

## The effectiveness of e-learning platforms in the achievement of postgraduate students (Ph.D.) majoring in the Arabic language in the College of Education in the English language subject.

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فاعلية منصات التعلم الإلكتروني في تحصيل طلبة الدراسات العليا (دكتوراه)  
تخصص اللغة العربية في كلية التربية مادة اللغة الإنجليزية  
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**Keywords:** effectiveness, e-learning, platforms, achievement

### Chapter One: Introduction to the Research

#### The study Problem:

E-learning platforms are one of the recent trends in open online education. Many international organizations, including UNESCO, encourage platforms, as they have proven their effectiveness and flexibility in accommodating population growth, promoting the concept of continuous learning, and lifelong learning. Open courses, or what is presented to them in terms of information, knowledge, activities, exams, and study materials, encourage these educational platforms.

Despite the interest of countries, researchers, and specialists in these platforms; However, there is a lack of studies, especially the local ones, that dealt with building an open electronic course and publishing it on the educational platform, which prompted the researcher to choose appropriate content for the English language course for postgraduate students (Ph.D.) and present it through the e-learning platform. Many studies have recommended the use of e-learning platforms in the educational process in its various stages and benefit from its various educational tools to provide educational materials, including Al-Rashidi (2018) and a study Al-Enezi (2018) and the study of the mustache (2019)

Therefore, the problem of the study is manifested in answering the following question: Is reliance on e-learning platforms effective in achieving postgraduate students (Ph.D.) in the English language subject? And do they differ among themselves in achieving them according to their body?

**Keywords:** effectiveness of electronic educational platforms, postgraduate students' achievement scholastic.

#### The importance of studying:

After learning the language, a new language is one of the very important things in human life, as the interest in learning a language different from the mother tongue contributes to obtaining new language skills, in addition to a group. Among other skills, such as teaching and educational skills, so many countries, including Iraq, sought to learn new languages that differ from their original language, and this led to many countries of the world teaching English in their school and university curricula to become a secondary language in addition to the official language circulated within State, that learning English contributes to providing many positives for the learner, as learning another language in the early years of life is very beneficial, and helps to learn to read and write better, which leads to the development of study skills and obtaining high marks in school, and learning also contributes to A new language increases self-confidence because it helps in the development of the ability to communicate and communicate between people, as well as in obtaining suitable opportunities for work or education.

There is no doubt that the importance of learning the English language for postgraduate students is necessary, as they need to master the English language in order to be able to write their research and scientific papers, because many research papers are written in this language, and not only that, but their number exceeds the number of scientific research written in the mother tongue spoken by the researcher, whatever his specialization. Learning the English language provides its learners with a

greater opportunity than facilitating understanding of the abundant educational content that is available on the Internet and benefiting from most of it, as it is the most visited website that use the language as many scientific sources are written in English, so postgraduate students need to learn the English language from others so that they can view the sources and benefit from them in their research, and no person can learn science without understanding the English language, nor can he use technology, as technology in the era of globalization has become all available in English, and the learner needs to learn This language so that he can use technology and deal with it. This trend towards the computerization of education and the use of e-learning platforms and educational applications of the Internet in the educational process contributed to increasing the trend towards computerized learning and providing the learner with the opportunity to increase his efficiency and skill, as learning using the Internet and its educational platforms represents the starting point towards continuous learning. The teachers of the future will do more than teach students how to acquire information in rapid ways, but will go beyond that Knowledge and interest will be required. Ron and when to comment, or alert, or e-learning, computers and the Internet beyond the textbook, or the method of informing and indoctrination; It is the rest of the forms of learning (Yanchar & Faulconer 2011) came with a new vision for learning that was characterized by features (p26-31).

Education technology, represented by electronic educational platforms, is one of the driving and influencing forces in the educational process. E of techniques and methods that contribute to the provision of knowledge and its concepts in a way that helps to follow, understand and absorb it, so the interest of educational institutions in the world began to focus on benefiting from all areas of advanced education technology in order to employ them in the education process, and interest in it increased as a window on what is going on around us, especially after developments The new ways that it has developed and made it new and important methods towards the real, realistic world, thus transcending the limits of time and space, and accordingly, e-learning has become at the present time an important requirement and an urgent necessity necessitated by the massive revolution in the world of communications and information technology and accelerated the

The occurrence of the Corona pandemic (COVID-19) (Al-Falahi, 2021: 3) and academic achievement is one of the most important education outcomes: Learners need it, and it provides students with knowledge and sciences that develop their perceptions and pave the way for their personality to grow properly and instill positive values in them. After academic achievement, the common standard that we infer It is based on the intelligence and mental abilities of students, and the interest in academic achievement provides those in charge of education with indicators of the educational goals of education, which in turn is reflected in the aspirations of society for Development, development, and progress.

