

Obstacles to Using E-Learning in Teaching English for Students with Learning Disabilities during the Covid-19 Pandemic from Teachers' Point Of View

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Abstract: This study aimed at identifying the obstacles to using e-learning in teaching English language to students with learning disabilities from the viewpoint of teachers in Jordan during the emerging Covid-19 pandemic. The study used the descriptive approach and developed a questionnaire consisting of (40) items and included four dimensions; obstacles related to school administration, obstacles related to school equipment, obstacles related to teachers, and obstacles related to students. The validity and reliability of the instrument were ensured and the instrument was applied to a sample of (200) teachers who were selected randomly. The results of the study showed that there are obstacles to the use of e-learning in teaching English to students with learning disabilities from the viewpoint of teachers in Jordan during the new Covid-19 pandemic. The results also revealed the presence of statistically significant differences in teachers' responses related to e-learning obstacles attributable to the variables (gender and academic qualification). Based on the results, the researcher recommended providing communication while using the e-learning system and limiting its interruption.

Keywords: E-Learning obstacles, Learning disabilities, English Language, Covid-19.

Introduction

E-learning is not an education presented randomly with in-school education, but rather a well-planned and designed system, based on the systemic approach, with its inputs, processes, and outputs, as well as its feedback. E-learning also has the advantage of creating a flexible interactive learning environment, using new electronic techniques ¹. E-learning contributes to the development of creative thinking among students and enriches the learning process. It allows students to continue to access educational curricula and materials, which makes the learners in a

¹ Khasawneh, M. A. S.. An Electronic Training Program to Treat Errors of Reading Aloud in the English Language Among Students with Learning Difficulties During The Emerging Covid-19. EDUCATIO, 2021, 5.(٢)

state of stability with access to electronic information at their convenience. E-learning supports the principle of self-education and continuing education at the same time ².

Several obstacles face the application of e-learning on the part of teachers, such as the difficulty of dealing with learners who are not trained in self-learning and the difficulty of verifying the ability of learners using the computer. Obstacles related to the learners include the difficulty of switching from a traditional learning method to modern learning, and the inability of some teachers to obtain devices Computer³. There are material obstacles such as providing and updating computers, Internet service and speed, and human obstacles related to the lack of teachers who are proficient in the technological and technical skills necessary for e-learning. Other obstacles include the lack of specialists to design educational materials, the use of multimedia, the high cost of preparing good software in the e-learning style, and the lack of preparation of laboratories for electronic education with all its fields and technical needs⁴.

Among the obstacles to implementing e-learning are the language barrier, insufficient human resources, teachers' lack of skills to use modern technologies, poor infrastructure, as well as resistance from conservative educators⁵.

The purpose of this study is to identify the obstacles to using e-learning in teaching English language to students with learning disabilities from the viewpoint of teachers in Jordan. E-learning is important as a contemporary technological teaching method. It is necessary to keep pace with the scientific and technological revolution that the world is witnessing. Because of the importance of the English language, it is necessary to follow appropriate teaching methods, especially in light of the Coronavirus pandemic, and to overcome the difficulties facing the teaching and learning process, and the change of the teacher's role from a traditional teacher to a contemporary teacher. In E-learning, the teacher's role has become a guide and mentor instead of mere instruction. Therefore, this study came to identify the obstacles facing English language teachers in using e-learning to teach English language learners in Jordan⁶.

This study aims at achieving the following objectives: Identifying obstacles to using e-learning to teach English to students with LDs from the viewpoint of teachers in Jordan, and Identifying the differences in the teachers' responses to the obstacles to e-learning facing English language teaching for students with LDs from the viewpoint of teachers in Jordan due to a variable of gender and academic qualification.

² Abdul Hamid, A. E-learning and educational technology developments. 5th Edition, Egypt: The Modern Library. 2016.

³ Al-Oweimer, W. A., Al-Ayed, H. A., Joyfel, M. O. and Khaled, H. S.. The degree to which faculty members of political science in Jordanian universities possess e-learning competencies. Humanities and Social Sciences Series, 2020, 33.(1)

⁴ khasawneh, M; Alkhaldeh, M; and Bani Hamad, H. The Impact of a Suggested Training Program on Developing the Written Expression Skills among a Sample of Learning Disability Students in Aseer .Journal of education College of Afrelsheikh University ,2017, 4, (4),pp.107-140.

