ARAB IRAQI EFL STUDENTS ATITUDE TOWARDS MOOC

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ABSTRACT

Several institutes around the world have been adopting massive open online course (MOOC). Few studies were conducted on the use of MOOC in Arab context for academic writing. The area has remained unexplored in the Arab world, particularly in Iraq. This study aims at finding out whether gender and age made statistically significant differences in the EFL Iraqi learners' attitude, each aspect of attitude (anxiety, preference, ease of use, and perceived usefulness) towards the use of MOOC for learning was analyzed. 33 postgraduate students females and males were chosen randomly from various universities (UKM, UPM, and UM), the students responses were analyzed descriptively and inferentially using One-way ANOVA. The analysis is concerned with investigating the relationship between the subjects' personal demographics of gender and age and the attitude of students towards using the MOOC. The finding of this study showed that there is a significant role in the students' reported anxiety rates. However, there was no significant relationship between the students' gender and their attitude towards MOOC ease of use, preference, and perceived usefulness. At the age group level, the findings showed that the two groups are not significantly different in their anxiety rate, preference, and ease of use. However, the age group played significant role on the perceived usefulness of MOOC in developing their writing and reading skills. Moreover the finding indicates that MOOC courses can be adopted in Iraqi classrooms regardless of the students' age group and gender.

Keywords: MOOC, students' attitude, gender and age group, Iraqi EFL students**,** Academic writing

1. INTRODUCTION

Given the advent of technology, particularly the ever-growing online technology at the service of education, has encouraged the top global institutes of higher education such as MIT and Stanford to launch massive open online courses (MOOCs). Scholars predict that MOOCs comprise the main part of future education particularly higher education (Chauhan 2014).

The MOOCs were adopted as a new source for learning in a number of countries around the world. In Malaysia, for example, Al-Atabi (2013) provided a report about the first MOOC that was offered by the School of Engineering at Taylor's University in Malaysia. The report aimed at identifying the key strengths of the course that should be reinforced in future courses offered in Malaysian universities. It also aimed at figuring out the aspects of weakness that must be controlled in future courses. The strength mentioned by the researcher included the employment of social media in the form of forums, which enabled the students to chat with their peers and the incentives offered to students in the form of badges upon their successful achievement, which played a factor in motivating students. For the weaknesses of MOOC course, the researcher mentioned the MOOC class size. He noted that the smaller the class is, the more concentration by the course coordinator is given to students enrolled in the course. He also suggested working in teams, so each group member encourages the others to complete the course. The findings of this report was important as a starting point. However, these findings lack the empirical analysis expressed by listening from the participants themselves about their own experience of MOOC. It also did not mention the role of gender and age as possible factors that might affect the students' acceptance of such technology. This is filled in the present research as the students' perspectives are obtained.

Although MOOC course are available for everyone around the world, in the Arab world the use of MOOC is still far below the international standards. Furthermore, in Iraq, the MOOC course have not been used to the moment. The reasons for the low adoption of MOOC in the Arab World and the lack of such adoption in Iraq is still unknown (Abidi, Pasha & Ali 2016). It is therefore important to know why these course are moving very slowly (Bali 2013; Chen 2013; AlDahdouh and Osorio 2016). The reasons could be attributed to the unfamiliarity of these online course or the low level of technology acceptance among Arabs and Iraqis (AlDahdouh & Osorio 2016). In the case of Iraqi students, who study in Malaysian universities, and since MOOCs are provided in this country, this study is conducted to investigate effectiveness of MOOCs, particularly in the context of Iraqi students who study in Malaysian universities. It also investigated the gender and age differences in the use of these courses among Iraqi students. Since there is no chance for Iraqi students' to practice MOOC in their country at this time.

