

Using English Online Learning to Improve English Language at Institute of Nursing in Kuwait

ABSTRACT

Objective: Using English online learning to improve English language at institute of nursing in Kuwait. **Subjects and Methods: Research design:** A quasi-experimental design was used in order to achieve the aim of the study. **Setting:** The study was conducted at technical institute of nursing at Kuwait. **Subjects:** A purposive sample consisting of 60 students, according to the following inclusion criteria: First academic year. Didn't attend any courses about online learning. **Study Tools: First tool:** A Self-administered questionnaire it was used to assess demographic characteristics of students. **Second tool:** Perception scale: It was used to assess students' students' perception regarding online learning, pre and post intervention. **Third tool: Students' evaluation sheet:** To evaluate the exams' score of student in writing English. **Results:** The mean age of the studied students was 16.50 ± 1.09 year, more than half of them were female and more than two thirds of students were from rural areas. Also, there was a highly statistical significance difference about total studied students' perception regarding online learning and exams' score of student in writing English between both groups pre and post intervention. **Conclusion:** Based on the results of the current study it could be concluded that: Using English online learning improved English language at institute of nursing in Kuwait. **Recommendations:** Periodic assessment in the secondary technical nursing schools regarding new trained about methods of learning for English language. Update training courses for students to enhance their performance regarding online learning for English language. Further study with replication of the current study on a larger probability sample is recommended to achieve generalization of the results and wider utilization of the designed online learning English language

Keywords: Learning, Online Learning, English Language, Institute of Nursing

INTRODUCTION

Learning is a dynamic and interactive process resulting in some modifications relatively permanent in the way of thinking, feeling and doing of learner (**Hagag, 2011**).

On the other hand, teaching/learning process fosters intellectual growth, critical thinking, and lifelong learning. Teaching/learning are based on the beliefs that each of intellectual inquiry is implemented through effective interpersonal relationships and communication (**Association of Applied Science in Nursing {AASN}, 2013**).

A nursing institute is a type of educational organization within higher education systems, providing education and training to produce a fully qualified nurse. The nature of nursing education and nursing qualifications varies considerable across the world (**Wikipedia, 2007**).

One of the challenges nursing education now faces is to devise alternative ways to deliver the programmes which will reduce class contact time without reducing the quality of the programme. The ability to use IT effectively is an increasingly important skill for nursing students. It is essential to support their student experience and also to give them

the basis of the information skills that they will need in practice once they are qualified nurses **(Cai, 2012)**.

Moreover, rapid changes on the field of informational technologies forces educational and others institutions to think about different ways of teaching and learning in both formal and informal environments **(Crim & Reio, 2011)**.

Most teachers knowing the value of engaging, challenging projects for nursing students, have planned field trips, laboratory investigations and interdisciplinary activities that enrich and extend the curriculum. Teachers of English as a Foreign Language (EFL) often use an outdated lecture-memorization methodology resulting in low motivation, confidence, and ability on the part of students. Innovative educators are exploring use of technology, such as videoconferences with native speakers, to enrich the classroom; however few guidelines have been developed for effective videoconference instructional design **(Wu et al., 2014; Olson, 2012)**.

E-learning can operationally be defined as the use, delivery and achievement of learning, training or education electronically. E- Learning as a mode of education may go along with the traditional mode leading to the practice of blended learning **(Whisenand, & Dunphy, 2010)**.

E-learning or online is increasingly being embraced by the traditional academic institutions, hybrid educational organizations and newly established online organizations for teaching English and other subjects in universities in the Arab world. Different universities in the Arab countries have accepted and implemented the e-learning concept and achieved considerable levels of success **(Clark & Mayer, 2016)**.

According to **Ghaffari and Abbas (2011)**, the increased adoption of online-learning platforms in Arab universities is aimed at expanding distance learning. The increased adoption of e-learning is also based on results of several studies that demonstrated the value of e-learning relative to the traditional classroom based-learning as demonstrated herein **(Khan, 2016)**.

Advantages of e-learning: easy to monitor e-course than traditional classrooms; allows online learners to utilize electronic mails to communicate with faculty members, and it offers a cost-saving advantage to learners **(Hartnett et al., 2011)**.

