تحديات استخدام التعلم الإلكتروني بالمعاهد الثانوية الأزهرية من وجهة نظر معلمي اللغة الإنجليزية

Challenges of Using e-Learning in Al-Azhar Secondary Institutes from the Point of View of English Language Teachers

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Abstract

This research aims to recognize the challenges of using e-learning in Al-Azhar Secondary Institutes from the point of view of English language teachers in Menofia governorate, Egypt. It also suggests viable practical strategies to resolve such challenges. The researchers used the descriptive analytical approach to accomplish this goal, and after determining the reliability and validity of the procedure, a questionnaire with 24 items was constructed. thirty English language teachers who worked in the Menoufia Al-Azhar region made up this sample. Relevant statistical analyses were performed, and the survey of the topics covered revealed the challenges experienced by English teachers who use e-learning. The bulk of challenges encountered by these teachers were curriculum-related (the greatest difficulties), then student-related, school-related, then teacher-related challenges. The researcher therefore offered a number of recommendations in light of the research's findings.

Keywords :Challenges , E-learning, , English language teachers.

1. مدرس اللغويات التطبيقية بمعهد سيناء العالي للدراسات النوعية.
2. مدرس اللغويات التطبيقية بمعهد سيناء العالي للدراسات النوعية.

الملخص

يهدف هذا البحث إلى التعرف على تحديات استخدام التعلم الإلكتروني في المعاهد الثانوية الأزهرية من وجهة نظر معلمي اللغة الإنجليزية في محافظة المنوفية ، مصر. كما يقترح استراتيجيات عملية قابلة للتطبيق لحل مثل هذه التحديات. ولتحقيق هذا الهدف اتبع الباحثان المنهج الوصفي التحليلي حيث تم تطوير استبانة مكونة من (24) فقرة بعد الكشف عن مصداقيتها وصحتها. حيث تكونت هذه العينة من (30) معلم لغة انجليزية يعملون بمنطقة المنوفية الأزهرية. تم إجراء الاختبارات الإحصائية ذات الصلة ، حيث حدد الاستبيان التحديات التي يواجهها معلمى اللغة الإنجليزية أثناء استخدام التعلم الإلكتروني. وتتعلق غالبية التحديات التي يواجهها هؤلاء المعلمون بالمناهج الدراسية (أعلى التحديات) ، تليها التحديات المتعلقة بالطلاب ، ثم التحديات المتعلقة بالمدرسة وأخيراً التحديات المتعلقة بالمعلم. وعليه وفي ضوء نتائج الدراسة قدم الباحثان عدد من المقترحات.

الكلمات المفتاحية: التحديات ، التعلم الإلكتروني ، معلمى اللغة الإنجليزية.

Introduction

Both the public and commercial sectors are eager to create alternative programmes and delivery strategies to ensure that Egypt's expanding population has access to high-quality, plentiful educational options. One of the most significant alternate methods of delivering education and training available globally is the delivery of e-learning programmes (Beckstorm et al., 2004).

The world is currently experiencing a massive technology revolution that has marked a significant change in every element of existence. Given that traditional teaching methods are rather outmoded in the contemporary digital world, this change forced educational institutions to adopt more innovative teaching approaches (Aldowah, 2015) In order for students to stay up with the modern style of thinking and learning, a brand-new learning environment has emerged as a result of the E-learning method (Hammad & Zohry ,2020.).

E-learning offers a fresh approach to education that could help schools accomplish a range of goals (Vrana et al., 2006). By enabling the delivery of educational content that is resource-rich and encourages interaction between teachers and students (Zhang et al., 2004), e-learning stimulates the learning experience through collaboration. Additionally, it gives students the opportunity to choose their learning styles and design engaging learning environments.

With new roles for teachers and more possibilities for students, e-learning provides new learning environments that support and enhance the learning process. According to

Jethro et al. (2012), e-learning enhances the calibre of the educational experience and fosters learning by offering individualised instruction. E-learning provides innovative and engaging ways to inspire and engage students to pursue their interests in accordance with their academic ability. Additionally, it enables students to organise the information according to their individual requirements and learning preferences.

Despite the significance and advantages of e-learning, there are still challenges. For example, educational curriculum lack standards, and laws are not clearly defined. Additionally, there are no compensating incentives to encourage and motivate students to engage in e-learning (Tarus, Gichoya, & Muumbo, 2015). Another obstacle is inadequate infrastructure (Kisanga &Ireson, 2015). In underdeveloped countries, e-learning is still in its infancy and faces a variety of challenges, including the high cost of purchasing, setting up, and using information and communication technology, according to Varshneya (2018). Another impediment is that educators and teachers struggle to use the Internet effectively (Al-Mallah, 2010).

