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The Effectiveness of E-Learning in Enhancing Mass Communication Students' English Language Negotiation Skills.

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ABSTRACT:

This paper investigates the effectiveness of E-Learning, Egyptian Chinese university, first year Mass Communication students' in enhancing their English language negotiation skills. This study was conducted in a quantitative design with many participants, first year Mass Communication students (English for specific purpose). The study used a quantitative approach. a survey, a pre and a posttest were used to collect data. The results revealed that E-Learning was affective for Mass Communication students' (English for specific purpose students) in enhancing their English Language negotiation skills. E-Learning was approved for English for academic language negotiation skills. E-Learning, English for academic purposes, Negotiation skills.

فعالية التعلم الالكتروني في تعزيز مهارات التفاوض باللغة**الانجليزية لدى طلاب كلية الاعلام.****إعداد****د/ أميرة محمد عبد الوهاب رشيد هلال الفيشاوي****وحدة اللغة الانجليزية .****الجامعة المصرية الصينية**

1-Introduction:

The definition of e-learning, as stated by experts in the fields of education and educational technology, is “the provision of training and education through networked interactivity and various other technologies for collecting and disseminating knowledge” (Fry, 2000). Due to its modes of delivery, e-learning is commonly known as electronic learning or online learning. As noted by Arkorful and Abaidoo (2015), the definition of e-Learning is a topic of considerable discussion within both educational and technological circles. Various definitions often emphasize different aspects of the approach, influenced by the specific interests of the researchers. For example, Twigg (2002) characterizes the concept of e-learning as focusing on the learner and the system's interactive, self-paced, and customizable qualities. In contrast, Tao et al. (2006) highlighted that e-learning revolves around electronic networks that provide learners with personalized support and enable them to follow flexible learning schedules. Given the various descriptions of e-learning, it is challenging to pinpoint a unified definition of the term, apart from the general idea that it refers to learning facilitated by electronic means (Abbad et al 2009). Typical resources utilized in e-learning consist of websites (for research purposes), instructional videos, and electronic books.

E-Learning was well received and students reported having more confidence, less fear, and better comprehension of grading criteria. Since the majority of students starting physical therapy school are digital natives, using e-learning may fit in well with their preferred methods of learning.

- Compared to traditional teaching approaches

e-learning may be more sustainable over time since it allows for learner customization, self-paced learning, and instructional consistency. E-learning, is the use of electronic media for a variety of educational objectives, from traditional classroom add-ons to online interactions that replace in-person sessions.

"E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning," Clark and Mayer(2015) described e-learning as instructions provided through digital technologies to support learning., In their 2015 study, "The role of e-learning, advantages and disadvantages of its adoption in higher education," Arkorful and Abaidoo(2006) defined e-learning and learning resources, In their 2006 study, "The Impact of E-Learning in Medical Education," Ruiz, Mintzer, and Leipzig described e-learning as the use of Internet

technology to improve performance and knowledge. Negotiation can be described according to Albin in 2001 as a collaborative decision-making activity where individuals with initially differing views and conflicting goals work together to reach a consensus that is beneficial and satisfying for both sides.

The importance of communication in negotiation can be viewed as a practical application in everyday situations.

The primary aim is

to employ communication strategies to influence, sway, or change how the other party perceives various aspects. Communication during negotiation involves a conversation among two or more individuals or groups with the goal of achieving understanding, settling disagreements, or gaining a favorable outcome in discussions. This process aims to establish a plan of action, negotiate for personal or collective benefits, and develop solutions that address the diverse interests of both parties engaged in the negotiation activities. Many studies assured the effectiveness of e-learning to enhance communicative negotiation skills, many studies assured the importance of communicative negotiation skills as the most needed important skills for mass communication students career and academic life. Therefore, the aim of this study is to determine the impact of the effectiveness of E-Learning for Mass Communication students' (English for specific purpose students) in enhancing their English Language negotiation skills.

through a quantitative design with a large number of participants, first year Mass-communication (English for academic purpose).

2-Literature Review

2.1. Electronic learning:

E-learning is a technology-enabled teaching approach that combines a variety of learning approaches and is available on an individual basis. The differences between electronic and traditional learning were outlined by Howard & Scott (2017). Traditional education uses a board and chalk as teaching aids, and the teacher is the only person who can impart knowledge. There are limited learning possibilities and the learning environment is limited to the classroom. The educational content distributed via electronic devices spans a range of learning situations, from integrating technology in the classroom to using computers with teachers and independently using laptops, even if e-learning makes use of

modern technology. This gives students a wide range of educational possibilities (Howard & Scott, 2017). Yunita and Komalasari (2017) noted that Howard & Scott (2017) outlined the differences between traditional education and online learning. Traditional education relies on chalkboards as teaching tools, with the teacher serving as the sole provider of information. The educational setting is limited to the classroom, providing few opportunities for learning. In contrast, e-learning leverages modern technology, with educational content delivered via electronic devices spanning various learning environments, from using technology in the classroom to working on computers with instructors or independently on laptops. This presents learners with numerous educational options (Howard & Scott, 2017). Online learning, which leverages information and communication technology, allows for a diverse array of educational activities. These activities encompass facilitated learning, blended learning (which combines traditional classroom methods with e-learning), and entirely online education. No matter the technology employed, knowledge remains the core element. Incorporating e-learning into English language teaching presents considerable advantages. The use of computers and other technological tools has become a fundamental aspect of both learning and education. At present, e-learning holds a vital position in various sectors, particularly in language instruction. The rise of e-learning has transformed numerous strategies and concepts in education, providing educators with the means to improve their effectiveness. The educational sector is experiencing significant expansion and is highly adaptable to shifts in a country's economic and social framework. The integration of technological advancements and innovations is regarded as a vital and impactful component in education. Educational institutions have progressively adopted e-books as a method for instruction and learning (Wu & Chen, 2018; Korat & Falk, 2017). Electronic books have been extensively utilized in various educational practices worldwide. In light of this trend, educators and organizations have been developing strategic approaches to incorporate electronic books into the educational context. Furthermore, the internet was introduced in 1974 and went live globally in 1994 (Lambert, 2009). Some e-books are presented in a straightforward manner, while others are more complex and incorporate audio and animation features. visuals, including images and movies, along with additional interactive elements. Compared to e-books that only contain text and photos, this type of e-book usually has more dimensions. The Encarta Encyclopaedia series is one example. In reference to Microsoft's

output. The benefits that students receive from learning using e-books will be further explained in the presentation. A digital version of a book or text that is made accessible online or through other electronic means is called an e-book.

2.2 Advantages of E-Learning:

-According to (Wu & Chen, 2018; Korat & Falk, 2017), advantage of E-learning can be stated as follows:

Convenience: eLearning enables learners to learn at any time and place, according to their own schedules.

Cost effectiveness: EL courses usually require less resources than traditional classroom-based courses; both students and institutions can save on costs.