Merits of learning English via e-learning platform were identified as the ease of access to information, boosting learners', improvement learners' comprehension skills, and enabling students to master English **(Cai, 2012)**. The associated advantages of e-learning as accessibility; flexibility; and convenience. It is less expensive to access content via e-learning platform than in the traditional classroom system. It was further indicated that e-learning results in more enriching and engaging learning experiences by promoting collaborative learning **(Katuk and Ali, 2008)**. Meanwhile, the obstacles to the implementation of e-

learning were identified as scant internet resources, limited awareness of using e-learning platform, and limited resources to facilitate e-learning (**Quigley, 2011**).

Today, several tools exist for use by online learners. These tools are broadly categorized into nine: photo-editing (Pixir), audio recording and editing, clear's rich internet applications (multimedia projects), videoconferencing (skype), video-production, vocabulary learning, presentation (Prezi), word reference (collaborative working and dictionaries), editing (Amara), e-portfolios (weekly) and websites (**Yale Center for Language, 2015**). Other online tools were listed and grouped into twelve categories by **Jeong-Bae Son (2014)** as communication content/learning management systems; live and virtual worlds; Web exercise creation; Website creation; resource sharing; wikis and blogs; dictionaries and concordancers; Web search engines; and utilitie). These tools have been identified as facilitators of e-learning. They are believed to contribute to the effectiveness of e-learning.

Learning English is always a matter of difference of opinions and ideas. English is taught in different parts of the world using different ways: both traditionally and innovatively. However, e-learning has recently become an integral component of modern education system. Keeping the relevance of modern and innovative strategies of teaching/learning in a specific situation, variety of e-learning tools and strategies have been developed with a view to foster teaching-learning process to make it more effective and result oriented (**Alqahtani, 2019**).

The diversity of available online technologies not only support as enrich the learning experience. Using multimedia tools, an online English class can have video, audio, images and interactive exercises that facilitate the student's experience and transform the moment of learning in a fun and light practice (**Barbarick, 2010**).

Significance of the Study

Significant of the study

The instruction of English as a Foreign Language (EFL) is now a global priority for economic development, science, and interaction among governments. But in spite of the emphasis in many countries on producing college graduates with English skills, instructional methodologies have not always kept pace with the requirements of the marketplace. In countries where there is not a surrounding population using English actively, the language is still often taught as a traditional classroom subject, with students rarely interacting with anyone except their teachers and classmates – far from an authentic learning environment (**Khan, 2016**).

Today, however, technology provides a global infrastructure serving business, political, social, and entertainment endeavors. This provides many new potential channels for interaction among individuals who speak different languages, live in different

countries, and reside in different cultures; however educators must be willing to take advantage of the potential to use such interaction as a learning tool (**Shah et al., 2010**).

Teaching of English in Kuwait is on top priority these days. Linguists, researchers, pedagogues and teachers have different perceptions and views regarding the approaches/methods/techniques of teaching of English in EFL/ESL classrooms. In today's modern learning scenario, it is believed that appropriate utilization of sophisticated tools of e-learning has generally been recommended in order to yield best possible results in a given situation. It is found that many students are found indifferent towards learning the target language (English). However, in order to overcome learning difficulties and motivate the concerned learners the researcher suggested that the students should be well involved in the teaching/learning activities. Online resources in particular can catch the attention of even a passive learner. While ascertaining the effectiveness of e-learning in general, the following aspects were also taken into account: relevance of e-learning, utilization of e-resource, e-training for the students etc. So, the researcher will apply this research to study the effect of using English online learning to improve English language at institute of nursing in Kuwait. The findings of the study are hopefully going to be effective and useful in the current practice of teaching English. Because of youngsters in Kuwait is quite friendly with computers, internet and other communication tools. Therefore, e-learning is expected to de-burden the 21st century Kuwait learners. In addition, internet access and e-learning are easily accessible anywhere and anytime without any trouble.

Aim of the Study

To improve English language using English online learning at institute of nursing in Kuwait.

