

The Online Platform Mechanism and Characteristics in Arabic Language Tests for Non-Native Speakers

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Article Info

Volume 82

Page Number: 16473 - 16483

Publication Issue:

January-February 2020

Abstract

This research paper attempts to address the experience of Al-Madinah International University (MEDIU) and its Technological techniques in measuring the skills of the Arabic language among students speaking to others through exams that are carried out via the Internet using modern technologies; with the aim of measuring the level of student achievement, and to identify more clearly the extent to which the curriculum accomplishes its goals, thus identifying strengths and weaknesses. In that, and the appropriateness of this content in enabling them to acquire language skills from the reality of the educational process technologically, in the light of which it can work to improve and develop the educational and educational process and move forward. The study adopted the descriptive analytical approach. The importance of this study lies first: in the manifestation of a realistic experience that has gained and produced, and it has been forgotten and shortened, secondly: the university is trying to provide some kind of standardized tests adopted in teaching the Arabic language to speakers of others in a technical and modern way that accompanies the language of the times, and its ability to measure and develop Learning and teaching non-Arabic speakers, with suggesting some scientific and methodological controls that must be taken into account when developing such tests presented over the internet, to agree on a word regarding unifying a final formula for a fixed standard test; it is appropriate for all Arabic learners, regardless of their nationality, and no matter how confident. Indeed, charges wherever they are, because the tests are online and students can be able to attend wherever. Perhaps it is possible to get out from the university's various tests, which include: a placement test; a diagnostic test to reveal a student's strengths to reinforce them and weaknesses to address them, and language ability tests to reveal his ability to fulfil any linguistic assignment assigned to him, and other achievement tests to find out what It is studied during a certain period through annual work and the final and final exams. In addition to the digital bank of questions to deposit samples of the questions electronically generated various questions to ensure quality and achieve equal opportunities among students, then the conclusion of the research and the results of the research, accompanied by a list of sources and references.

Article History

Article Received: 18 May 2019

Revised: 14 July 2019

Accepted: 22 December 2019

Publication: 28 February 2020

Keywords: Online tests, Language tests, Information Technology, Question Bank, Language Proficiency Standards.

I. INTRODUCTION

Information Communication Technology (ICT) plays a significant and important role in all aspects of daily life in general and in education in particular. Many educational institutions that have adopted the use of this technology as transport media in the educational communication process have emerged because they help to find an effective learning process and increase from the role of learning in it. This has led to the emergence of new concepts in the world of education such as: e-learning, education through the Internet, e-book, virtual university, electronic library and other electronic media that help the learner to learn in the place he wants and at the time that suits him and his preference without commitment to attend to the halls Teaching at specific times. With the availability of this modern technology in educational institutions, the process of designing an integrated education based on its use began, and its names were called different names, the most of which was the concept of “e-learning” [1].

Attempts and jurisprudence that defined the term “e-learning” around defining a comprehensive and specific concept have not been combined with it, as it looked at this term from different perspectives and multiple interests. So we will try to provide different visions of this term and then provide a definition for it. Multimedia, simulation systems, and software test items that give more exam validity. Some electronic exam programs operate using question banks. Teachers design question banks in the online exam program by creating a set of questions [2]. The program then assigns random questions to each student of this group. Some programs offer the option to choose questions for the teacher, as desired. In this way, each student gets a set of random questions to prevent cheating. Many countries are now working on implementing the electronic exam system as an alternative to the paper and pen method, which is reprehensible for repeated exam leaks, impersonating another, fear of bribes, and distinguishing the teacher from a student from a

student. Most companies now test employers' capabilities electronically. This prompted many universities to conduct electronic exams for students through the Internet or specialized programs. The electronic exams are located in the field of electronic assessments, where students show their achievements using the computer. From this broad perspective, electronic exams use technology uniquely. The automatic keeping feature is one of the common features of the electronic exams, and it ranges from 10 seconds to two minutes. Some programs that offer such exams have been issued.

The idea of establishing Al-Madinah International University was launched by a group of Madinah scholars. It is a non-profit university registered with the Malaysian Ministry of Higher Education as "a private international Malaysian university" in the year 2007 AD under the Higher Education Laws of the State of Malaysia for the year 1996 AD [Law 555] », and that in order to enable Muslim generations to continue their education anywhere and at all times through the combination of communication media, modern digital technology, and university education. The university adopts two basic languages in teaching its academic programs, namely Arabic and English, according to its accreditation with the Malaysian Accreditation Authority, and according to the nature of the course in each of the colleges in addition to the Malay language that is used in teaching the Malaysian language and its studies. The university adopts dual education, which consists of two educational systems: direct (traditional) education and distance education via e-learning [3].

