An-Najah National University
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TEFL Majors' Attitudes towards the Implementation of e-Courses at An-Najah National University

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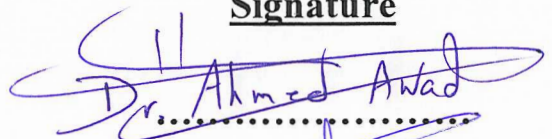
By

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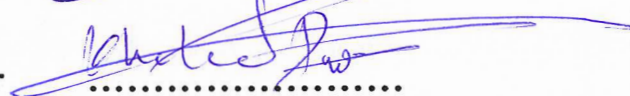**This Thesis was defended successfully on 10/3/2016 and approved by:**
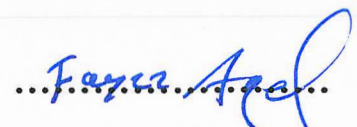
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Dedication

First of all, thanks to Allah, the most merciful and gracious who has blessed me with the chance to grow and learn so that one day, hopefully, I will be given the chance to pay forward what I was lucky to receive.

A warm thank you filled with love to my parents who always took pride in me for all of my achievements ever since I was a little girl.

I am greatly in debt and would like to show my deep respect to those who shape an important part of my personality:

To my dear and loving husband, Sohail. You were and always will be the light that guides my way. You provided unselfish support and love throughout the stressful times of my studies.

To the apple of my eyes, my children, who have blessed me with countless, sleepless nights that I would never give up for the world. Nadir, Seleen and whoever may come, you are my goal. You are my all.

To my dearest brothers and their families for their endless support and love. To all my friends and to all who taught me and illuminated my path with pure expertise and knowledge.

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Finally, deep gratitude to The E-Learning Centre at An-Najah National University. Last but not least, I extend my thanks to all of those who supported me in any aspect during the production of this thesis.

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إقرار

أنا الموقع أدناه، مقدم هذه الرسالة التي تحمل عنوان:

اتجاهات طلبة ماجستير اساليب تدريس اللغة الانجليزية نحو تطبيق المقررات الإلكترونية في جامعة النجاح الوطنية

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TEFL Majors' Attitude towards the Implementation of e-Courses at An-Najah National University

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أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل أو جزء منها لم يقدم من قبل لنيل أية درجة علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

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Declaration

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree.

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Abstract

This study aimed at investigating M.A. TEFL Majors' Attitudes towards the implementation of e-courses at An-Najah National University. This study also aimed at investigating the effect of gender, academic level and experience in using e-courses. To achieve these aims, the researcher used two tools: A thirty- nine item questionnaire and a semi- structured interview to collect the necessary information. The researcher distributed the questionnaire among the sample of the study (50 male and female students). A three- question interview was carried out by the researcher and applied to the same selected sample.

The researcher used different statistical procedures such as: means, standard deviation, percentages, t-test, One Way ANOVA and LSD test. The major results of the study were the following: TEFL Majors in general have moderate attitudes towards the implementation of e-courses at An-Najah National University. Statistical differences were shown in all study variables in favor of female, experience in e-courses and the students' academic level.

In the light of the results of this study, the researcher recommended the extension of applying e-courses for all students in different faculties and for all courses. Finally, the researcher recommended conducting similar studies at other universities in Palestine to investigate the similarities and the differences in regard to the implementation of e-courses for the sake of achieving better teaching and learning.

Chapter One

Introduction and Theoretical Background

1.1. Introduction and Theoretical Background of the Study

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Chapter One

1.1. Introduction and Theoretical Background:

In the past, traditional lectures, textbooks, note- taking and assignments were the only forms of teaching; therefore, it was very impossible to have learning and teaching without teachers and textbooks. Today, education has taken an evolutionary face since the emergence of technology into the field. Technology has become an inseparable phase in our daily lives. Research has proved that students learn better when they are engaged with the learning process. Through smart integration of technology, students can become active stakeholders if compared with passive students in the traditional teaching and learning where they simply memorize information. However, it is important to notice that such technology will possibly improve the learning process, not replace the teacher (Vries, 2005).

E-learning is the concept that is widely incorporated in all forms of educational technology. The use of e-learning provides a wide range of strong changes for growth and renewal for each of the educational affiliation, the faculty and the students. According to Spender (2001), e-learning is the most recent approach to the delivery of all types of knowledge, offering the learner more control over the learning process. Knight (1996) showed that students would make use of e-learning if compared with the traditional way of spoon- fed-based learning. This

proposition is supported by Hawkes and Cambre (2000) who claimed that gaining results requires students to hold responsibility for learning.

This theory has spread rapidly because distance education as well as conventional education have acquired e-learning components (Khan, 2005). Likewise, blended learning helps students to enhance reflective thinking to ease collaboration and communication and extend students' engagement with the learning material according to the students' pace and free-time, thus giving the learning process the flexibility that promotes learner's control. (Naidu, 2003; Bonk, Wisher & Lee, 2004; Khan, 2005; Clark & Mayer, 2008).

Brad (2010) claimed that many instructors are using blended learning which face-to-face lecturing (traditional approach to teaching) combined with online based methods to increase interaction among class members and the external world through tools like chat programs, e-mails, blogs, online libraries, and so forth.

When it comes to students' attitude towards the implementation of e-learning, research showed that usefulness and ease of use are key dimensions of students' attitudes towards technology; thus the students' attitudes are very much pragmatic and add to its effectiveness (Edmunds et al., 2012). Woodrow (1991) supported the notion that stressed the importance of monitoring teachers' and students' attitudes as significant factors for success for application. He added saying that teachers' and

students' knowledge about e-learning and web based technologies is the first important step (Jamlan, 2004: p.4) before adoption.

As more and more universities adopt web-based strategies and blended learning methods, the demand greatly increases for well- trained educators as well as the professional personnel, such as web technicians, to help ease and facilitate the educational institutions with the latest in the technological field to carry out the desired learning objectives (Osely, 2012).

In brief, e-learning is the acquisition of all types of knowledge and skills through dealing with distance technology anywhere and anytime, which results in a positive change in one's conduct (Geddes, 2004).

Based on the previous findings by other educationalists, the researcher decided to focus the case study on the attitudes of M.A. TEFL students towards the implementation of e-courses (a form of e-learning) at the Faculty of Graduate Studies at An-Najah National University. The importance of such a study lies in the necessity of understanding the impact on students in switching or mending traditional lecture settings with technological tools that meet the standards set by our ever-changing, developing world. An-Najah National University, one of the significant leading educational institutions in the Arab world, is the perfect setting, in the researcher's opinion, to study such a contemporary topic that has gained vast international significance over the past decade. Such a topic has not been studied within the boundaries of precious university which makes

the study an element in aiding the ongoing advancement and progress which An-Najah University is well known for. By understanding the point of view of the receivers of important changes in the teaching styles such as implementing e-courses, a clearer and more valuable picture could be drawn for decision makers when coming to make changes.

1.2 Statement of the Problem:

Traditional classroom settings are claimed to be inefficient in building creative thinking skills, making students autonomous and active members in learning processes (Geddes, 2004). Modern methods of instruction greatly rely on technological tools in enhancing the standards of education. However, when shifting from mostly traditional settings to more modern ones, as when implementing e-courses to create a blended learning environment, decision makers, faculty members as well as students must all be taken into consideration. The impact of change may lead to positive and sometimes unfortunately negative attitudes. This study is geared at determining the attitudes of students towards the implementation of e-courses at An-Najah National University.

1.3 Purpose of the Study:

This study aimed to investigate the M.A. TEFL majors' attitude towards the implementation of e-courses at An-Najah National University. However, when making significant changes in the methods of teaching courses at any institution, all parties involved in the process must be

considered - especially the students, the receivers. Since research has enlightened us with the many advantages of appropriate use of e-learning in education, and since many instructors at An-Najah University have already stepped towards making such changes in the way they conduct their courses by using the e-course Moodle the University has provided, creating a blended-learning environment. This study is hoped to help in shedding some light on the M.A. TEFL majors' attitudes towards the implementation of e-courses .

1.4 Questions of the Study:

The study sought to answer to the following questions:

1-   What is the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University?

2-   Are there any statistical significant differences at ($\alpha = 0.05$) in the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to gender?

3-   Are there any statistical significant differences at ($\alpha = 0.05$) in the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to the academic level?