Regards to the gender differences, in the Arab world there is a lack of equality between female and male many studies shows that for example (Hutchings et al. 2010) examine the disposition which Arab Middle Eastern women have towards undertaking international assignments, the result shows that over half of the respondents (53.6%) reported that stereotypical perceptions of women managers were a barrier to their international career opportunities. In addition, limited training and education opportunities, lack of female role. However, the nature of Arabic society is more grounded in cultural value and traditional. In general the idea of the women work in the Arab region are not the same as in the west because of traditional and conservative values and the religious background of this region (Metle, 2002). These barriers affect the women's opportunity to educate with clear gender role differences (Metle, 2002; Khattab, 1996). A number of Arab governments have tried to improve education for women and promote greater gender equality in employment (Nabli, M. K., & Chamlou, N. 2004) but still under international

standard. The finding of this study can encourage extending the use of MOOCs to Iraq and other Arab countries, moreover it could be significant to help the women to study further using MOOC and then in the same time give them opportunity to learn compare to men.

2. STUDIES ON MOOCs

Welsh and Dragusin (2013) examined the rapid shift and evolution in online education by Massive Open Online Courses (MOOC). They focus on what is being called xMOOCs, the second generation, providers of free, worldwide online courses from the world's most renowned professors and universities. The implications of MOOCs on higher and entrepreneurial education are explored and effective strategies for future implementation are discussed.

Chen (2013) analyzes the origin of MOOCs, as well as trends in education initiated by these courses, and compare them with OpenCourseWare (OCW), YouTube EDU, and iTunes U. Specifically, this paper discussed the opportunities and challenges presented by MOOCs, from the perspective of Asian countries, with reference to economics, culture, language, and instruction.

Guo and Reinecke (2014) present an empirical study of how students navigate through MOOCs, and is the first to investigate how navigation strategies differ by demographics such as age and country of origin. They performed data analysis on the activities of 140,546 students in four edX MOOCs and found that certificate earners skip on average 22% of the course content, that they frequently employ non-linear navigation by jumping backward to earlier lecture sequences, and that older students and those from countries with lower student-teacher ratios are more comprehensive and non-linear when navigating through the course. From these experiences, they suggest design recommendations such as for MOOC platforms to develop more detailed forms of certification that incentivize students to deeply engage with the content rather than just doing the minimum necessary to earn a passing grade. Chauhan (2014) reviews the emerging trends in MOOC assessments and their application in supporting student learning and achievement. The paper concludes by describing how assessment techniques in MOOCs can help to maximize learning outcomes.

Bali (2014) presents a pedagogical assessment of MOOCs using Chickering and Gamson's Seven Principles of Good Practice in Undergraduate Education and Bloom's taxonomy, based on the author's personal experience as a learner in four xMOOCs. Although most xMOOCs have similar characteristics, the author shows that they are not all offered in exactly the same way, and some provide more sound pedagogy that develops higher order thinking, whereas others do not. The author uses this evaluation, as well as reviews of other xMOOCs in the literature, to glean some good pedagogical practices in xMOOCs and areas for improvement.

Al-Atabi (2013) reports on the first MOOC to be offered by a Malaysian University. The MOOC described here is a course on Entrepreneurship and it attracted very good response from students all over the world. This course is expected to inspire more interest in the MOOCs in other Malaysian Universities.

Wahid et al. (2015) aimed at identifying and explaining the relationship between works sharing and copyright issues in MOOC environment. The paper highlighted strategies that can be undertaken by someone who want to share their works that fall under the public domain, creative common licenses and open access repositories.

Sa Don (2015) aims to gauge MOOCs stakeholders' view on MOOCs sustainability via interviews conducted with ten interviewees who are the primary stakeholders of the Malaysia MOOCs initiative. Four main factors, three constructs and nine elements for MOOCs sustainability in Malaysian higher education have been identified via synthesis of meta-analysis and stakeholders' view. The findings of this research are hoped to be useful as future reference to policy makers, practitioners and researchers.

