A Program to Develop the Students' Awareness of E-learning and its Applications in English in the Foundation Program of Dhofar University

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Abstract
This study aims to identify the degree to which English language students in the Foundation Program at Dhofar University, Oman are aware of e-learning and its applications in their field of specialization. It further attempts to identify the effectiveness of certain patterns and tools of e-learning in student performance, using both descriptive and experimental approaches. To achieve these goals, researchers use a scale to measure the awareness of e-learning that includes twenty-five multiple choice questions and an evaluation card on e-learning applications in English. The study sample consists of sixty male and female students at the university. There are two primary outcomes. First, the degree of student awareness of English language e-learning is found to be relatively weak, with statistically significant differences in awareness among male and female students in favor of females. There are further statistically significant differences between students' average scores before and after the development of an e-learning awareness program in favor of post application. The study makes a number of recommendations, including adopting the pilot awareness program in all majors and holding e-learning training seminars for both faculty and students, which, it is hoped, will bolster the effectiveness of e-learning at the university.

keywords: Awareness, E-learning, English language, foundation program

1.1 Introduction

The beginnings of the twentieth century were characterized by a massive information revolution. One of its most important manifestations was the emergence of the internet, which was the most important technological achievement of this period (Harris, 2005). This technological revolution was accompanied by the spread of a number of concepts that did not exist before, such as simulated classrooms, e-learning, e-books, encyclopedias, digital books, electronic library, electronic scales, electronic activities, e-environment, e-school, e-learning, and virtual labs(Keller, 2005).

E-learning is one of the most important concepts to have captured the thinking of many researchers and scholars over the past few years in terms of theory and application. It is based primarily on the availability of tools provided by technology, represented by the computer and the internet, that were the cause of its spread and development (Zemsky & Massy, 2004).E-learning, as pointed out by Lark & Mayer (2007), is "an educational system that uses information and computer network techniques to strengthen and expand the educational process scale. This happens through a variety of means, including computer hardware, in promoting the educational objectives of the process and the delivery of educational content." E-learning is an interactive environment in which approved applications are based on these technologies. E-learning enables student access to learning resources in any place

The Government of Oman has become aware of the importance of e-learning, so it has conducted several conferences that help disseminate technological awareness. The e-government conference was held in the Sultanate of Oman in December 2009, followed by several conferences at the level of the Gulf Cooperation Council (GCC). At the same time, Dhofar University is keen to be in line with government initiatives. It has included the Moodle system in curricula, and official dealings between both students and the university and students and faculty occur through e-mails. The university encourages e-learning through activities built around projects and assignments.

The English language unit in the Foundation Program at Dhofar University adopts all types of electronic applications, from registration to monitoring grades. Since English is the medium of instruction at DU, there is a definite need to approach the teaching of English at the university in a systematic, meaningful and purposeful manner. The Foundation Program at DU offers incoming students with low proficiency in English an intensive program to help them pursue their studies in the major of their choice through the medium of English, with the aim of immersing students in the English language. The Foundation Program at DU takes the advantage of all modern approaches in education, including e-learning (Dhofar University Catalogue, 2013/2014).

In order to develop students' awareness of e-learning and its applications in English in the FP at DU, the program is dependent on small educational modules containing the concept of e-learning and its characteristics, types, tools and applications in the field of English language.

1.2 Rationale

While teaching English skills (reading, writing, listening and speaking) in the FP at DU and during students' completion of the assignments required of them, the researchers have noticed a weakness in their awareness of e-learning and its applications in the field of English. Many

students do not take the advantage of the internet to complete their assignments. Many of them do not make use of CDs that accompany their textbooks. They cannot even send their files electronically. These shortfalls confirm the results of the exploratory study carried out by the researchers on a sample of students from the FP at DU. A survey was used in the exploratory study which showed that 50% of the respondents had not mastered the use of computers at a university level, and 70% had poor internet skills or could not use what skills they had in the field of education. The survey also found that 95% of the respondents did not have knowledge of the concept of 'e-learning.'