Problem Statement

Many educational institutions have adopted e-learning to take advantage of the quick technological advancements that help to enhance learning and boost effectiveness. Nevertheless, even if e-learning has been effectively adopted in many educational contexts, many e-learning programmes fail because of poor implementation progress (Neyland, 2011; Frimpon, 2012). Dropout rates in e-learning are often

significantly higher than in traditional classroom-based training, especially in the industrialised world (Ibrahim et al., 2007; Andersson, 2008). Between 20 and 40% of students who enrol in online course units drop out. (Park and Kim, 2011; Rostaminezhad et al., 2013).

Numerous articles have demonstrated the problems and major obstacles that e-learning projects face in terms of institutions (administrative, academic, and student services), management (maintenance of e-learning environments and information distribution), technology (infrastructure planning, hardware, and software), pedagogy (teaching and learning), ethics (learner diversity; social, cultural, political, and geographic diversity; legal issues), and (El-Gamal and Abd El- Aziz, 2011; Alkharang and Ghinea, 2013).

Therefore this research attempts to recognize the challenges of using e- learning in Al-Azhar Secondary Institutes from the point of view of English language teachers

Questions of the research:

The Research problem could be stated in the following main question:

- What are the challenges of using e- learning in Al-Azhar Secondary Institutes from the point of view of English language teachers?

Under this main question the following sub questions are set:

1. What are the challenges that English language teachers view as significant to e-learning use?

2. What is the relationship between each level of challenge to e-learning use (teacher- school- curriculum-student)?

3. Are there any significant differences in teachers' views on challenges to e-learning use according to their backgrounds (gender- level of education- teaching experience) ?

Aims of the research:

The purpose of this study is to:

- Identify the challenges of using e- learning in Al-Azhar Secondary Institutes from the point of view of English language teachers.
- Suggest viable practical strategies to resolve such challenges.

Importance of the research:

The study's significance is underlined by the following:

1. It may be effective in improving the performance of English language teachers by adopting E-learning instead of traditional methods of instruction.
2. Focusing on E-learning as a new technology in the sphere of learning and teaching, as well as recognising and diagnosing the challenges of applying it in Shebin Elkom Education Directorate Institutes.
3. It could help the Ministry of Education train English language teachers and promote English language curricula by allowing them to use modern teaching methods.
4. This research could pave the way for Egyptian and Arab scholars to use this study to attain educational aims that aren't covered by the current study's objectives.
5. The findings of this study provide light on the challenges that teachers have while using E-learning and its methodologies in the English language, and the topic may aid

officials in identifying these issues and finding appropriate solutions.

Theoretical of frame work

The Concept of E-learning

The process of becoming informed or talented is called learning. The term "e-learning" first appeared in the middle of the 1990s as a result of the widespread usage of information technology and its integration into many colleges and educational institutions (Kujala, 2017). E-learning is the term for electronic learning, also known as web-based learning, online learning, distributed learning, and internet-based learning (Jethro et al., 2012). Technology of information and communication (ICT) is utilised to enhance and support the educational process (Al-Adwan and Smedly, 2012).

Traditional learning is different from e-learning in that the teaching staff is not required to be there physically (Singh et al., 2009; Kujala, 2017). As a result, it may be viewed as a cutting-edge, innovative method of teaching and learning that upholds and enhances the calibre of instruction at educational institutions by incorporating mentors, pupils, and teachers (Hammad & Zohry ,2020.). Additionally, it is technology that makes it possible to send educational resources utilising computers and web technology to locations outside of classrooms, buildings, or sites as well as to other classes, buildings, or sites (Wani, 2013).

As a result, e-learning can be defined as learning that is supported by technology and relies on information and communication to make resources for learning and teaching

more accessible (Arkorful and Abaidoo, 2014). By utilising electronic media and equipment, It represents all or part of the educational process intended to increase the level of training and instruction (Sangra, et al., 2011).

E-learning has no time or place constraints because instructors are replaced by automatic information-delivery systems like performance support systems or online help services (Kujala, 2017). It is possible to achieve this through interaction with provided digital content, network-based services, tutoring assistance, and other technologically mediated learning that uses computers (Jethro et al., 2012). For example, interactive multimedia can produce a high-quality learning environment by combining various informational contents and processing methods. Consequently, e-learning has the capacity to develop an environment that is dynamic and stimulating for learners through self-directed learning (Cairncross and Mannion, 2001; Tausend, 2008).