4-   Are there any statistical significant differences at ($\alpha = 0.05$) in the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to experience in e-course use?

1.5 Significance of the Study:

The importance of this study stemmed from the crucial role of collecting feedback from the M.A. TEFL students' attitudes on changing teaching methodologies by implementing blended learning methods of teaching using e-courses rather than persisting on traditional methods of teaching. An-Najah National University has started implementing such changes in the way courses are taught, if not completely, partially. Instructors have begun insisting on using technology in courses through various methods, one of them is the "e-learning Moodle". Through examining the way students feel towards such technological implementations and concluding whether such changes are welcomed and viewed as necessary, decision makers as well as instructors can gain a more complete perception on how effective e-courses can really be within the M.A. TEFL majors of An-Najah National University and other majors as well.

1.6 Limitations of the Study:

This study considered the following limitations:

1-   Human limitation: 50 male and female M.A. TEFL majors at An-Najah National University were used.

2-   Time limitation: The study was conducted during the first semester of the academic year 2014-2015.

3-   Place limitation: Faculty of graduate Studies TEFL majors at The Faculty of Graduate Studies/ an -Najah National University.

4-   Purpose limitation: M.A TEFL majors' attitudes towards the implementation of e-courses.

1.7 Definition of Terms:

1.   **Attitude:** This concept simply means a psychological tendency that is showed by judging a particular entity with some degree of favor or disfavor towards the evaluated item. According to Lynn and Pierre (2012) and Elizabeth and Lynn (2014), attitude can be formed from a person's past and present. Key topics in the study of attitudes include attitude measurement, attitude change, consumer behavior, and attitude-behavior relationships.

2.   **E-learning:** To Rosenberg (2001) e-Learning simply means the use of internet technologies to deliver a broad array of solutions that enhance knowledge and performance.

To Rossett and Sheldon (2001) e-Learning is Web-based training (WBT) that is connected to the World Wide Web. They consider WBT or eLearning as belonging to Technology-Based Training — training that is delivered partially or entirely through electronic hardware, software, or both (p161).

According to the present study e-learning is the use of electronic tools, all types of information and communication technologies in education. E-learning is broadly inclusive of all forms of educational technology in learning and teaching.

Singh and Reed (2001) define blended learning as learning via using different instructional modalities. Maise (2006) maintains that "all learning is blended, that is, the use of two or more styles of materials or context delivery or discovery" (p. 22). Along a similar vein, Verkroost et al (2008) define blended learning as the total mix of pedagogical methods, using a combination of different learning strategies with or without technology.

According to the researcher, e-course is short for electronic course. Unlike a seminar that is attended in person with an actual presenter, E-course "lectures" are presented via the internet to your computer. Since E-courses are not live lectures, you can "attend" them at any time and view the material at your own pace.

1.8 Summary:

In the previous chapter, the researcher presented introduction to the implementation of e-learning at An-Najah National University, statement of the problem, questions of the study, purpose of the study, significance of the study, limitations of the study. It also supplied a list of definition of terms related to the subject.

Chapter Two

Review of Related Literature

2.1 Introduction

2.2 Definitions of e-learning

2.3 Advantages of e-learning

2.4 Disadvantages of e-learning

2.5 E-learning in Palestine

2.6 Summary

Chapter Two

Review of Related Literature

2.1 Introduction:

The on-going progress of technology has strongly affected the whole world especially in education, causing important changes in the education systems all over the world. However, when it comes to our Palestinian educational system, unfortunately, we are not as strong in e-learning adoption as other nations. Such an adoption consists of applying modern teaching techniques and technologies that help in producing educational programs designed to the student for maximum benefit. Given that the Internet has spread all over the country makes it easier to implement e-learning.

Defining e-learning adequately and appropriately is bound to different attitudes. Some specialists consider e-learning as means of any teaching process which integrates any form of technology that helps ease the transformation of information. Nichols (2003) defined the concept as the use of various technological equipment that is either Web-based, Web-distributed or Web-capable for the purposes of education. A vital part of the area of e-learning, Internet and web technologies, allow the rendering of all types of information anywhere and anytime, to as many people as needed. Mahlenbacher (2010) further explained that any tool such as the computer and its networks, audio visual materials, search engines, e-

libraries, websites- whether accessed in the classroom or at a distance are all methods of e-learning. When defining e-learning, what matters is the fact that it consists of learning that is based on any electronic media or internet for the sake of academic delivery. Hollis (2006) emphasized the importance of how flexible e-learning is in regards to subject accessibility which is considered one of its best advantages.

Vries (2005) showed that the influence of e-learning depends on its users. When it comes to the learners, e-learning is a form of education which implies on-hand involvement, motivation and effective communication. The interactivity of e-learning is most considered by the students as on-line education often requires them to take on greater responsibility for their own learning. They cannot only follow the great number of passive students attending class; they must log into the online classroom, moodle, blog, and so on using their own initiative- internal motivation which is crucial for the e-course education. Individual interest is major when it comes to internal motivation (Alexander; Murphy; Woods; Duhon, & Parker, 1997).

Mahlenbacher (2010) illiterates five dimensions of learners in such e-learning environments:

1-   Learner background and knowledge: goals are self-directed in that students are intrinsically motivated to build their own knowledge base and be responsible for learning new material.

2-   Learner tasks and activities: in e-learning situations, visual and textual content is balanced

3-   Social dimension: since education here is real time, it provides learners with the real life situations they need to acquire and benefit from.

4-   Instructor activities: controlled sequences, availability of inquiry as well as responses are all quick and present.

5-   Learning environments and artefacts: e-learning focuses on task-oriented learning as well as visual recourses which makes the learning process more interesting.

The reason why educational faculties are gearing their curricula towards modern teaching methods is due to all the positive feedback which are given by institutions that have used such persuading methods.

2.2 Definitions of e-Learning:

Various definitions can be found on e-learning from technical, spatial, and context driven perspectives, Mayer and Colvin, (2011) defined e-learning as learning through distance computational devices, a definition similar to the view that e-learning occurs through computers (Trifonova 2000). Taking a more spatial perspective (Naido (2003) defined e-learning as " any sort of learning that happens when the learner is not at a fixed predetermined location or learning that happen when the learner takes

advantage of the learning opportunities offered by distance technologies." In regards to location, learners should be able to work on educational activities without the constraints of having to do so in a constrained physical environment (Kukulska, Hulma 2005).

Fradd (2003:116) mentions that e-Learning has its origins in Computer-Based Training (CBT) where training and typing on IT systems were distributed on Compact Disks (CDs). In CBT, learners go through training in their own time and at their own pace. From CBT there was an improvement to intranet. An intranet is a private network with limited access (King et al, 2004:296). Students log onto a central location in order to go through the latest training material. Instructors are able to track a student's progress and give additional mentorship where required, unlike recorded materials on CDs.

According to King et al (2004:358), e-Learning simply means the online delivery of all types of information for educational purposes and managing knowledge. E-Learning is a Web-enabled system that makes knowledge easily and adequately accessed to those who need it anytime and anyplace. Le Grange (2004:87) said that e-Learning is the type of learning that is eased and paved on-line via network technologies, where the 'e' letter stands for electronic.

Weller (2005) defined e-Learning as the effective learning process created by combining digitally delivered content with learning support, services and tools.

According to Colemn (2011), e-Learning is a concept or an idiom often used to refer to computer-enhanced learning. The definition is often extended to include the use of mobile technological tools such as PDAs (Personal Digital Assistants) and MP3 players. It may also include the use of web-based teaching materials and multimedia CDROMs or web sites, discussion boards, collaborative software, e-mail, blogs, wikis, computer-aided assessment, educational animation, simulations, games, learning management software, and more, with possibly a combination of different methods being used.

Finally Traxler (2009) proposed an idea that somewhat contradicted the idea of distance when talking about e-learning. He said that e-learning is not about distance as previously understood or about learning as previously understood but part of a new distance conception of society.

2.3 Advantages of e- Learning:

According to Khan (2005) there is a rapid shift towards e-Learning which is clearly motivated by the various utilities that e-Learning offers. King et al (2004:360) added that e-learning can be a great equalizer by removing the different obstacles of time, distance, and socio-economic status. Such a method can make learners feel in charge of their learning which, in turns, will make their learning sustainable and permanent. Traxler (2009) added that e-learning as learning received "anytime and anywhere". However, the aim of e-learning is to supply the suitable knowledge to the right people in the right position.

