



تقييم مشاكل اللغة الإنكليزية في التعلم الإلكتروني أثناء جائحة COVID-19

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ملخص البحث:

كان الهدف من هذه الدراسة هو تقييم مشاكل اللغة الإنكليزية في التعلم الإلكتروني أثناء جائحة COVID-19. تم جمع البيانات اللازمة من خلال استبيان عامل ثابت (٠,٨٠٤) وتطبيقها على عينة الدراسة خلال نظام التعلم الإلكتروني. ونتيجة هذه الدراسة، كان تقييم العينة لفعالية تقييم مشاكل اللغة الإنكليزية في التعلم الإلكتروني أثناء جائحة COVID-19 متوسطاً من وجهة نظرهم. كان تقييم المنطقة للتعلم الإلكتروني متوسطاً، مع توصيات الباحثين ودورات تدريبية حول العوائق التي تحول دون استخدام التعلم الإلكتروني في تعليم اللغة الإنكليزية في المدارس أو الجامعات العراقية وتفاعل المعلم مع التعلم الإلكتروني وتفاعل الطلاب في استخدام التعلم الإلكتروني. يساعد التعلم الإلكتروني المعلمين والطلاب على إزالة جميع الحواجز التي تحول دون استخدام أنظمة التعلم الإلكتروني والحاجة إلى الجمع بين التعلم المباشر والتعليم الإلكتروني في الجامعات والمدارس العراقية المستقبلية. الهدف من هذه الدراسة هو تقييم مشاكل اللغة الإنكليزية في التعلم الإلكتروني أثناء جائحة COVID-19 في المدارس العراقية في بغداد. لتحقيق الهدف من هذه الدراسة، يعتقد أن مدرسي اللغة الإنكليزية العراقيين يواجهون مشاكل مختلفة في التعلم الإلكتروني للغة الإنكليزية. ولإختبار هذه الفرضية، تم استكمال استبيان من ١٥ نقطة وتوزيعه على معلمي اللغة الإنكليزية العراقيين في المدارس العراقية في بغداد.



Assessment of English Language Problems in E-Learning During the COVID-19 Pandemic

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Abstract

This study aimed to assess English problems in e-learning during the COVID-19 pandemic. During the e-learning system, the necessary data were collected through a fixed-factor questionnaire (0.804) and applied to the study sample. As a result of the study, the sample assessment of the effectiveness of assessing English problems in e-learning during the COVID-19 pandemic was average from their point of view. The region assessment of e-learning was average, with researchers' recommending and training courses on barriers to the use of e-learning in English language education in Iraqi schools or universities, teacher's interaction with e-learning, and students' interaction in the use of e-learning. E-learning helps teachers and students remove all barriers to the use of e-learning systems and the need to combine direct and e-learning in future Iraqi universities and schools. This study aims to evaluate English language problems in e-learning during the COVID-19 pandemic in Iraqi schools in Baghdad. To achieve the aim of this study, it is believed that Iraqi English teachers face various problems in e-learning of English. To test this hypothesis, a 15-point questionnaire was completed and distributed to Iraqi English language teachers at Iraqi schools in Baghdad.

Keywords: E-learning, Coronavirus, Iraqi universities and schools, English language learning.



1. Introduction

COVID-19 pandemic has swept most countries around the world, forcing all educational organizations to move from live lectures to e-learning or distance learning, allowing physical proximity, which is a way to spread awareness. The 1.5 billion infected children and young people in 188 countries around the world are forced to stay at home after schools and universities close. Distance learning or e-learning is a type of learning that has been discussed for a long time and that must be included in the curriculum. In a situation that required physical distance before the Corona crisis, additional training has become an alternative and an urgent task, artificial intelligence, the internet of things, and the information revolution that permeates and becomes an integral part of the layer.

Baghdad schools have had e-learning experiences in the face of the coronavirus crisis, but e-learning courses have not been evaluated to measure their effectiveness. This study aimed to measure the effects of e-learning on the spread of the coronavirus from the point of view of teachers and staff.

Previous studies assessing English language problems in e-learning during the COVID-19 pandemic,

Previous studies on the subject of Assessment of English Language Problems in E-Learning During the Pandemic have been reviewed and ranked from oldest to newest as follows:

A study to determine the impact of the e-learning environment on academic success and the development of English language learning trends among fifth graders (Al-Jasser, 2019). An electronic learning environment has been developed, and tests and scales have been established to assess students' propensity to learn English. Whereas, the quasi-experimental approach was applied by dividing the fifth-grade students into control group lessons in a traditional (Basheer, 2019). A study conducted by the University of Uganda that aimed to model the interaction between e-learning, student satisfaction, and educational goals. It consists of 28 paragraphs and applies to 232 students. Thus, it has been shown that the interaction of e-learning in English consists of three components: the learner interface, the interaction with feedback, and the learning content.