The Foundation Program at Dhofar University depends mainly on e-learning, where Moodle system and e-mails are used in official communications within the university, not only between students themselves or between students and faculty, but also between students and the administration. All students have electronic usernames and passwords to access all things relevant to them, such as study plans, the dates of tests, their results and online registration. However, the Foundation Program students at DU cannot benefit from e-learning while they still rely on traditional methods. They are still far from benefiting from technological innovations even though the university has numerous labs with many computers and local and global networks.

1.3 Research Questions

The study problem lies in the complaint of faculty members within the Foundation Program at Dhofar University about students' lack of awareness, especially English language students,of the concept of e-learning and its characteristics, types, tools and applications in the field of English language. The current study seeks to answer the following questions:

1. What degree of awareness of e-learning do the English language students in the FP at Dhofar University have?
2. What are the effects of the gender variable on awareness of e-learning?
3. What program is used in developing an awareness of e-learning?
4. What is the effectiveness of the program in developing an awareness of e-learning?
5. What is the effectiveness of the program in applying e-learning types in English?

1.4 Purpose

The proposed research aims to:

1. Identify the degree of Dhofar University Foundation Program English language students' awareness of e-learning and its applications.
2. Discover whether there is a difference between males and females in awareness of e-learning.
3. Prepare and design programs for developing awareness of e-learning.
4. Identify the effectiveness of e-learning via the internet in the development of students' awareness of e-learning and its applications in the English language field.

1.5 Significance

The significance of the research is as follows:

1. To inform university administrators of students' degree of awareness of e-learning and its applications in the field of English.

2. To provide those responsible for university education a model represented in a proposed program to increase awareness of how to deploy e-learning education and how to get the best benefit in the English language Foundation Program.
3. To open the door to further research in the field of e-learning at Dhofar University so as to contribute to the development of curricula.

1.6 Hypotheses

In light of the proposed research problem and its questions, the study's hypotheses can be formulated as follows:
1. The degree of students' awareness of e-learning in the English language field is weak.
2. Statistically, there are significant differences at the level of (0.05) among male and female students in the same level of awareness of e-learning, with higher awareness among female students.
3. Statistically, there are significant differences at the level of (0.05) between the two averages of the respondent students' scores in pre and post-applications in the development of e-learning awareness, with higher scores among post-applications.
4. There are statistically significant differences at the level (0.05) between the average scores of respondents' scores in the two pre and post-applications in their applications for e-learning types in the field of English, with higher scores among post-applications.
5.

1.7 Research Tools

The researchers used the following tools:
1. A scale to measure students' awareness of English language e-learning.
2. An evaluation card to assess the performance of English language students in their application of some e-learning types.

2. Literature Review

Computer technology is vital to language instruction and learning. This type of learning is called e-learning (Sites, 2004). The importance of e-learning appears clearly when individuals and educational organizations provide a language acquisition opportunity on the internet through computer-mediated methodologies (Dillon & Vallentine, 2006). The wide variety of e-learning includes synchronous and asynchronous computer-mediated communication, language acquisition software, and course management software like WebCT, Moodle, and Blackboard (Petty, Johnston & Shafer, 2004).

Language e-learning theories suggest that learning a language is an active process in which learners construct new knowledge which is based on arbitrated and self-organized input (Baumgartner, Lee, Birden & Flowers, 2003). This idea is supported by Walker's (2003), as it argues that linguistic and cognitive language theories emphasize the importance of presenting language learners to interact with authentic, contextualized and linguistic activities and materials. E-learning in language helps students to be self-directed and to have good organization and study skills. E-learners are trained to feel comfortable working independently (Askov, Johnston, Petty & Young, 2003). The importance of e-learning and its benefits are also noted by Meskill and Mossop (2000). In this study, the researchers explain how to implement computer technologies in the classroom practically, efficiently and effectively.

In their study, Cuadrado-García& Ruiz (2010) provide wide evidence of the importance of using Computer Assisted Learning for foreign language. This study also presents Spanish students' opinions on using Moodle for submitting their projects and assignments. The students opine that Moodle give them a great opportunity to practice all English skills (reading, writing, listening and speaking) and helped improve their English skills.

