The views and obstacles associated with using electronic learning as a pedagogical tool in a language classroom at Sirte University

*.Dr: ELsanosi. M. ELdokali

Abstract: This study was an attempt to explore Libyan students' views about the use of electronic learning as a pedagogical tool in a language classroom at Sirte university. It also attempted to find out the obstacles that EFL students face when using electronic learning. The research instrument used in this study consisted of a close-ended questionnaire which consisted of ten statements and questions, and 12 sub-statements. The sample of this study consisted of thirty EFL learners who were randomly selected from the College of Education, the English Department at Sirte University. The data was collected and analyzed quantitatively. Based on the findings of this study, it can be said that students are aware of the importance of using E-learning, yet they are not having the proper chance to use them for different reasons. It can also be concluded that students at Sirte University-college of Education encounter several pedagogical and technical obstacles and challenges when using electronic learning.

Key words: Electronic learning- pedagogical tool- language classroom- EFLstudents- Obstacles- Challenges.

وجهات النظر والمعوقان المرتبطة بإستخدام التعلم الإلكتروني كأداة تعليمية في تعلم اللغة بجامعة سرت

د. السنوسي محمد الدوكالي الزروق

أستاذ مساعد، قسم اللغة الانجليزية، كلية الآداب، جامعة سرت، ليبيا

المستخلص: كانت هذه الدراسة محاولة لاستكشاف آراء الطلاب الليبيين حول استخدام التعلم الإلكتروني كأداة تعليمية في نعلم اللغة الإنجليزية بجامعة سرت. كما حاولت الدراسة معرفة العقبات التي يواجهها طلاب اللغة الإنجليزية كلغة أجنبية عند استخدام التعلم الإلكتروني. تألفت أداة البحث المستخدمة في هذه الدراسة من استبيان مغلق يتكون من عشرة بيانات وأسئلة، و12 بيانًا فرعيًا. عينة هذه الدراسة كانت تتألف من ثلاثين متعلمًا في اللغة الإنجليزية كلغة أجنبية تم اختيارهم عشوائيًا من كلية التربية، قسم اللغة الإنجليزية في جامعة سرت. تم جمع البيانات وتحليلها بشكل كمي. بناءً على نتائج هذه الدراسة، يمكن القول إن الطلاب يدركون أهمية استخدام التعلم الإلكتروني، إلا أنهم لا يحصلون على الفرصة المناسبة لاستخدامه لأسباب مختلفة. كما يمكن الاستنتاج أن الطلاب في جامعة سرت – كلية التربية يواجهون عدة عقبات وتحديات تربوية وتقنية عند استخدام التعلم الإلكتروني.

الكلمات الرئيسية: التعلم الإلكتروني– أداة بيداغوجية– فصل اللغة– إنجليزي كلغة أجنبية– المشاكل والتحديات

1.1 Introduction:

With the emergence of computer technology, electronic learning has become increasingly significant, particularly in higher education, as more university students globally depend on computers for their studies, and many higher education institutions are leveraging Information and Communication Technology to create course materials, distribute and disseminate course content, lectures and presentations, facilitate communication between lecturers and students, conduct research, and provide administrative and management services.

electronic learning is closely linked to Information and Communication Technology, and the former will achieve nothing without its support. We'll automatically think of information and communication technology when we talk about electronic learning. Information communication technology can be used to support learning in several ways. It can facilitate communication, increase access to information, provide greater access to learning for students with special educational needs, model and stimulate a range of scientific phenomena, and generally motivate students. It also develops problem-solving capabilities and aids deeper understanding. (Selinger, 2001)

∗ **Faculty of Arts-English Department**   **E-mail: eldokali@su.edu.ly**

With so many advantages, Information communication technology has quickly captured educators' attention and is seen as an essential and urgent investment in higher education by school authorities. In this climate of educational and societal changes surrounding the introduction of Information communication technology and Electronic learning, it is clear that the teacher often falls between two classifications-that of a conservative resister of change, or that of a pioneer and interpreter of change. (Watson, 2003).

It is understandable why teachers have mixed feelings about Information communication technology and Electronic learning. They are concerned that their traditional teaching role will be removed by e-learning. However, regardless of whether you like it or not, teachers today need to realize that in the computer age, it is an irreversible trend that Information communication technology and Electronic learning are being integrated into our teaching environment today.