Language tests in language centre in MEDIU occupy a strategic position in the field of teaching foreign languages. With this, teachers and interested parties stand ready for students to learn language skills and ensure their achievement and saturation, or to know their level and position in their appropriate academic sites, and to know the extent of their ability to the linguistic competence and their

ability to acquire the required language skills , or to diagnose and know their true states in order to reveal their strengths in order to reinforce them and their vulnerabilities to take appropriate solutions to them [4].

And because the responsibility is dangerous and the liability is heavy, it had to be undertaken and performed as much as possible and estimated according to the goods, especially that teaching the foreign language must be based on studied scientific foundations, as it is a relatively new field, in which the field expands for every serious attempt and every purposeful study, and faces this field many difficulties in determining the linguistic levels of students, which affects his linguistic adequacy while learning the language and the reason for this is the lack of clear criteria in dividing students into linguistic levels that suit their linguistic sufficiency, as most centres that teach Arabic to speakers of other languages are not based on clear foundations during the division of students to levels of language, and the lack of adequate standards to achieve the desired goal of teaching Arabic language and to obtain the necessary language proficiency in the foreign learner [5].

Although the efforts here and there continue from courses, activities, programs, conferences, authoring decisions and presenting realistic models and experiences, they are still filled with shortages, lack of professionalism and lack of access to their desired goals, and achieving the expected professional degrees from them, and this is confirmed by the camel in his statement saying: Despite the efforts made in teaching the Arabic language and teaching it at the level of writing books and educational materials, preparing curricula, and their suitability for the purposes for which they were developed, but there are some deficiencies in terms of fulfilling all the elements and scientific foundations in teaching Arabic to speakers of other languages, and taking into account the elements of the curriculum It consists of general and behavioural goals, cultural

and linguistic content, activity, processes and methods appropriate to the calendar [6].

II. METHODOLOGY

The research has followed the descriptive and analytical method, to describe the reality of these tests at the university and to analyse the documents and information gathered by the researchers, in addition to their direct observation and their participation in this technical educational system at the university as lecturers, observers and advisers to this experiment. Therefore, the study limits are limited to studying the nature of language tests at Al-Madinah International University, its mechanisms and techniques in Arabic language courses for non-native speakers at the Language Centre between 2016 and 2017.

III. ONLINE TEST

The test is defined as a structured way to measure the level of individuals in a specific field by relying on the rules of measurement in terms of consistency, honesty and objectivity, taking into account the individual differences between individuals in order to guide and guide them and solve their problems, and it is also a position in which the student is asked about the amount of information that relates to a subject of topics [7].

There is no doubt that the teacher's adherence to the rules of building serious language tests, adhering to their types and patterns, and following up the learner's achievement, benefiting from it, and criticizing it, is the major guarantor of his success in this way; And achieve the goal of education, and facilitate what can be difficult to impede the learner in understanding the educational goals.

The online language tests also attract the attention of the learner, help to compete between the learners, highlight their mental abilities, accompany the education in all the classroom and extra-curricular clauses, and make the learner deal with the language in its social standard aspect, and push those in

charge of the curriculum to achieve linguistic competencies [8].

There are many types of tests in terms of purpose, including: achievement tests, proficiency tests, diagnostic tests, and placement tests. Placement tests are one of the tools used to stand at the student's linguistic level, and then it is placed at the appropriate level for it, whether it is at the beginner level or Intermediate or advanced, and language tests are therefore designed [9].

These tests contribute to the advancement of the educational process in the field of language teaching, as each educational institution leaves its impact in its preparation and implementation. With the development of modern technologies, the techniques of these tests in the field of teaching foreign languages, especially English and French tests, have evolved with them, in which great efforts have been made in developing them in light of the daily developments that occur in this field while taking advantage of modern technologies, for example the IELTS test, TOEFL, TOEIC, ESP, and other international tests, noting a severe delay in the field of teaching Arabic to non-native speakers and its tests, despite the increasing demand in the field of teaching Arabic to non-native speakers in recent times; With her previous condition, where The diversity of the purposes of these next two to learn, including the purposes of academic, cultural, social,

economic, diplomatic, political, military and security, and most accepted by the remarkable religious purposes. The main question of the study is: What is the experience of the Language Centre at MEDIU regarding measuring the skills of the Arabic language for speakers of other languages from the reality of its tests, and this is what the study answers [2, 10].

