Impediments of Using E-Learning Platforms for Teaching English: A Case Study in Jordan

https://doi.org/10.3991/ijet.v18i05.36727

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Abstract—E-learning platforms are essential tools used widely for teaching and learning English, especially since the COVID-19 pandemic. They are also used to communicate and interact with students, assess progress, evaluate assignments, and provide feedback. However, teachers of English face potential barriers when they use such platforms. This study examines the use of e-learning platforms in teaching English as a foreign language in Jordan. The study employed a quantitative research method. The findings revealed that using e-learning platforms for educational purposes is beneficial regarding accessibility when attending courses. E-learning enabled the students to practise more and to be more engaged in the learning process, which improved their language skills. Effective e-learning platform strategies significantly broaden students' perceptions and increase the opportunity to exchange information with their classmates. Nonetheless, several impediments may hinder the application of e-learning platforms, including teacher-related, technical, and technological factors. The study recommends that teachers use interactive methods, including images, sounds, videos, and multimedia, to engage learners with various needs and abilities. The study also suggests building codified standards when designing e-learning to develop students' skills at all levels and training teachers on using modern technological strategies in e-learning.

Keywords—e-Learning platforms, language teaching, language learning, Jordanian schools

1 Introduction

The remarkable and fast-paced technological advances in all areas of industrial, economic, commercial, and educational life have produced numerous terms aimed at benefiting from these technologies in diverse fields such as the field of education, be it in the virtual environment, e-school and electronic laboratories, e-curricula, e-learning, learning management systems, or electronic educational platforms (EEP) [1]. In an

effort to integrate modern technologies into the educational system, educational institutions began to reconsider existing educational strategies and plans [2]. Remarkably, teaching the English language has captured the attention of educators, so they have attempted to find methods and strategies for teaching and learning English effectively. To be competent in English, teachers must use varied teaching methods incorporating advanced and modern means of delivering the lessons efficiently [3]. The effectiveness of the methods and techniques is measured by the learner's ability to retain what has been learned and apply it in real life [4]. The efficiency of the methods and techniques is determined by the extent to which they achieve the objectives of the given lessons.

The teacher is the most crucial pillar in learning as they help develop the student's personality, including their spiritual, patriotic, social, emotional, and mental traits, through an emphasis on developing correct habits, attitudes, abilities, values, knowledge, and skills [5]. English language teachers are regarded as one of the pillars of education in Jordan, as they are responsible for introducing students to the global use of English and, as a result, devising modern teaching strategies to raise students' linguistic competence to near-native speaker level within a few years [6]. This requires familiarity with modern technologies gained by actively participating in courses and workshops to incorporate the latest innovations in the field of education into their teaching. In so doing, teachers will be the instrument for developing and upgrading teaching strategies. Hence, the teacher should be familiar with the latest modern technologies in teaching, including EEP, and should have the skills to use the platforms and employ them in the educational process [7].

E-learning platforms are educational networks used to exchange information and ideas about educational content electronically in an easy way. They also provide the opportunity for the teacher to monitor live group work. Furthermore, videoconferencing enables the teacher to communicate with students in the classroom. Offline, students' assignments can be reviewed. They also provide the opportunity to view the work of student groups, in addition to the possibility for the teacher to communicate with his students in the classroom and with other students from other classrooms, as well as evaluate the students' work and review their assignments, and using different applications, educational programs, and websites. They also contribute to changing teaching methods and making them more effective by relying on interactive courses on social communication [8]. Given what EEP can provide to the learner and the learning process, many studies have confirmed that the use of EEP raises the students' academic achievement rate and helps develop a positive attitude towards studying in general [9]. Therefore, the researchers find that EEP has become one of the essential options for solving many educational problems.

In light of the significant technical and technological developments and the application of communication and information technologies in the field of research and education, in addition to the expansion of higher education, the use of technology in education is an indicator of societal progress. The e-learning system has emerged as a strategic choice to complement the role of traditional education and develop the education system [10]. E-education includes using modern technology to deliver information clearly to the learner with the least effort and in the shortest possible time to achieve the most incredible benefits. The modern education system combines traditional education and e-learning. Traditional education allows for direct communication between students and teachers on the one hand and students with each other on the other. In

addition, e-learning gives the learners communication skills and the ability to search for information and knowledge, in addition to the skills necessary to deal with modern technology [11].

