



**INVESTIGATING EFL TEACHERS'
PERSPECTIVES TOWARD USING TEACHING
AIDS IN COLLABORATIVE E-LEARNING (CASE
STUDY OF BAGHDAD, TIKRIT AND BABIL
UNIVERSITIES)**

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THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Uday SADIQ HASAN titled “INVESTIGATING EFL TEACHERS’ PERSPECTIVES TOWARD USING TEACHING AIDS IN COLLABORATIVE E-LEARNING (CASE STUDY OF BAGHDAD, TIKRIT AND BABIL UNIVERSITIES)” is fully adequate in scope and in quality as a thesis for the degree of Master of Arts in English Literature.

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This thesis is accepted by the examining committee with a unanimous vote in the Department of English Language and Literature as a Master of Arts thesis. May 3, 2023

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The degree of Master of Arts by the thesis submitted is approved by the Administrative Board of the Institute of Graduate Programs, Karabuk University.

Prof. Dr. Müslüm KUZU

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DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

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Signature :

FOREWORD

First and foremost, I express my appreciation to Allah, the Almighty, upon whom we rely for provisions and direction. Second, I would not have completed my thesis without Allah's assistance and without His patience, encouragement. Moreover; I would like to express my appreciation to my supervisor Assist. Prof. Dr. Najwa Yaseen ISMAIL, for her invaluable mentoring and constructive criticism. Finally, I had like to express my gratitude to my classmates, brothers, and sisters for their kind support and encouragement throughout these years while I worked toward completing this project.

ABSTRACT

As a result of the huge development in educational practices, changes in the use of teaching aids were necessary to serve the educational goals. These changes provided a creative solution to the classroom problems faced by the teachers, especially with university students. This study tries to shed light on the used aids by the Iraqi EFL teachers in presenting the content of the study through e-learning and whether these teaching aids help and assist the students in the process of learning. A sample of (123) male and female university professors was selected to include in the sample size of this chosen investigation. The samples are from three Iraqi universities (Baghdad, Tikrit and Babil Universities). To achieve the purpose of the study 's aims, a questionnaire consisting of (30) items was used to measure teachers' perspectives towards using teaching aids in collaborative e- learning. This instrument was prepared by the researcher and validated with an acceptable reliability stage. The results of the analysis of the study questions showed that there are significant differences at a probability ratio of (0.05), which indicates a high level of teachers' perspective towards the use of teaching aids in the learning process. These teaching aids used by Iraqi EFL teachers are of great importance in presenting the EFL content of the study through e-learning. Finally, the results indicate that collaborative e-learning (CEL henceforth) helps students and facilitates student learning.

Keywords: Teaching Aids, Collaborative e-learning, EFL learning.

ÖZ

Eđitim uygulamalarındaki büyük geliřmenin bir sonucu olarak, eđitim hedeflerine hizmet etmek için öđretim araçlarının kullanımında deđiřiklikler gerekiydi. Bu deđiřiklikler, öđretmenlerin özellikle üniversite öđrencileri ile karřılařtıkları sınıf içi sorunlara yaratıcı bir çözüm sađlamıřtır. Bu çalıřma, Iraklı EFL öđretmenlerinin çalıřmanın içeriđini e-öđrenme yoluyla sunarken kullandıkları araçlara ve bu öđretim yardımcılarının öđrencilere öđrenme sürecinde yardımcı olup olmadıđına ıřık tutmaya çalıřmaktadır. Bu seçilen arařtırmanın örneklem büyüklüđüne dahil edilmek üzere (123) erkek ve kadın üniversite profesörlerinden oluřan bir örneklem seçilmiřtir. Örneklem üç Irak üniversitesinden (Bađdat, Tikrit ve Babil Üniversiteleri) alınmıřtır. Çalıřmanın amaçlarına ulařmak için, iřbirlikçi e-öđrenmede öđretim araçlarını kullanmaya yönelik öđretmenlerin bakıř açılarını ölçmek için (30) maddeden oluřan bir anket kullanıldı. Bu araç, arařtırmacı tarafından hazırlanmıř ve kabul edilebilir bir güvenilirlik ařaması ile dođrulanmıřtır. Çalıřma sorularının analizinin sonuçları, (0.05) olasılık oranında önemli farklılıklar olduđunu göstermiřtir; bu, öđretmenlerin öđrenme sürecinde öđretim yardımcılarının kullanımına yönelik yüksek düzeyde bir bakıř açısına iřaret etmektedir. Iraklı İngilizce öđretmenleri tarafından kullanılan bu öđretim yardımcıları, çalıřmanın EFL içeriđinin e-öđrenme yoluyla sunulmasında büyük önem taşımaktadır. Son olarak, sonuçlar iřbirliđine dayalı e-öđrenmenin (bundan böyle CEL) öđrencilere yardımcı olduđunu ve öđrencilerin öđrenmesini kolaylařtırdıđını göstermektedir.

Anahtar Kelimeler: Öđretim Araçları, İřbirlikçi e-öđrenme, EFL öđrenimi.

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ABBREVIATIONS

CEI: Collaborative E-learning.

EFL: English as a Foreign Language.

ESL: English as a Second Language.

SUBJECT OF THE RESEARCH

The main topic of the current study is about teachers' perspectives on using teaching aids in collaborative e-learning at Iraqi universities.

PURPOSE AND IMPORTANCE OF THE RESEARCH

This study aims at investigating EFL teachers' perspectives towards using teaching aids in collaborative e-learning. This study tries to shed light on the used aids which are used by Iraqi EFL teachers in presenting the content of the study through e-learning and are these teaching aids help and facilitate the students in the students' process of learning.

METHOD OF THE RESEARCH

The researcher employed the descriptive analytical approach, which aims to describe the phenomenon of the study's component. Additionally, questionnaires for employee responses were created using the survey method as a result of the research. A questionnaire is a measurement tool for gathering data utilizing a sample of the research community. As a result, the questionnaire will be given to the participants in order to collect the data.

HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM

The hypothesis of the research, what is the level of the EFL teachers' views towards the use and the importance of teaching aids in the teaching process, what is the type of teaching aids the Iraqi EFL teachers to use in presenting the content of the study through the CEL, and is this approach can help students and facilitate student learning.

POPULATION AND SAMPLE

As the idiom population refers to the entire vocabulary that the researcher aims to study in order to achieve the results of the study and can disseminate the study's findings to all of his vocabularies, the researcher will determine the estimated size of the

population in addition to the sample size and the approach he used in selecting the sample of the research in this section. According to McMillan and Schumacher (2014), the sample size should be large and sufficient to provide accuracy.

SCOPE AND LIMITATIONS / DIFFICULTIES

The study was limited to the use of teaching aids in CEL, while more techniques can be concentrated on the same study's topic. This study is limited to investigating teachers' perspectives towards using teaching aids in CEL in EFL classes. It is further limited to three Iraqi universities (Baghdad, Tikrit and Babil Universities). Furthermore, the study is also limited to a sample number of teachers from the universities mentioned above since future studies could get a larger sample.

1. INTRODUCTION

As a result of the huge development in educational practices, changes in the use of teaching aids were necessary to serve the educational goals. These changes provided a creative solution to the classroom problems faced by the teachers, especially with university students. Therefore, various aids have entered the Education field under many names; some are called modern teaching aids or technological teaching aids. In all cases, various aids focus on employing one of the technological tools. Since the learning process is thoughtful and organized in terms of preparation, implementation, and evaluation, so all the elements of that process must be integrated at all stages to reach a better education. A new picture of the concepts and practices of teaching aids had to be more powerful and capable of bringing change for the better (Kouzmal et al., 2020).

Recently, the focus has increased, especially after distance learning, in light of the abnormal situations during the corona pandemic, on the use of technology tools in education as a method of teaching, a way of thinking and solving problems. Online teaching aids link in this methodological scheme, which begins by defining the lesson goals behaviourally and then following a specific system to achieve those goals. It has been proved that the optimal use of teaching aids will help the teacher to perform his work very efficiently (Suwartono & Aniuranti, 2018).

The collaborative learning strategy is one of the strategies often used in e-learning environments; it is an extension of collaborative learning and e-learning since it is one of the environments through which various internet tools and capabilities can be used to develop the learner's abilities, inclinations and orientations, through the formation of groups within classrooms and online learning. Therefore, the lessons can be designed to increase students' motivation to achieve educational goals and to achieve the principle of lifelong learning continuity (Celani & Collins, 2005).

Edman (2010) believes that CEL focuses on generating knowledge, not receiving it as it is, and is one of the learning methods based on an interaction between learners in order to accomplish the assignment or accomplish shared educational aims through small groups, in which they share collective activities in a corresponding effort, using several statements and communication services and web tools, therefore transforming learning process from a teacher-controlled system to a learner-centred system in which the teacher participates.

1.1. Problem Statement

Despite the efforts made by EFL teachers in Iraqi universities, the researcher noticed through his study of English at the undergraduate level that students suffer from a decrease in their motivation to engage in learning English, distraction, neglect, low level of learning English language as a foreign language and complaining about the subject. This is not exclusive to Iraqi university students, as many educational studies and research related to learning English have confirmed that students suffer from a decreased motivation toward learning English.

Many studies and research indicate the positive impact of the use of teaching aids and CEL in teaching English in general. However, using teaching aids and online collaborative learning in a classroom environment for teaching English as a Foreign Language (EFL) in Iraqi universities, teachers are divided into two groups in this concern. One group supports the online teaching method, while the other supports the traditional face-to-face teaching method. This division is caused by the fact that some teachers are not ready, have not yet formulated their perspectives toward online learning, and do not accept changes that easily. Due to the lack of studies on this subject in the Iraqi environment, the researcher tried to shed light on teachers' perspectives toward using teaching aids and CEL in teaching EFL in Iraqi universities.

1.2. Research Questions

The researcher has framed research questions according to the problem statement.

1. What is the level of EFL teachers' views towards the use of teaching aids in the learning process?
2. What is the degree of importance of the aids that Iraqi EFL teachers use in presenting the content of the study through e-learning?
3. Do CEL help students and facilitate student learning?

1.3. Aims of The Study

This study aims.

1. Investigating EFL teachers' perspectives towards using teaching aids in collaborative e- learning.
2. This study tries to shed light on the used aids which are used by Iraqi EFL teachers in presenting the content of the study through e- learning and are these teaching aids help and facilitate the students in the students' process of learning.

1.4. Procedures and Data Collection

In order to conduct the current study, achieve the stated aims and answer the study's questions, the study will be divided into two parts; the first part is theoretical, by access to previous studies related to the main topic of this study. The other part of this study is practical, represented by employing questionnaires and analysing the data collected.

1.5. Significance of the Study

This study is intended to be beneficial to all individuals involved in teaching English as a foreign language (EFL), including teachers, students, supervisors, and designers of instructional materials. Investigating the perspectives of teachers can help Iraqi universities realize their objective of using teaching aids in the educational process to enhance student and teacher knowledge. Therefore, utilizing current technology differently in teaching and studying English at Iraqi universities. Furthermore, this study contributes to forming early approaches for activating the CEL educational process.

1.6. Definitions of Basic Terms

1.6.1. Teaching Aids

Chandra (2020) defines teaching aids as any instrument or equipment used in the classroom to boost students' interest in the material being taught by serving as a supplement. The use of appropriate teaching aids is a critical component of successful instruction. In addition to the more conventional approaches to education, teachers also have access to a wide range of pedagogical tools and resources. Reading is just one of

the many skills that can be improved with their assistance. While Gagne (1985, p.319) defined teaching aids as tools that provide modes to convey the contents of the learning material in educational situations.

1.6.2. Collaborative E-Learning

Stahl et al. (2006) defined Collaborative E-learning (CEL) as one of the sciences concerned with studying how learners can learn side by side with the help of computers or with the help of technology to ensure the improvement of the learning process and employ teamwork. The learners can discuss their ideas and put forward their opinions, which allows an exchange of ideas and information, and attention is given to multiple and different points of view related to the learning topic.

2. THEORETICAL BACKGROUND AND PREVIOUS STUDIES

Learning a new foreign language became a necessity in this era. Thus, teaching foreign languages has started getting more importance day after day. It is becoming necessary to find modern tools for language teaching, like technological tools, which are changing regularly and keep developing. Teachers in the learning field nowadays are required to find a new method that would make the technology involved in their classes to get better communication with their students and make them more collaborative in foreign language teaching. The technological developments that came in the twenty-first century caused the rise of Web 2.0 tools, which are web-based services that provide users with digital information (visual, textual).