In the same context, Soliman (2014) includes many studies in her research on using e-learning to develop English as a foreign language (EFL) students' language skills and how it activates their independent learning. She studies advantages of Moodle in language learning. These advantages are summarized in the following points:

- It is an interactive and appealing mode of instruction and learning (Diamond & Irwin, 2013).
- It motivates students and increases their global awareness (Meloni, 1998).
- It encourages foreign language learners to work independently since each student can work on different tasks within the integrated learning environment (Wu et al., 2012).
- It improves students' language skills as they have the chance to practice reading, writing, listening and speaking (Nedeva & Dimova, 2010).
- It increases the students' study time of the target language, which helps improve their language proficiency (Fryer et al., 2014).

In the same context, Jia et al. (2012)customize Moodle to build individualized vocabulary review and assessment functions for English instruction. This web-based system was integrated into the regular English instruction of an experimental class of Grade 3 students in a junior middle school. It was used for one school hour almost every week for an entire school term. Within this blended learning environment, the students' performance of the experiment class in the ordinary and especially vocabulary examinations throughout the school term improved gradually and was better than that of the control class, such that their class achieved a first among sixteen classes in the same grade on the final examination, compared with eighth place before the experiment.

The survey and interview with the students also demonstrate the system's valuable functions for vocabulary acquisition and listening comprehension, and show that the students favor syllabus design with the intelligent course management system. The results show that blended learning in an English class with individualized vocabulary acquisition and assessment systems can improve student performance in vocabulary acquisition and on an ordinary test. The researchers suggest that this system can also be applied to other English classes.

In Taiwan, Shih (2011) investigate the effects of integrating Facebook and peer assessment with college English writing class instruction through a blended teaching approach. The subjects were 23 first-year students majoring in English at a technological university in Taiwan. They participated in an 18-week English writing class. Both quantitative and qualitative approaches were employed in the study. Research instruments include pre-test and post-test of English writing skills, a self-developed survey questionnaire, and in-depth student interviews. Shih's findings suggest that incorporating peer assessment using Facebook in the learning of English writing can be interesting and effective for college-level English writing classes. Students can improve their English writing skills and knowledge not only from the in-class instruction but also

from cooperative learning. In addition, this Facebook-integrated instruction can significantly enhance students' interest and motivation.

3. Research Approach and Procedure
3.1 Research Approach
The objectives of the study necessitate the use of all the descriptive methods and the experimental research methods of research as follows:

3.1.1 Descriptive Approach
The researchers intend to describe the levels of English language students in terms of the extent of their awareness of the concept of e-learning and its features, characteristics, elements, types and applications in the field of English language. They also intend to interpret students' strengths and weaknesses in this awareness.

3.1.2Method
The experimental method was used to determine the effectiveness of the program in awareness development of e-learning and its applications to English language students.

3.2 Sample
The study sample consisted of 60 students of the English language students in the FP at DU (7.5% of the total student population of around 800 students).

3.3 Tools
3.3.1 Measure Awareness
The set-up of the awareness scale went through the following procedural steps:

- Measure the objective: To measure the awareness of English language students in the FP at DU of e-learning.
- Measure sources: The researchers depended on several sources, including the theoretical framework for the study, previous field studies and research, and other similar awareness measurements.
- The measure consisted of 25 phrases with multiple choice answers, with a harmony of alternatives. There was also clarity of vocabulary with complete precision.
- The measure was given to a group of examiners to approve its validity and reliability, and to elicit their viewpoints in regard of the importance of the measure to the sample.
- After the arbiters' approval of the measure validity, required adjustments were done, validating the scale.
- The scale was applied initially to a sample of English language students in the FP at DU in the third semester of the academic year 2015/2016. This sample was different from the core sample, and after fifteen days the re-application the correlation coefficient between the two applications was found to be 0.82 by using SPSS (Statistical Package for the Social Sciences) program: a high value that indicates the reliability of the measurement.
- After verifying the validity and reliability of the measure, it was applied to an exploratory sample to discover the level of their awareness of e-learning. Then the sample students were directed to study the program on the internet by themselves. Their studies were

followed up with in the form of questions to make sure that they were making progress. After making sure that the students had completed studying the program, done the required assignments and sent them electronically to the researchers, the scale was applied.