Abidi et al. (2016) administered a survey to the enrollees of MOOC to explore concerns, fears, and limitations that might be deterring the developing countries from participating in MOOCs. The MOOC was a three-week course on bioinformatics that covered current concepts and techniques employed in the area of computer-based drug design. At the end of the course, to examine the MOOC experience from their perspective, they invited the participants to take an online survey and 54 participants returned the questionnaires. The participants reported satisfaction with the course, and felt that the course participation was an enriching experience. Although they appeared eager to explore MOOC learning, they found that the learners may not be completely comfortable with various aspects of online learning. They conclude that that there is a definite market for MOOCs in Pakistan. Computer accessibility and literacy must be enhanced to allow the citizens to feel comfortable with e-learning. Moreover, developing nations acknowledge their own unique learning cultures and experiences when they produce and share their MOOC offerings with the world.

Aldahdouh and Osorio (2016) conducted a literature review and addressed and discussed the issues that higher education institutions should consider before adopting MOOC. The findings showed eight considerable, interrelated and controllable MOOC issues: high dropout rate, accreditation, business model, reputation, pedagogy, research ethics, student assessment and language barrier. Policy makers in higher education institutions should be aware of these issues before including MOOC in their development plans. In addition, the paper presented a number of possible future studies.

Hone et al. (2016) reports a survey study of 379 participants enrolled at university in Cairo who were encouraged to take a MOOC of their own choice as part of their development. 122 participants (32.2%) went onto to complete an entire course. There were no significant differences in completion rates by gender, level of study (undergraduate or postgraduate) or MOOC platform. A post-MOOC survey of students' perceptions found that MOOC Course Content was a significant predictor of MOOC retention,

with the relationship mediated by the effect of content on the Perceived Effectiveness of the course. Interaction with the instructor of the MOOC was also found to be significant predictor of MOOC retention. Overall these constructs explained 79% of the variance in MOOC retention.

The past studies just reviewd showed that there is a need to further explore the use of MOOCs among Iraqi EFL learners. This will help understand these students' attitude towards the acceptance of MOOC in learning English Academic writing. The studies also showed that the students' gender and age can be important factors to be investigated in these learners' context.

3. RESEARCH OBJECTIVE
The purpose of this research is to investigate the gender and age differences in the Iraqi students' attitude towards using the MOOC in learning English academic writing. It also aimed at determining whether these differences are statistically significant.

4. RESEARCH QUESTION
1) To what extent the gender differences affect the attitudes of learners towards using MOOC in learning English academic writing?
2) To what extent the age differences affect the attitudes of learners towards using MOOC in learning English academic writing?

5. METHODOLOGY
This study used quantitative approach though survey to investigate the significant difference in the attitude towards using the MOOC in learning English due to the learner's personal demographics (gender and age). In this study the gender and age of participants were controlled as demographic variables. For sampling, the procedures of recruiting a definite number of subjects to participate, was made through a random sampling method (Creswell & Clark 2011). The selection of this type of sampling was made by sending the questionnaire via email to 123 EFL Iraqi post-graduate students, the respondents who sent back there responds were 33 students were randomly selected from three Malaysian universities (UKM, UPM, and UM). All the participants in this study were familiar with MOOCs. Among the participant, 22 where males and 11 were females whose ages ranged from 22 years old to 30 years old. This study adopted quantitative approach using questionnaire. A survey is an approach through with the researcher collects data from a large sample to identify factors or test hypotheses in which the result of the study will be generalizable to the whole population (Creswell 2012). The current study will adopt survey to examine Iraqi EFL students' attitudes towards MOOC for enhancing academic writing skill. Informed decision needs to be made to help collect valid data in order to achieve the research objective (Creswell 2012). Hence, this study employed questionnaire to collect data (Creswell 2012). The questionnaire was adapted from (Elzaalouk HM 2010). To get quantitative results in this study, one-way ANOVA test in SPSS was used to determine whether there are any significant differences among the means of groups in each independent variable.

6. FINDINGS
the analysis is concerned with investigating the relationship between the subjects' personal demographics of gender and age and the attitude of students towards using the MOOC to answer the research question. For this purpose, a one-way ANOVA was used to determine whether there are significant differences among the means of groups (subjects' responses) across each independent variable (personal demographics). In the following sub-sections, the results of ANOVA will presented and discussed.

