Using of Electronic Means of Communication in E-Learning

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Abstract

The purpose of this study is to investigate the using of electronic means communication in e-learning. The study was guided by research questions. Furthermore; the main significant goal was enhanced their own learning, developing communicative competence as well as develop cognitive abilities for students and also for reduce burden on schools, faculties and institutions. Moreover, it presents several definitions of e-learning, advantage and challenges of e-learning. This study definitely depends on questionnaire instrument to gathering the required data. The participants of the study were 100 Students who use information techniques in electronic learning in College of Mass Media at al-Iraqia University. Based on the findings the researcher has found out that, e-learning helped students to develop the cognitive ability among the students through informing them of the wide world in which they live and to come to learn certain information in the educational institutions. Results have also showed the various means of communication that have an important role in the promotion of knowledge. Information has also generated many ideas that help them to take advantage from the available topics to become a helpful element.

ملخص

هدفت الدراسة إلى التحقيق في استخدام وسائل اتصال إلكترونية في التعلم الإلكتروني، وتعزيز عملية التعلم، وتطوير الكفاءة التواصلية و القدرات المعرفية للطلاب وأيضا لتقليل العبء على المدارس والكليات والمؤسسات. وتعرض الدراسة عدة تعاريف للتعلم الإلكترونية وكذلك ميزة والتحديات التي تواجهه. واعتمدت على أداة الاستبيان لجمع البيانات المطلوبة. وشملت عينة الدراسة 100 طالب من الذين يستخدمون تقنيات المعلومات في التعليم الإلكتروني في كلية الإعلام في جامعة العراقية. واستنادا إلى النتائج وجد الباحث إلى أن التعلم الإلكتروني ساعد الطلاب على تطوير القدرة المعرفية بين الطلاب من خلال إطلاعهم على أنحاء العالم الذي يعيشون فيه، وذلك عن طريق معرفة معلومات معينة في المؤسسات التعليمية. وأظهرت النتائج أن وسائل الاتصال المختلفة قد ولدت دورا هاما في تعزيز المعرفة والمعلومات للعديد من الأفكار التي تساعدهم على الاستفادة من الموضوعات المتوفرة لتصبح عنصر مفيد لهم.

1- Introduction

This is the age of WWW and we are living in a globalized era, where the world is massively being connected. The e-learning initiatives have connected the whole world and have removed the barrier of age, place, time and socio-economic nature. The technological revolution has created a new dimension in whole education scenario. With the amazing development of Internet, the field of education has tried to exploit web as a communication channel to connect distant learners with their learning resources. It is a platform with flexible learning using Information Technology and Communication resources, tools and applications, and focusing on interactions among teachers, learners and online environment.E-learning usually refers to structured and managed learning experiences, and may involve the use of Internet, CD-ROMs, software, other media and telecommunications. Because of the flexible nature of E-learning and since it provides the right information in right time and in right place, students are now more familiar and feel more comfort in this new education system.

Though E-learning concepts have become more popular and many standards have been developed and used by many institutions and organizations, the real challenges lies in the fact that they encounter many problems. It is sure that many of standards developed in appropriate theoretical frameworks and formal approaches which guarantee that people do not stop merely at creating technical solutions, but can force on to document the impact of technology on learning, and can pass along with lessons learned. Further, in a developing country, the digital devices are still with us, and appropriate use of technology requires consideration of a wide range of low-tech and high-tech solutions. Many researches in this domain are still trying to make the content representation standard. They are trying to make the learning style more powerful from the learner's point of view which is a more important area of research where learner's preferred pace is getting more interest than other areas.

E-learning is electronic learning, and typically this means using a computer to deliver part, or all of a course whether it's in a school, part of your business training or a full distance learning course.

In the early days, many people thought bringing computers into the classroom would remove that human element that some learners need, but as time has progressed technology has developed, and now we embrace smart phones and tablets in the classroom and office, as well as using a wealth of interactive designs that makes distance learning not only engaging for the users, but valuable as a lesson delivery medium.

2- Research problem

Research problem concentrated in the possibility of benefit from modern e-learning techniques in schools and universities and to achieve broad objectives So, The following research questions will be addressed in the study:

1-2 Is it possible for e-learning to replace academic education?
2-2 Do the media have contributed to the increasing of awareness of e-learning?
3-2 What are the services that have provided by the e-learning in the educational process?