From the foregoing, the importance of the study is evident in the following:

1. Developing positive attitudes towards learning through electronic educational platforms.
2. Directing the attention of those in charge of the curricula to reconsider the use of educational platforms E-learning in the educational process.
3. The study hopes to reveal the material and human capabilities to activate the role of electronic educational platforms in the educational process.
4. The study hopes to develop learning models, strategies, methods, methods, activities, and assessment methods to suit the learning style based on educational platforms.
5. The significant role played by electronic educational platforms on the educational process and students.
6. Providing the library with a theoretical framework on the importance of electronic educational platforms and their impact on achievement.
7. The importance of academic achievement, which is one of the most important goals of education, and it is one of the extent to which the teacher and the learner achieve the set goals.

#### **The goal of the study:**

The study aims to reveal the effectiveness of e-learning platforms in the achievement of postgraduate students (PhD) majoring in the Arabic language in the English language subject and to identify the difference in their average achievement according to their gender (male, female).

The two hypotheses of the study: In order to achieve the aim of the study, the researcher formulated the following two zero hypotheses:

1. There are no statistically significant differences at the significance level (0.05) between the mean scores of the English language subject for postgraduate students (PhD) specializing in Arabic in the pre and post-measurement achievement test.
2. There are no statistically significant differences at the level of significance (0.05) between the mean scores of the sample individuals in the post-application of the achievement test due to their gender (males and females).

### **The limits of the study:**

The framework of this study was determined by the following limits:

1. The subject limit: The study is limited to the effectiveness of electronic educational platforms in the achievement of graduate students (Ph.D.) specializing in the Arabic language.
2. The human limit: Postgraduate students (Ph.D.) at Al-Mustansiriya University, College of Education, Department.
3. The temporal limit The study was applied in the second semester of the academic year 2021/2022 The researcher will use the following terms in the study Arabic.

### **Terminology of study**

Efficacy: Known by:

Badawi (1980) The ability to achieve the intended outcome according to predetermined criteria (Badawi, 1980: 114).

(Kojk, 1997) Determining the desired or expected effect of teaching and training learners to achieve the set goals, is measured by recognizing the increase or decrease in the averages of their grades (Kojk, 1997: 230).

The researcher defines it procedurally as the expected positive impact of e-learning platforms in increasing the achievement of postgraduate students (Ph.D.) specializing in the Arabic language in the subject of the English language.

### **2 - E-learning platforms**

Chen et al. (2020). A virtual program whose function is to create virtual spaces for sharing information. It is used in universities and schools to provide electronic content. An integrated set of interactive online services that provide learners and other participants in education with information, tools, resources, support and promotion. Education delivery and management

And Wu and Chen (2017, Wu & Chen) defined it as a phrase when online courses aim at the participation of an unlimited number of users, by providing traditional study materials such as: lectures and videos, and through which multiple means of interaction are provided between the students themselves, the students, the content, the students and the professors in addition to Instant feedback on quizzes and questions posed by users on discussion boards.

### **The researcher defines it procedurally**

It is an educational system that takes place through the global network of information, with the help of a group of social media, including social platforms such as Google Classroom, Edmond, Facebook, Twitter, Whatsapp, YouTube, and Instagram, to present the content of the English language subject for graduate students (PhD) specializing in the Arabic language in light of a pandemic Corona, which enables them to continue learning that subject.

### **3 - Collection: Known by:**

((Al-Zubaidi (2000) Average scores of students in the theoretical achievement test, and practical performance after learning the educational subject in the traditional way or after completing the use of the educational bag (Al-Zubaidi 2000 (45).