Hypothesis:

Using English online learning will improve English language at institute of nursing in Kuwait.

Subject and Methods

Research design:-

A quasi-experimental design was used in order to achieve the aim of the study.

Setting:

The study was conducted at technical institute of nursing at Kuwait

Subjects:

A purposive sample consisting of 60 students, according to the following inclusion criteria:

- First academic year
- Didn't attend any courses about online learning of English language.

I. Study Tools

Three tools were used in this study for data collection:

First tool: A Self-administered questionnaire: Developed by the researchers after reviewing of related literature it was used to assess demographic characteristics of students, as; age, sex, residence and fathers' & mother s' level of education

Second tool: Perception scale: To assess students' perception regarding online learning, which adapted from **Kaseem and Hassan (2010)**, it consists of (43) questions concerning students' perception regarding using online learning It is classified into groups of questions concerning students' perception regarding methods of learning, feeling& motivation regarding online learning, communication, and learning achievement.

Third tool: Students' evaluation sheet: It designed by the researcher to evaluate the score level of student in writing English according the policy of institute. Which include the following items:

- The main idea of articles
- Specific details
- Links and its words
- Punctuation marks
- Capital letters
- Dictation

Scoring system for perception questionnaire:

Responses of participants were checked against a three- points lickert scale that range from agree to disagree. On each question the student rates their perception regarding e-learning from 0 to 2, with 0 representing disagree, 1 representing neutral and 2 representing agree. The total perception scale for each respondent is calculated taking into consideration all the perception items.

The total perception grades were divided and categorized as the following:

- Score less than 50% is considered low.
- Score from 60% to less than 75% is considered moderate.
- Score from 75% and more is considered high.
- **Scoring system students' evaluation sheet. The score for each item classified as the following**, the main idea of articles (10 marks), specific details (10marks), links and its words (10 marks), punctuation marks (5 marks), capital letters (5 marks) and dictation (10 marks).Total score equal 50marks=100% and categorized as the following grades:
 - Good (more than 75%)
 - Average (from 60-75%)
 - Poor (less than 60%).

- **Validity and Reliability:**

Content and face validity were performed by 3 professors of computer science and 2 of English science. The reliability test was established by using the Cronbach alpha and Pearson correlation, which showed good internal consistency (construct validity Cronbach alpha = 0.88).

II. Administrative Design

An official approval was obtained from the administrators of the study settings to carry out the study. A clear explanation was given about the aim, nature, importance and expected outcomes of the study.

III. Pilot Study

A pilot study was conducted on 10% of the total study sample (6) nurses to test and evaluate the clarity, and applicability of the study tools and to estimate the time required for completion of each study tool. The pilot study sample was included in the main study sample.

IV. Operational Design

Ethical Considerations:

It was also necessary for the researchers to get the consent of the students. So, strict confidentiality was ensured throughout the study process. The study subjects were assured that all data will be used only for research. They were also informed about their right to withdraw from the study at any time without giving any reason.

Field work:

After official permissions to carry out the study, were obtained the aim of the study was explained to the subjects in study setting. The study was carried out over a period of 9 months started from beginning of September 2020 to the end of May2021. The previously mentioned setting were visited by the researcher two days/week (Mondays & Wednesdays) from 9.00 a.m. to 12.00 p.m.

Intervention phases

This **Intervention** was conducted on four consecutive phases: Assessing, developing, implementing and evaluating.

Assessment phase:

This phase started with the students' interview (individually).The researcher introduced herself to students, at the beginning the aim of the study was explained to gain their cooperation. Oral consent was obtained from each student, they were assured about the anonymity of their answers and that the information given will be used for scientific research only and be treated with strict confidentiality. Assess students' characteristics and their perception regarding online learning using the previous mentioned tools. The average time consumed to fill in the tools was between 5- 10 minutes for the self-administered questionnaire and about 15 minutes for Likert scale assessment. **A pre-test written exam was given to the students to write about a unified topic that the**

students had not trained on before and this topic was within the limits of the students' general information(half an hour).

Implementation phase:

The students discussed their expectation about the study and any clarification needed for students was given by the researcher.