Modern teaching methods are many and varied, taking into consideration the individual differences of the learners, the materials, the educational curricula, and the stages of education in their selection and application. The teacher must adapt his method to suit these differences. Active learning aids and mechanisms are used effectively and allow students to participate and interact positively in all educational situations through effective role-playing, problem-solving, brainstorming, and decision-making methods.

The recent use of technology gives teachers a chance to form learning communities in this present regard. As it providing them with the opportunity to swap countless quantities of information like photos, videos, and text, it has come to give a fresh opportunity for foreign language teachers and learners alike. An option like this can give a chance to practice the language in the EFL classes through students' interaction and language learners in particular, especially if it expands over time. Hence, "The teaching experience can be more accessible and cantered around students, as more room is given to learners to collaborate and an atmosphere of conviviality and creativity is enhanced among them (Selwyn, 2012)" (Slim & Hafedh, 2019, p. 57).

The qualitative shift in education and the application of modern theories for its development are represented by mastering the principles of collaborative learning and making e-learning an essential part of this shift. Because it helps to develop students' skills related to their interests and overcomes obstacles that prevent the scientific material from reaching students, some previous studies and research have proven the effectiveness of the CEL strategy in developing many research variables, including those

related to achievement and others related to different student skills, as well as those related to students' different attitudes and tendencies.

2.1. Theoretical Background

The utilization of teaching aids in education has raised increasing concerns. These aids are specifically created to educate, illustrate, and reinforce lessons. Educators need to be mindful of the vital significance of visual and textual tools and technologies, especially considering the visual-oriented interaction of the internet and multimedia technologies prevalent among the new generation of learners. Due to the ever-changing nature of language teaching and learning, many language teachers fail to recognize the potential benefits that teaching aids can bring to enhance language learning within classrooms (Dolati & Richards, 2011). According to Gewertz (2012), the e-learning and the Internet environment are fertile ground for growing and building collaborative learning effectively. Both provide the presence of social aspects of collaborative learning through some available participatory tools that can be exploited and employed in the light of collaborative learning. This type of learning is based on the exchange of information between a group of learners participating together in formulating discussions or reorganizing materials or concepts to build new relations between them by forming and formulating students' ideas with their own ideas and opinions, as well as receiving feedback and evaluation.

2.1.1. The Concept of Teaching Aids

Teaching aids are any means the teacher uses from accessible possibilities that convey academic information and scientific skills to the learner and clarify them. The learner can use these aids to promote his learning process; teaching aids include teaching materials, teaching devices, and presentation materials. It is no longer just aids that the teacher uses whenever he wants, in a random, unorganized manner and without goals. It has become a necessity and an essential matter because of the effective learning it has achieved. Adams and Hamm (2000) defined teaching aids as educational materials whose availability influences the requirement of suitable conditions for education and helps the learners to achieve their goals with a high degree of proficiency. While Gagne

(1985, p.319) defined teaching aids as tools that provide modes to convey the contents of the learning material in educational situations.

Chandra (2020) defines teaching aids as any instrument or equipment used in the classroom to boost students' interest in the material being taught by serving as a supplement. The use of appropriate teaching aids is a critical component of successful instruction. In addition to the more conventional approaches to education, teachers also have access to a wide range of pedagogical tools and resources. Reading is just one of the many skills that can be improved with their assistance.

According to Patel and Mahichchha (2015), teaching aids support spoken and written words with solid pictures and, as a result, generate rich perceptive pictures, which serve as the foundation for learning. Learning is more long-lasting when these materials are used in a manner connected with one another. They offer a vast range of different techniques. They bring the real world into the classrooms and encourage us to teach more effectively. A teacher should be aware of the various types of teaching aids that are accessible, the role that they play in the teaching and learning process, and the methods that are used to evaluate the effectiveness of teaching aids in order to reap the advantages of employing teaching aids. The use of teaching aids does not replace the role of the teacher; instead, the teacher's role is expanded. The aids cannot complete the mission of education on their own, and the teacher will always continue to serve as the core centre of all teaching. The teacher should have a clear understanding of the teaching aids that he uses in the class in order to make effective use of the resources at the right time and place.

El-Taher (2019), gave more than one definition for teaching aids. Defined teaching aids as any tool a teacher uses to help him in his teachings, such as paintings, photographs, books, or prints, to achieve the teaching goals if those aids were well chosen and used. It can mean any educational tools and methods that the teacher uses with experience and skill in educational situations to transfer educational content to the learner (student), so he moves from the abstract experience to the real experience and helps him to learn effectively, with less effort, shorter time and less cost in an exciting atmosphere and a desire for better learning. Therefore, they are any educational means that the teacher uses in the field of educational communication in a unique way and

system to clarify an idea, change an ambiguous concept, or explain a topic to achieve the limited behavioural goals of the students.

Sead (2018) pointed out that teaching aids can be used by the teacher and the student with experience and skill to improve the teaching and learning process; they also help to convey meanings and ideas, prove the process of cognition, increase students' experiences and skills, and develop their directions in an exciting atmosphere and a firm desire for better learning. She added that they are message encoding tools, their carriers and vectors used inside or outside the classrooms to provide direct and alternative experiences to achieve effective teaching. The role of teaching aids stands out, as it is the tool that helps the teacher achieve learning goals and makes it meaningful for learners, and it is an educational input. Briefly, teaching aids can be defined as the tools the teacher employs and provides through which educational elements are employed, devices and tools that help the teacher improve the teaching and learning process.

2.1.2. Teaching Aids in EFL Classes

Brinton (2001, p.22, as cited in Othman, 2018) states that using teaching aids can improve teaching and learning the language since they assist teachers in bringing the actual world into the classroom and create more significative learning and engaging. In addition, visual literacy is essential for obtaining information, acquiring knowledge, and reaching educational achievement. However, it is crucial to note that students carry their backgrounds into the classroom, which are increasingly related to images presented by modern media generally.

The use of technological aids in teaching, learning, practising, and evaluating foreign language has many benefits, especially in English as a Foreign Language (EFL) contexts where learners have very few chances to practice and evaluate their language skills (Alsied & Pathan, 2013 as cited in Saenkhot & Boonmoh, 2019).

Using teaching aids inside the EFL classroom can be a beneficial tool, as noted by Mannan (2005, p.108 as cited in Othman, 2018). This is because they allow the teacher to make abstract concepts more concrete, effective, interesting, inspiring, meaningful, and vivid. They help the teacher to found and link correct concepts, interpretations, and appreciations.

2.1.3. Types of Teaching Aids

Classrooms can't function effectively without the use of various teaching aids. In the classroom, teaching aids can be used for a variety of purposes, including fostering better reading comprehension, showing or reinforcing a skill or concept, differentiating instruction, and alleviating students' anxiety or boredom by presenting material in a fresh and engaging way. There is no restriction on the kind of teaching aids that can be used to enhance a lesson, which means that they can stimulate students' other senses as well. They can be classified into traditional teaching aids and based on sensory aids like visual aids, audio aids, and audio-visual aids (Saenkhhot & Boonmoh, 2019).

Bajramia (2022), has explained each one as the following.

Traditional teaching aids: - As their names indicate, traditional teaching aids have been utilized for a very long time. When there was no technology, these aids were incredibly vital. Today, some of these are still in use in classrooms, including textbooks, blackboards, maps, world globes, and flashcards.

Visual aids: - As an example of a visual aid, the use of visuals in the classroom is widely accepted. Teachers frequently employ visual aids like charts, projectors, models, and diagrams to make their lessons more understandable. For students, for instance, teachers can hold up vast blocks of forms to show them the differences between various types of shapes. Online educators can make use of a plethora of resources to produce instructional videos for student use. Learning and teaching are increasingly taking place online, and in this context, visual aids include things like presentation slides, pictures, and more.

Visual aids are more straightforward and more understandable than textbooks and help students quickly grasp difficult subjects. Not only can you utilize things like photographs and models to help your students learn, but you can also take them on field trips to locations like museums and factories. Visual aids, including presentations with eye-catching graphics and films that demonstrate concepts, are especially useful in today's online classrooms since they help keep students engaged and increase their retention of material.

Audio aids: - when learning a language, audio aids are particularly useful for situations when speaking and listening are crucial skills. Students who like to learn

through their ears improve their listening abilities as a result of this method of instruction. Some teachers use music or audio recordings of paragraphs to help their students relax and focus.

Recently, we can get an idea of anything by looking at a picture of it. However, there are situations in which only audio is available. Students can hone their ears and brains by listening to the radio. Your students will be able to pay more attention to what you are teaching them because of the beneficial effect that sound has on their brain growth.

Audio-visual aids: - Video, film, documentaries, and other similar media can be used as audio-visual aids in the classroom. Students may struggle if they rely solely on words and pictures to explain and illustrate everything. It will be much more understandable for them to watch it live.

Words alone, for instance, won't stimulate their interest in the process of seed germination. Instead, you might show them an animated film that demonstrates, step by step, how seeds germinate, and a plant grows from seed, stimulating their interest in the subject and getting them to learn. By using audio-visual aids, they get a first-hand education that helps them retain more of what they learn.

The use of computers in the classroom is another component of audio-visual aids. The widespread availability of computers in today's classrooms has made it possible for even the youngest students to gain valuable experience with technology.

2.1.4. Characteristics of Good Teaching Aids

According to Nikky (2010), El-Taher (2019), and Kamaruddin and Sulaiman (2020), there are several characteristics that control the quality of the teaching aids and their suitability for the educational situation. The following characteristics are:

1. Concision and clarity: Teaching aids ought to be large enough for the students who will be using them to see them.
2. Connection to the subject: Teaching aids have meaning and always have the potential to be useful.
3. In every way, teaching aids should be up to date and up to expectations.

4. Able to change and be flexible: Simple, inexpensive, and improvised teaching aids exist.
5. Availability and ease of use: Teaching aids are realistic and accurate.
6. Teaching aids can help students develop their critical thinking skills by adapting to their mental abilities.
7. Encouraging hands-on learning: Although they serve an educational purpose, they are not just for entertainment.
8. Interaction and engagement: Specific learning objectives are made possible by teaching aids.
9. Proper application of technology: Teaching aids are useful and applicable to a wide range of lessons and class levels.
10. Adapting to a variety of learning styles: While teaching aids can improve instruction, they cannot take the place of the teacher, increasing the teaching process, but they cannot replace the teacher.

2.1.5. Advantages of Using Teaching Aids in EFL

The use of teaching aids in English as a Foreign Language (EFL) classrooms has been widely researched and has been found to have numerous advantages for students. According to Golshan and Tafazoli (2014), using teaching aids in EFL classrooms leads to improved comprehension, retention, and application of language concepts and skills. This is because when students are able to see and hear information, they are better able to understand and remember it. For example, the use of videos, diagrams, and charts can help students better understand and retain information about grammar rules or vocabulary words. This is particularly useful for EFL learners as they can see how the language is used in context.

Moreover, to improve comprehension and retention, the use of teaching aids also enhances student engagement and motivation. According to a study by Gokmen and Cakiroglu (2015), "teaching aids that are visually appealing and interactive can increase students' motivation and engagement in the learning process" (p. 109). For instance, role-playing activities, games, and simulations can make learning more fun and interactive, leading to increased motivation and engagement among students. Additionally, the use of real-life situations in teaching aids can also make learning more

relevant and meaningful to students. When students are able to relate what they are learning to their own lives, they are more likely to be motivated to learn.

Teaching aids can also support different learning styles, helping students who may struggle with traditional teaching methods. For example, students who are visual learners can benefit from the use of pictures, videos, and diagrams, while those who are auditory learners can benefit from the use of songs, recordings, and videos.

This diversity of teaching aids can accommodate different learning styles, allowing all students to have an equal opportunity to learn and succeed. According to a study by Al-Hazmi (2017), "teaching aids that accommodate different learning styles can increase students' self-confidence and promote independent learning" (p. 89). When students are given the opportunity to work with materials and engage in activities on their own, they are better able to understand and internalize the information, leading to greater success in the classroom.