(Allam 2000) The degree of vertical acquisition or a specific educational or teaching field (Allam 2000: 305)

Higher (PhD) academic section The procedural definition of achievement, and you define it procedurally, including the Arabic language in terms of achievement in the English language subject that you submitted. The second of the academic year 2021/2022, and it is determined by degree: the achievement test prepared by the researcher for this presentation.

### **Second: Theoretical aspects of previous studies:**

#### **First: Electronic educational platforms:**

E-educational platforms are an active and lively interactive environment that works: Integration of e-content publishing management systems with social networks and its various applications, through which teachers can deliver lectures, set goals, offer exercises and various educational activities, and communicate with students through many technologies. Electronic educational platforms help the exchange of ideas between teachers and students, and the sharing of educational content to obtain high-quality educational results (Bawy and Ghazi, 2018: 133).

Advantages of using electronic educational platforms in the educational process:

The educational platforms are characterized by the following:

social. The combination of free e-content management systems for teachers, students and schools is the way of teaching and makes it a classroom.

For the twenty-first century, which depends on digital, interactive courses, and social communication

Increase interaction between students and the use of smart devices.

- It has technical advantages as it is a network dedicated to education, including a grading system and archives messages, keeps them all, and uses different apps, tutorials, and websites.
- Easy to use, because the interface is similar to Facebook, so it is easy and familiar for students.
- Enables teachers to create virtual classrooms for students. It does not require a virtual classroom setup New only takes seconds and also does not require any special information during registration, and does not require mail electronically.

Conducting group discussions, sending messages, and exchanging files between teachers and students.

Create many groups in one electronic platform.

Provides a digital library containing learning resources for scientific content and content sharing in the form of files or links; Which will facilitate access to the scientific material.

- The teacher can send a text message (SMS) for alerts and attached messages with. Store and share content in the form of a file or link Provide feedback to students by responding to their answers, as well as monitoring grades For the whole group, for a small group, or for each student individually and discuss.

- Possibility to download it on smart phones and tablets.

- Ease of communication between teachers and parents and informing them of the results of their children.

- It helps teachers follow up the performance of their students to perform some skills and their progress and respond to them And send important tests and assignments.

Communication between teachers in the state of many countries to exchange ideas and participate in educational discussions.

- Solve the problem of private lessons by reaching non-traditional solutions to the problems of methods Traditional teaching is flexible as it transcends the boundaries of time and space.

- Provides the possibility of learning multiple areas. M in different ways of communicating information.

- The electronic platforms contain several languages, including Arabic, English and Arabic French and others.

- Ease of creating an e-learning platform through which useful and useful contents are presented.

- Save time and effort for the teacher and the learner.

- Make electronic content available, publish and share it.

Benefits of electronic educational platforms for students:

The benefit of educational platforms to the student lies in the fact that they are (Suleiman, 2016: 9) Quick and immediate access to homework, school notifications, homework viewing, and teacher comments on these work so that they are within the reach of students.

- The homepage of the educational platform is a tool available to assist students in managing their studies.
- It helps students complete their homework, especially absent students, as the homework is on the platform, as well as the calendar, which helps organize important ideas and appointments.
- There is also a table of dates that the student can view at any time to know the important dates of assignments, exams, and future important events, as well as any Other information related to the content Enables students to review grades with their teachers.
- Help create 1 electronic easily.
- Every student can Classroom and can not log in Teacher's chalet talks, and increase student interaction.
- Expanding the circle of two flags easily, communicating, communicating with each other, and communicating to solve problems.

Expand students' perceptions by looking at the latest developments in their field of study, which increases motivation and desire to study. Increase opportunities for discussion and interaction between students and teachers and between students and each other Encourage creativity by sharing opinions and ideas.

- It gives an opportunity for shy students to share and publish their opinions, and expands students' perceptions Stay up-to-date with the latest developments in their field of study.

We conclude from the above that these platforms provide an integrated environment that responds to all students' needs

education, raising their abilities and level of awareness, developing their performance, and keeping them informed of developments in the field of education

Study them and raise their readiness to learn better, in addition to developing the skill of cooperation and interaction Sharing ideas and suggestions

The benefits of e-learning platforms for the teacher The educational platform informs the teacher (in the following) Al-Aniri 2017 (204)

- Contribute to the evaluation of the work of the student or students and see their assignments and grades.