3- Significance of the study

E-learning taken by students to enhance their own learning.

E-learning especially important for learning which is essential for developing communicative competence. E-learning aims to develop a cognitive potential for students and also for reduce burden on schools, faculties and institutions.

4- Objectives of the study

The objectives of this study are as follows:

1- To identify the contributing of electronic communication in the increasing of awareness of e-learning.
2- To discover if e-learning can replace academic education.
3- To clarify services that have provided by the e-learning in the educational process.

5- The Hypothesis

The present study hypothesized that using of electronic communication in e-learning doesn't affect students at the college of mass media learning.

6- Procedures of the Study

6-1 Questionnaire is conducted by the researcher to assess using of electronic communication in e-learning.

6-2 Sample of the study is non–randomly selected.

6-3 Questionnaire applied through distributed the questionnaire on the sample of the study in order to give their opinion on its items.

6-5 Validity and reliability of the questionnaire are computed,

6-6 Results are presented by using suitable statistical devices.

6-7 Findings, Conclusions, recommendations are put forward.

7-THEORETICAL BACKGROUND

7-1 E- Learning Definitions

E-Learning is a term that means something different to almost everyone

who uses it. Some use the term to refer to packaged content pieces and others to technical infrastructures. Some think only of web-based self-study while others realize eLearning can include real-time learning and collaboration. Almost all agree that eLearning is of strategic importance. Also almost all agree that eLearning is an effective method that should be blended into a corporation's.

E-learning refers to ICT (information and communication technology) supported by distance education where the education is founded and where the ICT can be anything from radio and T.V to mobile phone and computer. There is no limitation in regards to how much of the course is delivered through technology. The technologies can be used to deliver "some or all of course" (Oblinger & Hawkins, 2005, p.14).

E-learning can be defined as the most recent evolution of distance learning (Raab et al., 2002). In its broadest definition, e-learning includes instruction delivered via all electronic media, including the Internet, intranets, extranets, satellite broadcasts, audio/video tape, interactive TV, and CD-ROM (Govindasamy, 2002). In a more narrow definition, a key element in elearning (sometimes also defined as ''Internet-enabled learning'') is the use of network technologies to create, foster, deliver, and facilitate learning, anytime and anywhere (Raab et al., 2002). Thus, in this study, e-learning is defined as the most recent evolution of distance learning that creates, fosters, delivers, and facilitates learning, anytime and anywhere, with the use of interactive network technologies.

E-Learning can be asynchronous (meaning learners are experiencing the learning at different times) or synchronous (meaning learners are experiencing the learning at the same time) or it can incorporate both drawing on the strengths of each. Independent learning is, by definition, asynchronous. Facilitated and collaborative can be either asynchronous or synchronous.

Some of the more obvious benefits of e-Learning include consistency of content, ease of customization, learner control, and reduction or elimination of travel costs to attend learning events. Consistency of content is achieved by the same learning being made available to anyone, anywhere, anytime with no degradation to the quality or effectiveness of the content or presentation. Learner control lets each learner complete just the sections of the learning they need leaving them free to come back at any time for more or to review what they have already covered. As (Marc Rosenberg, 2001. p. 30) puts it, "E-learning can reach an unlimited number or people virtually simultaneously… Everyone gets the same content, presented the same way. Yet the programs can also be customized for different learning needs or different groups of people." ()

7.2 Advantages of e-learning

E-learning offers the opportunity for information to be presented in various forms – text, sound, pictures, etc. More than that, it affords the opportunity for the information to be stored in various mediums and formats over long periods of time and accessible over long distances. Compared to face-to-face learning, these mediums can provide means of revision several times over in a day and over a period in a manner more accurate and convenient to students who are at the centre of the teaching and learning activity.

E-learning offers great flexibility in learning (Kocur & Kosc, 2009). This flexibility provided by the various forms in which the learning material can be presented, allows the students a variety of options to learn from at their own pace and time. The flexibility benefits of e-learning could be harnessed to provide a world of information that have been tried, tested and preserved for centuries for the purposes of learning and development.