E-learning Applications and Processes

Information technology (IT), which is essential to many developments and improvements in life, has assumed a central position in a number of improvements for people all over the world (Atkinson and Castro, 2008; Benta et al., 2015). The e-learning processes and applications make use of a range of IT resources, including online collaboration, computer-based learning, and web-based learning (Gunasekaran, et al., 2002). Additionally, it integrates media in the form of text, graphics, animations, streaming audio and video, as well as mobile and wireless learning apps, for both

the delivery of content and for participant interaction (Wani, 2013).

Various categories can be used to group e-learning techniques. For instance, a. self-learning depends on the learner's ability to use technological tools on their own to learn and gather information without the help of a teacher (Ajmera, 2014); b. cooperative learning, in which students share information and data through digital platforms; e. multimedia that relies on the electronic concept and skills rather than traditional methods for displaying the curricula, c. project-based e-learning, which uses internet-based electronic communication tools to facilitate student collaboration on projects, data collection, and information sharing; d. electronic "recital/speech," which uses the internet to present educational materials in conventional classroom settings (Wani, 2013).

Additional e-learning course types include: a. web-supplemented courses that emphasise classroom-based instruction, i.e., components like the use of e-mails and links to online resources; b. web-dependent courses that permit students to use the internet for crucial programme components like online discussions, assessment, and collaborative works without significantly reducing the amount of time spent in class; and c. mixed mode courses, where e-learning elements start in the first week and continue throughout the course (Cai, 2012).

There are different kinds of e-learning management systems, such as a. Class Dojo, which connects teachers with both students and parents to foster a sense of community in

the classroom, b. Century Tech, which offers pathways for individualised learning with microlessons to fill in knowledge gaps and encourage long-term memory retention; c. Edmodo, which offers tools for organising classrooms and interacting with distance learners, d. Edraak, a website for teachers and students in schools that offers resources online, e. Ek Step, an open learning platform that offers a variety of learning activities to promote reading and numeracy, f. Google Classroom, which facilitates distant connections and maintains organisation in classes, g. Moodle, an open learning platform that is community-driven and maintained internationally, i. Paper Airplanes, which matches students with private tutors for 12- to 16-week sessions conducted via video conferencing platforms; j. Seesaw, which enables the creation of online learning portfolios and cooperative learning materials; and k. Skooler, a programme that transforms Microsoft Office into an educational platform. These tools all support learning, instruction, grading, cooperation, and evaluation.

According to Ajmera (2014), one of the three essential elements for the achievement of the quality of the e-learning process is the competence of the teaching staff, or the teaching staff's capacity to effectively deliver the curriculum to students by, for example, creating interactive and cooperative lectures among them, checking regularly their performance.

Challenges of implementing e-learning

Al-adwan and Smedly (2012), Bhowmik et al. (2013), Aldowah et al. (2015), Goka (2015), and Islam et al. (2015) give the following as examples of these challenges:

a. The awareness challenge, or the widespread lack of understanding among people—particularly parents—about the value and efficacy of electronic learning. Traditional students are sceptical about e-learning and think that conventional methods of instruction are more effective than e-learning.

b. Understanding diverse students' learning styles in order to improve learning outcomes is a contemporary problem for academics working in the online learning environment. c. The technical training problem, which refers to the training needs necessary for academics to have access to and effectively use e-learning features and capabilities. There are many issues with the e-learning training programmes that institutions offer to academics, including drawbacks like a lack of training, insufficient instruction, and awkward teaching methods.

d. The challenge of pedagogy in e-learning; pedagogy is the art and science of teaching and the development of the most effective learning strategies. E-learning necessitates a distinct pedagogical approach, particularly in terms of group and individual interaction as well as online evaluation. Academics who are not technically capable of managing changes in materials and delivering online modules may impede progress and need to expand their skills extensively.

e. The absence of electronic content and poor e-learning infrastructure are to blame for the low adoption issue, or the low adoption rate of e-learning as a result of a deficiency in the effective implementation of e-learning.

f. The issue of practise; some learner groups, such as science students who require huge physical science laboratories, may not be ideal for e-learning. Additionally, it might not be suitable for educators who are accustomed to using traditional classroom teaching strategies.

g. There are significant obstacles facing e-learning, including the ICT challenge, limited ICT skills, and Information and Communication Technology.

h. The technical difficulty; because of bandwidth and internet connectivity restrictions, downloading electronic content might be time-consuming. This may have a detrimental impact on how easy e-learning is and cause pupils to become frustrated.

i. The language barrier; the fact that most e-learning programmes are delivered in English is one of the problems that prevent non-English speakers from using e-learning effectively.

j. The challenge of keeping students interested in online learning, or the lack of self-motivation on the part of students when it is tough to switch from their conventional mode of learning to the digital substitute.