Numerous language educators worldwide commend the utilization of Information and Communication Technology in English instruction, with some even advocating that Electronic learning is the least costly and most efficient means for English language learners to acquire English proficiency, as it allows them to learn according to their own schedules and is unaffected by financial constraints. Recently, schools of all levels around the world have been encouraged to invest money into establishing Electronic learning systems to assist English learning, in the hope that students' English proficiency will be quickly improved.

Hence, the utilization of technology to facilitate learning is acknowledged as a fundamental principle by educational institutions across the globe. Every college and university in developed nations is currently exploring novel approaches to utilizing information technology to enhance the process of teaching and learning, as well as extending access to diverse student populations. Nonetheless, in Libya, the primary focus remains on acquiring the necessary infrastructure and generating electronic learning content. It is essential for the Libyan government to consider the individual factors that play an important role in the adoption of electronic learning. For example, perceptions, attitudes, and validity of using electronic Learning in the teaching and learning of the English language. Perceptions of students towards e-learning may influence their acceptance of the technology in the teaching learning process.

1.2 Literature Review:

Language teaching has been greatly influenced by innovations made in the field of science and technology. We are able to observe various changes in the forms and modes of education. Today's language pedagogy is leaning towards integrated pedagogy with ICTs. It is a form of education that is aided by meticulously selected resources. Information and Communication Technology integrated instruction is a way of learning interactively without excessive use of ICT (Davies,G: 2012). It typically involves learning interactively with online support and the use of technology-based tools between teachers, learners, and peers.

E-learning is described as courses that are delivered online and through the internet to locations other than traditional classrooms, with the instructor providing instruction in a non-virtual fashion. Students and teachers can communicate and engage in conversation. Students can "electronically" raise their hands and converse continually while it is being taught in real time. Online lectures that have been pre-recorded and those in which a teacher or educator regularly interacts with students and takes regular evaluation notes are two different types of online lectures. One may argue that the evolution of higher education and its advancement through the creation of new techniques and methods of instruction are closely related to the relevance of e-learning.

Abernathy (2019) asserts that "online learning is the major thing right now, not the future great thing. Any significant turning point in invitations is attributed to world events. The first advocate for e-learning in the future will be COVID-19. Some believe that COVID-19 would

diminish the actual experience, so there has been an abrupt and quick move to online learning without any kind of training. Others, on the other hand, think that this hybrid education system will investigate several advantages from this procedure. Different forms of e-learning. The most popular ones are blended learning, asynchronous learning, and synchronous learning.

- **Synchronous E-Learning:**

Synchronous electronic learning is online instruction in which students and teachers communicate at the same time from separate locations. Through chat, the Internet, video conferences, and mobile devices, they send and receive the educational materials. With this kind of online instruction, participants can ask comprehensive questions and receive thorough answers while also exchanging ideas with one another throughout the session. Growing in popularity due to advancements in technology and increased Internet capacity is synchronous electronic learning.

- **Asynchronous E-learning:**

Conversely, asynchronous e-learning requires that both the teacher and the students log off and back on at different times. Email, blogs, discussion boards, e-book CDs, DVDs, and other technologies can all be used to accomplish this kind of e-learning experience. Students can download materials, study at any time, and communicate with teachers and other students. Since they can take online courses to learn at their own pace without interfering with their everyday obligations, many students actually prefer asynchronous learning over synchronous learning.

As a result, the synchronous learning environment is set up so that students can participate in live lectures, have real-time conversations with teachers, and receive feedback right away. Asynchronous learning environments, on the other hand, lack sufficient organization. In an educational setting like this, learning materials are accessible through various learning platforms and discussion boards rather than through in-person lectures or seminars. In this kind of setting, it is impossible to provide instant feedback or respond right away (Littlefield, 2018). Additionally, there are a lot of chances for social engagement with synchronous learning (McBrien et al., 2009).

- **Blended E-learning:**

The third kind of electronic learning is called blended e-learning, which combines online learning through discussion boards, tests, quizzes, and declarations with regular in-person lectures, workshops, and educational activities.

The advantages of e-learning include cost-effectiveness, improved adaptability to change, consistency, timely material, flexible accessibility, and value creation for the consumer. The conversation focuses on how important it is for businesses to develop a strategic framework for e-learning, taking into account new e-learning methodologies while also integrating their existing learning initiatives. Additionally, it provides open, safe, and continuous accessibility along with access to unique, frequently updated material. With e-learning, students may stay up to date on the latest developments.