Open study time: Learners can go as slowly as they want through topics in eLearning, even having additional practice and try again if a topic is more challenging for them, or to quickly skip areas that are not new to them.

Accessibility: eLearning platforms are reachable from anywhere that has an internet connection, which brings learning closer to the masses.

A diverse array of materials: eLearning platforms provide a selection of resources, such as multimedia content, interactive modules, and assessments, to accommodate various learning preferences.

Opportunities for collaborative learning: Online platforms promote collaboration among learners, allowing them to exchange knowledge, discuss concepts, and collaborate on projects.

Environmental advantages: eLearning minimizes the necessity for physical materials and travel, resulting in a reduced carbon footprint.

2.3. Comparing Traditional and Online Learning:

-According to (Kemp, 2020):

There are a number of considerations when contrasting eLearning with traditional learning. Due to its affordability, accessibility, and flexibility, eLearning is a popular choice among students. However, other students may prefer the structured environment, instant feedback, and in-person engagement that traditional learning offers. While conventional learning settings might not be as vulnerable to cyber threats, eLearning platforms need to emphasize security measures to

safeguard user data and uphold confidence. The decision between eLearning and traditional learning ultimately comes down to personal preferences, learning preferences, and particular requirements.

E-learning is developing quickly, and the following major trends will influence its future:

Microlearning: Concentrates on brief, focused lessons that are simpler to administer and remember.

Gamification is the use of game mechanics to boost motivation and engagement.

With content tailored for mobile devices, mobile learning facilitates learning while on the go.

Adaptive learning makes use of algorithms to tailor the educational process according to each student's performance.

Using video content to improve engagement and give context from the actual world is known as video-based learning.

Social Learning: Promotes teamwork via online discussion boards and social media platforms.

Emerging Technologies: Uses artificial intelligence (AI), augmented reality (AR), and virtual reality (VR) to produce individualized and immersive learning environments.

Install a cutting-edge Zero Trust network quickly; it's more secure and easier to maintain than VPNs.

2.4. E-Learning and English for Academic Purposes:

Students can evaluate their degree of skill through an online course, supporting their assertions. Students must choose whether they like to learn by memory or by making fresh discoveries. An online course's content invites students to identify their learning preferences, assess their strengths, and offer solutions for strengthening their areas of weakness. Jordan's integrated relationship of various abilities serves as the basis for the list of study skills that are likely to be required in the study scenarios (Jordan 2012). Students who have already started their academic studies are the target audience for the online EAP course. The phrase "ESP" often refers to teaching English as a second or foreign language to college students or those who are already employed, with the aim of assisting the learners in using English in a certain sphere of work or profession (Paltridge and Starfield 2013; Lesiak-Bielawska 2015; Gatehouse 2001). English can be essential for effective communication in at least 20 profession-related fields, according to McDonough (2010). These fields include aviation, commerce, customer service, engineering,

finance, human resources, information technology, law, law enforcement, maritime communication, media, medicine, nursing, telecommunication. ESP is a method of teaching languages where all choices about method and content are made with the learner's motivation in mind. (Waters and Hutchinson 1991, 19) Needless to add, quickly evolving technologies also contributed to this change in language instruction. Even though it was mainly a preoccupation of a select few language teachers, the use of computers in foreign language instruction (and naturally in ESP) dates back to the early 1960s, immediately following IBM's introduction of the first electric, mass-produced computer. Since then, it has drawn the interest of several language scholars worldwide and grown into a highly specialized multidisciplinary subject known as computer-assisted language learning (CALL). The characteristics of CALL at any given period might be interpreted as a reflection of the state of technological advancement. Stockwell (2014) and Warschauer (1996) observed that at the concurrently the evolution of CALL is conventionally divided into three separate phases, including behavioristic, communicative, and integrative CALL, because it duplicated basic pedagogical and methodological approaches (Warschauer, 1996). Behavioristic CALL, which was put into practice in the 1960s and 1970s and was founded on theories that supported the behavioristic view of language learning (such as the Audiolingual Method, Total Physical Response, or the Structural-Situational Approach), introduced the first computer programs for language learners. These programs included translation tests along with patiently repeated vocabulary and grammar drills. This initial stage of CALL. Higher education institutions worldwide began using multimedia and, most significantly, the World Wide Web for language instruction in the 1980s, marking the beginning of CALL's third integrated phase. Although multimedia (CD-ROMs and DVDs) did not actually entail student engagement, they did enable teachers to integrate texts, images, sounds, videos, and animation to emphasize language use in real-world circumstances. Language learners were only able to fully immerse themselves in an authentic learning environment with the introduction of Web 1.0, the early stage of the World Wide Web, which gave them instant access to countless authentic resources in various formats that were specifically catered to their own needs and interests. For ESP students in particular, whose highly specialized interests and requirements frequently surpass the content covered in textbooks, this was especially crucial. But the most important developments and new avenues for learning and teaching foreign languages, particularly ESP, came with the

introduction of Web 2.0 and its many uses at the turn of the millennium. According to Lesiak-Bielawska (2015), Web 2.0 offers ESP students the chance to engage in real-world communication activities that are pertinent to their academic or professional pursuits more than any other technology. According to Pop (2010), these tools can immerse students in real-world learning scenarios that expose and demand the use of the target language. Although neither the teacher nor the students have total control over the experience, it can shape, enhance, and improve their communicative competence. Thus, it makes sense that researchers frequently use sociocultural and connectivism theories of learning in this third phase of CALL, also known as Web CALL, Web-based CALL, Web-based Language Learning, or WBLL. These theories hold that social interaction is essential to the acquisition of ESP, EFL, or SL. Often called Web CALL, Web-based CALL, Web-based Language Learning, or WBLL, researchers frequently use connectivism and sociocultural theories of learning, which see social contact as essential to learning ESP, EFL, or SL. Furthermore, they propose that the fourth phase, ubiquitous CALL, has already supplanted integrative CALL due to the pervasiveness of technology in foreign language classrooms (Veselá 2012), at which point language learning reached its ubiquitous or omnipresent phase—learning. The latter was brought about by the introduction of mobile devices, which led to the creation of mobile-assisted language learning (MALL), a new subset of CALL. As stated by Stockwell (2021). According to Howlett et al. (2009), electronic (e) learning is the delivery, reinforcement, and improvement of learning and instruction through online content communication using electronic technology and media. In contrast to the conventional classroom, it describes a teaching and learning approach where instructors and students interact and complete assignments online (Li et al., 2014). According to a survey published in 2011, 31% of all students enrolled in higher education in the US took at least one online course during the previous academic year, and over 6.1 million students were enrolled in at least one or more online courses in 2010 (Allen et al., 2011). A more recent figure states that the number has increased by about 570,000, reaching one million students enrolled in at least one online course. With a current growth rate of 9.3%, the research also shows that the number of students enrolled in at least one online course has hit a record high. Furthermore, it predicts that there is no sign that the trend will slow down very soon (Allen & Seaman, 2013). A recent study by Ng et al. (2021) claims that 100% virtual learning is a teaching strategy that solely uses online learning resources and does not include any in-person