⁵ khasawneh, M; Abed Alahmad, F; and Alkhaldeh, M . The Impact of Cognitive Training Program about Phonological Awareness Skills Development on Auditory-Sequencing Memorization Skills among Learning Disability Students in Aseer Area. Journal of Education and Psychological Studies, 2018, 12 (3),pp.591-604.

⁶ Khasawneh, M.. The effect of the spread of the new COVID-19 on the psychological and social adaptation of families of persons with disabilities in the Kingdom of Saudi Arabia. Health Psychology Report, 2020, 8.(1)

The significance of this study is based on its purposes in focusing on e-learning as modern contemporary technology in the field of teaching and learning, and identifying the obstacles that teachers face in using e-learning during the emerging coronavirus pandemic. The study also highlights e-learning and providing decision-makers in the Ministry of Education with the most important obstacles facing English language teachers in their teaching. The study provides important recommendations and proposals to make appropriate decisions and work to overcome obstacles, and activate e-learning in the educational learning process.

This study was limited by thematic limitations. The study was limited to the topic of obstacles to using e-learning to teach English to students with LDs. The study was limited to English language teachers of learning difficulties in Irbid Governorate for the academic year 2020/2021.

LITERATURE REVIEW

Definition of Operational Terms

The present study included many terms, which can be defined as follows: Obstacles: In this study, obstacles are the factors that negatively affect the use of e-learning by teachers of learning difficulties in English language related to the questionnaire prepared by the researcher for the study and related to aspects (school equipment, school administration, teachers, and students)

E-learning:

It is defined as “a technology-based system in organization and management, which gives students the ability to learn online and facilitates their learning. E-learning takes advantage of telecommunications technology to obtain information to achieve the goals of teaching and learning”⁷.

Programmed education:

It is an individual learning process that depends on controlling the arrangement of educational skills, knowledge, and experiences in an educational program provided to students. In programmed education, the load is on the faculty member in preparing the presenting the content to the learner⁸.

The emerging Coronavirus crisis in Jordan is greater and deeper than any crisis or disaster that the world has witnessed during at least the past century and a half. Because of the limited economic resources and its harsh social impacts, Jordan has placed the highest priority in dealing with the pandemic through the application of safety measures, the most important of which is

⁷ Sarikhani, Rahele, Mostafa Salari, and Vahid Mansouri. "THE IMPACT OF E-LEARNING ON UNIVERSITY STUDENTS' ACADEMIC ACHIEVEMENT AND CREATIVITY." *Journal of Technical Education and Training* 8, no. 1. (2016)

⁸ Hassoun, F. H. The effect of programmed learning in teaching some of the ground motions among Gymnastics students. *Journal of Physical Education Sciences: University of Babylon - College of Physical Education*, 2021, 1 (11), 234-247.

strict social distancing, curfews, and lockdowns. The highest priority was given to controlling social behaviors⁹

The Jordanian government has taken several measures to control the virus to protect Jordanian society, students' health, and ensuring the continuity of the educational process without harming the health system. Therefore, online learning was the best option available to the Ministry of Education by introducing the "Darsak" platform, which is considered a free Jordanian platform for distance learning that provides school students from grade one to grade twelve with educational lessons through video clips organized and scheduled according to the Jordanian education curriculum. These lessons are provided by a distinguished group of teachers to make it easier for students to continue their learning and follow up on their school subjects¹⁰. The Corona pandemic prompted the Jordanian government to expand the practice of distance learning until it became an essential part of the educational process system, and an opportunity to develop it, and exploit it in the right way during and after the Corona crisis¹¹.

The report issued by UNESCO for the year 2020, regarding the negative consequences of school closures, confirmed that many challenges faced those in charge of the distance education process, including the lack of actual preparation of teachers for this sudden transitional stage. The report also confirmed that a good percentage of teachers and students did not have the necessary means to support distance education, and some teachers do not have sufficient experience in the technical side that allows the management of the distance learning process and its implementation to the fullest. The unwillingness of learners and parents to the principle of distance learning and the rejection from some students were also among the challenges. Moreover, there is a scarcity of digital resources and their educational applications, technical challenges in the infrastructure, the weakness of communication networks, and the simultaneous pressure on the Internet¹².