Additionally, Electronic Learning offers exclusive and quick course delivery. This kind of instruction has comparatively short delivery cycles as compared to standard classroom techniques. Lessons can begin swiftly and be completed in a single class period. Rather than learning at the same pace as the group, students can maintain or accelerate their own pace. Students save time by not having to travel to the training location. Staying at home or in any comfortable location might make learning easier for students. Students can read the pertinent material and ignore the irrelevant ones. Through electronic learning, all students can access the same course materials and syllabus. Additionally, students who work full- or part-time jobs to pay their expenditures because they don't have time to attend colleges and universities.

But developing this learning mode can be more expensive and call for learning new content design techniques. The related technology may be expensive, scary, difficult to use, and perplexing. To keep up with an unrestricted and robust learning process, e-learning demands more accountability and self-discipline from the learner.

1.3 Previous studies:

Previous research indicated that online education could be adopted as the primary system of education in the future. According to UNESCO (2020) and Murphy (2020), online education will be just as effective as traditional school-based methods. So, by 2030, technology will have reshaped higher education. As a result, the gap between online and classroom-based students is likely to widen. Some investigations also cited numerous reasons why students can learn efficiently through online learning. Some say that online students have more opportunity to think and exercise greater influence over their academics.

As stated by McBrien, Cheng, and Jones (2009), "Most of the terms (online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning, for ex.) have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means". Online learning has also been suggested by Cojocariu, Lazar, Nedeff, and Lazar (2014) as a tool to help improve student-centeredness, creativity, and flexibility in the teaching-learning process.

"Learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access" is another definition of online learning. Students can learn and engage with teachers and other students in these settings from anywhere (independently) "(Singh & Thurman, 2019).

This kind of instruction was widely utilized in almost all educational institutions during the global outbreak of the fatal Covid-19 virus. During the COVID-19 outbreak, the Libyan government implemented an online learning program using this form of instruction as well. Students now have varied learning experiences thanks to the change from primarily in-person instruction to online instruction. The goal of this study is to investigate how students in Libyan universities—specifically Sirte University's Faculty of Education—perceived e-learning for English as a foreign language (EFL) during the Covid-19 outbreak. This investigation is motivated by the suspension of Libyan colleges and schools. It also looks into the difficulties and roadblocks that EFL Libyan students faced when attempting to learn online during the COVID-19. The study mainly attempts to answer the following questions:

1.4 Research questions:

1: What are the perceptions of Libyan students at Sirte university regarding using Electronic learning pedagogical tools in a language classroom?

2: What obstacles do Libyan students at Sirte university face while using Electronic learning pedagogical tools in a language classroom?

1.5 Aims of the study:

The study's objective was to ascertain the attitudes and perspectives of students toward online learning at Sirte University. Based on the data collected, it can be concluded that although students understand the value of e-learning, they do not always have the opportunity to use it for various reasons. As demonstrated in the results section, it is also possible to draw the conclusion that Sirte University students face a number of pedagogical and technological difficulties when utilizing e-learning.

1.6 Methodology:

The study is quantitative in nature. It sought to offer quantifiable information regarding Libyan students' views and perspectives regarding the use of e-learning pedagogical technologies in English language classes amid the Covid-19 pandemic. Additionally, an

attempt was made to present quantitative data regarding the difficulties and roadblocks Libyan EFL students faced when utilizing e-learning within the COVID-19 pandemic.

A closed-ended questionnaire with ten statements, questions, and twelve sub-statements is used to address the research questions and accomplish the primary objectives of this study. These include fifteen statements with four-point Liker-scale responses (strongly agree, agree, disagree, and strongly disagree) representing the degree of agreement and disagreement from 1 to 5. The rest are free-form inquiries that call for particular responses. The only research tool utilized to gather the data for this study is this questionnaire. Google Forms was used to help with its design. The participants received the questionnaire link via social media sites like Facebook and WhatsApp. The purpose of the study was presented to the participants, along with instructions on how to complete the questionnaire.

1.7 Participants:

Thirty EFL students make up the study's sample. These individuals were chosen at random from Sirte University's English Department and College of Education. The goal of the random selection process was to give the targeted students an equal chance of being chosen while also ensuring an objective grasp of the topic being studied.