interaction. The idea of online learning, or e-learning, is not new; it has been adopted into contemporary education. Usability in e-learning is seen as a critical issue since the implementation of an online learning system necessitates change. A cogent and effective learning intervention also involves aligning the learner, technology, and educational software, with the user's demands being the primary focus for usability in order to reduce the high dropout rate and academic aspects (Rodrigues et al., 2019). A study by Muthuprasad et al. (2021) found that 60% of students who took part in the survey thought that in terms of student-lecturer communication, online lectures were less effective than in-person classes. Perceived effort and learning were the two primary focuses of another study (Kemp, 2020) that compared online versus in-person instruction. Face-to-face instruction was noted as preferred, despite the fact that there was only a slight difference between the two. The primary causes of this are students attending interesting lessons and physical classrooms meeting expectations (Kemp, 2020). Despite this, a number of factors, including learning objectives, course content, satisfaction with educational support, technical accessibility, assessment criteria, and peer-learning groups, influence students' subjective opinions of the quality and efficacy of online courses for their education (Bączek et al., 2021; Van Wart et al., 2020). Additionally, although e-learning enhances students' theoretical understanding, it could not help them develop their clinical abilities or meet learning objectives (Olivier et al., 2020). Online forums, for example, enhance communication, offer support, and increase students' interest in the course topics. person instruction is required to comprehend the significance of specific knowledge and information in practice. Thus, it is recommended that studies be carried out to ascertain how well e-practical learning helps students meet their learning objectives.

2.5. Communicative Negotiation Skills:

Students can learn from first-hand experience and comprehend real-world contexts by using simulated negotiations as an immersive instructional method (Usherwood, 2018; Asal & Blake, 2006; Irrera, 2021). Many studies present an ESP teacher's perspective on the usage of simulated negotiations with various different science student groups, including the steps involved in implementing them in the classroom and providing participant comments. It makes the case that they can be a very helpful tool in ESP classrooms, improving and growing students'

language skills beyond merely English. For many professions and postsecondary students, advanced English communication skills are essential, yet there are sometimes little possibilities to acquire them. University ESP curricula, whether or not English is the primary language of instruction, typically focus on improving students' reading comprehension, vocabulary, and academic writing in general. Speaking is the talent that students value the most (Shamsaee & Shams, 2010; Nazara, 2011), even though it may not be at the top of the syllabus. They may also need it later in their studies or after they graduate. Speaking exercises that are pertinent to university students' coursework and future careers should be created with in mind that "one of the requirements adult learners have in ESP settings is engagement in real-world language activities" (Jendrych & Wisniewska, 2010, p. 3). Students are given tasks that they won't think are fake and that assist them develop their speaking confidence. Discussions, role plays, brainstorming, storytelling, information gap exercises, reporting, and presentations are typically the most popular speaking exercises in ESP contexts. A virtual environment, or a Despite being "a recreation of a real-world situation, designed to explore key elements of that situation," negotiation in our context is comparable to a classic role-play used in language instruction (Usherwood, n.d., p. 2). According to Torregrosa and Sánchez-Reyes (2011), p. 93, "simulated negotiations in ESP classes for political scientists can bring a real-life situation into the classroom and allow students to become part of it." This will "motivate and immerse learners in specific areas of the target language in which practice is needed." Negotiations that are simulated can be brief and straightforward or lengthy, intricate, and highly complicated. Since simulations "help(s) to increase students' understanding of the subtleties of theories or concepts and draw in students who can be alienated by traditional teaching approaches," it is widely accepted in political science education that their use improves classroom learning (Asal & Blake, 2006, p. 2).

According to an ESP teacher (Usherwood, 2018; Asal & Blake, 2006; Irrera, 2021), the following are some of the reasons why simulated negotiations are included in the mass-communication ESP curriculum:

1. To help students learn negotiation phrases and language unique to their subject.
2. To give students the opportunity to evaluate, practice, and improve their negotiating abilities.
3. To get comfortable speaking in a secure setting.
4. To make some subjects and reading materials more engaging.

5. To help students comprehend how complicated the subject or situation is.
6. To extend the pupils' viewpoint.

2.6. English Language Negotiation Skills:

In negotiations, being proficient in English promotes the capacity to communicate concepts with conviction, clarity, and sound reasoning. Consequently, this fosters the development of solid rapport with negotiators. Fluency in English, on the other hand, makes it possible to comprehend the requirements and expectations of all parties. Language barriers are removed and clear and efficient communication is made possible by negotiating in English. This facilitates easy communication and raises the likelihood of fruitful agreements. Anyone can find it difficult to become proficient in the art of negotiation. When using English in negotiations, it's important to know more than just the fundamentals of how to handle these kinds of conversations. and phrases that will be most helpful in coming to a consensus (Winnie T. Chebet (M.Phil) 1; Jacob K. Rotich (M.Phil) 2; Dr. Alice Kurgat, 2015). So, according to the previous studies, the researcher can state negotiation skills as follows:

- 1-Expressing ideas in a clarity way
- 2-Able to communicate concepts with conviction.
- 3-Able to negotiate and persuade.
- 4-Be effective through using different communicative skills.
- 5-Expressing agreement or non-agreement.

2.7. Developing Negotiation through E-Learning:

Traditional teaching methods have been completely transformed by the incorporation of technology into language instruction. Online language instruction, especially on sites like YouTube, offers never-before-seen access to real resources that improve second Language acquisition by Ehsan Ataei, Faculty of Education, University Technology Malaysia (Harrington & Levy, 1999). Hybrid learning, which combines in-person instruction with online resources, has been a popular strategy in TESL situations, as noted by Rovai and Jordan (2004). acquisition of language (Harrington & Levy, 1999). Hybrid learning, which combines in-person instruction with online resources, has been a popular strategy in TESL situations, as noted by Rovai and Jordan (2004).

Learners are exposed to real-world language use through YouTube's

extensive collection of negotiating scenarios, which range from corporate conversations to casual encounters. (Becker & Ekdor, 1980) However, learner acceptability and strategic implementation are key factors in these products' pedagogical efficacy.

3-Problem identification

3.1. Purpose of the Study:

The purpose of the study was to investigate the effectiveness of developing E-Learning instruction to foster Mass Communication student' English Language negotiation skills, Egyptian Chinese university, first year Mass Communication students' in enhancing their English language negotiation skills.

3.2. Objectives of the Study:

- 1- Enhancing and promoting first year, Mass Communication students' English language negotiation skills.
- 2-Developing E-Learning instruction to Foster Mass Communication students' English language negotiation skills.

3.3. Statement of the Problem:

The problem of the present study was that first year at the faculty of the Mass Communication students', Egyptian Chinese university lack their English Language negotiation skills, so the researcher made an attempt to investigate the effectiveness of developing E-learning in fostering Mass Communication students' English Language negotiation skills .so the following main questions was tried:

-What is the effectiveness of E-learning in enhancing Mass-Communication students' English Language Negotiation skills?

