



**An-Najah National University  
Faculty of Graduate Studies**

**DIFFICULTIES IN LEARNING BASIC ENGLISH  
LANGUAGE SKILLS FACED DURING  
E-LEARNING AS PERCEIVED BY 101 STUDENTS  
AND AN-NAJAH NATIONAL UNIVERSITY  
LANGUAGE CENTER TEACHERS**

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**This Thesis is submitted in Partial Fulfillment of the Requirements of the Degree  
of Master of Methods of Teaching English Language, Faculty of Graduate Studies,  
An-Najah National University, Nablus, Palestine.**

**2022**

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## **Dedication**

To all those who gave me the strength to turn my dreams into reality,

To my dear mother and father, the symbol of endless love and giving,

To my beloved sisters, Roqayah and Ikhlass who have illuminated my path towards  
success,

To my dearest brothers, Imran, Arif and Moath who have constantly encouraged me to  
reach my goal,

To my boss at work Rabea who has supported me to finish my theses,

To all my friends and colleagues who were available to lend helping hand when needed,

Dedicate this work

## **Acknowledgment**

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Finally, I would like to express my deep gratitude to the teachers of the language center at An-Najah National University and the students of English course 101 for their cooperation in answering the questionnaires.

## Declaration

I, the undersigned, declare that I submitted the thesis entitled:

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I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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12/10/2022

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**DIFFICULTIES IN LEARNING BASIC ENGLISH LANGUAGE  
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STUDENTS AND AN-NAJAH NATIONAL UNIVERSITY  
LANGUAGE CENTER TEACHERS**

**By**  
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**Dr. Fawaz Aqel**

**Abstract**

This study has researched into the difficulties that faced students in learning the basic English language skills during e-learning in terms of their perceptions towards e-learning and the types of these difficulties. The study also sought to understand An-Najah National University Language Center teachers` perceptions towards e-learning and the difficulties they faced while teaching during e-learning in terms of its effectiveness during COVID-19 pandemic. In addition, the study examined the effect of the variables of gender, academic major and year of study on students` perceptions. It also examined the effect of gender and years of experience on teachers` perceptions. To these ends of the study, the researcher developed two questionnaires: one for students and one for teachers. The former consisted of eight domains: students` attitudes towards e-learning, administrative difficulties, technological difficulties, personal difficulties, difficulties in practicing the speaking skill, difficulties in practicing the listening skill, difficulties in practicing the reading skill and difficulties in practicing the writing skill. The latter consisted of three domains: teachers` attitudes towards e-learning, difficulties in teaching English language skills and the difficulties that faced students. The student questionnaire was administered to 140 male and female students who studied English 101 online while the teacher questionnaire was administered to 30 male and female English teachers at An-Najah National University`s Language Center. All the 140 students completed the questionnaire while 15 teachers completed the instrument sample of the study.

The results of this descriptive study revealed that students and teachers had a mediocre/underwhelming perception towards e-learning in light of Covid-19 pandemic. The results also revealed a number of personal, technological and administrative difficulties that hindered successful learning of the English language skills. The technological difficulties were the major cause behind poor effectiveness of e-learning in learning English language

skills. Furthermore, the results showed that the difficulties in practicing the listening skill ranked first, followed by speaking, writing and reading due to the poor infrastructure problems such as power outages and lack of internet services. Additionally, no statistically significant differences were found at  $\alpha=0.05$  in the difficulties that faced students during e-learning which could be due to gender, academic major and year of study variables. There were also no statistically significant differences in the difficulties that faced teachers during e-learning which could be attributed to gender and years of experience.

In light of these findings, the researcher recommends enriching Palestinian teachers and students with knowledge on how to use educational technology hardware and software. She also recommends organizing training programs/ and workshops for teachers and students to overcome e-learning phobia and make students` environment suitable for e-learning before starting using it.

**Keywords:** Difficulties in learning; English language skills; E-Learning.

# Chapter One

## Background and problem of the study

### 1.1 Introduction

Language is considered the most effective way for understanding and communication between the members of any society. Language, as (Kramsch, 2015) indicated, is the main principle of communication. This medium is closely related to culture whereas people use words to express events, ideas and facts. Words are also used to express attitudes, beliefs, convictions and point of views in the sense that language expresses the real culture. At the same time, members of any society express not only their experiences through language, but they also create new experiences of language such as writing emails and speaking on the phone which use special expressions and languages. In addition, there are expressions and terms that are prohibited from being used because they are socially undesirable by people and society. Language is a symbol of a society's identity that includes not only spoken language but also written language. Not only what is appropriate, for whom and under what circumstances, but what is the appropriate text (the application form, the business letter, the political pamphlet) because they are sanctioned by cultural conventions.

English is a global language because it is widely used in scientific research, education, travel and tourism, entertainment, and communication. (Melitz, 2016) indicated that English is lingua franca which means groups that do not share the same native language use English language that is known to make communication possible. Also, English has become the principal foreign language of all the countries that influenced by British colonialism and the main language that is used in business, trade and commerce by these countries or regions. In addition, most students who aspire to complete their studies in foreign countries must have knowledge of the English language because most books in the field of medicine, science, technology and engineering are written in English. English is necessary for everyone who is looking for a new job whether in his country or in other countries (foreign countries), as cited by (Rao, 2019).

English language is taught as a foreign language to the first grade in order to gain a greater skill so most universities, as (Yahya M. , 2012) pointed out, have placement English exams for all newly enrolled students to determine their level of proficiency. (Flucher,

1997) explained that most educational institutions follow a policy to examine the proficiency of all new students in the English language. Regardless of their native language, students are given a placement test to determine the number of students who may face problems or fail to pass a specialization because of their poor language skill. In other words, the placement test is the first step toward developing the English language by giving students English courses according to their levels. (Wall, Clapham, & Alderson, 1994) confirmed that placement tests are not designed by individual teachers and are used to make decisions across the institution rather than within individual classes. Placement tests should identify those students who must need English because these tests accurately measure their language and the content of them should be appropriate to the use of the tests.

The last two decades have witnessed a revolution in language teaching and learning due to the beginning of technology as cited by (Shyamlee & Phil, 2012). The rapid development of technology has led to the emergence of new teaching models so it has become possible to choose any means of technology such as radio, television, PowerPoint, computer and the internet and use it in the learning and teaching process. (Shyamlee & Phil, 2012) also clarified that the use of technology in the field of teaching and learning does not mean that the traditional or old ways of learning English have led to the destruction of the student's abilities and reduce his/her efficiency, but the number of English learners are increasing and EFL students learn English for more than just fun. Because of that, different teaching methods have been implemented to test the effectiveness of the teaching process. Teaching and learning process have to stride into the world of multimedia technology to enhance students motivation (students are not too dependent on their native language, but they will be motivated to communicate with each other) and get them involved in the language learning.

After the emergence of some technological tools such as television and computers, the internet appeared mostly in the United States. There was a feeling and trend since its appearance in the eighties that it would play a major role in learning English language, as (Melitz, 2016) explained American Standard Code for learning Information, ASCII was the only script available on the internet until the nineties but then it became available in other languages. After the appearance of social media like Facebook, twitter and YouTube, English become very modern and fashionable because most applications use

English and most people use that applications and access to internet and other IT facilities, as (Awoyemi, Emergent Trends in English Usage: Language and the Internet , 2013)emphasized, requires a mastery of the language of access, namely English. Also, (Chapelle, 2003) asserted that the internet and other electronic resources make English" large quantities of English" available to learners and this has amplified the importance of English globally.

There has become a tendency among schools and educational institutions to adopt technology in teaching methods so it has become an essential part in most aspects of life. (Yahya, Ramakrisnan, Hasrol, & Abdul Aziz, 2012) stressed that most institutions prefer to use technology and e-learning methods inside the traditional classroom in order to ensure that learners can understand a specific martial better than the same material in the traditional methods. The students will be more engaged and attracted to the subject and the class that uses technology, but at the same time these researchers emphasized that e-learning methods are not acceptable to the people who are afraid of using technology and refuse to change. Technology is important in teaching and learning, as (Alexender, 2001) explained, for many reasons. Among them, higher education may become unable to continue its monopoly on the delivery of education. It faces competition with other universities in all countries if they fail to bring their online system to global standards. In addition, the appearance of internet and technological revolution increase the necessity of experience new ways or methodologies to teach English effectively, so the e-learning system has emerged as one of the most important tool of teaching. E-learning helps teachers during learning-teaching process because one main advantage of the e-learning environment, according to (Kotzer & Elran, 2012) is the freedom of teachers to change, add or use educational methods according to their needs which means that they have important and effective role in improving the quality of learning.

The controversy over the appropriate way or ways to use technology in teaching and learning process and at the same time to maintain and preserve the use of old methods in education have led to the emergence of two new terms: E-learning and blended learning. There is a difference between the two terms, as (Barkhodae, 2013) explained. E-learning includes any educational activity that takes place in an electronic environment. The facilitator(teacher) and learners are not in the same physical space together and the e-learning course are resource –intensive while blended learning describes any learning and

training activity supported by the use of technology and takes place in a more traditional (face-to-face) environments. It aims to integrate technology with the traditional class. In addition, (Barkhodaee, 2013) stressed that the decision to adopt e-learning or blended learning is a difficult decision and depends largely on the nature of the learners "the profile of the learners". Because of that, groups of learners in some environments are comfortable to do their learning in a virtual classroom while others who prefer face-to-face interaction and less technology will become frustrated and confused in the learning environment.

There are many factors that affect the effectiveness of teaching and learning process including learning English such as classroom environment, weather, material and time but the most important of these factors is student`s motivation toward the class and the course(material) especially in remedial classroom(weak class). The revolution of e-learning had given the lecturers an idea to adopt blended learning in such classrooms (weak classes) with the hope of engaging the students with the lessons taught, (Yahya, Ramakrisnan, Hasrol, & Abdul Aziz, 2012).

E-learning starts as an assistant factor to the English language teaching for many years. In other words, e-learning is used as a tool to enhance and improve learning beside the traditional ways of teaching that consist of teacher, student and learner, (Welsh, Brown, Wanberg, & Simmering, 2003). Also, (Tamandani & Jahanshahi, 2016) emphasized that using e-learning techniques and tools enhance learning different English language skills such as reading, listening, writing and speaking. The different e-learning tools and techniques such as internet-based material, websites, YouTube and online or offline dictionaries can help students to improve their English language skills especially for non-native speakers of English language. Gaining English skills leads to a wider and more comprehensive English language and improves the person`s language in general.

Covid-19 pandemic change the learning and teaching process significantly because e-learning became the most suitable and the safest way of teaching. (Radha, Mahalakshmi, Kumar, & Saravanakumar, 2020)asserted that any frightening event in the world has a clear impact on education and that`s what happened during the beginning of Covid-19. Most countries have implemented a comprehensive closure policy involving educational institutions that also shut down in order to stop the spread of Covid-19. This

event prompted educational institutions and officials to look for alternative methods to complete the teaching and the learning process during the closure period and the only solution was to go to e-learning. E-learning is the appropriate means for everyone taking into accounts its availability and comfort in its use. It enables the learner to access the required content or material at any time so the transformation from offline teaching to online teaching was made. According (Hatip, 2020) also added that teachers and students are forced to teach and learn by using available learning technologies and platforms. This transformation of learning led to many learning problems including: the ability of students and teachers to use technology is weak, and learning facilities and the internet are not well distributed, but e-learning has become the mandatory component of all educational institutions around the world due to pandemic crisis of Covid-19.

## **1.2 Theoretical Background**

There is no unified theory of e-learning although there is a successful application of learning theories to e-learning as (Janelli, 2018) explained. At the same time, e-learning needs new theoretical approach because e-learning differs from traditional learning (face to face learning) in many aspects such as its communities. Also, good instructional design principles can be used in teaching and learning if e-learning development depends on theoretical framework, Mayer (2005) as cited in (Janelli, 2018).

Open learning, learning communities, distributed learning, knowledge building communities, and communities of practice are the pedagogical models in e-learning. These pedagogical models form the basis of learning theory because they derived from knowledge acquisition. These models link e-learning theory to e-learning practice, Dabbagh (2005) as cited in (Aparicio, Bacao, & Oliveira, 2016).Also (Dabbagh, 2005) confirmed that e-learning developers must have sufficient awareness of learning theories and the ability to relate theory to practice because meaningful e-learning needs grounded design approach.

Many scholars agree that the existing theories of learning can be applied to e-learning such as (Brown, 2014) who asserted that sociocultural theory, interactional hypothesis and connectivism try to investigate the impact of new media on English second language students. These theories emphasized that digital technology has shaped the way we learn whereas students who aspire to develop their language are finding the help outside schools

through new media. Sociocultural theory insisted that the use of different modes of communication such as digital media and speaking motivate the acquisition of language but we have to keep in mind that those tools cannot be used in any context that we would like since their use in different ways depend on the activity and the development of communication skills. Interactional hypothesis explained that individuals learn from one another intuitively in the digital environment. Second language acquisition depends on the exchange of knowledge "negotiating meaning" through interaction between individuals. For example, the practice of online game considers a means to communicate meaning and foster social relationships that will develop literacy. Also, connectivism measure knowledge in terms of connections. In other words, a student who interacts with other students via a social network such as Facebook has the possibility to develop their language than a student who does not have such relations. At the same time, we should take in consideration that literacy requires the learners to focus on both proficient input and output proficiencies so we are not free to use these tools in any context especially in the case of learning a second language like English.

It is necessary to develop e-learning skills since the existence of solid theories of e-learning is not enough to develop e-learning in particular and education in general. To develop these skills, the following must be developed: first, academic information system which introduces the educational material electronically, the learning developments, and communication channel between teachers and students especially students who study part-time. Second, e-learning system includes several e-learning materials, e-learning exercises and teaching steps for foreign language teachers. Finally, online testing system by which students register and answer the placement test electronically without consuming time, (Mironovova, Fedic, & Chmelikova, 2010).

The spread of the COVID-19 as a global threat has made e-learning an alternative to face to face learning especially in the technological and advancement era. The flexibility of e-learning coupled with the corona crises has caused e-learning to emerge as one of the preferred modes because of the ease access to e-learning resources and the ease interaction between teachers and students. In other words, the role of e-learning is closely linked with instructional goals, (Ananga, 2020).

### **1.3 The Statement of the problem**

Before March 2020, teaching – learning process focused on teaching students in traditional classroom. Many methodologists like Berman & Cheng (2001) and Aydogan (2014) aim to make the traditional classroom an effective environment for learning. With the technological revolution, computers and internet become part of the traditional classroom. Teachers and students use technology as supporting way to enhance and improve teaching and learning at the same time which many researchers called it blended learning. Also, there are attempts to give online courses in specific situation for specific reasons.

After March 2020, new need appeared because students and teachers are no longer in the same physical space together because of the spread of Covid-19. The teaching – learning process should be continued although students and teachers should have to be apart to stay safe. This problem promoted the ministry of education and higher education to teach students through Moodle and Zoom as a replacement way to what students and teachers were doing in classrooms. E-learning during Covid-19 was the only way of teaching and learning although it was unfamiliar way of teaching and learning before the pandemic. Teachers used e-learning tools in the traditional classroom in order to help students to understand specific subject or subjects more easily than the same subject in the traditional way (without integrating technology into the classroom). Teachers were using e-learning tools just in few courses to motivate or engage students to learn specific subject by using technology. Also, students did not look to the Moodle unless the electronic material was an important part of the subject or the subjects in which students will be tested.

### **1.4 Aims and Objectives of the Study**

This study aimed at investigating the difficulties that faced students in learning the Basic English language skills and teachers` and students` perception toward the implication of e-learning during COVID-19 Pandemic.

#### **The Objectives of the study**

This study aims to investigate the difficulties in learning the Basic English language skills that face students during e-learning.

The study tries to investigate these objectives:

- To find out the difficulties in learning the English language skills that face students during e-learning.
- To examine the type of difficulties in learning English language skills.
- To point out the most difficult skill to acquire or practice during e-learning.
- To clarify the difficulties in learning English language skills as perceived by teachers.
- To find out if the e-learning affects students' difficulties in learning the Basic English language skills or certain skill is more difficult to acquire during e-learning system.

## **1.5 Questions of the study**

### **Main question**

1. What are the difficulties that face students in learning English language skills during e-learning due to Covid-19 pandemic?

### **Sub questions**

1. What are the students' perceptions towards E-learning?
2. What are the teachers' perceptions toward E-learning?
3. What are the types of difficulties that face students in learning English language skills during E-learning due to Covid-19? And did the obstacles that faced teachers during e-learning implementation increase the difficulties that faced students?
4. Did e-learning increase the difficulties in learning certain English language skills?
5. Which language skill is perceived to be more difficult than other skills to learn from the perspective of students and teachers?

## **1.6 Hypotheses of the study**

The study attempt to test the following null hypotheses:

1. There are no statistical significant differences at ( $\alpha=0.05$ ) in the difficulties in learning English language skills due to e-learning.
2. There are no statistical significant differences at ( $\alpha=0.05$ ) in the English skills learning difficulties during e-learning due to gender.
3. There are no statistical significant differences at ( $\alpha=0.05$ ) in English skills learning difficulties during e-learning due to specialization.

4. There are no statistical significant differences at ( $\alpha=0.05$ ) in English language skills learning difficulties during e-learning due to educational level (first, second, third or fourth year).
5. There are no statistical significant differences at ( $\alpha=0.05$ ) in English language skills teaching difficulties during e-learning due to teachers` gender.
6. There are no statistical significant differences at ( $\alpha=0.05$ ) in English skills teaching difficulties during e-learning due to teachers` years of experience.
7. There are no statistical significant differences at (0.05) in increasing the difficulty that faced students in learning English skills during e-learning due to the difficulties that faced teachers during e-learning implementation.

### **1.7 Significance of the study**

The researcher believes that there is a lack of information about the difficulties of learning English skills through the e-learning system in the case of reliance on e-learning as the primary and the only means of teaching and learning. The sudden shift from face to face learning to online learning (e-learning) during the complete closure due to Covid-19 led to the use of e-learning tools in teaching and learning English language although many researchers such as Assasfeh, Zuraiq and Al-shaboul (2011) believe that English should be taught in authentic situation(classroom environment). The findings of this study will show the necessity to improve the e-learning system in addition to its defects or not. If the researcher finds the difficulties and the types of difficulties in learning English skills that face students during e-learning due to Covid-19, the ministry of education and higher education will get an opportunity to reduce those difficulties. The student will be able to know the skill or the skills that can be improved or acquired through e-learning and the skills he`s going to have hard time gaining. The teacher will have knowledge of skills and experiences which are essential to various English language skills during e-learning. The teacher will have also knowledge of those skills which need additional effort to be taught through e-learning system. In addition, the ministry of education will have the basic essential information about the difficulties and ease of learning English skills through e-learning to improve the e-learning system. Furthermore, this research will be a step towards finding out whether the difficulties of learning English language skills are limited to the students of An-Najah National University or it includes all students at Palestinian universities or these difficulties are different from those faced by students learning

English as a foreign language in other countries. This research is essential to know the reasons that lead to these difficulties because these reasons shape students' perception toward e-learning. No e-learning statement is not just a phrase or view but a statement that resulted from major causes or reasons. In other word, knowing the problem is half of the solution. This study is an attempt or a step toward finding a solution to e-learning problems that students face during learning their English language courses by looking for the reasons and manifestations of these difficulties.

### **1.8 The Limitations of the study**

This study is conducted during the academic year 2021-2022 on students who studied English course 101 electronically and teachers of English language center at An-Najah National University to identify the difficulties that faced student during e-learning in learning English language skills.