2.1.6. Teaching Aids Used by Iraqi EFL Teachers

2.1.6.1. Power Point

The use of PowerPoint as a teaching aid in English as a Foreign Language (EFL) classes in Iraq has become increasingly popular in recent years. According to Al-Zubaidi (2016), PowerPoint can be used to effectively present and reinforce language concepts, making lessons more interactive and engaging for students. Moreover, teachers can easily integrate multimedia elements, such as videos and audio files, into their presentations, which can provide students with authentic examples of English language use and help to improve their listening and speaking skills (Al-Zubaidi, 2016).

Additionally, PowerPoint can be used to create quizzes and activities for students to complete during class, which can support them in understanding the materials and keep them actively engaged (Al-Azzawi, 2018). The use of animations and transitions in PowerPoint presentations can also make lessons more dynamic and visually appealing, which can increase student motivation and participation (Al-Azzawi, 2018). Furthermore, teachers can easily share and store their PowerPoint presentations online, making it convenient to access and reuse their materials. This allows teachers to

customize their presentations to meet the specific needs of their students and to keep their materials organized and up-to-date (Al-Zubaidi, 2016).

2.1.6.2. Zoom

Zoom is a widely used video conferencing platform that has become an essential tool for English as a Foreign Language (EFL) online classes. According to Patel & Johnson (2021), Zoom enables teachers to conduct live, interactive lessons with their students, allowing for real-time feedback and engagement. Moreover, the platform provides a range of tools, such as virtual whiteboards and screen sharing, which can enhance the learning experience and make it easier for teachers to present and reinforce language concepts.

Zoom also provides the opportunity for group work and collaborative activities, which can be valuable in promoting student engagement and interaction. For example, teachers can assign group projects, discussions, or role-playing activities, allowing students to practice their language skills in a supportive, interactive environment (Johnson & Patel, 2020). Additionally, the use of Zoom in EFL online classes allows for flexible scheduling and can be a more convenient option for students who are unable to attend in-person classes (Patel & Johnson, 2021).

2.1.6.3. Google Class

Google Classroom is a cloud-based learning management system that has become a popular tool for teaching English as a Foreign Language (EFL) online. According to Chen & Lee (2021), Google Classroom offers a range of features that can enhance the online learning experience, including the ability to create and share class materials, assign and grade assignments, and communicate with students. The platform also integrates with other Google tools, such as Google Docs and Google Drive, allowing teachers to easily share and store their materials and collaborate with students in real time.

The use of Google Classroom in EFL online classes can help to increase student engagement and participation by providing students with a centralized platform for accessing class materials and completing assignments. Moreover, the platform's

assignment tracking and grading tools can help teachers to provide students with more timely and effective feedback (Chen & Lee, 2021). Additionally, the use of Google Classroom in EFL online classes allows for more flexible scheduling and can be a more convenient option for students who are unable to attend in-person classes (Chen & Lee, 2022).

2.1.6.4. Microsoft Teams

Microsoft Teams is a collaboration platform that has become a valuable tool for teaching English as a Foreign Language (EFL) online. According to Kim & Park (2021), Teams provides a range of features that can enhance the online learning experience, including video and audio conferencing, screen sharing, and the ability to create and share class materials. Additionally, the platform integrates with other Microsoft tools, such as OneNote and PowerPoint, allowing teachers to easily share and store their materials and collaborate with students in real time.

The use of Microsoft Teams in EFL online classes can help to increase student engagement and interaction by providing students with a centralized platform for accessing class materials and participating in live lessons. Moreover, the platform's chat and file-sharing tools can help students to collaborate on group projects and discussions, which can be valuable in promoting language skills development (Kim & Park, 2021). Additionally, the use of Microsoft Teams in EFL online classes allows for more flexible scheduling and can be a more convenient option for students who are unable to attend in-person classes (Kim & Park, 2022).

2.2. The Concept of Collaborative E-Learning

The spread of e-learning and the multiplicity of its sources and strategies have led educational institutions to employ it in education, benefit from it in achieving learning outcomes, and increase social interaction between learners, and with an increase in the demand for e-learning, and its use by a vast sector of learners with different characteristics and needs, and varying individual differences; this requires further research into the structural variables for designing e-learning environments and

designing its strategies and researching their suitability for the characteristics of learners and different learning outcomes.

In order to improve these environments and increase their effectiveness to achieve the effectiveness of e-learning environments, they must be designed according to learning strategies appropriate to the educational goals and characteristics of learners.

The collaborative learning strategy is one of the strategies often used in e-learning environments; it is an extension of collaborative learning and e-learning since it is one of the environments through which various internet tools and capabilities can be used to develop the learner's abilities, inclinations and orientations, through the formation of groups within classrooms and online learning. Therefore, the lessons can be designed to increase students' motivation to achieve educational goals and to achieve the principle of lifelong learning continuity (Celani & Collins, 2005).

Stahl et al. (2006), identified CEL as a scientific discipline that focuses on exploring how learners can effectively engage in learning alongside the support of computers or technology. Its primary objective is to enhance the learning process and promote teamwork. This approach allows learners to actively participate in discussions, exchange ideas, and express their opinions., which allows an exchange of ideas and information, and attention is given to multiple and different points of view related to the learning topic. While Edman (2010) believes that CEL focuses on generating knowledge, not receiving it as it is, and is one of the learning methods based on an interaction between learners in order to accomplish the task or achieve common educational goals through small groups, in which they share collective activities in a coordinated effort, using various communication and communication services and tools via the web, thus transforming learning process from a teacher-controlled system to a learner-centred system in which the teacher participates.

The insertion of CEL in education is due to its multiple advantages, such as students' use of information sources, directing their efforts towards accessing information from various learning sources, collecting and organizing them, they can enhance the value of these sources by means of students' review, and develop their own knowledge to accomplish their educational objectives. Moreover, providing students with the knowledge to support them in building their activities in learning and participation in information.

Therefore, they communicate together, coordinate activities, and cooperate in building knowledge products. One of the factors behind the importance of CEL is the active participation that makes students decision-makers in their responsibility, and this is done only through this learning that focuses on the principle of learning by working through a group system, which raises their motivation to learn and immerse themselves in it (Carroll & Leander, 2001).

Because of the importance of the primary stage, learning English, and the need to introduce technology in education, traditional teaching needs to search for new strategies that make it more effective and desirable for students; since the students' motivation is decreasing. Brindley et al. (2009) emphasized that education is not a mind stuffing; There is a strong need to demonstrate the experiences of collaborative learning in small groups in English language courses and to develop learning and teamwork skills, as collaborative learning increases the learner sense of satisfaction and delight with the educational material.

The learner who uses the CEL strategy to do the English course activities may be able to develop his motivation because these activities require a collective, collaborative and participatory process between learners on the internet, and these activities will create positive relationships between learners. Learners who are interested in discussing their opinions and ideas with others find that the internet is the best technical way to communicate with others and that individuals who are highly motivated to achieve, have seriousness at work and achieve success, unlike low-motivated individuals whose achievement and seriousness to work is less (Santrock, 2003).

Students with high motivation to learn are more successful in school and more able to manage their business, unlike those with low motivation, which show a strong desire to get feedback about their performance and prefer higher tasks and jobs. At the same time, Litchfield and Newman (1998) consider motivation the main engine for making the maximum effort to achieve educational goals.

Furthermore, because e-learning, as Negovan and Bogdan (2013) see, is one of the modern educational technologies that contribute to the development of students' motivation to learn, increases the speed of learning, arouses their attention to the learning topic, and helps them retain information for longer period of time.

Therefore, due to the reflection of motivation on academic achievement, many teachers are constantly seeking techniques that would improve the learner's motivation, so this study came to reveal the effectiveness of CEL in developing the motivation of English language students.

2.2.1. Types of Collaborative E-Learning

CEL can be divided into two types depending on the communication types (Loo. R, 2004, 100).

1. Synchronous CEL (direct):

A situation in which a learner learns information in an electronic way through a virtual class at a specific time and at a specific period in a collaborative way to receive specific lessons for a specific scientific degree or training.

2. Asynchronous CEL:

A method that brings the learner and the teacher together online without limiting a specific time so that the learner and the teacher log on to the internet at different times to complete their academic tasks. Thus, the process of learning and exchanging opinions takes place, but they do not meet in real time. This method combines many of the technological capabilities of the network, such as hypertext, direct quizzes, multimedia, note-taking files, social forums, e-mail, and social networking sites.

2.2.2. Techniques of Collaborative E-Learning

According to Surbhi (2021), there are five strategies for CEL.

1. Think-Pair-Share: The teacher will give a challenge to the students that are related to higher-order thinking skills such as analysing, assembling, criticism, and creating. The teacher will provide the students with a brief amount of time so that they can think about the topic and formulate a response to it. After that, students discuss their responses with their partners, during which they also listen to the responses of their peers and share their own. In the final step of the discussion, each group will present its findings.

2. **Catch Up:** In this approach, the teacher abruptly pauses giving the lecture and asks the students to compare their notes with those of other students, as well as to offer questions (if there are any) regarding issues that are unclear to them in order to gain clarity.
3. **Fishbowl debate:** There will be three distinct groups of students. The group that is sitting to the right of the speaker is in favour of the subject matter, while the group that is seated to the left of the speaker is against it. The group that is seated in the centre has been charged with the responsibility of writing down the ideas presented by both sides and determining which side has presented facts and solid reasoning more persuasively than the other. In the final step, we invite them to give a presentation of the report they created to the rest of the class.
4. **Case Study:** The teacher will produce five to six case study suggestions, all with comparable difficulty levels. Different groups are tasked with analysing the suggestions, and each of those groups is given sufficient time to complete their tasks. After then, the instructor will ask for a report on the student's progress. In conclusion, once all of the work has been finished, the report is then given in front of the class.
5. **Team-Based Learning:** The teacher will split the class up into several different groups, and each of those groups will be given a unique assignment to complete. In addition, once students have finished the assignment, they will need to take part in a group test similar to a quiz. They are required to provide an answer to the question based on the general agreement of the group and identify the person who provided that response. In conclusion, the instructor clarified all of the student's questions and concerns by providing explanations of the challenges they faced.

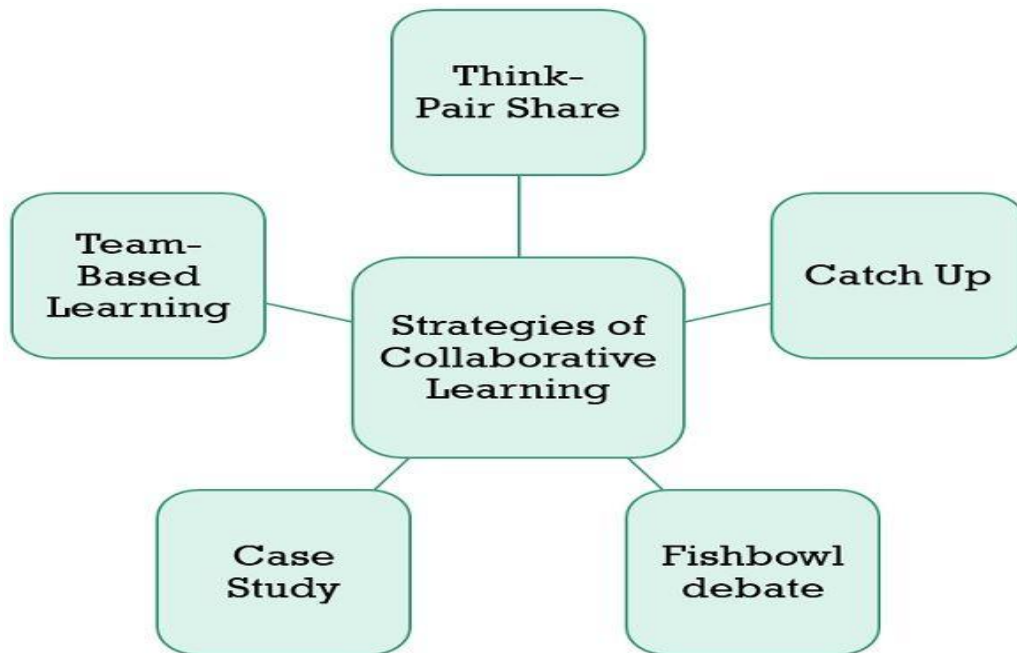


Figure 1: Techniques of collaborative e-learning

2.2.3. Characteristics of Collaborative E-Learning

Several studies have pointed out the characteristics of CEL, such as (Graham & Misanchuk, 2004, pp. 188- 202; Kirschner, 2011, pp. 587-599; Mille, 2008; Wang, 2009,2010,).