The procedure of gathering data began in June 2021 and took around two weeks. Following collection, the data underwent quantitative analysis, with the frequency and percentage of participant replies to each statement being reported.

1.8 Results and Finding:

This section presents the results of the quantitative data of this study. It presents the results in an item-wise manner. The following is the frequency and percentage of the participants' responses.

Q1: Do you have an access to Internet at home if yes which one do you used frequently?

Percent	Frequency	Statement
%16.1	5	DSL
%38.7	12	4G
%16.1	5	LNET
%25.8	8	Other
100%	30	Total

In the above chart, the data shows the participants' answers regarding the presence of means of communication at home, as well as the type of these means used. The results show that DSL (16.7%), while the other means of home communication were 4G (38.7%) and the other means LNET (16.1%). As for the others, they are found to represent (25.8%) of the data. However, these responses are misleading regarding the speed of communication and the availability of their networks in the city of Sirte, especially at students' homes.

Q2: Do you have in your university an access to any Electronic system?

Percent	Frequency	Statement
%25.8	8	Yes
%74.2	22	No
%100.0	30	Total

The findings of the second question show their responses regarding the existence of an electronic system in the camps that enable the students to reach or contact others. The data are as follows: Yes (25.8%) and the answer No (74.2%), meaning that most of the participants have no access to any electronic system at the university.

Q3: Do your teachers teach you how to use Websites?

Percent	Frequency	Statement
%22.6	7	Yes
%77.4	23	No
%100.0	30	Total

The third question explores whether teachers at the university train students to use websites. The findings of this question are as follows: Yes (22.6%) and No (77.4%), meaning that most of the students at Sirte university did not receive any training course from their teachers regarding using websites.

Q4: How often do you use the electronic system in English language learning during the day? If yes, answer the following question;

A- The use of the Electronic system is flexible for learning anytime, anywhere.

Percent	Frequency	Statement
%61.3	19	Agree
%16.1	5	Disagree
%16.1	5	Strong agree
%6.4	1	Strong disagree
%100.0	30	Total

The results in the table above show that (61.3%) of the participants agree that the use of the electronic system is available everywhere and at any time, as no obstruction can face this system and it is available at any time, (16.1%) disagree, strongly agree, and (6.4%) strongly disagree. These data suggest a high percentage of agreement that this electronic system can be dealt with and is available at any time and place for the students.

B- Electronic system learning is a good idea to minimize the study gap during Coved-19 pandemic time.

Percent	Frequency	Statement
%54.8	17	Agree
%6.5	2	Disagree
%38.7	11	Strong agree
%100.0	30	Total

The above table shows that (54.8%) of the participants agree that electronic system learning is a good idea to minimize the study gap during Coved-19 pandemic time, as no kind of obstruction can face this system, and it is available at any time, (6.5%) disagree, and (38.7%) strongly agree. These data suggest a high percentage of agreement and strongly agree that learning the electronic system is a good idea to reduce the study gap during the outbreak of Covid-19 disease.

C- Electronic system is easier to share in class-related discussions online during the COVID-19 period.

Percent	Frequency	Statement
%41.9	13	Agree
%29.0	9	Disagree
%28.1	8	Strong agree
%100.0	30	Total

Regarding the statement that the electronic system is easier in the process of discussions related to the classroom via the Internet during the period of COVID-19, the data shows that (41.9%) of the participants agree, (29.0%) disagree, and (28.1%) strongly agree. These findings suggest that the electronic system is effective in the process of class-related discussion in the classroom.

D- Electronic system is easi

er to find relevant information about my studies.

Percent	Frequency	Statement
%51.6	16	Agree
%19.4	6	Disagree
%28.0	8	Strong agree
%100.0	30	Total

The results in the chart above show that (51.6%) of the participants agree that it is easier to find information related to my studies, (19.4%) disagree, and (28.0%) strongly agree. These data suggest the information can be obtained easily with its scientific references.

E- Electronic system learning helps enhance my motivation to finish my studies during this pandemic.

Percent	Frequency	Statement
%67.7	21	Agree
%6.5	2	Disagree
%25.8	7	Strong agree
%100.0	30	Total

Regarding the above statement that the electronic system helps students to enhance the completion of classes at this time of the spread of the epidemic, the data shows that (67.7%) of the participants agree, (6.5%) disagree, and (25.8%) strongly agree. These findings suggest that most students agree to follow this system to complete the classes.