E-learning provides an opportunity for collaborative work between learners, follow-up, and support with the teacher. Students collaborate through voice chats, texts, or emails [11]. In electronic classes, the teacher asks questions to stimulate the learners and help them process and apply the materials from the lessons excitingly and attractively. [12].

1.1 Features of e-learning platforms

Internet-based instruction is an important alternative method for learning and teaching English. Internet connections provide a variety of advances for the expansion of teaching processes and improving language skills. Besides, technological developments in computer systems provide countless opportunities compared to traditional classroom settings [13]. Using e-learning platforms can improve students' communication skills and positively influence their learning. The widespread use of e-learning platforms in teaching and learning improves communication among teachers and learners. Worldwide higher education closures caused by the COVID-19 pandemic have forced teachers to shift from traditional modes of teaching to an online environment. Teachers employed numerous types of technologies, such as broadcast, videoconferencing, videos, and virtual classes, among others. E-learning platforms are one of the critical modes of synchronous settings that are similar to real classrooms [14]. They have no spatial constraints, as they can be used in different locations, and no temporal constraints, as learners can interact asynchronously [15].

The use of technology in education has recently become ubiquitous. Distance learning or online learning is a concept that has been introduced previously in the domain of education; however, the quick shift of moving from traditional face-to-face education to a virtual setting in a short time is considered a reasonably intimidating task [16]. It has forced teachers to learn new technologies and acquire related teaching and instructional skills. This has probably caused stress among teachers and students [17–19]. Globally, most schools have tried to provide students with interactive e-learning to replace face-to-face teaching.

As a consequence, e-learning is increasingly used in education. E-learning is one of the best solutions to the challenges that have merged in the present era, as it makes educational practices more flexible and available to all students regardless of the exceptional circumstances they live in [20–21]. This transformation, which transfers the student from a consumer to a producer of knowledge, has armed students with research tools, analysis skills, problem-solving skills, and communication skills with the outside world [22].

Undoubtedly, e-learning has transformed the education system to bridge the gap between time zones and geographical locations and to transfer mutual global experiences [22]. This transfer takes place through the power provided by the Internet and the link between the knowledge the student needs and the knowledge the teaching service provider needs through integrated tools that allow each of them a rich and integrated learning environment in publishing texts, images, and links that are provided to the students in an interactive atmosphere [23, 24].

Students engaged in face-to-face learning in normal circumstances usually encounter various learning difficulties. Online learning could be more challenging; however, e-learning can be engaging as it gives them more opportunities: greater access to educational materials and flexibility in time and location. [25, 26]. E-learning also provides the ability to overcome stereotypes and stigmas associated with regular teaching and learning systems, such as crowded classrooms or hard-to-reach schools. In doing so, students gain control over the learning process.

Nonetheless, most of these techniques still need to be applied in teaching English [27]. E-learning is not widespread in Jordan due to many factors. Universities in Jordan need to use digital and virtual equipment to teach English effectively. In addition, students, teachers, and parents' digital literacy remain a significant challenge for employing digital classrooms at universities and schools [25, 26].

2 Literature review

2.1 The use of e-learning platforms

Language is an effective tool for thinking, communicating with others, and expressing learners' needs. The English language has a substantial place among the different languages worldwide because it is used in various fields worldwide [28]. The last few years witnessed rapid developments in all areas of life due to the COVID-19 pandemic and scientific and technological development resulting from human civilisation, which prompted scholars and educators to invent various means to raise the level of language learning. In light of this reality, it has become imperative for specialists and those in charge of English language curricula and methods of teaching to search for new and effective methods of teaching English as a foreign language [29].

Due to the potential of this teaching method in achieving the intended learning goals, there are strong indications that the use of e-learning platforms in the field of education carries a new ray of hope for improving language teaching. There is a tendency in Jordan to produce online educational lessons specialising in teaching the English language, which plays a key role in the learners' development of the language [30]. E-learning enhances the language by presenting it to the students in an attractive and attention-grabbing way. Through the e-learning platforms and the various educational programs, the teacher can present the lessons in an innovative way. Nowadays, the emergence of software for teaching reading, writing, and grammar necessitates that teachers reconsider their teaching style and methods, as well as stay current with technological developments, in order to improve students' English language achievement [31].