- The data was statistically collected and processed.

3.3.3 Evaluation Card

Preparation of the assessment card proceeded according to a number of steps, as follows:

- The Objective of the Assessment Card: To know the level of application of English language students for types of e-learning in the FP at DU.
- Based on the theoretical framework of the study and previous research, the evaluation card items were formulated, taking into consideration that the card items were in short, clear content-expressive phrases. The evaluation card phrases included 25 items.
- The evaluation card was given to a group of examiners to approve its validity and reliability, and to elicit their opinion in regard of the importance of the evaluation card to the sample.
- The evaluation card was applied to students' tasks and assignments during the first and second semesters of the academic year 2015/2016.
- The data was statistically collected and processed.

3.4 Program

After applying the awareness scale to the respondents, a program for the development of this awareness preparation was prepared. The process of program formulation went through the following steps:

3.4.1   Overall Objectives

The program aimed at achieving the following objectives:

- Define what is meant by e-learning in terms of its concept and its features and characteristics.

- Distinguish between the web-based and computer based e-learning.

- Clarify the elements of e-learning and their complementary relations.

- Apply e-learning in their education.

- Develop awareness of e-learning.

3.4.2   Program Description:

The program began with a preliminary introduction about the developments in education, its features and the need for students to develop an awareness of e-learning as a cutting-edge technological innovation. Its importance for students in light of rapid developments was also an introduced. There was an introduction of the general aims of the proposed program. Four educational modules were included Introduction to e-education, tools of e-learning, elements of e-learning and applications of e-learning in the English language.

Then the e-learning tools were determined to be used and an accurate description was given. After that, the teaching and learning strategies that were used in the program were explained. The next step was to determine activities for each lesson in order to enrich the students' knowledge about the program.

3.4.3   Procedures for implementing the program:

After developing the essential educational teaching materials and prepared the necessary tools to evaluate students, the researchers did the following:

- A virtual learning environment was designed on the internet in order to teach students the content of the educational modules related to e-education through which the modules was loaded in this environment. This was at the following address: http://drsobhy.wikispaces.com/.

- An e-mail was sent to students with a view toward solving any problem encountered during the application period, and in order to send links to sites and files representing a number of enrichment activities in relation with the modules:aabdallah@du.edu.om.

- The students were prepared to study the program with the explanation of its idea. The continuation in its study was according to the desire of each student.

- Students were directed to self-study the program on the internet. They were followed up with on a weekly basis to make sure that they were proceeding well in the study of the program. This was done by asking them a number of questions related to the program in order to explore their follow-up to the program.

- The students' period of study of the program continued as self-study for four weeks.

- After confirming the completion of the program and assignments by students, results were sent electronically to the professor supervising the application and the post-application test was applied.

3.5 Statistical Treatments
1. The average and percentage were used to identify the students' awareness level of e-learning of English and the extent to which they could apply the tools needed for e-learning in their area of specialization.
2. Researchers used a T-test to calculate differences between males' and females' awareness of e-learning and its applications in the field of English. The statistical remedies were conducted by using SPSS.

4. Results &Discussion
Results are interpreted in accordance with the research questions, and their similarities and differences to previous studies. Finally, recommendations based on these results are presented.

1. **Findings in relation to the degree of the English Language students' awareness of e-learning**

Table 1. *Quad degree of the sampled individuals' awareness levels of e-learning*

Description	S	N	%	Standard
First Quad	11.21	15	23.08	Poor
Second Quad	13.62	22	33.85	Average
Third Quad	15.99	16	24.61	Very good
Last Quad	More than 17	12	18.46	Excellent

The following can be noted from the above table:

Obviously, 56.93% out of the total of the sampled individuals' awareness of e-learning was either average or poor. and (33.85%) out of whom their awareness of e-learning was less than 50% and more than 25%, while 23.08% out of the sampled individuals, their awareness of e-learning was poor as their awareness percentage amounted to 25% and below. Therefore, the first hypothesis turns out to be correct, which is that the awareness degree of the English Language students of e-learning is relatively poor. This weak level might be attributed to the following:

- The existing educational modules on preparation of English faculty do not include e-learning as one of the modern breakthroughs of technology in the field of education, although almost all educational and non-educational institutions have adopted the e-government trend.
- Teachers do not address the issue of e-learning in their lectures.
- Students are not usually assigned research on the internet.
- Many students are not interested in searching for new educational subjects.
- E-learning and its educational tools require in-depth knowledge about how they are used and employed in their areas of specialization, but English students do not have such knowledge.