The ability of the teacher to communicate with his hero in the classroom and with other students from the classrooms other.

- The teacher interacted with the parents first to see the level of their children.
- Ease of exchanging materials and ideas between the teacher and his colleagues within the school or with other local, Arab or international schools.
- Investing time by placing certain topics on the platform for discussion with students.
- It facilitates the teacher's communication with the students' families, informing them of the level of their children, the teacher's communication with his fellow teachers in the same school or from outside it to exchange materials and ideas, and shorten the time by placing a specific topic on the platform and then discussing it with the students.
- The platform can be used in both English and Arabic languages, which makes it easier for Foreign and private schools use it.
- The use of the Zoom application on the platforms, which brings the distance education environment closer to the actual reality that students are accustomed to, as communication takes place in image and sound between the teacher And the student.
- put through Good for assessments and tests and also sends notifications for appointment reminders duties that must students complete it.

- Developing a system that motivates teachers and students by providing incentives and prizes, in addition to certificates of appreciation that outstanding students receive at the end of the academic year.

- Ease of communication between teachers and parents of students through their e-mail, which contributes to following up on the academic level of their children, in addition to evaluating the activities that they do.

Automatic storage When there are any files in the posts in the Google Classroom application, they are automatically stored in Google Drive files under the name (Classroom), this file includes any assignments that the teacher distributed, and the teacher can also save the students' answers in (Google Drive) And choose the best one as a model for the answer Ideally, it allows the teacher to share it with his students in a simple way by sharing the link or Add it to advertisement, assignment, etc.

- It allows students to share files between them, answer teachers' questions, and easily answer all assignments and send them back to the teacher. Correct answers at high speed and send the score directly to the student.

- The possibility of archiving lessons at the end of the semester, and there are no advertisements within the content (2015: 7273, Oztok & Brett, 2012: 97): (Taylor) Disadvantages of e-learning:

E-learning platforms provide the appropriate tools and methods to learn from the important things in the educational system, but despite the appropriate educational environment that the platform provides to students, there are some negatives that make it incomplete to an extent, and the following are illustrative points for these negatives:

- In the normal environment for learning, there is a challenge between students and some of them that make them work on Developing their academic level, which does not happen in through education platforms electronic.

The lack of interaction between the teacher and the students in a personal capacity, which leads to blocking the building The necessary mental for the student.

- E-learning platforms do not provide an appropriate or traditional environment for performing oral exams, which reduces social interaction in the educational field.

Sweeping e-learning platforms to devices. Or cell phones, in addition To the need to provide a good network of the Internet, which is what makes it that thing for parents.

E-learning courses require a set of good phonetic skills for Teachers and students so that they can deal with modern education from technology Google Classroom <https://e3arabi.com/?p-315226>

- Loss of the social aspect of learning.

The weakness of direct interaction with Ala and the absence of his real role.

The unavailability of the Internet in some areas and among some social classes, which leads to: process of using it.

And (Wu & Chen 2017) mentioned: Wang et al. (2017, Wang et al). that of The most important challenges facing electronic educational platforms

1. Lack of motivation among learners. One of the biggest challenges of e-learning is lack incentivize.

2. The need for both teachers and learners to have technology skills to be able to use network Internet and access to their headquarters.

3. Many students, their parents, and parents believe that education is through educational platforms Electronic is useless.

4. Electronic educational platforms are not suitable for teaching some subjects, especially practical ones There is a need for teachers to teach students face-to-face in these subjects.

5. Increasing the time students spend in front of the computer and the potential social and psychological isolation that may cause it.

6. Weak or interrupted internet connection, which constitutes an obstacle to continuous communication and interaction between teachers and students.

7. Exposing student information to Internet piracy and misuse.
8. Some teachers and educators lack confidence in e-learning and the quality of its outputs, (Mr. 66:2017)

### **Second: Previous Studies:**

The researcher found that there is a multiplicity and diversity in the previous studies that dealt with the electronic educational platforms that were dealt with in the study and showed their importance in several aspects, including achievement, motivation, attitudes, national identity and communication, as well as their negatives and positives and the difficulties that limit their use some of it. (Balasubramaniana, Jaykumarb & Fuke 2014)

To find out the reasons for students' preference for using information and communication technology represented by the educational platform Edmodo and its impact on students' interaction and communication and creating responsible learning for them on the educational model (RASE). The results showed the need to encourage students' participation in learning in Edmodo. It is easy to use and enables them to learn with a fun and suspense factor during the learning process.