E-learning Models

E-learning models are efforts to provide frameworks that solve issues with students and technology to enable successful online learning (Engelbrecht, 2003). During the testing era of the 1990s, it was thought that the online delivery of traditional learning materials qualified as e-learning. Academics and business leaders devised the demand driven learning paradigm to emphasise the three consumer needs of high quality content, delivery, and service (MacDonald et al., 2001).

By emphasising the combination of instructional practises with online capabilities, the instructional design approach aims to lead learners toward a given level of mastery in a specific competency (Conrad, 2000). A big element of the process that keeps learning—rather than technology—at the core of the production of e-learning is instructional design. The community of inquiry e-learning model emphasises how difficult communication may be in a virtual learning setting (Waters and Gasson. 2005).

Higher education institutions are now recognising that the context, or how the teacher prepares the interactions that drive the learning transaction, rather than just the substance of the educational experience determines the quality of learning. According to Garrison and Anderson, the community of inquiry e-learning method is an endeavour to give educators direction and guidance to promote critical conversation and higher order learning through the use of e-learning (Akyol, 2011).

E-learning in Egypt

Egypt's readiness for the introduction of e-learning was investigated by Beckstorm et al. in 2004. Their research gave an encouraging assessment of Egypt's preparedness. It provided a description of two key government initiatives—the internet and personal computer initiatives—that could help Egypt realise e-learning. The Ministry of Communications and Information Technology's statewide free internet access initiative, which has been in effect since 2002, has grown to include more than 15,000 ports supporting 2 million internet users. Customers just pay local dial-up phone rates. A monthly payment plan that can also be supported with a low interest rate now makes it possible for professionals and students to access affordable PCs and laptops as part of the personal computer initiatives.

E-learning is viewed as a way to solve Egypt's challenges with traditional education. E-learning may offer solutions to issues like packed classrooms and traffic congestion. E-learning initiatives launched by the Ministries of Higher Education and Education were covered in a 2004 article by Fayek. The American University in Cairo uses WebCT as its learning management system (LMS) and offers a centre to assist university members in formatting their coursework on the web. These initiatives include pilot programmes in virtual classrooms and the conversion of textbooks to interactive CD-ROMs.

Kamel and Wahba outlined Egypt's participation in the Global Campus initiative, which aimed to deliver

programmes using a hybrid model of conventional and innovative ways based on distance learning (2003). The worldwide campus was developed by Middlesex University in partnership with a number of support organisations. It currently covers China and Singapore and has been providing a Master of Science in business information technology in Egypt since 1998. In addition to local learning support resources like the Regional Information Technology Institute, the global campus in Egypt offers blended learning modules on CD-ROM and the internet. Students get online access to personal management tools like discussion boards, online libraries, a calendar, a profile for grades and exams, and a communication tool to contact tutors locally and abroad.

Methodology

The purpose of the study is to identify the difficulties associated with implementing e-learning in secondary schools in Egypt from the viewpoint of English language instructors. Data were gathered through a survey, which was the primary research tool selected for the study. The quantitative research approach is always utilised to generate numerical data in order to quantify the issue. As a result, the researcher used a descriptive analytical approach and constructed a questionnaire with 24 items after establishing its reliability and validity. The thirty English language instructors that made up this sample were employed by the Menofia governorate's Shebin El Kom Directorate of Education.

Sample

The research was conducted in Shebin El Kom Education Directorate for a community of (30) English language teachers in the 2021/2022 academic year, with Shebin El Kom Education Directorate selecting a random sample of English language teachers.

• Sample Description:

Table (1) : Distribution of the sample for gender

	Frequency	Percent
Male	**16**	**53.3%**
Female	**14**	**46.7%**
Total	**30**	**100%**

Table (2) : Distribution of the sample for age

Age	Frequency	Percent
30 or below	**8**	**26.7%**
31-50	**13**	**43.3%**
51 or above	**9**	**30%**
Total	**30**	**100%**

Table (3) : Distribution of the sample for teaching experience

Degree	Frequency	Percent
Less than one year	**4**	**13.3%**
1 to 5 years	**10**	**33.3%**
6 to 10 years	**5**	**16.7%**
11 to 15 years	**5**	**16.7%**

16 to 20 years	**3**	**10%**
20 or more years	**3**	**10%**
Total	**30**	**100%**

Table (4) : Distribution of the sample for using e-learning education courses

Study stage	Frequency	Percent
Less than one year	**4**	**13.3%**
1 to 5 years	**6**	**20%**
6 to 10 years	**8**	**26.7%**
11 to 15 years	**7**	**23.3%**
16 to 20 years	**3**	**10%**
20 or more years	**2**	**6.7%**
Total	**30**	**100%**

Validity and reliability

Validity of the Challenges of using e- learning:

• Internal consistency

Internal consistency measured using the correlations between Phrase and the total sum of the Challenges of using e-learning , table (5) indicates correlation between Phrase and the total sum of the Challenges of using e- learning score. All correlations found to be statistically significant. This shows that the test is internally consistent.