This question can be divided into the following sub questions:

- 1- How far do EAP Mass Communication students acquire their E-Learning instruction?
- 2-What is the effect of the E-Learning instruction in fostering the first year, Mass-Communication English Language negotiation skills?

3.4. Limitations of the Study:

The present research limits first year students', EAP students, Faculty of Mass Communication, Egyptian Chinese University. Students were assigned to two groups randomly; one group was considered as an experimental group and the other one is considered a control group. each group consisted of 100 students.

4-Methodology

4.1. Research Design:

This study was conducted quantitatively to collect data from a large number of participants according to Heale and Twycross (2015), a quantitative research design allows researchers to generalize the findings from vast data. For this current study which includes 100 participants, participated in this current study: EAP students, Faculty of Mass Communication students, Egyptian Chinese University. Students were assigned to two groups randomly; one group was considered as an experimental group and the other one is considered as a control group. each group consisted of 100 students.

4.2. Research Tools and Data collection procedures:

Research tools which are used to collect data can be considered as follows:

- 1-English Language negotiation skills Questionnaire. (Appendix 3).
- 2- Pre-and post- English Language negotiation skills Skills Test. (Appendix 2).

4.3. Instrument and Experiment:

The study had a pre-post groups design. An experimental and a control group were pre- posttests “pre and post English Language negotiation skills test”. The experimental group was instructed and trained in an EAP E-Learning instruction while the control group received no such training. Pre- English Language negotiation skills questionnaire was used to measure the students’ selected English Language negotiation skills which are needed for their academic life.

4.4. English Language negotiation skills questionnaire:(Appendix 3)

4.4.A The objective:

The questionnaire was designed for the purpose of:

-Surveying the physiotherapy students’ needs for the most needed academic English Language negotiation skills.

4.4.B. Design:

In order to design the questionnaire, the researcher did the following:

-Reviewing the ESP literature that focused on English Language negotiation skills

-Reviewing the previous studies that already developed the English Language negotiation skills for academic purposes.

4.4.C. Administration

The questionnaire was administrated to the first year, Mass Communication students' Egyptian Chinese university, through Microsoft teams (online), to be filled calculated online, the researcher explained the purpose of the questionnaire.

4.4.D. Description

The questionnaire consists of 25 items representing the target English Language negotiation skills “. According to the result of 100 students, the researcher concluded the most important five English Language negotiation skills to be enhanced and instructed through E-learning.

4.4.E. Validity of English Language negotiation skills Questionnaire:

To ensure the validity of the questionnaire, the researcher presented it to jury of experts form field of curriculum and teaching methods, Appendix No. (1); In order to explore their opinions about the validity of this questionnaire, the researcher asked them to express their opinion on the questionnaire in terms of the suitability of the skills for what they were developed for, and the extent of the students' needs for them, in addition to determining the extent of their suitability to the level of the students of the research sample, and the clarity of its linguistic formulation, as well as adding, deleting, or Reframing what they see as skills.

4.4.F. Reliability of the English Language Negotiation Skills Questionnaire:

To verify the reliability of the questionnaire, the researcher used the Cooper equation to calculate the percentage of agreement between the arbitrators. The percentage of agreement between the arbitrators was (91.83%), meaning the reliability value was (0.918); this indicates a high reliability rate for the questionnaire, and also confirms its validity for application to the students in the research sample.

4.4.G. Results of English Language Negotiation Skills Questionnaire for measuring the English negotiation skills required for faculty of Mass Communication Students:

The researcher calculated the percentage of agreement among students on the questionnaire. This is to determine the extent of students' needs for English negotiation skills, which is evident in the following table (1):

Table (1)
Percentage of Agreement between students on English Language
Negotiation Skills Questionnaire for the English negotiation skills required
for faculty of media
(N=110)

No.	English negotiation skills	Percentage %	Ranking
1	Improving sentence structure.	81.82	14
2	Using correct punctuation (e.g., full stops, commas).	72.73	23
3	Enhancing capitalization rules.	81.82	15
4	Expanding vocabulary and word choice.	68.18	28
5	Expressing clear and concise sentences.	90.91	6
6	Understanding paragraph structure.	72.73	24
7	Avoiding run-on sentences and fragments.	90.91	7
8	Using transition words effectively.	86.36	10
9	Learning how to write a strong thesis statement.	72.73	25
10	Organizing ideas logically in an essay.	81.82	16
11	Improving coherence and cohesion in writing.	72.73	26
12	Developing a compelling introduction.	90.91	8

No.	English negotiation skills	Percentage %	Ranking
13	Pronouncing strong topic sentences.	81.82	17
14	Supporting arguments with evidence.	68.18	29
15	Strengthening conclusion negotiation skills.	86.36	11
16	Practicing different types of essays (e.g., descriptive, persuasive).	72.73	27
17	Narrating and engaging narratives and storytelling.	86.36	12
18	Avoiding common grammar mistakes.	77.27	21
19	Using active and passive voice correctly.	81.82	18
20	effective summaries and paraphrasing.	68.18	30
21	Enhancing critical thinking.	81.82	19
22	Understanding how to self-edit and proofread.	86.36	9
23	Avoiding plagiarism and properly citing sources.	77.27	22
24	Learning how to generate ideas for negotiating topics.	81.82	20
25	Expressing ideas in a clarity way.	86.36	13
26	Able to communicate concepts with conviction.	95.45	3
27	Able to negotiate and persuade.	98.18	2
28	Be effective through using different communicative skills.	100.00	1

No.	English negotiation skills	Percentage %	Ranking
29	Expressing agreement or non-agreement.	95.45	4
30	Practicing time management for Negotiation assignments.	92.73	5

It is clear from the results of the previous table (1) that:

The skills agreed to be needed by students were maintained at a rate of (80.00%) and more, and the following is an explanation of those skills:

- **First Rank:** the skill of **Be effective through using different communicative skills** came in first rank in the Questionnaire of English negotiation skills among faculty of media students; the percentage of students' agreement on their need for it reached (100.00%).
- **Second Rank:** the skill of **Able to negotiate and persuade** came in second rank in the Questionnaire of English negotiation skills among faculty of media students; the percentage of students' agreement on their need for it reached (98.18%).
- **Third Rank:** the skill of **Able to communicate concepts with conviction** came in Third rank in the Questionnaire of English negotiation skills among faculty of media students; the percentage of students' agreement on their need for it reached (95.45%).
- **Fourth Rank:** the skill of **Expressing agreement or non-agreement** came in fourth rank in the Questionnaire of English negotiation skills among faculty of media students; the percentage of students' agreement on their need for it reached (95.45%).

- **Fifth Rank:** the skill of Practicing time management for negotiation assignments came in fifth rank in the Questionnaire of negotiation skills among faculty of media students; the percentage of students' agreement on their need for it reached (92.73%).