(Basilaia, Kvavadze, 2020; Yulia, 2020) *believes that e-learning can be effective when teachers:*



- 1- Organizing educational content: Teachers participate in the implementation of educational design, in order to develop educational materials that effectively achieve the goals, study the educational needs of students.
- 2- Choosing the appropriate learning tools: The selection of learning tools in e-learning is determined by selecting the appropriate training program for effective and comprehensive communication tools and communication between students.
- 3- Description of assessment tools: Teachers are trained to be teachers, because e-learning has difficulty verifying the reliability of assessment, using tests and other processes, and using real-world assessments or assessments when teachers interact with students.
- 4- Individualizing method learning, consider the student's learning style and computer skills.
- 5- Professional development: Teachers are constantly working to improve their electronic skills and readiness to use a modern method of technology in their educational plans.

Before March 2020, none of the faculty believed that e-learning was the only way to reach and motivate students to achieve their educational goals. To ensure continuity of education, to meet the study and requirements of the second semester of 2020, and to protect against the spread of the COVID-19, and that a physical distancing between students is used in various ways.

The new "Covid-19" belongs to the "Corona" family of new viruses that have not yet been discovered in humans, and it is a contagious and susceptible viral disease that affects the respiratory system of all ages and the elderly. The group includes the elderly and people with chronic diseases and can be transmitted from person to another through coughing, sneezing, contacting with an infected person, through contacting with an infected person, or objects belonging to an infected person. Obvious symptoms of the disease are high temperature, cough, shortness of breath, general fatigue, vomiting, diarrhea, runny nose, and sore throat.

Any form of relationship between citizens is prohibited in markets, mosques, and clubs according to the directives of the Iraqi Ministry of Health.

Research Problems

E-learning plays a crucial role in the success of the curricula in the face of the spread of modern media and the tremendous technological progress of computers, the internet, and various media such as video and audio. It is a resource that many people can study easily and comfortably with



the least amount of time and effort. However, the world we live in today has suddenly forced educational institutions to switch to distance learning during the pandemic.

Baghdad schools were suddenly forced to switch to e-learning and use modern means of communication and internet platforms to teach school students in Baghdad the English language. These modern educational platforms were not used before, in terms of teachers communicating with students from a distance, teaching them the English language alongside their mother tongue. This led some schools in Baghdad to question the results of electronic tests due to the lack of tangible indicators in the performance of students about learning the English language, in addition, the weak use of e-learning in some programs offered by schools in Baghdad. The test instructions that raise questions about the effectiveness of e-learning and English language teaching among school students highlight the problems of using e-learning and teaching English in light of the global pandemic of Corona.

Since the schools in Iraq, especially those in the capital, Baghdad, have not pursued e-learning or distance learning in any educational curriculum, especially the English language curriculum. It requires the presence of face-to-face students in schools and teaching in the traditional way to ensure that all students understand the material without any little difficulties in light of the crisis that the country is currently going through from a poor economy due to the pandemic and other crises in which it lives. Therefore, it is necessary to determine and evaluate the extent to which e-learning of the English language is achieved in Baghdad schools. This is highlighting its educational objectives and its ability to meet the needs of students and teach them the language correctly and appropriately, and create an interactive environment among them to learn English.

Research Objectives

- This study aims to show and explain all the performance of English language learning in e-learning Baghdad schools during the COVID-19 pandemic.
- It also aims to measure the degree of continuity in the process of learning the English language through an electronic platform and to determine the degree of insufficient use of e-learning and the degree of interaction between English language students and teachers in Baghdad School through e-learning.

Research Questions



1. What is the effectiveness of e-learning for the English language from the point of view of teachers in Baghdad in light of the spread of the Coronavirus?

From this main question the following sub-questions arise:

1. What is the continuity of e-learning courses in Baghdad schools?
2. What are the challenges of English in e-learning during the COVID-19 pandemic?
3. How high is the level of interaction between school teachers and e-learning?

Significance of the Study

Theoretical Importance: In this part of the research, the researcher aims to provide new information and a new theoretical framework for the researcher is related to the English language teaching, which can be created through electronic platforms in Arab libraries, highlighting learning outcomes, and practical outcomes for students in Baghdad.