Table (5) Correlation coefficients between the item and the dimension to which it belongs

Teacher		School		Curriculum		students	
Number of item	Correlation = r	Number of item	Correlation = r	Number of item	Correlation = r	Number of item	Correlation = r
1	0.821**	7	0.785**	13	0.734**	19	0.776**
2	0.736**	8	0.815**	14	0.722**	20	0.877**
3	0.817**	9	0.767**	15	0.813**	21	0.718**
4	0.806**	10	0.815**	16	0.815**	22	0.684**
5	0.671**	11	0.792**	17	0.771**	23	0.801**
6	0.736**	12	0.789**	18	0.754**	24	0.716**

**Correlation is significant at the 0.01 level

All values are statistically significant, which means the validity of the internal consistency of the questionnaire. The correlation coefficient of the degrees of each axis with the total score of the questionnaire was calculated.

Table(6) : Dimensional correlation coefficients to the total degree.

		Teacher	school	Curriculum	students
Overall	Pearson	0.813**	0.895**	0.729**	0.816**
	Sig. (2-tailed)	0.01	0.01	0.01	0.01

This means that the questionnaire is valid and reliable for application

Reliability: Alpha Cronbach:

To calculate the reliability of the Challenges of using e-learning:

- Reliability statistics by calculating cronbach's alpha of the scores of The Challenges of using e- learning Cronbach's Alpha of the test = 0.875

Table (7) : Alpha Cronbach Dimensions Questionnaire.

	Teacher	school	Curriculum	students	Overall
cronbach's alpha	**0.870**	**0.872**	**0.869**	**0.868**	**0.875**

that means the Challenges of using e- learning is high reliability . The previous results indicate that the Challenges of using e- learning was reliable.

Discussion of results

- The first question: What are challenges of using e- learning in Al-Azhar Secondary Institutes from the point of view of English language teachers?

In order to answer this question, data had been described and summarized through calculating the Frequency, Percentage, mean and the standard deviation as shown in table (8).

Table (8): Descriptive Statistics.

	Mean	**Std. Deviation**	**Percentage%**	**Order**	
Challenges related to the teacher	**3.25**	**1.31**	**65%**	**4**	**Undecided**
Challenges related to school	**3.40**	**0.96**	**68%**	**3**	**Agree**
Challenges related to Curriculum	**3.81**	**0.72**	**76.11%**	**1**	**Agree**
Challenges related to students	**3.68**	**0.57**	**73.67%**	**2**	**Agree**
Overall	**3.53**	**0.64**	**70.69%**		**Agree**

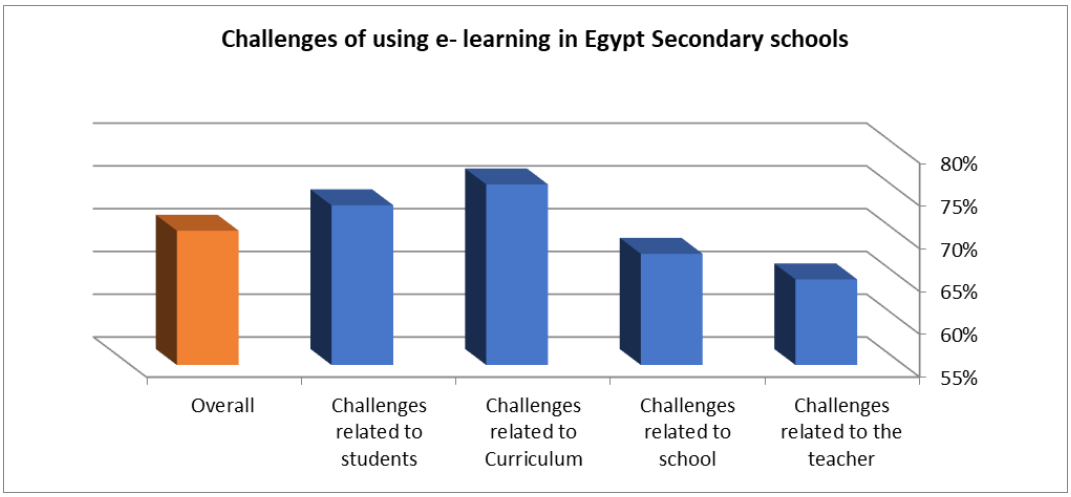

Figure (1) Percentages of Challenges to the application of e-learning

It is clear from the table the order of the Challenges to the application of e-learning to related to curriculum (the highest Challenges), followed by Challenges related to students, then the Challenges related to school and finally the Challenges related to teacher.