4.5. English Language Negotiation Skills Test

4.5.A The objective:

-English Language Negotiation Skills test was designed for the purpose of:

-Surveying the Mass-Communication students' acquisition for their English Language negotiation skills.

4.5.B Design:

In order to design the test, the researcher did the following:

-Reviewing the EAP literature that focused on English for English Language negotiation skills.
test.

-Reviewing the previous studies for designing electronic learning instruction that already developed English Language negotiation skills.

4.5.C validity

The test was validated by jury members (appendix1), English language professors and instructors who are specialized in English methodology and EAP course design. Based on the jury members' recommendation, the researcher made the suggested changes and modification to reach to its final form.

4.5.D. Administration

The test was administrated to the first year (the control and the experimental groups), Mass Communication students, Egyptian Chinese university, pre and post teaching the EAP content for the control group through the normal content and for the experimental group through teaching the designed E-Learning content to develop English Language negotiation skills, the researcher explained the purpose of the test.

4.5.E. Description

The test consists of four ten communicative Mass Communication tasks representing the target negotiation skills which are most needed, and which are important for the Mass Communication students' academic life according to the result of the English Language negotiation skills questionnaire. Every negotiation task measures the five target English Language negotiation skills according to the result of the English Language negotiation skills questionnaire. 10 negotiation tasks, everyone

is out of 10 marks, so the total of the test is out of 100 marks. Time for every negotiation task takes 10 minutes. Total time for the exam is one hour and half.

4.5.F. Psychometric Properties for Test of the English Negotiation Skills Required for Faculty of Mass Communication Students:

The researcher verified the availability of the psychometric Properties (validity, reliability, coefficient of difficulty and ease, and Discrimination Coefficient) of the test as follows:

First: Validity

In this research, the researcher relied on the validity of the jury members to emphasize the validity of the content, also the internal consistency, and Intrinsic Validity, the following is an explanation for this:

A. Content validity:

The researcher presented the test in its initial on jury of experts form field of English language to express their opinions on the appropriateness of items of the test, based on the viewpoints agreed upon by the jury members, the researcher has done the modifications agreed upon by the jury of experts (80.00% and more). Cooper's equation has been used to calculate the percentage of agreement among the jury members.

The rate of agreement among the jurors on skills of test ranged between (80.00% - 100.00%), as the percentage of agreement on the test as a whole reached (92.00%), which is a high percentage indicating the validity of the test, after making the modifications approved by the jury members, which included an amendment to the formulation of some of the questions of the test, The researcher made the modifications referred to by the jury members, which included modifying the wording of test.

B. Internal consistency validity:

Internal consistency was calculated through the application of the test on (50) student during the pilot study as follows:

Calculation of the correlation coefficients among the test items and total test as follows:

Table (2)
Correlation coefficients between items for Test of the English
Negotiation Skills Required for Faculty of Media Students
(N=50)

Items	Correlation Coefficient	Items	Correlation Coefficient
1	0.325*	6	0.820**
2	0.811**	7	0.807**
3	0.777**	8	0.350*
4	0.813**	9	0.805**
5	0.838**	10	0.786**

* Correlation is significant at the at level (0.05)

** Correlation is significant at the at level (0.01)

The previous table (2) shows the correlation coefficients between the total test and items of the test have ranged between (0.325) and (0.838), all of which are a statistically significant at the level of (0.01), and level (0.05); this indicates the correlation and coherence of the test items, and the test as a whole, which indicates that the test It has internal consistency.

C. Intrinsic Validity

Intrinsic validity of the test was also obtained by using the following formula:

$$\text{Intrinsic validity} = \sqrt{\text{Reliability item}}$$

$$\text{Intrinsic validity} = \sqrt{0.825} = 0.908$$

$$\text{Intrinsic validity} = 0.908$$

Intrinsic validity equal (0.91); which confirms that the test is validity.

Second: Reliability

The reliability of the test was calculated in a number of ways, the Cronbach's Alpha, and the Split-Half, as follows:

A. Cronbach's Alpha: The researcher used this method to calculate the reliability of the test by applying it to a sample of (50) student, The following table (3) shows the reliability coefficients:

Table (3)
Results of the reliability coefficient value for Test of the English Negotiation Skills Required for Faculty of Media Students
(N=50)

Test	Number of items	Cronbach's Alpha Coefficient
The test as a whole	10	0.825

The Cronbach's Alpha coefficients for the value of the Cronbach's Alpha for the overall test were (0.825).

These values indicate that the test has an appropriate degree of reliability.

B. The Split-Half: The coefficient of test reliability was calculated with the Split-Half method, and the Guttman equation was used. The following table shows the reliability coefficients:

Table (4)
Results of the reliability coefficient values for Test of the English Negotiation Skills Required for Faculty of Media Students
(The Split-Half)

Test	Number of items	Correlation between forms (Pearson)	(Spearman-Brown) Coefficient	Guttman Split-Half Coefficient
The test as a whole	10	0.730	0.889	0.888

These values indicate that the test has an appropriate degree of stability, and this means that the values are appropriate to be reliable and indicate the validity of the test for application.

Third: The Difficulty Coefficient Calculation

The researcher calculated the difficulty coefficient of the items of test. The following table (5) shows the difficulty coefficient of the items as follows:

Table (5)
Values of difficulty coefficient for Test of the English
Negotiation Skills Required for Faculty of Media Students
(N=50)

Items	Coefficients of difficulty	Items	Coefficients of difficulty
1	0.49	6	0.52
2	0.51	7	0.51
3	0.47	8	0.48
4	0.50	9	0.49
5	0.50	10	0.50

It is clear from the previous table (5) that the difficulty coefficients ranged between (0.47 - 0.52), which are good difficulty coefficients, and the difficulty coefficient for the test as a whole was (0.50). These results indicate the validity of the test for use.

Fourth: Discrimination Coefficient Calculation

The discrimination is the test's ability to discriminate between the high- ability students and low-ability students. The following table (6) shows the discrimination coefficients of the test:

Table (6)
Values of discrimination coefficients for test of the English
Negotiation Skills Required for Faculty of Media Students
(N=50)

Items	Discrimination Coefficients	Items	Discrimination Coefficients
1	0.62	6	0.73
2	0.65	7	0.60
3	0.61	8	0.67

Items	Discrimination Coefficients	Items	Discrimination Coefficients
4	0.72	9	0.69
5	0.70	10	0.66

From the previous table (6), it is found that the values ranged from (0.60 to 0.73), which are acceptable values and indicate the ability of the test to distinguish between the students. Then the test became in its final form after the adjustments. The test as a whole discrimination coefficient was (0.67). These results indicate the validity of the test for use.

By verifying the psychometric properties of the English Negotiation Skills Test, it was confirmed that the test is reliable for application to the main sample of students from the faculty of Media.