E-learning also offers lower cost to both students and implementers. There are different e-learning products and packages. Students have the option to select products and packages that suits their available funds. Some of these are often one-off purchase or payments which place little or no burden on the student who needs to learn.

E-learning also makes available content for re-use. Through careful research and development of learning curriculum, materials essential for learning to take place are developed and stored through digital mediums. These contents are therefore available for further study and review in the face of developments in the field through research.

E-learning provides a variety of avenues for human development. People of all ages with little or much experience in formal education can develop themselves through the opportunities afforded by e-learning. While some educational institutions may require certain previous background experience and qualifications before students can enroll, others are more professional based and simply require ability to read and understand.

E-learning also has the potential to absorb the increasing number of students that characterize of educational system particularly at the tertiary level (Karim & Hashim, 2004). The major issues creating these problems include inadequate teachers, inadequate learning resources like books, classrooms/lecture halls, accommodation, etc. This creates a situation where teaching and learning can become ineffective due to large numbers of students and the inadequate and sometimes unavailable required learning materials.

7-3 Challenges of E-Learning Implementation

Though there are several advantages to be derived from the implementation of e-learning, these benefits are not likely to be realised due to certain fundamental challenges facing the educational system. Andersson and Grönlund (2009) proposed a conceptual framework for understanding the challenges facing e-learning implementation in developing countries and for conducting further research. This conceptual framework consists of individual characteristics (both students and teachers), Below we discuss the various challenges.

7-3-1 Student's Challenges

7-3-2- Motivation

Student motivation is seen as a very critical factor in a successful implementation of e-learning. Students must be motivated to use the e-learning system. There is the need to provide some kind of reward system that would motivate students to use e-learning. This can be done through recognition by the laws of the land, distinctly cheaper cost of enrolment, and commitment by the institutions and its lecturers. The e-learning must be aligned to the expectations and needs of the students. When they perceive that they can achieve their educational objectives and aspirations through the e-learning medium, they will be more willing and motivated to continue.

7-3-3 Conflicting Priorities

The amount of time students have to and want to commit to the course also plays an important role in the success of e-learning implementation. The time devoted to learning is an important predictor of a student's learning and retention. When several activities compete for the attention of the student, without prioritization and discipline, very little can be realized from an e-learning programme. This is based on the belief that, with e-learning the level of progress made in learning is highly dependent on the student.

7-3-4- Economy

The lack of student funding and financial difficulties can make students drop out of an e-learning programme. Funding is a major problem for most students due to the prevalence of poverty. In the typical classroom education, most parents are unable to afford fees and other educational charges, leading to the drop out of many students. Many institutions have instituted flexible payment terms for their students and yet still many are unable to meet the payment deadline. Though e-learning can provide a cheaper alternative, this must be seen to be reasonably cheaper and more affordable if its implementation is to be successful.

7-3-5 Academic Confidence

The academic confidence of a student can predict the success or failure of a student in an e-learning course (Simpson, 2002). Some researches show that academic factors such as previous academic experience and qualifications can best describe student's performance (Andersson, 2008). Where a student's self-efficacy, which is the student's confidence in his or her ability to successfully complete a course, is high the potential for impacting positively on the success of an e-learning implementation can be positive. Where the self-efficacy is low, it can result in difficulties in the implementation.

7-3-6 Gender

Issues of gender can also influence e-learning implementation in developing countries. Where there is a higher drive towards male education, compared with the girl child education, the total number of potential users of e-learning can be drastically reduced. Encouraging more girls in education can increase the number of users particularly as there are evidences that girls learn faster than boys.

7-3-7 Teacher Challenges

-Technological Confidence

The confidence of the teacher in using computers and other technologies is very important. The ability of teachers to use technology in imparting knowledge and skills to their students can determine the impact to be made with e-learning. This ability is equally dependent on their prior experience in the technology's use and skills acquired. Where the confidence of the teacher in the use of technology is low, the teacher would either not use it or use it ineffectively. In both cases, the chances of a successful implementation of e-learning would be poor.

-Motivation and Commitment

Teachers and trainers also need to be motivated and committed to the e-learning if its implementation is to be successful. Benefits of an e-learning implementation must be explained to teachers in order to gain their commitment and raise their motivation. The absence of this can lead to mistrust and resistance to the implementation of e-learning.