Practical Importance: The results of this study are the results of schools in Baghdad in improving the performance of e-learning systems for the English language, developing human staff, material skills, and improving the direction in choosing the educational model for following-up and planning for the future that is useful for educational institutions. E-learning of the English language as an alternative to face-to-face teaching, as this study measures the effectiveness of the e-learning system for the English language in schools in Baghdad.

Boundaries of the Study

The results of this study can be generalized in light of the following limitations:

- **Human Limits:** The targets in this study are (50) teachers.
- **Space barriers:** This study was applied to three schools of the capital, Baghdad.
- **Semester:** 2020-2021.
- **Objective:** This study examined the impact of English language problems on e-learning during the pandemic in the schools of the capital, Baghdad. The researchers used a questionnaire with a validity and reliability coefficient (0.804).

Research Limitations



- It is not possible to access all references, sources, and paper documents that can be accepted as primary references.
- There is no previous research on the proposed topic.
- Difficulty in accessing research samples during the pandemic that happens to all the world and difficulties in distributing and receiving questionnaires electronically via e-mail.

Theoretical Framework

E-Learning

For a while, it was believed that the internet was just a place to talk, read the newspaper, shop, and watch forums, after which the internet began to be used and educational institutions and knowledge exchanged through the media. The internet created websites for schools and universities, and changed the view of the internet, smartphones, and computers, and becoming an indispensable educational tool with more and more schools and universities connected to the internet day by day. According to Google search results, before the Corona pandemic, there were more than 400 e-faculties (online universities), more than 35,000 teachers, and more than 250 thousand students who used e-learning before the Corona pandemic. According to the portal, there are more than 1,700 online undergraduate courses in the United States alone (Koumi, 2006).

E-learning is known as the smart education process, apply by using smart devices and the internet, which provide the students all knowledge they need while sitting at home, and where ever the student was. (Koumi, 2006).

Basilaia and Kvavadze (2020) argue that e-learning is a structured process aimed at achieving educational outcomes using technological tools that allow timely interaction between audio, image, film, students, content, and educational activities.

Researchers see e-learning as a process that replaces face-to-face between students interaction in the school and the classroom with distance learning and uses electronic tools to achieve planned educational outcomes.



The main common terms used to express and describe this, are distance learning and computerized e-learning in the form of an interactive online conference where students interact with teachers, while doing their homework (e-learning NC, 2018).

Many Advantages and Features That E-Learning Offers are Superior to Traditional Teaching Methods, Including:

- Reducing the costs of building new classrooms for curricula and laboratories and providing electricity, water, and other materials used in schools, which not only saves money but eliminates the need to travel to schools and training centers.
- Accessible for all ages so that people of all ages can benefit from online meetings.
- Flexibility, which is not limited to fixed working hours, allows people to know how and when they want to.
- Invest time and learn more by reducing time-consuming chats and questions, reducing unnecessary interactions with students, and increasing student learning without interruptions or obstacles. In addition to the fair and impartial assessment of evidence and careful monitoring of the performance of each student, education becomes more orderly and equitable.
- Respect for the environment, because we do not use paper or pens that can harm the environment, if they are disposed of (Ferriman, 2014).

Despite the Many Advantages of E-Learning, There are Some Disadvantages:

- It is very dependent on technology, while e-learning is easy to get available to everyone, most of them may not have a smartphone, computer, or network.
- Since e-learning is personal and has a low level of motivation and regulation, some people may have difficulty stimulating learning, refusing to play, and regulating the learning process.
- Isolation and loneliness result from students interacting with computers and smartphones rather than direct communication and interaction (Hetseovich, 2017).

method and procedures



This article discusses e-learning concepts from the perspective of three school teachers in Baghdad during the pandemic, the challenges that ESL for the students face in learning to speak, and the social media mediation and video conferencing tools that ESL students use to help in overcoming it. Above 50 teachers took part in this survey to assess the difficulty of English in e-learning during the pandemic.

Procedural Terms of the Study

E-learning is a process so interactive, which linked to the educational process to provide lessons, activities by using smart devices and program through the internet (Pugh, Simonson, 2018).

Researchers call this method a planned and directed way for Baghdad school students to interact with teachers and staff to achieve specific goals and outcomes, while using interactive learning programs, electronic networks, and smart devices to maintain physical distance. During the outbreak of the Coronavirus.