1. Focus on individual accountability or responsibility: meaning that a member within the CEL environment makes an equal contribution within his group by playing a role of his own choosing aimed at integration and contributing to the completion of the participatory task, which should be meaningful and meaningful following his needs.
2. Focus on positive interdependence: since the contribution of each member within the team is in favour of the success of the work of the entire team, one of the most critical factors that can increase the positive interdependence between the members of one group is a strong sense of belonging to the participatory group through the existence of a close social rapprochement between its members represented by friendship.
3. Focus on the availability of adequate coordination: so that students can build their new knowledge in a participatory atmosphere characterized by

sufficient organization and consistency in light of the diversity of tasks, activities, tools, and communication overlap.

4. Emphasis on the fact that learning is interactive and dynamic; to achieve this, the CEL environment must allow students to participate in the procedures, tasks, and participatory activities closely because of the many benefits to the student and the teacher in terms of identifying strengths and weaknesses and dealing with it. Then the education process becomes more organized.
5. Several educational approaches are used, including source-based learning, shared experiences, collaborative learning, planned learning, and objective learning.
6. Group training through communicative social situations where learners are trained in the social skills required for group learning and arouse their motivation to use it.



Figure 2: Characteristics of collaborative e-learning

2.2.4. Advantages of Collaborative E-Learning

Among the advantages of collaborative learning are the following: (Turgay, 2008, p. 6).

1. Helping students to build their activities and learning.

2. Students use learning resources in their research and direct their efforts to reach and detail information from various learning sources.
3. Acquisition of individual skills and skills of small groups.
4. Students participate in collecting information; they communicate together in activities and cooperate in building knowledge.
5. More and better learning occurs in the learning strategy that supports and encourages students to work enthusiastically and seriously all the time.
6. Promotes the development of critical thinking skills and problem-solving strategies (Light, 2010, p. 50).
7. It is learner-centred learning, as it includes group activities carried out by learners (homework- case study- educational research).
8. Interaction and interdependence between learners.
9. Develops a positive attitude toward the study subject.
10. Collaborative learning enables students to expand their educational needs and the needs of others. The positive impact of collaborative learning through the Web enhances critical thinking skills, shared knowledge creation, and reciprocal learning where each learner takes responsibility for their learning (Johnson & Johnson, 2003).

2.2.5. Principles of Collaborative E-Learning

CEL is characterized by many principles that distinguish it from other learning strategies. Since CEL is based on working in groups, teachers have to know that sitting in groups and demanding the students to perform specific work does not mean that they have the necessary skills to achieve the desired learning outcome, so there must be several principles in CEL to bear fruit and achieve its goals. Without serious work on applying these principles, CEL will not be effective; these principles are:

1. Positive interdependence between group members:

This principle is characterized by the systematization of the group's responsibility and the individual in the study of the topic. Webb and James (2002) believe that a clear task and a specific goal should be given to the group so that the students believe that they either swim together or drown together, that their efforts are limited to the group and not only to him or the group; therefore, the members of the

group benefit by being part of a whole. However, there will only be cooperation if there is positive mutual dependence.

Participation is based on interest and understanding and is intended to involve the individual with others in the work of his interest and the work required by understanding that helps the group achieve its goals.

It can be summarized that the mutual positive is:

- * Setting goals with others.
- * When the group's goals are achieved, everyone receives a prize.
- * Everyone shares access to learning resources.
- * Everyone within the group has roles and responsibilities that must be fulfilled to accomplish the mutual tasks.

2. Individual responsibility:

Each individual contributes a role in the group to complete the tasks of learning at the collective level. Participatory learning strengthens the individual's sense of individual responsibility towards himself and toward the group to which he belongs.

This sense is not limited to the practical side only, but extends to cover social aspects and social behaviour. Namsook (2010) sees it as a framework based on the centralization of the learner during the stages of collaborative learning. Learners are expected to take responsibility for building their own knowledge while jointly accomplishing the various participatory tasks they are assigned. Therefore, this will support learners' ability to control and manage their learning path. The principle of individual responsibility can be achieved by:

- * Make an individual test for each member of the group.
- * Reduce group members
- * Assign learners to explain what they have learned to their group members
- * Choose one of the individuals at random and then test him in the subject studied by the group.

3. Direct productive interaction:

Students should be encouraged to provide and receive academic and personal help and support from each other, exchange sources and information, have a productive discussion, provide feedback on academic progress, and make joint decisions.

Some previous studies have been interested in examining the issue of the social presence of individuals during the e-learning process due to the researchers' belief in the importance of this issue and its influential role in the process of CEL.

Social presence, as So (2009, p. 145) explained, refers to the degree or level of the learner's perception of his colleague connected with him, as if he were an individual with an actual existence and entity, as it refers to the ability of learners to represent and manifest themselves socially online effectively. The feeling of such an online presence is increasingly increasing the opportunities for interaction between learners through the employment of the possibilities and technologies of modern technology.

Paul (2007, p. 70) indicated that social presence affects the connection between individuals involved in the work team and consistency or conformity in their expectations and the educational goals they seek to achieve. Smith (2005, p. 190) and Jane and Lisa (2009, p. 200) argue that the concept of social presence is related to another aspect.

The concept of "integration" is one of the essential concepts to which researchers in the field of education technology direct their research interests. This concept means the involvement and participation of learners together in a network of interactions that include the interaction of the learner - the teacher, the learner - and the peer, the learners together in the group, ensuring that equal opportunities are provided for each learner to express his opinions openly, ideas and points of view in order to exchange and discuss experiences and ideas and what leads to the integration of the individual into his group in a way that makes him feel the essence of the group, which is considered as the driving force for each learner to increase his participation, and close the gap between his views and those of others to achieve positive integration between them, and then achieving common goals.

4. Personal skills and work skills in a small group:

Collaboration, sharing, and collaborative behaviours are not simply that students are put in a group and then expected to work together. Ross and Michael (2002) argue

that collaborative learning requires basic social skills such as the ability to reject acceptably, encourage others to speak, and know what to do when they want to receive or give help; the study confirmed that the older the learners, the better their ability to perform cooperative learning activities because they are more likely to possess the necessary skills required to perform effectively in cooperative learning activities.

Using collaborative learning methods in any field of study requires some social-emotional skills, such as self-control and taking the role of communication skills between students. A study conducted by Byrd (2009) entitled *How to Access Collaborative Learning* showed that collaborative education as a sort of education where learners team up in compact teams to accomplish a shared objective. Collaborative learning had become a wide educational presence due to its dependence on its characteristic of teaching using communicative language (CLT teaching), which depends on learners' cooperation in accomplishing various participatory tasks. Collaborative learning has many advantages, including improving the ability to think critically, providing the opportunity to practice and accept all productive skills in their natural context, and increasing self-esteem and tolerance among learners.

The impact of collaborative learning on primary school students confirmed that the use of collaborative online learning in science learning could increase motivation among primary school students, as well as change their misconceptions by discussing opinions with their peers through an existing collaborative online environment (Chin-Fei et al., 2012, p.2).

5. Collective reward:

This principle represents the continuation of rewards received by the members of the group as a whole in case they succeed in completing the tasks set for them to the fullest. The collective reward is the primary motivation for continuing participatory work between the working group members (Alan & Maria 2008, p. 711).

6. Learner-Centeredness:

This principle is represented in considering the learner as the major axis in the learning process, not the teacher, as it was within the framework of traditional education. This can be achieved through CEL, which includes various groups of educational activities that learners carry out collectively.

It is including the need to consider the extent to which the various participatory tasks and activities included in the course are related to the interests and preparations of learners in order to motivate them to contribute and participate effectively.

Therefore, the tasks and activities of the course must be built participatory in light of the interests and preparations of students. Hara (2000) confirmed that the low level of student participation in group discussions during collaborative learning is due to their lack of enthusiasm and interest in activities and tasks related to course topics.

So (2009) emphasize in his study which aimed to investigate the factors that encourage learners to make a decision to participate in collaborative learning groups. The study showed that over-employing technologies and technological innovations in education, or obliging learners to participate in educational activities and tasks, is not the main factor that ensures that learners are encouraged to participate and contribute to collaborative learning activities. However, the primary and essential variable is the extent to which these activities relate to the interests and preparations of learners. The researcher has tried hard to take into account these principles while building the CEL environment, such as distributing tasks among students and following up with each student on work allocated to him, and following up on the interaction of students and each other, whether through synchronous or asynchronous tools, as well as motivating groups to work to reach the skills elaborately.

2.2.6. Teacher's Role in Collaborative E-Learning

According to Veletsianos (2010) and Al Musawi (2015), the teacher must commit to the participatory principles of knowledge building and setting the goals and expectations of the CEL process. Besides, he has to support participatory teamwork among the students' groups and works to establish relationships between the groups and students. The teacher should motivate and arouse students ' spirits by conducting discussions within online participatory groups. Therefore, he will help his students to feel comfortable expressing themselves freely and provide suitable aids to achieve successful sharing between group members.

The teacher has to monitor group members, frequently moving between groups and discussing the progress made by each group; then provide feedback for the students

about their roles in the projects, which helps them develop cognitive and meta-cognitive skills. Finally, he has to give feedback and support in discussions and urges his students to use appropriate online collaborative aids.

2.2.7. Importance of Collaborative E-Learning

Many studies emphasize the effectiveness and Importance of collaborative learning as opposed to traditional learning for many grade levels. These studies shed light on the hypothesis that collaborative learning is more effective than other learning methods and strategies. Jones and Jones (2008), conducted a study to prove that collaborative learning can be used with some cultures in all age groups, in all fields of study, with any curricula, and with any task. Educational theories emphasize active and effective learning, and this type of learning can be achieved through the collaborative learning environment, where the constructivist theory focuses on shedding light on two dimensions of learning; the first is the learners' pledge to achieve their own learning goals, and the second is the role of social interactions of learning processes (Lambropoulos et al., 2012).

A collaborative learning environment considers these two dimensions, as the educational activities in this approach include the work of learners together in collecting resources and adding mental value to them. In collaborative learning, each student in the group brings his own set of motivational beliefs and goals into the class, which significantly impacts the group's performance during the class activity. Therefore, success in motivating group learning is linked to collaborative learning. The positive learner-teacher relationship and the encouraging rapport between teachers and students are the foundations of the motivating and supportive language learning environment (Jeong, K. O. 2019).

According to Dillenbourg and Traum (2006, as cited in Jeong, K. O. 2019), collaborative learning practices facilitated online can lead to a more active language learning process, which motivates the enhancement of language acquisition and learning ideas and contents.

The members of the group's successful learning experience are largely influenced by the idea that the group functions as an efficient community of mutual learning. When

students learn by imparting their knowledge to others in their group, they are more likely to participate fully in classroom activities. They also learn best when they participate in collaborative activities with other students in a group and learn from them.

Collaborative learning has also been closely linked to the development of information and communication technology (ICT). In order to overcome the limitations imposed by conventional curriculum, incorporating information and communication technology into the collaborative learning method can be an effective instructional strategy. Therefore, one of the best ways to teach in the digital age is to incorporate information and communication technology (ICT) into the collaborative learning process. This allows teachers to increase student motivation, improve learning objectives, and meet the needs of students (Jeong, K. O. 2019).

2.2.8. Collaborative E-Learning Tools

The advancement of different e-learning platforms and interactive online applications such as social networking technologies have made it easier for teachers to integrate modern technological features into traditional language classrooms to improve the learners' motivation for the language, as well as collaboration groups and class discussions students (Jeong, K. O. 2019). E-learning tools contribute to transforming the face-to-face communication characteristics of traditional education to the web-based e-learning environment. Therefore, any form of collaborative learning can be achieved in a web-based learning environment through the tools it provides. These tools will give students more opportunities to communicate with each other, whether using synchronous or asynchronous learning tools.