Motivation and commitment would ensure that teachers research into and

look for ways of improving learning aspirations of students. Failure in this can cause student dissatisfaction. For instance where teachers fail to provide feedback, students tend to either drop out or not pass.

-Qualification and Competence

The teacher's qualification and competence in general and in online teaching in particular also play important roles. There is the notion that the higher qualification a teacher has the tendency to appreciate new things like the use of technology in education. Also, where the competency of a teacher is enhanced, fear of failure and use of a technological medium is reduced, if not eliminated. For e-learning, training must be provided to the teachers and instructors. Their competencies need to be strengthened through training from time to time.

-Time

The time available for developing e-learning materials and taking part in e-learning course matters also play important roles. Where time is not made to develop and ensure quality of e-learning materials, contents made available will be of little help to users. Again the failure of teachers to engage in e-learning activities that improves upon the teaching and learning functions can greatly

affect the implementation of e-learning.

7-4 Features of E-Learning

E-learning is characterized by a set of features that distinguish them from traditional education, and perhaps the most prominent of these features the following:

- Increase the possibility of the students interact with each other on the one hand and between the students and the university on the other hand, for ease of communication between these parties in several directions such as discussion boards, e-mail, chat rooms, and that the above means of communication increase and motivate students to participate and interact with topics.

- Equality: communication tools allow each student the opportunity to make his opinion, at any time and without embarrassment, while the traditional lectures may deprive him of this feature, the reason may be due to the weakness of the voice of the student himself or shyness or other reasons.

-Accessibility: E-learning allows great ease of access to the teaching, in the fastest time without being restricted by temporal considerations, since the applicant can send inquiries to teacher through e-mail.

-Non-compliance with spatial considerations between the students and the teaching staff.

- Contribute of e-learning in raising the level of dealing with computer and Internet access to skills, including expands the cognitive aspects of the student.

7-5 Types of Information Techniques Used in the E-Learning

Based e-learning on a set of core elements, consistent in content with the frameworks of traditional education, and of students and teaching staff, as well as educational curricula, and administrative staff, but the elements that are unique to the e-learning what The technologies of information and communication networks computerized as essential requirements for the application of this type of education, and perhaps the most important of the information used in the e-learning techniques as follows:

7-5-1 Audio and Video

Radio offers a synchronous educational vehicle, while streaming audio over the internet with webcasts and podcasts can be asynchronous. Classroom microphones often wireless can enable learners and educators to interact more clearly.

7-5-2 Computers, Tablets and Mobile Devices

Computer-supported collaborative learning is a group-based learning approach in which learners are mutually engaged in a coordinated fashion to achieve a learning goal or complete a learning task. With recent developments in Smartphone technology, the processing powers and storage capabilities of modern mobiles allow for advanced development and use of apps. Many app developers and education experts have been exploring Smartphone and tablet apps as a medium for collaborative learning.

Computers and tablets enable learners and educators to access websites as well as programs such as Microsoft Word, PowerPoint, PDF files, and images. Many mobile devices support e-learning.

7-5-3 Social Networks

Courts& Tucker (2012) asserted that group webpages, blogs, wikis, and Twitter allow learners and educators to post thoughts, ideas, and comments on a website in an interactive learning environment. Murray & Rhonda (2007) clarified that social networking sites are virtual communities for people interested in a particular subject to communicate by voice, chat, instant message, video conference, or blogs. Every student has his or her own learning requirements, and educational framework provides enough resources, learning styles, communication tools and flexibility to accommodate this diversity.

7-5-4 Virtual Classroom

A virtual classroom provides the opportunity for students to receive direct instruction from a qualified teacher in an interactive environment. Learners can have direct and immediate access to their instructor for instant feedback and direction. The virtual classroom provides a structured schedule of classes, which can be helpful for students who may find the freedom of asynchronous learning to be overwhelming. In addition, the virtual classroom provides a social learning environment that replicates the traditional classroom. Most virtual classroom applications provide a recording feature. Each class is recorded and stored on a server, which allows for instant playback of any class over the course of the school year. This can be extremely useful for students to retrieve missed material or review concepts for an upcoming exam.

8-METHODOLOGY

8-1Participants

The participants of this study were one hundred students, with males and female students studying at Mass Media College/ Al Iraqia University. Students who use information techniques in electronic learning.