The following is a detail of the Challenges to the application of e-learning from the point of view of teachers.

Table (9): Descriptive Statistics.

	strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. Deviation	Percentage%	Order	
	Freq	Freq	Freq	Freq	Freq					
There are no training courses for using the e-learning System.	7	6	4	3	10	3.10	1.63	62%	6	Undecided
The teacher does not have sufficient skills to use e-learning.	7	4	3	9	7	3.17	1.53	63.33 %	5	Undecided
The lack of moral incentives for teachers to use the e-learning system.	8	4	2	6	10	3.20	1.67	64%	4	Undecided
Lots of work for the teacher.	3	7	4	9	7	3.33	1.35	66.67 %	2	Undecided
The teacher believes that the use of e-learning in teaching is not useful.	5	6	3	9	7	3.23	1.45	64.67 %	3	Undecided
Difficulty following students individually.	3	6	3	10	8	3.47	1.36	69.33 %	1	Agree
Challenges related to the teacher						3.25	1.31	65%		Undecided
The school does not provide technical support for the use of e-learning.	5	5	5	9	6	3.20	1.40	64%	5	Undecided
The school does not have a permanent internet connection.	2	5	6	10	7	3.50	1.22	70%	3	Agree
Textbooks are not compatible with the use of e-learning.	4	6	3	9	8	3.37	1.43	67.33 %	4	Undecided
The school does not provide technical support	7	4	5	7	7	3.10	1.52	62%	6	Undecided

for the use of e-learning.										
The school environment does not encourage the use of the e-learning system.	4	3	4	9	10	3.60	1.40	72%	2	Agree
Failure to provide continuous courses to develop teachers' skills.	3	6	2	7	12	3.63	1.45	72.67 %	1	Agree
Challenges related to school						3.40	0.96	68%		Undecided
The learning and teaching resources available in the e-learning system are not compatible with the curriculum.	1	4	6	12	7	3.67	1.09	73.33 %	6	Agree
Schools require student assessments that are not aligned with the use of e-learning.	1	2	8	9	10	3.83	1.09	76.67 %	3	Agree
Not all subject content can be taught through e-learning.		3	5	14	8	3.90	0.92	78%	2	Agree
It is difficult to teach syllabus contents using e-learning.	2	2	8	8	10	3.73	1.20	74.67 %	5	Agree
The difficulty of applying e-learning in some educational materials.	1	3	5	9	12	3.93	1.14	78.67 %	1	Agree
It is difficult for students to understand the content of the curriculum through e-learning.	1	4	5	11	9	3.77	1.14	75.33 %	4	Agree

Challenges related to Curriculum						3.81	0.72	76.11 %		Agree
Students do not have enough knowledge and skills in using e-learning.	1	4	5	13	7	3.70	1.09	74%	3	Agree
Students do not - have smart devices (eg laptop and tablet) to use e-learning.	1	5	8	8	8	3.57	1.17	71.33 %	6	Agree
Students are not convinced of the feasibility of using the e-learning system.	1	4	7	10	8	3.67	1.12	73.33 %	4	Agree
Students do not have a permanent internet connection.	1	2	7	11	9	3.83	1.05	76.67 %	1	Agree
Students cannot easily access the e-learning system.	2	3	5	11	9	3.73	1.20	74.67 %	2	Agree
Preoccupation of students in sites not related to e-learning.	2	3	6	13	6	3.60	1.13	72%	5	Agree
Challenges related to students						3.68	0.57	73.67 %		Agree

It is clear from the previous table that the level of the sample's approval of the obstacles facing the implementation of e-learning is high in its entirety and in detail. 18 statements obtained a degree of approval (OK = 4), while 6 statements obtained a degree of approval (medium = 3). The obstacles related to the curriculum represent the highest obstacles followed by Obstacles related to the students, then

the obstacles related to the school, then the obstacles related to the teacher.

The second question: What is the relationship between each level of barrier to e-learning use?