This result is in line with the results of the study case conducted by Michels (2000), which states that non-awareness of the importance of the use of information technology at the colleges and the incapability of using the internet is considered to be one of the reasons behind students' being unwilling to use computers in the classroom. These results are in agreement with the results of the case study conducted by Abdu and Shirqawi (2005), which notes the poor awareness of students at the colleges of education of the judgment standards for the modernized educational materials.

The e-learning awareness of the percent of 24.61% of the sampled individuals was less than 75% and more than 50%, while a percent of 18.46% of the sampled individuals, their awareness of e-learning was 75% and above. Those who have attained more than 50% of e-learning awareness can be attributed to the following:

- They have benefited from the university's e-library and have shown willingness to conduct outside research in their area of specialization.
- Some students have their own laptop computers and are trying to develop their skills by using these devices.
- Some of them have their own emails and maintain the capability of talking with others through online conversation programs. Some also subscribe to a number of forums.
- Those students may visit internet cafés and this is why they have a stronger background in e-learning and its applications in general.

2. Findingsin relation to gender-related impact on e-learning awareness of the sampled individuals

Table 2.*Students' level of awareness of e-learning*

Description	Average	SD	T-test	Significant level
Males	12.7	3.15	2.16	0.03
Females	14.3	2.81		

It is obvious from the table above that here are significant differences at the level of 0.05between the average degrees of males and females in terms of e-learning awareness level. The significance level was 0.03 and the degree (T) is calculated at 2.16 is higher than its table value, which indicates differences in statistical significance at the awareness level between males and females in favor of females. This confirms the gender-related impact on awareness level of e-learning. this can be attributed to the following:

- High academic achievement levels of female students at secondary certificate examinations.
- Female students fully comply with attendance at computer lab at the college.
- Female students fully comply with the practical aspects of academic courses as they are committed to achieve these course electronically by using computer and the internet.

3. Findings in relation to the program used in developing the awareness of e-learning of the sampled individuals

To approach this vision, the theoretical framework of the current study is used to be the basis, as well as the results of the previous studies and research in this field. Therefore, a program for the development of e-learning awareness is proposed, which includes the following:

- **General Objectives**
  - To introduce students to e-learning, its concept, significance and characteristics.
  - To enlighten students about e-learning elements and tools adopted therein.
  - To encourage students to put into practice tools of e-learning in the field of English.
  - To develop students' awareness of e-learning and its applications in the field of English.

- **Modules of the proposed program:**
  - First module: An introduction to e-learning, which includes e-learning concepts, objectives, requirements and characteristics.
  - Second module: E-learning types, including personal computer based e-learning and internet-based e-learning tools.
  - Third module: E-learning elements, including different categories and types, teachers, educational curriculums, communication network, assessment, imaginary classes, e-mail, electronic symposiums, chatting rooms and simulation.
  - Fourth module: E-learning applications in English, including e-learning types that can be used in English topics, some of which are available on both the internet and computers.

- The e-learning types designed to be used in the research include an electronic site which represents the hypothetical educational environment and e-mail.
- Education and learning strategies were used in explaining lessons of the program. These strategies were in the form of introductory lectures accompanied by modern educational media, discussion, brainstorming, self-learning, practical demonstration, discovery learning, self-research, practical model, immediate experience and training duties.
- Enriching activities were designated for each lesson with the aim of enriching students' understanding of program lessons.
- Objective true-false and multiple choice questions were drawn up with the aim of identifying the extent to which students achieved the program objectives, as well as the information contained in the program and application of the same.

4. Findings related to the effectiveness of the program in the developing the awareness e-learning of sampled individuals.

What is the effectiveness of the program proposed for the development of English Language students' awareness?