Coronavirus (Covid-19) is a kind of virus that causes illness in all human beings, which depending on the severity of the disease, can also cause respiratory problems in humans, from the common cold in the Middle East to serious illnesses, such as respiratory syndrome (WHO, 2019). Efficiency is committed to maximum performance, maximum results, and the lowest cost.

The researchers used interactive learning programs, electronic networks, and smart devices to compare the interaction between students and faculty members in Baghdad schools with the time it takes to learn face-to-face to determine the level of education.

Study Approach

This study is based on a procedure in a descriptive-analytical approach based on the study and analysis of student responses and data collection from the research sample using a questionnaire developed for the purpose of this study.

Sample Members

This study was applied to a sample of faculty members consisting of (50 teachers) in three schools in the capital, Baghdad. The study was applied for the year 2021-2022.

Study Tool



The researcher of the study developed and created one questionnaire (10) for teachers and teachers working in Baghdad schools who apply e-learning in the Coronavirus crisis. It is designed with research in mind that considers e-learning as research (Yulia, 2020). The researchers in this study (Basilaia, Kvavadze, 2020) also benefited from the criteria of previous studies, and they selected and restructured some paragraphs.

The final version of the questionnaire consisted of (10) items on a 5-point scale (strongly agree = 5, fully agree = 4, hesitant = 3, disagree = 2, completely disagree = 1) and the items are divided into four areas.

- E-learning continuity in English: This field contains paragraph (4).
- Obstacles to e-learning in English: This field (2) consists of two paragraphs.
- Interaction between English language teachers and e-learning: This field (2) consists of two paragraphs.
- E-learning in English and interaction with students: This field (2) consists of two paragraphs.

The validity of the study tool

Due to the spread of the virus, the questionnaire was originally sent to a jury of seven who have experience in scientific research and education in Baghdad schools and know the clarity and integrity of e-learning. As teachers in Baghdad, we know how clear and complete the paragraphs are once we write research and study covering all aspects of e-learning in the face of the disease and pandemic

Study Tool Stability

The questionnaire of this study was sent electronically by email to a sample of 50 teachers in Baghdad school. The researcher was used Cronbach's alpha test, to test the validity of the questionnaire. The reliability of the questionnaire (0.804) and the value of the reliability coefficient on the axis of the questionnaire ranged between (0.895) and (0.731).

Statistical Analysis

After data was collected using the questionnaire as a research tool, it was downloaded and organized as an excel file, entered into a statistical program (SPSS), and the answer was coded



for analysis of the research data. When descriptive statistics are used to calculate the arithmetic mean and standard deviation.

- $(5-1) = 4$
- $4/3 = 1.33$

This value is used to determine the duration of the preparation time as follows:

- From 1-2. To 33 weak
- 2.34-3.67 on average
- 3.68-5.00 in height

Results

The questionnaire was implemented on 50 teachers of English in Iraqi schools in Baghdad, and the results of the study were as follows:

1. It is very difficult to use original materials such as video software, magazines, and computers to teach English. I have a higher percentage (80%).
2. Students are of different levels, some are fluent in English, some are very poor in English and some are not very good at English at first. He ranked second with 70%.
3. Students who find E-learning in English very appropriate” got a score of (80%).
4. The following five factors are worth a percentage (70%):
 - a. 10 grades of electronic teaching websites alone are not enough to promote English language education.
 - b. 12 degrees of students do not speak English during online learning.
 - c. 15 degrees of students' weakness in the English language and their fear of speaking in front of colleagues
 - d. (15 degrees) the time allotted to the English language lesson is not enough to learn the language well.



- e. (18 degrees) teachers are accustomed to traditionally teaching and consider e-learning of the English language in Baghdad schools not qualified to provide the student with the skill of speaking in another language.

The result of the first question: What is the continuity of the English language e-learning courses in Baghdad schools?

The researchers extracted the arithmetic mean and standard deviation of the continuity of e-learning courses in the English language in Baghdad schools as follows:

Table 1 Arithmetic average and standard deviation of the items in the English language e-learning series after the launch of Corona

Degree	Standard deviation	SMA	Number	The field	Rank
Medium	0.90	2.55	50	Continuity of e-learning for the English language in light of the spread of Corona	1
Medium	0.82	2.47	50	Students' interaction with e-learning of the English language in light of e-learning	2
Medium	0.67	2.43	50	Teachers' interaction with e-learning of the English language in light of the Corona crisis	3
Medium	0.57	2.45	50	The effectiveness of e-learning of the English language in light of the spread of the Corona virus from the point of view of teachers: in Baghdad schools	4

The result of the second question: What is the continuity of the English language e-learning courses in Baghdad schools?