Kongchan (2013) conducted a study aimed at finding out the impact of the teacher's use of the Modo educational platform and Google documents in changing the traditional classroom and changing the learning strategies used in teaching English. The results emphasized the need to reformulate the traditional teaching methods used in the classroom using the Amodo network. Other disciplines by using Anmodo in their classrooms Falaga's study (2015) entitled: The effectiveness of using (Edmodo) on improving the written performance in the English language of female grade students

### **Seventh and their attitudes towards writing.**

Al-Khaibari conducted a study (2021) to find out the reality of the use of platforms in teaching by Arabic language teachers at the secondary level and to monitor the most important difficulties they face. Difficulty using educational platforms. Verifying the validity and reliability of the tool and applying it to a sample of (174) female teachers among Arabic language teachers at the secondary stage in Al-Madinah Al-Munawwarah district. Statistically significant differences. There is a statistically significant (0.05) level of statistical significance (0.05) between the responses of Arabic language teachers on the dependent variable of academic qualification, teaching experience and secondary Arabic language teachers on the difficulty of the dependent variable of academic qualification in using the educational platform in teaching "the good for those with a bachelor's degree." As for the variable, experience Teaching, preferably less than five years of Experience".

Al-Shawarbeh (2019) conducted a study to determine the extent to which postgraduate students in private universities in Jordan use e-learning platforms and their attitudes towards these platforms. (302) graduate students, both male and female, were randomly selected, and the results showed a high degree of use of educational platforms by graduate students in Jordanian private universities, and there were no statistically significant differences in the degree of use by researchers.

variables sex and gender. There were statistically significant differences in the degree of specialization and the degree of researcher use due to the age variable. The results also showed that postgraduate students had very positive attitudes towards the platform. The results showed that the students' responses towards the educational platform. The males were statistically significant among the study individuals. There are no statistically significant differences in the degree of attitude among the study individuals due to the variable of age and specialization.

Al-Khafaji's study (2021) aimed to identify the degree of Arabic language teachers' use of electronic educational platforms in light of the Corona pandemic and their attitudes towards it, and given the nature of the research, the descriptive approach was adopted, as the research sample consisted of all members of the research community consisting of (78) male and female teachers who teach students The preparatory stage in public schools - Department of Hashemite Education - affiliated to the Directorate of Education of Babil Governorate in the Republic of Iraq for the academic year (2020-2021). (21) Paragraph. Their validity and reliability were confirmed, and to achieve the objectives of the research, appropriate statistical methods were used for the research.

The researcher identified the following main question: What is the degree of Arabic language teachers' use of electronic educational platforms in light of the Corona pandemic? This question branched from it: What are the attitudes of Arabic language teachers towards the use of electronic educational platforms in light of the Corona pandemic? The researcher formulated the following hypothesis: Is there a statistically significant difference at the significance level (0.05) (a) in the degree of Arabic language teachers' use of electronic educational platforms due to for the variable of experience and academic qualification)?

The results showed that the degree of use of Arabic language teachers for electronic educational platforms and their attitudes towards them was positive and with a high degree, and also showed that there was no statistically significant difference at the level of significance (0.05) (a) in the degree of use of research personnel due to the variable of experience.

#### **Teaching and academic qualification**

And Al-Rashidi 2018 (a study aimed at identifying the reality of computer teachers' use of electronic educational platforms in teaching, their attitudes towards them, and the obstacles they face for the two stages Intermediate and secondary schools in the city of Riyadh for the year 1427/1428 and used the descriptive analytical approach, and the questionnaire was adopted as a tool for data collection and was distributed electronically, and the study sample was (781) female teachers. The results showed that teachers agreed to use electronic educational platforms to a large extent, and the most prominent obstacles to their use were those related to school administration, followed by obstacles related to school curricula, then obstacles related to female teachers, and the last of these was obstacles

The field of use related to the skills of the students. Al-Tawalbeh, Al-Karasneh, and Al-Anazi (2018) conducted a study aimed at identifying the impact of electronic educational platforms in enhancing the values of citizenship for female secondary school students in the Kingdom of Saudi Arabia in the year 2017/2018. The sample of the study was (484) students, and the semi-experimental approach was used. The researchers built a test tool To reach the goal of the study, the results showed that there was a statistically significant effect in favor of the experimental group in the effect of using electronic educational platforms in enhancing the values of citizenship for female Saudi secondary school students.