Limitations of the study are:

1. Topical limitation: the study is restricted to studying the difficulties of learning English language and does not include other aspects.
2. Spatial limitation: the study is conducted at An-Najah National University. In other words, the result of this study can be generalized only to students of An-Najah University and can't be generalized to other universities.
3. Temporal limitation: the study is conducted in the academic year 2021-2022 which indicate that the study examined the state of e-learning in an exceptional circumstance, Covid-19 pandemic.
4. Population limitation: the study is just for the students who studies English course 101 (no other English courses) during the Covid-19 and the teachers of the language center at An-Najah National University who have experienced e-learning during the pandemic.

### **1.9 Definition of terms**

Here are definitions of some helpful terms related to the study:

- Language is a way to communicate among individuals or speakers of different dialects which are all developed from one earlier speech form. In other words, the

language is more nominal than the dialects because it runs on a particular system or special speech form (Haugen, 1966).

- Language can be defined also as a verbal activity enables a certain person to produce certain sounds or marks for certain reasons. His beliefs or desires give him a reason to produce that sounds and the person who responds to that sound does so for a certain reason (Lewis, 1975).

Skill is the ability to do something well (Husain N. , 2015).

- Language skills: language is a complex skill includes two basic types of skills which are productive skills and receptive skills. Productive skills include speaking and writing because the learner is active. He or she produces sounds in speaking or symbols in writing while using these skills. Receptive skills, on the other hand, include listening and reading because the learner is passive and receive information through listening and reading (Husain N. , 2015).
- E-learning: a way to convey information and instructions to learners or individuals through the use of computer network technology and through the internet. E-learning can be divided into two types: Asynchronous e-learning and synchronous e-learning. The first one refers to e-learning that is available from any location at any time of the day while the second one refers to e-learning that requires all learners from diverse location to be at the same time in front of their computers (Welsh, Brown, Wanberg, & Simmering, 2003).
- E-learning as defined by (Sidhoum, 2013) can be seen as a method of teaching by using modern communication mechanism like a computer, its network and its multiple mode of sound, image, graphics, search mechanism, electronic libraries, as well as internet portals whether remotely or in the classroom. The point is to use all kinds of technology to give information to the learner in the shortest time and least effort.

### **1.10 Operational definitions**

- English language is the main foreign language taught in Palestinian schools and universities. It includes four basic skills which are listening, speaking, reading and writing.

- E-learning is the primary and the only way of teaching and learning during Covid-19 where teachers and students are not in the same physical space together. E-learning system includes two main tools which are Zoom and Moodle. Zoom platform is used to give lectures while Moodle is used to submit electronic materials and access exams.
- English course 101 is a compulsory course which student can study in any semester, even if it's the last one of his or her college.
- Difficulties mean the problems or the obstacles that student can't pass easily in learning English language skills during e-learning due to Covid-19.

### **1.11 Summary**

In this chapter, the researcher presented a brief introduction of the importance of conducting this study during Covid-19 on students and teachers of the English language center at An-Najah National University. The study aims to investigate the difficulties in learning English language skills that faced students during e-learning due to the pandemic in order to help teachers or other researchers make a comparison between the difficulties in learning English language during e-learning due to the pandemic and the difficulties in learning English language in traditional classroom. This research will be a step towards the usage of e-learning to teach and learn English as an alternative to face-to-face education in Palestinian universities and vice versa.

Although there have been many studies that have demonstrated the positive and negative impact of using e-learning in teaching and learning process during the pandemic, few studies have been conducted in Palestine to show the difficulties of using e-learning on learning English language skills due to this global emergence situation. Thus, this study tried to fill this gap and to explore the main difficulties in learning the basic English language skills that faced students as perceived by teachers and students themselves.

## **Chapter Two**

### **Review of related literature**

#### **2.1 Introduction**

This chapter mainly deals with issues related to the topic of this study which are presented in three parts. First, the initial part consists of five subsections presented as follow: what`s e-learning, the importance of introducing technology into education and its effects on learning English language, the role of teacher and student in e-learning process, the effectiveness of e-learning in teaching-learning process before covid-19 and the effectiveness of e-learning in the light of covid-19. Second, a number of related previous studies are reviewed in the second part. It consists of three subsections which are the difficulties that face students in learning the Basic English language skills, students and teachers` attitude toward e-learning during the covid-19 pandemic, and the difficulties of e-learning from the perspectives of teachers and students. Third, a summary presents the third part of this chapter.

##### **2.1.1 What`s e-learning?**

Researchers differed about the definition of e-learning, as it happened with a lot of terms. This led to the multiplicity of its definition especially with the presence of other terms such as distance learning, flexible learning and virtual learning, Kansara (2005) as cited in (Al-Sadhan, 2015).

E-learning according to Rosenberg (2001) as cited in (Soliman, 2014) refers to the internet technologies that are used to enhance knowledge and performance. These technologies such as computer and communication technology can provide solutions to enhance the learning.

E-learning can also be defined as a means of delivering information and instructions to individuals through the use of computer network technology, over an intranet or through the internet (Welsh, Brown, Wanberg, & Simmering, 2003).

Rossi (2009) as cited in (Arkorful & Abaido, 2014) believes that e-learning is a concept that includes all applications related to learning methods and processes.

According to (Warrier, 2006), e-learning differs from traditional learning because it makes students live a dignified life outside the classroom through the usage of various means of e-learning which free the students from the instructions of the traditional classroom environments.

In addition, (Mayer, 2020) deems that e-learning means the computer-delivered instruction(multimedia presentations, instructional videos, interactive simulations, virtual classrooms, online courses and educational games) that can be delivered on a variety of devices such as desktop computers, laptop computers, tablets, smart phones, smart TVs and virtual reality systems.

Furthermore, (Saif, 2019) conceives that e-learning is the delivery of information to the learner with less effort, shorter time and more usefulness. In other words, e-learning is a method of learning to deliver information to the learner through the use of modern communication means such as a computer, its network and its multimedia such as sound, image, graphics and electronic libraries whether remotely or in the classroom.

Moreover, e-learning is the process of moving to distance learning by using modern means of communication instead of face- to- face interaction in the classroom to achieve the planned educational outcomes. It is also considered a type of learning that has long been talked about the need for it in the educational process. It has become an urgent necessity for the continuation of education in conditions that impose the necessity of social distance (Abu Shkheedim , Khalilah, Al-Amad , & Shadeed, 2020).

### **2.1.2 The importance of introducing technology into education and its effect on learning English language**

In the first place, the use of technology in learning and teaching process, as (Alexender, 2001) emphasized, was not random and without cases. Technology has come to improve the quality of education and improve student`s learning and reduced the cost of education. Higher education faced competition with other universities because the non-use of electronic education system in the educational process has considered a threat of failure. There are many considerations that govern a student`s view of e-learning or the conviction in the use of e-learning. One of them is the lack of time and the long distance to get to the lecture hall or campus so students are not committed to courses. The second reason is the

student's experience of using technology where the skill of using technology affects student learning and his/her participation in e-learning activities. The student who often has little experience in technology will prefer face to face education. The third is the assessment. If the electronic material and students' interaction with it affect the assessment process, the student will attempt to interact with it. If it is an additive that does not affect assessment, it will be useless and students will not interact with it.

With the sudden proliferation of personal computers during the 1980s, there was a need to use technology in the teaching-learning process to improve the quality of available information so technology became a symbol of change. The internet also has an impact on the learning process because it offers an alternative and creative ways of learning. The internet helps learners access desired information in an easy and quick way. In other words, the internet has become an efficient source for information and a method to share information in an easy, fast and cheap way. Learners can also access information about their courses and activities from different sources quickly and without difficulty. They have the ability to evaluate and synthesize those sources, (Tutkun, 2011).

Also, (Green, 2005) added to those reasons to which Alexander and Tutkun referred. He said that technology can provide English language students with valuable experience during language learning. Technology, especially computers, can provide English language students with additional language opportunities (a rich language experiences) beyond normal classroom instructions. In other words, technology can help English language students to develop some of their language skills. One way to use computers by EL students is to learn vocabulary in context and with visual clues which help them to understand it effectively. Also, the use of graphics and clip art can help students to develop their writing skills. It makes the learning process much more enjoyable because it's a good way for students to convey their thoughts clearly. Besides, the using of email is a good language learning activity to improve writing because students can use meaningful language in authentic texts. Technology can help students to improve their reading skills by computer-based instruction as well. It is a kind of teaching, with the help of software, through which teachers give instructions, ideas and activities for certain subjects. The need to introduce technology to education has led to the emergence of different ways of using technology in education because communication is the main

purpose of English language teaching as many e-learning activities require communication, (Pekarova & Bitljanova, 2015).

In the same way, (Mironovova, Fedic, & Chmelikova, 2010) agrees with Timothy that the students who have prior knowledge and prior familiarity with the use of technology are more attracted to e-learning and its various activities than others, and students who study part-time can use technology in its various forms to communicate and interact with other students. Technology and e-learning are also important for the English teacher because e-learning is an effective method to distribute, create and evaluate different methodology ideas. In addition, the teacher and the student can make an effective use of presentation, pictures, notes, animation and communicate with each other if there is solid information and communication technologies equipment. Furthermore, e-learning is inexpensive and time-consuming friendly.

In contrast, (Bashiwa & Daroush, 2006) explained that there are four key elements that affect the role of technology in developing and diversifying educational opportunities: first, educational policies which are the inputs to the educational process such as curricula, programs, policies and intellectual potential. Second, technological means that control the learning process such as methods and techniques. Third, the status and the potential of educational institutions, their type, culture, identity and community in which they are located. Fourth, the quality of learning outcomes based on the objectives of the educational institution. In other words, quality education can be fulfilled by use of technology, adjusting to changes in the environment, continuing evolution in the educational institutions and ease of access to information of educational services.

Furthermore, (Husain, Octavia, & Arsyam, 2016) pointed out that e-learning has three functions to improve learning which are supplement or additional, complement and replacement. It is an additional (supplement) when the students have the freedom to look at the electronic material or neglect it. In this case, it is not mandatory for a student to access the e-learning material. It is complementary if the e-learning material has been developed to promote or strengthen the base material or address some of the students' weakness. It is enriching for students, who can quickly master or understand the subject matter that presented by face to face, in order to give them the opportunity to access the e-learning material that was developed for them.

Based on the forgoing, there have been two types of e-learning, as (Al-Sayyad & Al-Akkad, 2009) explained. E-learning can be classified according to the implementation or application environment to two types: first, online learning: this environment eliminates the concept of school completely and the material is presented by network. Student depends completely on the internet and the technological tools to get information. This environment eliminates the direct relation between the teacher and the student so it's going to have negative impact on education. Second, blended learning which is considered the most efficient e-environment by mixing e-learning with traditional education in an integrated manner. The student interacts with the teacher in a pleasant way because the student is not only a listener, but a key part of the lecture. This environment creates creativity and stimulates thinking and responsibility for learners. Receiving information via multimedia helps students to understand subject matter faster than through listening and reading only.

Moreover, (Banditvilai, 2016) outlined the concept of blended learning as an important factor in the development of teaching and learning process. It helps students to practice and develop English language skills at any time and any place they choose outside the classroom as long as there's access to the internet. Some students have positive feedback toward e-learning because it enables them to become motivated and more involved in learning process. It encourages students to become more responsible for their learning and it increases students' motivation to become autonomous learners. For example, e-learning encourages students to use English to improve their language proficiency through the supplementary e-learning program which includes activities and tasks that are skill-building of English language. On the opposite side, there are students who have negative feedback toward e-learning because it reduces the direct interaction between the teacher and the students and the actual (face to face) feedback from the teacher. These students believe that e-learning reduces the valuable interaction between the teacher and the students.

After e-learning has become an integral part of teaching learning process, a lot of studies focus on its benefits and difficulties for teachers and students such as (Yang, Catterall, & Davis, 2013) who indicated that some students praise online learning while others vilify it. Some students embraced online learning for its flexibility and usability. In contrast,

new students have a lack of knowledge and skills in using technology to improve their learning so they are frustrated with technology.

In addition, (Hantouli, 2016) found that e-learning has many advantages. First, it makes communication easy and sustainable between the elements of learning process and it increases the interaction between the learners themselves and between the learners and the teachers. In other words, the teacher can communicate with his or her students at any time and can access Moodle and submit tasks at any time. Second, e-learning is positive because of its ability to keep data and easy to retrieve via Moodle. Diversifying knowledge sources and improving the quality of education are also benefits of e-learning. Third, the ability of e-learning to provide learning opportunities for individuals through asynchronous learning provides an opportunity for students who can't come to university permanently. On the other hand, the researcher found that the most challenges for e-learning are poor internet access and poor computer skills for some students.

Similarly, (Tanveer, 2011) demonstrated the positive effects of e-learning in classroom-based language teaching and the positive perception of students and teachers toward e-learning. The use of e-learning helps students to take responsibility of their learning and make them confident. On the other hand, Tanveer found that some students have problems with e-learning. The lack of basic technical skills of teachers and students beside the lack of e-learning resources lead to lack of enthusiasm toward e-learning. Some students agreed that their ability to express their thoughts interfere with mechanical difficulties. Tanveer, Yang, Cattail and Davis demonstrated that the lack of confidence to use digital tools and untrained teachers affected the effectiveness of e-learning.

On the negative side, (Welsh, Brown, Wanberg, & Simmering, 2003) found that the lack of interaction between the trainees or the learners in many learning courses is one of the main disadvantages of e-learning because it makes e-learning less attractive to its learners and potentially less useful. They also found that the lack of skill in using a computer will affect its use as educational method and therefore will influence the ability to learn. It will also affect the effectiveness of technology in improving learning. In other words, using technology and computers is useful in some cases and unhelpful in others because effective e-learning requires significant effort and planning to be useful.

Surprisingly, (Kotzer & Elran, 2012) emphasized that the Moodle-based learning environments which have been developed as enhancement to face-to-face teaching give the freedom of teachers to add, change or use them according to teacher`s needs, content based or technology based and students diversity. These learning environments are designed to simplify difficult subjects. In this case, (Soliman, 2014) explained the advantages of e-learning Moodle. E-learning Moodle increases the study time of English during the week so students will develop their language skills during the usage of e-learning resources and tasks. Likewise, E-learning Moodle encourages students to learn independently because each student works on a different task. Furthermore, E-learning Moodle gives each student an opportunity to choose from different activities and resources which means there are different learning styles.

Significantly, (Hamayel, 2018) asserted that e-learning leads to a better presentation of learning materials than traditional methods. E-learning environment is provided by computers and laboratories because technology curricula are taught to students from fifth grade. E-learning motivates students to use all senses to get information while in traditional teaching environment sense of sight is only used. Also, students become able to access to course material at any time. In contrast, e-learning outcomes have not reached the required level for three reasons: first, the transition from traditional education to e-learning. Transition means change but human soul in its nature resist change. Second, not all schools are equipped with intranet due to the cost of tools and equipment. Third, e-learning was initially used as a backstop for traditional education which leads to the appearance of blended learning. In terms of time and place limits, e-learning brings students out of the traditional education routine. Students become able to choose the place and access to the course material at any time.

Besides, (Liaw, 2006) in his study illustrated the benefits of computer use and technology especially for intercultural learning. This study emphasized that technical problems should be controlled in order to make better matches between computer learning tools and pedagogical objectives. Students will take the benefits of using online learning system if problems such as lack of access to the internet are minimized.

Finally, (Tira, 2020) indicated that teaching English electronically during Covid-19 pandemic guides lecturers to teach subjects effectively and efficiently. In addition, e-

learning motivates students to ask questions during online lectures more than actual lectures. E-learning is the only helpful system when it is impossible for the face to face lectures to be held, especially in emergencies such as Covid-19 pandemic.

### **2.1.3 The role of teacher and student in e-learning process**

Some studies have given great importance to the role of teacher and students in the e-learning process, as well as preparing them to become effective in the process of learning and teaching based on e-learning, regardless of its type (blended learning or distance learning). In other words, the teacher and the student are important elements for educational process success.

It is essential to indicate that (Alam Khan, 2011) confirmed the need for training to keep pace with changes in society. This researcher emphasized that the teacher or the instructor is the key element in the success of the education process. The instructor is responsible for developing his knowledge and skills to keep pace with changes in society and the need to use technology. If the teacher is qualified, he or she will be able to make a diagnostic study to analyze the nature and the type of struggles that face students during learning a language. If they do, they will be able to develop strategies appropriate to these problems and difficulties that students face during learning a language. In order to do that, the teacher should encourage students to become autonomous learner so he should keep away from routine activities and tasks aimed at filling time, (Aydogan, 2014). According to constructivist theory for language learning, experience and interaction are the cornerstones for foreign language learners to build their own learning (see Vygostky (1978) cited in (Aydogan, 2014)). When the teacher acts as a facilitator of learning, a counselor and as a resource, it may be the case that helps a student achieve his or her autonomy.

Additionally, (Ali, 2014) indicated that the attitudes of teachers and learners toward the use of technology is one of the obstacles to e-learning because the use of network application in education by faculty members is less than expected due to lack of awareness of the importance of this technology or the inability to use technology.

For the above reasons, (Yahya M. , 2012) explained that the role of teacher in education is very important because he is one of the pillars of the educational process and he is the

source of knowledge for students. The more the teacher possesses good scientific and pedagogical experience and effective teaching methods, the greater his ability to create good students. The researcher also believes that the role of teachers in e-learning will become more important and will not be discarded, as some believe.

Furthermore, (Mollaei & Riasati, 2013) agrees with Yahya that the quality of education and its improvement from the teacher`s point of view does not depend entirely on the use of technology and depends more on the quality of teacher and his attitudes towards the use of technology. The teacher has the greatest role in improving the quality of education because he organizes the learning process. The teacher`s readiness and enthusiasm for the implementation of technology will help the student to improve his language skills because in this educational environment the teacher becomes a guide and the student becomes the center of learning and responsible for his learning. There are some teachers who don`t encourage the new role of the teacher in the computer-assisted language learning classroom, and they believe that the teacher should play a prominent role and take responsibility through controlling student`s progress and activities. It is assumed that those teachers might not have sufficient and practical experience in using technology although they accept its benefits.

Also, (Al-Fara, 2012) believes that the role of teacher will become more difficult and more important when the e-learning is applied. During e-learning, the teacher should have sufficient skills to manage the educational process and keep up with technology to improve education. In other words, the teacher should become a leader, a research project manager and a mentor during e-learning. The teacher must therefore possess specialization, experience and continuous training.

The human obstacles (the teacher and the students) are one of the e-learning obstacles during Covid-19 pandemic, as (Al-Odah, 2021) confirmed. These obstacles ranked fourth among others, as the researcher demonstrated that the teacher is trained to deal efficiently and quickly with the pandemic. The teachers have a previous deal with technology but they resist change. Each new education system may face resistance and some rejections because of fear of change. In addition, teacher`s insufficient proficiency in English affects the success of e-learning process because most software and e-learning systems use English and this affects the sufficient use of software and technology by the teacher.

Significantly, (Abdel Aziz, 2015) referred to the pedagogical and technological age of teacher and its impact on changing the teaching style. The study showed that the faculty members of the faculty of graduate studies have almost equal knowledge and technological and pedagogical awareness. They tend to use the learner-centered style of education, but their pedagogical practices with regard to e-learning do not reflect this awareness. There is awareness of the importance of technology but practice is insufficient and ineffective.

Some teachers believe that e-learning has limited their role in the teaching and learning process, as (Al-muzyan, 2016)denoted. The large size of the university curriculum which makes the university professor tend to traditional education, the students` preoccupation with sites not related to e-learning and the belief that e-learning eliminates the role of some teacher in the teaching process is the most important obstacles to the application of e-learning in Palestinian universities. On the other hand, (Draissi & Yong, 2020) examined various documents consist of daily newspaper, new articles, reports and notices from the universities` website. The result of the study indicated that the new teaching methods were based on increasing student independence, providing a few access to a few paid e-learning platforms and additional duties assigned to teachers to maintain their work from home. This result means that the role of the teacher and the student has increased during the Covid-19 pandemic and the responsibility has not decreased.