English language and e-learning:

Education puts English language at the top of the cognitive hierarchy, as it is the main pillar of the educational process. Learning English language is a cultural system that is concerned with establishing the cultural self of society to ensure its continued existence, the continuity of its generations, the protection of its rights, the defense of its values, carrying of its message to people, and contributing to the creation of the future of humanity¹³. The concept of educational technology contributes to achieving the goals of education, raising the level of teaching, improving teaching and learning processes, and increasing student achievement. The means of

⁹ Economic and Social Council. Response plan to the repercussions of the new Corona virus on the country. Amman, Jordan, 2020

¹⁰ Ministry of Education (. Darsak platform, enrichment activities, auxiliary program to enhance students' skills, 2020.

¹¹ Haddadin, H.. Gender Intelligence in Distance Learning during Corona pandemic. An article published in Al-Rai Newspaper,2020, accessed 10/2/2021.

¹² Al-Ghadyan, Ahmed A. "Insurance: The Islamic perspective and its development in Saudi Arabia." Arab Law Quarterly (1999): 332-338.

¹³ Khasawneh, M. A. S.. An Electronic Training Program to Treat Errors of Reading Aloud in the English Language Among Students with Learning Difficulties During The Emerging Covid-19. EDUCATIO, 2021, 5(٢)

communication and technology cannot fully perform their functions unless they become an integral part of the educational process.

Previous Studies

Assaf, Al-Jamal, and Rababeh¹⁴ examined the effect of an electronic collocation-based instructional program on Jordanian EFL tenth grade students' reading comprehension. The study was applied to 50 students, who were randomly selected from Irbid and distributed into experimental and control groups. The study used the Reading Comprehension pre-test before implementing the program to measure students' levels. The two groups took a Reading Comprehension post-test after implementing the program. The results revealed that the experimental group outperformed the control group in the overall Reading Comprehension Test and each part of the test: literal and inferential comprehension.

Al-Jaafra, H. M. A.¹⁵ explored the attitude of English teachers toward distance learning programs in the Karak Kasabah Directorate of Education. The sample consisted of (160) male and female teachers. The study used a questionnaire for data collection. The result indicated a positive attitude of English teachers toward distance learning. The results also showed no differences between attitudes because of the gender of teachers, but there were differences according to the teacher's experience. The age group (5-10) years of experience had better attitudes than other age groups.

Mohammed, Mudawy, and Al Fadda¹⁶ measured the participants' experiences and perceptions toward the English language new smart visual syllabus (SVS). This system is an electronic syllabus that is supported by audio-visual contents, photos, animations, 3D shapes, and infographics. The sample of the study included faculty members and undergraduates' students at English departments in two faculties of education, Majmaah, and King Saud Universities. The instruments for data collection were two workshops held to train and assess a group of faculty members, a google form interview, a google form questionnaire, and finally, d) A face-to-face interview with a focus group of faculty members and undergraduates' students at a mixed level. The results showed no significant differences in the targets' positive responses toward the new syllabus design. The results showed that the smart visual syllabus has a significant role in facilitating the teaching and learning materials in online courses during the COVID- 19 pandemic.

¹⁴ Assaf, M. M., Al-Jamal, D. A., & Rababeh, E. Q.. The Effect of an Electronic Collocation-Based Instructional Program on Enhancing Jordanian EFL Tenth Grade Students' Reading Comprehension *Journal of the Islamic University of Educational and Psychological Studies*, 2020. 28(4). <http://dx.doi.org/10.33976/iugjeps.v28i4.6334>

¹⁵ Al-Jaafra, H. M. A.. Attitudes of English Teachers towards Distance Learning Programs in the Karak Kasabah Directorate of Education. *Journal of Educational and Psychological Sciences: National Research Center, Gaza*, 2020, Volume 4, Issue 33, 77-91. Retrieved from <http://search.mandumah.com/Record/1101083>.