In addition, students will have an appropriate time-sharing process, which will deepen their understanding (Uribe et al., 2003). CEL generally relies on second-generation Internet tools, and these tools include:

2.2.8.1. Edmodo

The Edmodo platform was launched in 2008 by Borg, Hara and Hutter to facilitate communication between teachers and students (learners) worldwide. Oyelere, Paliktzoglou & Suhonen (2016) describe the Edmodo platform as an as a dynamic

educational space utilizing Web 2.0 technology, and integrates the benefits of both electronic content management systems and social networks, creating an interactive learning environment so teachers can communicate with their students, divide them, assign roles, publish lessons, set assignments, apply educational activities, conduct tests, exchange ideas and opinions, share scientific content, and allow parental communication with teachers and providing visibility into their children's progress, this feature facilitates the attainment of superior educational outcomes.

Several studies have demonstrated Edmodo's potential advantages, such as Anwar (2021), Chalak and Karimi (2022), and Miftah and Raya (2018). The most important advantages are.

1. Changing the education system to rely on digital, interactive, communication, self-learning, group, and smart devices.
2. It is a safe and closed environment between students and teachers since it is free of advertisements, games, and distractions that may affect the learning process.
3. A comfortable and familiar environment called educational Facebook for their likeness. Edmodo platform can be used as a social network with students and parents outside the classroom to send daily tasks, upload lesson files, maintain the study plan on the website, and ask questions and discussions.
4. Provide a system for monitoring grades, archiving and retaining messages, use different applications, educational programs, websites, and devices.
5. The concept of inverted learning or classroom can be employed in education through it.
6. Contribute to achieving the concept of green learning due to the lack of paper use, reducing classroom spending, and reducing printed materials.
7. It provides several tools that promote learning and collaboration between students in their own or other classes, in addition to the possibility of teachers communicating with other educators and giving them feedback about the teaching and learning process, besides it enables students to build achievement files online, write resumes, and exchange ideas through project-based learning. Teachers can use it to post their students' assignments, and students can use it to communicate with their teachers to ask questions about

lessons and homework, as well as collaborate with other students to complete activities (Galante & Pires, 2016). Due to the previous features of the Edmodo platform, it has been used in collaborative learning strategy since it suits the research objectives.

2.2.8.2. Kahoot!

Kahoot is a popular game-based learning platform that can be used in EFL classrooms to engage students and improve their language skills using collaborative learning. It was created in 2012, based on the Lecture Quiz research project, which was launched at the Norwegian University of Science and Technology in 2006 (Wang et al., 2007). The platform provides a variety of interactive quizzes and games that can be used to practice listening, speaking, reading, and writing skills, as well as grammar and vocabulary.

Kahoot is an alternative option from a variety of interactive teaching aids that make the learning process fun and more collaboratively for both students and teachers because the Kahoot application emphasizes a learning style that includes the relationship between the active participation of students and their peers competitive against the learning that is being studied or has been studied (Kaur and Naderajan, 2019).

Using Kahoot in EFL classrooms can increase student engagement and motivation, improving language proficiency and cooperation. Additionally, the platform can assess student understanding and provide immediate feedback, which can help teachers adjust their instruction to meet their students' needs better (Plump & LaRosa, 2017).

Kahoot lets teachers and students create multiple-choice quizzes, polls, and surveys using real-time data. Students only see top performers, so underachievers will not feel embarrassed. Quiz questions and polls encourage quick educational judgments and whole-class debate. However, an open-ended response feature or combining quizzes and polls in one game would help to learn. Students can play or compete with peers after school. Teachers or students can download and view data in Excel. These reports are valuable, but since students do not need accounts, data cannot be compared over time

for classes or individuals (they can create them if they choose). Kahoot quizzes might take time to examine student growth or issue areas for teachers (Susanti, 2017).

According to Chotimah and Rafi (2018) and Susanti (2017), Kahoot has some advantages as the following.

1. Encourage students' interest because this game is fun and increases students' willingness to answer or work on the games presented by the teacher. This application makes students enthusiastic and competes to answer questions because they are curious about the question and the next game. Therefore, it increases students' willingness to be more active in education. Kahoot can be used to monitor students' interests. This game is used to see to what extent students understand their teacher-delivered learning, to see students' progress on education goals, to identify their strengths and weaknesses, and to identify where students will benefit most from teaching.
2. The learning process becomes interesting since Kahoot can generate students' knowledge and stimulate their reaction to the teacher's explanation; this makes the class atmosphere more pleasant.
3. Can be used as teaching aids to train students on their skills.
4. To reinforce learning objectives, make a quiz game that introduces a subject to assist the teacher in learning what his students know and where his teaching should be focused.
5. Short, fast response inquiries work best. It is an excellent resource for language education. The teacher can ask his students' opinions on a topic he covers in his lesson. For example, teachers could show the decisions a controller must make, which may or may not be morally right. Students could believe or not believe the controller made an ethical decision.
6. The use of the game in online training is covered in the frequently asked questions section. Students have to access Kahoot and play the game on a different device. Students can play the same game again using a "ghost", which will be the same as before, but now they are playing against their first answers to get a higher score.

2.3. Related Previous Studies

2.3.1. Studies Related to Teaching Aids in EFL

There have been several studies that have investigated the use of teaching aids in online English as a Foreign Language (EFL) classes. These studies have generally found that teaching aids can effectively improve student learning and engagement in online EFL classes. For example, a study by Bajrami and Ismaili (2016) found that using video and multimedia teaching aids in online EFL classes led to higher levels of student motivation and satisfaction with the class. Using teaching aids has a significant impact on student involvement and participation within the class. Othman and Ahmed (2018) examined teachers' and students' perspectives on utilizing teaching aids and emphasized their significance. They aimed to find out if teaching aids stimulate the processes of teaching and learning, more particular, whether they could make the students involved and productive learners. Furthermore, it encourages teachers to upgrade their teaching techniques.

In the classroom environment and organization, teaching aids enhance teaching and learning for teachers and students. Teachers exhibit a positive disposition towards the utilization of teaching aids to motivate students, as they acknowledge the essential role these tools play in enhancing English proficiency. It is crucial for teachers to recognize that neglecting the incorporation of teaching aids can negatively impact student motivation, thus prompting them to develop their own teaching aids to enhance the teaching and learning experience (Othman & Ahmed, 2018).

A recent issue concerning the Iraqi EFL university teachers' perspectives towards online teaching aids this issue is currently of attraction. The majority still face obstacles and challenges that make online teaching dull and difficult for the teachers, regardless of their positive perspectives toward these aids. Several factors and obstacles can be visible, including limited Internet access, limited sources, and neither the teachers nor the students receiving sufficient preparation for their roles, cultural and social umbrages, a lack of skills for evaluating and teaching high levels of reflection, a lack of exchanges between teachers-students and from students-students, and teachers' limited knowledge of online instruction are all contributing factors.

There are numerous suggestions to improve the process of involving educational internet platforms in the EFL context. EFL teachers can utilize these informative suggestions to facilitate online education and expand opportunities for distance learning through online aids and educational platforms (Al-Atabi, 2020).

Globally, technology dominates the creation and exchange of knowledge and information in the education field. In Thailand, English language teaching and learning has utilized teaching aids for decades. However, there is still a lack of utilizing teaching aids in Thai EFL classrooms which is taught by English teachers. Interviews were conducted with Bangkok high school teachers with various years of experience. All teachers were found to have adopted technology into their classrooms. Several sorts of aids are already utilized by all teachers, while others are currently being included in classrooms. Practicality, an improvement in students' knowledge, and the encouragement of students' interest are significant characteristics that facilitate teachers' utilization of technology. Moreover, a number of obstacles in teachers' usage of technology were identified (Saenkhot, & Boonmoh, 2019).

It is important to note that the effectiveness of teaching aids in online EFL classes may depend on a variety of factors, such as the specific teaching aid being used, the level of the students, and the overall instructional approach of the teacher. Therefore, it is important for teachers to carefully consider which teaching aids will be most effective for their specific students and learning goals.

2.3.2. Studies Related to Collaborative E-Learning in EFL

Jeong (2019) conducted a quantitative study aimed at examining the influence of CEL on the English language, with a focus on enhancing students' motivation and classroom engagement in university English teaching. To gather data, an online questionnaire survey and semi-structured interviews were administered to 57 students from Hannam University in South Korea. The findings indicated that CEL activities were perceived positively by the participants, serving as a motivating educational experience. Additionally, the study demonstrated that English reading through CEL had a positive impact on the students' learning performance in their EFL university program. Jeong (2019) also identified the affective and metacognitive effects of CEL in EFL on student motivation and classroom engagement. Furthermore, the study highlights the

role of social networking platforms in facilitating online group collaboration, helping participants recognize the benefits and effectiveness of this language-learning technique. In their study, Chalak and Karimi (2022) investigated the impacts of collaborative learning through Edmodo as an online platform to enhance writing skills. Fifty Iranian students from intermediate EFL were chosen for eight treatment sessions. The researchers used a quasi-experimental pre-test–post-test design to assign participants into two groups (control and experimental). The control group's participants sent their assignments through email and received feedback asynchronously, while the experimental group's participants worked collaboratively on their writing assignments using Edmodo. Using paired-sample t-test and MANOVA to analyse the results revealed that applying collaborative learning through Edmodo significantly affected writing accuracy.

Moreover, Chalak and Karimi (2022) used a Likert-scale questionnaire to evaluate their participants' attitudes; according to their study's findings, students had a positive attitude toward adding Edmodo to their writing curriculum.

Fathian and Farahian (2021) conducted A study to examine English as a Foreign Language teachers' perceptions toward the effect of collaborative learning in an online discussion group on their reflective technique. Twenty-three Iranian EFL teachers participated in this study. The researchers used a pre-test and post-test design in their study.

Questionnaires were delivered to the participants at the start and end of the study. The study's findings revealed that most participants had optimistic views regarding online collaborative learning in the EFL context. Furthermore, participating in online discussion groups encouraged them to reconsider their teaching technique and achieve higher levels of reflectivity.

CEL can also be used in other filed which can be connected to EFL learning, such as Hernández-Sellés et al. (2019) study. They conducted a study aimed to find a global model to understand the essential factors impacting CEL and to explore the impact of CEL tools in learning in Computer-Supported Collaborative Learning (CSCL). The study was conducted using a questionnaire with 106 university students in five subjects that implied working on CSCL projects at the university degree. The findings reveal the relevance of teacher-student interaction and student-student

interaction in groups during the collaboration process. Emotional asset linked to intra-group work is an essential brace in collaborative learning. Moreover, Hernández-Sellés et al. (2019) found that online collaborative tools contribute to the interaction between group members and maintain emotional support.

3. RESEARCH METHODOLOGY

3.1. Introduction

This chapter describes the methods used to gather the data. The chapter provides a detailed analysis of the characteristics of each community and sample examined in this study, including a detailed description of the experimental procedure and all pertinent data.

3.2. Research Design

The descriptive analytical approach was employed in this study, which aims to depict the phenomenon of the study's component, and in fact, there is an accurate description expressed in the form of qualitative and quantitative exhaustion, as well as the analysis of its data, as well as the clarification of the relationship between its components and the opinions, advanced around it, as well as the processes and effects it contains that can be generalized to the. (Finnerty and others, 2013)

Additionally, questionnaires for employee responses were created using the survey method as a result of the research. A questionnaire is a tool for gathering data utilizing the research community's sample. As a result, the questionnaire will be given to the participants in order to collect the data.

3.3. Population and Sample Size

As the idiom population refers to the entire vocabulary that the researcher aims to study in order to achieve the results of the study and can disseminate the study's findings to all of his vocabularies, the researcher will determine the estimated size of the population in addition to the sample size and the approach he used in selecting the sample of the research in this section. According to McMillan and Schumacher (2014), the sample size should be large and sufficient to provide accuracy.

3.3.1. Sample Size Determination

A representative sample of the community must be chosen in order to carry out the research steps accurately. Using the methods outlined in the sample selection table, 123 Iraqi university professors were selected to include in the sample size of this study. The current study uses the widely used sample size adjustment method given by to determine the sample size (Bartlett, 2001).

| N | S | N | S | N | S |
|-----|-----|------|-----|-----------|-----|
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10 000 | 370 |
| 150 | 108 | 750 | 254 | 15 000 | 375 |
| 160 | 113 | 800 | 260 | 20 000 | 377 |
| 170 | 118 | 850 | 265 | 30 000 | 379 |
| 180 | 123 | 900 | 269 | 40 000 | 380 |
| 190 | 127 | 950 | 274 | 50 000 | 381 |
| 200 | 132 | 1000 | 278 | 75 000 | 382 |
| 210 | 136 | 1100 | 285 | 1 000 000 | 384 |

Figure 3: Sample size for a given population size (Bougie & Sekaran, 2019)

3.3.2. Sample Techniques

In this study, Iraqi university teachers will participate in a semi-exhaustive inventory approach using a basic random sample design, filling out questionnaires at the conclusion of their official terms. The researcher can obtain accurate responses.

