The influence of Online Training Courses on Iraqi EFL Instructors Teaching and Learning Process

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تأثير الدورات التدريبية عبر الانترنت في اساتذة اللغة الانكليزية العراقيين في عملية التدريس والتعليم

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Abstract

For over a decade, educational technology has been used sparingly in our schools and universities. Online training courses have been used since ٢٠٠٣ to fill the gaps in our learning system and to add extra program besides classroom learning. This paper aims to investigate the Iraqi EFL instructors' participating in online training courses and its influence on the process of teaching and learning.

The sample of present study consists of ٣٠ instructors from University of Baghdad. The questionnaire of sixteen items was constructed. After ensuring validity and reliability of questionnaire, it was applied on March ٢٠١٣ and the result shows that most of instructors improve their teaching methods by participating in online training courses and they prefer E-learning to enrich their experience in English language teaching.

In the light of the findings of the present study, relevant conclusions and recommendations are put forward.

The Problem and its significance.

Distance education is a field of education that focuses on teaching methods and technology with the aim of delivering teaching. It is a suitable for students who are not physically present in a traditional education setting such as a classroom . It is a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both. (Honeyman and Miller, ١٩٩٣: ١) cited in Distance education.

There are many problems that need to be solved in distance education; these problems are the quality of instruction hidden cost, misuse of technology, and attitudes of instructors, students, and administrators. Each one of these problems has an effect on overall quality of distance education as a product. (Valentine, ٢٠٠٢: ٣)

In Iraq, distance education grows slowly because it is newly spread in University of Baghdad. Besides, many instructors and learners suffer from hardware problems. These problems arise from the lack of training instructors' attitudes in using technology in teaching. However, the instructors

should be trained to enrich their own experience and carry on that experience to the new environment of education. The training of instructors is successful for using technology and shifting the way in which they organize and deliver material.   (Valentine, ٢٠٠٢: ٤)

Aims

The aims of the research are as follows:

١. Determining online training courses most frequently used by EFL college instructors according to their frequencies.
٢. Discovering their effect on the teaching \learning process.
٣. Discovering the influence of distance education on the English instructors of English in the University of Baghdad.
٤. Shedding light on the instructors' abilities after training to use on line courses.

Definition of Basic terms

Distance Education: It" connects physical distance between the learner and the teacher or an agent where the learner is constrained in some degree a curriculum devised by others; but in some ways learners' behavior may include some of the activities noted in the other two conceptualizations" (Long, ٢٠١٣:١).

Sakar(٢٠٠٩:٢) also defines Distance Education as "an education system which has survived since the first quarter of ١٩th century and has connected students and teachers, who do not share the same time and place. It can be said that distance education is more preferred in postgraduate studies.

E-learning: comprises" all forms of electronically supported learning and teaching. The information and communication systems, whether networked or not, serve as specific media to implement the learning process. It is essentially the computer and network –enabled transfer of skills and knowledge. E- Learning applications and processes include Web-based learning; computer based learning, virtual classroom opportunities and digital collaboration. (E-learning, ٢٠١١:١)

Educational technology: "Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources". (What is educational technology, ٢٠١٤:١)

٢. Theoretical Background

٢.١   Distance Education

A. Characteristics of Distance Education

Distance education began as a correspondence course in the ١٨٠٠'s; between the years of ١٩٥٠ and ١٩٦٠, and it serviced as video conferencing. From ١٩٥٠ to ١٩٨٠, teleconferencing was used. Since١٩٩٠ to present day, Web-based instruction have been using in distance education. Therefore, distance education has become an accepted form of education and has been gaining widespread popularity in recent years. (Yilmaz, ٢٠٠٥:١)

Distance Education (Henceforth DE) can be highly benefited to a large variety of people. The programs that are offered by distance education allow learners of all ages to take courses that meet their personal needs, strengths and career goals.

The Following points summarize the major characteristic of distance education:

١. Flexibility: the majority of programs allow students to complete their course work when and where it is convenient for them; provided with computer and internet connection.

٢. Numerous choices for schools: those people who live in small or remote communities with few or no colleges, distance education allows programs and degrees online according to their specialization and particular field. In other words, their options for education will be greatly expanded.

٣. Learn while working: Distance education allows each one to work and learn at the same time because it is easier to complete distance education courses while working than traditional education courses.

٤. No commuting and lowered costs: costs for online courses are cheaper than their on campus counter parts, in addition, there is no commutation, or moving through distance education since students can work in home to complete their class assignment. It can be said that distance education same time and money for ever. (distance learning Net ٢٠١١ : ١)

B. Difficulties of distance Education.

In spite of advantage of distance education, the following points show the difficulties of distance education.