F- The use of Electronic system applications helps in educational fulfilment during COVID-19.

Percent	Frequency	Statement
%64.5	20	Agree
%16.1	5	Disagree
%19.3	5	Strong agree
%100.0	30	Total

The above table shows that (64.5%) of the participants agree that the use of the electronic system application helps in achieving education during the Coved-19 pandemic time, (16.1%) disagree, and (19.3%) strongly agree.

Q5: EFL teachers have the necessary technological skills to use E-learning.

Percent	Frequency	Statement
%48.4	15	Agree
%25.8	8	Disagree
%19.4	6	Strong agree
%6.4	1	Strong disagree
%100.0	30	Total

The results in the table above show that (48.4%) of the participants agree that English language teachers have sufficient skills to rely on the electronic system in the teaching process, (25.8%) disagree, (19.4%) strongly agree, and (6.4%) strongly disagree. These data suggest a weakness in the special skills process of English language teachers in skills for using E-learning.

A- The software of E-learning is too complicated to use;

Percent	Frequency	Statement
%38.7	12	Agree
%38.7	12	Disagree
%22.6	6	Strong agree
%100.0	30	Total

The responses to this statement show that (38.7%) of the participants agree that The software of E-learning is too complicated to use, (38.7%) disagree, and (22.6%) strongly agree. These data suggest that there is a complexity in the use of E-learning.

B- Lack of high-quality learning devices;

Percent	Frequency	Statement
%41.9	13	Agree
%45.2	14	Disagree
%12.9	3	Strong agree
%100.0	30	Total

The above table shows that (41.9%) of the students agree that there is a lack of high-quality educational equipment, (45.2%) disagree, and (12.9%) strongly agree. These results suggest a weakness in the quality of the instructions because there are no devices to learn on, and this is due to poor financial capabilities.

C- Lack of training course provided by the institution;

Percent	Frequency	Statement
%41.9	13	Agree
%6.5	2	Disagree
%51.6	15	Strong agree
%100.0	30	Total

The data in the above table shows that (41.9%) of the participants agree that there is a lack of training courses for using the electronic system in the educational process, (6.5%) disagree, and (51.6%) strongly agree. These results imply a weakness in providing training courses for using the electronic system, which educational institutions can carry out.

D- Lack of technology/software required for home access;

Percent	Frequency	Statement
%38.7	12	Agree
%19.4	6	Disagree
%35.5	11	Strong agree
%6.4	1	Strong disagree
%100.0	30	Total

The data above show that (38.7%) of the students agree that there is a lack of electronic software required to reach the house, (19.4%) disagree, (35.5%) strongly agree, and (6.4%) strongly disagree. These data suggest a lack of technology to use E-learning.

E- Problem with internet access;

Percent	Frequency	Statement
%54.8	16	Agree
%22.6	7	Disagree
%22.6	7	Strong agree
%100.0	30	Total

The above table shows that (54.8%) of the students agree that a problem hinders the use of the electronic system due to problems in accessing the Internet, (22.6%) disagree, and (22.6) strongly agree.

F- Suffered from network problems;

Percent	Frequency	Statement
%54.8	17	Agree
%12.9	4	Disagree
%25.8	8	Strong agree
%6.4	1	Strong disagree
%100.0	30	Total

The results in the table above show that (54.8%) of the participants agree that they have network problems, (12.9%) disagree, (25.8%) strongly agree, and (6.4%) strongly disagree. These data suggest the reason for not using e-learning is because of network problems.

Q6**:** Do you think watching English movies has a beneficial effect on learning English?

Percent	Frequency	Statement
%35.5	11	Agree
%12.9	3	Disagree
%51.6	16	Strong agree
%100.0	30	Total

The data above show that (35.5%) of the students agree that watching English movies has a beneficial effect on learning the English language, (12.9%) disagree, (51.6%), and strongly agree. These data suggest watching English movies is effective in the process of learning the English language.

Q7: How do you currently feel about the future of E-learning in general?

Percent	Frequency	Statement
%74.2	23	Satisfied
%22.6	7	Unsatisfied
%100.0	30	Total

The data in the above table show that (74.2%) of the participants are satisfied with how they feel about the future of E-learning in general, whereas the remaining (22.6%) are unsatisfied. These responses suggest that students have positive attitudes about the future of E-learning.