Kent (2008) and Weller (2005) maintained that e-learning can benefit both trainers as well as the institution in that:

1- Minimize the total cost: The elimination of costs associated with instructor's salaries, meeting room rentals, and student travel, lodging, and meals are directly quantifiable.

2- Reduce learning time: e-Learning takes 40% to 60% less time if compared with the traditional classroom equivalent to achieve the same learning. Hall (1997:108) in Kent (2008) and Morrison (2003: 350).

2- Increase retention: knowledge application to the job averages an increase of 25% over traditional methods Kent (2008).

4- Achieve consistent delivery: Consistent delivery of content is possible with asynchronous, self-paced e-Learning.

According to Kent (2008) proponents and opponents of e-Learning vary depending on the aim of the program, target users, affiliation and culture. But it is undoubtful that e-learning is increasingly growing in the field of training. However, King et al (2004:363) stated that e-learning rebels still view that the majestic classroom rapport between teacher and student, as well as amongst the students themselves, cannot be replaced or replicated by technology.

To further defend the use of e-learning, Rosenberge (2001) states several merits when it comes to implementing e-learning courses:

1- E-learning lower costs: all what is needed to access e-information is a computer device and an internet connection.

2- E-learning promotes business as it can reach an unlimited number of people simultaneously.

3- Content and messages are customized according to need: programs are modified according to the requirements and needs of the students; that is, all students receive information equally but to their level.

4- Content is more dependable and timely: accuracy of the information accessed is guaranteed and be useful and accessed for longer periods of time. E-content can be accessed and edited more readily than other forms of content and can then be forwarded and become accessible to all learners.

5- Universality: all e-information is in the reach of learners in e-learning environments. Content from most prestigious universities can be attained.

6- Safety: it provides a more secure learning environment for allowing learner-teacher interaction.

When it comes to the implementing of a new method of teaching, Woodrow (1991) pointed out that noticing teachers' as well as students' attitudes are significant for its success. Moreover, precise knowledge about how teachers and students perceive e-learning is a key step before adoption. According to Jamlan (2004), there are several reasons for adopting and implementing e-learning into an educational system. First of all, e-learning has become an ideal tool for educational learning. Secondly, e-learning offers teachers and learners adequate access to all types of knowledge anywhere, anytime. Thirdly, those who were previously unable to have an education as all the other students (for example, students with physical disabilities) can finally have access as everyone else. With blended learning approach, e-learning can enhance traditional classroom settings by providing access to focal resources and augmenting the educational lessons to unlimited number of students (Spender, 2001).

E-learning approaches to teaching were found to be an effective substitution to traditional, conventional education, especially beneficial to remote students and for lifelong education (Gunasekaran et al, 2002). Parker (2003) argued that the users who are at ease with technology and have a positive attitude towards it have more and better chances to succeed within an e-learning environment than other users. Shashaani (1994) stated that experience in using computer is positively bound to attitudes towards success in using computers. Woodrow (1991:65) showed that awareness of students' attitudes towards computers is a focal criterion in the evaluation of computer courses and in the development of computer-based curricula.

For students, e-learning always offers individual enhancement with greater control and responsibility over their own learning. It allows access over the time, place and knowledge and makes learning resources, peer and all types of interaction more accessible.

Statistics indicate that e-learning is applied widely in the Western World. Governments are known to have invested 12 billion dollars annually on a regular basis to fund e-learning. In the USA, 60-70% of learning and training is conducted through e-learning. Moreover, in Europe, 30% of institutes use e-learning. On the other hand, the Arab World is estimated to only invest 15 million dollars annually and it is predicted to increase. As for the use of e-learning at An-Najah National University is at 80% as Afouneh (2012) emphasizes. By the year 2012, blended learning is expected to be the most common learning style in the world.

Not only does e-learning offer the chance for knowledge to be delivered in different forms – text, sound, pictures, but it also allows the opportunity for the information to be stored for long periods of time and is accessible over long distances. Compared to the traditional learning, the different e-tools can provide ways of information revision anytime and anyplace in a more accurate and convenient to students. These facts are true for all types of education and all learners of all ages. To this end, adding e-learning into an educational system would not only merge civilizations, but

also bring about an improvement in the teaching and learning activities, opportunities for life-long learning and attainment of information.

When it comes to Palestine, one can have a look at the following advantages that e-learning can offer. Firstly, it is natural that e-learning offers great access in learning (Kocur & Kosc, 2009). This access provided by the various forms in which the learning material can be presented, allows the students a number of options to learn from at their own pace and time. From rhymes and songs, alphabetical to numerical studies at the primary level to different courses offered by tertiary institutions through Computer-Based Training (CBTs) and Learning Management Systems (LMS), students can learn as much as they want and according to their potentials. However, some research has shown that this access does not always lead to wishful learning due to the lack of discipline from the learner's perspective as well as lack of competency in the use of the technological tools. When such issues are decreased to the lowest level, e-learning will unavoidably provide a world of information that has been tried, tested and preserved for the purposes of appropriate learning.

Secondly, e-learning also offers lower cost to all implementers including students. There are different e-learning products and packages such as CBT materials on CDs to lessons on the internet. When compared to having to enrol in an institution with its expenses, e-learning offers the same opportunity to learn without incurring such costs. For the implementers, there is evidence to show that the initial setup can be quite

dear. This, however, does not need to be the case as different products and packages exist. Also, when the experiences of other implementers are taken into account, it decreases the possible of escalating costs and failure of e-learning implementation.

There are major issues that create problems when talking about applying e-learning such as inadequate teachers and inadequate learning resources such as books, classrooms/lecture halls and accommodation. These two reasons create a situation where teaching and learning become ineffective and not enough due to the large numbers of students and sometimes unavailable learning materials. With e-learning, access to digital content becomes easy, available and accessible. When students are properly trained to access and use the different e-tools, learning becomes independent, that is, driven by the student and guided by the teacher in a flexible way. This can actually allow institutions to adopt more students while enhancing the teaching and learning activities using e-learning.

Material in e-learning situations is carefully chosen and is always up for additional study and review via research. This always makes it available for re-use without the hassle of reinventing from scratch. This in turn not only saves time and effort but it also allows adaptation of the content to different learning situations with little modifications. Such changes will ensure improvement in the learning effort and availability of scarce learning materials in a developing country like Palestine. E-learning

also supplies more avenues for human development and increased educational opportunities.

Hard working conditions and problems with funding and family support, many people cannot continue higher education. In such cases, e-learning provides a chance for development as people of all ages with little or much experience in formal education can develop themselves through the opportunities afforded by e-learning. In all this, there is the opportunity for increased learning, human development and life-long learning. All of these, undoubtedly, ensure a knowledgeable society in a fast growing digital world.

Another major benefit of e-learning is to deal with people who live in remote locations where there are no schools, no teachers, or no libraries. Distance technology can be used to deliver instructions and information to these remote regions without having people leave their geographic areas (Ally 2009).

2.4 Disadvantages of e-Learning:

According to Osely (2012), e-learning is restricted to the following limitations:

1- Time: producing recourses and mediating learning needs time to prepare a convenient and appropriate e-learning environment. Lack of time to produce resources can lead to unsystematic and incorrect framework for applying e-learning.

2-   Expenses and funding: hardware and software needed to apply e-learning can be costly and thus can't be applied in many facilities.

3-   Technological skills: a serious obstacle to achieve appropriate e-learning curricula is the lack of technological skills whether from the teachers' side or the students.

4-   Motivation: when considering an e-learning environment, student behaviour in respect to leaning motivation should be strongly considered since in such situations students tend to be slightly detached from the learning atmosphere.

5-   Reluctance and conservatism to change: some conservatives refuse change in fear of losing control, especially if the material is not produced by themselves.

According to Anderson and Grönlund (2009), challenges facing e-learning implementation in developing countries are classified under four major categories: individual characteristics (both students and teachers), technological challenges, course challenges, and contextual challenges. According to them, to achieve appropriate implementation of e-learning, all the challenges should be considered as a whole and not be dealt with in isolation.

As for Stepich & Russell (2011), student's academic confidence is basic in predicting the success or failure of a student in an e-learning course. This supported Anderson (2008) who showed that academic factors

such as previous academic experience and qualifications can best describe students' performance which leaves positive impact on the success of an e-learning implementation. In areas where self-efficacy is low, it can result in difficulties in the implementation of e-courses. The forthcoming paragraphs handle e-learning in three important areas: curriculum, access and localization respectively.