١. There are no connections between the teacher and the students, and the information is not always as clear as it is in face –to –face learning.

٢. Distance Education may be quite expensive because it gives a lot of materials and implies ownership of a personal computer with internet connection.

٣. Some learners face problem when they schedule their time by themselves and studying without being kept under supervision.

(Distance Education, ٢٠١١: ٢)

C. Teaching via Distance Education

The world of online learning expanded at a rapid pace. Teaching an online course is being done while students and instructors are sitting at their computer in their homes. Teaching online does take away the face to face involvement with students. Effective teaching online requires a good deal of practice and preparation.

A good online teaching involves a large number of qualities and techniques. The following tips explain how to be a successful DE instructor:

١. The instructors should be clear about their expectations.

Since the instructor cannot see students face to face and cannot look when they node their head in agreement; for instance, asking the students, evaluating the quality of the work and matches it with the instructions, and the instructors can improve their courses and teaching technique depending on feedback from students evaluation at the end of each semester.

٢. The instructors must communicate frequently and effectively.

Many students think that when they ask questions, the instructor will answer them immediately as she or he is sitting behind the computer, but this idea is not practical; we should have enough time to prepare the responses effectively between ٢٤-٤٥ hours.

The instructors should communicate effectively and frequently because many new online students want to take them by the hand for each step they just want to make sure they are doing what they want to do; therefore, the instructor should study each step clearly.

If some students ask the same questions frequently, it is a good idea to save the questions and responses to create "frequently asked questions section "

٣. The instructor must let personality shine thought.

The instructors can simply post a few readings and having students answer the questions, and by creating interesting and interactive communication with students about assignments, the instructor can show a little of his personality and gives example from real life about the subject matter. In this way, the instructors will be in close contact with their students and create an interesting learning experience that each student wants to learn from. (Bickell , ٢٠١١ : ١-٦)

٢.٢ Online training Courses

Online distance learning requires the participants to logon to their college or schools learning site from a computer.

According to the agreement between University of Baghdad and University of Oregon to train the Iraqi instructors so as to develop teaching skills through the interactive programs of University of Oregon \ American

English institute offered programs for online training courses : ١٠ weeks for each course and the instructor who completes these weeks would be received a certification for training .

The first program has begun (in ٢٠٠٩ and ended in ٢٠١٣) the programs are found either in nice net or in blackboard with all materials schedule and assignments for each week.

٢.٤.١ Distance Education via Nice Net

There are two courses training online for instructors through nice net: these courses are named.

١. **Oregon – Iraq Guided Online English studies (April ٦-June ١٢ , ٢٠٠٩)**
٢. **Oregon – Iraq Guided Online English studies (January ٥ – March ٢٠ , ٢٠٠٩)**

Teaching skills through interactive web is designed to:

١. Model innovative online teaching practices for Iraqi ELTS.
٢. Improve understanding of and actively engaged in the analysis and systematic adoption of innovative materials.
٣. Offer opportunities for EFL education to observe and analyze real-world application of such new materials and practices.
٤. Provide Iraqi ELTS with support and problem solving mechanisms as they implement new materials and practices in their teaching.

The learning objectives for both courses are:

١. Developing a formal plan for incorporating technology into instructors teaching or class preparation and share their ideas with the group.
٢. Practicing with search tools, skill-building websites, project –based learning, and online teacher resources, then explain how the instructors could use or adapt these for their own teaching.
٣. Writing behaviors – based learning objectives, learning styles autonomy, teaching large classes the one –computer classroom, and a variety of assessment techniques, and then explain how they could apply or adapt these concepts to meet their own needs.

The instructors read at least one of the signed readings and think how the readings apply to their own situation, and share their reflections with the group once per week.

The first week of the course is an introduction (i.e) to know each other, engaging in planning and process, and developing a weekly rhythm for working through the topics.

For each week, there would be readings and weekly assignments discussion with teacher and with groups and the true is specific the assignment would be delivered i-e per week from Sunday to Sunday and weekly report at the end of each week sending to the teacher.