Students were divided into two equal groups randomly (control and experimental). Students in control group were exposed to the traditional method, while the online learning methods directed to the students of the experimental group only by the researcher. The contents for learning writing English was include the following items, the main idea of articles, specific details, links and its words, punctuation marks, capital letters and dictation(for both groups). **For control group**, the first session (60 Minutes), which include items the main idea of articles, specific details and links and its words. The second session (60 Minutes), which include items punctuation marks, capital letters and dictation.

Different methods of teaching were used as lectures, group discussion role play and brain storming. Suitable teaching media were prepared and used during implementation such as; posters, pictures and power point.

Students were divided into subgroups the number of each one was average between 10:15 students, each session started with the summary feedback about the previous session.

For experimental group, the researcher distributed instructed guidelines regarding using electronic course which consists of its title, aim, contents and how to use. The researcher receded the course electronically with one of the companies according to the rules of the institute, registered the students in the course then give them a private path ward to join. Write the instructional guidelines about using the course in Announcements portion. Determined some sites in the external links according to the grammatical and written rules of English language. Some examples of online methods that recommended are photo-editing, audio recording and editing, clear's rich internet applications (multimedia projects), videoconferencing (Skype), video-production, vocabulary learning, presentation, word reference (collaborative working and dictionaries), editing, e-portfolios and websites. Other online tools were live and virtual worlds; Web exercise creation; Website creation; resource sharing; wikis and blogs; dictionaries and concordances; Web search engines; and utilities. During the study, the researcher was facilitating the use of electronic course by providing technical support and explaining the method of using the components of the course according to the needs of the students.

Evaluation phase:

After completing the course, a post –test was given to the students to write about a unified topic that the students had not trained on before and this topic was within the limits of the students' general information.

Evaluation was done to evaluate the effect of English online learning to improve students' English language using the previous mentioned tools for both groups.

V. Statistical Design

Data collected were organized, and scored, tabulated, and analyzed by computer using the “Statistical Package for the Social Science” (SPSS windows), version 19. Numerical data were expressed as mean \pm SD, and range. Qualitative data were expressed as frequency and percentage. Using Chi-square (X^2) test, relations between different numerical variables were tested using Pearson correlation, when P value less was than 0.05, it was considered significant, and less than 0.001, was considered as highly significant.

Results

Table (1): Number and percentage distribution of the studied students (control& experimental) according to their characteristics (n=60).

Students characteristics	Control		Experimental		Total	
	No.	%	No.	%	No.	%
Age (years)						
17- <18	10	33.3	10	33.3	20	33.3
18- <19	17	56.7	17	56.7	34	56.7
19+	3	10.0	3	10.0	6	10.0
Mean \pm SD	17.77 \pm 1.42		17.17 \pm 1.37		17.61 \pm 1.41	
Sex						
Male	10	16.66	7	11.7	17	28.3
Female	20	83.34	23	88.3	43	71.7
Father educational level						
Read and write	8	26.7	9	30.0	17	28.3
Average education	15	50.0	14	46.7	29	48.3
High Education	7	23.3	7	23.3	14	23.3
Mother educational level						
Illiterate	3	10.0	4	13.3	7	11.7
Read and write	8	26.7	8	26.7	16	26.7
Average education	17	56.7	18	60.0	35	58.3
High Education	2	6.7	0	0.0	2	3.3
Residence						
Rural	15	50.0	16	53.3	31	51.7
Urban	15	50.0	14	46.7	29	48.3

Table (1) shows that 56.7% of the studied students were in the age group of 18- <19 years for both groups, most of them (83.34%, 88.3%) was female in control and experimental group respectively. The table also shows that there is no statistical significance difference between control and experimental group regarding their characteristics.