Principally, an e-learning platform helps to reach very large numbers of learners in different geographically dispersed areas and at different times. Moreover, it helps to reduce the cost of equipment related to traditional education, as they do not need premises, transportation, or school tools [31]. Lugrin pointed out that e-learning platforms contribute to improving the performance of instructors, raising their level, and enabling them to deal with modern technological developments and devices [32]. In so doing, this provides a large number of libraries, encyclopedias, and electronic references that can help students acquire the largest amount of information. They also help to broaden

learners' perspectives as they are no longer restricted by time and place. Furthermore, Lugrin explained that education through e-learning platforms allows the use of images, sounds, videos, and multimedia in the educational process to make it interactive and proficient at achieving the desired goals [32]. What distinguishes this type of education is that all students can browse the same content, but they do not meet at the same time. This model of education is similar to traditional classes but also enables those who cannot attend to study through e-learning platforms over the Internet at the time that they choose. As such, the e-learning platforms depend on asynchronous software and tools such as correspondence between students, email, and discussion forums.

Ali et al. asserted that e-learning platforms are normally one of the means that attract students to education, given the students' great passion for the Internet and mobile phones. As a result, e-learning platforms aid in the presentation of educational content in 3D technology to replace sightless books, making the learning process more interesting and enjoyable [33]. E-learning platforms also allow interaction between students and teachers, which makes the learning process more effective. In addition, they enable the students to access explanation videos at any time without being bound by certain deadlines. Furthermore, the use of e-learning platforms greatly contributes to broadening students' perceptions and increases their ability to exchange information with their classmates [34].

2.2 Previous studies

E-learning platforms have been examined from different perspectives. Al-Ani examined the use of Moodle as a collaborative learning system. The results of the study showed that the Moodle system helps in the process of cooperation and communication between the course members and other students from outside the course. In addition, Moodle supports the skills of self-learning and electronic communication with the educational materials coordinator [35]. Also, Ekici evaluated teachers' views about the use of the Internet by teachers in Turkey. The results of the study revealed the importance of teachers' use of the Internet in the educational process [36]. Likewise, Al-Hazmi attempted to verify the effectiveness of using the smart board in middle schools in Saudi Arabia and the impediments to its use from the teachers' point of view [37]. The findings showed that the use of the smart board from the teachers' point of view was moderate, and they did not show any statistically significant differences between teachers' educational qualifications, although there were differences due to their educational experience. Additionally, teachers reported a high level of resistance to using the interactive whiteboard. Aimin et al.'s study aimed to identify the extent to which computers were used in the faculty of physical education and their technical role at Jinggangshan University in China. The results of the study revealed that the method used helps students create a better educational structure. It provided focus, helped with discipline, and provided a range of learning materials [38].

Al-Rifa'i and Tawalbeh aimed to identify the degree of employment of teachers and the impediments to that employment in information and communication technology according to the viewpoint of English teachers in the basic stage in Irbid Governorate [39]. The results showed that the degree of teachers' employment of

information and communication technology was medium, with no statistically significant differences depending on the study variables. Likewise, Abbad aimed to ascertain the factors affecting the intention of university students to use e-learning in the Kingdom of Saudi Arabia. The results showed that performance expectations were the main factor, followed by stress factors and social influences, respectively [40].

Al-Thubaiti examined the technical and material organisational impediments that prevent the use of e-learning platforms in teaching English in Saudi Arabia [41]. The results of the study showed that organisational and technical impediments were the main barriers. They also showed the existence of statistically significant differences in the views of research participants about the impediments, which were due to the educational qualification variable, which was in favour of 'years of experience." The longer the teaching experience, the more likely they were to use e-learning. Similarly, Al-Shammari investigated the use of the blackboard system by faculty members at the University of Hail. The findings revealed that there were no statistically significant differences in faculty members' estimates of the reality of use and impediments to the blackboard system due to the college variable and academic rank [42]. Similarly, Al-Jubouri aimed to identify the most common impediments to the use of technology by history teachers in the Mafraq Governorate in Jordan. The study revealed that impediments to the use of technology were moderate. There were no statistically significant differences in sample responses due to the experience variable [43].

Rice's study revealed that e-learning platforms significantly reduce physical and mobility barriers since they save learners the trouble of getting to school [44]. The researcher stated that e-learning platforms also help to save time, effort, and money for parents of children with disabilities, given that their education requires special schools and modern educational methods at high costs. Besides, e-learning platforms help teachers, as they can motivate their students' attention with some verbal and sensory stimuli and encourage them to improve their learning capabilities. Therefore, the use of e-learning platforms saves the instructor's time and effort.

