never = 0, Seldom = 1, Sometimes = 2, Often = 3, and always = 4, the students responded to the questions. the correlation coefficient between the Autonomy of the Learner and students` achievement is (0.103). The computed t-value (2.184), which is higher than the critical value (1.96) at the level of Significance (0.05) and degree of freedom (98). This means that there is a positive correlation between the Autonomy of the Learner and students` achievement.

3- The last research question (Does the structure virtual course format of the online classroom significantly correlate with academic achievement in these environments?) The DELES scales were modified to include (17) items relevant to structure. Never = 0, Seldom = 1, Sometimes = 2, Often = 3, and always = 4 were the students' responses to the survey. The descriptive data for Structure, the correlation coefficient value of the between structure virtual course format and academic achievement is (0.232). The computed t-value (4.043) is higher than the critical value of (1.96)) at the level of significance (0.05) and the degree of freedom (98). This means there is a positive correlation between student academic progress and structure virtual course format in the virtual course

4.2 Discussion of the Results

According to the results of the second virtual course stage, all three of the study's independent variables significantly correlated with students' academic achievement. The performance of learners who indicated having significant connection of an introductory methodology (number of instructor-learner contacts, instructional presence, and content exchanges) tended to be greater than that of students who reported a lower amount of an introductory methodology. This is in line with Anderson et al. (2001) research showing that interactions between instructors and students—including how students perceive those interactions, how frequently they receive explicit feedback, and how interactions between instructors and students overlap—are directly associated with student achievement. (Anderson et al.,

2001).

Students who indicated that the course had a positive level of structure virtual course format (instructional assistance, navigation, and course design) typically performed far better than those who reported a lesser level of structure. Compared to those reporting lower levels of an Introductory to Methodology, they tended to perform noticeably better. This is in line with research showing that interactions between instructors and students—including how students perceive those interactions, how frequently they receive explicit feedback, and how interactions between instructors and students overlap—are directly associated with student achievement. (Anderson et al., 2001).

Academic performance was typically noticeably better for Learners autonomy who admitted to having greater flexibility to choose their objectives, educational experiences, and assessment processes) then for those who claimed lower levels. Academically, they tended to fare noticeably better compared to whoever said they had less control. According to evidence, individuals who attend responsibility for their education are more likely to achieve and also be active, independent, inner, and motivated. (Jones et al., 1994).

5. Conclusion, Recommendations, and Suggestions

5.1 Conclusion

It is determined that Iraqi EFL academic students' achievement has a good degree of Instructional in an introduction to techniques, Student autonomy, and organization in light of the preceding results and discussions linked to the study's objectives. Additionally, the research findings showing Iraqi EFL college learners` achievement increases the degree of VLE use. As a result, there is a statistical relationship between VLE and academic accomplishment among Iraqi EFL students. Similar to this, the results show that the VLE used by Iraqi EFL students had a greater impact on DELES than other variables. As a result, it is regarded as the dominant strategy created by students. Additionally, the findings from the study tool (DELES) demonstrate that the student's achievement and scale positively contribute to clarifying the variety in VLE.

5.2 Recommendations

This study proposed four recommendations for future research. These involve:

1. Instructors shall strive to exceed instructional material inside the online class, involving frequent art of communication, constantly improved engagement, and subject exchanges.
2. Very structured lessons with simple navigation, numerous connections (forum sites, discussions, mail, concurrent audio), plus active closely connected are used.
3. Training programs shall encourage learners to exercise a large degree of independence, along with the freedom in selecting their duties, course objectives, and schedule in educational opportunities.
4. examining the associations or improving Curriculum in distance education, data should still be gathered with upcoming help online therefore in the topic matter.
5. Informed decisions about acquiring, designing, and benchmarks for deciding to enroll can be made by practitioners, legislators, and design planners to improve students` achievement.

5.3 Suggestions

The researcher suggests some potential research topics and investigations on particular topics covered in online courses:

1. A study stratified by course (examining each course separately) utilizing the same independent factors may yield more useful data about performance in particular virtual courses.
2. A comparable investigation of various academic levels in online course grades like discrete components of subsequent research might yield data on students' performance.
3. Correlations between the VLE and various materials in virtual programs.
4. Repeating Throughout age, scientific research seems to include identical class portions

educated by various teachers of various colleges who see whether conclusions about student accomplishment in online courses can be drawn.