In view of the study of (Abu-Quta & Al-Dalu, 2020), students during e-learning can easily access the study material through various programs and tools. The electronic content is also comprehensive as it includes examples, exercises and assignments. Besides, students can easily interact with each other through e-learning by sending and receiving educational materials and discussions without obstacles. In addition, the evaluation process is carried out continuously through e-learning in appropriate and varied methods. At the same time, there are difficulties and obstacles in studying the material electronically. First, the necessity of formulating electronic courses to be comprehensive and simple especially in presenting examples and it should be comprehensive to the amount of information that was included. Second, students are not ready to use this type of education. Third, there is a lack of internet at the homes of teachers and students.

Finally, (Alassaf & Al-Sarayra, 2012) indicated that there is an above average degree of awareness among teachers of the concept of e-learning due to the effect of gender in favor of male teachers. The study also showed the presence of a medium degree in the use of computers among teachers as well as the presence of statistically significant differences in favor of females in the teachers` use of e-learning in teaching. The success of the educational institution in the information age depends primarily on its ability to make a qualitative change in the preparation of teachers and rehabilitate them and break the barrier of fear with technology in order to be qualified to deal with generations who are good at dealing with technology.

Although English language learners observed that learning language through e-learning is better than traditional classroom, they are not motivated to use technology in learning English. E-learning provides activities in each language skill in a motivational way but they think that it`s best to integrate classroom activities and curriculum with technology, as (Farooq, 2012).

#### **2.1.4 The effectiveness of e-learning in teaching-learning process before Covid-19 pandemic**

The benefit from electronic education is closely related to the existence of knowledge about computer usage and the existence of curricular activities and extracurricular activities in the field of computers. The students who have computer skills and the ability to communicate via the internet will be able to interact with the multimedia used in online accounting education. In addition, the ability of speaking, reading and writing in English contribute to make students closer to the information provided via the internet due to the fact that English is the most widely spoken language (Siam & Rahhaleh, 2008).

The results of the study of (Al-Jarf, 2013) showed that the students of the experimental group who used an electronic course from home in addition to the traditional course got higher scores in the post-test than the students of the control group who received traditional education in the classroom based on the textbook only. This means that the use of the electronic course from home as a support course for the traditional course has contributed to raising the level of students` performance instead of relying on traditional courses only. The results of the study proved that the use of electronic course was a factor in improving the weak of students` ability to write in English and resulted in a significant

improvement in their scores in the post test" achievement test". The results also declared that the electronic course had a positive effect on the students` feeling toward studying the English language, as it helped them to develop a positive self-perception and raise their motivation and their sense of improvement. The students of the experimental group found that writing in English is enjoyable.

In addition, (Saif, 2019) pointed out that the use of electronic software was effective in developing English language skills for basic stage students due to the positive impact of electronic software in developing English language skills in terms of employing modern and diverse learning techniques and resources. These techniques stimulated students to communicate with each other and increase their motivation towards learning. These techniques also encouraged them to interact and participate during its employment which contributed to the development of English language skills. The electronic software contributed to the development of writing skill through the gradual method of teaching writing. This software provided students with an opportunity to collect the largest possible number of vocabulary elements that is necessary to write a paragraph and it provided students with the different ways and instructions that are necessary to practice writing paragraphs. In addition, the use of electronic software was effective in developing speaking skill because electronic software included methods, interactive situations and activities that stimulated students to engage in an interactive dialogue. This software gave the opportunity for students to practice this skill willingly and without supervision. It also gave the students the opportunity to practice proper pronunciation and try many times to speak and acquire the speaking skill without the help of teacher. Moreover, the results showed that the use of electronic software was effective in developing listening skill because it included various activities and focused on developing the listening skill by employing multiple sources of sound, movement, images and writing, taking into account the auditory learning style of the students that motivated them. The stored audio and video clips consolidate students` memorization and understanding of words. Also, the use of electronic software developed reading skills by training students on how to practice reading and provide reinforcement in different ways. The software as a learning resource has provided students with a tool that they can use at any time, unlike what happens in teaching according to the usual methods that depend on memorization and lack of communication between the teacher and the students.

Besides, (Aljaser, 2019) aimed to identify the effectiveness of e-learning environment in developing the academic achievement toward learning English for fifth grade students where the e-learning environment was designed and a test and a scale were prepared to assess the trend toward learning English language. The quasi-experimental approach was applied to a sample of fifth grade students divided into a control group taught through the traditional method and the experimental group through the e-learning environment. The results showed that there were statistically significant differences in favor of the experimental group in the post-achievement test and the measure of attitude toward English language.

It is important to mention that (Bashir, 2019) examined the effectiveness of e-learning in regard to learner satisfaction and continuous learning intentions. The results revealed that e-learning interaction consists of three factors: the learner interface, the feedback interaction and the learning content. With the exception of learner-content, the other e-learning factors (learner interface and learner feedback) had a great influence on learner satisfaction and learner satisfaction was found to have a great influence on continuous learning intention with e-learning.

Moreover, (Mohammadi, Ghorbani, & Hamidi, 2011) aimed to investigate the effects of e-learning on language learning. The study emphasized that English learning is improved because English is the basic language of the internet and it is not limited to one culture. The study also declared that e-learning increases the attendance, the engagement and the motivation of students which are essential for learning. Also, the use of the internet independently through chat rooms and mass media increases the oral proficiencies of learners. At the same time, e-learning is challenging and time consuming although this type of learning provides teachers and learners with creative and practical ideas.

### **2.1.5 The effectiveness of e-learning in teaching-learning process in the light of Covid-19 pandemic**

The study of (Hodges, Moore, Trust, & Bond, 2020) aimed to investigate the difference between distance teaching in emergency situations and online learning. The researchers designed a model consisting of evaluation conditions and a set of questions. The model is designed to evaluate distance teaching in emergency situations and measure the success

of online learning experience in terms of quality of planning and courses offered via the internet in response to a crisis in favor of online learning in normal situations.

The transition to e-learning during the Corona pandemic has become a necessity so (Basilia & Kravadze, 2020) aimed to study the experience of moving from traditional teaching to e-learning during the spread of Corona pandemic in Georgia. The study was based on the statistics of the first week of teaching process in a private school and its experience of moving from traditional teaching to e-learning. The transition to online education was successful and the skills acquired by teachers, students and school management can be used in the post-corona period in different cases such as disabled learners. It can also be used to increase the effectiveness of the teaching process and the independence of learners to obtain additional skills.

The finding of (Rahman, 2020) revealed promising results for teaching English online during a global pandemic like Covid-19. If the proper training and orientation programs for learners and teachers are implemented and online language learning platforms and tools are up to date, teaching English as a foreign language online can be very useful. Moreover, the effectiveness of e-learning in the light of the spread of Corona virus as perceived by teachers is medium in the fields of e-learning continuity, the use of e-learning and the interaction of faculty members with e-learning. This result is attributed to the fact that Palestine Technical University is one of the universities that adopt face to face learning and didn't have previous plans to adopt e-learning. This university switched to e-learning suddenly because it had neither previous experience nor sufficient skills to use e-learning easily.

In addition, (Al-Radhawin, 2021) believes that e-learning has become an urgent need due to Corona pandemic. E-learning can increase self-learning and student's motivation to learn and it can also save time and effort. E-learning makes the teaching-learning process more attractive by providing courses electronically. These courses can be accessed at any time so students can communicate with their teacher outside working hours as well as they can exchange experiences and ideas with other students. At the same time, the rejection of change and disapproval of e-learning, the poor skills of teacher to deal with e-learning, the lack of training courses to improve teachers' competence in how to use e-learning tools, the student's inability to afford e-learning requirements, and the weak

infrastructure for e-learning implementation are the main constraints on e-learning implementation.

According to (Al-Mutairi, 2021), the effectiveness of e-learning during corona pandemic was moderate. This result was reached through a questionnaire that included 3 areas: teachers` interaction with e-learning, students` interaction with e-learning and the continuity of e-learning in the light of corona pandemic. The continuity of e-learning during the pandemic and students` interaction with e-learning remained the last. This result is attributed to the fact that e-learning was not in the plans of educational institutions before the corona pandemic, as it suddenly shifted toward e-learning, which reduces its experience in the field of e-learning and makes this type of education need to improve its level. The electronic method may affect the interaction of students and teachers which may cause some difficulties. E-learning is considered an educational novelty imposed by the corona crisis and every educational novelty faces many obstacles then experience comes to remove all obstacles.

However, (Vijayan, 2021) concluded that teaching and learning activities must be changed significantly to accommodate the unprecedented situation and the dramatic change in circumstances. The rapid change due to Covid-19 has necessitated the adoption of appropriate pedagogical strategies, although these strategies existed before the outbreak of the pandemic. The spread of the virus also led to the need for massive access to the internet, even in the developed economies, and the need to adopt different teaching methods, unlike the past. Teachers and schools in the past were not exposed to many teaching methods and many of them had to pass a very steep learning curve to be able to provide basic lessons.

Furthermore, (Al-Ahmari, 2021) relied on a questionnaire to find out the reality of using virtual classes in the light of the Corona crisis. The research sample revealed the positive opinion toward virtual classrooms as one of the best educational solutions used in the light of the corona crisis from the students` point of view. E-learning (virtual classroom) also allows learning to continue in the light of crisis in order to protect learners from the pandemic. The rate of difficulties associated with the use of virtual classes was low, and the researcher attributed this result to the fact that virtual classes are a requirement of the digital age. These classes are the best solution to confront pandemics. It also helps

learners and teachers to communicate in a variety of forms (sound, image and text) and it maintains the learner`s privacy.

Moreover, (Chia & Chiatoh, 2020) emphasized that information and communication technology has been integrated into English language teaching and learning and this was not the case in low resourced areas, but steps were taken prior to the Covid-19 pandemic in those areas in the form of providing equipment and subsidizing internet costs. The Covid-19 pandemic has provided an avenue for English language teachers and learners in higher education to integrate various online-based tools to maintain teaching and learning process. There is limited success in implementing e-learning during the closure period, which is evidence of the severity of the challenges faced by English language teachers. Although teachers in this study claim to have integrated various online-based tools for online English language teaching during the closure period, none of them described teaching during this period as excellent. Poor implementation of online teaching has been associated with lack of technology, poor training, and high cost of internet and digital devices, poor internet connectivity and poor attendance of learners.

Finally, (Purwantoro, Asari, & Marouf, 2021) found that 85% of students have positive aversion toward e-learning as an English learning tool but 94% prefer choosing the traditional classes more than online classes. At the same time, 77% of students agree that English learning by using e-learning could be more successful during the pandemic. E-learning tool motivates students and teachers to learn and teach English and join English classes because this learning tool is easy to utilize.

## **2.2 Related studies**

This part presents some findings from a number of studies that were conducted to illustrate the effects of e-learning in the teaching-learning process in the light of covid-19 as perceived by teachers and students. It also investigates the main difficulties that face the application of e-learning especially during teaching and learning English language skills and the difficulties in learning English language skills that face students in traditional and virtual classrooms.

### **2.2.1 Studies related to the difficulties that face students in learning the Basic English language skills**

In the first place, (Berman & Cheng, 2001) revealed that the difficulties that face students in learning English language skills are of different levels because learner`s perceptions of these difficulties are different. They realized that non-native learners have more difficulties in learning various language skills than the native learners in their academic study. They also found that productive skills(speaking or writing) are more difficult than receptive skills( listening or reading) .Some speaking tasks are more difficult than others such as answering and asking questions in class , taking part in class discussion and carrying out oral presentation . In addition, writing essay and writing assignments are the most difficult writing skills while understanding a writer`s attitude and understanding research reports are considered the most difficult reading tasks.

Also, (Yunus, Sulaiman, Kamarulzaman, & Ishak, 2013) confirmed that learners face many difficulties in learning Basic English language skills. They clarified the reasons behind the difficulties that face students in learning speaking and listening skills. Speaking skills difficulties related to students` unfamiliarity with some of English vocabulary but some students have a fear of using language in speaking or improving that skill with his family or friends because of the fear of bad reaction if they use it incorrectly. In other words, speaking is the hardest skill to practice because of the seldom use of English outside the classroom with other students and families. Other students have a problem in learning speaking skills because they have grammatical problems that lead to erosion of confidence in the use of language. On the other hand, listening skills difficulties are the result of fast rate speech and pronunciation. In addition, the researcher found that the most practiced skill is the skill of writing and not speaking skill.

In addition, (Al-Jamal & Al-Jamal, 2014) found that the class size and the lack of motivation to use speaking skill increased the difficulties in learning this skill. The writer also found that the level of students in speech skill was weak and they think the content of the book does not fit the needs of the students to practice this skill and there are no courses to teach it perfectly.

The results of (Al-enzi, 2013) showed that the difficulties in listening comprehension related to the following: the techniques of teaching listening skills, the strategies of

learning, the topic of lecture, the environment surrounded the learner (listener), English sound system, English words meaning and the listening tasks and activities.

Significantly, (Asassfeh, Al-Shaboul, Zuraiq, & Al-Shaboul , 2011) clarified that speaking skills according to students` perspectives is the most difficult skill followed by writing, reading and finally listening. At the same time, students struggle with speaking and writing skills more than other skills because these skills push students toward production and language in general is used slightly in authentic situations. In each skill students face many problems. In speaking skill, students have several difficulties such as pronouncing word correctly, speaking English with an accent and using intonation in pronouncing sentences and speaking grammatically correct language. In reading also students have problems because students will not understand a text if the information is not explicitly stated in a text. With relevance to writing, writing grammatically correct sentences, finding the appropriate words that fits the context and writing the first sentence in a text are main problems.

In the same fashion, (Al-marini, 2021) explained the difficulties that face students in learning reading skills related to the following reasons: first, syllabus. It is difficult to assess the reading skills separately because the course contains many skills. Besides, the lack of focus on developing reading skills and the inappropriate class time for reading lessons. Second, there are difficulties attributed to the teaching methods due to the lack of consideration for individual differences among students, the lack of diversity in the use of modern assessment methods, and the frequent use of the Arabic language by the English language teachers during lessons. Third, the study indicated that there are difficulties in learning the skills of reading due to the educational aids such as the scarcity of educational aids and the presence of some difficulties in using modern teaching aids.

Also, (Aydogan, 2014) found that students practice English writing skills more effectively than reading skills because they think about grades rather than about the benefits of practical issues. At the same time, he found that students have better skills and strategies for learning vocabulary than for studying grammar. At the same time, they are unable to transfer knowledge outside the class because of students` concentrations on the grade or test score rather than skill acquisition. Some participants think that practice

should be used not only in English lessons but also in all other subject matters to improve all English skills.

According to (Alam Khan, 2011) research, there are many skills and areas in which learners of the target language have difficulties. Some of these skills are more difficult to acquire than other skills. Pronunciation or the sound system is the most difficult skill because English does not have more individual consonant sounds than most languages. Also, many countries believe that you learn a language well if you learn grammar. Students have many grammatical problems because of the difference in pattern between English and Arabic so they have confusion and a problem with using language.

The study of (Halima, 2018) explained that the difficulties of learning English from the teachers` point of view related to personal factors and educational factors while parents think that the difficulties of learning English related to social factors and teachers. The difficulties of learning English from the teachers` point of view are the following reasons: the lack of teaching all subjects in the English language, the teachers` lack of familiarity with the methods of teaching the English language, the inappropriate content of the book, the failure to see linguistics materials presented on the computer, the student`s lack of awareness of the importance of studying the English language and the failure to use educational means to teach the English language. The difficulties of learning the English language from the parent`s point of view are the following points: the absence of monitoring by parents, the inefficiency of the teachers, the insufficient time to teach the English language, the parent`s lack of awareness of the importance of studying the English language and the culture of the society.

On the other hand, there are many studies that have shown the difficulties of practicing English skills in the light of e-learning. The study of (Mardiah, 2020) is one of these studies that found learning English through e-learning provides students with an interesting experience. Nevertheless, e-learning can`t replace actual classrooms where students can learn English, specifically speaking, listening, reading and writing through real life situations. They prefer learning in actual classroom because of the lack of actual psychological and social interactions between the students and the teachers in online classes.

Moreover, (Soliman, 2014) explained that e-learning Moodle increases the study time of English during the week that will develop their language skills but the absence of body language and face to face interaction is one of e-learning defects. The lack of an actual teacher face to face feedback is another defect especially for students who might not be comfortable with virtual feedback. Besides, reducing the social relations between students is a third defect. Also, the inability to use e-learning Moodle by some students when there is no access to the internet can be considered a fourth defect.

Teachers' anxiety and concern during the process of e-learning is one of the challenges that faced teachers in implementing e-learning during Covid-19. Teachers' readiness in term of technological skills and experience is the second challenge because it is not convenient especially for senior teachers to conduct e-learning with insufficient technological skills. The poor internet connection and the poor network especially in the suburbs and rural areas are the most significant challenges that impede the success of e-learning, as (Brenda & Melor, 2021).

Also, (Pustika, 2020) found that e-learning gives students a good chance to access the learning material anytime from anywhere which means that e-learning is a flexible tool for learning. Nevertheless, implementing e-learning for future English lectures might be difficult because of bad activities such as cheating and the burden of the internet expenses.

In addition, the poor school equipment, the school administration policy, the teachers and the students, according to (Khasawneh, 2021), are the obstacles to using e-learning in teaching English. Teachers found themselves among the obstacles of e-learning due to the lack of equipment that limits teacher's role in developing and using e-learning efficiently.

### **2.2.2 Studies related to student and teacher's attitude toward e-learning during the Covid-19 pandemic**

The results of the study of (Jokhidem & klaib, 2021) revealed that students' attitudes with regard to distance education during the Covid-19 pandemic was at a moderate degree because of the sudden shift from face to face education into distance education during the pandemic. This result can be attributed also to the fact that distance education was the only available type of education in all communities during the pandemic. In addition,

some teachers did not have sufficient experience and skills because of the sudden shift into distance education without getting any training to teach students (physical disabilities students) remotely.

In the same way, (Vazquez, 2021) declared that students` results revealed a satisfactory academic performance during e-learning. Despite the psychological stress caused by Covid-19 pandemic, the theoretical and practical methods and tools used in teaching pronunciation course were considered highly useful. Teachers believe that the success of e-learning in this course is due to balance between synchronous and asynchronous teaching and modifying just those aspects of the original plan that were impossible to apply through e-learning.

Besides, (Rodha, Mahlakshmi, & Kumar, 2020) asserted that e-learning became popular among students especially during the closure period because of the pandemic. They found a positive view of e-learning among students due to the increasing use of e-learning programs for academic use and the improvement of their self-study skills. They also prefer e-learning more than traditional learning because they learn more advanced technical courses only through online whereas soft skills are important for the job market. 28, 57% of the students deem that traditional classroom learning is better than e-learning but at the same time 80% of students are supportive of traditional teaching for the practical sessions.

As an illustration, (Karimanovic, 2021) explained that the study focuses on teaching English in three environments: primary town school, primary village school and primary regional school for the disabled. Students in the primary town school excelled in speaking and listening skills and they had the ability to hear the English teachers without a face mask. They loved short exercises of vocabulary and grammar which they corrected themselves, so they became more independent. They were using the internet with interest and they have intrinsic motivation and confidence but there`s less interest in reading and writing exercises and tasks, as well as in projects and presentations. Unlike urban areas, students in rural areas have improved writing skills as well as speaking skills. Students in these areas loved recording reading materials and parts of reading subjects and asking teachers to correct them and give their notes and observations. Students also sent writing exercises to their teachers in addition to corrected versions. Some students took

permission from their teachers to solve some additional exercises in the workbook so the students didn't get bored and gain passion and interest. In general, students enjoyed e-learning and they also enjoyed the activities and skills that gave them time to think and improve their speech skills.