- The Statistical Methods:**

The Social Sciences Statistical Package SPSS ver.28 was used to perform statistical analyzes, and the methods used in this research are:

- Cooper's equation to find agreement ratios among jurors of experts.
- Cronbach's Alpha, and Split-Half to calculate Reliability of the test.
- Intrinsic Validity to calculate Reliability of the test.
- Pearson correlation coefficient to estimate internal consistency of the test.
- The difficulty coefficient calculation and discrimination coefficient calculation for the test.
- "t-test" for the independent groups to examine the equivalence in English Negotiation Skills test between experimental students' group & control students' group, and its significance was verified by the value of (t).
- "t-test" for the independent groups to examine the significance of the differences between the degrees of students (experimental students' group & control students' group) to determine the difference in the level of the English Negotiation Skills test in both groups, and its significance was verified by the value of (t).
- "t-test" for the paired groups to examine the significance of the differences between the degrees of students (experimental students'

group) to determine the difference in the level of the English Negotiation Skills test in pre and post application, and its significance was verified by the value of (t).

- Effect size scale " η^2 " to demonstrate the impact of the experimental treatment on English Negotiation Skills test.
- The ratio of Blake to verify of effectiveness

4.7. Hypotheses of the Study: -

In the light of the results of the theoretical background, the following hypotheses can be stated:

1-There is a statistically significant difference between the mean scores of the experimental and control groups in the post administration of the negotiation skills test favoring the experimental group.

2-There is a statistically significant difference between the mean scores of the experimental group students in the pre and post administrations of negotiation skills favoring the post administration.

3- E-Learning is effective for Mass Communication students (English for specific purpose students) in enhancing their English Language negotiation skills.

4.8. Results and Discussion:

After the research sample was chosen, the actual implementation of the research experiment has started, and this was represented in the following:

Applying the English negotiation skills test was prior applied to the research sample students as follows:

• Pre-test of the English Negotiation Skills Test:

The aim of the prior application of the English negotiation skills test is to ensure the equality of the two groups in the level of English negotiation skills before teaching. The prior application of the test was done on the students of the experimental and control groups, and the results were monitored and statistically processed using the (t) test for two independent samples.

the value of (t) was calculated for two independent groups and their significance for the difference between the mean scores of experimental students' group and control students' group in the total degree of the English negotiation skills test, and a table (7) shows that:

Table (7)

The value of “t” test and the level of its significance for the difference between experimental group and control group in pre-test of English negotiation skills test

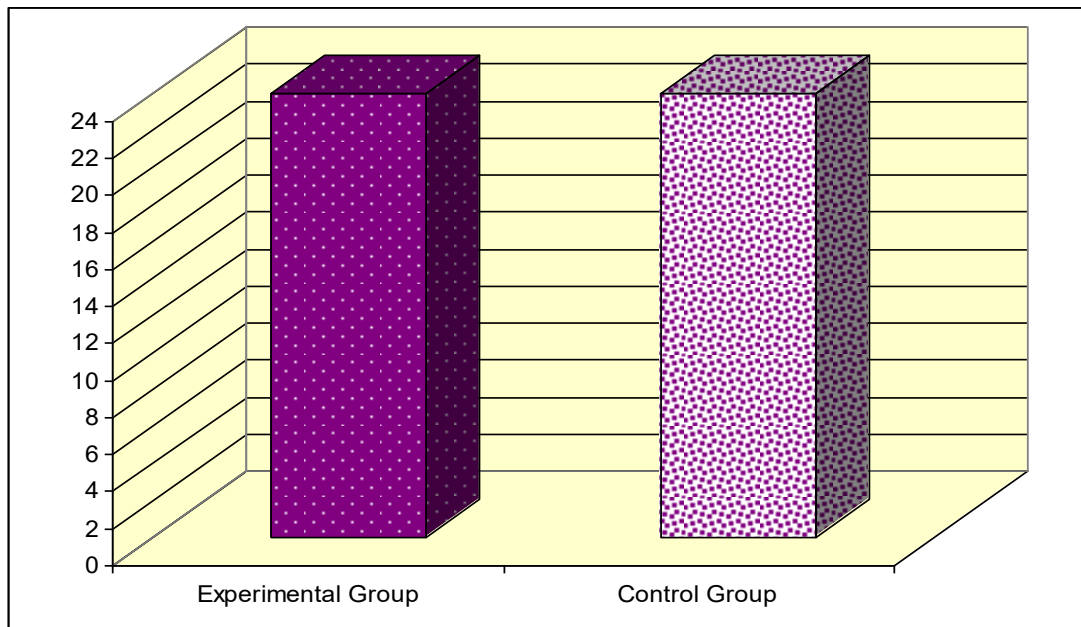
Variable	Groups	N	Mean	Std. Deviation	df	t	Sig.
English Negotiation Skills	Experimental Group	110	28.89	1.661	218	0.511	0.610
	Control Group	110	28.97	0.252			

It is shown from the previous table (7):

- The great Convergence between the mean scores of experimental group students and the mean score of control group students in total of the English negotiation skills test, where experimental group students got an mean (28.89) with a standard deviation (1.661), while control group students got an mean (28.97) with a standard deviation (0.252), and the calculated value of (t) for the significance of the difference between the mean scores of experimental group and control group students in total of the English negotiation skills test, which reached (0.511) and the significance level is (0.610) which is greater than the level of significance (0.05); Thus, there is no statistically significant difference at the level of significance (0.05) between responses for students of experimental group and control group in pre- application to total of the English negotiation skills test.
- **This means that the two groups (experimental & control) are equal in the English negotiation skills test as a whole, and this indicates that there is no difference in scores of English negotiation skills test as a whole among experimental group and control group in pre-test of the English negotiation skills test.**

This result can be illustrated by the following figure (1):

Figure (1)
A graph showing of mean scores of experimental group and control group in Pre-test to the English negotiation skills test



Results

In this section, the researcher presents the results of the study by testing the validity of each research hypothesis, and then the results are interpreted and discussed in the light of the theoretical framework for the research and previous studies.

- First Hypothesis of the Research**

The first hypothesis Stated that " **There is a statistically significant difference between the mean scores of the experimental and control groups in the post administration of the English negotiation skills test favoring the experimental group** ".