6.1 SUBJECTS' ATTITUDE BY GENDER

To find out whether gender made statistically significant differences in the EFL Iraqi learners' attitude, each aspect of attitude (anxiety, preference, ease of use, and perceived usefulness) towards the use of MOOC for learning will be analyzed descriptively and inferentially using One-way ANOVA. The following are the findings.

6.1.1 DIFFERENCE IN ANXIETY ATTITUDE BY GENDER
At the anxiety level scale, the descriptive findings in the ANOVA test revealed that there are variances between the females and males in their anxiety attitude to using MOOC. Inferentially, both females and males showed significant difference in their attitude towards using MOOC in their learning of English academic writing. As it is illustrated Table 1, Female students showed significantly less fear towards using MOOC with F =.11, p =.050 and less tension to take MOOC courses with F = 4.90, p =.034. On the other hand, the male students displayed significantly less annoyance rates to use MOOC to learn English academic writing. Based on these findings, the female and male students are ready to take the MOOC as the descriptive statistics showed both gender hold less fear, tension, and annoyance rates with the female hold less fear and tension and the male hold less annoyance towards taking the courses.

Table 1: difference in anxiety attitude by gender

Anxiety Attitude Scale	Gender	N	Mean	F	Sig.
26) Using the MOOC to learn English academic writing scares me	Male	22	1.545	4.05	**0.050**
	Female	11	2.273		
27) Using the MOOC to learn English academic writing	Male	22	2.273	8.43	**0.007**

	Gender	N	Mean	F	Sig.
bothers me	Female	11	1.636		
28) Learning English academic writing through the MOOC makes me nervous	Male	22	1.5	4.90	**0.034**
	Female	11	2.273		

6.1.2 DIFFERENCE IN PREFERENCE ATTITUDE SCALE BY GENDER

At the Preference or liking level of attitudinal scale, the ANOVA test revealed that females and males share almost the same attitude towards using MOOC. These variances were found insignificant at .05 level of significance. They showed insignificant statistical difference in their attitude towards their eagerness for learning English academic writing through the MOOC F= .011, p =.736, finding English academic writing through the MOOC more interesting than learning it through traditional instruction F = 0.37, p =.544. Other aspect of insignificant difference included the students' likeness to chat in English through the MOOC forums F = 3.78, p =.061, finding the MOOC to learn academic writing better than using the traditional instructions F = 2.75, p =.107, their need for MOOC to improve their academic writing skill F = 0, p = 1.00, thier preference of using their own language in offering MOOC courses, and their acceptance of taking MOOC using English language F = 1.56, p =.208. The findings about the students' preference attitude scale demonstrated that the female and male students hold almost the same attitude towards using the MOOC course in learning English Academic writing as the results show no statistical significant differences in relation to their gender. In other words, the students prefer to take the course through the online MOOC courses regardless of their gender.

Table 2: difference in preference attitude by gender

Preference Attitude Scale	Gender	N	Mean	F	Sig.
29) I am eager for learning English academic writing through the MOOC	Male	22	4.182	0.11	0.736
	Female	11	4.091		
30) Learning English academic writing through the MOOC is more interesting than learning it through traditional instruction	Male	22	3.909	0.37	0.544
	Female	11	3.727		
31) I like to chat in English through the MOOC forums	Male	22	4.409	3.78	**0.061**
	Female	11	3.818		
32) Using the MOOC to learn academic writing is better than using the traditional instructions	Male	22	4.27	2.75	0.107
	Female	11	3.72		
33) I really need MOOC to improve my academic writing skill.	Male	22	4	0	1.00
	Female	11	4		
34) I prefer MOOC courses to offer instructions in my language	Male	22	3.86	0.18	0.67
	Female	11	3.72		
35) I do not mind offering instructions in MOOC using English	Male	22	4.09	1.65	0.208
	Female	11	3.63		