On the other hand, (Harhash & Yousef, 2021) declared that 60,5% of the surveyed students had negative attitudes towards e-learning and 31,7% of the students had neutral attitudes while the percentage of the students who had a positive attitude towards e-learning was 7,8% of the total surveyed students. This is primarily due to the dependence of the surveyed students during their previous learning stages on the traditional educational system as 62, 2% of the students had never experienced e-learning at any of the previous stages of learning. The more students have access to the internet with high quality as well as the more they have the ability to deal with the internet and its program, the more their attitudes towards e-learning will become positive. This is due to the fact that e-learning system depends mainly on the availability of the internet service and the good ability to use various devices, tools, means and electronic programs as well as the ability and the psychological readiness of students to deal with that method of learning. The results also showed that the higher student's evaluation of the previous e-learning experience, which was in the last academic year, the more positive his attitude toward e-learning. This is due to the fact that the previous results had a significant impact in determining the nature of students' attitudes.

The results of (Mahyoob, 2020) study revealed that EFL learners' satisfaction is low because less than 50% are satisfied with e-learning whereas 14% of learners are not satisfied with e-learning and 43% of learners are against continuing e-learning when the pandemic is ended. The technical issues such as internet connectivity, accessing classes, accessing exams on time and downloading courses' materials problems are the major challenges that affected EFL learners' view and attitude toward e-learning.

Based on (Shenoy, Vijay, & Mahendra, 2020), students' engagement to the educational process is considered a challenge whether during or before e-learning. There was an aversion to the idea of switching to e-learning because of the fear that students would not be engaged in e-learning, but they were shocked when they saw that the attendance of students was 20% times higher than their attendance in traditional lectures. They also

observe that students collaborate, exchange their views and experiences with each other. As the researchers explained at the beginning, the instructors had many doubts and concerns about the adoption of technology and online lectures as a means of education, but when e-learning became a habit, they started loving teaching students online.

It is equally important to indicate that (Aktouf, 2021) found students' overall responsiveness to e-learning is weak and still in its infancy compared to what it should be. Rapid transition to e-learning has negative impact on students and teachers. There is also a lack of appropriate means of technology for this type of learning. Besides, some students don't have enough experience to deal with e-learning and their parents don't know how to use these means of technology to help their children. In other words, the main reason that stands in the way of e-learning is the poor flow of the internet and the lack of mastery of technological means.

The degree of appreciation of students in Iraqi universities for the reality of e-learning was medium. This result indicates that the sample members see that distance learning is unsatisfactory because distance education was not applied in the required manner. This result may attribute to the presence of obstacles and challenges that face students during the application of e-learning and the weakness of technical skills. The University of Babylon like most Iraqi universities was not adequately prepared for such crises. The university administration was not also prepared to face the disruption of face to face education and there are shortcomings in the communication process during the application of e-learning. Also, the degree of appreciation of teachers for the reality of e-learning was medium due to the shortcomings in the application of e-learning in the required

manner such as the lack of support and the absence of technology that makes the faculty members ineffective (they can't access to all technologies and they are unable to move and use the available tools in an effective way (Kathem, 2021).

The study of (Youssef, 2020) aims to identify the trends and the opinions of university students toward the process of e-learning in an important period of human history. The corona pandemic had a great role in encouraging students to deal with e-learning systems despite its availability before the emergence of the corona virus. The researcher found that the percentage of students' satisfaction with e-learning systems is very high. The

majority of students prefer e-learning over traditional learning as the percentage of students satisfied with e-learning exceeded 73, 6% of the sample members. The majority of students also believe that not attending the university didn't negatively affect their academic scores. 68, 2% of the sample members believe that dealing with exams and the university expenses became easier with e-learning. The rate of participation and attendance for electronic lectures amounted to 97, 3% while the percentage of referral to recorded lectures was weak.

### **2.2.3 Studies related to the difficulties of e-learning from the perspective of students and teachers**

The most significant barrier to successful implementation of e-learning is language proficiency because the difficulty that faces students in understanding English affects their engagement in learning process. This difficulty leads to low confidence in understanding the content and negatively affects students' participation. Also, it strengthens students' confidence of the traditional teaching system where face to face interaction decreases the language barrier problem, (Qureshi, Ilyas, Yasmin, & Whitty, 2012).

In addition, (Dhawan, 2020) in his study declared that there are many technologies available for e-learning but at the same time there is lots of difficulties ranging from downloading errors, login problems, problems with installation and so on. In addition, e-learning is boring for some students since it takes a lot of time that most students don't have besides the need for flexibility and the preference for two ways interaction. The online content does not let students learn and practice actively because it is all theoretical. Besides, some students face difficulties in understanding instructional goals and some students are not qualified enough to strike a balance between their families and social lives with their study lives in e-learning environment.

Furthermore, (Shelton, 2016) indicated that university members stop using technology in education because some of them found that they don't have a choice to use technologies beneficial for their students. The few technological options that the teachers have make tension between the teachers and their institutions. This tension leads to fear and lack of interest toward the usage of technology. Also, the teaching institution in some cases replaces a technological tool with another. This leads to replacing the skills and the

processes that were used with that earlier technological tool. The requirement of new skills to use the new technological tool is another barrier to the usage of technology in education.

It is important to remember that (BBC British Council, 2020) aimed at exploring the obstacles of e-learning during the Covid-19. The study asserted that most ministries during the pandemic had no specific plan to complete the process of teaching and learning English because e-learning was new for most teachers and teacher educators who responded to the survey. At the same time, they have confident in their ability to do the teaching job electronically. There were some challenges like inequalities in access to distance education because of poor connectivity and little attraction by students to distance education.

According to (Ying, Siang, & Mohamad, 2021) study, lack of motivation and self-confidence, fear, hesitation and limited vocabulary are some of the challenges that learners encounter in learning speaking skills. They also pointed out that social media and video conferencing applications like Facebook and what Sapp are some of the interventions used to teach speaking skills. Teachers of English as a second language choose the ones that may appropriate during a particular classroom.

The study (Abu-Aqeel, 2014) concluded that the percentage of electronic courses on the university`s website amounted to 26% of the academic courses and there is a shortage of scientific laboratory technicians as well as technical support for e-learning and lack of workshops for students and mechanism to clarify how to deal with e-learning.

The results of (Al-Fotouh & Sultan, 2010) showed that 30%the study sample rejects change within the classroom in terms of benefiting from the internet in education. The researchers stated that the main reason is the existence of the language barrier. English is almost the dominant language on the internet sites and this increases the burden of the teachers.

The study of (Al-Zaman, 2018) attempted to mention the obstacles and the challenges of e-learning: first, some students have weak abilities in the use of computer. Second, the students may stumble in following the curriculum if there are no clear instructions for organizing it. Third, some internet connections are slow and some computers are old

which disrupts the educational process. Fourth, faculty members are not able to follow up the troublesome students directly during the implementation of e-learning activities. Fifth, there is a need for a technological infrastructure which is not available on all educational institutions such as schools and universities. Sixth, the lack of complete security in e-learning is another constraint. Seventh, e-learning costs are high. Eighth, the lack of direct interaction between the student and his peers and between the student and faculty members leads to feeling of isolation. Ninth, you need to train teachers how to teach by using the internet.

Correspondingly, (Khiredine, 2020) found that e-learning has several obstacles. There are linguistics obstacles because the English language is the dominant language in the digital languages. This situation requires mastery of the English language because most of the information is available in this language. Technological obstacles also are one of the most important obstacles that face learners in their acquisition of information because they don't know how to use technology or because they are afraid of using it. The third type is social and psychological obstacles. The lack of familiarity with this new type of technology is a major barrier in obtaining the required information. This type of obstacle is considered also psychological obstacles because students are reluctant to use this type of technology. In addition, the financial obstacles affect the use of technology. Information has become a commodity that contributes to national income as the financial weakness of learners is the most important obstacle of e-learning. We must not also forget the obstacles associated with states' policies and their educational systems. These educational systems need to be corrected in terms of educational curricula and methods.

Based on (Al-Sadhan, 2015), the main difficulties in implementing e-learning on physical and administrative aspects are the lack of hardware maintenance services as well as the lack of cooperation between universities in the exchange of experiences in the field of e-learning. The main difficulties in implementing e-learning for teaching staff are the continuing need to train them on how to use modern technology sources and the significant use of English in e-learning. The most important difficulties in implementing e-learning for students are not having enough skills to use e-learning and the difficulty of accessing the internet at any given time.

According to the study of (Ali, 2014), any educational method has obstacles and difficulties regardless of its effectiveness in education. The study found five obstacles to e-learning which are the material cost, technical problems, teachers' attitudes towards e-learning, language proficiency and accessing prohibited websites. At the establishment stage, the material cost is a big problem because network establishment requires phone lines with certain specifications and certain computers. In addition, technical problems such as interruption while searching and sending messages for technical reasons or other reasons are problems that universities face at present. Moreover, teachers' attitudes toward using technology are less than expected due to lack of awareness of the importance of technology or the inability to use it. Furthermore, most of the researches on the internet are in languages other than Arabic, such as English, so the benefit of the internet is for those who master one of those languages, and they are few in universities. Finally, one of the most obstacles that stand in the way of using the internet is accessing to some sites that call for immorality or the rejection of values, religion and morals.

The research of (Al-Odah, 2021) dealt with the obstacles associated with managing e-learning in the light of Covid-19 pandemic which are administrative, health, human, financial and technical obstacles. The material obstacles are the biggest obstacles that faced electronic management, as the sudden outbreak of the pandemic required high financial needs to have the educational and administrative software and the need for a quick application to deal with schools closures. In addition, health obstacles came in second place due to workers` fear of working in offices during the pandemic, the emergence of some injuries among workers and their entry into quarantine, the lack of an appropriate alternative to manage work quickly and the fear of dealing with devices and computers as a vector of infection. Besides, electronic obstacles came in third place due to the weak infrastructure for the application of e-learning systems, which requires rapid training for workers to implement and be aware of them. Furthermore, human obstacles ranked fourth, and this means the working cadres are trained to deal quickly with the pandemic, despite the resistance of some workers to change, as any new systems faces resistance and rejection by some individuals. Moreover, administrative obstacles came in last place, which indicates the efficiency of the educational management, which facilitated communication between the students, the school, the parents and the educational administration. At the same time, the traditional laws are no longer valid for

the rapid response imposed by the pandemic, and this sometimes led to work without laws.

#### **2.2.4 Comments on previous studies**

In brief, the use of technology has different objectives and reasons. These reasons vary according to the educational environment and its elements (the educational institution, the teacher, and the student). Also, the objectives of using technology determine the type of e-learning and the technological tools that can be used. The researcher referred to several studies that demonstrated the importance of using technology in teaching and learning process. Introducing technology to education improves the quality of education as exhibited in the study of (Alexender, 2001) and provides English language students with rich language learning experiences as demonstrated in the study of (Green, 2005). E-learning enhances face-to-face teaching and give the teacher the chance and the freedom to add and change according to teacher`s needs and student diversity and needs as demonstrated in the study of (Kotzer & Elran, 2012), and it encourages student to learn independently as observed in the study of (Soliman, 2014). Also, the study of (Yang, Catterall, & Davis, 2013) concludes that some students embraced online learning for its flexibility and usability. Additionally, the study of (Husain, Octavia, & Arsyam, 2016) indicated that the extent of access to e-learning varies according to the type of e-learning (supplement, enrichment or complement) and its importance in the educational process. Based on the foregoing, e-learning can be classified to online learning and blended learning according to the application environment as observed in the study of (Al-Sayyad & Al-Akkad, 2009). The researcher referred to these studies to clarify the need to use technology in education in normal circumstances not only in emergency situations.

The studies of (Mollaei & Riasati, 2013), (Al-Odah, 2021), (Alam Khan, 2011), (Yahya M. , 2012), and (Al-Fara, 2012) emphasized that it is essential to ensure that teachers have sufficient skills in using technology and enough experience to develop the teaching process. These skills are also essential to increase students` awareness of the importance of using technology and e-learning tools not only by speaking about its importance but also by their pedagogical behaviors. These studies emphasized the importance of teacher`s role in the success of educational process especially in the case of using e-learning tools. The teacher`s readiness and awareness of the implementation of technology will affect student`s enthusiasm toward learning by using technology.

In addition, the researcher reported several studies that explained the effectiveness of e-learning before Covid-19 such as (Aljaser, 2019), (Saif, 2019), and (Al-Jarf, 2013). These studies revealed that learning English language through the usage of e-learning tools has improved student`s skills and their enthusiasm toward learning the English language before Covid-19. In contrast, the studies of (Rahman, 2020), (Chia & Chiatoh, 2020), and (Vijayan, 2021) revealed that using e-learning during Covid-19 as the only mean for teaching and learning was necessary although the sudden shift from traditional learning to e-learning led to some problems as exhibited in the study of (Khiredine, 2020) ,and (BBC British Council, 2020). At the same time, these studies emphasized that the perception toward e-learning during Covid-19 was positive in some studies and moderate in other studies (not positive and not negative).

Beside the difficulties that reduce the efficiency of e-learning, the study of Berman and Cheng (2001), (Yunus, Sulaiman, Kamarulzaman, & Ishak, 2013), (Al-Jamal & Al-Jamal, 2014), (Al-enzi, 2013), (Asassfeh, Al-Shaboul, Zuraiq, & Al-Shaboul , 2011), (Al-marini, 2021), (Aydogan, 2014), (Alam Khan, 2011) and (Halima, 2018) revealed the difficulties that face students in learning English language skills in traditional classrooms. These difficulties illustrated the skills that students face difficulties in practicing them in a traditional classroom (in normal circumstances) in order to compare it with the difficulties that faced students in practicing English skills during the pandemic. In other words, it`s a step to observe the differences between acquiring the four English skills in traditional classroom and online classroom.

As for students` and teachers` perspectives towards the usage of e-learning in the light of covid-19, the studies of (Youssef, 2020), (Karimanovic, 2021), (Radha, Mahalakshmi, Kumar, & Saravanakumar, 2020), (Vazquez, 2021) and (Jokhidem & klaib, 2021) exhibited that students and teachers have positive attitudes toward e-learning during the Covid-19. While (Kathem, 2021), (Aktouf, 2021), (Mahyoob, 2020) and (Harhash & Yousef, 2021) indicated that students` and teachers` attitudes toward e-learning during the covid-19 was negative. These studies indicated that students` and teachers` attitude toward e-learning differ from one sample to another due to the different learning environments which consist of teachers, students, educational institution, and living conditions.

This study is consistent with the previous studies, since it seeks to explore students` and teachers` attitudes toward e-learning and the obstacles of implementing e-learning. However, it is the first to investigate the barriers to learning English language skills during e-learning as the only available means of learning and the impact of the variables of gender, specialization and academic qualification on their attitudes toward the implementation of e-learning in An-Najah National University which is one of the Palestinian universities that use this type of learning during Covid-19 pandemic.

In conclusion, this chapter research includes a number of previous studies related to the importance of e-learning in teaching-learning process and the difficulties that face students during e-learning and the type of those difficulties. As a result, it was found that there are many studies that have focused on the effectiveness of e-learning from the point of view of students and teachers and the main difficulties that face the implementation of an e-learning system in any teaching institution. In addition, there were a lot of studies conducted to find the attitudes of teachers and students toward the implementation of e-learning whether in synchronic or a synchronic learning. However, there were very few studies conducted to explore the effects of e-learning in learning English language skills and these studies try to explore the effects of e-learning in learning English language skills when it is not the only available type of learning (when it is used as enhancement or supporter for the traditional learning). The review of previous studies gave the researcher a solid foundation in selecting the appropriate methodology for the study and constructing the instrument to reach useful conclusions and recommendations.

## **Chapter Three**

### **Methodology and procedures**

#### **3.1 Introduction**

This chapter was devoted to specify the steps and the methodology that were applied to achieve the research endeavor. It presents the study methodology, research questions, the population and the sample of the study, the study instrument, the validity and the reliability of the instrument, the study procedures, the study variables and the statistical analysis.

#### **3.2 Methodology**

A Descriptive, quantitative, approach was used to achieve purposes that match the study goals. The researcher used two questionnaires for gathering study data: questionnaire (one for students and one for teachers). The research has two variables: the implementation of e-learning during the complete closure of universities as independent variable and the difficulties of learning English language skills as dependent variable.

#### **3.3 Population of the study**

The population of the study consisted of (520) students of the English language course 101 during the first semester of the academic year (2021-2022) and (30) teachers of English language center.

#### **3.4 Sample of the study**

The study sample consisted of 120 students who studied English course 101 (a compulsory course) during e-learning due to Covid-19 which is considered a representative sample of the whole population of the study and 15 teachers of the English language center. All the questionnaires were received, and this number was adopted as the final sample size of the study.

The students` sample was distributed according to three independent variables: gender, educational level and academic specialization. Table (1-3) shows the sample distribution according to its independent variables.

### **A: Gender**

**Table (1)**

*Sample distribution according to Gender variable*

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	32	26,7
Female	88	73,3
<b>Total</b>	<b>120</b>	<b>100%</b>

### **B: Educational level**

**Table (2)**

*Sample distribution according to academic level*

<b>Educational level</b>	<b>Frequency</b>	<b>Percentage</b>
First year	2	1.7
Second year	17	14.2
Third year	56	46.7
Fourth year and more	45	37.5
<b>Total</b>	<b>120</b>	<b>100%</b>

### **C: Academic specialization**

**Table (3)**

*Sample distribution according to academic specialization*

<b>Academic specialization</b>	<b>Frequency</b>	<b>Percentage</b>
Scientific specialization	59	49.2
Literary specialization	61	50.8
<b>Total</b>	<b>120</b>	<b>100%</b>

The teachers` sample was distributed according to two independent variables: gender and years of experience. Table (4-5) shows the sample distribution according to its independent variables.

### **A: Gender**

**Table (4)**

*Sample distribution according to Gender variable*

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	9	60%
Female	6	40%
<b>Total</b>	<b>15</b>	<b>100%</b>

## **B: Years of experience**

**Table (5)**

*Sample distribution according to years of experience*

<b>Years of experience</b>	<b>Frequency</b>	<b>Percentage</b>
1-5 years	3	20%
5-10 years	3	20%
11-15 years	6	40%
More than 15 years	3	20%
<b>Total</b>	<b>15</b>	<b>100%</b>

### **3.5 Instrument of the study**

**Regarding the questionnaire for students**, the researcher developed a 47-item questionnaire to explore the difficulties that face students in learning English language skills during e-learning, to determine whether students' attitudes towards e-learning are positive or negative and to highlight the obstacles' types they encounter during e-learning implementations. The questionnaires were distributed in the form of paper to all the selected students who studied English course 101 electronically. Also, the students' questionnaire was designed by multiple choice questions. Then the researcher has divided the questionnaire into two main parts: the first part is related to personal information and the second part has 8 domains addressing the questions of the study.

The questionnaire consisted of eight domains:

- The first domain aimed to reveal the students' attitudes towards e-learning: (5) items (1, 2, 3, 4, and 5).
- The second domain aimed to explore the administrative difficulties of e-learning during-learning English language skills: (7) items (6, 7, 8, 9, 10, 11, and 12).
- The third domain aimed to explore the personal difficulties of e-learning during learning English language skills: (7) items (13, 14, 15, 16, 17, 18, and 19).
- The fourth domain aimed to reveal the technological difficulties of e-learning during learning English skills: (6) items (20, 21, 22, 23, 24, and 25).
- The fifth domain detected the difficulties in practicing the listening skills during e-learning: (6) items (26, 27, 28, 29, 30, and 31).
- The sixth domain detected the difficulties in practicing the reading skills during e-learning: (5) items (32, 33, 34, 35, and 36).