3.4. Elements of Analysis

The Analysis Items for a particular case study list the entities that were examined. Parts of the study analysis are broken down into the three areas of organization, society, and person (Kumar et al., 2013).

This study's primary goal is to discover more about how teachers feel about using teaching aids in CEL.

3.5. Measurement of Instruments

The researcher's closed-organization questionnaire was used in this study, and each of the five questions required a response from the respondent. We used the 5-Likert Scale by creating unique questions and limiting answer alternatives. The measurement method adopted and adjusted in the current study activity was based on recent studies pertinent to this context (Churchill and Churchill, 1999). The five-year scale table (1) for the study demonstrates:

Table 1: Question alternative scores

| Item | Scale |
|-------------------|-------|
| Strongly disagree | 1 |
| Disagree | 2 |
| Neutral | 3 |
| Agree | 4 |
| Strongly agree | 5 |

3.6. Data Analysis Technique

To draw conclusions, support decision-making, and reveal the key information, the study used data analysis to investigate, clear, analyse, convert, and shape the data.

To analyse the data for this study project, the study will employ the SPSS program, version 26. The interrelationship analysis, reliability test, and other SPSS features are helpful for texting the response in this study.

3.7. The Validity

The ability of a test to accurately represent the feature being tested is referred to as its validity. The validity of a test can be assessed by comparing the feature being evaluated to the position's requirements and qualifications. A valid test's results are significant. (Ewing & Handy 2009).

The test was examined by a linguists' jury, teachers, and English writers, particularly in the appendices, to confirm the validity of its face (F). The recommendations and viewpoints of each jury have been considered.

3.7.1. The Validity of the Internal Consistency of The Axes of The Tool.

The validity of the study tool was verified using and correlation, and the results were as follows:

Table 2: Correlation coefficients of the axis (teaching aids)

| NO | Items | Correlation Coefficient | P-value |
|----|--|-------------------------|---------|
| 1 | Using teaching aids in teaching English helps to achieve the objectives of the subject. | 0.497** | 0.00 |
| 2 | Using teaching aids in teaching English helps to process the content in an appropriate way. | 0.608** | 0.00 |
| 3 | Using teaching aids in teaching English allows the students to learn according to their abilities. | 0.632** | 0.00 |
| 4 | Using teaching aids makes language learning enjoyable. | 0.574** | 0.00 |
| 5 | Your department supports using teaching aids in teaching English language. | 0.607** | 0.00 |
| 6 | Female teachers are more likely to use teaching aids than male teachers in teaching English. | 0.599** | 0.00 |
| 7 | PowerPoint is the most used aid in teaching English. | 0.540** | 0.00 |
| 8 | Choosing the appropriate teaching aid has an effective role in the process of teaching English. | 0.552** | 0.00 |
| 9 | I believe we should use technological aids in teaching the English language. | 0.577** | 0.00 |
| 10 | I believe that audio-visual aids are better than just audio or visual aids. | 0.622** | 0.00 |

* Correlation is significant at the 0.01 level (2-tailed).

Based on the correlation coefficients presented in the preceding table, there is a statistically significant strong positive relationship ($\alpha = 0.01$) for the dimension of (Teaching Aids). Consequently, these findings, including the correlation values, can be

considered reliable for conducting the study. The coefficient values ranged between 0.497 and 0.632, indicating the strength of the coefficients.

Table 3: Correlation coefficients of the axis (teaching aids in e-learning)

| NO | Items | Correlation Coefficient | P-value |
|----|--|-------------------------|---------|
| 1 | I feel comfortable using web-based platforms in teaching because they are useful. | 0.445** | 0.00 |
| 2 | I find it difficult to teach online. | 0.592** | 0.00 |
| 3 | I would like to have e- classes rather than traditional classes. | 0.522** | 0.00 |
| 4 | I believe face-to-face learning is more effective than e-learning. | 0.646** | 0.00 |
| 5 | Using teaching aids in e-learning helps me to notice and detect differences and contrast between students. | 0.626** | 0.00 |
| 6 | I believe using teaching aids in e-learning is time-consuming and needs so much effort. | 0.555** | 0.00 |
| 7 | The best teaching aids are online aids, because they develop the students' thinking and creative skills. | 0.633** | 0.00 |
| 8 | I believe that teaching aids in light of e-learning work to organize and arrange the teaching process within the e-group. | 0.612** | 0.00 |
| 9 | I resort to teaching aids when I feel that the e-lesson does not reach the students correctly. | 0.581** | 0.00 |
| 10 | I believe using teaching aids will help me in e-learning to present the lessons in a way that is interesting and entertaining. | 0.619** | 0.00 |

* Correlation is significant at the 0.01 level (2-tailed).

Based on the correlation coefficients presented in the preceding table, there is a statistically significant strong positive relationship ($\alpha = 0.01$) for the dimension of (Teaching Aids in E-learning). Consequently, these findings, including the correlation values, can be considered reliable for conducting the study. The coefficient values ranged between 0.445 and 0.646, indicating the strength of the coefficients.

Table 4: Correlation coefficients of the axis (CEL)

| NO | Items | Correlation Coefficient | P-value |
|----|---|-------------------------|---------|
| 1 | I believe students should frequently participate in CEL activities. | 0.625** | 0.00 |
| 2 | I believe CEL improved my teaching experience and gave me better support for my students' learning. | 0.580** | 0.00 |
| 3 | I often face technical difficulties while participating in CEL activities. | 0.659** | 0.00 |
| 4 | I believe CEL is better compared to traditional forms of learning. | 0.665** | 0.00 |
| 5 | I believe CEL makes students more independent. | 0.621** | 0.00 |
| 6 | Using online platforms in CEL meets students' needs. | 0.627** | 0.00 |
| 7 | I feel better when using CEL in my class. | 0.654** | 0.00 |
| 8 | CEL can increase students' motivation and interaction. | 0.600** | 0.00 |
| 9 | Using groups in CEL makes students responsible for each other. | 0.582** | 0.00 |
| 10 | I believe students learn better in EFL classes through printed materials than in CEL. | 0.512 | 0.00 |

* Correlation is significant at the 0.01 level (2-tailed).

Based on the correlation coefficients presented in the preceding table, there is a statistically significant strong positive relationship ($\alpha = 0.01$) for the dimension of (CEL). Consequently, these findings, including the correlation values, can be considered reliable for conducting the study. The coefficient values ranged between 0.580 and 0.665, indicating the strength of the coefficients.

3.8. Pilot Administration of the Test

Pilot testing enables you to assess the efficacy of your research method with a small sample of people prior to completing your main study (Dikko, 2016). For research projects, it's an additional step, but it can even be worthwhile. The researcher wants to know more about the instrument and determine how long it will take it to finish all of the test items during the pilot trial.

The assessment process takes into account the test's discriminatory ability, degree of difficulty, and the readability of the test instructions. So, (20) twenty teachers, one from each group, were chosen at random and tested. The test instructions are clear,

and the results reveal that it takes between 40 and 50 minutes to finish all test items. The post-test items are acceptable, according to the pilot test results.

3.9. Reliability Analysis

Studying effectively, the researcher evaluated the stability of the questionnaire using the Alpha Cronbach method, which expresses the average internal correlation between the phrases it measures. Its value varies from 0 to 1, with 0.60 and higher being deemed acceptable; the closer its value is to the ideal value, the more stable and reliable the instrument is.

Wells and Wollack (2003) suggested that the dependability coefficient be 0.70 or higher. According to Bougie and Sekaran's study (2019), reliability analyses under 0.60 are considered unsatisfactory and 0.80 to be good. After applying the tool, it was found that the reliability ratio is (0.862). Table 5 presenting the essence of the gained accuracy degree of the items.

Table 5: The essence of the obtained accuracy degree of the items (Bougie & Sekaran, 2019)

| Reliability Coefficient | Remarks |
|--------------------------------|----------------|
| Less than 0.60 | Poor |
| 0.70 | Acceptable |
| 0.80 | Good |
| 0.90 and more | Excellence |

3.10. Descriptive Statistics

Cavana et al., 2001, stated that frequency, mean, percentages, and standard deviation are used in statistical analysis with a descriptive focus to highlight the broad perspective that participants give for each questionnaire categories. The study found that descriptive statistics are favoured since they correctly convey traits such as an individual's behaviour, organization, group or scenario, alongside its members' viewpoints, abilities, thoughts, and understanding.

Table 6: Summary of descriptive (Lopes, 2012)

| Mean score | Interpretation |
|--------------------|-----------------------|
| 1.00 – 1.99 | Low |
| 2.00 – 3.49 | Moderate |
| 3.50 – 5.00 | High |

4. DATA OF ANALYSIS

4.1. Introduction

Three sections will make up this chapter: The first section includes a description of the demographic characteristics of the respondents. In the second section, the answers to the three research questions are:

What is the level of EFL teachers' views towards the use of teaching aids in the learning process?

What is the degree of importance of the aids that Iraqi EFL teachers use in presenting the content of the study through e-learning?

Do CEL help students and facilitate student learning?

4.2. Response Rate and Demographic Profile

4.2.1. Response Rate

The current study examined employee responses. As part of the information collection procedure, 172 questionnaires were distributed. Of them, 124 had completed responses, while the remaining 48 either were not completed or the researcher was unable to obtain them, as shown in the accompanying table:

Table 7: Response rate

| Reason | Total | Present (%) |
|--------------------------------------|-------|-------------|
| Distributed questionnaires | 172 | 100 |
| Usable questionnaires | 124 | 72.093 |
| Unreturned/incomplete questionnaires | 48 | 27.907 |

4.2.2. The Demographics of The Respondents

Table (8) lists the respondents', including gender, age, Years of experience, Married status

Table 8: Frequency and proportion of demographic data

| Variable | Variable Category | N | % |
|----------------------------|-------------------|-----|--------|
| Gender | Male | 80 | 64.516 |
| | Female | 44 | 35.484 |
| | Total | 124 | 100 |
| Age | 20-30 | 32 | 25.806 |
| | 31-40 | 70 | 56.452 |
| | 41-60 | 22 | 17.742 |
| | Total | 124 | 100 |
| Years of experience | 2-5 | 30 | 24.194 |
| | 6-10 | 60 | 48.387 |
| | 11-20 | 20 | 16.129 |
| | 21-more years | 14 | 11.290 |
| | Total | 124 | 100 |
| Married status | Single | 34 | 27.419 |
| | Married | 78 | 62.903 |
| | Divorced | 8 | 6.452 |
| | Engaged | 4 | 3.226 |
| | Total | 124 | 100 |

1. Gender

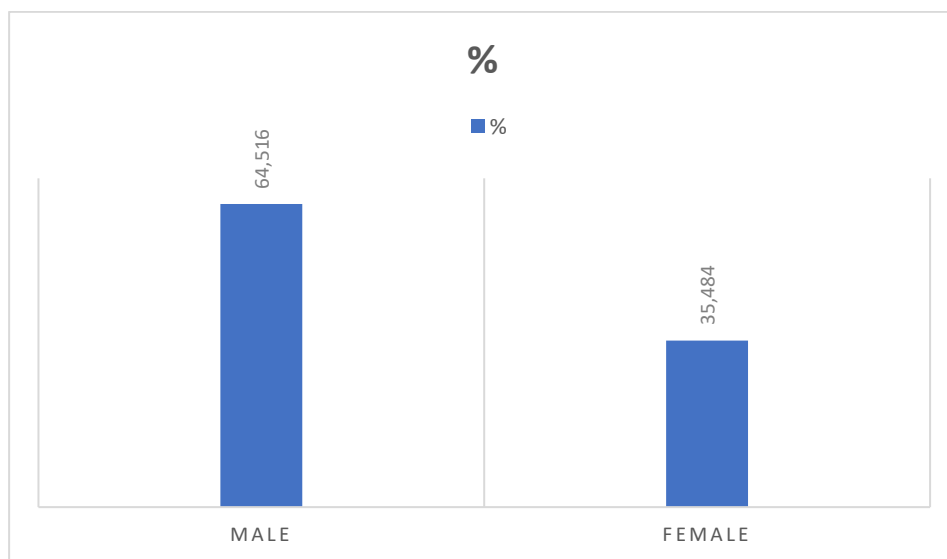


Figure 4: Shows the distribution of the research sample by (gender).