1- Curriculum:

An e-learning curriculum should take into consideration students' needs, level and age and provide answers to all questions that scaffolds students in all contexts before even using it. Some research emphasises the need to develop new curricula specifically designed for an e-learning setting (Anderson and Grönlund, 2009). The failure of implementers to take this seriously shows a lack of understanding of the inherent differences between e-learning and classroom-based teaching. As Karim & Hashim (2004) put it, 'in education, curricula and instruction must be reviewed in the light of the demand of information and communication technology (ICT) – related technologies. Where this is not considered, it can lead to difficulty in learning, leading to dissatisfaction, discouragement and subsequent drop out and failure of the program.

2- Localization:

According to Pagram & Pagram, (2006) and Anderson (2008), there are claims for the contents to match religious beliefs, use local colloquial

language as they create a local feel which matches with local needs. All the images and symbols used in the curriculum should be suitable for the local culture in order not to be offensive or simply confusing. This is applicable to content, teachers and students. When this is not considered, artefacts used could discourage and lead to unmotivated users. There should be clear awareness of e-learning and all local aspects of one's identification parallel to similar awareness of co-existence for all people.

3-Access:

According to Burn & Thongprasert (2005), access simply implies the physical access to computer, an internet connection, the reliability of the connection are needed to access appropriate and adequate content. In Palestine, many individuals and institutions in remote and rural areas have a little or no access to computers and other technologies like the internet. Where the contents can be disseminated via CDs, they do not have the means of reading the content. This is also another critical challenge to the successful implementation of e-learning in Palestine.

Based on the above-mentioned discussion, it is clear that e-learning carries big potentials for Palestine's development. It can help keep up with the ever increasing number of students seeking university education year after year. It can supply a rich source of updated information that fits the needs of all people in all careers, enhance the teaching and learning experience, and also provide the chance for lifelong learning. Through e-learning students would also derive satisfaction from flexible learning

opportunities which can give a better chance to work and earn a living at the same time as they educate themselves. With a higher literacy rate, the nation stands the chance of achieving its development goals through the successful implementation of e-learning.

When the e-learning challenges exist in a country, it appears that the country would face them, despite the benefits that could accrue from it. If one examines these challenges, they could be classified into national challenges, institutional challenges and individual challenges. However, very little experimental evidence exists in Palestine to provide deeper insight into these challenges. Through an experimental study using action, researching an e-learning project would be studied to identify and analyse factors that influence a successful implementation of an e-learning project. A survey would also be carried out to study the position of the government on e-learning and its potential for development; while institutions already implementing some form of e-learning and individuals using it, would be studied to further enlighten the research community on advantages and challenges to successful implementation of e-learning to a developing country.

Accordingly, the researcher believes that there is enough literature to prove the necessity of such a study at An-Najah National University, especially for its TEFL program which annually graduates future teachers into the working field, a field which greatly lacks the modern forms of teaching and learning. The researcher intends to prove the necessity of e-

learning and how students may possibly even enjoy it in this study as the literature showed above.

2.5 E- learning in Palestine:

In Palestine the Ministry of Education is responsible for the education of Palestinian people and promotes free education for both 1st and 2nd secondary grades.

The cost of being online in Palestine is relatively expensive (Warf Vincent 2007) for instance, the dial up access costs between USD$10 and $ 20 per month in a society where the average of Palestinian wage is USD$120 per month. However, internet is highly valued by the people of Palestine mainly because of its features that are ubiquitous   for reaching and connecting with people and communities together. This is further enhanced by the fact that the Palestinians are increasingly becoming more computer literate.

The Internet in Palestine has a distinctive and unique role to play particularly in politics and freedom movement. Though communication and freedom of movement are limited due to security reasons, the use of internet technology has encouraged communication, interaction and networking of THE Palestinians. Khoury –Machool (2007) believes that THE internet has been a true boundary breaker under siege conditions in the occupied territories." P31. Although it is physically impossible to remove checkpoints, the youths of Palestine have now turned to

telecommunication to network with fellow Palestinians in many aspects of their lives (Khoury-Machool2007).

The internet has brought significant changes in education. The Palestinian teachers are quite capable of using the internet to assist them in their daily teaching activities, such as preparing material (Pacetti 2008). This is a result of the strong trust initiated by Palestinian Ministry of Education to incorporate information technology in education. This incorporation brings new problems and challenges since teachers are expected to learn and cope with advancements in technology as it comes. Ever since schools were equipped with computers laboratories it was expected that the quality of education in all fields especially for teaching and learning of English will enhance. The use of e-learning in English language in Palestine is still at its infancy stage. The Palestinian English language teachers face many barriers in their use and practice of teaching English itself let alone using e-learning to do so. The lack of facilities, the high cost and low speed of internet access, and last but not least, the true fact that only a small number of Palestinian teachers admit to lacking the knowledge and background in using the internet expertly all lead to major obstacles the Ministry of Education need to handle when taking such major decisions in applying e-learning in schools.

2.6 Summary:

This chapter covered the literature concerning the different definitions of e-learning. The above mentioned literature almost covered a lot of studies that talked about e-learning, some studies were discussed on the benefits of e-learning to all stakeholders of teaching and learning. Others showed the demerits of using e-learning. Up to the researcher's knowledge, this study tackles the MA TEFL majors' attitude which was moderate, while other studies revealed high level of positive perceptions and others show low level of perception. In addition, this study shows positive perception towards the MA TEFL majors' attitude due to gender in favour of females and due to academic level in favour of second ear and due to experience in using e-courses in favour of the higher experience the respondents have

Chapter Three

Methodology and Procedures

3.1. Introduction

3.2. Methodology

3.3. Population of the Study

3.4. Sample of the Study

3.5. Instruments of the Study

3.6. Validity of the Questionnaire

3.7. Reliability of the Questionnaire

3.8. Procedure of the Study

3.9. Variables of the Study

3.10. Summary

Chapter Three

Methodology and Procedures

3.1. Introduction:

This chapter contains the steps and the methodology taken in carrying out the research endeavour. This chapter presented the population and the sample of the study, as well as the practical procedures used to build and describe the study tools. It also resented the types of statistical tests used in this study. Furthermore, it includes a description of the reliability and validity of the study instruments

3.2. Methodology:

This study used a cross-sectional design, based on questionnaire and interview. The study design involved observation of a representative sample of TEFL majors at An-Najah National University. It employed descriptive and inferential design. The primary goal was to provide a comprehensive description as possible.

3.3. Population of the Study:

The population of this study consisted of all the MA TEFL majors at An-Najah National University during the academic year 2014/2015. The total number was 73 according to the records received from the Faculty of Graduate Studies.

3.4 Sample of the Study:

The sample consisted of 50 MA TEFL majors at An-Najah National University during the academic year 2014/2015. The background of these learners ranged from novice to experienced learners and from first year to third year in the area of English language learning. Moreover, the respondents were varied in terms of gender, academic level at the university, and experience in using e- learning as shown in Table (1) below.

Table (1): Distribution of Sample According to the Independent Variables of the Study

Variable	Class	Frequency	Percentage %
Gender	Male	12	24.0.0
	Female	38	76.0
Academic level	First year	23	46.0
	Second Year	15	30.0
	Third Year	12	24.0
Experience in using e-learning	1-2	35	70.0
	3-4	8	16.0
	5-6	7	14.0
Total		**50**	**100%**

3.5 Instrumentation:

To achieve the aims of the study, the researcher used a 39-item questionnaire constructed by using previous literature and the researcher's own experience in the field of teaching. The questionnaire consisted of two sections; the first focused on demographic profile such as gender, academic level and experience in using e- learning, whereas the second consisted of

39 items. The scores of responses to each item were calculated according to the five-point Likert scale, which demonstrates the following correlation: strongly agree=5 points, agree=4 points, undecided = 3, disagree = 2 points and strongly disagree = 1 point.

3.6 Validity of the Questionnaire:

To ensure the validity of the questionnaire, it was given to a jury of experts in the field of TEFL and Education at the Faculties of Education and Arts at An-Najah National University. The jury's suggestions were taken into consideration and the tools were modified and improved by omitting, adding or rephrasing items bringing the number of items from 45 to 39.