- The seventh domain aimed to indicate the difficulties in practicing the speaking skills: (6) items (37, 38, 39, 40, 41, and 42).
- The eighth domain aimed to find the difficulties in practicing the writing skills: (5) items (43, 44, 45, 56, and 47).

**As for the questionnaire for teachers**, the researcher developed a 22- item questionnaire to clarify the difficulties in learning Basic English language skills that students faced during e-learning as perceived by the teachers of the language center at An-Najah National university, to clarify whether the teachers` attitudes toward e-learning was positive or negative, and to explore the obstacles they faced during e-learning implementation.

The questionnaire consisted of three domains:

- The first domain aimed to reveal the teachers` attitude toward e-learning: (6) items (1, 2, 3, 4, 5, 6).
- The second domain aimed to explore the difficulties that faced teachers during e-learning implementation :( 6) items (7, 8, 9, 10, 11, 12).
- The third domain aimed to indicate the difficulties that faced students in learning English language skills as perceived by teachers: (10) items (13, 14, 15, 16, 17, 18, 19, 20, 21, and 22).

The Likert`s five-level scale was adopted in the questionnaire as follows:

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

### **3.6 Validity of the instrument**

The two questionnaires were given to five juries in the field of teaching English as a foreign language: one of the juries form An-Najah National University, one from Arab American University and three from Al-Quds Open University to ensure the appropriateness of the content to the objectives of the study. This is the best method available to ensure the validity of the questionnaires.

### 3.7 Reliability of the instrument

The reliability coefficient (Cronbach Alpha) was used to find out the reliability degree for the eighth domains of the students' questionnaire, the third domains of the teachers' questionnaire and the total score. Table (4) shows reliability coefficient of each domain of the total score of the students' questionnaire.

**Table (6)**

*Reliability coefficient of each domain and the total score of the questionnaire for students*

<b>Domain</b>	<b>Number of items</b>	<b>Reliability coefficient</b>
Students' attitude toward e-learning.	5	0.83
Administrative difficulties	7	0.82
Personal difficulties	7	0.84
Technological difficulties	6	0.85
Difficulties in practicing the listening skill	6	0.84
Difficulties in practicing the reading skill	5	0.86
Difficulties in practicing the speaking skill	6	0.82
Difficulties in practicing the writing skill	5	0.85
<b>Total score</b>	<b>47</b>	<b>0.82</b>

Table (6): shows that the ranges of reliability were between (0.82-0.86) and that the total score was (0.82), which is considered to be suitable for the purpose of the study.

**Table (7)**

*Reliability coefficients of each domain and the total score of the teachers' questionnaire*

<b>Domain</b>	<b>Number of items</b>	<b>Reliability coefficient</b>
Teachers' attitude towards e-learning	6	0.82
Difficulties faced teachers during e-learning implementation	6	0.89
Difficulties in learning English language skills as perceived by teachers	10	0.88
<b>Total score</b>	<b>22</b>	<b>0.87</b>

Table (7): shows that the ranges of reliability were between (0.82-0.89) and the total score was (0.87) which indicates a high level of substantial score reliability.

### **3.8 Procedures of the study**

In order to achieve the purpose of this study and to answer its questions, the researcher used the following procedures:

First, the researcher confirmed the validity and the reliability of the study and made all the modifications proposed by the juries regarding of the use of some terms instead of other terms and omitting some useless items in addition to other comments and observation related to the writing mechanism.

Second, an approval was obtained the faculty of graduate studies head, and then the researcher contacted the director of the language center at An-Najah National University to obtain a permission to distribute a questionnaire among the students who studied English course 101 electronically and another questionnaire among the teachers of the language center to collect the information that is necessary to carry out the study.

Third, the researcher faced a problem in finding students who studied English course 101 electronically, so the questionnaire was distributed to students who were studying English course 102 during the first semester of the academic year 2021-2022, as they completed English course 101 electronically because it is a prerequisite for English course 101.

Fourth, the data was processed statistically after gathering the questionnaires by using the Statistical Package for Social Science (SPSS). Various statistical procedures were also used such as standard deviations, means, frequencies and percentages.

### **3.9 Variables of the study**

First: Independent variables.

**For students:** The study included the following variables:

1. Gender: It is divided into two levels (male and female).
2. Educational level: It is divided into fourth levels (first, second, third and fourth year and more).
3. Academic qualification: It is divided into two levels (scientific specialization and literary specialization).

**For teachers:** The study aimed to explore the effect of the following variables.

1. Gender: it is divided into two levels (male and female).
2. Years of experiences: it is divided into four levels (1-5 year, 5-10 years, 11-15 years and more than 15 years).

Second: Dependent variables: The dependent variable in this study is the difficulties of learning English language skills as perceived by the students of English language course 101 and the teachers of the language center.

### **3.10 Statistical analysis**

The researcher used means, frequencies, percentages and standard deviations to estimate the students` responses and teachers` responses on each item and total score in order to analyze the data. To examine the study hypotheses, T-test, One Way ANOVA were used. Cronobach alpha was used to calculate the questionnaire reliability.

### **3.11 Summary**

In this chapter, the researcher exhibited detailed information of the methodology part of the research. The descriptive approach was adopted to achieve the aims of the study. Then it illustrates the two tools that utilized for gathering the information of the study among students who studied English language course 101 during the pandemic, and teachers of the English language center. This chapter identifies the distribution process for the study tools in accordance to study variables: dependent and independent variables. After that, the researcher demonstrated that the independent variables consist of gender, educational level and academic specialization for students while the independent variables for teachers consist of gender and years of experience. The dependent variable related to students` and teachers` responses due to the two questionnaires is the difficulties of learning English language skills during e-learning. Finally, this chapter involves various statistical procedures such as means, frequencies and percentages to estimate the students` responses of each item and total score.

## **Chapter Four**

### **The Results of the Study**

#### **4.1 Introduction**

This chapter presented the results of the study questions that aimed to explore the difficulties that face student in learning English language skills during e-learning, students` attitudes toward e-learning, teachers` attitudes toward e-learning and the obstacles of e-learning implementation. It also examined the influence of the variables of (gender, educational level and academic specialization) on students` attitudes toward learning English skills during e-learning and the effects of the variables of ( gender and years of experience) on teachers attitudes towards e-learning.

The data were gathered from the tools of the study using the Statistical Package for Social Science (SPSS) in order to accomplish the study purpose. The statistical analysis revealed the following results:

#### **4.2 Questions were answered through students` questionnaire**

##### **4.2.1 Results Related to the Study Questions**

The following questions were answered through a questionnaire directed to the students who studied English course 1 electronically.

##### **4.2.2 Results related to the main questions, which is: "What are the difficulties that face students in learning English language skills during e-learning?"**

In order to answer this question, means, standard deviations, and percentages were computed and table (8) shows the results.

**Table (8)**

*Means, standard deviations, percentages and the total score of all domains*

<b>Domain</b>	<b>Mean</b>	<b>Percentage</b>	<b>S.D</b>	<b>Effect degree</b>
Administrative difficulties	3.2310	64.60	.55163	Moderate
Personal difficulties	3.7131	74.20	.63036	High
Technological difficulties	3.6167	72.20	.69967	High
Difficulties in practicing the listening skill	3.6444	72.80	.69106	High
Difficulties in practicing the reading skill	3.2183	64.20	.66104	Moderate
Difficulties in practicing the speaking skill	3.6278	72.40	.66587	High
Difficulties in practicing the writing skill	3.6300	72.60	.67296	High
<b>Total score</b>	<b>3.53</b>	<b>70.6</b>		

Table (8) shows that the totals mean for all the domains were (3.53), which reflects that the effect degree was high.

#### **4.2.3 Results related to the second question, which is: "What are the students' perceptions toward e-learning?"**

To investigate the overall perceptions of students toward the usage of e-learning, means, standard deviations and percentages are extracted from each item as given below.

**Table (9)**

*Means, standard deviations, percentages and the total score of students' responses about their perceptions toward e-learning*

<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Percentage</b>	<b>Effect degree</b>
1-I am satisfied with the results of studying English course 101 through e-learning.	3.0583	1.25889	61.00	Moderate
2-E-learning helped me to understand the subject smoothly and clearly	3.0250	1.21242	60.40	Moderate
3-The content on the e-learning platform covered the four skills: speaking, listening, reading, and writing.	3.2333	1.19335	64.60	Moderate
4-I faced some problems when studying the subject through e-learning.	3.2750	1.15927	65.40	Moderate
5-E-learning provided me with the knowledge and skills that I can get from face- to- face learning.	2.9917	1.21956	59.80	Moderate
<b>Total</b>	<b>3.1167</b>	<b>.66892</b>	<b>62.20</b>	<b>Moderate</b>

Based on the results in table (9), it is clear that students' perceptions toward e-learning as perceived by students achieved a mean of (3.11), indicating that their perceptions toward the usage of e-learning was moderate.

#### 4.2.4 Results related to the third questions, which is: "What are the types of difficulties that face students in learning English language skills during e-learning?"

**Table (10)**

*Means, standard deviations, percentages, effect degree and the total score of students' responses about the administrative difficulties*

<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Percentage</b>	<b>Effect degree</b>
6-The university trained students on how to use e-learning platform.	3.2083	1.21542	64.00	Moderate
7-The online lectures involved a large number of students which was difficult for instructor to follow or track through the e-learning platform.	3.3167	1.25680	66.20	Moderate
8-The university administration used a permanent evaluation of teaching online courses.	3.0583	1.17606	61.00	Moderate
9-The university provided an introductory course to explain the e-learning techniques for instructors during the covid-19 pandemic.	2.9083	1.18105	58.00	Moderate
10-The instructors were trained to use the e-learning platform.	3.3833	1.10144	67.60	Moderate
11-The website design provided by the university facilitated the delivery of the content.	3.5500	.99452	71.00	High
12-The time required to teach English online was insufficient.	3.1917	1.19731	63.80	Moderate
<b>Total score</b>	<b>3.2310</b>	<b>.55163</b>	<b>64.60</b>	<b>Moderate</b>

As table (10) above shows, the effect degree was moderate in the items (6, 7, 8, 9, 10, 11), where the main responses on these items were (2.90 – 3.38). On the other hand, the effect degree was high on item (12) where the mean response was (3.55). The total degree was moderate where the mean response was (3.23).

As table (11) shows (see appendix E), the effect degree was high on the items (13, 14, 15, 16, 17, 19), where the mean of responses was (3.52 – 3.93). On the other hand, the effect degree was moderate on item (18) where the responses mean was (3.37). The total degree was high where the mean of responses was (3.71).

As table (12) shows (see appendix E), the effect degree was high on the items (20, 23, 24, and 25) where the responses` mean on these items were (3.58 – 4.01). On the other hand, the effect degree was moderate on the items (21, 22) where the responses` mean were (3.30) and (3.19) respectively. The total effect degree was high where the mean of responses was (3.61).

As table (13) shows(see appendix E), the effect degree was high on all items, where the responses` mean on these items were (3.44 – 4.7). The total effect degree was high where the responses` mean was (3.64).

As table (14) shows (see appendix E), the effect degree was moderate on the items (32, 33, 34, and 35), where the responses mean on these items were (2.96–3.371). On the other hand, the effect degree was high on item (36) where the responses` mean was (3.52). The total effect degree was moderate where the responses` mean was (3.21).

As table (15) shows (see appendix E), the effect degree was high on the items (37, 38, 41, and 42) where the mean of responses were (3.43-4.00). On the other hand, the effect degree was moderate on item (40) where the responses` mean was (3.36). The total effect degree was high where the responses` mean was (3.62).

As table (16) shows (see appendix E), the effect degree was high on the items (1, 2, 4, and 5) where the mean of responses on these items were (3.55-4.06). On the other hand, the effect degree was moderate on item (3) where the mean of responses was (3.31). The total effect degree was high where the mean of responses was (3.63).

#### **4.2.5 Results related to the fourth question, which is: "Did e-learning increase the difficulties in learning the Basic English language skills?"**

This question was answered through the first hypothesis, which states: There are no statistically significant differences at ( $\alpha=0.05$ ) in the difficulties in learning English language skills due to e-learning.

To answer the first hypothesis, T-test for one sample was computed to find out the significant differences in learning English language skills due to e-learning as table (14) shows (see appendix E).

Table (17) shows (see appendix E), that there are statistically significant differences at ( $\alpha=0.05$ ) in the difficulties in learning English language skills due to e-learning. The p-value is smaller than (0.05) so the null hypothesis is rejected.

#### **4.2.6 Results related to the fifth question, which is: "Which language skill is perceived to be more difficult than other skills during e-learning from the perspective of students?"**

Table (18) shows (see appendix E) that the effect degree of the first, third and fourth domain was high where the responses' mean of these domain were respectively (3.64, 3.62, 3.63). On the other hand, the effect degree of the second domain (difficulties in practicing the reading skill) was moderate where the responses' mean was (3.21). Additionally, the first domain (difficulties in practicing the listening skill) scored the highest effect degree where the responses' mean was (3.64).

#### **4.2.7 Results related to the study hypotheses**

##### **4.2.8 Results related to the first hypothesis**

There are no statistically significant differences at ( $\alpha=0.05$ ) in the English language skills learning difficulties during e-learning due to Gender.

The researcher used T-Test for independent samples. Table (19) shows the results.

Table (19) (see appendix E) shows that there are no significant differences at ( $\alpha=0.05$ ) in the effect of e-learning on English language skills learning difficulties as perceived by students due to Gender in all domains, since the p-value is greater than (0.05). In other words, the null hypothesis in these domains is not rejected which means that the Gender of the student doesn't have any effect in his/her perspective towards the English language difficulties during e-learning.

##### **4.2.9 Results related to the second hypothesis**

There are no statistically significant differences at ( $\alpha=0.05$ ) in the English language skills learning difficulties during e-learning due to Academic Specialization.

The researcher used T-Test for independent samples. Table (16) (see appendix E) shows the results.

Table (20) (see appendix E) shows that there are no statistically significant differences at ( $\alpha=0.05$ ) in the effect of e-learning on the English language skills learning difficulties as perceived by students due to Academic Specialization in all domains, since the p-value is greater than (0.05). In other words, the null hypothesis is not rejected in these domains which means that the Academic Specialization of the student doesn't have any effect in their perspectives toward the English skills learning difficulties during e-learning.

#### **4.2.10 Results related to the third hypothesis**

There are no statistically significant differences at ( $\alpha=0.05$ ) in the English language skills learning difficulties during e-learning due to Educational Level.

The researcher used One Way ANOVA to test the hypothesis. Table (17) (see appendix E) shows the results.

Table (21) (see appendix E) shows that there are no statistically significant differences at ( $\alpha=0.05$ ) in the effect of e-learning on English language learning difficulties as perceived by students due to educational level in all domains, since the p-value is greater than (0.05). Hence; these results provide evidence to not reject the null hypothesis which means that there is no effect of e-learning on English language learning difficulties as perceived by students due to educational level.

### **4.3 Questions were answered through teachers' questionnaire**

The following questions were answered through a questionnaire directed to the teacher of the English language center.

#### **4.3.1 Results related to the first question which is: "What are the teachers' perceptions towards e-learning".**

To investigate the overall perceptions towards the usage of e-learning, means, standard deviations and percentages are extracted for each item as given below.

Based on the results shown in table (22) (see appendix E), it is clear that the teachers' perceptions toward e-learning as perceived by the teachers themselves achieved a means of (3.10). This result indicates that their perceptions toward the usage of e-learning was moderate. It is proven with the overall means gained by the questionnaire which reached a means of (3.1) and standard deviation of 0.49921.

The items (1, 2, and 5) obtained a moderate degree of response from the study sample, where the mean of responses of these items were respectively (2.93, 3.86, and 2.86). The highest degree was given to the item “I had enough skills to use the computer and the internet before the COVID-19 pandemic”, where the mean of responses was (4.0). The lowest effect degree was given to the items (3, 6) where the mean of responses of these items were respectively (2.33, 2.60). Most teachers believed that they had enough skills to use the computer and the internet before the COVID-19 pandemic (80%). At the same time, more than two third of participants encountered some problems while teaching the course online (77%) and only (46%) participants reported that teaching English course 101 online was much better than face to face. Moreover, only (52%) stated that they were using Moodle to teach English course 101 before the COVID-19 pandemic.

#### **4.3.2 Results related the second question which is “What are the difficulties that faced students in learning English language skills during e-learning as perceived by teachers?”**

To answer the second question, means, standard deviations and percentages were computed to investigate the difficulties that faced students in learning English language skills during e-learning as perceived by teachers. The table (23) (see appendix E) shows the results.

The estimate degree was very high on the item (16), as table (23) (see appendix E) shows, and the responses` mean of this item was (4.26). Also, the estimate degree was high on the items (17, 18, 19, 21, 15, 14, and 22) where the means of responses of these items were respectively (4.0, 4.0, 3.93, 3.6, and 3.5). On the other hand, the estimate degree was low on the item (20), where the responses` mean was (2.6). The total effect degree was high on the third domain (13, 14, 15, 16, 17, 18, 19, 20, 21, and 22) and the responses` mean was (3.68) which reflect that the teaching staff agrees that the students faced many difficulties in learning English language skills during e-learning. They faced difficulties in practicing the four English language skills: speaking, listening, reading, and writing.

#### **4.3.3 Results related to the third question which is “What are the difficulties that faced teachers in teaching English skills during e-learning implementation?”**

To answer the third question, means, standard deviations and percentages were computed to investigate the difficulties that faced teachers in teaching English skills during e-learning implementation. The table (24) (see appendix E) shows the results.

As table (24) (see appendix E) shows, the effect degree was very high on the item (12), where the response's mean on this item was (4.6). On the other hand, the effect degree was high on items (7, 9, and 10) where the response's mean of these items were (3.40 - 4.00). Also, the effect degree was moderate on item (8) where the mean of response was (3.26). The total effect degree was high on the second domain and the response's mean was (3.78) which reflects that the teaching staff emphasizes that they faced difficulties in teaching English skill during e-learning.

#### **4.3.4 Results related to the fourth question which is “Did the teacher increase the difficulties that students faced during e-learning?”**

The following null hypothesis was developed to answer this question.

Null hypothesis: the teacher didn't increase the difficulty that students faced during e-learning. This hypothesis was examined according to the second domain: the difficulties that faced teachers during e-learning implementation. T-Test for one sample was computed to check this claim as table (25) (see appendix E) shows.

Since the P-value is smaller than (0.05), the null hypothesis is rejected. In other words, the teachers increased the difficulties that students faced during e-learning according the second domain.

#### **4.3.5 Results related to the study hypotheses**

#### **4.3.6 Results related to the first hypothesis**

There are no statistically significant differences at ( $\alpha=0.05$ ) in the English language skills teaching difficulties during e-learning due to Gender. The researcher used T-Test for two independent samples. Table (26) (see appendix E) shows the results.

It is noted from the data that there are no significant differences at ( $\alpha=0.05$ ) in the difficulties that faced teachers during e-learning implementation due to Gender. The significance value (0.80) is greater than (0.05) which confirms that there are no differences between the responses of male and female teachers. This result means that the two groups have similar responses.

#### **4.3.7 Results related to the second hypothesis**

There are no statistically significant differences at ( $\alpha=0.05$ ) in English skills teaching difficulties during e-learning due to Years of experiences. The researcher used One Way ANOVA to test the hypothesis. Table (27) (see appendix E) shows the results.

The result in the table (27) (see appendix E) shows that there are no significant differences in English language teaching difficulties due to years of experiences since the significant value (0.583) is greater than (0.05). Hence, this result is the evidence to not reject the hypothesis. This means that the years of experience does not have any effect in the English teaching difficulties that faced teachers during e-learning implementation.