6.1.3 DIFFERENCE IN EASE OF USE ATTITUDE SCALE BY GENDER

At the ease of use attitudinal scale level, the ANOVA test (See Table 3) showed variance in the students' responses in relation to the easiness of MOOC. However, these variances were statistically insignificant at p=.05 level of significance. They similarly think MOOC is easy to use F = 0.823, p =.371. They also equally considered possessing computer basic skills, such as saving files and creating folders and Internet basic skills, such as sending emails, signing in/out, and downloading/uploading files) are necessary requirement to benefit more from the MOOC with F = 1.421, p =.242 each. Finally, the students evenly emphasized the role of training on using computers or internet to learn English effectively through MOOC with F = 1.677, p =.205. The results about the gender difference in relation to the students' view about the easiness of using MOOC indicated that both sexes hold almost the same attitude that is not significantly different. Revealed that females and males share almost the same attitude towards using the MOOC. They commonly consider MOOC easy to use. However, this use must be accompanied with receiving proper training that focuses on the essential training on using the computer and internet.

Table 3: difference in ease of use attitude by gender

Ease of use Attitude Scale	Gender	N	Mean	F	Sig.
36) I think MOOC is easy to use	Male	22	4	0.823	0.371
	Female	11	3.63		
37) It is essential for learners to possess computer basic skills (e.g., saving files, creating folders) to benefit from the MOOC	Male	22	4.13	1.421	0.242
	Female	11	3.72		
38) It is essential for learners to possess Internet basic skills (e.g., sending emails, signing in/out, downloading/uploading files) to benefit from the MOOC	Male	22	4.13	1.421	0.242
	Female	11	3.72		
39) I need a lot of training on using computers/internet to learn English effectively through MOOC	Male	22	4.36	1.677	0.205
	Female	11	3.90		

6.1.4 DIFFERENCE IN PERCEIVED USEFULNESS ATTITUDE SCALE BY GENDER

The last level on the attitude scale was the subjects' perceived usefulness of the MOOC in learning English academic writing. The ANOVA test (See table 4) revealed no statistical significant difference between females and males across all the items in this section. There was no significant difference at $p = .05$ level of significance in perceiving the usefulness of the MOOC in improving their academic performance F = 1.343, p =.255. Both gender also looked similarly at the usefulness of MOOC activities F = 0.838, p =.367 and it usefulness as a tool for developing their English in general F = .921, p =.345. Similarly, the male and female students showed no statistical differences in considering MOOC as a useful tool for developing their English writing skill F = .588, p =.445, reading skill F = 1.074, p =.308, listening skill F = 2.531, p = 0.122, and speaking skill F = .694, p =.411. Finally, both female and male students similarly perceived learning English through an open online courses, such as MOOC a good source of effective learning F = 1.108, p =.301.

The results about subjects' perceived usefulness of the MOOC in learning English academic writing indicated that the students perceived using such online courses useful at various levels regardless to their gender. They displayed similar attitude towards the usefulness of MOOC in improving their academic performance, developing their English in general, developing their English writing, reading, listening, and speaking skills. By perceiving such an attitude, both female and male students looked at MOOC as a good source of effective learning.

Table 4: difference in perceived usefulness attitude by gender

Perceived Usefulness Attitude Scale	Gender	N	Mean	F	Sig.
40) I think learning English through an open online courses, such as MOOC is useful in improving my academic performance	Male	22	4.5	1.343	0.255
	Female	11	4.182		
41) I think an open online courses, such as MOOC can be a useful class activities	Male	22	4.182	0.838	0.367
	Female	11	3.909		
42) I think learning English through an open online courses, such as MOOC is a useful tool for developing my English in general	Male	22	4.273	0.921	0.345
	Female	11	4		
43) I think learning English through an open online courses, such as MOOC is a useful tool for developing my English writing skill	Male	22	4.364	3.145	0.086
	Female	11			
44) I think learning English through an open online courses, such as MOOC is a useful tool for developing my English reading skill	Male	22	4.091	1.074	0.308
	Female	11	3.727		