On the other hand, the researchers have noticed, through their follow-up to this topic, that there are Arab efforts being made in the tests of teaching the Arabic language that should be examined with it and examined in order to study them. Given the nature of dual education at the university, which is direct (traditional) and Online education based entirely on modern educational technologies, such an experience is worth studying.

IV. CHARACTERISTICS OF TEACHING ARABIC IN THE DUAL SYSTEM OF THE MEDIU LANGUAGE CENTRE

The Language Centre follows in its various courses for the Arabic language the dual education system accredited at the university, which is the combination of the direct education system and the online learning system [3, 11]. The following is an explanation of the nature of both direct and online learning in Arabic language courses for non-native speakers at the Language Centre:

Activities	Conventional	Online
Teaching Activities	A- Traditional Lectures: Face to face between the teacher and the student + the use of a knowledge system	A- Lectures Done online
	B- The electronic lesson: The student can enter the weekly course through the ALIM program.	B- The electronic lesson: The student can enter the weekly course through the ALIM program.

Teaching Assistance	A- Online Consultation: It is the mechanism of communication between language teachers and students. The student can send his inquiries to language teachers, by e-mail and other electronic communication methods.	A- Online Consultation: Other electronic communication methods take place via e-mail.
	B- Online Forum: The teacher puts a lesson to be discussed on the site, with a time limit for the forum (start and end time) and the student can, during the specified time, open the forum and participate in it according to other appropriate topics.	B. Online Forum: The student in distance education also finds this feature; students' language skills are developed through their participation in discussing dialogue topics between them and their colleagues.
	C- Assessments: The student gives some assignments that he does outside the classroom, to confirm what the student has learned.	C- Assessments: The student gives some assignments that he does outside the classroom, to confirm what the student has learned.
Independent Study (Self-Study)	A- Read and review the material book and other related sources.	A- Read and review the material book and other related sources.
Testing	- Mid-term - The final test.	- Mid-term - The final test

Table 1: Online and Conventional Assessment's Activities

V. LANGUAGE TESTS AT THE MEDIU LANGUAGE CENTRE: THEIR TYPES AND METHODS OF CONDUCTING

The Language Centre is one of the first institutions established at MEDIU, Malaysia, due to the

importance of its tasks and responsibilities that it undertakes, which include preparing linguists to join the faculty of languages, preparing and implementing modern language education programs for public and private purposes, and preparing levelling exams in modern languages, research and

field studies in the field of teaching modern languages, organizing curricula and supervising the implementation of programs in them, planning and developing curricula, textbooks, language programs that meet the market need, and to achieve these goals and objectives [12, 13]. The Arabic and English sections were created. Academic staff belong to thirty-two countries, and university students belong to ninety countries.

Among the courses offered by the Language Centre in teaching Arabic as a second language or a foreign language are Arabic language courses for speakers of other languages, Arabic language courses for special purposes, the electronic pen program for teaching Arabic language to non-native speakers, and Arabic language courses for speakers of other languages (Mobeen program).

Language tests have several types, according to the goals or aspects of these tests that are conducted in order to measure them, some of which are conducted to measure linguistic readiness, and among them are the students' classification in order to put them in the appropriate scientific levels, and some of them measure the extent of what students have acquired of skills, knowledge and elements Linguistic or linguistic aspects, as some of them are conducted to diagnose students' situations in terms of linguistic strength or weakness, and some are conducted in order to know the linguistic learners' capabilities [14, 15]. The following are the most important and nature of these language tests:

1. Test readiness Language: The linguistic aptitude test is the one that is developed for a measurement in which it is assumed that it predicts and differentiates between those students who are willing to teach a foreign language, and those who have less or no such readiness. It is therefore a test designed to measure the potential performance of a foreign language student before he even begins to learn it.

2. Classification test:

The taxonomic test is designed to distribute the new students, each according to his level in a group of groups that suit him so that he can start the language course, and so that he does not sit with a group higher than his level, he gets lost between them, or with a group below his level, and he loses motivation and enthusiasm. This test does not address specific learning points, but it is a general test that tests what a learner has and what he got before sitting for the test.

3. Language Proficiency Tests:

Proficiency tests, which are sometimes called language proficiency tests, are designed to know the extent to which an individual is able, in light of his accumulated previous experiences, to perform tasks that he is required to perform, and this type of testing does not depend on any specific course or program of language teaching, because it means first to measure what the student is currently looking at what is required of him in the future.

4. Diagnostic test:

The diagnostic test is designed to help both the teacher and the learner know the weaknesses and strengths of the learner and his progress in teaching specific elements in the language course. Such a test is usually held after the end of each unit in the textbook, or even after every lesson in the unit.