#### **4.4 Summary**

In this chapter, the researcher presented the results of study questions and hypotheses after analyzing the data statistically. It was revealed that most students faced difficulties in learning English language skills during e-learning implementation, but their perceptions towards e-learning was moderate. Also, teachers' perception towards e-learning was moderate although they faced some challenges during e-learning implementation. In other words, teachers' and students' perception toward e-learning during Covid-19 was not positive enough and not negative at the same time.

In fact, the results obtained from the hypotheses had a great role in reducing the causes of the difficulties that faced students and teacher during the teaching and learning process of English language course 101 during e-learning. This, in turn, will help educational institutions in determining where to start to reduce e-learning challenges and how to help teachers and students to benefit from e-learning with minimal challenges.

## **Chapter Five**

### **Discussions of the Results, Conclusion and Recommendations**

#### **5.1 Introduction**

In this chapter, the researcher discussed the study questions` results according to which the conclusion was drawn out, and a number of recommendations were proposed to students, the teachers of the language center, and the ministry of education. The main purpose of this study was to explore the effect of e-learning on learning English language skills, the obstacles that faced students in learning English language skills during e-learning as perceived by teachers and students, and the students` and teachers` attitudes toward e-learning.

#### **5.2 Discussion of the Results of Students` Questionnaire**

##### **5.2.1 Discussion of the results of first, second, third, fourth, and fifth question that were answered through students` questionnaire**

##### **5.2.2 Discussion of the results of the first question**

##### **What are the students` perceptions toward e-learning?**

Domain One: Students` perceptions toward e-learning

As shown in table (8), the finding of items (1) through (5) indicated that students` perceptions towards e-learning were at moderate degree with a total score reaching (3.11). This result is consistent with (Jokhidem & klaib, 2021), and (Kathem, 2021) who found that the degree of appreciation of students for the reality of e-learning was moderate because the e-learning was the only available tool to learn during the COVID-19 pandemic which leads to sudden shift from face-to-face education into distance education(e-learning). Some students also did not have sufficient skills to deal with technology because of this sudden shift. However, this finding is not consistent with the studies of (Youssef, 2020), (Aktouf, 2021), (Mahyoob, 2020), and (Harhash & Yousef, 2021) which found that students have negative attitudes toward e-learning and their appreciation degree was weak or low.

The researcher believes that the reason behind this results is the lack of teachers` realization of the importance of enhancing students` technological skills before the

pandemic, the weak articulation with e-learning seriously by students, the sudden shift from face to face to distance learning (e-learning) in addition to the financial problems such as the availability of the suitable computers and smart phones that was necessary for the completion of the process of teaching and learning. All these problems affected the success of e-learning and identified their attitudes toward e-learning.

Additionally, it was found that there is a strong relation between the students` perceptions toward e-learning and the extent to which e-learning helped them to pass the English course 101 successfully. In response to item (1) which scored a moderate level of responses, students were satisfied with the results of studying English course 101 electronically which reflected positively on their responses to the second and third item. The second and the third item scored a moderate level of responses, indicating that e-learning helped students to understand the subject smoothly and clearly and the content on the e-learning platform covered the four English skills. These finding agreed with what was concluded by the study of (Tamandani & Jahanshahi, 2016), (Abu-Quta & Al-Dalu, 2020), (Aljaser, 2019), and (Mohammadi, Ghorbani, & Hamidi, 2011), but disagreed with the findings of (Dhawan, 2020) that showed e-learning is boring for some students since it takes a lot of time and the online content does not let students learn and practice actively. It is important to realize that the percentage of understanding English language subjects affected the students` attitudes toward e-learning, either positively or negatively. Simply, e-learning either increase or decrease students` motivation and their aversion toward this learning tool, which in turn affects the final output of teaching and learning process.

Moreover, the result of item (4) which scored a moderate degree of responses, agreed with (Tanveer, 2011) who found that some students have problems with e-learning. This is could be due to the lack of basic technical skills, lack of e-learning resources, and lack of enthusiasm toward e-learning. Also, (Abu-Quta & Al-Dalu, 2020) agreed that there are obstacles faced students during learning the material electronically due to the lack of readiness for e-learning and the unavailability of the internet in teachers` and students` homes. However, there is no study found zero obstacles for e-learning implementation even in the studies that showed a high positive degree toward e-learning as in the studies of (Jokhidem & klaib, 2021), and (Kathem, 2021).

Finally, the result of item (5) supported (Al-muzyan, 2016) who found that traditional education is better than e-learning due to students' preoccupation with sites not related to education ( educational knowledge). However, this result is not supported by (Soliman, 2014), and (Radha, Mahalakshmi, Kumar, & Saravanakumar, 2020) who found students prefer e-learning more than traditional learning because they learned more advanced technical courses electronically. The study time of English during e-learning will develop students' language skills through the usage of e-learning resources. This can be attributed to the fact that the more students have access to the internet as well as the more students have the ability and skills to deal with the internet, the more their attitudes toward e-learning will become positive.

### **5.2.3 Discussion of the results of the second question**

#### **What are the types of the difficulties that faced students in learning English language skills during e-learning?**

The result showed that students faced many difficulties in learning English skills during e-learning where the effect degree was high (3.53). The effect degree of the personal difficulties, technological difficulties, and the difficulties in practicing the listening, speaking, reading and writing skill was high, where the listening difficulties scored the highest effect degree. This result is consistent with (Dhawan, 2020), (BBC British Council, 2020), (Ying, Siang, & Mohamad, 2021), and (Khiredine, 2020) who found personal (psychological) obstacles, technological obstacles, and administrative obstacles are challenges of learning English language skills during COVID-19 pandemic. In addition, this result is consistent with (Karimanovic, 2021) who explained the students in primary town school excelled in speaking skills but their interest in reading and writing skill is weak during the COVID-19 pandemic. Unlike urban areas, students in rural areas have improved writing and speaking skills and they loved reading exercises. On other words, e-learning didn't develop reading and writing skills in primary town school while it neglected listening skills in rural areas. The researcher believes that the difficulties that students faced in practicing the four English skills differ from one area to another according to the educational institution (the institution way to manage e-learning) in that area, the personal difficulties that are closed to life conditions and styles , and the technological difficulties that face students during e-learning implementation.

#### **5.2.4 Discussion of the results of the third question**

**What are the difficulties that faced students in learning English language skills during e-learning implementation?**

**Domain Three: the difficulties in learning English language skills that faced students during e-learning**

The finding of items from (6-12) in table (10) exhibited that there is a moderate level of administrative obstacles students faced in learning English language skills during e-learning with a percentage of (64.60%). This can be attributed to the website design provided by the university which was used in e-learning in most countries of the world before the corona crises so its usage is clear and well known. The university was also keen to provide the students with the necessary information to interpret the e-learning mechanism in order to pass the courses without problems. This result is in harmony with (Khiredine, 2020) who reported that educational systems and policies needed to be corrected in term of educational methods and curricula to decrease the obstacles that face students in their acquisition of information during e-learning.

According to the results of item from (13-19) in table (11) which received a high degree of responses, students` skills and experiences in computer usage and internet in addition to their prior passion for technology influenced their interaction with e-learning. Besides, the availability of the internet and the pre-use of the e-learning tools and platform which is greatly influenced by the nature of the area in which student lives and his/her personal circumstances. The researcher attributed this to the fact that many educational areas used technology and online tools as a supportive method for traditional education, so many students don`t pay much attention to learn how to use different educational platforms. Moreover, some areas suffer poverty and the students in these areas can`t use the internet and its tools continuously. This finding is in harmony with (Al-Sadhan, 2015), (Khiredine, 2020), and (Aktouf, 2021) who revealed that the lack of familiarity with the new type of technology (e-learning) is a major barrier in obtaining the required information. It could be called psychological obstacles because students reluctant to use e-learning as the only means of learning. In other words, the lack of mastery of technological tools prevented students from accessing the internet at any given time, so the insufficient experience to deal with e-learning is the main reason that stands in the way of implementing e-learning.

In response to items from (20-25) in table (12) which received a high level of response, the technological difficulties affected the English language learning during e-learning. The researcher attributed this to the fact that students were not prepared to use e-learning platforms and online tools before the pandemic. The technology was used before the pandemic as a supportive tool to the traditional way of teaching and as a complement in other cases. Also, the use of technology is not limited to the learning and educational process. Many students have sufficient skills and experiences in the technology but they used the different technological tools as a means of entertainment and rarely used it for educational purposes (they always access to many websites that are not related to educational areas).

It is worth mentioning that item (23) with (80.20%) obtained the highest percentage of responses, indicating that students agreed that the power cut is the main technological problem impedes online lectures. As well, item (24) achieved a high percentage (80.0%) which means that the power cut and the inevitability of the internet services are closed to each other. The researcher attributed this result to the poor infrastructure especially in the rural areas that suffer from power cut. On the other hand, the power cut leads to internet disconnection as most students rely on the wired internet. This finding is consistent with the studies of (Abu-Quta & Al-Dalu, 2020) and (BBC British Council, 2020) which reported the poor internet connection in teachers' and students' homes caused inequalities in access to distance education platforms and tools.

The finding of items from (26-31) in table (13) exhibited that there is a high level of obstacles students faced when studying English course 101 electronically with a percentage of (72.80%). The researcher attribute this to the fact that the inevitability of the internet and the power cut affected the listening skill because e-learning during COVID-19 at An-Najah National University depended on listening to what the teacher and other students was saying during the online lectures. Not listening well and not listening to meaningful utterances clearly caused the appearance of listening problem. It is important to point out that item (29) scored a high level of response with a percentage reached (4.07). This item's result confirmed that inevitability of the internet affected negatively students' listening skill because they didn't listen well to what the teacher and other students said. This result matches the result of (Karimanovic, 2021) who confirmed

that listening skill was not developed and neglected during the pandemic in rural areas and not in urban areas.

In response to items from (32-36) in table (14) which received a moderate level of response with a percentage (64.20%), most students agreed that they were given exercises and assignments based on reading literary texts. The result of these items indicated that there wasn't good opportunity for students to practice reading skill during online lectures, but there is a chance to practice and develop this skill through answering assignments and doing exercises. These assignments depend on reading the literary texts and some of them depend heavily on reading the literary texts well in order to answer it. The researcher attributed this result to the teacher's attempt to take advantage of the time of the electronic lecture in teaching students important subjects and necessary information instead of wasting time in reading texts that students can read in any time instead of lecture time. Also, the problems that appear with the electronic lecture especially the technical problems prompt the teacher to use the lecture time.

As in listening skill, the difficulty in learning and practicing speaking skill was high with a percentage (72.40%) because of the large number of students in the online lecture. There is no chance for all students to speak or participate during the online lecture although the teacher encourages students to speak by asking or answering questions taking into account the use of English. It should be noted that item (41), which showed the teacher's attempt to ensure the student's speaking skill was developed or not by using oral exams, got the highest percentage (80.0%). This oral exam was not sufficient for examining the improvement of speaking skills according to their responses to the questionnaire assigned to them. This result is attributed to the fact that speaking skill is closely linked to listening skill. If there is a problem in practicing listening skill or obstacle affected the student's listening during the online lecture, that problem or obstacle will hinder the development of speech skill. In other words, if the student can't hear well any given information or a question, he/she can't answer, respond and participate in any conversation. In this situation, the student will become a passive listener and exists only through his name in the screen.

The finding of items from (43-47) in table ( 16 ) indicated that there is a high level of difficulties that students faced in practicing writing skill during e-learning with a

percentage (72.60%). According to students' responses, the teacher examined the development of writing skill through assignments that was submitted through Moodle. Students faced difficulties when submitting the written assignments through Moodle as item (46) indicated. The researcher attributed this result to the fact that writing skill is a productive skill which is hard to gain. This skill shows the student's personality, his language level and his ability to distinguish grammatical errors as well as his technological skills when he/she submit the assignments via Moodle. In other words, the writing assignments during e-learning not only show linguistic skills but also technological skills. Student who does not have sufficient skills to use Moodle will face difficulty in submitting the assignments.

In response to item (47) which received a high degree of responses (4.05), students were interested in getting high marks rather than mastering the writing skill. This result agrees with (Aydogan, 2014) who indicated that students is practicing writing skill more than speaking skill because they think about grades rather than about practical issues. Students are unable to transfer knowledge outside the class because their concentration on grades or tests scores rather than skill acquisition.

### **5.2.5 Discussion of the results of fourth question**

#### **Which language skill is perceived to be more difficult than other skills during e-learning?**

According to the results of domains (4, 5, 6 and 7), the difficulties that faced students in practicing English language skills were high in listening skill, then speaking, writing and finally reading. This result varies greatly with the studies' results of (Yunus, Sulaiman, Kamarulzaman, & Ishak, 2013) and (Asassfeh, Al-Shaboul, Zuraiq, & Al-Shaboul, 2011) in which teaching and learning were done by using traditional method. The two studies showed that speaking skill is the hardest skill to practice while the listening skill is the easiest skill. Speaking and writing skills are more difficult than other skills because both of them push students toward production and practicing in authentic situation. The researcher attributes this result to the technological obstacles that affected learning English language skills during e-learning such as the power cut, the lack of appropriate computers or smart phones, the unstable of network connection, and the large number of students in the online lecture affected practicing listening skill negatively.

### **5.2.6 Discussion of the results of fifth question**

#### **Did e-learning increase the difficulties in learning the Basic English language skills?**

This question states the following hypothesis

“There are no statistical significant differences at ( $\alpha=0.05$ ) in the difficulties in learning English skills due to e-learning.”

After data analysis, the results revealed that there are statistical significant differences at ( $\alpha=0.05$ ) in the difficulties in learning English language skills due to e-learning in the overall areas of the difficulties in learning the four English language skills (the domain 4, 5, 6, and 7). This result means that e-learning increased the difficulties that faced students in learning English language skills. The researcher believes that there was difficulties in learning English skills before e-learning, as revealed in the study of (Halima, 2018), (Berman & Cheng, 2001), (Yunus, Sulaiman, Kamarulzaman, & Ishak, 2013), (Asassfeh, Al-Shaboul, Zuraiq, & Al-Shaboul, 2011), and (Al-enzi, 2013). These problems increased during the usage of e-learning system, and other problems have emerged with them. The additional emerging problems came from the use of e-learning as the only means of education, despite the lack of prior use of technology and its tools, the fear of change, and the great lack of awareness of its importance before the pandemic.

### **5.2.7 Discussion of the Results Related to the sub-questions**

There are three sub-questions in this section. For each of them a hypothesis was formulated.

#### **5.2.8 Discussion of the results of the first sub-question, which states the following hypothesis**

“There are no statistical significant differences at ( $\alpha=0.05$ ) in the English skills learning difficulties during e-learning due to gender”.

As shown in table (19) (see appendix E), there are no statistical significant differences at ( $\alpha=0.05$ ) in English skills learning difficulties during e-learning due to gender in all domains, which means that the difficulties of learning English skills during e-learning not affected by the gender of students. The researcher believes that the difficulties that faced students in learning English during e-learning are personal difficulties, technological

difficulties, administrative difficulties, and difficulties in practicing the four English language skills (listening, reading, speaking and writing). These difficulties are not limited to a particular gender. By looking at technological difficulties such as power cut and internet disconnection are the same for all students because they live under the same life conditions. With regard to personal difficulties, students' lack of readiness for e-learning and their rejection of sudden change do not differ according to their gender. The individual skills of each student in using technology and its tools, in addition to the presence of previous experience in e-learning affected their learning of English language skills. With respect to administrative difficulties, it resulted from poor management of e-learning and poor readiness for similar conditions to COVID-19 pandemic. All the above factors raise the average of the difficulties that faced students in learning English skills not the gender of student. In addition, there are no differences in practicing the four English language skills due to gender because all the students studied English course 101 under the same circumstances especially the social circumstances whereas all students studied the course from their homes.

### **5.2.9 Discussion of the results of the second sub-question, which sates the following hypothesis**

“There are no statistical significant differences at ( $\alpha=0.05$ ) in the English language skills learning difficulties during e-learning due to academic specialization”

The data analysis in table (20) (see appendix E) revealed that there are no statistical significant differences at ( $\alpha=0.05$ ) in the English learning difficulties during e-learning due to academic specialization in all domains. This means that the academic specialization did not play role in increasing or decreasing the difficulties in learning English language skills that faced students during e-learning. This could be due to the fact that learning a course in English language is not something new for all students whether in scientific or literary specializations because the university uses English language in teaching courses except in some specializations such as Arabic and history specialization. Also, the students in these specializations are used to study English as a second language because most of students graduated from Palestinian schools that teach English language from the first grade.

### **5.2.10 Discussion of the results of the third sub-question, which states the following hypothesis**

“There are no statistical significant differences at ( $\alpha=0.05$ ) in English language skills learning difficulties during e-learning due to educational level”

The data analysis in table (21) (see appendix E) shows that there are no statistical significant differences at ( $\alpha=0.05$ ) in the English skills learning difficulties during e-learning due to educational level in all domains, which means that educational level does not have any effect in the difficulties that faced students in learning English skills during e-learning. This could be due to the fact that English course 101 is a compulsory course that could be taught at any semester. This course does not require previous course in order to study it with except for English course 100, which is taught to students who failed to pass the placement test. In other words, there are no challenges or obstacles that prevent learning this course in any semester, unlike the specialization courses that depend on each other.

## **5.3 Discussion of the Results of Teachers` Questionnaire**

### **5.3.1 Discussion of the results of sixth, seventh, eighth and ninth question that were answered through teachers` questionnaire**

#### **5.3.2 Discussion of the results of sixth question**

##### **What are the teachers` perceptions towards e-learning?**

As shown in table (22) (see appendix E), the findings of item (1) through (6) indicated that English teachers` perceptions toward e-learning were moderate. This result is consistent with (Kathem, 2021) who found that the degree of teachers` appreciation for the reality of e-learning was medium due to the shortcomings that faced teachers during e-learning implementation. The researcher believes that the reason behind this result is the teachers` realization of the importance of using technology in education in addition to the necessity of e-learning to teach students during the complete closure although their pedagogical practices with regard to technology were insufficient and ineffective before the pandemic. Additionally, it was found that there is a strong relation between teachers` attitudes toward e-learning and their skills in technology and internet, explaining that

teachers who possess positive attitudes towards e-learning tend to have sufficient skills in technology.

Item (1), which scored a moderate level of response, agreed with the study of (Chia & Chiatoh, 2020) who emphasized that none of English teachers described teaching English language during the closure period as excellent. This could be due to that e-learning has been associated with lack of technology, high cost of internet and digital devices, poor internet, and poor attendance of learners.

In response to item (4) which scored a very high level of responses, teachers have moderate attitudes towards e-learning because they have enough skills to use the computer and the internet before the COVID-19 pandemic. In contrast, their responses to item (3) which also scored a very high level of responses explained that teachers encountered some problems while teaching the course online. In other words, teachers encountered some teaching problems although they have sufficient skills in technology and internet tools. These finding agreed with what was concluded by the study of (Chia & Chiatoh, 2020) which showed that teachers have a previous deal with technology and have integrated various online tools for English language teaching during the closure period but there is limited success in implementing e-learning, which is evidence for the challenges that faced English language teachers.

Moreover, the results of item (3, 5, 6) which scored a moderate level of responses, agreed with Al-Ode (2020) who found that teachers have previous deal with technology before the COVID-19 pandemic. In contrast, they prefer face to face teaching more than online teaching (e-learning) because they resist change. Any new education system may face resistance because of fear of change. This can be attributed to the fact that teachers have disturbance about the adoption of technology as a means of education. As (Shenoy, Vijay, & Mahendra, 2020) emphasized, e-learning will become a habit when teachers start loving teaching students online.