Al-Thubaiti (2020) conducted a study aimed at revealing the effectiveness of using electronic educational platforms in learning English, and how a number of factors such as age, gender, educational level, occupation, and the number of courses obtained affect this learning. The descriptive approach was adopted, and the study sample reached (212) male and female students. Two sets of questionnaires were distributed to the learners. The results concluded that the use of online English language courses helped increase the learner's knowledge and skills in language proficiency. It was found that the factors of age, gender, educational level and occupation had no effect on the results.

The study of Nomnian & Inpeng (2020) aimed to investigate the use of educational platforms represented by the Facebook platform in the Teaching English as a Foreign Language program in order to enhance students' goals in English language literacy, educational knowledge, and information and communication technology skills. The curriculum was relied upon. The analytical descriptive questionnaire and interviews were adopted as a tool to obtain the required data. This study used the TPACK framework with Facebook to measure teachers of English as a foreign language before the service.

In Thailand through a survey to obtain their views and opinions, focus group interviews and semi-structured interviews were conducted with pre-service EFL teachers and teacher trainers The results of the study revealed that pre-service Thai EFL teachers were able to conduct EFL lessons using Facebook at a high level but they needed complementary online teaching skills from teacher trainers.

Nadia's study (2020) researched the most effective electronic educational platforms in teaching English to students in light of the Corona pandemic in Algeria, and adopted the descriptive approach. Social platforms such as Twitter Facebook, Whatsapp, YouTube and Instagram. In



addition to many electronic educational platforms developed by the Algerian Ministry of Higher Education, such as Moodle, which provide the same services to learners in an academic environment. The researcher conducted her study with first-year master's students in English as a foreign language and eight English language teachers at Saida University for the academic year 2020-2021, and the results revealed that the most used tool is Facebook, followed by the Moodle platform, and that the analysis showed that students in the classroom prefer face-to-face interaction. Face it, students are excited to use both SNSs such as Facebook and YouTube and educational platforms such as Moodle as complementary learning materials.

The study of Al-Falahi 2020/2021 aimed to identify the degree of use of electronic educational platforms in the Kurdistan Region - Iraq from the point of view of primary school teachers, and to achieve the objectives of the study, the mixed approach was used for its suitability to the nature of the study.) fields, which are: (educational content, educational environment, educational means, evaluation methods) and were distributed to a random sample consisting of (412) male and female teachers, with (252) male and (161) female teachers in the Kurdistan Region - Iraq during the semester. The first - 2021-2022. The interview tool was also used, as it was done through an intentional sample consisting of (13) male and female teachers who expressed their desire to work Interviews with them, and the validity and reliability of the study performance was confirmed. The results of the study showed that the total degree of use of electronic educational platforms was medium, and the results showed that there were statistically significant differences due to the gender variable in all fields. And in favor of (3-11 years) in the educational content and in the degree of use as a whole, and the differences were in favor of less than (3) years in the educational environment, teaching aids, and evaluation methods.

### **Chapter Three: Study Procedures**

#### **This chapter deals with an overview of the research procedures as follows:**

**Research Methodology:** The researcher adopted the semi-experimental research approach because it is the appropriate approach for her research and in accordance with her sample and the conditions of applying the experiment in light of the Corona pandemic.

**Experimental design:** The researcher used the one-group experimental design with two tests

The pre and post because it is commensurate with the nature of the research, especially the one-group sample. The research community and its sample The research community consisted of postgraduate students (PhD) specializing in the Arabic language, who numbered (19) male and female students, the most important (7) male students and (12) female students. The researcher took a sample from the research community for her research.

#### **Research tool achievement test:**

The researcher prepared an achievement test in the light of the educational content that was presented to the research sample, and its purpose was to stand on the level of achievement of postgraduate students (PhD). The test consisted in its initial form of (5) various questions in its form.