8-2 Research Instruments

The instrument that was utilized in this study was:

8-2-1Questionnaire: According to Brown (2001), questionnaires are defined as "any written instruments that present respondents with a series of questions or statements to which they react either by writing out their answers or selecting from among existing answers." it was distributed to number of students in order to gain as much information as possible to ensure and enlighten the effectiveness of using information techniques in electronic learning on students'. It engaged the opinions students from college of mass media. It was distributed to the targeted participants to answer the questions that related to the using of electronic communication in e- learning.

8-3 Face Validity

Validity is the first aspect to be checked when constructing any type of testing. It refers to "the extent to which an assessment measures what it is supposed to be measured". Instrument validity is a reflection how well it measures what it is designed to measure (Bergam, 1981:150).

Face validity is the best type of validity in case of self-rating (Nunnally, 1972:353). It is secured if the list of items appears to measure what is intended to be measured (Ebel, 1972:78).

Accordingly, the questionnaire is exposed to (6) experts in the field of EFT to decide its face validity (see table 3.1). The validity of the items of questionnaire is found out by using the percentage of agreement, where the items are proved to be valid by (100%) of agreement.

Table 1

	Academic Rank	Name	College
1	Assistant Professor	Yousra, khaled	College of Mass Media\Al- Iraqia University PH.D. in Media
2	Assistant Professor	Saed, Muayyad Mohammed	College of Education Ibn Rush\Baghdad University PH.D. in ELT
3	Assistant Professor	Hussain muhammed Al- Falahy	College of Mass Media / Iraqia University PH.D. in Media
4	Instructor	Al-zubaidi, Ali Arif	College of Languages\Baghadad University PH.D. ELT
5	Instructor	Noor Fauzy	College of Media\Al-Iraqia University M.A. in ELT
6	Instructor	Mahdi, Ahmad Abd Al-Wahab	College of Media\Al-Iraqia University M.A. in ELT

8-4 Reliability of the Questionnaire

Reliability is one of the necessary characteristics of any good test. It refers to consistency of measurement which makes validity possible and indicates the amount of confidence that can be placed in the results of a test (Oller,1979:4). "It is the actual level of the agreement between the results of one test with itself" (Davies, et.al., 1999:168).

A sample of (100) students at the college of mass media are non-randomly chosen by researcher. Data obtained by the researcher is correlated by using Pearson Correlation Coefficient The computed reliability coefficient value is found out to be (10.930) which is considered acceptable since it is above the tabulated value (3.841) under level of significance (0, 05) with degree of freedom (1) (Mehrens and Lehmann, 1991:113).

8-5 Scoring Scheme

The scoring scheme adopted in the present study depends on three Likert Scale whether they; agree, neutral, disagree.

8-6 Statistical Methods

1- Pearson Correlation Coefficient

It is used to compute reliability of questionnaire

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

X= the first set of scores.

Y= the second set of scores.

N= number of sample. (Downie & Heath, 1983:99)

- The Weighted Mean

It is used to compute the frequency of occurrence of each item.

$$w.m = \frac{F1 \times 3 + F2 \times 2 + F3 \times 1}{total\ frequency} \qquad \text{(Isaac \& Michael, 1977:50)}$$

- The Percentile Weight

$$p.w = \frac{Weighted\ mean}{higher\ alternative} \times 100 \qquad \text{(Ibid)}$$

9-**Findings, Conclusions and Recommendations**

9-1 Introduction

In this chapter, the findings were analyzed and discussed. The data analyzed are mainly from the questionnaire which is the main instrument of this study that was given out to the respondents. Also the researcher provided some conclusions and recommendations.