¹⁶ Mohammed, F. A. E., Mudawy, A. M. A., and Al Fadda, H. A. A. Smart Visual Syllabus for Higher Education: A Solution During the COVID-19 Global Lockdown. *Studies in Curriculum and Teaching Methods: Ain Shams University - College of Education - The Egyptian Association for Curriculum and Teaching Methods*, 2020, pp. 247, 28-59. Retrieved from <http://search.mandumah.com/Record/1087705>

Al-Thubaiti and Al Musaad ¹⁷ examined the effectiveness of using MOOCs in learning English and the impact of age, gender, education level, occupation, and the number of courses taken on this effect. The sample of the study included 336 English learners from an online course at Rawq (An Arabic online platform offering open courses). The study used two sets of questionnaires as instruments. The results indicated that the use of the online English courses provided by the English Mastery Initiative at Rawq was effective in increasing the learner's knowledge and skills of the English language. The factors age, gender, education level, and occupation were found not to have any effect on the results. Only the number of online courses taken was found to be effective in enhancing the learners' knowledge and skills of the English language (from 3 to five courses).

Elsadek, Abdel-Haq, and Abed ¹⁸ developed EFL speaking fluency skills among faculty of education students using electronic project-based learning (EPBL). The sample of the study included 27 students from the first-year English section at Benha university. The study used an EFL fluency skills checklist, an EFL pre-test fluency test, and an EFL post-test fluency as instruments. The results of the quantitative analysis showed that the participants' EFL speaking fluency skills were developed significantly as a result of implementing the EPBL. therefore, it can be concluded that that the EPBL is effective in developing the EFL fluency skills among EFL first-year students.

Al-Shafei ¹⁹ identified the attitudes of the faculty members towards using modern technologies in the College of Sciences and Humanities in Jubail. The study relied on the descriptive approach. The study instrument was the scale of the trend towards the use of modern technology, which was applied to a sample of 25 members of the faculty of the College of Sciences and Humanities in Jubail. The study revealed a large percentage of the faculty members who wish that modern technologies are available for their use, and this indicates their lack of availability, where constitutes a barrier of 32% to its use. The results showed 92% believe there is a severe shortage of modern technologies within the college. The results also confirmed that there is a demand by faculty members to learn modern technologies, as 96% of them see the necessity of training in their use, and 72% of faculty members are interested in attending courses and workshops. Therefore, the faculty must provide them and give them the appropriate time to attend training.

¹⁷ Al-Thubaiti, S. S. and Al Musaad, A. Z. A.. The Use of MOOCs in Learning English: Rwaq as an Example. Journal of Educational and Psychological Sciences: National Research Center, Gaza, 2020. Volume 4, Vol. 2, 18-37. Retrieved from <http://search.mandumah.com/Record/1046251>.

¹⁸ Elsadek, G. E. A., Abdel-Haq, E. M., and Abed, M. M. A.. Using Electronic Project Based Learning for Developing EFL Speaking Fluency among Faculty of Education Students. Journal of the College of Education: Benha University - College of Education, 2020, 31(121), 1-22. Retrieved from <http://search.mandumah.com/Record/1092102>

¹⁹ Al-Shafei, Ahmad, Saleh Al-Damegh, Fahad Al-Matham, Abdulrahman Al-Mohaimed, Abdullah Al-Nafeesah, Ahmad Hamad-Aldosary, Moteb Al-Otaibi et al. "Establishment of an Accelerated Doctor of Family Medicine Program at Unaizah College of Medicine, Qassim University, Kingdom of Saudi Arabia." Journal of medical education and curricular development 6 (2019): 2382120518818844.

El-Hamshari²⁰ explored possible reasons for the mismatch between learning orientation and e-Learning design in the form of inappropriate implementation of teaching or learning strategies during implementation. So, the purpose of this paper is; First, to explain the application of e-learning as a medium for EFL university learners in Egypt, second, to review empirical studies on recent solutions to problems encountered in faculty learning in general and in e-learning in particular, third, to analyze the social and cultural application prospects of e-learning in Egypt. And finally, to consider the challenges facing the further development of e-learning with suggested solutions.

METHOD

This section provides information on the methodology of the present study, which includes population and sample, research instrument, and validity and reliability of the instrument.

Population and Sample

The study population consisted of (635) male and female teachers who teach English language subjects in Irbid Governorate during the academic year 2020/2021. The study sample consisted of (200) male and female teachers and Table (1) shows the distribution of the sample according to demographic information.