To answer this question, Pearson Correlation was used to determine the degree and type of relationship between the questionnaire axes that express Challenges

		Teacher	School	Curriculum	students	overall
Teacher	Pearson	1	0.861**	0.842**	0.763**	0.804**
	Sig		0.01	0.01	0.01	0.01
School	Pearson	0.861**	1	0.793**	0.811**	0.742**
	Sig	0.01		0.01	0.01	0.01
Curriculum	Pearson	0.842**	0.793**	1	0.723**	0.794**
	Sig	0.01	0.01		0.01	0.01
students	Pearson	0.763**	0.811**	0.723**	1	0.813**
	Sig	0.01	0.01	0.01		0.01
Overall	Pearson	0.804**	0.742**	0.794**	0.813**	1
	Sig	0.01	0.01	0.01	0.01	

The table shows that there are direct statistically significant relationships between the axes of Challenges to the application of e-learning, which means that they are interrelated and overlapping, and that they must be addressed together if we want to develop the orientation towards e-learning.

- **Are there any significant differences in teachers' views on challenges to e-learning use according to their backgrounds (gender- age - teaching experience - using e-learning education courses) ?**

• Does the degree of teacher evaluation differ according to gender?

In order to validate this hypothesis, data had been described and summarized through calculating the Means, standard deviation of the two groups; the male group and the female group , To show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in table (11):

Table (11) t-Value

	Group	N	Mean	Std. Deviation	t	df	Sig
Teacher	male	16	2.71	1.41	2.66	28	Significant at (0.05)
	female	14	3.87	0.87			
School	male	16	3.05	1.07	2.267	28	Significant at (0.05)
	female	14	3.80	0.64			
Curriculum	male	16	3.79	0.79	0.112	28	Non Significant
	female	14	3.82	0.66			
Students	male	16	3.66	0.49	0.276	28	Non Significant
	female	14	3.71	0.66			
Total	male	16	3.30	0.72	2.271	28	Significant at (0.05)
	female	14	3.80	0.42			

It is clear from table (11) that the calculated value of "t" (= 2.271) which is higher than the tabulated value of "t" with 28 degrees of freedom and significant level "0.05".

This reflects that the difference between the mean scores of the two groups reached the level of statistical significance.

The differences between males and females in their evaluation of the obstacles to e-learning in favor of the higher females in their estimation of the obstacles in relation to the questionnaire as a whole and for the two dimensions: what is related to the teacher, and what is related to the school, where the females' estimation of the obstacles is higher than the males.

• Does the degree of teacher evaluation differ according to age?

In order to validate this hypothesis, One way ANOVA was calculated for the difference between the two groups; as illustrated in table (12):

Table (12) One way ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Teacher	Between Groups	31.134	2	15.567	22.428	.000
	Within Groups	18.741	27	.694		
	Total	49.875	29			
School	Between Groups	13.766	2	6.883	14.307	.000
	Within Groups	12.989	27	.481		
	Total	26.756	29			
Curriculum	Between Groups	.824	2	.412	.791	.464
	Within Groups	14.070	27	.521		
	Total	14.894	29			
students	Between Groups	.131	2	.066	.193	.825
	Within Groups	9.166	27	.339		
	Total	9.297	29			
Total	Between Groups	4.125	2	2.062	7.137	.003
	Within Groups	7.803	27	.289		
	Total	11.927	29			

It is clear from the table that there are differences in the sample's estimates of the obstacles to the application of e-learning due to the difference in age in relation to the questionnaire as a whole and in the two dimensions related to the teacher and related to the school. To find out the source of the discrepancy, the Scheffe test was applied.

		Teacher		School		total	
	N	1	2	1	2	1	2
30 or below	8	1.5625		2.2917		2.9271	
51 or above	9		3.7963		3.6481		3.6759
31-50	13		3.9103		3.9103		3.8109

The table shows that the differences are in favor of people with a higher age, which means that a lower age helps to overcome the obstacles facing the application of e-learning.

• **Does the degree of teacher evaluation differ according to teaching experience?**

In order to validate this hypothesis, One way ANOVA was calculated for the difference between the two groups; as illustrated in table (13):

Table (13) One way ANOVA

ANOVA						
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Teacher	**Between Groups**	**9.249**	**5**	**1.850**	**1.093**	**.390**
	Within Groups	**40.626**	**24**	**1.693**		
	Total	**49.875**	**29**			
School	**Between Groups**	**2.621**	**5**	**.524**	**.521**	**.758**

	Within Groups	24.135	24	1.006		
	Total	26.756	29			
Curriculum	Between Groups	1.440	5	.288	.514	.763
	Within Groups	13.454	24	.561		
	Total	14.894	29			
students	Between Groups	2.202	5	.440	1.490	.230
	Within Groups	7.095	24	.296		
	Total	9.297	29			
Total	Between Groups	1.965	5	.393	.947	.469
	Within Groups	9.962	24	.415		
	Total	11.927	29			

It is clear from the table that there are no differences in the sample's estimates of the obstacles to the application of e-learning due to the difference in experience.