Al-Qahtani aimed to identify and examine the impediments facing teachers of students with learning difficulties in Saudi Arabia using educational support aids in teaching reading and developing proposals that contribute to reducing them [45]. The study revealed that there were some impediments to using educational support aids in teaching reading (audio, visual, and technical). Sider et al. aimed to support the educational needs of all students in the inclusive classroom, including those with disabilities, through the use of assistive technology in Ontario, Canada. The results showed that assistive technology enhanced students' abilities [46]. The rapid development of assistive technology devices and software has led to teachers feeling unable to use them. Therefore, the study recommended that school systems and decision-makers continuously enhance the abilities of teachers so that they can effectively use assistive technology with students with special educational needs.

Dorabawila et al. sought to investigate the use of assistive technology in the inclusive classroom to support learning for all students rather than special classes for people with disabilities [47]. The study found the effectiveness of materials, aids, and supportive services in the learning of students with disabilities are similar to that of their non-disabled peers in shared classrooms. The study recommended integrating students with disabilities into the general learning environment while providing them with the necessary support and assistance to allow them to demonstrate their abilities more freely.

The results of the aforementioned studies show that there are impediments facing teachers when using e-learning platforms with regard to auditory aids, visual aids, and assistive technologies and devices. The results also showed that there were statistically significant differences in the average response of teachers about the impediments to using educational support aids in teaching. Impediments include the lack of adequate infrastructure to support this type of education, the low skill level of a number of teachers to use modern technological means, and the familiarity of both the students and the instructor with traditional means of education. As mentioned earlier, the process of teaching English is problematic and multifaceted, and it may require direct interaction and communication between the students and the instructor, as the instructor's interest in the student tends to be less when using the e-learning platforms. The lack of financial resources for both the country in general and families, in particular, reduces the benefit from electronic classes, as developing countries such as Jordan suffer from the problem of scarcity of financial resources, which negatively affects the use of electronic classrooms or virtual learning in the educational process. The present study aimed to examine the impediments to the use of e-learning platforms in teaching English by answering the following question: "What are the impediments to using e-learning platforms in teaching English in Jordan from the teachers' point of view?"

3 Methods

3.1 Study sample

The population of this study consists of all English language teachers who teach at Irbid City schools. The sample of the study, which was randomly chosen, consists of 320 teachers. The sample was classified demographically as shown in Table 1.

Table 1. Demographic characteristics of the sample

		Frequency	**Percentage**
Gender	Male	180	56%
	Female	140	44%
	Total	**320**	**100%**
Qualification	Bachelor's Degree	180	56.25
	Master's Degree	102	31.9
	Higher Studies	38	11.87
	Total	**320**	**100.0**
Years of Experience	Less than 1 year	6	.019
	1–5 years	44	13.7
	6–9 years	152	47.5
	More than 10 years	118	36.8
	Total	**320**	**100.0%**

Table 1 displays that the percentage of males in the sample was 56% and 44% for females. In terms of the variable "academic level," 56.25 per cent of teachers had a bachelor's degree, 31.9 per cent had a master's degree, and 11.87% had higher education. The variable "years of experience" was categorised as follows: less than one year (.019%), one to five years (13.7%), six to ten years (47.5%), and more than ten years (36.2%).

Instruments of the Research. The study employed Al-Dosari's scale to measure the English teachers' use of e-learning platforms in teaching English from the teachers' point of view [48]. It also used a questionnaire including 16 items divided over four domains as follows: impediments related to teachers, impediments related to students, impediments related to administration, and technical impediments to measuring impediments related to the use of e-learning platforms. The Statistical Package for Social Sciences (SPSS) was used to analyse the data.

3.2 Validity of instruments

The test was given to 11 reviewers who are experts in the fields of English teaching and e-learning platforms to judge the extent to which the instruments in its items and domains were valid to measure what they are designed to achieve. The instrument met the requirements for the validity of the test questionnaire.

3.3 Reliability

To determine the degree of tool reliability, the researchers tested and retested a different group of students outside of the sample. The test and retest had the same characteristics, indicating that the students had achieved stability, as displayed in Table 2.