Table 2: indicates results of questionnaire

N Items	Agree	Neutral	Disagree	Weighted mean	Weighted percentile
1	74	25	1	2.73	91
2	26	42	32	1.94	64.66
3	50	40	10	2.40	80
4	26	50	24	2.02	67.33
5	56	36	8	2.48	82.66
6	55	29	16	2.39	79.66
7	48	49	3	2.45	81.66
8	72	24	4	2.68	89.33
9	66	30	4	2.62	87.33

10	60	35	5	2.55	85
11	59	36	5	2.54	84.66
12	64	32	4	2.60	86.66
13	64	31	5	2.59	86.33
14	55	33	12	2.43	81
15	41	45	14	2.27	75.66
16	71	23	6	2.65	88.33

Table 3: indicates the sequence of results

No	Weighted percentile	Rank order
1	91	1
2	89.33	2
3	88.33	3
4	87.33	4
5	86.66	5
6	86.33	6
7	85	7
8	84.66	8
9	82.66	9
10	81.66	10
11	81	11
12	80	12
13	79.66	13
14	75.66	14
15	67.33	15
16	64.66	16

9-2 Discussion of Results

Based on the results shown in the table (4.2) , the researcher has reached the following results:

- First paragraph (Have the information provided by the means of communication strengthened your information than before?) has obtained the

first rank with weighted mean (2.73) and weighted percentile (91). This shows that students are supportive of the idea that means of communication play a main role in the promotion of previous information they have learned as well as helped them to remember.

- Second paragraph (Have means of communication matured your ideas on specific topics?) has obtained a second rank with weighted mean (2.68) and weighted percentile (89.33). The means of communication have matured and helped to explain several topics among the students and have given them some freedom to express opinions and ideas.

- Third paragraph (Have means of communication increased your linguistic skills and have helped you to know some vocabularies which are unknown to you before?) has obtained a third rank with weighted mean (2.65) and weighted percentile (88.33).This shows that the students were supportive of the means of communication that have helped them in the development of linguistic abilities and in the recognition and increase of new vocabulary. In academic studies, a teacher usually adheres to the curriculum and the possibly of re-conversation by means of communication several times.

- Fourth paragraph (Have means of communication generated much of your imagination to understand the events to provide treatment for them to recognize their nature and occurrence?) has obtained a fourth rank with weighted mean (2.62) and weighted percentile (87.33). This high percentage shows that the means of communication among the students have generated much imagination and understanding of the events. The means of communication have supplied the students of many pictures and videos.

- Fifth paragraph (Have means of communication helped to obtain information concerning the academic studies?) has obtained the fifth rank with weighted mean (2.60) and weighted percentile (86.66). This high percentage confirms that through the means of communication, students can obtain information that bear relation to their topics and curriculum.

- Sixth paragraph (Have means of communication contributed to develop your cognitive abilities (thinking, memory, attention, etc.?) has obtained a sixth rank with weighted mean (2.59) and weighted percentile (86.33). This percentage shows the important role of the means of communication in the development and increase of cognitive abilities. Because of the presence of certain device of multimedia the ideas are also multiple, and have captured their attention.

7- Seventh paragraph (Have means of communication shifted you from the stage of observation or entertainment to the stage of seeking knowledge?) has

obtained the seven rank with weighted mean (2.55) and weighted percentile (85). It shows that the means of communication often take the students from the stage of entertainment and observation to the stage of knowledge and learning as they depend mainly on elements of excitement and stimulus.

8- Eighth paragraph (Have the presence of natural and man-made sound effects in means of communication helped to attract your attention to follow-up the suspense of scientific material?) has obtained weighted mean (2.54) and weighted percentile (84.66). This percentage emphasizes the importance of sound effects in capturing the attention of students to follow-up the scientific subjects.

9- Ninth paragraph (Have you noticed that e-learning at an early age, is able to take you to a higher level of thinking and creativity?) has obtained weighted mean (2.48) and weighted percentile (82.66). Students stressed that e-learning is able to take them to a high level of thinking and creativity.

10- Tenth paragraph (Have you interacted with the academic items using the means of communication in education?) has obtained weighted mean (2.45) and weighted percentile (81.66). This percentage confirms that the students were interacting with the use of e-learning in their subjects, contributed to increase their understanding. This is because, in e-learning, there is a wide opportunity for thinking and remembrance.

11- Eleventh paragraph (Have means of communication helped you to learn certain foreign languages?) obtained weighted mean (2.43) and weighted percentile (81). Students confirm that the means of communication have greatly helped to learn foreign languages through communication networks and the internet that links them to the outside world and makes the world a small village.

12- Twelfth paragraph (Is e-learning more flexible and enjoyable than traditional education?) has obtained weighted mean (2.40) and weighted percentile (80). This percentage confirms that the students have admitted that e-learning is more flexible and entertaining than traditional education as it has a wealth of information is easy to find additional sources and is more helpful to understand the course topics.