٢.٢.٢ Distance Education via Blackboard

Distance Education classes are offered online and can be taken from anywhere internet access is available. The University of Oregon offers online courses from a number of academic programs such as:

١. " Shaping the way we teach "

٢. " Individual Learning styles and strategies "

During these two courses, black board is used for sharing ideas and discussion board with weekly evaluation by assessing the participants' duties in understanding the material.   (uo Academic Extension , ٢٠٠٩ : ١)

Blackboard is the primary , web-based learning management system   (LMS)   employed at UAF –Operated by the UAF center for Academic Technology ; Blackboard provides a suite of secure , asynchronous course tools including materials and document delivery , grade book , discussion boards , and online quizzes and surveys .

Blackboard is the primary portal for students to access primary material or be linked to other education technology resources.   (Online Distance learning systems, ٢٠١١: ١).

University of Oregon, American English Institute (٢٠٠٩) Building teaching skills through the interactive web- U.S. Department of state, university of Oregon s American English institutes.

Shaping the way we teach English: it is a video-based training product for English language educators. It has ١٤ modules (topics) as shown below:

Module ١: Contextualizing Language

Module ٢: Building Language Awareness

Module ٣: Integrating Skills

Module ٤: Pair work/Group work

Module ٥: Learner Feedback

Module ٦: Managing Large Classes

Module ٧: Learning Strategies

Module ٨: Authentic Materials

Module ٩: Critical and Creative Thinking

Module ١٠: Alternative Assessment

Module ١١: Individual Learner Differences

Module ١٢: Younger Learners (K-٥)

Module ١٣: Peer Observation

Module ١٤: Reflective Teaching

The videos show case classroom scenes from around the world and have training manual plus additional readings (Shaping the way, ٢٠١٤:٣)

The content of CD is a ١٠-١٥ minutes video segment with examples from classroom and educators around the world. Each module also has corresponding readings and support materials. Some of these examples are for primary level classes, while others are for secondary level and post-

secondary level classes. A Varity of teaching styles and cultures are reflected in these examples. (opp-beckman and Klinghammer,٢٠٠٦:٧)

٢.٣ Distance Education Techniques

Nobody can deny that technology has revolutionized education. Educators have also dramatically adjusted their teaching methods in response to new technology over the years. (Byk,٢٠٠٩:١)

Fullan (٢٠٠٠:٣) stressed that the more powerful technology becomes the more indispensable good teachers are. Technology may change some of the traditional teacher roles.

Computer-based Trainings (CBTs) are self-paced learning activities accessible via a computer or hand held device. The term computer-based training is often used interchangeably with Web-based training using a web browser. (E- Learning, ٢٠١١:٥)

In this study, the instructors used computer and internet programs to participate in online training course with University of Oregon. Therefore, the instructors used technology twice: first when they use computer-and internet; moreover, the second when they participate in online training courses to improve their abilities in the process of learning and teaching.

٣. procedures

٣.١ The Sample and Population

The population of the present study is a group of instructors from university of Baghdad. Whereas, the sample of the present study is restricted to ٣٠ instructors (most of them specialized in English linguistics and methodology) who have participated in online training courses with University of Oregon during academic years (٢٠٠٩-٢٠١٣).

٣.٢ Pilot study of the Questionnaire

After the questionnaire is constructed, Pilot study was required to find out exactly whether the questionnaire is well constructed or not. Ten instructors are chosen randomly to apply the pilot study. The findings of a pilot study indicated that the time required to answer the questionnaire is ٢٥ minutes.

In the light of item difficulty, the instructors felt that all the items are clear and suitable.

٣.٣ Questionnaire Validity

Validity is defined by Bergman (١٩٨١:١٥٠)"as a reflection of how well it measures what it is designed to measure". In order to ensure face validity, the questionnaire was exposed to a jury of experts in methods of teaching and linguistics to decide whether the items of questionnaire are suitable or not. See appendix (B)

٣.٤ Questionnaire Reliability

One of the characteristics of a good questionnaire is reliability. Madsen (١٩٨٣:١٧٩) says that "A reliable test is one that produces

essentially the same results consistently on different occasions when the conditions of the test remain the same".

SPSS system was used to obtain the questionnaire reliability. The result shows that the reliability is ٠.٨٠ and this proves that the questionnaire reliability is acceptable.

٣.٥ Description and Administration of the Questionnaire

To achieve the aims of the study, the questionnaire is the most suitable tool and it includes ١٦ items which covers the use of online training courses to improve the process of teaching; besides, using technology to facilitate the process of learning and teaching, developing methods of teaching, discovering the influence of online training courses in teaching experiences.

The questionnaire is divided into two parts: the first part has five points scale (Not at all, very little, moderately Quite, a bit, A lot) and the frequencies for each item are calculated by giving ١ point to the first level (lowest) "Not at all", ٢ points for the second level "a very little", ٣ points for the third level "moderately", ٤ points for the fourth level "Quite a bit", and ٥ points for the fifth level "A lot".