Table 3. *Differences between two averages of pre and post measures inStudents' Awareness of E-Learning*

Application type	N	M	SD	T-test	Level of significant
Pre-test	60	13.17	5.32	40.061	Significant

Post-test	60	25.75	6.73		at 0.001 level

From the table above, it is easy to see the growth of the sampled individuals' awareness of the e-learning after their self-study of the proposed program as the T-test value for the difference between both averages of students' marks in the pre and post-application amounted to (10.61), which is considered statistically significant at (0.001) level. This indicates the effectiveness of the proposed program in developing students' awareness of e-learning. Thus, the second hypothesis of the research hypotheses is affirmed by stating the following: There are differences of statistical significant at (0.01) level between both averages of the sampled individuals' marks in both pre and post-applications in the development of awareness of e-learning in favor of post-application. This may indicate the following:

- Crystal-clear formulation of the educational modules content that matches students' level of awareness.
- Flexible study of modules that allows students the opportunity to take learning anywhere anytime.
- Easy communication between students themselves and students and faculty through a variety of channels, like emails and chat rooms.
- Availability of opportunities for exchanging opinions about topics being put forward through the forum.
- Continuity in accessing the educational modules as the student can access the information he/she needs at any time.

These results agree with results of the study conducted by Hemenway,(2000) which finds that an internet-based learning environment helps students acquire information and increase their cognitive achievement. This type of learning also leads to the development of cognitive awareness and some strategies of understanding of the sampled individuals. These results are also in agreement with results of the study conducted by Sener (2000), which demonstrates the success of unsynchronized internet-based learning and the use of the internet in designing courses and the strategies of delivering the same. This approach has proved its success in increasing learners' motivation. These results concur with results of the study conducted by Abdulsalam (2001), which aims at designing and producing multimedia computer programs to train students in the use of worldwide web and then to be assessed in terms of its efficiency. The study has proved the effectiveness of the program as the differences were statistically significant in favor of the test group.

These results are also in agreement with Albatai's (2001) results, which demonstrate the effectiveness of the proposed program for demonstrators, faculty and teaching assistant staffs training in some uses of the internet in accordance with the training needs as the percentage of the adjusted attainment in the cognitive achievement of the program is 89.24%.

5. Findings related to the effectiveness of the program in applying e-learning types in of the sampled individuals:

Table 4. Extent of the application the students to e-learning tools in English Language

S/N	Statement	F			T	M	%	level
		H	M	L				
	First: Internet-aided electronic teaching applications **A- Applications in the field of email.**							
1.	To send to his/her teacher a file on one of the English Language topics.	34	18	8	146	2.43	81	Average
2.	Exchanging learning experiences with his/her classmates.	53	7	0	163	2.72	91	High
3.	To send to his/her teacher some activities relating to English Language.	57	3	0	177	2.95	98	High
4.	To send to his/her teacher different links relating to tasks in English Language	47	9	4	163	2.72	91	High
5.	Raising queries to his/her teacher about solutions to problems relating to his/ her specialization.	49	9	2	167	2.78	93	High
	B- Applications in the field of Forum							
6.	To pose a topic for discussion	54	5	1	173	2.88	96	High
7.	To reply to his/ her classmates' participations	45	13	2	163	2.72	91	High
8.	To answer a question raised by teacher	40	12	8	152	2.53	84	High

	about one of the teaching subjects.						
9.	To enquire about one of the teaching subjects	45	13	2	163	2.72	91	High
10.	To upload one of the submitted files	49	6	5	164	2.73	91	High
	C- Applications in the field of Worldwide Web.						
11.	To save an internet page relating to specialization	45	13	2	163	2.72	91	High
12.	To send to his/her teacher in English websites links.	37	15	8	149	2.48	83	Average
13.	To maintain the research results about one of the English subjects.	30	18	12	138	2.30	77	Average
14.	To produce webpage through Word program	46	10	4	162	2.70	90	High
	D- Applications in the field of conversation						
15.	To maintain a conversation, he/she was held with one of the English learning topics.	33	18	9	144	2.40	80	Average
16.	To hold a discussion with his/her teacher on one of the contemporary learning topics.	39	15	6	153	2.55	85	High
	Second: Computer-aided electronic teaching applications.						
17.	To maintain various five programs relating to English Language field.	45	12	3	162	2.70	90	High