Q8: Which one do you prefer, E-learning or an old learning system? Why?

Percent	Frequency	Statement
%77.4	24	Satisfied
%19.4	6	Unsatisfied
%100.0	30	Total

Likewise, the data in this table show that (77.4%) of the participants are satisfied with E-learning, whereas the remaining (19.4%) are unsatisfied. These responses suggest that students prefer E-learning over the traditional one.

Q9: What do you think about using internet facilities in a classroom?

Percent	Frequency	Statement
%35.5	11	Satisfied
%61.3	19	Unsatisfied
%100.0	30	Total

The data in this table shows that (35.5%) of the participants are satisfied with using Internet facilities in the classroom. In contrast, (61.3%) are unsatisfied with this statement. This shows that some do not agree that the facilities should be used as a distraction, especially during class lessons.

Q10 What problems were encountered in learning from home during the COVID-19 pandemic?

Percent	Frequency	Statement
%29.0	9	Satisfied
%67.7	21	Unsatisfied
%100.0	30	Total

Regarding question number (10), the data shows that (29.0%) faced problems at home during E-learning, and (67.7%) felt unsatisfied about these problems. These responses suggest some difficulties that the student may face when using E-learning due to having domestic obligations or duties towards the family that distract their focus and attention.

1.9 Discussion of findings:

Data collected from these findings highlighted the Libyan EFL students' attitude, perception and validity of using E.learning in the teaching and learning of English language. The quantitative survey amongst students on the role of E. Learning in language teaching and learning revealed a strong interest and willingness of the respondents in using E. Learning in language learning. The study revealed an enthusiastic acceptance of new technologies for language acquisition since learners are eager to learn new experiences different from the traditional 'chalking and telling'. Students' who form the respondents confirmed that the use of E. learning instructions enhance their opportunity for self-development and innovativeness in their teaching delivery and strongly advocated the use of this new technology in teaching. However, a negligible percentage of the respondents were indifferent on the subject. This results from their lack of exposure to the new teaching method. Ultimately, the consensus upholds the use of E. Learning which is in tandem with technological advancements in our changing world.

Recommendations:

1. There are several teaching methods, yet not all of them are suitable and available for E-learning in the Libyan context. Thus, educational institutions in Libya should make training programs for their instructors on the most effective teaching methods for online delivery.

2. During the teaching process in English Department-Sirte university- Faculty of Education, results showed that there is a need to develop a technical support unit for both instructors and learners in order to overcome their continuous technical difficulties.

3. Since education is the right of everyone in Libya and not all learners have the capability to afford reliable tools as the results showed (e.g. laptops /smart phones) to follow up the E-learning, educational institutions should work on providing reliable means of using E-learning.

4. Training Libyan students who do not have the necessary technological skills to uplift them to a level that they can take better advantage and participate in E-learning.

This study is expected to provide invaluable information to the colleges, because through this research an awareness of the using E-learning will be created.

References:

Abernathy,D.(2019). ADDIE in action: A transformational course redesign process. Journal for the advancement of Educational Research,13(1).8-19.

Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 coronavirus (COVID-19) pandemic in Georgia. *Pedagogical Research*, *5*(4).

Cojocariu, V. M., Lazar, I., Nedeff, V., & Lazar, G. (2014). SWOT analysis of e-learning educational services from the perspective of their beneficiaries. *Procedia-Social and Behavioral Sciences*, *116*, 1999-2003.

Davies,G.(2012). Computer Assisted Language Learning: Where are we now and where are we going? Retrieved June 21,2016, from http://www.cam **soft partners.co.uk/docs/UCALL-Keynote.htm**

Littlefield, J. (2018). The difference between synchronous and asynchronous distance learning. https://www.thoughtco.com/synchronous-distance-learning-asynchronousdistance-learning-1097959

McBrien, J. L., Cheng, R., & Jones, P. (2009). Virtual spaces: Employing a synchronous online classroom to facilitate student engagement in online learning. *International review of research in open and distributed learning*, *10*(3).