The second part (from point ١٢ to point ١٦) are calculated by using percentages for each option in each item because such points cannot be measured by using specific formula; therefore, the percentages are a good method to obtain the results.

It is worth to mention that the researcher builds the items of questionnaire herself because she cannot find any suitable questionnaire to cover the aims of this paper. Therefore, the questionnaire is applied on ٣٠ English instructors and the visits to colleges and centers in University of Baghdad started at the beginning of March ٢٠١٣ and ended at the same month.

٤. Data analysis

After attaining questionnaire's Validity and Reliability, the questionnaire was ready to be applied to the study sample to achieve the aims. The Fisher's formula is used to analyze the data for the first part. The mean score for each item is obtained; moreover, the item which obtains a weighted mean score of more than (٣) is considered a strong item and the item which scores less than ٣ is considered a weak one.

Moreover, the second part is different because it depends on percentages for each item.

Table (١) below shows the weighted mean scores for each item number, and weighted percentage. The items are organized from higher to lower score in the first part:

Item rank	Item No	Items	Weighted mean Score	Weighted Percentage
١.	١٠,٩,٨	١. Do you prefer blended learning (integrate online program with face to face instruction) ٢. Do you think your abilities in teaching are better after taking online training courses? ٣. Do you think online courses are good innovation in teaching English language in Iraq?	٤.٧	٩٤
٢.	٧,٥	١. How much can online training courses for teachers increase students' achievement in learning? ٧. How much do online training courses for teachers improve methods of teaching?	٤.٤	٨٩
٣.	١١	Do you get benefit from online training courses with the University of Oregon in your field of teaching?	٤.٣	٨٦
٤.	٤	How much does new technology in education facilitate the process of learning and teaching?	٤.٢	٨٤
٥.	٦	How much does lack of internet access affect teachers' participation in online training courses?	٤.١	٨٣
٦.	٣	How much do you apply your online experience to your teaching in the classroom?	٣.٥	٧٠
٧.	١	How many courses have you taken in online courses?	٣.٤	٦٩
٨.	٢	How many courses have you taken in traditional courses	١.٩٥	٣٩

٤.١.١ Item No. ٨ which states "Do you prefer blended learning (integrate online program with face to face instruction).

This item ranked the first and has got (٤.٧) with percentage ٩٤٪. This means that instructors of English move toward E-learning such as online training courses besides traditional learning to get benefit and improve their abilities.

E-learning is naturally suited to distance learning and flexible learning, but can also be used in conjunction with face to face teaching; in that case the term "blended learning" is commonly used. (E- Learning, ٢٠١١:٧).

٤.١.٢ Item No. ٩ "Do you think your abilities in teaching are better after taking online training courses?"

This item ranked also the first and has got (٤.٧) with percentage ٩٤٪. This means that methods of teaching English are renewed from time to time; therefore, modern methods of teaching are offered during online training courses to develop the instructors' abilities in teaching.

٤.١.٣ Item No. ١٠ "Do you think online courses are good innovations in teaching English language in Iraq"

This item ranked the first and it has obtained (٤.٧) with percentage ٩٤٪. Online training courses represent a good innovation in the process of teaching and learning in Iraq because such courses are born recently and the English instructors need such type of courses to face the modern methods of teaching via distance education.

٤.١.٤ Item٥ "How much can online training courses for instructors increase students 'achievement in learning?"

This item has gained the second rank (٤.٤) and has got ٨٩٪. Students' achievement is affected by teachers' level and if they are trained or not according to new strategies in teaching so that the English instructors are trained according to online training course which emphasize on students based learning strategy and give them the main classroom role in learning and the role of instructor as monitor and give advice for his/her students.

١. Item ٧ "How much do online training courses for teachers improve methods of teaching?"

This item has gained the second rank about (٤.٤) and the percentage ٨٩٪. English instructors have participated in three to four online training courses about developing English language and improving methods of teaching for Iraqi instructors.

٢. Item ١١"Do you get benefit from online training courses with the University of Oregon in your field of teaching?"

This item has ranked the third level (٤.٣) with percentage ٨٦٪. Distance education performs the first step in modifying the traditional education and focusing on E- learning techniques. It is worth to mention that most of Iraqi instructors cannot travel outside Iraq to participate in English course training; thus, they find that online training courses with University of Oregon have opened the closed doors for instructors to learn and get benefit in their fields.