The validity of the choice To ensure the validity of the test in measuring what was set to measure it, the researcher presented it to a group of arbitrators in the specializations of educational psychology, measurement and evaluation, teaching methods and the English language. An agreement percentage (80%) was considered a criterion for accepting the paragraph.

#### **Test stability**

To ensure the degree of reliability of the test, the researcher relied on the objective questions, which consisted of three questions and at the rate of (32) items, on re-application, that is, the two times of application, and the time interval between them was (14 days). The stability of the two essay questions on participation between the researcher and another corrector, and the percentage of agreement between them reached (85%). After both, it is a good indicator of the stability of the test.

#### **Final achievement test:**

After confirming the validity and reliability of the test, the number of questions was (5), varied in form. Essays and thematics, including two essay questions and three objective questions, as follows:

Multiple choice and the number of its paragraphs (20) paragraphs, fill in the blanks one question and the number of its paragraphs (6) paragraphs

And the question of mating and matching and the number of its paragraphs (6) paragraphs

Experimental application procedures:

There are a set of procedures followed by the researcher to implement the experiment, including:

1. An introduction to the application of its experience on postgraduate students (PhD) specializing in the Arabic language in?

/ "/ 2020, with two lessons per week, an hour and a half for each lesson, and the experiment lasted for (15) weeks, to end on 5/27/2018

2. Bashara taught the students of the research sample and gave them an idea of how to deal with the e-learning platforms that the researcher used, represented by Google Classroom, WhatsApp, Messenger, and YouTube. mido)

3. She submitted her scientific material according to the time period set for teaching the course And the invasiveness is (15) weeks.

4. After completing the teaching of the subjects specified in the course for the second semester, the achievement test was applied electronically to the research sample on the evening of Wednesday, corresponding to 5/27/2020 AH, which is the exact date for the exam as determined by the exam committee for the Department of Arabic Language in the College of Education and in the computer department laboratory in The College of Education distributes the students of the research sample to the computers in the laboratory, with one computer for each student, and the test period was (3) hours

#### **Test instructions**

##### **The researcher developed test instructions as follows:**

A- Answer instructions: The researcher provided a set of instructions in the achievement test paper installed on the computer, as follows

1. Papers are allocated for the two essay questions, and the student's name is written on the answer sheet.

2. Read each paragraph carefully and carefully, then answer it

3. The answer shall be electronically for objective questions.

4. The answer to all paragraphs shall be, without leaving any question or any of the paragraphs.

5. The time taken for the test is three hours Correcting the test and distributing its grades After correcting the test, its scores were distributed as follows:

1) (36) mark for the essay exams.

2) (40) marks for the M-choice exam

3) (12) for the fill-in-the-blanks test.

4) (12) for a multiple choice test.

The total test score is (100) marks.

#### **Statistical means:**

The researcher used the following statistical methods in her research procedures and the analysis of the students: The second test (T-test) for two independent samples. effect size equation to indicate the size of the effect.

#### **Chapter Four: Analysis and interpretation of results, recommendations and proposals**

This chapter includes a presentation of the research results and their discussion according to the aim and hypothesis of the research as well as the recommendations and proposals as follows: First: Presentation of the results After the researcher completed all the necessary procedures - which were mentioned in the third chapter - and processed his data with appropriate statistical means, he will present here the results of his research, according to research hypotheses, as follows:

1. The results of the first hypothesis, which states that there is no statistically significant difference at the level (0.05) between the average achievement of postgraduate students (PhD) who They studied according to the e-learning platforms in the pre and post measurement of the test Achievement of the subject of the English language. To verify the validity of the first hypothesis, the t-test was used for two independent samples As shown in Table (1)

Table (1) T-test results for two independent samples to test the significance of differences in the pre-application The dimension of the achievement test and the effect size (n).