Murphy, M. P. A. (2020). COVID-19 and emergency eLearning: Consequences of the securitization of higher education for post-pandemic pedagogy. Contemporary Security Policy, 1-14. https://doi.org/10.1080/13523260.2020.1761749

Picciano, A. G. (2017). Theories and frameworks for online education: Seeking an integrated model. Online Learning Journal, 21(3). https://doi.org/10.24059/olj.v21i3.1225

Selinger,M.(2001). Communication Technology in Schools.
ttp://www.imfundo.org/papers/cit-in-s.doc

UNESCO. (2020). Global Education Coalition-290- million students out school due-COVID-19. In Unesco. https://en.unesco.org/news/290-millionstudents-out-school-due-covid-19-unescoreleases-first-global-numbers-and-mobilizes

V. Singh & A. Thurman, How Many Ways Can We Define Online Learning? A Systematic Literature Review of Definitions of Online Learning (1988-2018), American Journal of Distance Education, 33(4), pp. 289-306 (2019). DOI: 10.1080/08923647.2019.1663082

Wang, H., Pi, Z., & Hu, W. (2019). The instructor's gaze guidance in video lectures improves learning. Journal of Computer Assisted Learning, 35(1), 42- 50. https://doi.org/10.1111/jcal.12309

Watson,Deryn. (2003). The Teacher- A Forgotten Stakeholder? In Dowling & K.Lai (Eds.), Information and Communication Technology and the Teacher of the Future (pp:29-38). Norwell, Mass.: Kluwer Academic Publishers.

Yang, F., & Li, F. W. B. (2018). Study on student performance estimation, student progress analysis, and student potential prediction based on data mining. Computers & Education, 123, 97-108. https://doi.org/10.1016/j.compedu.2018.04.006

Questionnaire

Q1- Do you have an access to Internet at home if yes which one do you used;
- ○ DSL
- ○ 4G
- ○ LNET
- ○ Other ……………

Q2- Do you have in your university an access to any Electronic system?
○ Yes   ○ No

Q3- Do your teachers teach you how to use Websites?
○ Yes   ○ No

Q4- How often do you use electronic system in English language learning during the day if yes answer the following question;

A- The use of Electronic system is flexible to learn anytime, anywhere.
○ Agree   ○ Disagree   ○ Strong agree   ○ Strong disagree

B- Electronic system learning is a good idea to minimize the study gap during COVID-19 pandemic time.
○ Agree   ○ Disagree   ○ Strong agree   ○ Strong disagree

C- Electronic system is easier to share in class-related discussions online during COVID-19 period.
○ Agree   ○ Disagree   ○ Strong agree   ○ Strong disagree

D- Electronic system is easier to find relevant information of my studies.
○ Agree   ○ Disagree   ○ Strong agree   ○ Strong disagree

E- Electronic system learning helps to enhance my motivation to finish my studies during this pandemic time.
○ Agree   ○ Disagree   ○ Strong agree   ○ Strong disagree

F- The use of Electronic system applications helps in educational fulfillment during COVID-19 period.
○ Agree   ○ Disagree   ○ Strong agree   ○ Strong disagree

Q5- Do EFL teachers have the necessary technological skills to use E-learning?
○ Agree   ○ Disagree   ○ Strong agree   ○ Strong disagree

A- The software of E-learning is too complicated to use of;
○ Agree   ○ Disagree   ○ Strong agree   ○ Strong disagree

B- Lack of high-quality learning devices;
○ Agree   ○ Disagree   ○ Strong agree   ○ Strong disagree

C- Lack of training course provided by the institution;
○ Agree   ○ Disagree   ○ Strong agree   ○ Strong disagree

D- Lack of technology / software required for home access;
○ Agree   ○ Disagree   ○ Strong agree   ○ Strong disagree

E- Problem with internet access;
○ Agree   ○ Disagree   ○ Strong agree   ○ Strong disagree

F- Suffered from network problems;
○ Agree   ○ Disagree   ○ Strong agree   ○ Strong disagree

Q6- Do you think watching English movies has a beneficial effect on learning English?
○ Agree   ○ Disagree   ○ Strong agree   ○ Strong disagree

Q7- How do you currently feel about the future of E-learning in general;
○ Agree   ○ Disagree   ○ Strong agree   ○ Strong disagree

Q8- Which one do you prefer E-learning or old learning system? Why?
…………………………………………………………………………

Q9- What do you think about the use of internet facilities in the classroom?
…………………………………………………………………………

Q10- What are the problems encountered in learning from home during COVID- 19 pandemic? ……………………………………………………………………………………