45) I think learning English through an open online courses, such as MOOC is a useful tool for developing my English listening skill	Male	22	4.364	2.531	0.122
	Female	11	3.818		
46) I think learning English through an open online courses, such as MOOC is a useful tool for developing my English speaking skill	Male	22	4.273	0.694	0.411
	Female	11	4		
47) I think learning English through an open online courses, such as MOOC is able to provide with effective learning resources	Male	22	4.318	1.108	0.301
	Female	11	4		

SUMMARY

In this section, the difference in the students' attitude towards the use of MOOC as an open online resource for learning in general and learning English academic writing in particular was measured in relation the students' gender. By using the One-way ANNOVA statistical test in SPSS, the finding came as expected with no statistical significant gender differences among the participants. These results indicated that MOOC can be used in classes with male students, with female students, or even with mixed-gender classes. Iraqi students commonly perceived such kind of open online courses causing no fear, no annoyance, and no tension which are signals of lack of anxiety. The students also commonly prefer to take MOOC to improve their academic writing as they find it more interesting and useful than conventional learning. They even do not mind taking the MOOC in Arabic or in English since it opens the way for them to expose to English through the chat with other people through the forums provided by the course. The results also showed that Iraqi EFL students find the program easy to use especially if they received proper training on the basic computer and internet skills. The last finding in this section indicated that in general Iraqi EFL learners perceived MOOC as useful learning tool not only to improve their academic performance or English in general, but also a useful tool to develop their writing, speaking, reading, and listening skills.

6.2 SUBJECTS' ATTITUDE BY AGE GROUP

The subjects' ages identified in this study are located within two groups, 22-25 and 25-30. To find out whether these age groups made any statistically significant differences in the Iraqi EFL students' reported attitude regarding their anxiety, preference, ease of use, and perceived usefulness of the MOOC, a One-way ANOVA was conducted for each variable across each age group. Similar to the results obtained from the previous section regarding gender, the subjects' reported attitude that was not statistically different based on their age group. The following are the findings.

6.2.1 DIFFERENCE IN ANXIETY SCALE BY AGE GROUP

At the anxiety level scale, the ANOVA test revealed that there are minor variances between the females and males in their attitude to using MOOC. These variances were found insignificant at p=.05 level of significance. Both age groups showed quite similar positive attitude in relation to their fear of MOOC with F = .83, p = 369, annoyance F = .09, p =. 770, and tension F = 00, p =.981. Based on these findings, the students' age group does not make any significant difference in their level of anxiety. Both age groups, who participated in this study, are equally ready to take the MOOC as they hold less fear, tension, and annoyance rates towards taking the MOOC courses. This finding indicates that MOOC courses can be adopted in Iraqi classrooms regardless of the students' age group.

Table 5: difference in anxiety attitude by age

Anxiety Attitude Scale	Age	N	Mean	F	Sig.
26) Using the MOOC to learn English academic writing scares me	22-25	8	1.50	.83	.369
	26-30	25	1.88		
27) Using the MOOC to learn English academic writing bothers me	22-25	8	2.00	.09	.770
	26-30	25	2.08		
28) Learning English academic writing through the MOOC makes me nervous	22-25	8	1.75	.00	.981
	26-30	25	1.76		
	26-30	25	4.16		

6.2.2 DIFFERENCE IN PREFERENCE SCALE BY AGE GROUP

In relation to Iraqi EFL students' preference and its relationship with the students' age group, the ANOVA test showed that there were insignificant difference in their attitude towards using MOOC across all items. The students in the two age groups, for example, hold the same eagerness towards using MOOC for learning English Academic writing with F = 2.66, p =.113. They also showed insignificant statistical difference in their attitude towards the considering using MOOC more interesting than

traditional instructions with F = 2.85, *p* =.102. Similar insignificant differences in relation to their likeness of chatting in English through the MOOC forums with F = .37, *p* =.545. Another aspect of insignificance difference in attitude was in finding MOOC better than traditional instructions with F = .58, *p* =.45. The difference in age group was not also significant in the students' need of MOOC to improve their writing academic skills or their preference of offering MOOC using the students' first language, or using the target language as a medium of instruction with F = .65, *p* =.425, F = .07, *p* =.798, and F = .04, *p* =.842 respectively. The findings about the students' preference attitude scale proved that the age group of the students does not make any significant difference in their attitude towards using MOOC in their learning of Academic writing. The students hold almost the same attitude towards using such a course in learning English Academic writing. In other words, Iraqi EFL students, whose ages between 22 and 30, can take a MOOC course, as the same high levels of preference are reported by these students.