Table (1): Distribution of sample according to demographic variables

Variable	Level	Frequency	Percentage
Gender	Male	10	50.2
	Female	10	49.8
	Total	20	100.0
Academic qualification	BA	15	74.1
	Postgraduate	5	25.9
	Total	20	100.0

Research Instrument

To achieve the objectives of the study and obtain the results, a questionnaire was developed as a study instrument by surveying the theoretical literature and reviewing previous studies. The items of the questionnaire in its final form consisted of (40) items distributed into four dimensions; obstacles related to school equipment (10 items), obstacles related to school administration (10 items), obstacles related to teachers (10 items), and obstacles related to students (10 items).

Validity and Reliability of the Instrument

²⁰ El-Hamshari, Y. A. A.. Evaluation of e-EFL-challenging learning discourse: Prospects and problems of implementation. Fiker Wa Ibdal: The Modern Literature Association, 2017, pp. 116, 1--28. Retrieved from <http://search.mandumah.com/Record/871854>

To ensure the validity of the instrument, the Pearson correlation coefficient and Cronbach Alpha were calculated as shown in Table (2).

Table (2): The stability coefficient by the Pearson Correlation and Cronbach Alpha

Dimension	Cronbach-alpha	Pearson Correlation
obstacles related to school equipment	٠,٧٣	*٠,٧٥
obstacles related to school administration	٠,٧٩	*٠,٧٢
obstacles related to teachers	٠,٧٨	*٠,٧٨
obstacles related to students	٠,٧٧	*٠,٧٦
Total	٠,٧٥	*٠,٧٧

RESULT AND DISCUSSION

The purpose of this study is to identify the obstacles to using e-learning in teaching English language to students with LDs from the viewpoint of their teachers in Jordan. The following section provides the results of the research questions.

Results of the first research question:

To answer this question, the mean scores and standard deviations of the answers of the study sample were extracted according to the dimensions of the study instrument as illustrated in Table (3).

Table (3): The mean scores and standard deviations for the dimensions of the instrument arranged in descending order

Rank	No.	Dimension	Mean score	Standard deviation	Level
١	٢	obstacles related to school equipment	3.9 [^]	0.57	High
٢	١	obstacles related to school administration	3.9 ^٥	0.51	High
٣	٣	obstacles related to teachers	3.8 ^١	0.63	High

ξ	ξ	obstacles related to students	3.77	0.55	High
Total			3.86	Total	High

Table (3) shows that the mean scores of the responses to the dimension of the “obstacles to the Use of E-Learning” instrument were (3.72-3.98). The obstacles related to school administration came in first order with a mean score of (3.98) and with a high rating. The second place came for “obstacles related to school equipment” with a mean score of (3.95) with a high rating. In third place came “obstacles related to teachers” with a mean score of (3.81) with a high rating, and the fourth and last place for obstacles related to students, with a mean score of (3.72) and a high rating. The tool mean scores of the instrument was (3.86) with a high evaluation degree.

These results could be attributed to teachers' dissatisfaction with the performance of the school administration in this aspect. The reason may also be that schools have limited capabilities in providing and encouraging e-learning, as this requires specific capabilities that school administrations possess to be able to operate and develop e-learning. The results also showed that the dimension of the obstacles related to school equipment came in second place with a high degree of evaluation. The results indicated the presence of obstacles related to this equipment, especially equipment related to computers and their laboratories, as this indicates that the capabilities of schools in this aspect are also limited.

As for the dimension of obstacles related to teachers, the results showed that teachers themselves found that they are among the causes of obstacles to e-learning. Most of them may not be qualified for this type of education, and that they do not want it. This may be because the lack of equipment is what limits the teacher's role in using and developing e-learning.

The obstacles related to students came in the last place, but with a high rating as well. This indicates that students are among the causes of the obstacles as well, and this indicates that teachers do not bear the responsibility for the existence of obstacles on students in the first place, but rather for what was mentioned in the previous three dimensions.

Results of the second research question:

To answer this question, the mean scores and standard deviations were extracted for the responses of the study sample about all dimensions of obstacles to the use of e-learning in general according to the independent variables. Table (4) shows the results.