Table 2. Cronbach's alpha for the study domains

Domain No.	Domain	Value of (α)
1	Impediments related to instructor-	0.887
2	Impediments related to student-	0.843
3	Administrative impediments	0.825
4	Technical impediments	0.885

Table 2 shows that the total Cronbach's alpha for the study domains was above 0.86, which indicates the stability of the results for this study.

4 Results and discussion

The means and standard deviations of the teachers' estimates were calculated on the items of the study tool related to impediments in using e-learning platforms in teaching English in Jordan from the teachers' point of view, as shown in Table 3.

Table 3. Impediments to using e-learning platforms in teaching english from teachers' view

No.	Domain	Mean	SD
1	Impediments related to instructors	3.42	0.84
2	Impediments related to students	3.49	0.88
3	Administrative impediments	3.46	0.84
4	Technical impediments	3.49	0.84
Impediments to using E-learning platforms		3.46	0.85

Table 3 shows that the domain of "impediments related to teachers" had a mean of 3.42 and a standard deviation of 0.84, whereas the domain of "impediments related to students" had a mean of 3.49 and a standard deviation of 0.88, and the domain of "impediments related to administrative" had a mean of 3.46 and a standard deviation of 0.84. The technical impediments domain mean was 3.49, with a standard deviation of 0.84. Thus, impediments to using e-learning platforms had a mean of 3.48 with a standard deviation of 0.82 and a moderate degree.

4.1 Impediment related to teachers' domain

The results for means and standard deviation of the domain of "impediments-related teachers" are shown in Table 4.

Table 4. Domain descriptive statistics for teacher-related impediments

No.	Item	Mean	SD	Level	Rank
1	Teacher's inadequate experience in dealing with the e-learning platforms	3.59	0.95	Mod.	1
2	Inadequacy to use the Internet	3.49	1.21	Mod.	2
3	The prevalent negative tendency towards the e-learning platform by teachers	3.46	1.16	Mod.	3
4	Teachers' inadequate knowledge of computer skills	3.25	0.88	Mod.	4
	The domain of impediments related to teachers	3.44	1.05	Mod.	

Table 4 shows that the total mean for the domain "impediments related to teachers" was 3.44, with a standard deviation of 1.05. The first item, "Teachers' insufficient experience with e-learning platforms," came in first with a mean of 3.59 and a standard deviation of 0.95, while the third item, "Teachers' insufficient knowledge of computer skills," came in last with a mean of 3.25 and a standard deviation of 0.88.

4.2 The domain of impediments related to students

Table 5 shows the estimates for the means and standard deviation for each item in the domain of impediments related to students as follows:

Table 5. Domain of impediments related to students

No	Item	Mean	SD	Rank
5	Students' fascination with other programmes during the learning process in the e-learning platforms	3.51	1.13	1
6	The lack of a PC for some students in their homes	3.49	1.22	3
7	Inadequate training programmes for students that could provide them with computer education skills.	3.49	1.01	4
8	Students' weak response to computer-interactive learning techniques	3.42	0.96	2
	Domain of impediments related to students	3.47	1.08	

Table 5 shows that the total mean for the domain of impediments related to students was (3.47), with a standard deviation of (1.08). Item 5, which states "Students' captivation with other programmes during the learning process in the e-learning platforms," with a mean of (3.51) and standard deviation of (1.13), was ranked first, whereas item 8, which states "students' weak response to computer interactive learning techniques," came in the final rank with a mean of (3.42) and standard deviation of (0.96).

4.3 The domain of impediments related to administrative

The means for each item in the domain of impediments related to administration are shown in Table 6.

Table 6. Domain descriptive statistics for administrative impediments

No	Item	Mean	SD	Rank
9	Educational managers' inadequate technical education	3.33	1.01	4
10	Inadequate alertness of managers of the role of e-learning platforms in education	3.51	1.21	2
11	Inadequate training programs dedicated to the e-learning platforms for teachers	3.52	0.95	1
12	Restricting teachers to specific educational methods and means	3.42	0.96	3
	Administrative Impediments Domain	3.44	1.03	

Table 6 shows that the total mean for the domain of administrative impediments was (3.44) with a standard deviation of (1.03). Item 11, which states, "the lack of training programmes devoted to the e-learning platforms for teachers," was ranked first with a mean of (3.52) and a standard deviation of (0.95), whereas item 9, which states, "Educational managers' inadequate technical education," with a mean of (3.33) and a standard deviation of (1.01), came in the final rank.