Table 6: difference in preference attitude by age group

Preference Attitude Scale	Gender	N	Mean	F	Sig.
29) I am eager for learning English academic writing through the MOOC	22-25	8	4.500	2.66	.113
	26-30	25	4.040		
30) Learning English academic writing through the MOOC is more interesting than learning it through traditional instruction	22-25	8	4.250	2.85	.102
	26-30	25	3.720		
31) I like to chat in English through the MOOC forums	22-25	8	4.375	.37	.545
	26-30	25	4.160		
32) Using the MOOC to learn academic writing is better than using the traditional instructions	22-25	8	3.875	.58	.451
	26-30	25	4.160		
33) I really need MOOC to improve my academic writing skill.	22-25	8	4.250	.65	.425
	26-30	25	3.920		
34) I prefer MOOC courses to offer instructions in my language	22-25	8	3.750	.07	.798
	26-30	25	3.840		
35) I do not mind offering instructions in MOOC using English	22-25	8	4.000	.04	.842
	26-30	25	3.920		

6.2.3 DIFFERENCE IN PERCEIVED EASE OF USE SCALE BY AGE GROUP

The case is not quite different in relation to the subjects' attitude of their perceived ease of use. The ANOVA test revealed that both age groups share almost the same attitude towards using the MOOC. The two age groups did not vary significantly at .05 level of significance in their attitude towards considering the use of MOOC as easy F = 1.25, *p* =.272. The two age groups also similarly considered the need for possessing computer basic skills (e.g., saving files, creating folders), possessing internet basic skills (e.g., sending emails, signing in/out, downloading/uploading files) as essential to benefit from MOOC with F = .18, *p* =.671 respectively. The age groups were also found sharing similar attitude towards the need for training on these skills to benefit more from the MOOC courses with F = .08, *p* =.773. The results about the age group difference in relation to the students' view about the easiness of using MOOC showed that both age groups hold almost the same attitude that is not significantly different. This result indicate that the Iraqi students commonly consider MOOC easy to use regardless of their age. Moreover, the two groups have similar belief that using MOOC in their learning of English writing must be must be accompanied with receiving proper training that focuses on the essential skill of using the computer and internet.

Table 7: difference in ease of use attitude by age

Ease of use Attitude Scale	Age	N	Mean	F	Sig.
36) I think MOOC is easy to use	22-25	8	4.25	1.25	.272
	26-30	25	3.76		
37) It is essential for learners to possess computer basic skills (e.g., saving files, creating folders) to benefit from the MOOC	22-25	8	3.88	.18	.671
	26-30	25	4.04		
38) It is essential for learners to possess Internet basic skills (e.g., sending emails, signing in/out, downloading/uploading files) to benefit from the MOOC	22-25	8	3.88	.18	.671
	26-30	25	4.04		
39) I need a lot of training on using computers/internet to learn English effectively through MOOC	22-25	8	4.13	.08	.773
	26-30	25	4.24		