13- Thirteenth paragraph (Have use of means of communication in education saved much of your time and effort?) has obtained weighted mean (2.39) and weighted percentile (79.66). This percentage confirms that e-learning has saved the students effort, time and money as the students do not pay money and efforts as is the case with traditional education. Student can communicate with others at home by means of the internet.

14- Fourteenth paragraph (Have means of communication helped you to better learn to write some journalistic arts?) has obtained weighted mean (2.27) and weighted percentile (75.66). Through this percentage, it shows that the means of communication play major role in the acquisition of journalistic arts through a lot of experiences in newspapers around the world which are published on a daily basis and take various forms.

15- Fifteenth paragraph (Are students be able to move from traditional education to e-learning without problems?) has obtained weighted mean (2.02) and weighted percentile (67.33). Most of the students recognize the difficulty to move from traditional education to e-learning because of some problems, including weak of network as well entertainments which divide the minds of readers.

16- Sixteenth paragraph (Is e-learning more effective than traditional one?) This paragraph has obtained weak percentage of terms. It shows that many students were not supportive of the ideas that e-learning can't replace traditional education because of the fact that it depends on communication between students and teachers as well as on the daily following-up of subjects and on the necessity to connect between teachers, curriculum and students.

9-3 Conclusions

Based on the results, the researcher concluded the following:

- Some items confirm that the information obtained by the students through the various means of communication have an important role in the promotion of knowledge they take in their academic study. The information has also generated many ideas that help them to take advantage from the available topics to become a helpful element.

- Means of communication are important in increasing the linguistic ability of the students. They must be applied in the educational institutions. Also, they helped to develop the cognitive ability among the students through informing them of the wide world in which they live and to come to learn certain information in the educational institutions. As, geographically speaking, the means of communication have no limit and could cross seas and provide us ideas about the world which is unknown to us before.

- Most of the students have found difficulty in moving from traditional education to e-learning because of some problems, including weak of network as well entertainment which divides the minds of the readers. This is apart from the fact that students were not supportive of the ideas that e-learning can't replace

traditional education because of it depends on communication between students and teachers as well as on the daily following-up of subjects.

9-4 Recommendations

- There is a need increase social mobilization among members of the community to interact with this type of education.

- There is a need to contribute of educators in the education industry.

3- There is a need to provide of infrastructure to this type of education to prepare trained human resources as well as provide the required communications that help move this education from place to another.

- There is a need to provide programs to train students and teachers and administrators to take advantage from technology.

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APPENDIX

Dear Respondents….

You will find underneath a number of questions related to the study which researcher intends to undertake a research entitled (The Use of Means of Communication in the e-Learning). Please read and answer them accurately and objectively by choosing one substitute for each paragraph by ticking (   ) in the right place. Do not leave any paragraph unanswered each answer will be used for the purpose of scientific research.

NO	Statement	agree	Neutral	Disagree
1	Have the information provided by the means of communication strengthened your information than before?			
2	Is e-learning more effective than traditional one?			
3	Is e-learning more flexible and enjoyable than traditional education?			
4	Are students be able to move from traditional education to e-learning without problems?			

5	Have you noticed that e-learning at an early age, is able to take you a higher level of thinking and creativity?			
6	Have use of means of communication in education saved much of your time and effort?			
7	Have you interacted with the academic items using the means of communication in education?			
8	Have means of communication matured your ideas on specific topics?			
9	Have means of communication generated much of your imagination to understand the events to provide treatment for them to recognize their nature and occurrence?			
10	Have means of communication shifted you from the stage of observation or entertainment to the stage of seeking knowledge?			
11	Have the presence of natural and man-made sound effects in means of communication helped to attract your attention to follow-up the suspense of scientific material?			
12	Have means of communication helped to obtain information concerning the academic studies?			
13	Have means of communication contributed to develop your cognitive abilities (thinking, memory, attention, etc.)?			
14	Have means of communication helped you to learn certain foreign languages?			
15	Have means of communication helped you to better learn to write some journalistic arts?			
16	Have means of communication increased of linguistics skills and have helped you to know some vocabularies which are unknown to you before?			