Table (4): The mean scores and standard deviations of the responses of the study sample for all dimensions of obstacles to the use of e-learning according to the independent variables

Variable	Level	obstacles related to school administration	obstacles related to school equipment	obstacles related to teachers	obstacles related to students	Total
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		Mean score	St. Dev	Mean score	St. Dev	Mean score	St. Dev	Mean score	St. Dev	Mean score	St. Dev
Gender	Male	3.8 ξ	0.51	3.9 \updownarrow	0.63	3.7 \updownarrow	0.6 \vee	3.67	0.5 \vee	3.4 \downarrow	0.50
	Female	4.0 ξ	0.48	4.0 \updownarrow	0.49	3.91	0.5 \wedge	3.74	0.5 ξ	3.5 ξ	0.4 \circ
Academic qualification	BA	4.0 \updownarrow	0.52	4.0 \updownarrow	0.54	3.85	0.6 \updownarrow	3.68	0.5 \wedge	3.50	0.49
	Postgraduate	3.7 \updownarrow	0.42	3.9 \updownarrow	0.63	3.73	0.5 ξ	3.76	0.49	3.39	0.41

Table (4) shows that there are apparent differences between the mean scores of the responses of the sample members regarding the obstacles to the use of e-learning due to gender and academic qualification. To identify the statistical significance of these differences, the 3 way ANOVA analysis was run as shown in Table (5).

Table (5): Results of the 3 way ANOVA analysis to the obstacle to using e-learning according to the independent variables

Variable	Dimensions	Sum of squares	Freedom value	Mean square	F-value	Sig.
Gender	school administration	1.5 \wedge	1	1.59	7.75	0.01
	school equipment	0.2 \vee	1	0.27	0.97	0.33
	Teachers	1.7 ξ	1	1.74	5.05	0.03
	Students	0.6 \downarrow	1	0.61	2.34	0.13
Academic qualification	school administration	2.8 \wedge	1	2.88	14.13	0.00
	school equipment	0.5 \downarrow	1	0.51	1.79	0.18
	Teachers	0.5 \updownarrow	1	0.53	1.51	0.22
	Students	0.1 \updownarrow	1	0.16	0.63	0.43
Error	school administration	40.9 \downarrow	200	0.20		
	school equipment	58.1 \updownarrow	200	0.29		
	Teachers	68.39	200	0.34		
	Students	52.71	200	0.26		
Total	school administration	3241.85	205			
	school equipment	3326.18	205			
	Teachers	3066.88	205			
	Students	2875.07	205			

Table (5) shows that are statistically significant differences in the obstacles related to school administration due to the gender variable. The F-value was (7.75), which is a statistically significant value. By referring to Table (4), it is evident that the differences are in favor of (females) with a mean score of (4.02). The Table also reveals the absence of statistically significant differences in

the obstacles related to school equipment and the obstacles related to students attributed to the gender variable, where the (F) values were not statistically significant.

There are statistically significant differences in the obstacles related to teachers due to the gender variable, where the value of (F) was (5.05), which is a statistically significant value. The obstacles related to teachers due to the scientific qualification variable were also significant, as the value of (F) was (14.13), which is a statistically significant value. As shown in Table (4), it is evident that the differences are in favor of teachers with BA. The obstacles related to school equipment, the obstacles related to teachers, the obstacles related to students were not statistically significant according to the scientific qualification variable, where the values of (F) were not statistically significant.

CONCLUSION

These results could be attributed to the fact that female teachers view e-learning more positively than male teachers, as female teachers apply e-learning methods and can perform many of their professional duties better than male teachers. The teachers with higher qualifications can evaluate the elements of the educational environment more than others in light of the tremendous technological development and the information revolution. The educational institutions need to define their future vision regarding the educational process and for e-learning to be one of the elements of this vision. E-learning should also be one of the policies that can be used according to the needs of students and teachers and in the most appropriate methods.

RECOMMENDATIONS

Based on the results of this study, it is recommended to provide communication during the use of the e-learning system and limiting its interruption. There is a need to shift from the traditional school to the electronic school. Connecting educational institutions and all educational institutions with modern information networks is also of great importance. The study recommends conducting studies on teachers to find out their views on e-learning. The government should also allocate funds to training on the optimal use of e-learning.

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