2. Age

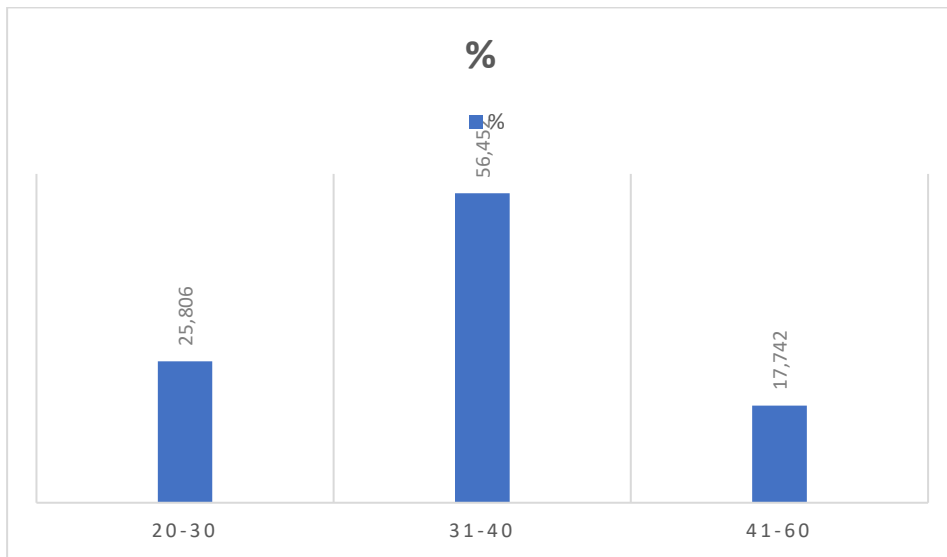


Figure 5: Shows the distribution of the research sample by (Age).

3. Years of Experience

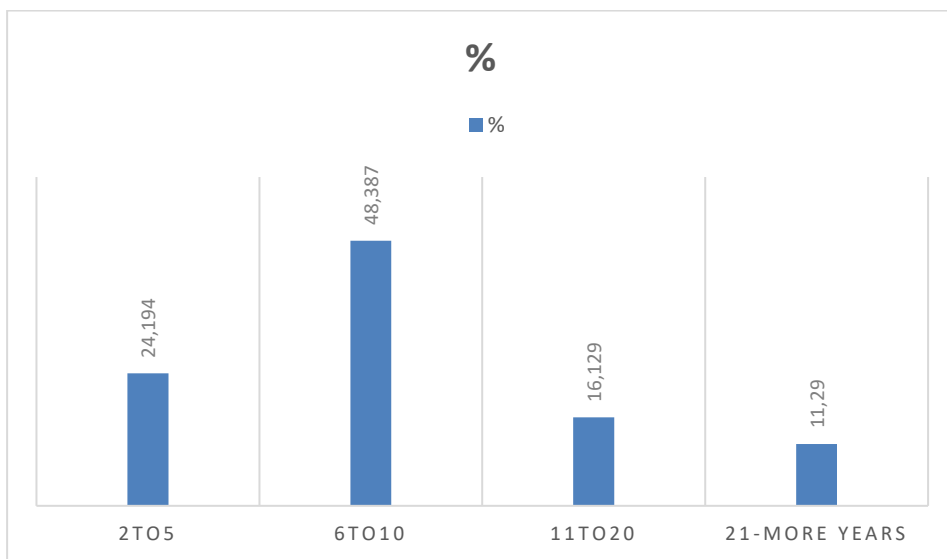


Figure 6: Shows the distribution of the research sample by (Years of Experience).

4. Married Status

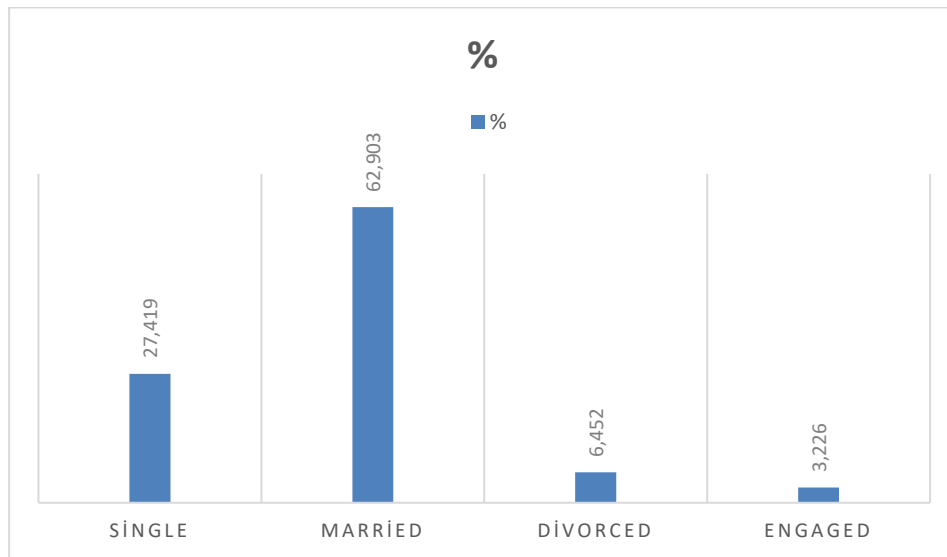


Figure 7: Shows the distribution of the research sample by (Married Status).

4.3. Reliability

The main tool employed in the reliability test is Cronbach's Alpha. The consistency and stability of the variable can be evaluated using the same tool, according to Bougie and Sekaran (2019). The rating of the tool is 1.00 denotes more trustworthy data. Bougie and Sekaran (2019) stated that, a value greater than 0.80 is considered to be exceptional, whereas one less than 0.70 is considered to be subpar.

Table (9) displays the results of the Cronbach Alpha tests for each of the many properties of the independent and dependent research variables.

Table 9: Reliability values for the variables

| Variable | Item | Reliability Coefficients | Remarks |
|-----------------------------|------|--------------------------|------------|
| Teaching Aids | 10 | 0.792 | Acceptable |
| Teaching Aids in E-learning | 10 | 0.871 | Good |
| CEL | 10 | 0.842 | Good |
| Total | 30 | 0.862 | Good |

*The table data show that the tool's overall reliability value was (0.852), which is adequate for these types of investigations, while the questioners' aspect, reliability scores ranged from (0.763 to 0.829)..

4.4. Normality of Test

Table (10) displays the results of the Kolmogorov-Smirnov test of normality.

Table 10: Normality of test

| Tests of Normality | | | | | | |
|-----------------------------|---------------------------------------|-----------|-------------|---------------------|-----------|-------------|
| Employee Performance | Kolmogorov-Smirnov^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| | .078 | 124 | .070 | .978 | 124 | .096 |

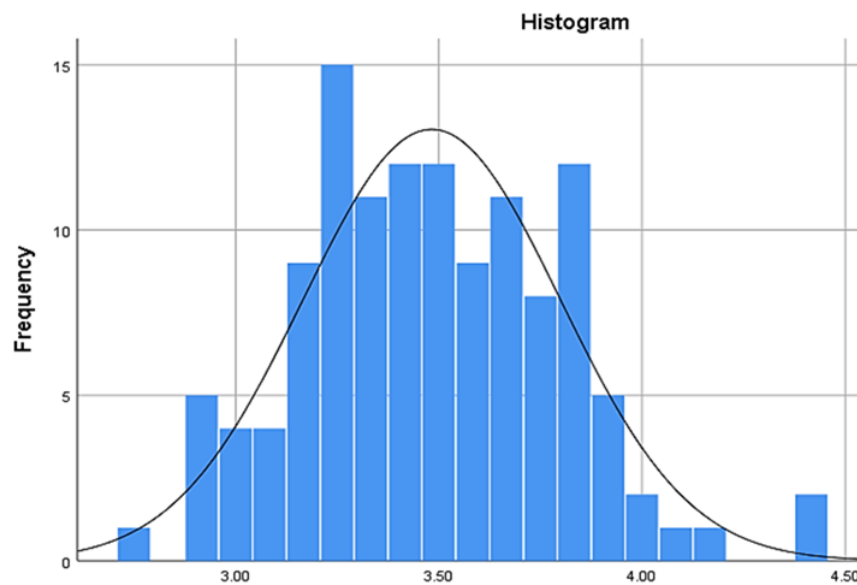


Figure 8: Normality of test

4.5. Descriptive Finding

4.5.1. Mean and Standard Deviation for The Axis (Teaching Aids)

The results for the axis (Teaching Aids)'s arithmetic mean and standard deviations were as follows:

Table 11: Mean and standard deviation of the axis (teaching aids)

| NO | Statements | Minimum | Maximum | Mean | Standard Deviation |
|------------------------|--|----------------|----------------|-------------|---------------------------|
| 1 | Using teaching aids in teaching English helps to achieve the objectives of the subject. | 1.00 | 5.00 | 3.565 | 1.212 |
| 2 | Using teaching aids in teaching English helps to process the content in an appropriate way. | 1.00 | 5.00 | 3.427 | 1.137 |
| 3 | Using teaching aids in teaching English allows the students to learn according to their abilities. | 1.00 | 5.00 | 3.649 | 1.090 |
| 4 | Using teaching aids makes language learning enjoyable. | 1.00 | 5.00 | 3.667 | 1.127 |
| 5 | Your department supports using teaching aids in teaching English language | 1.00 | 5.00 | 3.423 | 1.070 |
| 6 | Female teachers are more likely to use teaching aids than male teachers in teaching English. | 1.00 | 5.00 | 3.299 | 1.029 |
| 7 | PowerPoint is the most used aid in teaching English. | 1.00 | 5.00 | 3.332 | 1.053 |
| 8 | Choosing the appropriate teaching aid has an effective role in the process of teaching English. | 1.00 | 5.00 | 3.613 | 1.143 |
| 9 | I believe we should use technological aids in teaching the English language. | 1.00 | 5.00 | 3.583 | 1.087 |
| 10 | I believe that audio-visual aids are better than just audio or visual aids. | 1.00 | 5.00 | 3.478 | 0.954 |
| General Average | | | | 3.5036 | 0.987 |

*Table (11) shows that paragraph (Using teaching aids makes language learning enjoyable.) obtained the highest arithmetic mean (3.667) and a standard deviation (1.127) while paragraph (Female teachers are more likely to use teaching aids than male teachers in teaching English.) obtained the lowest arithmetic mean (3.299) and a standard deviation (1.029).

4.5.2. Mean and standard deviation for the axis (Teaching Aids in E-learning)

The results for the axis (Teaching Aids in E-learning)'s arithmetic mean and standard deviations were as follows:

Table 12: Mean and standard deviation of the axis (teaching aids in e-learning)

| NO | Statements | Minimum | Maximum | Mean | Standard Deviation |
|------------------------|--|----------------|----------------|---------------|---------------------------|
| 1 | I feel comfortable using web-based platforms in teaching because they are useful. | 1.00 | 5.00 | 3.361 | 1.032 |
| 2 | I find it difficult to teach online. | 1.00 | 5.00 | 3.558 | 1.125 |
| 3 | I would like to have e- classes rather than traditional classes. | 1.00 | 5.00 | 3.408 | 1.041 |
| 4 | I believe face-to-face learning is more effective than e-learning. | 1.00 | 5.00 | 3.569 | 1.117 |
| 5 | Using teaching aids in e-learning helps me to notice and detect differences and contrast between students. | 1.00 | 5.00 | 3.711 | 1.099 |
| 6 | I believe using teaching aids in e-learning is time-consuming and needs so much effort. | 1.00 | 5.00 | 3.923 | 1.114 |
| 7 | The best teaching aids are online aids because they develop the students' thinking and creative skills. | 1.00 | 5.00 | 3.532 | 1.041 |
| 8 | I believe that teaching aids in light of e-learning work to organize and arrange the teaching process within the e-group. | 1.00 | 5.00 | 3.664 | 1.146 |
| 9 | I resort to teaching aids when I feel that the e-lesson does not reach the students correctly. | 1.00 | 5.00 | 3.770 | 1.066 |
| 10 | I believe using teaching aids will help me in e-learning to present the lessons in a way that is interesting and entertaining. | 1.00 | 5.00 | 3.335 | 1.074 |
| General Average | | | | 3.5831 | 0.887 |

*Table (12) shows that paragraph (I resort to teaching aids when I feel that the e-lesson does not reach the students correctly) obtained the highest arithmetic mean (3.770) and a standard deviation (1.066) while paragraph (I believe using teaching aids will help me in e-learning to present the lessons in a way that is interesting and entertaining.) obtained the lowest arithmetic mean (3.335) and a standard deviation (1.074).