5. Achievement test:

The achievement test is designed to measure what the learner studied during a period that may be long or short; it may be a whole year or less, or to measure what he studied in an entire course of study, and is intended to discover the level reached by the learner compared to his other colleagues at the same level.

VI. THE FOUNDATIONS AND CRITERIA UPON WHICH TESTS ARE BASED IN THE ARABIC LANGUAGE COURSES AT MEDIU

There are principles and standards that test officials set before their eyes when preparing exam papers, according to the following:

1. When developing questions, consideration is given to arranging learning levels in an ascending sequence from the lowest level to the highest level, so that it measures the student's ability (cognitive, comprehensiveness, application, analytical, structural and evaluation according to Bloom's cognitive levels.
2. Covering the questions for the course with approximately 80%.
3. Measuring educational goals and fruits; it is recommended that the knowledge side of them represent 60% of the questions, the skill (behavioural) side 30%, and the emotional side 10%.
4. Measuring mental abilities. It is recommended that the ability to understand and remember 20% of the questions, the ability to understand 20%, the ability to apply 20%, the ability to analyse 10%, the ability to form 15%, and the ability to evaluate and give opinion 15%.
5. Difficulty and ease ratios, as it is recommended to distribute to 15% easy, 60% average, 15% difficult, 10% very difficult.
6. The necessity of analysing the examination passages and extracting the difficulty and discrimination factors.
7. Patterns of questions, including all types of essay and substantive questions, provided that the combination of them is taken into consideration and that the ratio of one of them is not less than 30% when generating the questions.
8. Ensuring the quality of the test paper is achieved by observing (objectivity, inclusivity, honesty and consistency).

9. Take into account equal opportunities for students through, the multiplicity of test centres for the university, the difference in timing between those centres and the diversity that this creates in the test dates for one subject, by providing the possibility of generating more than one test paper with the same specifications for the same subject, and not being satisfied with one test paper in order to prevent leakage of questions. Providing an opportunity for each student to choose the subject he wants to test in a timely manner for him within the available deadlines. The language testing system at MEDIU also takes into consideration the criteria of the Malaysian Accreditation Authority in the eight areas: Knowledge skills, Practical skills, Social skills and responsibilities, Ethics, professionalism and humanities, Communication, leadership and team skills, Scientific methods, critical thinking and problem solving skills, Lifelong learning and information, and Entrepreneurship and managerial skills.

VII. THE DIGITAL QUESTION BANK AND ITS MECHANISMS AT MEDIU

MEDIU's digital question bank is the only official repository in which samples of different questions are saved for all courses. Different forms are generated from the forms that can be performed by students who have computers and are connected to the World Wide Web at all times and places, and in pursuit of The university to ensure the required quality in the test papers and to confirm the objectivity, the university adopts the question bank system that was established at the university on the basis of criteria and criteria that can be summarized as follows:

1. The availability of all types of questions included in the guide in preparing the question bank.
2. Covering the questions for all eight areas of the Malaysian Accreditation Authority.

3. The integration of patterns of questions among themselves in measuring the cognitive, behavioural and emotional skills of students.

4. Link each question with the following information: lesson, the topic, the degree of difficulty, the degree of discrimination, the educational goal, the educational outcomes and mental ability.

7.1 Stages of building questions (preparation, review, approval, testing):

The questions are built in two phases: first, which includes steps: Preparing questions from the lecturer. The first review from the relevant department. The second review from the external evaluator to verify the quality of questions and evaluate them. Accreditation from the department and the college.

The second phase determines the schedule of exams and activities (Examination Committee). Determines the characteristics of the exams and activities for the semester (Examination Committee). Determining the halls and times available for exams (educational centres). Building the schedule of exams and taking the test (Exam Committee, Student).

7.2 Mechanisms of tests for university students:

The university has laid down steps for the testing process in it and has laid foundations for it, the mid-semester and final exam for students of conventional and online education according to the following:

The midterm and final exams shall be taken at a test venue (for students of direct education) on the following considerations:

1. Availability of computers connected to the Internet at an appropriate speed to perform the test through the university-approved exam system.

2. The availability of at least two monitors for each of the headquarters committee committees, and the number of observers increases with the increase in the number of committee students, so that there are

two monitors for every twenty students. The tasks of the observer are as follows:

3. Prepare student attendance sheets on paper, and compel students to sign them before entering the committee and verifying their personal identities.

4. Withdrawing student attendance sheets after students sign them, and sending them to the exams officer in each educational centre.