The researchers extracted the arithmetic mean and standard deviation of the continuity of e-learning courses in the English language in Baghdad schools as follows:

Table 2 Arithmetic average and standard deviation of "continuity of English language e-learning in light of crown spread"



Degree	Standard deviation	SMA	Number	The field	Rank
Medium	1.44	3.16	50	The techniques used in e-learning of the English language are effective and cover all aspects of the curriculum	1
Medium	1.39	3.04	50	There is a smooth transition from traditional education to e-learning of the English language in light of the Corona crisis	2

The result of the third question: What is the level of teachers' interaction with e-learning in Baghdad schools?

The researcher concluded the arithmetic mean and standard deviation of E-learning English and the interaction of employees in Baghdad schools as follows:

Table (3) Arithmetic average and standard deviation of the item "English Language Learning Disorders" in the second field

Degree	Standard deviation	SMA	Number	The field	Rank
Big	0.93	3.90	50	The English language e-learning system is compatible with the type of subjects, both theoretical and practical	1
Medium	1.09	3.30	50	All English language teachers have sufficient and appropriate experience and skills to use computers and the Internet	2

And finally, about the fourth question: How high is the level of interaction between students and e-learning in the English language from the teacher's point of view?

The researcher concluded the arithmetic mean and standard deviation of the area of e-learning and student interaction from the point of view of the teacher in Baghdad School as follows:

Table 4: Arithmetic average and standard deviation for the third domain of the paragraph "E-learning of the English language and interaction between teachers in light of the Coronavirus crisis"



Degree	Standard deviation	SMA	Number	The field	Rank
Big	1.12	3.74	50	I think that remote tests are an appropriate way to assess students' English language achievement	1
Medium	1.32	3.42	50	E-learning of the English language is more effective in terms of using time than traditional education	2

Table 5: Arithmetic average and standard deviation of items in the field of "e-learning and student interaction in the light of e-learning in English"

Degree	Standard deviation	SMA	Number	The field	Rank
Medium	1.30	3.32	50	I am satisfied with the extent to which students benefit from e-learning of the English language	1
Medium	1.46	3.20	50	Students interact with the English language e-learning system on an ongoing basis	2

Discussing Results

In light of the order of the research questions, the results were discussed as follows.

- As a result, it was found that the arithmetic average of the impact of e-learning in the English language from the point of view of a professor in Baghdad schools is (2.45) with one standard deviation (0.57) at the mean level and all fields reached the average level.
- These results are the result of the sudden shift to e-learning for the English language as Baghdad schools had no intention of adopting e-learning.
- This achievement is also attributed to the fact that e-learning of the English language requires a tried and certified infrastructure of computers, phones, and software in the education sector, as well as the purchase of special software for schools in order to ensure maximum participation among students.



- E-learning and the sudden imposition of e-learning in Baghdad schools After the coronavirus pandemic, schools are communicating with students within the limits of their weak and neglected available skills. Moreover, online learning requires a joint effort from the government and the private sector, and Baghdad schools, like other Arab schools, are facing a government decision without supporting the continuation of the educational process. Baghdad schools did not have the appropriate training to manage the e-learning process for the English language in a crisis.
- (Draisy, Young, 2020) and show that Moroccan schools face some difficulties and challenges in responding to the (Covid-19) epidemic and in implementing distance learning, especially with regard to teaching English.
- The result of the first question: What is the continuity of the e-learning process for the English language in Baghdad schools?

As a result of this question, it was found that the field of continuity of e-learning for the English language is moderate given the spread of Corona in Baghdad schools.

As a result, Baghdad schools were surprised by the government's decision to close the schools, and the students themselves were not trained in e-learning of the English language.

The result is that some teachers are communicating with their students through social networks rather than dedicated distance learning programs, because schools have not yet implemented reliable programs to use in E-Learning.

The result to the fact that the government's decision was taken so quickly that schools lost their flexibility in dealing with the coronavirus pandemic. E-learning of the English language as formal learning and its consequences has led to the surrender of some students and stop attending lessons, or others who do not have enough capabilities to attend electronic lessons on the internet.

- The result of the second question is, what are the obstacles that prevent the use of e-learning for the English language in Baghdad schools?



As a result of this question, it turns out that there are big and small obstacles to the use of e-learning for the English language in Baghdad schools.