3.7 Reliability of the Questionnaire:

The reliability of the questionnaire as calculated through Cronbach Alpha formula was (0.88) which is acceptable for achieving the purpose of the present study.

3.8 Procedures of the Study:

The final draft of the questionnaire was distributed among the learners. It took about three weeks for the instrument to be distributed, collected, and returned to the researcher. The total number of the returned questionnaires was 52 and only 50 were analyzed because 2 questionnaires were excluded as their responses were neither consistent nor complete.

3.9 Variables of the Study:

The study included two types of variables:

Independent Variables

• Gender: with two levels (male and female)

• Years of experience: with four levels

• Students' Academic level (first year, second year or third year)

Dependent Variable:

The dependent variable in this study is 'The MA TEFL majors' attitude towards the implementation of e-learning courses at the Faculty of Graduate Studies/ An-Najah National University'.

3.10 Summary:

This chapter introduced the population of the study, the sample of the study and the way it was distributed in accordance with the study variables (gender, academic level, and years of experience in using e-learning). This chapter also presented the research design and the procedures which were used in confirming or rejecting the hypotheses of the study. Additionally, validity and reliability procedures.

Chapter Four

Results

4.1. Introduction

4.2. Data Analysis

4.3. Results

4.3.1 Results related to the First Question

4.3. 2 Results related to the Second Question

4.3.3 4.3. 2 Results related to the Third Question

4.3.4 4.3. 2 Results related to the Fourth Question

4.5 Conclusion

4.6. Summary

Chapter Four

Results

4.1. Introduction:

Chapter four tackles the results of the questions of the study in addition. This part also contains the statistical data which were elicited from the tools of the study. A brief summary was also included.

4.2 Data Analysis:

The data collected were analyzed using (SPSS) to provide answers to the questions of the study. Means, frequencies, standard deviations, t-tests for Independent Samples, and One-Way Analysis of Variance (ANOVA) were used to finalize the statistical analysis of the study. To analyze the results, the researcher used the following scale to represent the estimation level of learners' responses. Table two shows the scale.

Table (2): The estimation level of learners' responses.

4.5 - and more	Very High	4 – 4.49 :High
3-50–3.99	Moderate	3- 3.49 Low
less than 3	Very Low	

4.3 Results:

This study aimed at investigating the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University. It also aimed at identifying the effect of gender, academic level and experience in using e- learning. To accomplish the aims of the study, the researcher

analyzed the data in accordance with the study questions and the results were as follows:

4.3.1 Results related to the First Question.

What is the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University"?

To answer this question, the researcher used means, standard deviations and estimation value as shown in Tables (3).

Table (3): Means, Standard Deviations and estimation value of *the TEFL Majors' attitude towards the implementation*

of e-courses.

No.	No. in question	Item	Means	Standard deviations	Estimation level
1	17	An e-course supports self-assessment.	4.50	0.76	Very High
2	3	Online activities such as video games, social networks distracted and annoyed me	4.50	0.81	Very High
3	1	Discussions in e-course are more successful than in the traditional classroom.	4.44	0.67	High
4	2	Teacher in an e-course edits content and manages e-course activities more regularly than in a traditional classroom.	4.42	0.83	High
5	4	It is easy to contact the Moodle administrator When facing technical problems.	4.40	0.80	High
6	10	I usually encounter problems opening files on Moodle.	4.22	0.70	High
7	7	Communication with other students about all types of knowledge is better through an e-course	4.20	0.88	High
8	38	Enough computer literacy is basic for the successful use of e-course and working with Moodle system.	4.18	0.89	High
9	18	E-course teacher edits content and manages e-course activities more regularly than in traditional classroom.	4.18	0.69	High
10	6	I regularly received feedback about my work from e-course teacher.	4.14	0.78	High
11	5	Forum discussions in an e-course is important to me.	4.14	0.85	High

12	23	Communication with teacher/assistant through the e-course is easier than that of a traditional class.	4.08	0.94	High
13	9	E-course teacher uses the system to communicate with students regularly	4.06	0.86	High
14	36	Face-to-face teaching encourages the learning.	4.06	0.89	High
15	8	Some exercises, tasks and activities in the e-course are done online.	4.06	0.86	High
16	15	E-course supplies optional relevant content in digital form.	4.04	0.80	High
17	14	The e-course provided all types of knowledge for carrying out the expected learning outcomes.	4.02	0.95	High
18	32	All the learning content in the e -course is well-organized.	4.00	0.92	High
19	13	It is basic and helpful to have adequate access to all content.	3.98	0.93	Moderate
20	11	In e-courses I take part in more actively and complete my assignments more systematically than in exclusively classroom courses.	3.98	0.89	Moderate
21	16	Appropriate multimedia used in the e-course are important to me.	3.96	1.10	Moderate
22	24	Learning content in an e-course is more suitable for students' needs.	3.94	1.26	Moderate
23	27	Communication with other colleagues through the e-course is important to me.	3.94	0.91	Moderate
24	37	E-courses provide ways to test knowledge through self-assessment.	3.92	1.17	Moderate
25	26	It is important to me that learning materials and activities in the e-course are well organized.	3.92	1.0	Moderate

26	33	E-courses provide easier communication with teacher/assistant than it is in person	3.82	1.13	Moderate
27	31	Achieve better results in the courses which combine online and classroom mode of learning.	3.82	0.87	Moderate
28	39	It is important to me that e-course provides all the materials needed for achieving the expected learning results	3.80	1.24	Moderate
29	20	E-course enables Forum discussions.	3.78	1.03	Moderate
30	34	I like the interface of the Moodle system	3.78	1.09	Moderate
31	35	The navigation in the Moodle system is intuitive and easy	3.78	1.18	Moderate
32	25	E-course provided ways to test knowledge through self-assessment.	3.76	1.07	Moderate
33	21	It is important to me that I regularly receive feedback about my work from e-course teacher.	3.74	1.00	Moderate
34	12	Through the e-course I communicate with other colleagues from the group.	3.74	1.08	Moderate
35	28	It is easy to communicate with teacher/assistant through the e-course.	3.72	1.195	Moderate
36	29	E-course helps me to organize my learning process better.	3.62	1.14	Moderate
37	30	It is important to me that it is easy to communicate with teacher/assistant through the e-course.	3.62	1.06	Moderate
38	19	Often I have problem accessing Moodle and my e-courses	3.60	1.12	Moderate
39	22	E-course provides all the materials needed for achieving the expected learning results.	3.54	1.05	Moderate
Total Degree			3.98	0.41	Moderate

Table (3) shows that the total degree of the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University was (3.98) which suggests a moderate level of attitude. The highest means was given to the item (17) which is " It is important to me that e-course provides ways to test knowledge through self-assessment " whose score is (4.50). This means that learners tend to use e-courses as a means to help themselves in evaluating their knowledge, in having indicators for good learning and preparing themselves for traditional tests. The result emphasized the process of self-assessment. On the other hand, the lowest mean was given to the item (22) which is "E-course provides all the materials needed for achieving the expected learning results." whose score is (3.54) and this means that e-learning could be very important in some courses and not for all courses.

4.3.2. Results related to the Second Question:

"Are there any statistical significant differences at (= 0.05) in the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to of gender? To answer this question, the t- Test for Independent Sample was used and table (4) shows the results.

Table (4): T-test for Independent Samples of the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University

Total	Gender	N	Mean	S. D	t	Sig.*
	Male	12	3.31	0.42	0.553	0.008*
	Female	38	3.98	0.40		

*The mean difference is significant at the 0.05 level.

Table (4) shows statistical significant differences at (α =0.05) on the total degree of the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to the variable of gender in favor of females. The significant value was (0.008) which is less than (0.05). This means that differences in gender affect the learners' attitude towards the implementation of e-courses at An-Najah National University. The researcher attributes this result to the different learning conditions for both male and female learners who have   more different opportunities and time to access to the internet both at university and at home.

4.3.3 Results related to the third question:

"Are there any statistical significant differences at (= 0.05) in the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to **academic level?** To answer this question, One Way ANOVA Test was used, and tables (5 and 6) show the results.

Table (5): Frequencies, Means and Standards Deviations of the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to the variable of academic level

	Academic Level	N	Mean	S.D
	First year	23	3.89	0.42
	Second Year	15	3.95	0.44
	Third Year	12	4.05	0.35
	Total	50	3.98	0.41

Table (5) shows that there are differences between the means of the academic level. So, One Way ANOVA test was used in order to indicate these differences and table (6) shows the result.