18.	To deliver a PowerPoint presentation on a topic in the field of English Language.	39	14	7	152	2.53	84	High
19.	To prepare a research in brief on one of the learning tasks through Word program.	50	10	0	160	2.67	89	High
20.	To prepare a textual file through Word program on websites relating to English Language.	877	235	88	3189	2.66	89	High

It is obvious from the previous Table 4 that the sampled individuals' application level for the types of e-learning in the field of English was in a significant grade in general as their average marks was (2.66) with a percentage of (89%). Hence, the third hypothesis of the research hypotheses is realized in the following way: There are differences of statistical significance at (0,01) level between both averages of the students' marks of the sampled individuals in both pre and post-applications in terms of their applications for the e-learning types in the field of English in favor of the post-application.

Table 4 generates the following conclusions:

A- The sampled individuals' application level for the internet-based e-learning types in the field of English was found to be significant as the average of their grades was (2.66) with a percentage of (89). Some of phrases of this domain have a significant mark as the average ranged between 2.53 and 2.95, with a percentage ranging between 84% and 98%. Hereunder are the tasks:

- To send to the teacher a file containing one subject of the English subjects.
- To send to the teacher several links related to English.
- To ask the teacher about a solution to a problem in relation to an area of specialization.
- To put forward a subject for discussion.
- To answer classmate feedback.
- To answer a question posed by the teacher about a particular topic.
- To research said particular topic.
- To upload one of the files being submitted.
- To save a webpage related to the area of specialization.
- To send to the teacher website links on English grammar.
- To carry on a conversation with classmates about one of the subjects.

There are some phrases of average application by the sampled individuals as their average ranged between (2.30 to 2.48) with a percentage ranged between (77% to 83%). These phrases are as explained hereunder:

- To exchange teaching experience with classmates.
- To maintain results of research on an academic subject.

- To create a webpage through Word.
- To discuss a contemporary academic subject with the teacher.

B- The sampled individuals' application level for the computer-based e-learning pattern in the field of English Language was found to be significant as the average of their marks ranged between (2.55 to 2.70) with a percentage of (85% to 90%). These phrases are as explained hereunder:

- To compile five programs related to English.
- To create a PowerPoint presentation in English.
- To prepare a concise research project in Word on an academic subject.
- To create a text file in Word for an English language website.

It is to be noted that the grading (Poor) does not show any marks in either axis of the assessment card. This seems to indicate the effectiveness of the proposed program in the rising application level of the students for the computer-based e-learning types. This rise can be attributed to the following:

- Easy access to the information, whether simplified or extensive, through software related to English.
- Use of office computer software, especially presentations, in an easy way.
- Availability of the academic subject – modules within a default environment through electronic website that its contents are accessible anytime anywhere.
- Effective communication between students and the teacher through the internet, which may have had a significant impact on the students' ability to conduct application of e-learning in their area of specialization.

These results are in agreement with the results of the study conducted by Zaher (1999), which emphasized the effectiveness of a proposed program for designing and publishing educational web pages on the internet. The results of this study showthe existence of differences, with a statistically significant difference between both averages of female students' marks on the assessment card used for assessing the skills of basic programming in designing educational web pages on the internet in favor of post application.

Conclusion

The current study attempted to identify the degree to which English language students in the FP at DU in Oman are aware of e-learning and its applications through identifying the effectiveness of certain patterns and tools of e-learning in student performance, using both descriptive and experimental approaches. The study concluded that there are two primary outcomes. First, the degree of student awareness of English language e-learning is found to be relatively weak, with statistically significant differences in awareness among male and female students in favor of females. Moreover, there are further statistically significant differences between students' average scores before and after the development of an e-learning awareness program in favor of post application. The study makes a number of recommendations, including adopting the pilot awareness program in all majors, holding e-learning training seminars for both faculty and students, and drawing upnew courses for their students applying e-learning in educationwhich, it is hoped, will bolster the effectiveness of e-learning at the university.

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