This is because the schools did not have pre-accredited educational programs, which made it a step forward in theory, while distance learning was difficult in practice.

This result is also due to the skills of English language teachers who need ICT skills for e-learning of English. Schools in Baghdad did not train from the beginning and had difficulty understanding messages and instructions from the beginning, and some of their teachers did not train on computers and smartphones.

This result is attributed to inconsistencies in the reception and exchange of information due to insufficient internet speeds in some areas, as well as the power outage in Baghdad during the Corona crisis.

The result is caused by the Coronavirus pandemic, and it causes many obstacles, as each student and teacher face difficulties first and then experience comes later.

- The result of the third question, what is the level of teacher interaction with e-learning of the English language in Baghdad schools?

As a result of this question, the interaction between English language e-learning and teachers has grown to an average level due to the spread of Corona, and the interaction between teachers and e-learning in Baghdad schools is medium and weak.

This is because the interaction between the teacher in Baghdad schools and evaluation activities is weak. This is because English language teachers do not have specialized software to control the administration of their students' exams. Moreover, the interaction of the English language teacher in Baghdad schools is controlled through the continuous availability of the internet service, which is an intermittent service that makes the teacher stop interacting with the student in the event of a service interruption, or limited ability to easily answer students' questions about English language learning materials.

- The results of the fourth question: What is the students' level who interact with the e-learning of the English language?



The results of this question indicated to interaction with e-learning of the English language in light of the spread of the disease came to a medium degree, and that their interaction ranged between average and weak in some e-learning activities of the English language.

Also, Baghdad schools do not have software and computerized lessons prepared in advance for use in emergencies, which made the faculty members send the students lessons that fulfill part of the courses. Sometimes lessons that do not include interactive activities made the students only recipients, reading and answering questions, which made them lose interaction with e-learning of the English language.

The faculty members' reliance on sending PDF and Word lessons and asking the student to read the educational content reduces the students' ability to ask any questions and inquiries through e-learning of the English language.

In addition, the faculty members in Baghdad schools need sufficient training to choose the appropriate software that ensures students' interaction with the educational content and access to it at any time.

Conclusion

Table 1 shows the average (0.57), standard deviation (0.57), and "the continuation of e-learning is the continuation of the spread of the Coronavirus." The student is followed by an arithmetic mean (2.55) and a standard deviation (0.90). mean (2.47), standard deviation (0.82), mean (2.43), mean (2.43), mean (2.43). Finally, the standard deviation (0.67) and the mean, as well as the arithmetic mean (2.35) and standard deviation (0.34) for the e-learning disorder region were determined.

Table 2 shows that the paragraphs in the field "Technology used in e-learning of the English language are effective and cover all aspects of the curriculum" extends from lower to middle school, and the paragraph on wine is consistent with "The English language exists in traditional education" in the face of the Coronavirus crisis. Smooth transition to e-learning" with a first-grade average (3.04) and one standard deviation (1.39) in the first place.

Table 3 shows that the items in the field "E-Learning Barriers in English" are ranked from lowest to highest) showed a significant standard deviation (0.93), and the clause "All English language



teachers have adequate and adequate computer and Internet skills" was the final criterion with arithmetic mean (3.30) and one deviation. (1.09) Medium.

If you look at Table 4, you can see that the range of interaction between E-learning for English and teachers fluctuates between low and high in response to the spread of the coronavirus. The first area with a large arithmetic mean (3.74) and standard deviation (1.12) is the paragraph "E-learning in English is more time-efficient than traditional teaching". The final interval (including the mean) with a mean (3.42) and standard deviation (1.32).

Table 5 shows that the items in the "E-learning in English and student interaction due to the spread of Corona" area have changed from weak to medium. The arithmetic mean of the class (3.32), the first standard deviation (1.30), the interaction between students and the paragraph of the e-learning system in English ranked first with an arithmetic mean of (3.20) and criteria (3.20) with the mean deviation in degrees.

Recommendations

1. Invest in positive English language e-learning guidelines for students and staff, develop plans and programs that can benefit from these guidelines, and offer English language learning courses to students and individuals.
2. Many students use internet services at home, so teachers are trained and encouraged to communicate with students via websites and e-mail.
3. Stresses that universities should be interested in introducing electronic teaching methods for the English language in Baghdad schools and ensuring maximum interaction with this type of education by spreading an electronic culture among students.
4. Baghdad schools should conduct more research and research to determine the effectiveness of e-learning in difficult environments, and hold lectures and seminars to develop and improve e-learning in English.

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