Degree Freedom	Eta value (1) Effect size	Level	Value tabular	T value Calculated	Deviation nor	Average	Type The test	
17	0, 89	function	1.98	2.06	12.67	76.61		19
					10.13	62.72		

It is clear from Table (1) that there are statistically significant differences between the mean scores of the sample individuals in the pre and post application of the achievement test scale for the post application if the second calculated value is greater than the tabular value and the arithmetic mean of the test is greater than the pre and post arithmetic mean and is estimated at (13.89). This means rejecting the null hypothesis and accepting the alternative hypothesis, and this result was consistent with the study of: (2014 Balasubramaniana, Jaykumarb & Fukey) Nadia's study (2016) And the study and study of Al-Thabiti (2020), as the value of the INA square (n), which amounted to (0.98), indicates the size of the large effect that e-learning has, and thus the researcher found that the value of the effect size (0.98), which is a high value and means that the size of the effect is large, according to the criterion Judging the size of the effect according to Cohen's method, where (Al-Kubaisi 2007) stated that the size of the effect is less than (0.2), then its size has a small effect, and from (0.2) 0.5 it has a medium size, and from 0.8 - or more) the size of the effect is large (Al-Kubaisi, 2007 182)

This result can be explained by the effectiveness of e-learning platforms in achievement This result can be attributed to the nature of the electronic educational platforms that prepare the educational material 24 hours a day and provide the opportunity for discussion with the students and organize the course in several pages, which facilitates learning, as these pages contain all the information, tasks and reports related to the material, and this result can also be attributed to the method In which the course was presented, in terms of preparation, determining the extent of students' needs for the course, collecting information and sources, as well as the platforms including various means and methods, and what they contain of images, sound, movement, interaction between learners and the researcher, preserving and clarifying information, all of which facilitate the learner's understanding and assimilation.

2. The results of the second hypothesis, which stipulated (no), there are statistically significant differences at the level of significance (0.05) between the mean scores of the sample members in the post-application of the achievement test. Their genders (males and females) were exposed to verify the validity of the above hypothesis. (2) explains it Table (2)

T-Test results for two independent samples to test the significance of difference in the post application of a scale The achievement test is attributed to the gender variable, males and females

Significance Level	Degree Freedom	Value Tabular	Deviation value Calculated	Normative T	Average Arithmetic	Test Type		
Not statistically Significant	17	1.98	0.55	11.12	76.62	The next	7	males
				11.16	76.59		12	females

It is clear from Table (2) that there are no statistically significant differences between the mean scores of the sample individuals in the post application of the achievement test scale, as the calculated (T) value of (055) is smaller than the tabular (T) value of (1.98) at the level of significance (0.05) and with a degree of freedom (17), which means accepting the null hypothesis and rejecting the alternative hypothesis, which indicates the effectiveness of the e-learning platforms used in teaching the English language subject for the male and female research sample. This result was consistent with the study of Al-Falahi (2020) and the study of

Al-Shabiti (2020) This result can be explained by the conviction of the research sample of males and females of the importance of the functional role that e-learning platforms play in learning, and in a way that contributes to activating their role in the learning process, and in a way that reflects positively on their effectiveness and activity in a way that helps them increase their achievement through Their understanding of the material and their comprehension of it and their mastery of it Hence their success.

Third: Recommendations: In light of the results of the study, Al-Baha recommends the following:

1. The need for colleges of education to train teachers and students to use e-learning platforms.
2. Preparing guides by the departments of colleges of education in universities about e-learning platforms for male and female students and faculty members to benefit from.
3. Including computer courses in the departments of the faculties of education, detailed topics about electronic learning platforms, and training male and female students to use them, so that they can benefit from them during practical education and when they are appointed in schools.
4. Establishing a center for e-learning platforms and programming curricula in colleges of education, and benefiting from specialists in the field of educational technologies.
5. Benefiting from the experiences of some developed countries in the field of using e-learning platforms and programming curricula in an interactive manner, and taking what suits our educational system.
6. Providing the appropriate infrastructure to employ e-learning platforms and tools in the process

#### **Education in colleges of education.**

- The need to work on solving the administrative, technical and human problems that hinder the use of e-learning platforms as a medicine in activating the educational process.

Third: Suggestions: In light of the results of the study and as a complement to it, the researcher suggests conducting the following studies

to conduct more studies on electronic educational platforms in educational stages on different samples.

Conducting studies on the effectiveness of electronic educational platforms in other variables.

3. Develop a proposed vision to create a unified electronic platform for the faculties of education to benefit from it Teaching and training.
4. Conducting a study on the obstacles to applying educational platforms in colleges of education and the possibility of solving them.
5. Conducting a study to find out the attitudes of faculty members in the faculties of education, students and their parents towards the use of e-learning platforms and the feasibility of using them.

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