٣. Item ٤ "How much does new technology in education facilitate the process of learning and teaching?"

This item has gained the forth rank and has got (٤.٢) with percentage ٨٤٪. Using new technology in education to facilitate the process of learning and teaching; for instance, using blackboard, nice net, or search

for extra information in net to read new material or participate by sending comments or write weekly report and send it to online training course's instructor; all these technology participate to end difficulties in education.

Using computers is one of the most promising innovations to improve teaching and learning with the help of modern information and communication technology and most recent development in technology have called E-learning. (E-learning, ٢٠١١:٦)

٤. **Item ٦ "How much does lack of internet access affect teachers' participation in online training courses?**

This item has gained the fifth rank and has got (٤.١) with percentage ٨٣٪. The lack of internet access and electricity play main role in instructors' participation in online training courses and affect directly to their level in courses either they are late to send the assignments or suddenly the net is stopped while they answer the questions online or sending their reports to their instructors.

٥. **Item ٣ "How much do you apply your online experience to your teaching in the classroom"**

This item has gained the sixth rank and has got (٣.٥) with percentage ٧٠٪. In fact, the instructors' aim who participated in online training courses is to transfer the teaching experience in their classroom and apply all techniques that they have learned in online training courses in their classroom.

٤.١.١٠ **item ١ "How many courses have you taken in online courses?"**

This item has got the seventh rank and has gained (٣.٤) with percentage ٦٩٪. This means that Iraqi instructors are interested to participate in online courses to develop their skills in learning and teaching process.

٤.١.١١ **Item ٢ "How many courses have you taken in traditional courses?"**

This item gets the last rank and gets (١.٩٥) with percentage ٣٩٪; it is not acceptable. This proves that traditional courses are very little and if they are opened the number of participants is very little for many reasons may be the instructors depend on traditional method and ancient resources or may be the instructors are not qualified to give such courses or maybe they did not depend on E- training and give new methods of teaching nowadays.

٤.٢ **The results analysis of part two**

This part is different because it depends on percentages to obtain the results and the options need more explanation and details; moreover, there is no adequate scale to cover the aims of such question.

٤.٢.١ **Item No.١٢ "What was the approximate time that you had spent in online training courses every day?"**

This item has four choices: the first choice is called (١٥ minutes) which has got ٠٪, whereas the second option is (٣٠ minutes) which received ١٥٪; this proves that the instructors cannot get a benefit from online training courses for short period of time. Otherwise, the third option received ٤٠٪ of

instructors who spend one hour and the forth options received ٤٥٪ of instructor who spend two hours each day ,and this proves that training needs a suitable time to cover the online course assignments.

٤.٢.٢ **Item No. ١٣ "Which online course do you find most appropriate to your specialization and abilities?"**

This item reveals that instructors' response for three options the same which has received ٣٥٪ for first option about "shaping the way we teach", and ٣٠٪ for the second option is about "Individual learning styles and strategies" and ٣٥٪ for the last option about Oregon –Iraq guided online English studies. This means that the three courses have the same importance and level which most of instructors were very interested in them.

٤.٢.٣ **Item ١٤ "Which activity of online courses would you like to apply to your classroom"**

This item is important because it gives details about each online course activities. The results show that the first option weekly assignments have occupied the first stage ٤٠٪ because all components of online course are found in it. On the other hand, the second and forth options have gained the same percentages ٢٥٪ of instructors who prefer reading articles and feedback for both learners and instructors. Meanwhile, the third option has gained the lower percentage about ١٠٪ of instructors because this option assesses their abilities after each week, and many instructors dislike any type of evaluations.

٤.٢.٤ **Item ١٥ "Which area has the greatest effect in your classroom after having online training courses?"**

This item reveals the effect of online training courses on Iraqi classroom. The results show that teaching method which represents the first option and has gained ٤٥٪ and ٤٠٪ for using Technology in classroom which represents the last option; this means that Iraqi classroom needs modern technology to facilitate the process of learning and teaching ; in addition to, using modern method to save time and effort in learning. Whereas the third option about students' achievement received ١٥٪ of instructors and ٠٪ for second option about "syllabus". The instructors did not care about syllabus or students achievement.

٤.٢.٥ **Item ١٦ "How does the online training course affect your experiences in teaching?"**

This item reflects improving teaching experience through online training course. The first option has gained ٥٥٪ because it emphasizes teaching strategies that affect the students' level. Meanwhile, the second and last options has gained ٢٠٪ of instructors who prefer assessment strategies and improving the students' outcomes in education while third option received the lowest level about ٥٪. This is because integrated E-learning in teaching practices and this equipment is not available for all Iraqi classrooms.