Table (6): Results of One Way ANOVA for the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to academic level

Domain	Source of variance	Sum of Squares	df	Mean Square	F	Sig.
	Between Groups	0.201	2	0.101	0.682	0.043*
	Within Groups	8.135	47	0.173		
	Total	8.337	49			

* Mean difference is significant at the 0.05 level.

Table (6) shows statistical significant differences at (α =0.05) on the total degree of the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to the variable of academic level. The significant value was (0.043) which is less than (0.05).

In order to find out the differences between the means of academic level, LSD test for post hoc comparisons was used and the results are shown in table (7).

Table (7): LSD Test for multiple comparable for the variable of academic level.

Domain	First year	Second Year
Second Year	-.0.32571*	----------------
Third Year	-0.65786*	-0.42857*

* The mean difference is significant at the 0.05 level.

Table (7) shows that the differences were between (second year) level and (first year level) in favor of the second year, as well as the differences between (third year) level and (first year level and second year level) in favor of the third year. This means that the attitude towards the implementation of e-courses at An-Najah National University is affected by the academic levels of the TEFL Majors.

4.3.4 Results related to the fourth question:

"Are there any statistical significant differences at (= 0.05) in the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to experience in e-courses? To answer this question, One Way ANOVA Test was used, and tables (8 and 9) show the results.

Table (8): Frequencies, Means and Standards Deviations of the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to the variable of experience in e-courses

	Experience in e-courses	N	Mean	S.D
	1-2	35	3.87	0.35
	3-4	8	3.95	0.51
	5-6	7	4.09	0.57
	Total	50	3.98	0.41

Table (8) shows that there are differences between the means of the Experience in e-courses levels. So, One Way ANOVA test was used in order to indicate these differences and table (9) shows the results.

Table (9): Results of One Way ANOVA for the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to the variable of Experience in e-courses

Domain	Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Total	Between Groups	0.159	2	0.080	0.457	0.036*
	Within Groups	8.177	47	0.174		
	Total	8.337	49			

* The mean difference is significant at the 0.05 level.

Table (9) shows statistical significant differences at (α =0.05) on the total degree of the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to the variable of experience in e-courses. The significant was (0.036) which is more than (0.05).

In order to explore the differences between the means of experience in e-courses, LSD test for post hoc comparisons was used and the results are shown in table (10).

Table (10) LSD Test for multiple comparisons for the variable of experience in e-courses.

Domain	1-2	3-4
3-4	-.0.11543*	----------------
5-6	-0.21032*	-0.32416*

* The mean difference is significant at the 0.05 level.

Table (10) shows that the differences were between (3-4) level and (1-2) in favor of (3-4), as well as the differences between (5-6) level and (1-3 and 3-4) in favor of (5-6).

This means that the attitude towards the implementation of e-courses at An-Najah National University is not affected by the different levels of experience in e-courses of the TEFL Majors.

4.4 Conclusion:

The results of this study showed that the TEFL Majors tend to use e-learning for its advantages in providing ways to test knowledge through self-assessment, the way of discussion , the techniques that the teachers use , the use of ideal learning , the better communication with others through this kind of learning , the regular feedback that the learner receives , forum discussion , the easiness in conducting some educational activities in addition to other advantages. On the other hand, the study revealed

statistical significant differences on the total degree of the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to the variables of gender, academic level and experience in using e-learning courses.

4.5 Results related to the interview questions:

1. What do you think of student's attitudes in e-courses at an Najah national university?

Interview results confirmed that students had moderate attitudes towards the implementation of e-courses at An-National University. They claimed that their experience was new and mostly interesting and knowledgeable yet they also claimed to have faced difficulties. They said that although specialists in e-courses express the idea was as a milestone in bringing the developing counties educational step to the developed nations, however, some thought that the application of the idea required tremendous efforts by universities to develop the infrastructure and basic tools in order to make it more applicable and beneficial.

2. What in your opinion, are the biggest challenges that face e-course implementation at An-Najah National University?

Interviewees expressed their concerns with the infrastructure at the university. They said that although it is more advanced than others, the Moodle needed some adjustments to make it friendlier and easier to use

through technical help, clearer instructions and better training. Better internet connectivity was the reply of some students as well.

3. What do you suggest to improve the implementation of e-courses?

The majority of the interviewees   assured that implementing e-courses appropriately and adequately requires better availability of internet connection as well as more awareness of the benefits of e-learning along with enough training on how to deal with the Moodle and the other related media and applications are crucial for better implementation.

4.6 Summary:

The above-mentioned chapter conducted the results of the statistical analysis of the study questions and hypotheses. validity and reliability of the study tools were showed clearly. The role of the study variables (gender, academic level and experience in e-courses) the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University. Additionally, the results related to the second tool of the study which is the interview were dealt with.

Chapter Five

Discussion of the Results, Conclusion, and Recommendations

5.1. Introduction

5.2. Discussion of the results of the main question:

5.3. Discussion of the results of the first hypothesis

5.4. Discussion of the results of the second hypothesis:

5.4. Discussion of the results of the third hypothesis:

5.5. Discussion of the results of the interview

5.6. Conclusion

5.8. Recommendations

5.9. Summary

Chapter Five

Discussion of the Results

5.1. Introduction:

This chapter contains the discussion of the study results. Conclusion and major recommendations based on the discussion of the results are included, in addition to a summary of the whole chapter.

5.2. Discussion of the results related to the main question of the study "What is the TEFL majors' attitude towards the implementation of e-courses at An-Najah National University?"

The results indicated that the total score is considered moderate on the overall TEFL majors' attitude towards the implementation of e-courses at An-Najah National University. Furthermore, student's lowest responses of agreement was on items that are related to materials needed in e-course that are successfully and easily adopted and used.

It is important that e-course teachers edit content of e-course activities regularly. This is in agreement with Nicholson, Nicholson, & Valacich (2008) who state that designing the content should be in a motivating way for on-line environment.

Karlovcec et al (2005) share this view that there is a big challenge that encounters the integration of ICT in teaching and learning and how to motivate students for using computer appropriately in learning. They

stressed the importance for teachers to create new learning environment where learning can be fun.

In this study, it was found that there are moderate attitude toward e courses amongst TEFL majors; this is due to the means of application of e courses. They are being used as a control tool rather than being an educational one. This further proves that e-courses need to be further edited and be used properly to meet the student's needs and interests.

This result contradicts Karlovcec et al (2005) study which revealed that students' attitudes indicate that learning environment has to evolve from fun and playful to fun, playful and Facebook-like. The results are unlike Matasic, & Krizanac, (2011), Brumini, Špalj, Mavrinac, Biočina-Lukenda, Strujić and M. Brumini (2014) and Dai's (2015) who showed that: firstly, perceived usefulness and perceived ease of use of e-learning systems have a significantly positive effect on attitude; secondly, attitude, subjective norm and perceived behavioral control have a significantly positive impact on intention to adopt e-learning systems.

5.3. Discussion of the results of the first hypothesis:

"*Are* there *any statistical significant differences at (= 0.05) in the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to gender*?" An independent-samples t-test was used. There were statistical significant differences at (α =0.05) on the

total degree of the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to gender.

This means that differences in gender affect the learners' attitude towards the implementation of e-courses at An-Najah National University. The researcher attributed this result to the different learning conditions for both male and female learners who have the different   opportunities and plenty of time to access to the internet both at the university and at home. Such result is in the line with other researchers such as Abouchedid and Eid, (2004) whom agreed with Jin-Young (2012) who claim that females have better attitudes towards using e-courses than males. Other studies found that males have better attitudes towards the implementation of e-courses than females such as Al-Khashab (2007) Christa, Baruch and Julia (2012).

5.4. Discussion of the results of the third question:

"*Are* there *any statistical significant differences at (= 0.05) in the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to academic level*?"

Table (5) shows statistical significant differences at (α =0.05) on the total degree of the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to the variable of academic level in favor of high levels. The significant was (0.043) which is less than (0.05).

This means that the attitude towards the implementation of e-courses at An-Najah National University is affected by the different levels of academic levels of the TEFL Majors. This means the more the academic level is, the better the attitude will be.

This result agrees with Jin-Young (2012) who showed almost the same result; he found that students who have higher academic level and of higher self-efficacy have stronger and better attitudes towards using e-learning and thus achieved higher academic progress and better use of e-courses.