To test the validity of this hypothesis, the (t) test was employed to two independent groups the experimental student's group and the control students' group in post-test of the English negotiation skills test. The results are shown in the following table (8):

Table (8)

The value of “t” test and the level of its significance for the difference between experimental group and control group in post-test of the English negotiation skills test

Variable	Groups	N	Mean	Std. Deviation	df	t	Sig.
English Negotiation Skills	Experimental Group	110	78.99	1.845	218	234.472	.000
	Control Group	110	29.12	1.254			

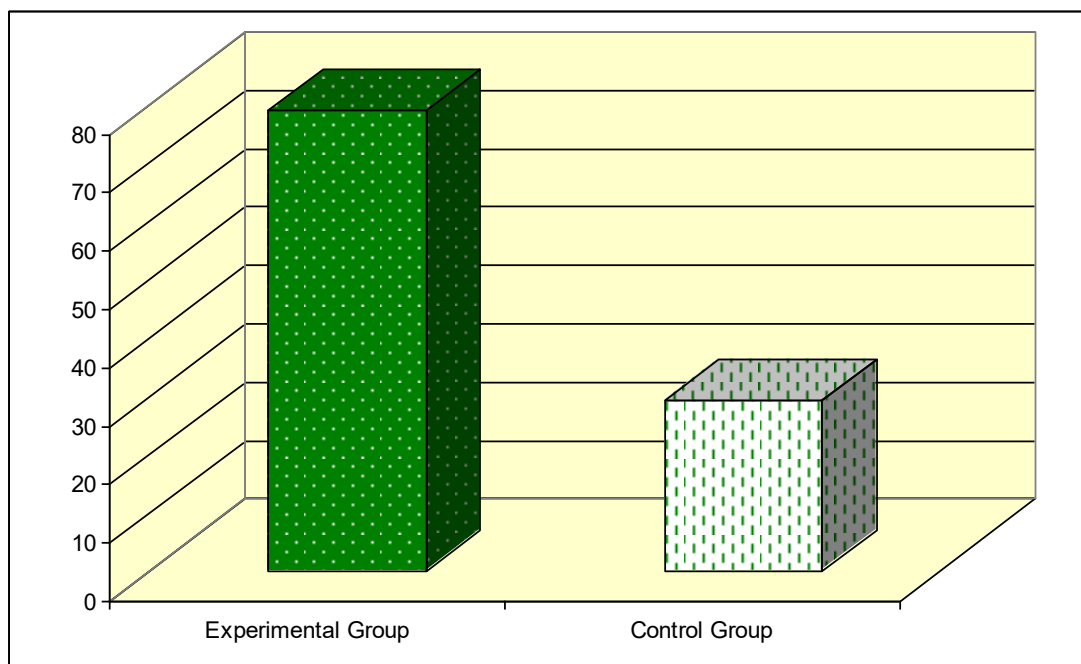
It is shown from the previous table (8):

- High of mean scores for experimental group students than mean score of control group students in total of the English negotiation skills test, where experimental group students got a mean (78.99) with a standard deviation (1.845), while control group students got a mean (29.12) with a standard deviation (1.254). it's meant the average scores of experimental group students were higher than the mean scores of control group students in the post-test of total of the English negotiation skills test.
- The calculated value of (t) for the significance of the difference between the mean scores of experimental group and control group students in total of the English negotiation skills test, which reached (234.472) and the significance level is (0.000) which is lower than the level of significance (0.05); Thus, there is statistically significant difference at the level of significance (0.05) between responses for students of experimental group and control group in post- application to total of the English negotiation skills test in favor of experimental group.

- This result can be illustrated by the following figure (2):

Figure (2)

A graph showing of mean scores of experimental group and control groups in Post-test of the English negotiation skills test



- This means accepting the first hypothesis of research, and this indicates that there is difference at the level of (0.05) between the experimental and control group in the post- test of the English negotiation skills test in favor of experimental group.

• The Second Hypothesis of the Research

The Second hypothesis Stated that " There is a statistically significant difference between the mean scores of the experimental group students in the pre and post administrations of the English negotiation skills test favoring the post administration " .

To test the validity of this hypothesis, the (t) test was employed to two paired groups in pre and post-test of the English negotiation skills test for the experimental students group. The results are shown in the following table (9):

Table (9)

The value of “t” test and the level of its significance for the difference between the experimental group in the pre and posttest of the English negotiation skills test

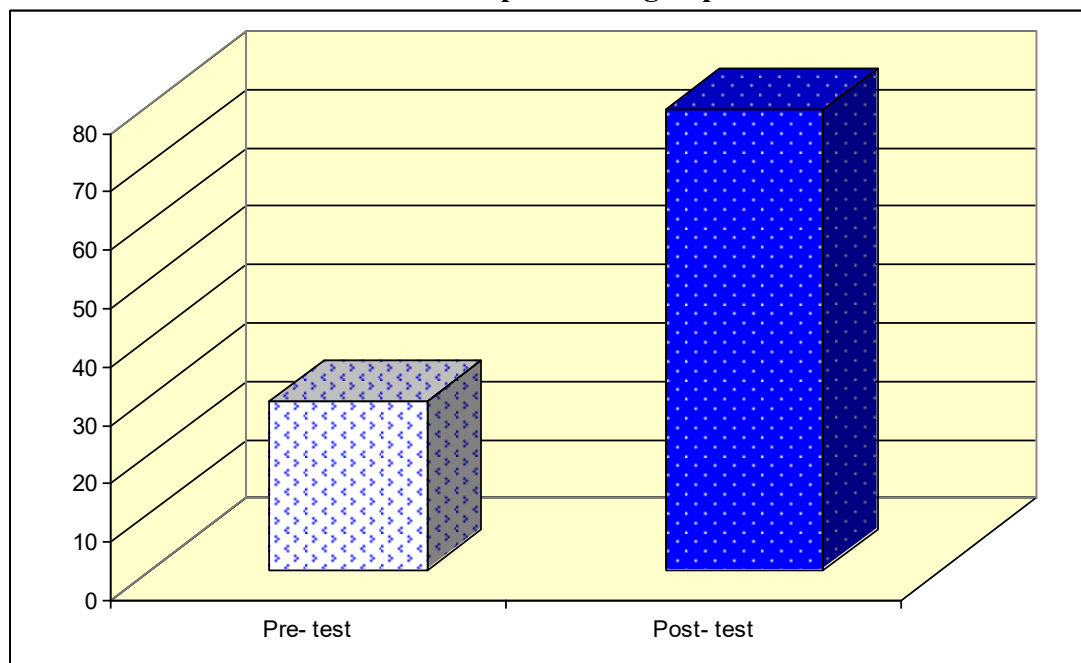
Variable	Test	N	Mean	Mean paired differences	Std. Deviation	Std. Deviation paired differences	df	t	Sig
English negotiation skills	Pre-test	110	28.89	50.10	1.661	0.230	109	217.890	.000
	Post-test	110	78.99		1.845				

It is shown from the previous table (9):

- High of mean scores for post-test about mean score of pre-tests for experimental group students in total test of the English negotiation skills, where experimental group students got a mean (28.89) in pre-test of total test with a standard deviation (1.661), while got a mean (78.99) in post-test of the English negotiation skills test with a standard deviation (1.845). it's meant the mean scores in post-test of the English negotiation skills test for experimental group students was higher than the mean scores in pre-test of the English negotiation skills test.
- Mean paired differences between the mean scores of the pre-test and post-test of the English negotiation skills test was reached (50.10).
- also the calculated value of (t) for the significance of the difference between the mean scores of the pre-test and post-test of the English negotiation skills test, which reached (217.890) and the significance level is (0.000) which is lower than the level of significance (0.05); Thus, there is statistically significant difference at the level of significance (0.05) between responses of experimental students in the pre-test and post-test of total the English negotiation skills test in favor of the posttest.