APPENDIX A

Adapted DELES Survey

Please answer the following inquiries:

	DELES Survey Items	Never	Seldom	Sometimes	Often	Always
A	**Instructor Support**					
1.	My instructor usually has a chance to discuss my inquiries.					
2.	My teacher can help me pinpoint my study's weak points.					
3.	My inquiries are swiftly answered by the teacher.					
4.	My instructor provides me with insightful feedback on my assignments.					
5.	My questions are satisfactorily answered by the instructor.					
6.	My participation is encouraged by the teacher.					
7.	It is simple to get in touch with the teacher.					
8.	The instructor gives me both constructive and unfavorable criticism of my homework.					
B	**Collaboration and Student Interaction**					
9.	I collaborate with many friends.					
10. .	I make connections between great tasks and that of friends,					
11.	I make connections between my work and that of others, and					
12.	I have conversations with other students about my opinions.					
13.	The collaboration together with all class participants.					
14.	I engage in incorporation team projects in our interests.					

C	Personal Relevance					
15.	applying whatever observing in the classroom personal situation.					
16.	I have the freedom to research subjects that interest me.					
17.	I could connect whatever I'm learning to things I do in class.					
18.	I use what I've learned in my daily life in the classroom.					
19.	I pick up knowledge outside the classroom.					
20.	I connect my course writing to my existence out of college.					
21.	I use knowledge outside the classroom.					
D	**Authentic Education**					
22.	Do research relevant real-world situations for the class.					
23.	In my class exercises, I employ facts.					
24.	I operate on tasks that involve information from the real world.					
25.	When I work, I use actual evidence.					
26.	I step into the realm of the study's real-world application.					
E	**Active Learning**					
27.	I study my learning abilities.					
28.	I look for solutions on my own.					
29.	I deal with my issues.					
F	**Learner Autonomy**					
30.	I decide on my education.					
31.	I work whenever it's convenient for me.					
32.	I charge to take my education.					
33.	I have had a significant impact on my education.					

34.	I uniquely handle education.					
Well delighted would you be with the key information about online education						
	Enjoyment Scale	**Never**	**Seldom**	**Sometimes**	**Often**	**Always**
35.	The virtual classroom is interesting.					
36.	I favor online classes.					
37.	Online classes are fascinating.					
38.	I find online classes worthwhile.					
39.	I like taking online classes to learn.					
40.	I'm looking forward to learning online.					
41.	If all of my courses were online, I would love to learn more.					
42.	I learn just as well in online classes as I do in conventional ones.					

Bio profile

Elaf Riyadh Khalil is Assistant Professor and holds a doctoral degree in Methods of ELT. She has more than 16 years of experience in teaching at the University of Baghdad / English department. Her interests are in many topics such as recognition and production skills, strategies and techniques in teaching and learning, psycholinguistics, discourse analysis, and creative and critical thinking skills. She attends, participates, and gets many certificates in workshops, webinars, symposiums, conferences, and participation in TESOL Convention in, New Orleans, Louisiana USA, in 2011, and she has attended more than 20 inside and outside Iraq.

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العلاقة بين بيئة التعلم الافتراضية وتحصيل الطلاب الأكاديميين في اللغة الإنجليزية كلغة أجنبية

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الكلمات المفتاحية | بيئة التعلم الافتراضية، إنجاز الطلاب الأكاديميين، طلاب اللغة الإنجليزية كلغة أجنبية.

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ملخص البحث:

في التعليم، بيئة التعلم الافتراضية هي منصة تستخدم في التدريس والتعلم لإتاحة الوصول إلى المحتوى التعليمي عبر الإنترنت. يمكن أن يكون هذا عبر أجهزة الكمبيوتر أو تكنولوجيا الهاتف المحمول. تهدف هذه الدراسة إلى التعرف على العلاقة بين التحصيل العلمي للطلاب العراقيين. تصميم الدراسة عبارة عن تصميم وصفي مترابط، وتستخدم الأدوات كاختبار للإنجاز، وتم توزيع مسح بيئات التعلم عن بعد (ديليس) عن طريق عناوين البريد الإلكتروني لتطوير إعدادات للتحقيق في كيفية تأثير البيئات الافتراضية على تحصيل الطلاب في الدورات عبر الإنترنت. تم اختيار عينة الدراسة بطريقة عشوائية في هذه الدراسة لفحص العلاقة بين (100) طالب مسجلين في الدورة الثانية الافتراضية وتحصيلهم، خلال العام الدراسي 2022/2021 في قسم اللغة الإنجليزية. كان إنجاز الطالب هو (المتغير التابع). وتشير النتائج إلى أن هناك روابط إيجابية بين بيئة التعلم الافتراضية وتحصيل الطلاب. كما يتضح أنه مرتبط بشكل كبير بالمتغيرات المستقلة للدراسة (تعليمية لمنهجية تمهيدية، واستقلالية الطالب، وتنسيق الدورة الافتراضية). يميل الطلاب الذين تلقوا مقدمة شاملة للتقنية والهيكل والاستقلالية إلى الأداء بشكل أفضل بكثير من أولئك الذين لديهم مقدمة أقل شمولا للمنهجية والهيكل في الدورة ومستويات الاستقلالية. في ضوء النتائج التي تم الحصول عليها، تم تقديم التوصيات والاقتراحات.