5.5. Discussion of the results of the fourth question:

"***Are*** there ***any statistical significant differences at (= 0.05) in the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to experience in using e-courses***?"

Table (6) shows statistical significant differences at (α =0.05) on the total degree of the TEFL Majors' attitude towards the implementation of e-courses at An-Najah National University due to the variable of experience in e-courses in favor of the highest experience .

This means that the attitude towards the implementation of e-courses at An-Najah National University is affected by the different levels of experience in e-courses of the TEFL Majors. The researcher attributes this result to the easiness of acquiring the skills of e- learning which could be grasped by the student who tend to use the electronic devices such as

computers, software and other stuffs related to the e- learning more than others.

This result agrees with some studies which found a similar result such as Virginio, Massimo and Marco (2004) and Santosh & Sanjaya (2007). They all showed that the e-learning experience is emphasized as a basic feature for effective content development which, in turn, affects positively the students' attitudes towards e-courses. Another study that has a similar result of the present one is that of Li-An Hoa and Tsung-Hsien (2010) whose results confirm that both computer skills and flow experience with technology generate positive attitudes towards e-learning. Specially, the effect of personal computer attitude is amplified on learning outcome through experience of flow in an e-learning environment. This result is also in harmony with Parker (2003) and Krishnakumar and Rajesh (2011) whose findings revealed that the students have a favorable attitude towards e-learning and/or are familiar about computer and information and communication technology differ in their attitude towards eLearning when compared to the students who are not familiar with technology.

Additionally, the result of the present study agrees with Cheng (2006) who indicated that students who have been busied with e-learning for previous courses were found to be much more willing to benefit from e-learning again.

5.6 Discussion of the results of the interview

What do you think of the implementation of e- courses at An-Najah National University?

Interview results indicated that students have moderate attitudes towards the implementation of e-courses. Such result is inconsistent with other studies such as Matasic, & Krizanac, (2011) and Kucina & Bekic, (2009).

Most experts in the field of e courses expressed that the idea was always thought of as a milestone in bringing the developing counties educational step to the developed nations. They think of the application of the ideas required tremendous efforts by universities to develop the infrastructure and basic devices that could make this applicable. If accessibility to e-learning system is easy, there would be a more favorable attitude towards its usage could be another conclusion.

What in your opinion are the most challenges that face e-courses at An- Najah National university?

Students expressed their concerns about the infrastructure available at An-Najah National University saying that they are very basic and need to be modified to meet the basic needs when applying e-courses within a syllabus. Some expressed the need to train faculty members and students in order to acquaint both ends with the relatively new technological tool in learning.

In education, the actual benefit comes from using the educational tool of e-learning properly rather than the mere use of technology.(Warschauer, 2003; Bernard, 2011). The quality of learning outcomes, and more importantly the successful use of the expected technology resources, all hinge on the amount of experience and comfort level each learner has with these specific resource technologies (Warschauer, 2003). This backs-up the point that some responses made that students need training to be able to use e-courses and benefit from them.

Even if an e-learning e-course is planned at its best, it is not enough to sustain learner interest or support intrinsic motivation. On the other hand, learners who lack experiences in e-courses typically lack the level of skills, and self-directed learning needed for the experience as a whole to be successful (Martin, 2009).

Inadequate time spent on course design can be a big contributing factor to poorly developed online learning experiences and a basic challenge for e-learning instructors. According to Archambault (2010), the amount of time needed to design and implement a well design lesson, online, is an important consideration. Archambault indicated that instructors reported an increase in the amount of time they spent creating e-learning courses because of new content, new technologies, and new ways of engaging online learners.

Other challenges of e-learning courses are infrastructure requirements such as internet connectivity, ICT equipment, software,

training, low budgets, varying economical statuses among learners and attitudinal factors among management and staff members, are to be tackled while implementing to insure proper as well as successful e-learning implementation.

The problems reported include the difficulty that the MA TEFL majors face due to the fact that they do not have enough skills to use technology and are not motivated enough to engage in technology-based instruction. Moreover, the longtime developing web-based materials plus the fact that the reward systems don't give significant incentives for using technology in instruction.

What do you suggest to improve the implementation of e-courses?

The majority of the students agreed that the implementation of e-courses should be improved and it would be more practical if the allotted time for e-activities is more organized. This allows students to give and receive accurate knowledge that adds quality to the learning process. Some students confirmed that the internet server should be strengthened to enable them to reach all types of e-activities easily and appropriately anywhere and anytime and reduce the stress of lack of access or even poor and slow connectivity.

E-learning course outlines should be obvious and in line with the course objectives. In addition, the importance of the curricular program content and its clarity is highlighted as one of the most important factors in

students' satisfaction in e-learning environments. Furthermore, learners agreed that course design, learner's motivation and time management, affect the success of an online learning experience.

Access to computers, the internet, and information literacy contribute to positive attitudes toward e-learning implementation which paves the way toward the implementation of e-learning at An-Najah National University. This recommendation matches with Habibi (2015)

5.7 Conclusion:

Based on the findings of the study, the researcher arrived at the following conclusions:

In sum, whilst Palestinian higher education organizations recognize that e-learning courses have many benefits, they are not ready to implement it in its entirety. Much stronger effort is needed to be taken to ensure that higher education organizations are ready and willing to implement e-learning courses and "do-it-right" from the first time to overcome de-motivation and failure for both students and faculty alike. This is because e-learning courses, when implemented correctly, can bring learning benefits and reduce much overheads as much research has proven.

As for the obstacles challenging the implementation of English e-learning courses, it is important to note that, before commencing an English e-learning course program, deep analysis needs to be done first. It was found that the learning culture is also one of the obstacles in adapting

English e-learning courses. Therefore, implementers must be aware of how to upgrade English e-learning courses. The implementation of TEFL e-learning courses in teaching at An-Najah National University has encountered several problems that need to be taken seriously into consideration before we can call ourselves "e-learning implementers".

Other challenges of e-learning courses are infrastructure requirements such as internet connectivity, ICT equipment, software, training, low budgets, varying economical statuses among learners and attitudinal factors among management and staff members, are to be tackled while implementing to insure proper as well as successful e-learning implementation.

The problems reported include the difficulty that the MA TEFL majors face due to the fact that they do not have adequate skills to use technology and are not motivated enough to engage in technology-based instruction. Moreover, the longtime developing web-based materials plus the fact that the reward systems don't give significant incentives for using technology in instruction. Suggested solutions to these problems recommend providing instructors and students with considerable instructional support, giving them encouraging incentives to value their work, decreasing their workload, and taking their innovative work into consideration.

All the suggested solutions to problems encountered when employing technology-based instruction aim at enhancing teaching and

facilitating the role of faculty members so they are more capable of helping students to learn.

This study described the challenges of e-learning courses. A majority of TEFL majors involved in the study pointed out that the success of e-learning course implementation not only relies on the use of technology alone, but also on other factors such as internet access, intrinsic motivation, knowledge of how to use the e-courses as well as beneficial material that is not time consuming to learn from are all factors that either make or break the e-learning environment.

However, respondents indicated that actually most instructors have had little or no formal training in the effective use of technological resources in e-learning courses. The general perception was that they would benefit from training in this, either from the university and or external professionals. This issue was discussed by Essuman & Appiah-Boateng (2014).

Overall, the results of the study indicated that in the face of ongoing technology demands TEFL majors not only feel they lack the technical experience and this challenges their learning growth since they do not benefit as much as they would if they had the proper training. This seriously demotivates them from their personal expertise and beliefs to the incorporation of technology into course design. An easy use and high quality interface and functionality was said to be required for graphs, figures, and even voice online.

In sum, the findings indicated that TEFL majors perceive challenges from e-learning courses that might hinder instructor personal motivation to adopt e-learning courses teaching. These include lack of time, support, pedagogical and technical skills, and easy and high quality access to infrastructure and e-learning courses platforms. University administrators interested in solving the issue of the under-use of e-learning courses would be wise to recognize the challenges instructors face and to provide the necessary policy and practical support to help overcome these challenges if they wish to promote the use of e-learning courses as a part of the blended delivery of courses.

5.8 Recommendations:

Based on the results and conclusions, the researcher puts forth the following recommendations for further research.