6.2.4 DIFFERENCE IN PERCEIVED USEFULNESS BY AGE GROUP

This part in questionnaire asked the two age groups of students to rate their attitude towards the usefulness of the MOOC in their learning of English in General and learning specific skills in particular. The ANOVA test (See Table 8) revealed no statistical significant differences at p=.05 level of significance between the two age groups in six items in this part including perceiving the usefulness of the MOOC in improving their academic performance (F = .38, p =.540), considering MOOC as a useful class activities (F = .02, p =.893), and considering it a useful tool for developing their English in general (F = 1.72 p =.199). The insignificant difference also included considering MOOC a useful tool for developing their English listening skill (F = 1.04, p =.562), speaking skill (F = .04, p =.838) and providing effective learning resources (F = .12, p =.736). However, the results of One-way test of significance showed that the differences in the students' attitude towards two of the items were significant. The students varied significantly in considering learning English through an open online courses, such as MOOC is a useful tool for developing their English reading skill (F = .7.22, p =.012) and their English academic writing skill (F = 9.02, p =.011). The results reported in this section showed that the students commonly display similar attitude regarding of the use of MOOC in developing their academic performance, class activities, learning English in general, listening skill, speaking skill, and other learning resources. Meanwhile, the results showed that the students varied significantly in their responses regarding of certain skills, such as writing and reading in which the differences were based on their age group. This results indicated that the older age group believe less in the ability of the online course in developing their reading and writing skills. This belief can be attributed to the fact that the older gage group has gained experience in these two skills over the years and their need to develop such skills became less important to them.

Table 8: difference in perceived usefulness attitude by age

Perceived Usefulness Attitude Scale	Age	N	Mean	F	Sig.
40) I think learning English through an open online courses, such as MOOC is useful in improving my academic performance	22-25	8	4.25	.38	.540
	26-30	25	4.44		
41) I think an open online courses, such as MOOC can be a useful class activities	22-25	8	4.13	.02	.893
	26-30	25	4.08		
42) I think learning English through an open online courses, such as MOOC is a useful tool for developing my English in general	22-25	8	3.88	1.72	.199
	26-30	25	4.28		
43) I think learning English through an open online courses, such as MOOC is a useful tool for developing my English writing skill	22-25	8	3.75	1.73	.198
	26-30	25	4.28		
44) I think learning English through an open online courses, such as MOOC is a useful tool for developing my English reading skill	22-25	8	3.25	7.22	**.012**
	26-30	25	4.20		
45) I think learning English through an open online courses, such as MOOC is a useful tool for developing my English listening skill	22-25	8	4.13	.04	.850
	26-30	25	4.20		
46) I think learning English through an open online courses, such as MOOC is a useful tool for developing my English speaking skill	22-25	8	4.13	.04	.838
	26-30	25	4.20		
47) I think learning English through an open online courses, such as MOOC is able to provide with effective learning resources	22-25	8	4.13	.12	.736
	26-30	25	4.240		

7. CONCLUSION

In the current study, the questionnaire was concerned with finding out whether the attitude of the subjects towards the use of MOOC is related to their personal demographics of gender and age to answer the research question. The ANOVA tests revealed that generally there was no significant relationship between the students' gender and their attitude towards MOOC ease of use, preference, and perceived usefulness. However, the students' gender played a significant role in the students' reported anxiety rates. The findings showed that females hold less fear and tension and the males hold less annoyance towards taking the courses. These results indicated that MOOC acceptance among women and men is the same, due to this results MOOC can be used in classes with male students, with female students, or even with mixed-gender classes, thus more opportunity to use technology for teaching and learning must be encouraged. At the age group level, the findings showed that the two groups are not significantly different in their anxiety rate, preference, and ease of use. For the role of age group, the findings showed that the students similarly perceived the use of MOOC useful in certain areas, such as their academic performance, class activities, learning English in general, listening skill, speaking skill, and other learning resources. However, the age group played significant role on the perceived usefulness of MOOC in developing their writing and reading skills. The older grouped believed that such online course would be less beneficial to them as they might have developed over the years in reading and writing, so MOOC should be introduce early for younger student because their acceptance level is high. The gender and age group had insignificant effect on the type of computerized resources they prefer to use and their attitude towards these resources (MOOC). Finally, the study is significant as it contributes to understanding the learners' attitudes toward their usage of the MOOC in learning English. It is hoped that this study will be able to uncover some of these obstacles and barriers that hinder the students in their process of using computers and the Internet in learning English language. Additionally, hoped to contribute to helping the females who have limited opportunity to seek knowledge to be aware of using such a new way of learning and easy to reach.

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