4.4 The domain of technical impediments

The means and standard deviation were calculated for each item in the "technical impediments" domain, as shown in Table 7.

Table 7. Descriptive statistics for technical impediments domain

No	Item	Mean	SD	Rank
13	Infrastructure for e-learning platforms in some areas is poor	3.61	1.15	1
14	Technical failures in e-learning platforms happen regualrly	3.33	0.88	4
15	The time to use e-learning platforms is insufficient	3.61	1.01	2
16	The network during e-learning platforms is slow	3.42	1.00	3
	Technical Impediments Domain	3.49	1.01	

Table 7 shows that the total mean for the technical impediments domain was (3.49) with a standard deviation of (1.01). Item 13, which states, "Infrastructure for e-learning platforms in some areas is poor," was ranked first with a mean of 3.61 and a standard deviation of 1.15, while item 14, which states, "The network during e-learning platforms is slow," with a mean of 3.33 and a standard deviation of 0.88, was ranked last.

4.5 The English teachers' use of e-learning platforms in teaching

To identify the degree to which the teachers use EEP in teaching English from their point of view, the averages and standard deviations of the answers of the sample members about the use of e-learning were calculated, as shown in Table 8.

Table 8. The sample's estimations of the use of the teachers' use of e-learning

Rank	Item	Means	SD
1	To make it possible to obtain information in more than one way and manner.	3.71	1.21
2	To increase the learners' ability to answer the questions that are asked without hesitation	3.51	1.22
3	To promote collaborative learning through brainstorming and discussion	3.52	1.21
4	To develop learners' skills in obtaining information related to the English language	3.49	1.22
5	To increase students' motivation towards the English language	3.49	1.22
6	To provide educational activities that support the English language.	3.49	1.25
7	To carry out electronic tests related to the English language	3.48	1.27
8	To move out of the normative framework of education into a more effective framework	3.46	1.26
9	To increase the learner's activity and effectiveness	3.46	1.22
10	To display information in more than one style and method	3.4	1.22
11	To provide more than one source for information.	3.42	1.26
12	To increase the participation of learners in the educational process.	3.41	1.25
13	To increase the mutually positive interaction between students.	3.40	1.26
14	To achieve the principle of learning from anywhere and at any time.	3.39	1.28
15	To encourage students to practise continuous self-learning.	3.38	1.29
16	To create a collaborative learning environment that aids in the diversity of ideas presented.	3.35	1.33

(Continued)

Table 8. The sample's estimations of the use of the teachers' use of e-learning *(Continued)*

Rank	Item	Means	SD
17	To increase the self-confidence of the educated as a result of providing them with more information about the subjects of the study.	3.30	1.34
18	To provide opportunities for communication between learners to solve academic problems.	3.29	1.43
19	To provide opportunities for recording and storing lectures, which helps in self-reviewing.	3.27	1.41
20	To promote positive attitudes towards the English language.	3.25	1.35
21	To publish the English language teaching plan.	3.23	1.37
22	To organise the library into folders to share with different groups	3.21	1.41
23	To provide learners with positive experiences that enhance dialogue and discussion in classroom lessons	3.20	1.25
24	To save time and effort during study lessons.	3.20	1.33
25	To develop the creative ability of the learners.	3.19	1.45
26	To enhance the learner's dose of expressing opinions and ideas	3.17	1.41
27	To provide more exciting scientific content for learning	3.16	1.33
28	To provide the opportunity for students to disseminate information that helps in understanding the English language.	3.13	1.33
29	To motivate learners through the interventions that are provided	3.12	1.34
30	To include the library in jobs and tasks	3.10	1.22
31	To strengthen communication skills through dialogue sessions between groups of students.	3.10	1.25
32	To give the learners opportunities to get more explanations about the topics being taught.	3.00	1.26
33	To draw the learners' attention towards the educational material	2.98	1.27
34	To strengthen the learner's skills in dialogue, discussion, and asking questions	2.96	1.25
35	To invest in free sites and programmes that serve the English language	256	1.22
36	To view a variety of free and non-free applications	2.45	1.26
37	To publish additional information that helps students understand the English language.	2.33	1.22
38	To employ the controls on the screen to create the teacher's own group	2.29	1.35
39	To invite students to join a group by giving them the six-digit group code.	2.25	1.35
40	To increase the desire to learn English	2.24	1.35
41	To evaluate the students' work and see their duties	2.23	1.33
42	To enhance the communication process at any time.	2.22	1.35
43	To increase interaction during English language teaching	2.19	1.42
44	To present interactive digital culture in the English language	2.22	1.25
45	To promote real interaction with teaching staff members.	2.00	1.41

The data in Table 8 reveals that the mean of the answers of the sample members about the use of e-learning platforms ranged from 3.71 to 2.00. The item that states "to provide opportunities for obtaining information in more than one way and manner"

with a mean of (3.71) at a high degree of use was ranked first, while the item that states "to promote real interaction with teaching staff members" with a mean of (2.00) at a low level of use came in last place.