- This result can be illustrated by the following figure (3):

Figure (3)
A graph showing of mean scores for pre and posttest In the English negotiation skills test for experimental group



- This means accepting the second hypothesis of research, and this indicates that there is difference at the level of (0.05) between the mean scores of the experimental group in the pre-test and post-test of the English negotiation skills test in favor of the posttest.

• Third Hypothesis of the Research

The third hypothesis Stated that " E-Learning is Effect for mass communication students (English for specific purpose students) in enhancing their English language negotiation skills “.

To test the validity of this hypothesis, the effect size of the E-Learning on enhancing Students' English negotiation skills.

The following table (10) illustrates the effect size of the E-Learning on developing the English negotiation skills.

Table (10)
Value of (η^2) and the level of effect size

The Independent Variable	The Dependent Variable	Implementation	t	η^2	Effective Size	d	The Effective
E-Learning	English Language negotiation skills	Experimental Group - Control Group	234.472	0.998	99.8%	43.170	High
		Pre test - Post test	217.890	0.984	98.4%	15.486	High

The previous table (10) shows the following:

- The value of Eta-square (η^2) for experimental group - control group in English negotiation skills test was (0.998). This means that (99.8%) of variance in the level of English negotiation skills is due to use the E-Learning, The value of (d) equal (43.170) means the effect size of using the E-Learning on Students' English negotiation skills is large, because the value of (d) is higher than (0.8).
- The value of Eta-square (η^2) for Pre test - Post test in English negotiation skills test was (0.984). This means that (98.4%) of variance in the level of English negotiation skills is due to use the E-Learning, The value of (d) equal (15.486) means the effect size of using the E-Learning on Students' English negotiation skills is large, because the value of (d) is higher than (0.8).
- This means accepting the third hypothesis of research, and this indicates that the E-Learning is effect in enhancing Students' English negotiation skills.
- In order to verify the effectiveness of teaching by using the E-Learning, the modified earnings ratio of Blake and its significance was applied for developing Students' English negotiation skills. the results were as shown in the following table (11):

Table (11)
Blake's modified ratio and its significance for Developing
Students' English negotiation skills

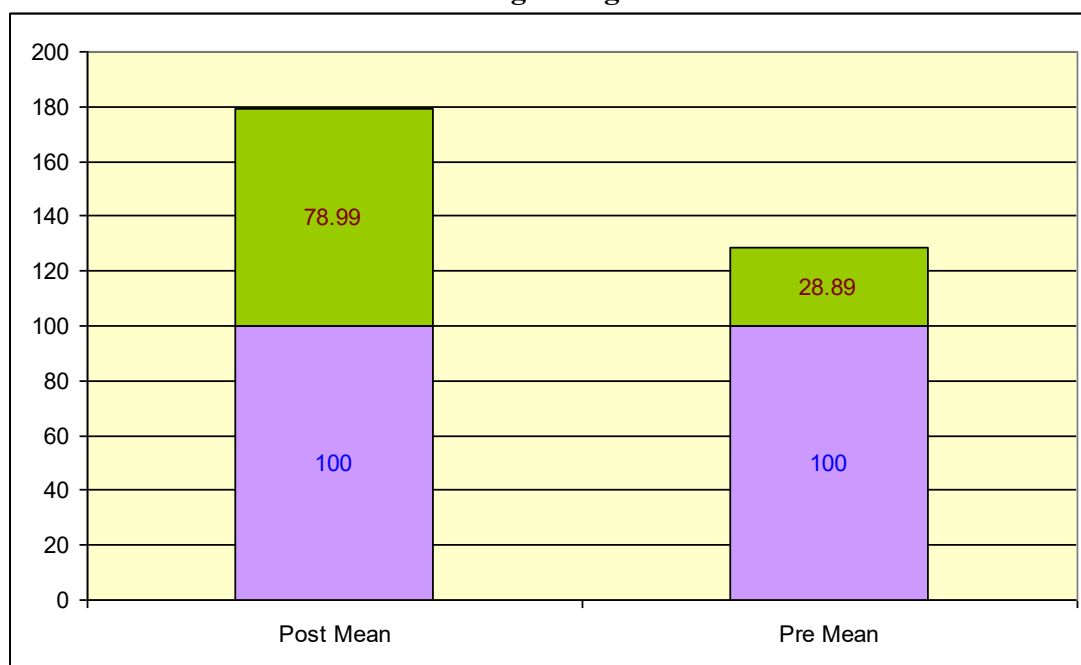
Variable	Final Grade	Pre-Mean	Post Mean	Ratio of Blake	Significance
English negotiation skills	100	28.89	78.99	1.206	Acceptable

It is clear from the previous table (11) that:

- Teaching by Using the E-Learning effectiveness in developing Students' English negotiation skills, as the earning rate reached (1.206), which is considered an acceptable percentage; This indicates that the use of Teaching by Using the E-Learning is effective in developing the English negotiation skills for Mass Communication Students' (the research sample).
- This result can be illustrated by the following figure (4):**

Figure (4)

A graph showing of mean scores for experimental group
In the English negotiation skills



5-Interpretation, Recommendations and Suggestions:

Throughout the discussion of the previous results, it has become clear that the E-learning instruction is effect in fostering Mass Communication

students' English Language negotiation skills. Through these results, a number of conclusions can be made:

1. The students tend to be more proficient academic negotiator through using E-learning instruction.
2. E-learning instruction were effective in enhancing Mass Communication students' academic negotiation skills.
3. Academic learning language with their target negotiation skills can be effectively enhanced through using technology and computer assisted language learning.
4. E-learning instruction provided the students with positive teaching and learning environment.
5. E-learning instruction helped the students in being more active, initiative and creative.
6. E-learning instruction connected the students with academic real-life situations of language use and thus, this made learning more realistic to them.

5.1. Recommendation:

In the light of the results and conclusions of the present study, the following recommendation are recommended:

1-Students enrolled in the first year, faculty of Mass-Communication should be trained in an effective E-learning content.

2- ESP instructors in the faculty of the Mass Communication should receive training in using effective E-Learning to improve the students 'English Language negotiation skills.

3-It is recommended that curriculum designers should depend on developing English Language negotiation skills through using technology.

4-During performing the program, students should be provided with a relaxing and effective environment.

5.2. Suggestion for further researches:

-Out of the study results, conclusions and recommendations, the following areas of the study may be suggested for further research:

1-Developing a program through using E-learning for developing other skills are not dealt with in the present research and then it is needed to investigate its effect on the other communicative language skills.

2-Designing an effective E-learning for developing students' negotiation skills in the pre- university stage.

3-Developing ESP E-learning language programs in different faculties.

4-Determining the long-term effect of using the E-learning in effective different strategies.

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