٥   Conclusions

The following points summarize the main ideas about distance education:

١- Most of instructors of English prefer blended learning and online training courses because such courses save time, effort, and distance in learning new methods of teaching.

٢- Online training courses are represented as a new method of teaching besides classroom teaching.

٣- Through online training course, Iraqi instructors encourage using new technology as E- learning in education to facilitate process of learning and teaching.

٤- Iraqi instructors face many difficulties in participating online training courses because of the lack of net in Iraq. In spite of these difficulties, the instructors managed successfully to complete the course.

٥- Online training course is applied in University of Baghdad as a sample for other Iraqi universities; therefore, it has been found that many instructors participate in two, three, or four online training courses with University of Oregon, and they feel comfortable because they get benefit and transfer the experience to their classroom teaching method.

٦- It has been found that English instructors decrease their attitudes toward traditional courses and they are motivated toward distance education.

٦   Recommendations

١. Encourage Iraqi instructors to participate in online training courses.

٢. Facilitate the equipment of net connection to ensure the instructors' participation.

٣. Integrate distance education with classroom activities to increase the learners' achievement.

٤. Make co-operation between other Iraqi universities and foreign universities to maximize using E-learning to save time and effort.

٥. Create co-operation between University of Baghdad and other Iraqi Universities to transfer the experiences in distance education.

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Appendix (A) the questionnaire

١. How many courses have you taken in online courses?

٦.١.٥.١   None B. One C. Two D. Three E. Four

٢. How many courses have you taken in traditional courses?

٦.١.٥.١.١ None B. One C. Two D. Three E. Four

٣. How much do you apply your online experience to your teaching in the classroom?

A. Not at all B. very little C. Moderately D. Quite a Bit E. A lot

٤. How much does new technology in education facilitate the process of learning and teaching?

A. Not at all B. very little C. Moderately D. Quite a Bit E. A lot

٥. How much can online training courses for teachers increase students' achievement in learning?

A. Not at all B. very little C. Moderately D. Quite a Bit E. A lot.

٦. How much does lack of internet access affect teachers' participation in online training courses?

A. Not at all B. very little C. Moderately D. Quite a Bit E. A lot.

٧. How much do online training courses for teachers improve methods of teaching?

A. Not at all B. very little C. Moderately D. Quite a Bit E. A lot.

٨. Do you prefer blended learning (integrate online program with face to face instruction)

A. Not at all B. very little C. Moderately D. Quite a Bit E. A lot.

٩. Do you think your abilities in teaching are better taking online training courses?

A. Not at all B. very little C. Moderately D. Quite a Bit E. A lot.

١٠. Do you think online courses are good innovation in teaching English language in Iraq?

A. Not at all B. very little C. Moderately D. Quite a Bit E. A lot.

١١. Do you get benefit from online training courses with the University of Oregon in your field of teaching?

A. Not at all B. very little C. Moderately D. Quite a Bit E. A lot.

١٢. What was the approximate time that you had spent in online training courses every day?

A. ١٥ minutes B. ٣٠ minutes C. ١hour D. ٢ hours

١٣. Which online course do you find most appropriate to your specialization and abilities?

A. Shaping the way we teach B. Individual learning styles and strategies C. Oregon –iraq guided online English studies .

١٤. Which activity of online courses would you like to apply to your classroom?

A. Weekly assignments   B. Give extra material (articles)   C. Weekly assessment   D. Teacher and student feedback.

١٥. Which area has the greatest effect in your classroom after having online training courses?

A. Teaching method   B. Syllabus   C. Students' achievement   D. Using technology in classroom.

١٦. How does the online training course affect your experiences in teaching?

A. By adopting teaching strategies that increase the quality of students learning.   B. By improving the learning outcomes of your students enrolled in online courses.   C. By making informed decisions about incorporating online learning technologies in your teaching practice.   D. By designing meaningful assessment tools and strategies.

Appendix (B) The jury members

The jury members names presented according to their scientific rank:

١. Prof. Najet Al-jubory (College of Education for Women, University of Baghdad).
٢. Prof. Shatha Al-Saadi (College of Education for Women, Baghdad University).
٣. Instructor Maysaa Rasheed (College of Education for Women, Baghdad University)
٤. Instructor Fatima Khudair (College of Education for Women, Baghdad University).
٥. Instructor Nagham Ali (College of Engineering, University of Baghdad).