### **5.3.3 Discussion of the results of the seventh question**

#### **What are the difficulties that faced students in learning English language skills during e-learning as perceived by the teachers?**

The findings of items from (13-22) in table (23) (see appendix E) indicated that there are difficulties in improving listening and speaking skills while the difficulties in learning reading and writing skills were low. This result corresponds to students` responses that listening skill is the most difficult skill to practice during e-learning, then speaking, writing and finally reading. This finding is consistent with the study of (Mardiah, 2020) who found that e-learning provides students with new interesting learning experience but learning English specifically listening, speaking, reading and writing needs real life situation to be developed correctly. The researcher attributes this result to the poor internet connection in teachers` and students` homes and the lack of internet credit in their phones.

Looking at items (13, 14), 70% of teachers see that students were having difficulty listening to what they was saying because of the poor internet. In addition, 58% of teachers believe that listening to students during the online lecture was somewhat difficult. This means that the poor internet problem and the lack of proper smart phones or laptops affected negatively the development of listening skill. The researcher believes the internet problems faced teachers and students although internet tools are the only suitable way for learning and interaction with teachers and other students during the pandemic. If the government or the teaching institution gets ride of the poor internet problem, the difficulties that faced students in practicing listening skill will decrease.

In regard to items (19, 20, 21, 22), 70% of teachers believe that weak direct interaction between the teacher and the students affected negatively the improvement of speaking skill while 52% of teachers believe that the oral exam was sufficient to ensure the improvement of speaking skill. In contrast, teachers indicated that they encouraged students to make presentation during the online lecture in order to improve speaking skill but most students remained silent throughout the online lecture time. The researcher attributes this to the students` inability to listen well to the teacher or other colleagues, which affected their interaction within the online lecture. This means that students didn`t have passion for what was said in the online lecture due to the technical problems.

Therefore, the students remained silent and attended the lecture to pass the course only not to develop their English skills. This result corresponds to students' responses that students were interested in getting high marks rather than mastering writing skill. This finding is consistent with the study of (Purwantoro, Asari, & Marouf, 2021) who explained that teachers should teach and explain the material for students in regard to learning objectives but some students stay silent and just listening to teacher's explanation of the subjects of the course. In contrast, teachers believe that they were interested in developing writing skill, according to their response to item (15) which scored a high degree. Wherefore, written assignments were reviewed and feedback was given to improve the writing skill not to monitor marks only.

In response to items (16,17) which received a very high level of response, teachers strongly agreed that reading skill was developed by giving the students assignments and exercises based on reading texts and the students were given enough time to read the texts in the online lecture. This result is consistent with the students' responses that the assignments were developing reading skill, but the students believe that there is not enough time to read the texts during the online lecture. The researcher believes that the reading assignments have enhanced the reading skill because the students have to read the texts again to answer these assignments. In this situation, the difficulties in acquiring and learning reading skill were few.

#### **5.3.4 Discussion of the results of the eighth question**

##### **What are the difficulties that faced teachers during e-learning implementation?**

The findings of items from (7-12) in table (24) (see appendix E) exhibited that there are a high level of obstacles teachers faced in teaching English language skills during e-learning with a percentage of (75%). The researcher attributes this to the burden of the teachers to motivate the students to learn during the complete closure by using internet tools and teaching platforms, their unwillingness to use e-learning before the pandemic, teachers' belief that learning and teaching language needs authentic situation, and the technical problems that influenced negatively their aversion toward using e-learning as the only means of education.

It is worth mentioning that item (10) with (80%) achieved a high percentage of responses, indicating that the teachers agreed that students were not accustomed to use e-learning platform and tools. This can be attributed to the lack of financial resources allocated for developing e-learning tools for education. This result is in harmony with (Brenda & Melor, 2021) who reported that e-learning is not a successful choice for students in suburbs and rural areas. The lack of internet connection and the lack of access to mobile phones or laptops are the most significant defects of e-learning that teachers encountered in teaching English language.

Item (12) with (92%) obtained the highest percentage of responses, which means that the university administration gave English teachers some training on how to use e-learning during the pandemic. However, item (7) which received a high degree of response with a percentage of (78%), indicating that teachers had enough skills to use e-learning platform (Zoom) properly. The results of item (7) and (12) indicated that university administration trained teachers although they have sufficient skills in technology. This due to their concern about the success of e-learning and their fear of change especially the senior teachers. This finding agreed with (Brenda & Melor, 2021) who revealed that teachers should be prepared to use e-learning easily to increase the effectiveness of e-learning. Teachers needed to use different instructional methods to motivate students to participate in online learning.

In response to item (9) which received a high degree of responses with a percentage of (70%), indicating that teachers forced to postpone some lectures due to the power cut problem which means that they encountered some technical problems. The researcher attributes this result to the fact that e-learning is the only available means for teaching and learning during the pandemic. Wherefore, the teachers forced to postpone lectures and give them later to suite the available circumstances. This finding agreed with (Mardiah, 2020) who revealed that e-learning is the only platform available for teaching and learning process during the pandemic although it is not effective as traditional teaching because of its defects.

### **5.3.5 Discussion of the results of the ninth question**

#### **Did the teacher increase the difficulties that faced students during e-learning implementation?**

The hypothesis of this question states that: “there are no statistical significant differences at ( $\alpha=0.05$ ) in increasing the difficulties that faced students during e-learning implementation during e-learning due to teachers.”

The data analysis revealed that the teachers increased the difficulties that faced students in learning English language skills according to the second domain. This means that the problems that faced teachers during e-learning have had negative impact on students. This could be due to the lack of enthusiasm toward e-learning in addition to the technical problems that faced teachers and students during the educational process of English course 101.

It is important to realize that teachers' enthusiasm toward e-learning influence students' behavior and attitudes toward it, either negatively or positively. Simply, they either increase students' motivation or their aversion toward this new teaching method, which in turn affects the final outputs of the educational process. That what (Mollaei & Riasati, 2013) and (Al-Fara, 2012) emphasized by explaining that the teachers' readiness and enthusiasm for the implementation of technology will help the students to improve their language skills because the teachers in this educational environment become a guide and the learners become the center of learning and responsible for their learning. The teachers have the greatest role in improving the quality of education because they organize the learning process.

### **5.3.6 Discussion of the Results Related to sub-questions**

There are two sub-questions in this section. For each of them a hypothesis was formulated.

#### **5.3.7 Discussion of the results related to the first sub-question, which states the following hypothesis**

“There are no statistical significant differences at ( $\alpha=0.05$ ) in English teaching difficulties during e-learning due to gender”

After data analysis, the results revealed that there are no statistical significant differences at ( $\alpha=0.05$ ) in English teaching difficulties during e-learning due to gender in the second domain which means that teachers faced difficulties in teaching English language during e-learning regardless of their gender. The researcher attributes this result to the fact that most of the difficulties that faced teachers during e-learning implementation were technical problems beyond the teachers` control. Technical problems are not affected by the gender of teachers, but by the development of e-learning system, the extent of its pre-use, the awareness of the necessity of using different means of technology in education, and the readiness of the educational system to use e-learning.

### **5.3.8 Discussion of the results related to the second sub-question, which states the following hypothesis**

“There are no statistical significant differences at ( $\alpha=0.05$ ) in English skills teaching difficulties during e-learning due to years of experience.”

As shown in table (27) (see appendix E), there are no statistical significant differences at ( $\alpha=0.05$ ) in English skills teaching difficulties during e-learning due to years of experience in the second domain, which means that the years of experience does not have role in increasing or decreasing the difficulties in teaching English language skills that faced teachers during e-learning implementation. The researcher attributes this result to that all teachers, despite their different years of experience, have sufficient skills to use technology and have had no difficulties in using the e-learning platform. According to their responses to item (3, 4), they had enough skills to use the computer and the internet before the pandemic but they prefer teaching English course 101 face to face. Therefore, all English teachers have the same short experiences relatively in using different technological tools in education, regardless of their years of experience.

### **5.4 Conclusion**

The results revealed that student`s perception toward e-learning during Covid-19 was moderate which means that it was positive toward the usage of e-learning but not positive enough to say that they were fascinated and excited about e-learning. Student`s perception was not positive enough and not negative at the same time because they encountered many obstacles.

The obstacles can be classified into two categories. The personal, technological and administrative obstacles can be classified under the name of educational life conditions. The lack of readiness for e-learning, the unfamiliarity with the operating system of e-learning platform, poor pre-passion for technology, and the unavailability of the internet are the major personal obstacles. The main technological obstacles are the power cut problem, the lack of permanent internet connection, and some students had old computers that are not suitable for e-learning. The administrative obstacles revealed that the online lecture involved a large number of students which means there was a problem in learning English in good way during e-learning. The results also revealed that students encountered many problems in practicing English language skills. The difficulties in practicing listening skill scored the highest effect degree, where students did not listen well to what the teacher or other students were saying. The difficulties in practicing speaking skill came in the second place, considering the large number of students which prevented them from participation during the online lecture. Also, students remained silent during the online lecture although the teacher encouraged them to speak by asking or answering questions taking into account the use of English language only during the online lecture. The difficulties in practicing writing skill came third because of two basic reasons. First, writing skill is a productive skill that is hard to master. Second, the technological problems affect submitting the writing assignment well. The difficulties in practicing reading skill scored the lowest effect degree compared to other difficulties because students were given exercises and assignment that based on reading literary texts during the online lecture.

Moreover, the results indicated that there are many challenges teachers faced that hinder the successful implementation of e-learning. The main challenge is the unwillingness to use e-learning before the pandemic. The technical problems such as the lack of internet connection, the lack of awareness of the importance of using e-learning tools especially Moodle before the pandemic are also big challenges. Also, students were not accustomed to use e-learning platform (Zoom platform) before the pandemic. This led to a moderate perception toward teaching English language because teachers have enough technological skills before the pandemic, and they were given more training by the university to use Zoom platform during the pandemic. Based on the findings of the sub-questions, the researcher summarized the following conclusion: students` gender, academic

specialization and educational level don't have any effect on the difficulties that faced students in learning English skills during e-learning due to Covid-19. In addition, teachers' gender and years of experience do not have any effect on the difficulties that faced them in teaching English skills during e-learning implementation.

## **5.5 Recommendations**

Based on the findings of the study, the researcher suggested the following recommendation:

### **5.5.1 Recommendations for Teachers**

Teachers are recommended to:

- Prepare online classroom environment by making sure the internet is available and giving the lecture in a place with no noise to use the lecture time efficiently.
- Use the camera by the teacher in Zoom platform and not rely on sound in order to give students a feeling that the teacher can interact with them as in authentic classroom.

### **5.5.2 Recommendations for the university administration**

The university administration is recommended to:

- Ensure using e-learning as a complement for face- to- face learning not as a supportive method by giving students electronic materials and exercises that students have to access such materials in order to pass English courses.
- Ensure that the students will be accustomed to use e-learning tools in order to be ready for other emergency situations such as invasions or road closure by Israeli occupation.

### **5.5.3 Recommendations for future research**

Other researchers are advised to:

- Conduct studies about the effect of e-learning on teaching and learning English language in other Palestinian universities by using different sample in order to compare the e-learning situation during Covid-19 in An-Najah National University with other universities.

- Investigate the influence of other variables such as the level of teacher`s awareness of the importance of e-learning, teachers` pedagogical behaviors toward e-learning, the impact of student environment on e-learning acceptance, the level of students` skills in using technology ,and teachers` and students` enthusiasm toward e-learning.
- Conduct studies on how well teachers are able to integrate e-learning tools in their teaching and to what extent they are able to deal with the encountered obstacles.

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## **Appendices**

### **Appendix (A)**

#### **Questionnaire**

Dear student,

This questionnaire is part of the requirements for the Degree of Master of Teaching English Language, from the Faculty of Graduate Studies, at An-Najah National University. The study aims to investigate **“The difficulties in learning Basic English Language Skills that Students face during e-learning as perceived by students of English course1 and teachers of the language center at An-Najah National University”**.

The questionnaire consists of two parts: The first contains personal information, which includes gender, academic specialization and educational level; while the second part includes the items of the questionnaire.

Please, read all the questions carefully and then tick the correct option. Your answers will be confidential and will only be used for research purpose.

Thank you for your co-operation.

Researcher:

Islam Mohammad Bani-Oudi

## **Section One: Personal Information**

**Please put the mark(X) in the place that suits your case:**

**1. Gender:** Male ( ) Female ( )

**2. Educational level:**

a- First year

b- Second year

c- Third year

d- Fourth year

**3. Academic specialization:**

a- Literary specialization

b- Scientific specialization

**Section Two:** This section is divided into eight domains:

**1. Domain one:** Student`s perception towards e-learning

**2. Domain two:** Administrative difficulties

**3. Domain three:** Personal difficulties

**4. Domain four:** Technological difficulties

**5. Domain five:** Difficulties in practicing listening skill

**6. Domain six:** Difficulties in practicing reading skill

**7. Domain seven:** Difficulties in practicing speaking skill

**8. Domain eight:** Difficulties in practicing writing skill

**Read the following items carefully and tick under the column that best represents your response.**

Evaluation area	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Students' perceptions towards e-learning	1-I am satisfied with the result of studying English 101 through e-learning.					
	2-E-learning helped me to understand the subject smoothly and clearly.					
	3-The content available on the e-learning platform covers the four English language skills: speaking, listening, reading, and writing.					
	4-I faced some problems when studying the subject through e-learning.					
	5-E-learning provided me with the knowledge and skills that I can get from face to face learning.					
Administrative difficulties	6-The university did not train students on how to use e-learning platform.					
	7-The online lecture involved a large number of students which is difficult for the instructor to follow or track through the e-learning platform.					
	8-The university administration has not performed a permanent evaluation of the techniques for teaching online courses.					
	9-The university did not provide introductory course explaining the process for using the e-learning for instructors and students during the Covid-19 pandemic.					
	10-The teaching staff has not been trained to use the e-learning platform.					
	11-The website design provided by the university did not facilitate delivering lecture smoothly.					
	12- The time required to teach English online is not enough.					
Personal difficulties	13-Student`s interaction with the e-learning is influenced by permanent internet availability.					
	14-Student`s interaction with the e-learning is affected by not being familiar with operating system of a computer or the platform.					
	15-Prior fear and lack of psychological readiness on the part of the student for e-learning.					
	16-Student`s interaction with the e-learning is influenced by life conditions.					
	17-Student`s interaction with the e-learning is influenced by prior passion for technology.					
	18-Students lack sufficient experience and skill to use the computer and access the internet.					
	19-E-learning relies on student independence and self-reliance more than traditional education.					

Technological difficulties	20-The instructors faced some difficulties in using the e-learning platform.					
	21-The instructors lack sufficient skills to design and produce effective online content.					
	22-The instructor lack sufficient experience and skill to use the computer and the internet.					
	23-The power cut prevented some students from attending some online lectures completely.					
	24-The lack of permanent internet service for some students affected the educational process.					
	25-Some students don't have smartphones or have old computers that are not suitable for the progress of the e-learning process.					
Difficulties in practicing the listening skill	26-I faced difficulty in listening to the instructor.					
	27-Listening to my classmates was somewhat difficult.					
	28-Students were passive listeners who only execute teacher's instruction to carry out tasks.					
	29-The poor internet connection negatively affected students' listening skill.					
	30-Learning English via Zoom depends on the listening skill.					
	31-The noise inside the home, caused by other family members, prevents me in some cases from listening to what is being said.					
Difficulties in practicing reading skill	32-E-learning does not aim to develop the reading skill.					
	33-There was no opportunity for a student to participate in reading in online lecture.					
	34-The instructor used to read the literary texts in online lectures .					
	35-The texts are read by students outside the lecture time and then discussed within the online lecture.					
	36-Students are given exercises and assignments based on reading the texts well.					
Difficulties in practicing the speaking skill	37-Practicing speaking was limited in online lecture because of the large number of students.					
	38-The instructor encouraged question to be asked and answered student's questions in online lecture.					
	39-Ideas were discussed and exchanged between the instructor and the students.					
	40-The instructor and the students communicate with each other outside the online lecture.					
	41-The assignments presented on Moodle did not encourage students' active participation.					
	42-The instructor used oral exams to examine the development of student's speaking skills in Zoom platform.					
	43-The instructor encouraged the students to use English during the online lecture.					
Difficulties in practicing the writing skill	44- The e-learning platform involved written assignments.					
	45-The written assignments relied heavily on student's individual skills.					
	46-Online teaching includes doing assignments and exercises that develop the students' writing skill.					
	47-Student faced difficulties when submitting the written assignments through Moodle.					
	48-Students were interested in getting the high marks rather than mastering the writing skills.					

## **Appendix (B)**

### **Questionnaire**

Dear teacher,

This questionnaire is part of a study that aims to investigate “**The difficulties in learning Basic English language skills that students faced during e-learning as perceived by students of English course1 and teachers of the language center at An-Najah National University**”. The study is being conducted as a major requirement for obtaining MA in Teaching English Language, from the Faculty of Graduate Studies at An-Najah National University.

The questionnaire consists of two sections: The first section contains personal information, which includes gender and years of experience; while the second section includes the items of questionnaire.

The information obtained will be treated confidentially and will be only used for completing this scientific research.

Thank you for your participation.

Researcher:

Islam Mohammad Bani-Oudi

**Section One: Personal information**

**Please put the mark (X) in the place that suits your case:**

**1. Gender:** Male ( ) Female ( )

**2. Years of experience**

A- 1-5 years

B- 5-10 years

C- 11-15 years

D- More than 15 years

**Section Two:** This section is divided into three domains:

**1. Domain one:** Teacher`s perception towards e-learning

**2. Domain two:** The difficulties that faced teachers during e-learning implementation

**2. Domain three:** The difficulties that faced students in learning English language during e-learning implementation

Read the following items carefully and tick under the column that best represents your response

Domain	Item	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Teacher`s perception towards e-learning</b>	1-I was satisfied with teaching English 101 online.					
	2-I encountered some problems while teaching the course online.					
	3-Teaching English course 101online was much better than the face- to- face.					
	4-I had enough skills to use the computer and the internet before the COVID-19 pandemic.					
	5-Iwas using technology to teach English 101 before the COVID-19 pandemic.					
	6- I was using Moodle to teach English 101 before the COVID-19 pandemic.					
<b>Difficulties faced teachers during e-learning implementation</b>	7-I had enough skills to use Zoom platform properly.					
	8-I encountered some technical problems during the electronic lectures.					
	9- I was forced to postpone some lectures due to the power cut problem.					
	10- The students were not accustomed to use the Moodle platform before studying English 101 online.					
	11- There were problems with my internet connection, which affected the conduct of some lectures.					
	12- Instructors were given some training during the pandemic on how to use e-learning.					
<b>Difficulties in learning English language skills as perceived by teacher</b>	13- Listening to the students was somewhat difficult during the online lectures.					
	14- Some students were having difficulty listening to what I`m saying because of the poor internet.					
	15- I was assigning written assignment to the student to develop written skills, and they were not used to monitoring marks only.					
	16- Written assignments were reviewed, corrected, and feedback was given.					
	17- The student were given time to read the texts in the online lecture.					
	18-I was giving the student exercises based on reading texts.					
	19-The student`s failure to interact or remaining silent throughout the online lecture time affected the development of speaking skill.					
	20-The oral exam was sufficient to ensure the improvement of speaking skill.					
	21-Weak direct interaction with the student affected the improvement of speaking skill.					
22-I encouraged the student to make a presentation while teaching the course online.						