5. Communicate with the examination officials at the centres to find out the passwords and any modifications to the exams.

6. Ensure the safety of the computers and their internet connection.

7. Monitor students and maintain their adherence to the performance tests.

8. Allowing students to leave committees after the permitted time.

If the student takes the test in a place where the university does not have a headquarters, the procedures are taken as follows:

1. The university communicates with other universities or academic centres in that country to obtain data for an academic member in that country, and to obtain documents confirming its affiliation with the university or academic centre.

2. This academic member is contacted to inform him about the rules and regulations for exams in Al-Madinah University and the methods that must be available at the test headquarters.

3. The academic member provides an official seat for the examination and the required means, according to what he got from the Deanship of Student Affairs and the Department of Tests.

4. The student is notified of the date and location of the test for a period of no less than (48) hours so that the student can reach the specified location at the time of the test.

5. The academic member is informed of the passwords and any amendments to the exams, an hour before the test date.

7.3 The development of the question bank through feedback

The question bank system is developed to allow the possibility of generating multiple test papers for a single subject, taking into account the percentage of agreement between the test papers, as it is recommended that it does not exceed 10% of the questions. All test papers are equal in all the aforementioned specifications. Providing the student with the opportunity to take a one-time experimental test, in both the mid and final exams.

The question bank system has the feature of feedback, in order to extract a number of results and reports through statistical, academic and educational analysis of student results and use them to improve the question bank.

VIII. CONCLUSION

after this scientific tour in studying the experience of the Language Centre at MEDIU in the test of measuring language skills of non-Arabic speaking students and their mechanisms, the research reached a set of results that are outlined as follows:

1. It is important to follow a specific method in designing the test that makes it highly reliable in terms of content and content.
2. The experience of MEDIU is just an unbeatable attempt, but it is in the way of its efforts to reach the summit.
3. The preparation of the test requires adherence to the objectives of the material, and to determine the quality and models of questions commensurate with the material, taking into account the duration of the test, individual differences, and the order of questions from easy to difficult, and the availability of all the characteristics of a good test of honesty, consistency and objectivity.

It also calls for the instructions to be clear and the questions to be direct. As it is not clear the instructions, the students get lost in the goal and the teacher suffers in correcting the papers. The test calls for ordering and organized form.

4. The design and preparation of the test is one of the most important stages. If it is the student's duty to know how to answer, then it is the duty of the teacher to know how to ask. To facilitate the achievement of the intended parties.

5. The quality, quality and professionalism of the questions helps to distinguish between strong and weak students.

6. Working with the results of the questions can improve the quality of the test, and working with the results of the test analysis can improve the educational process in general.

7. The Language Centre has various tests used to measure the skills of the Arabic language for non-native speakers, which lie in: MEDIU online test to determine the level of students for non-native speakers (MAPT). Achievement online tests: The centre uses it in the mid and final exams, and they are Written (objective) exams and their models (Multiple choice question and answer form is the same, Multiple-choice multiple-question model, Pairing Question Form (Matching), Fill in the blanks form, True and False Question Form (Yes or No) and Sample question ordering answers). Essay questions: Examples include the restricted short essay question form and complex Question Form. Oral questions: To measure expression and speech skills.

IX. RECOMMENDATIONS

Based on this study and its findings, the following recommendations can be presented: The researchers recommend those responsible for the digital question bank for Arabic language courses for non-native speakers at the Language Centre at MEDIU to design and prepare more different question forms

to emphasize objectivity and quality. Inviting workers in the field of teaching Arabic to non-native speakers and other leading institutions in e-learning and distance education to benefit from the experience of Al-Madinah International University to benefit from its experiences in employing modern technologies in the test of measuring the skills of the Arabic language for speakers of other languages. Establishing a global body that brings different educational institutions in the field of Arabic language education in order to establish and supervise the standardized placement test in Arabic language teaching for non-native speakers, similar to some foreign tests such as: (TOEFL) and (IELTS) and recognized by all institutions operating in the field and others Related institutions. Preparing tests to determine the language level in the light of the results of studies and research that specializes in this field. Designing Arabic language placement tests for speakers of other languages, and relying on reference standards for language proficiency and their levels. Designing educational curricula and programs for Arabic for speakers of other languages according to international and local language proficiency standards at the level of educational institutions.

ACKNOWLEDGEMENT

This research was supported by foundation from Universiti Sultan ZainalAbidin (UniSZA), therefore we thank our Universiti Sultan ZainalAbidin (UniSZA) that provided insight and expertise that greatly assisted the research

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