4.5.3. Mean and Standard Deviation for the Axis (CEL)

The results for the axis (CEL)'s arithmetic mean and standard deviations were as follows:

Table 13: Mean and standard deviation of the axis (CEL)

| NO | Statements | Minimum | Maximum | Mean | Standard Deviation |
|------------------------|---|---------|---------|---------------|--------------------|
| 1 | I believe students should frequently participate in CEL activities. | 1.00 | 5.00 | 3.445 | 1.071 |
| 2 | I believe CEL improved my teaching experience and gave me better support for my students' learning. | 1.00 | 5.00 | 3.262 | 1.003 |
| 3 | I often face technical difficulties while participating in CEL activities. | 1.00 | 5.00 | 3.509 | 1.050 |
| 4 | I believe CEL is better compared to traditional forms of learning. | 1.00 | 5.00 | 3.510 | 1.049 |
| 5 | I believe CEL makes students more independent. | 1.00 | 5.00 | 3.602 | 1.088 |
| 6 | Using online platforms in CEL meets students' needs. | 1.00 | 5.00 | 3.697 | 1.141 |
| 7 | I feel better when using CEL in my class. | 1.00 | 5.00 | 3.916 | 1.091 |
| 8 | CEL can increase students' motivation and interaction. | 1.00 | 5.00 | 3.989 | 1.127 |
| 9 | Using groups in CEL makes students responsible for each other. | 1.00 | 5.00 | 3.766 | 1.143 |
| 10 | I believe that students learn better in EFL classes through printed materials than in CEL. | 1.00 | 5.00 | 3.685 | 1.0258 |
| General Average | | | | 3.6381 | 0.984 |

*Table (13) shows that paragraph (CEL can increase students' motivation and interaction.) obtained the highest arithmetic mean (3.989) and a standard deviation (1.127) while paragraph (I believe CEL improved my teaching experience and gave better support for my students' learning.) obtained the lowest arithmetic mean (3.262) and a standard deviation (1.003).

Table 14: Shows the computing circles and sample level of the data included in it

| Variable | N | Minimum | Maximum | Mean | Standard Deviation | Interpretation |
|-----------------------------|-----|---------|---------|--------|--------------------|----------------|
| Teaching Aids | 124 | 1 | 5 | 3.5036 | 0.987 | High |
| Teaching Aids in E-learning | 124 | 1 | 5 | 3.5831 | 0.887 | High |
| CEL | 124 | 1 | 5 | 3.6381 | 0.984 | High |
| The total Questionnaire | 124 | 1 | 5 | 3.574 | 0.687 | High |

*It is clear from table (14) that dimension (CEL) gets the first order with an arithmetic mean (3.6381) and a standard deviation (0.984) while dimension (Teaching Aids in E-learning) gets the second order with an arithmetic mean (3.6381) and a standard deviation (0.984) then dimension (Teaching Aids) gets the third and last order with an arithmetic mean (3.5036) and a standard deviation (0.987) while the total arithmetic mean of the sample on the questionnaire was (3.574) and a standard deviation (0.687).

4.6. Study Questions Test

4.6.1. Q1: What is the level of EFL teachers' views towards the use of teaching aids in the learning process?

Table 15: Shows the results of the test (one-sample statistics) for the first question

| One-Sample Statistics | | | | | | | |
|------------------------------|-----|--------|----------------|------------|--------|-----|-------|
| | N | Mean | Std. Deviation | Test Value | t | Df | Sig. |
| Q1 | 124 | 35.036 | 1.226 | 30 | 45.720 | 123 | 0.000 |

*Through the table's results, it is clear that there are significant variations at a probability ratio of (0.05), which refers that A high level of teachers' opinions towards the use of teaching aids in the learning process.

4.6.2. Q2: What is the degree of importance of the aids that Iraqi EFL teachers use in presenting the content of the study through e-learning?

Table 16: Shows the results of the test (one-sample statistics) for the second question

| One-Sample Statistics | | | | | | | |
|------------------------------|-----|--------|----------------|------------|--------|-----|-------|
| | N | Mean | Std. Deviation | Test Value | t | Df | Sig. |
| Q2 | 124 | 35.831 | 1.762 | 30 | 36.844 | 123 | 0.000 |

*Through the table's results, it is clear that there are significant variations at a probability ratio of (0.05), which indicates that the means used by Iraqi EFL teachers are of great importance in presenting the content of the study through e-learning.

4.6.2. Q3: Do CEL help students and facilitate student learning?

Table 17: Shows the results of the test (one-sample statistics) for the third question.

| One-Sample Statistics | | | | | | | |
|------------------------------|-----|--------|----------------|------------|--------|-----|-------|
| | N | Mean | Std. Deviation | Test Value | t | Df | Sig. |
| Q3 | 124 | 36.381 | 2.06127 | 30 | 34.472 | 123 | 0.000 |

5. DISCUSSION OF RESULTS

Noticing the results of the analysis of the first question, table (15), it is clear that there are significant differences at a probability ratio of (0.05), which indicates teachers' perspective on high level towards using teaching aids in the learning process. This meant that Teachers accepted using teaching aids within EFL classes. Therefore, this will help them prepare mentally and physically for using teaching aids. Furthermore, this positive perspective is due to the possibility that teaching aids provide teachers with flexible teaching, various teaching methods, better management of their classes, and interaction.

As regards the results of the second question, using teaching aids in the e-learning table (16), there are significant differences at a probability ratio of (0.05), which indicates that the aids used by Iraqi EFL teachers are of great importance in presenting the EFL content of the study through e-learning. This result means that Iraqi EFL teachers are ready to face the challenges of using teaching aids through e-learning. The reasons behind this are the different environments e-learning offers, the different learning choices, and being a substitutional solution in certain occasions, such as the last pandemic.

Finally, for the third question results of Table (17), it is clear that there are significant differences at a probability ratio of (0.05), which indicates that CEL helps students and greatly facilitates student learning. Therefore, the teachers' perspective is positive toward using CEL in their classes; since they are aware of their student's abilities. This will give additional credits for using CEL in classes and boosts various teaching and learning methods as long as they are useful.

According to what has been discussed about teachers' positive perspectives on using teaching aids in CEL, we can rely on them both in teaching EFL. In other words, teaching aids and CEL can be used as a method at Iraqi universities since both students and teachers accept them.

5.1. Conclusions

The current study aimed to draw attention to the use of teaching aids in CEL at Iraqi universities. This study concluded that there are positive perspectives among

English language teachers in Iraqi universities regarding the use of teaching aids in teaching English. Most teachers have knowledge of the scientific and technical foundations to prepare students to use teaching aids. As well as the existence of positive perspectives on the application of the collaborative learning strategy because it contributes to improving students' skills in learning English compared to the usual method. Using teaching aids and CEL is better than traditional method teaching. Teaching aids and CEL are more creative, and teachers can easily get their students' attention. CEL activities help improve social communication as well as improve students' interaction whiten class activities.

5.2. Recommendations

Since the results of this study show positive perspectives by both teachers and students concerning using teaching aids and CEL in EFL classes, the researcher recommends the following:

1. Work on conducting comprehensive studies dealing with the effectiveness of certain means and techniques and their impact on teaching English in Iraqi universities.
2. Work to spread the idea of integrating technology with education to get out of the idea of the traditional environment of education.
3. Providing alternatives to facilitate learning, developing teaching strategies and means, and increasing its effectiveness in teaching English at all educational levels.
4. Benefit from educational websites and their advantages in teaching English as a second language (ESL) in addition to using them in teaching other subjects
5. Conducting training workshops for teachers and students related to participatory e-learning.

5.3. Limitations of the Study

The study was limited to the use of teaching aids in CEL, while more techniques can be concentrated on the same study's topic. This study is limited to investigating

teachers' perspectives towards using teaching aids in CEL in EFL classes. It is further limited to three Iraqi universities (Baghdad, Tikrit and Babil Universities). Furthermore, the study is also limited to a sample number of teachers from the universities mentioned above since future studies could get a larger sample.

5.4. Suggestions for Future Studies

There are some suggestions by the researcher for future studies that may be conducted on the same topic.

1. Investigating the difference between EFL university teachers' perspectives and EFL school teachers' perspectives about implementing teaching aids in CEL.
2. Study the impact of CEL in various ways in developing other dependent variables that affect students' lives, such as problem-solving, critical thinking, and reflective thinking.
3. Conducting a study on (the reality of the use of teaching aids in teaching EFL for other educational stages of general education)
4. Conduct a comparative study about the use of teaching aids and teaching techniques in governmental and private universities.

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APPENDIX

Teaching Aids Questions

1- Using teaching aids in teaching English helps to achieve the objectives of the subject.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

2-Using teaching aids in teaching English helps to process the content in an appropriate way.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

3- Using teaching aids in teaching English allows the students to learn according to their abilities.

- Agree
- Strongly Agree
- Undecided
- Disagree

- Strongly Disagree

4- Using teaching aids makes language learning enjoyable.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

5- Your department supports using teaching aids in teaching English language.

Agree

- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

6- Female teachers are more likely to use teaching aids than male teachers in teaching English.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

7- PowerPoint is the most used aid in teaching English.

- Agree

- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

8- Choosing the appropriate teaching aid has an effective role in the process of teaching English.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

9- I believe we should use technological aids in teaching English language.
Agree

- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

10-I believe that the audio-visual aids are better than just the audio or the visual aids.

- Agree
- Strongly Agree
- Undecided
- Disagree

- Strongly Disagree

Teaching Aids in E-learning Questions

1- I feel comfortable using web-based platforms in teaching because they are useful.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

2- I find it difficult to teach online.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

3- I would like to have e- classes rather than traditional classes.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

4- I believe face-to-face learning is more effective than e-learning.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

5- Using teaching aids in e-learning helps me to notice and detect differences and contrast between students.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

6- I believe using teaching aids in e-learning is time consuming and need so much effort.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

7- The best teaching aids are the online aids, because they develop the students' thinking and creative skills.

- Agree
- Strongly Agree
- Undecided

- Disagree
- Strongly Disagree

8- I believe that teaching aids in light of e-learning work to organize and arrange the teaching process within the e-group.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

9- I resort to teaching aids when I feel that the e-lesson does not reach the students correctly.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

10- I believe using teaching aids will help me in e-learning to present the lessons in a way that is interesting and entertaining.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

Collaborative e-learning Questions

1- I believe students should frequently participate in collaborative e-learning activities.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

2- I believe collaborative e-learning improved my teaching experience and gave better support for my students' learning.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

3- I often face technical difficulties while participating in collaborative e-learning activities.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

4- I believe collaborative e-learning is better compared to traditional forms of learning.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

5- I believe collaborative e-learning makes students more independent.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

6- Using online platforms in collaborative e-learning meet students" needs.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

7- I feel better when using collaborative e-learning in my class.

- Agree
- Strongly Agree
- Undecided

- Disagree
- Strongly Disagree

8- Collaborative e-learning can increase students' motivation and interaction.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

9- Using groups in collaborative e-learning makes students responsible for each other.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

10- I believe that students learn better in EFL classes through the printed materials more than collaborative e-learning.

- Agree
- Strongly Agree
- Undecided
- Disagree
- Strongly Disagree

CURRICULUM VITAE

Uday SADIQ HASAN had completed his secondary education in Al-Jehad for boys in Babel, then obtained the bachelor's degree in 2019 from University of Babylon, College of Education for Human Sciences, English Department. In 2020 he went to Turkey to get his master degree in English language at Karabuk University..