## Appendix (C)

### The Validation Committee for the Questionnaire

<b>Name</b>	<b>Academic institution</b>
Dr. Naser Abu- Saa	An-Najah National University
Dr. Khaled Abed El Jaleel Dweikat	Al-Quds Open University
Dr. Aysar Yaseen	Arab American University
Dr. Ahmad Al-Basheer	Al-Quds Open University
Dr. Aydah Bakeer	Al-Quds Open University

## Appendix (D)

### Permission of the Faculty of Graduate Studies at An-Najah National University to carry out the Study

An-Najah  
National University  
Faculty of Graduate Studies



جامعة  
النجاح الوطنية  
كلية الدراسات العليا

تاريخ : 2021/11/24م

حضرة الدكتور نائب الرئيس لشؤون الأكاديمية المحترم

تسليمة عليكم ورحمة الله وبركاته..

الموضوع: تسجيل ميممة الطالبة/ اسلام محمد عازف بني عودة، رقم تسجيل (11659957).

تخصص ماستر اساليب تدريس لغة انجليزية

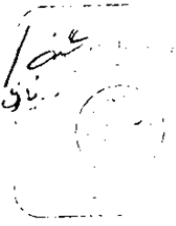
تذاتبة/ اسلام محمد عازف بني عودة، رقم تسجيل 11659957، تخصص اساليب تدريس لغة انجليزية في كلية الدراسات العليا، وهي بصدد اعداد الأطروحة الخاصة بها والتي عنوانها:  
صعوبات تعلم مهارات اللغة الانجليزية الأساسية التي تواجه الطلاب أثناء التعليم الالكتروني من وجهة نظر معلمي مركز اللغات وطلاب مساق اللغة الانجليزية (1) في جامعة النجاح الوطنية

يرجى من حضرتكم تسجيل ميمتها في جمع بيانات من خلال توزيع استبانة على طلبة مساق (101) / مركز اللغات / جامعة النجاح الوطنية. وذلك لاستكمال مشروع البحث.

شاكرين لكم حسن تعاونكم.

مع وافر الاحترام ،،،

أ.د. وليد صويلح  
عميد كلية الدراسات العليا



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## Appendix (E)

### Tables

**Table (11)**

*Mean, standard deviations, percentage, effect degree and the total score of the students` responses about the personal difficulties*

<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Percentage</b>	<b>Effect degree</b>
13-Student`s interaction with e-learning was influenced by the internet availability.	3.8750	1.13436	77.40	High
14-Student`s interaction with e-learning was affected by their familiarity with the operating system of the platform.	3.6667	1.14005	73.20	High
15-The students lack readiness for e-learning.	3.7667	1.15033	75.20	High
16-Student`s interaction with e-learning was influenced by life conditions.	3.9333	.98504	78.60	High
17-Student`s interaction with e-learning was influenced by prior passion for technology.	3.5250	1.09975	70.40	High
18-Students lack sufficient experience and skill to use the computer and access the internet.	3.3750	1.21657	67.40	Moderate
19-E-learning relied on student`s independence and self-reliance more than traditional education.	3.8500	1.11257	77.00	High
<b>Total score</b>	<b>3.7131</b>	<b>.63036</b>	<b>74.20</b>	<b>High</b>

**Table (12)**

*Mean, standard deviation, percentage, effect degree and the total score of students` responses about the technological difficulties*

<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Percentage</b>	<b>Effect degree</b>
20-The instructors faced some difficulties in using the e-learning platform.	3.5833	1.13451	71.60	High
21-The instructor lack sufficient skills to design and produce effective online content.	3.3000	1.14935	66.00	Moderate
22-The instructor lack sufficient experience and skill to use the computer and the internet.	3.1917	1.18319	63.80	Moderate
23-The power cut prevented the students from attending online lectures.	4.0167	1.02886	80.20	High
24-Lack of permanent internet connection affected students` learning.	4.000	1.18108	80.00	High
25-Some students either had no smart phone or had old computers that were not suitable for e-learning.	3.6083	1.27876	72.00	High
<b>Total score</b>	<b>3.6167</b>	<b>.69967</b>	<b>72.20</b>	<b>High</b>

**Table (13)**

*Mean, standard deviation, percentage, effect degree and the total score of students` responses about the difficulties in practicing listening skill*

<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Percentage</b>	<b>Effect degree</b>
26-I faced difficulty in listening to the instructor.	3.4417	1.23531	68.80	High
27-Listening to my classmate was somewhat difficult.	3.4667	1.14447	69.20	High
28-Students were passive listeners who only executed the teacher`s instruction.	3.6250	1.08514	72.40	High
29-The poor internet connection negatively affected student`s listening skills.	4.0750	1.01387	81.40	High
30-Learning English via Zoom depends on the listening skills.	3.6000	1.22577	72.00	High
31-The noise caused by family members, prevents me in some cases from listening to what is being said.	3.6583	1.23326	73.00	High
<b>Total score</b>	<b>3.6444</b>	<b>.69106</b>	<b>72.80</b>	<b>High</b>

**Table (14)**

*Mean, standard deviation, percentage, degree effect and the total score of students` responses about the difficulties in practicing the reading skill*

<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Percentage</b>	<b>Effect degree</b>
32-E-learning helped me to develop the reading skill.	2.9667	1.33431	59.20	Moderate
33-There was no opportunity to participate in reading tasks in online lectures.	3.2083	1.15879	64.00	Moderate
34-The instructor used to read the literary texts in online lecture.	3.3750	1.15999	67.40	Moderate
35-The texts were read by students outside the lecture time and then discussed within the online lecture.	3.0167	1.25680	60.20	Moderate
36-Students were given exercises and assignments based on reading the texts.	3.5250	1.28966	70.40	High
<b>Total score</b>	<b>3.2183</b>	<b>.66104</b>	<b>64.20</b>	<b>Moderate</b>

**Table (15)**

*Mean, standard deviation, percentage, effect degree and the total score of students` responses about the difficulties in practicing the speaking skill*

<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Percentage</b>	<b>Effect degree</b>
37-Practicing speaking skill was limited in online lecture because of the large number of students.	3.6583	1.21265	73.00	High
38-The instructor encouraged the students to ask questions which he/she answered in online lecture.	3.5917	1.17033	71.80	High
39-Communication between the instructor and the students took place outside the online lecture.	3.4333	1.12820	68.60	High
40-The assignments presented on Moodle encouraged students` active participation.	3.3833	1.16087	67.60	Moderate
41-The instructor used oral exam to examine the development of students` speaking skills on Zoom.	4.000	1.00419	80.00	High
42-The instructor encouraged the students to use English during the online lecture.	3.7000	1.10461	74.00	High
<b>Total score</b>	<b>3.6278</b>	<b>.66587</b>	<b>72.40</b>	<b>High</b>

**Table (16)**

*Mean, standard deviation, percentage and the total score of students` responses about the difficulties in practicing the writing skill*

<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Percentage</b>	<b>Effect degree</b>
43-The e-learning platform involved written assignments.	3.6583	1.09618	73.00	High
44-The written assignments relied heavily on student`s individual skills.	3.5500	1.11408	71.00	High
45-Online teaching involved assignments and exercises to promote student`s writing skills.	3.3167	1.14483	66.20	Moderate
46-Students faced difficulties when submitting the written assignments through Moodle.	3.5667	1.20037	71.20	High
47-Students were interested in getting high marks rather than mastering the writing skills.	4.0583	1.05556	81.00	High
<b>Total score</b>	<b>3.6300</b>	<b>.67296</b>	<b>72.60</b>	<b>High</b>

**Table (17)**

*T-test for one sample to examine the first hypothesis*

<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>T</b>	<b>DF</b>	<b>Sig</b>
120	3.53	0.396	14.535	119	0.00

**Table (18)**

*Mean, standard deviation, percentage and the effect degree of students` responses about the difficulties in learning the four Basic English language skills during e-learning*

<b>Domain</b>	<b>Mean</b>	<b>S.D</b>	<b>Percentage</b>	<b>Effect degree</b>
1-Difficulties in practicing the listening skill	3.64	.69106	72.80	High
2-Difficulties in practicing the reading skill	3.21	.66104	64.20	Moderate
3-Difficulties in practicing the speaking skill	3.62	.66587	72.40	High
4-Difficulties in practicing the writing skill	3.63	.67296	72.60	High

**Table (19)**

*T-Test for independent sample of the effect of e-learning on English language skills learning difficulties as perceived by students due to Gender*

<b>Domain</b>	<b>Male No ( 32 )</b>		<b>Female No ( 88 )</b>		<b>T-value</b>	<b>Sig.*</b>
	<b>Mean</b>	<b>S.D</b>	<b>mean</b>	<b>S.D</b>		
Administrative difficulties	3.28	0.58	3.21	0.54	0.60	0.55
Personal difficulties	3.55	0.58	3.77	0.64	1.73	0.086
Technological difficulties	3.60	0.64	3.62	0.72	0.118	0.907
Difficulties in practicing the listening skill	3.44	0.68	3.71	0.68	1.95	0.053
Difficulties in practicing the reading skill	3.19	0.77	3.22	0.62	0.307	0.759
Difficulties in practicing the speaking skill	3.59	0.71	3.64	0.65	0.388	0.699
Difficulties in practicing the writing skill	3.69	0.79	3.61	0.63	0.563	0.575
<b>Total score</b>	<b>3.47</b>	<b>0.49</b>	<b>3.54</b>	<b>0.36</b>	<b>0.810</b>	<b>0.420</b>

\*Significant at (a=0.05), D.F=118

**Table (20)**

*T-Test for independent samples of the effect of e-learning on English language skills learning difficulties as perceived by students due to Academic Specialization*

Domain	Scientific No (59)		Literary No (61)		T-test	Sig.*
	Mean	S.D	Mean	S.D		
Administrative difficulties	3.22	0.54	3.24	0.56	0.159	0.87
Personal difficulties	3.65	0.54	3.77	0.71	1.01	0.31
Technological difficulties	3.53	0.67	3.70	0.72	1.366	0.174
Difficulties in practicing the listening skill	3.56	0.70	3.72	0.67	1.287	0.201
Difficulties in practicing the reading skill	3.12	0.73	3.32	0.57	1.69	0.093
Difficulties in practicing the speaking skill	3.59	0.64	3.66	0.69	0.557	0.578
Difficulties in practicing the writing skill	3.63	0.62	3.63	0.72	0.046	0.963
Total score	3.47	0.38	3.56	0.41	1.478	0.142

\*significant at ( $\alpha=0.05$ ), D.F=118

**Table (21)**

*One-Way ANOVA to test the effect of e-learning on the English language skills learning difficulties as perceived by students due to Educational Level*

Domain	Source of variation	DF	Sum of squares	Mean of squares	F	Sig.
Administrative difficulties	Between groups	3	.911	.304	.998	.396
	Within groups	116	35.300	.304		
	Total	119	36.212			
Personal difficulties	Between groups	3	3.128	1.043	2.739	.050
	Within groups	116	44.158	.381		
	Total	119	47.286			
Technological difficulties	Between groups	3	3.463	1.154	2.444	.068
	Within groups	116	54.793	.472		
	Total	119	58.256			
Difficulties in practicing the listening skill	Between groups	3	2.853	.951	2.043	.112
	Within groups	116	53.977	.465		
	Total	119	56.830			
Difficulties in practicing the reading skill	Between groups	3	.335	.112	.250	.861
	Within groups	116	51.665	.445		
	Total	119	52.000			
Difficulties in practicing the speaking skill	Between groups	3	1.390	.463	1.046	.375
	Within groups	116	51.373	.443		
	Total	119	52.763			
Difficulties in practicing the writing skill	Between groups	3	1.362	.454	1.002	.394
	Within groups	116	52.530	.453		
	Total	119	53.892			
Total score	Between groups	3	.528	.176	1.124	.342
	Within groups	116	18.166	.157		
	Total	119	18.694			

**Table (22)**

*Mean, standard deviation, percentage and the effect degree of teachers` responses about their perceptions toward e-learning*

<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Percentage</b>	<b>Effect Degree</b>
1-I was satisfied with teaching English 101 online.	2.9333	1.27988	58%	Moderate
2-I encountered some problems while teaching the course online.	3.8667	0.74322	77%	Moderate
3-Teaching English course 101 online was much better than the face –to-face.	2.3333	1.23443	46%	Low
4-I had enough skills to use the computer and the internet before the COVID-19 pandemic.	4.0	0.92582	80%	High
5-I was using technology to teach English 101 before the COVID-19 pandemic.	2.8667	1.18723	57%	Moderate
6-I was using Moodle to teach English 101 before the COVID-19 pandemic.	2.6000	1.12122	52%	Low
<b>Total</b>	<b>3.1000</b>	<b>0.49921</b>	<b>62%</b>	<b>Moderate</b>

**Table (23)**

*Mean, standard deviation, percentage, effect degree and the total score of teachers' responses about the difficulties that faced students in learning English language skills during e-learning.*

<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Percentage</b>	<b>Effect degree</b>
13-Listening to the students was somewhat difficult during the online lectures.	2.93	0.88372	58%	Moderate
14-Some students were having difficulty listening to what I'm saying because of the poor internet.	3.60	0.82808	72%	High
15-I was assigning written assignments to the students to develop written skills, and they were not used to monitoring marks only.	3.86	0.83381	77%	High
16-Written assignments were reviewed, corrected and feedback was given.	4.26	0.79881	85%	Very high
17-The students were given time to read the texts in the online lectures.	4.06	0.70373	81%	High
18-I was giving the student exercises based on reading texts.	4.06	0.88372	81%	High
19-The student's failure to interact or remaining silent throughout the online lecture time affected the development of speaking skill.	3.93	1.16292	78%	High
20-The oral exam was sufficient to ensure the improvement of speaking skill.	2.60	1.18322	52%	Low
21-Weak direct interaction with the student affected the improvement of speaking skill.	3.93	0.79881	78%	High
22-I encouraged the student to make a presentation while teaching the course online.	3.53	1.06010	70%	High
<b>Total</b>	<b>3.68</b>	<b>0.36292</b>	<b>73%</b>	<b>High</b>

**Table (24)**

*Mean, standard deviation, percentage, effect degree and the total score of teachers' responses about the difficulties that faced teachers in teaching English skills during e-learning implementation*

Item	Mean	S.D	Percentage	Effect degree
7-I had enough skills to use Zoom platform properly.	3.93	78%	.96115	High
8-I encountered some technical problems during the electronic lectures.	3.26	65%	1.03280	Moderate
9-I was forced to postpone some lectures due to the power cut problem.	3.53	70%	1.06010	High
10-The students were not accustomed to use The Moodle platform before studying English 101 online.	4.0	80%	.75593	High
11-There were problems with my internet connection, Which affected the conduct of some lectures.	3.40	68%	1.12122	Moderate
12-Instructors were given some training during the pandemic on how to use e-learning.	4.60	92%	.50709	Very high
<b>Total score</b>	<b>3.78</b>	<b>75%</b>	<b>.4691</b>	<b>High</b>

**Table (25)**

*T-Test for one sample to examine the hypothesis*

Domain	N	Mean	S.D	T	DF	Sig
Difficulties that faced teachers during e-learning implementation.	15	3.78	0.46	6.57	14	0.00

**Table (26)**

*T-Test for the independent samples to investigate the effect of e-learning on English language skills teaching difficulties as perceived by teacher due to Gender*

Domain	Male No (9)		Female No (6)		T-test	Sig
	Mean	S.D	Mean	S.D		
Difficulties that faced teachers during e-learning implementation	3.81	0.42	3.75	0.56	0.26	0.80

**Table (27)**

*One way ANOVA to test the effect of e-learning on English language skills teaching difficulties due to Years of experiences*

Source of variation	DF	Sum of squares	Means of squares	F	Sig
Between groups	.521	3	.174	0.763	0.538
Within groups	2.505	11	.228		
Total	3.026	14			



جامعة النجاح الوطنية  
كلية الدراسات العليا

صعوبات تعلم مهارات اللغة الانجليزية الأساسية اثناء التعليم  
الإلكتروني من وجهة نظر طلبة مساق لغة انجليزية (101) ومعلمي  
مركز اللغات في جامعة النجاح الوطنية

إعداد

اسلام محمد بني عودة

إشراف

د. فواز عقل

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في برنامج أساليب تدريس اللغة الإنجليزية، بكلية الدراسات العليا في جامعة النجاح الوطنية، نابلس - فلسطين.

2022

## صعوبات تعلم مهارات اللغة الانجليزية الأساسية اثناء التعليم الإلكتروني من وجهة نظر طلبة مساق لغة انجليزية (101) ومعني مركز اللغات في جامعة النجاح الوطنية

إعداد

اسلام محمد بني عودة

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د. فواز عقل

### الملخص

هدفت هذه الدراسة الى التعرف على صعوبات تعلم مهارات اللغة الانجليزية الاساسية التي واجهت الطلاب اثناء التعليم الالكتروني بسبب وباء كوفيد-19، واتجاهاتهم نحو تطبيق التعليم الالكتروني وانواع تلك الصعوبات. وقد حاولت الدراسة ايضا اظهار اتجاهات المعلمين نحو التعليم الالكتروني، الصعوبات التي واجهتهم اثناء التعليم الالكتروني.

لتحقيق الهدف من هذه الدراسة، طورت الباحثة استبيانان: احدهما مخصص للطلاب بينما الاخر للمعلمين حيث قامت الباحثة بتوزيع استبانة الطلاب على (140) طالب وطالبة قد درسوا مساق لغة انجليزية 101 الكترونيا بينما قامت بتوزيع استبانة المعلمين على 30 معلم ومعلمة. تم اعتماد جميع استبانات الطلاب بينما تم اعتماد 15 استبيان من الاستبانات التي وزعت على المعلمين وقد شكل هذان الرقمان حجم العينة النهائي للدراسة.

وقد كشفت نتائج هذه الدراسة الوصفية ان اتجاهات المعلمين والطلاب نحو التعليم الالكتروني جاءت بدرجة متوسطة ولكن ليس لدرجة الاستمتاع والرغبة الشديدة باستخدام التعليم الالكتروني وادواته. اظهرت النتائج عدد من الصعوبات التي اثرت بشكل سلبي على نجاح تعلم مهارات اللغة الانجليزية الاساسية واهمها الصعوبات الشخصية والتكنولوجية والنفسية. جاءت الصعوبات النفسية في المرتبة الاولى كأثر الصعوبات التي كان لها تأثير سلبي على فاعلية التعليم الالكتروني تجاه تعلم مهارات اللغة الانجليزية. من

جهة اخرى, تبين ان الصعوبات التي واجهت الطلاب في ممارسة مهارة الاستماع جاءت في المرتبة الاولى تليها صعوبات ممارسة مهارة الكلام والكتابة في حين جاءت الصوبات في ممارسة مهارة القراءة في المرتبة الاخيرة بسبب مشاكل ضعف البنية التحتية مثل انقطاع الكهرباء وعدم توفر الانترنت.

اضافة الى ذلك, فقد وجد انه متغيرات الجنس, المستوى الدراسي, والتخصص الاكاديمي لم يكن لها تأثير على الصوبات التي واجهت الطلاب في تعلم مهارات اللغة الانجليزية اثناء التعليم الالكتروني. اما بالنسبة للمعلمين, فقد تبين ايضا ان الصوبات التي واجهتهم في تعليم مهارات اللغة الانجليزية اثناء التعليم الالكتروني لم تتأثر بمتغير الجنس والخبرة.

في ضوء هذه النتائج, اوصت الباحثة بضرورة تطوير البنية التحتية من خلال تطوير شبكات الكهرباء والانترنت, وتنظيم دورات تدريبية لتوعية المجتمع التعليمي بأهمية استخدام التعليم الالكتروني حتى في الظروف العادية خصوصا الطلاب من ذوي الاحتياجات الخاصة و الطلاب الذين يعملون بدوام جزئي.

**الكلمات المفتاحية:** صعوبات تعلم؛ مهارات اللغة الإنجليزية؛ التعليم الإلكتروني.