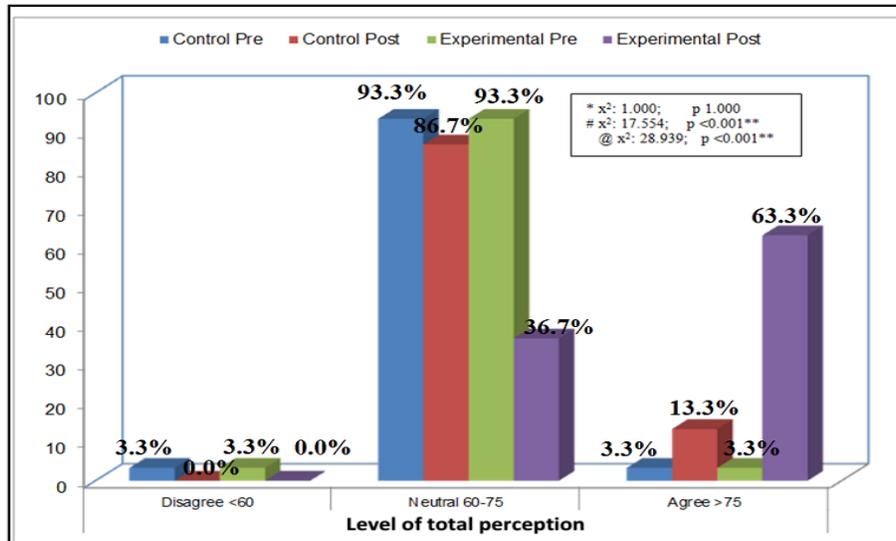


Figure (1): Percentage distribution of the studied students(both groups) according to their total perception regarding online learning (pre/post intervention).

* Pre control versus Pre experimental

Post control versus Post experimental

@ Pre experimental versus Post experimental

This figure indicates that, highly statistical significant differences was observed between the control and experimental groups as a regards to their total perception regarding online learning (pre/post intervention).

Table (2): Percentage distribution of the studied students (both groups) according to their score level regarding writing English (pre intervention) (n=60).

Items	Control Pre			Experimental Pre			Chi-square test	
	Poor	Average	Good	Poor	Average	Good	x2	p-value
The main idea of articles	46.7	26.7	26.7	43.3	33.3	23.3	0.326	0.849
Specific details	20.0	23.3	56.7	16.7	30.0	53.3	0.371	0.831
Links and its words	36.7	33.3	30.0	40.0	30.0	30.0	0.096	0.953
Punctuation marks	33.3	36.7	30.3	33.3	33.3	33.3	0.100	0.951
Capital letters	33.3	43.3	23.3	30.0	40.0	30.0	0.343	0.842
Dictation	46.7	30.0	23.3	46.7	33.3	20.0	0.130	0.937

p-value >0.05 NS

This table indicates that, **46.7% &43. 3%** respectively in both the control & experimental groups had a poor score level about the main idea of articles in writing English pre intervention. There was no statistical significant difference between control & experimental groups in relation to their score level regarding writing English pre intervention.

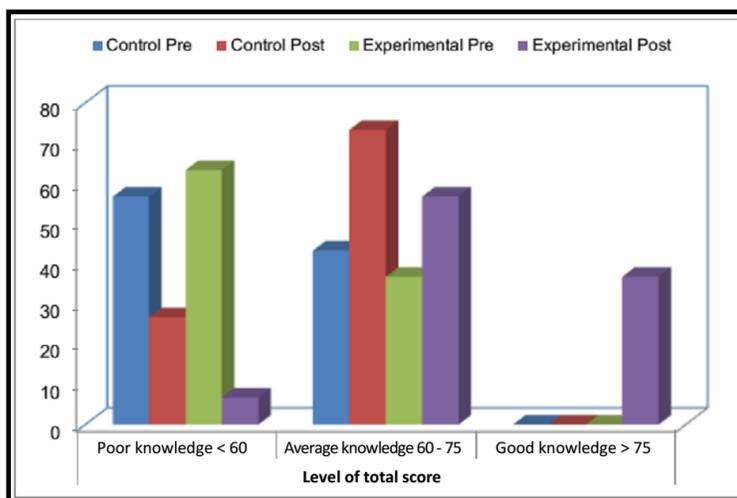


Figure (2): Percentage of the studied students (both groups) according to their total score level about writing English (pre/post intervention).