• **Does the degree of teacher evaluation differ according to using e-learning education courses?**

In order to validate this hypothesis, One way ANOVA was calculated for the difference between the two groups; as illustrated in table (14):

Table (14) One way ANOVA

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Teacher	Between Groups	23.702	5	4.740	4.347	0.006
	Within Groups	26.173	24	1.091		
	Total	49.875	29			
School	Between Groups	9.754	5	1.951	2.754	0.052
	Within Groups	17.002	24	.708		

	Total	26.756	29			
Curriculum	Between Groups	2.752	5	.550	1.088	0.392
	Within Groups	12.141	24	.506		
	Total	14.894	29			
Students	Between Groups	.908	5	.182	0.520	0.759
	Within Groups	8.389	24	.350		
	Total	9.297	29			
Total	Between Groups	2.589	5	.518	1.331	0.285
	Within Groups	9.338	24	.389		
	Total	11.927	29			

It is clear from the table that there are no differences in the sample's estimates of the obstacles to the application of e-learning due to the difference in teaching experience using e-learning. Except for the first dimension related to the teacher, the differences between the groups are statistically significant at the level of 0.01.To find out the source of the variance, Scheffe's test was applied

Teacher

Scheffe[a,b]

e.learning	N	Subset for alpha = 0.05 1
20 or more years	2	1.3333
16 to 20 years	3	1.5556
11 to 15 years	7	2.9286
Less than one year	4	3.7500
6 to 10 years	8	3.8750
1 to 5 years	6	3.9444

It is clear that the differences are in favor of those with less teaching experience in e-learning, which means that the use of e-learning in teaching contributes to reducing the obstacles to its use.

Suggested solutions to overcome these barriers:

There are a few alternatives and suggestions that could deal with these problems and decrease their detrimental effect on the effectiveness of the language class:

- Making use of a variety of instructional techniques in direct classes to prevent boredom The interactive component is crucial, and if it can't be accessed, using indirect classes is preferred. Teachers must also plan the teaching process in indirect classes using a weekly schedule.
- Whether it be texts, educational films, or academic or cultural events, students are given tasks and obligations related to the educational materials they receive during the week.

- Increase interest in infrastructure and its technical and technological equipment to create the ideal conditions for teachers to use the distance learning system in the classroom in order to achieve the highest level of interaction with this type of education.

1. Work to spread electronic culture among society's citizens.
2. Create more awareness among the populace about the necessity of societal cooperation to guarantee equal access to education.
3. Train teachers in 21st-century abilities that will enable them to handle crises and the requirements of the knowledge economy era;

4. To ensure that aspiring educators are prepared, incorporate 21st-century skills into the teacher preparation curriculum;
5. Carry out other research projects like this one but with a wider scope.

Recommendations:

- It is important to emphasise a budget for creating an integrated ICT infrastructure and e-learning as well as other pertinent requirements. Costs associated with software maintenance and licencing can be decreased by employing OS-LMSs.
- An essential first step in maintaining the functionality of e-learning and offering user support is preparing experienced technical personnel. To prevent user disruption, support should be given right away if students or teachers need it.
- There is a need for intensive training programmes, and there should be two ways to carry them out. The first step is to introduce consumers to e-learning elements and increase their comfort level with using them. The effects of e-learning on educational practise should be discussed by experts in e-content development and e-learning pedagogical theories.
- User engagement is required for e-learning to be adopted effectively. Rewards can be offered to lecturers who use e-learning features extensively and successfully in their teaching methods as an illustration of academic staff involvement.
- We also advise that the annual assessment method for gauging the success of the teaching staff take into

account the use of e-learning. This might encourage the usage of online education.

Conclusion

This research revealed challenges of using English language teachers for e-learning in English language from the point of view of their teachers in Menofia Governorate, Egypt . The majority of challenges faced by these teachers related to curriculum (the highest Challenges), followed by challenges related to students, then the challenges related to school and finally the challenges related to teacher. Furthermore, this research offered numerous answers and suggestions for dealing with these issues and minimising their negative impact on the language class's ability to achieve its objectives.

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