1- The interface of Moodle requires slight improvements in order to become more easily accessible and more feedback from teachers is key in motivating students to participate and benefit from the e-courses.

2- The most important obstacles perceived by the MA TEFL majors include inadequate internet access by students and lack of training in e-learning, followed by poor implementation. This must be looked into in order to help improve the use of e-learning in courses. Such

improvements contribute to positive attitudes toward e-learning implementation at An-Najah National University.

3-   The earlier students are exposed to e-learning, with fun and easy interfaces, the more readily, acceptant and experienced they will be in their higher education. This prepares the future generation of Palestine with the tools they will definitely need in their future education, especially if they decide to study abroad.

4-   There is a strong need to provide both teachers as well as students with continuous professional training in using e-courses before actually implanting them within the syllabus. It is major that students know how to use such new materials in order for them to come out with positive experiences that are beneficial to learning.

5-   The great benefits of e-learning that were proven through experience in other countries' need to be shared with the mass population in order for students, teachers, parents, as well as administrative faculties all become more aware of its benefits and easy use. Only when the levels of awareness increase, people will become more willing to blend it into the learning system in Palestine.

5.9 Summary:

Chapter five presented the discussion of results of the study. The areas where the present study match and mismatch were clearly demonstrated. Conclusion and recommendations were also given.

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Appendix (1)

Questionnaire

Dear TEFL MA Students,

The questionnaire was built to gather the necessary information for accomplishing an MA thesis entitled "**TEFL Majors' Attitude towards the Implementation of e-Courses at An-Najah National University.**"

This questionnaire aims to find out the TEFL majors' attitude towards the implementation of e-courses at An-Najah National University.

Please note that all the information will be used for scientific research only. This questionnaire has two parts: the first one contains personal information while the second one is the questionnaire items.

Thank you for your cooperation,

The Researcher:

Reem Azmi Hasan Esaa

The First part: Personal data

Insert the symbol (X) in the place that best suits your case.

1.Gender:

a. Male(   )   b. Female(   )

2. Academic Level:

a. First Year(   )   b. Second Year(   )   c. Third Year(   )

3. Experience in using

e-   courses: a. fewer than 3courses   b. 3 courses

                             c. More than 3 courses

The second Part:

     This part consists of the questionnaire items, the researcher wants to find out the MA TEFL majors attitude towards the implementation of e-courses at AN-Najah National University. Please respond by marking your answer with an (X).

No	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	An e-course supports self-assessment.					
2	Online activities such as video games, social networks distracted and annoyed me					
3	Discussions in e-course are more successful than in the traditional classroom.					
4	Teacher in an e-course edits content and manages e-course activities more regularly than in a traditional classroom.					
5	It is easy to contact the Moodle administrator When facing technical problems.					
6	I usually encounter problems opening files on Moodle.					
7	Communication with other students about all types of knowledge is better through an e-course					
8	Enough computer literacy is basic for the successful use of e-course and working with Moodle system.					
9	E-course teacher edits content and manages e-course activities more regularly than in traditional classroom.					

10	I regularly received feedback about my work from e-course teacher.					
11	Forum discussions in an e-course is important to me.					
12	Communication with teacher/assistant through the e-course is easier than that of a traditional class.					
13	E-course teacher uses the system to communicate with students regularly					
14	Face-to-face teaching encourages the learning.					
15	Some exercises, tasks and activities in the e-course are done online.					
16	E-course supplies optional relevant content in digital form.					
17	The e-course provided all types of knowledge for carrying out the expected learning outcomes.					
18	All the learning content in the e - course is well-organized.					
19	It is basic and helpful to have adequate access to all content.					
20	In e-courses I take part in more actively and complete my assignments more systematically than in exclusively classroom courses.					
21	Appropriate multimedia used in the e-course are important to me.					
22	Learning content in an e-course is more suitable for students' needs.					
23	Communication with other colleagues through the e-course is important to me.					
24	E-courses provide ways to test knowledge through self-assessment.					
25	It is important to me that learning materials and activities in the e-course are well organized.					
26	E-courses provide easier communication with teacher/assistant than it is in person					

27	Achieve better results in the courses which combine online and classroom mode of learning.					
28	It is important to me that e-course provides all the materials needed for achieving the expected learning results					
29	E-course enables Forum discussions.					
30	I like the interface of the Moodle system					
31	The navigation in the Moodle system is intuitive and easy					
32	E-course provided ways to test knowledge through self-assessment.					
35	It is important to me that I regularly receive feedback about my work from e-course teacher.					
36	Through the e-course I communicate with other colleagues from the group.					
37	It is easy to communicate with teacher/assistant through the e-course.					
38	E-course helps me to organize my learning process better.					
39	It is important to me that it is easy to communicate with teacher/assistant through the e-course.					

Appendix (II)

Interview with the MA TEFL majors

Please answer the following questions:

What do you think of student's attitudes towards the implementation of e- courses at An-Najah National University?

What do you think are the biggest challenges that face e-courses at An-Najah National University?

What do you suggest to improve the implementation of e-courses?

Appendix III

An-Najah
National University

Faculty of Graduate Studies

جامعة
النجــاح الوطنية

كلية الدراسات العليا

التاريخ: 2015/10/1

حضرة الدكتور مساعد الرئيس للشؤون الأكاديمية المحترم

الموضوع: تسهيل مهمة الطالبة/ ريم عزمي حسن عيسى، رقم تسجيل (11155111)

تخصص ماجستير اساليب تدريس لغة انجليزية

تحية طيبة وبعد ،،،

الطالبة/ ريم عزمي حسن عيسى، رقم تسجيل 11155111 ماجستير اساليب تدريس لغة انجليزية في كلية الدراسات العليا، وهي بصدد اعداد الاطروحة الخاصة بها والتي عنوانها:

(اتجاهات طلاب اساليب تدريس اللغة الانجليزية في برنامج الماجستير تجاه تطبيق المواد الالكترونية في جامعة النجاح الوطنية)

(M.A. TEFL Majors' Attitudes Towards the Implementation of e-Courses at An-Najah National University)

يرجى من حضرتكم تسهيل مهمتها في الحصول على البيانات اللازمة من مركز التعليم المستمر، وذلك لاستكمال مشروع البحث.

شاكرين لكم حسن تعاونكم.

مع وافر الاحترام ،،،

عميد كلية الدراسات العليا

د. أحمد الرمحي

جامعة النجاح الوطنية

كلية الدراسات العليا

اتجاهات طلبة ماجستير اساليب تدريس اللغة الانجليزية نحو تطبيق المقررات الإلكترونية في جامعة النجاح الوطنية"

إعداد

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اشراف

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الملخص

هدفت هذه الداسة الى الكشف عن اتجاهات طلبة الماجستير تخصص اساليب تدريس اللغة الانجليزية تجاه تطبيق المساقات الكترونية في جامعة النجاح الوطنية . كما وهدفت الى تبيان أثر كل من الجنس والمستوى الأكاديمي وتجبة الطالب في المساقات الالكترونية على اتجاهات الطلبة.

ولتحقيق هذه الاهداف استخدمت الباحثة أداتين: الاولى استبيان تألف من 39 فقرة بالاضافة الى مقابلة تكميلية تكونت من ثلاث أسئلة صيغت بطريقة تكميلية للاستبيان وذلك بقصد جمع المعلومات حول اتجاهات الطلبة تجاه تطبيق مساقات الكترونية في جامعة النجاح الوطنية – كلية الدراسات العليا . كما واستخدمت الباحثة المتوسطات الحسابية والانحرافات المعيارية والنسب المئوية واختبار ت لعينتين مستقلتين واختبار التباين الأحادي بالإضافة لى اختبار المقارنات البعدية.

اظهرت الدراسة ان اتجاهات الطلبة نحو تطبيق المساقات الالكتونية كان معتدلا كما أن النتائج اوضحت وجود دلالات احصائية بخصوص العوامل المستقلة للدراسة لصالح الإناث، ولصالح المستوى الأكاديمي الأعلى، ولصالح الخبرة الأعلى في استخدام المساقات الإلكترونية. استادا الى نتائج الدراسة فان الباحثة توصي بتطبيق مساقات الكترونية ذات محتوى مميز لكل الطلبة ولكافة المساقات . وأخيرا توصي الباحثة بتطبيق دراسات مشابهة في كل جامعات فلسطين عقد مقارنات بين هذه الجامعات بهذا الخصوص.