* Pre control versus Pre experimental

Post control versus Post experimental

@ Pre experimental versus Post experimental

This figure reveals that, highly statistical significant differences was observed between the control and experimental groups as regards to their total score level about writing English (pre/post intervention).

Discussion

The results of the present study indicated that, highly statistical significant differences was observed between the control and experimental groups as a regards to their total attitudes regarding online learning (pre/post intervention).

This may be due to intervention related to online learning that improved students' perception. These findings were agreeing with **Mutambik (2018)** who study” The Role of E-learning in Studying English as a Foreign Language in Saudi Arabia” and recommended that, the student was clearly concerned that it would not be easy to use online-learning without any experience and guidance This highlights the importance of the teacher’s role in supporting students when using online-learning tools.

Otherwise, **Allam & Elyas (2016)**, mentioned in the study about “Perceptions of Using Social Media as an ELT Tool among EFL Teachers within the Saudi Context. English Language Teaching“ that, students can use online learning any time which means they have flexibility to use online learning to complete more exercises or to do homework.

On the other hands, many of the participants stated that the flexibility that E-learning offers can promote English learning, as stated by **Lai et al. (2016)**, in study

about“ University student and teacher perceptions of teacher roles in promoting autonomous language learning with technology outside the classroom“.

Regarding writing English, near a half of studied students respectively in both control & experimental groups had a poor score level about the main idea of articles in writing English pre intervention. There was no statistical significant difference between control & experimental groups in relation to their score level regarding writing English pre intervention. This may be due to that, all students have no previous experience about English online learning. This results was supported by **Kuama (2016)** in the study about“ Is Online Learning Suitable for All English Language Students? “and the results suggested that low English proficiency students lacked online learning skills and experiences in self-directed learning. They may not be ready for learning English online. Additionally, **Solak and Cakir (2015)** argued that employing effective online learning strategies is essential because, in doing so, students learn faster, have more pleasure, and learn more efficiently and effectively about English learning.

Moreover, **Altunay (2014)**, stated in a study about “Language learning strategies used by distance learners of English: A study with a group of Turkish distance learners of EFL“ that, interesting and practical online course design and content is very important. Sufficient explanations for the lessons and exercises are also required. Additionally, the design and content of learning tasks must be evaluated and revised from time to time.

The present study revealed that, a highly statistical significant difference was observed between the control and experimental groups as regards to their total score level about writing English (pre/post intervention).

This may be due to hat, online language learning training conducted before the course begins and throughout the course to encourage students’ motivation to learn online. Moreover, interesting and motivating orientation at the beginning of the course was implemented.

This was in accordance with **Shih (2005)**, in a study about “Taiwanese EFL learners' online language learning strategies“, and mentioned that, to take an online course, online English students need assistance.

However, **Al-Menei (2008)** reported that elsewhere asserts that mastery of reading and writing in English can be supported through E-learning in the study about “ An Investigation of the Effect of Computer-assisted Writing Instruction on EFL Saudi Learners“.

In the study about “exploring the Unknown: The Autonomy of Saudi EFL Learners. English Language Teaching“ **Alrabai (2017)**, mentioned that, the online learning system is necessary in order to develop key English learning skills (i.e. reading, writing, speaking and listening) in an easy, interactive and fixable ways. Furthermore, Khan, (2014) study the effectiveness of Blended Learning for Teaching of English: An

Exploratory Study and confirmed the hypothesis that e-learning/online learning can be utilized as a facilitating and motivating tool for learning English as a second/foreign language.

The results of the student done by **Khan (2016)** about“ Effectiveness of E-learning for the Teaching of English: A Study of Comparative Strategies“ revealed that most of the students (experimental group) felt that online learning helped them improve their English.

Conclusion

Based on the results of the current study it could be concluded that: Using English online learning improved English language as regarded post intervention than pre at institute of nursing in Kuwait.

Recommendations

Based on the results of the current study, the following recommendations are suggested:

Periodic assessment in the secondary technical nursing schools regarding new trained about methods of learning for English language.

Update training courses for students to enhance their performance regarding online learning for English language.

Further study with replication of the current study on a larger probability sample is recommended to achieve generalization of the results and wider utilization of the designed online learning English language.

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