The current study examines the impediments to using e-learning platforms to teach English. The study aimed to shed light on the most important challenges and impediments that face the educational system when employing e-learning platforms, specifically for teaching English. As such, English education needs a joint effort among all of those involved in the educational process in order to improve the quality of their education and provide them with the skills and knowledge they need in a flexible manner. The results showed that there were technical, financial, and administrative impediments, as well as impediments related to the teacher and students, that limit the ability of teachers to employ e-learning platforms for teaching English.

Moreover, the results showed that these impediments covered all organisational levels in schools. The possible explanation is that school is an integrated educational system, and each part of it affects the other, so when there is a weakness at a certain level, this naturally will impact other parts. This can also be attributed to the lack of training on the use of EEP, as this technology has been extensively used in the educational process in universities and schools. Therefore, the use of these platforms in teaching English was not at the required level. This suggests that faculty members have not used these platforms as extensively as those used in the advancement of science and technology. Therefore, this requires facilitating the use of these platforms in the teaching of the English language in particular and in the teaching of other courses in general. This result can also be attributed to the preparation requirements for these platforms, as students may feel that these platforms may require more time and effort on their part.

In addition, the use of these platforms may not be compatible with the nature of the study topic, especially the English language. This result, the underutilisation of EEP, can also be due to a lack of conviction about the merits of e-learning by those in charge of the educational institute. Intrinsically, the use of teaching methods and strategies depends on the employment of modern technology. These results concur with Al-Dosari's findings, which stressed the existence of a wide gap between the theoretical and practical aspects of qualifying and training teachers [48].

The general opinion of English language teachers regarding the impediments facing the application of e-learning platforms was that the school infrastructure is still fragile and not adequately prepared for the level at which this mode of education can be implemented effectively. Consequently, the teachers may still follow the usual traditional methods of teaching English due to the lack of training courses that hone their skills and experiences.

On the other hand, the study showed that the administrative side plays a pivotal role in limiting the application of e-learning platforms through a lack of awareness of the need to apply tools that enable students to acquire appropriate knowledge. Furthermore, a lack of coordination at the administrative level between the various parties involved in the educational process at the university and the school may prevent the use of e-learning tools. Add to this the nature of the curriculum for the English language, which may not be compatible with the use of EEP, as this was stressed by Qazi et al. [49]. This cannot be achieved in the absence of an accurate update to the goals of using modern technology tools in education and the platforms providing e-learning, as well

as a lack of databases and knowledge sources that correspond to the various academic courses in general. This result agreed with Prasetyo et al.'s findings, which indicated that there are impediments to the use of e-learning, primarily the lack of appropriate training for teaching members to use these platforms [50]. It also agreed with Younie et al.'s study, which indicated that there are impediments that prevent the use of electronic education posters, foremost of which is the lack of knowledge of management information systems and the problem of the ability to operate these texts [51]. Similarly, the results agree with Al-Thubaiti's study, which indicated that there are educational impediments due to the use of voice and technical aspects, the lack of adequate training, and the provision of e-materials [41]. Also, this concurs with Raman and Yamat's study, which revealed that teachers face many technical problems, like poor technology, upon implementing e-learning platforms and that students did not seem to have any interaction with the educational process [52]. As such, studies in the relevant literature showed that providing useful and targeted feedback to students in general through the use of e-learning platforms at the right time is important [53].

5 Conclusions and recommendations

The e-learning platforms are encouraging in terms of the ease of accessing courses. This flexibility means that students are able to acquire the skills and knowledge they need without the burden of going to school, thus developing richer learning skills. Nonetheless, several challenges and impediments hinder the application of e-learning platforms at school, including teacher-related, technical, and technological factors.

In this study, the teachers pointed out that infrastructure plays a chief role in restricting the implementation of e-learning platforms. The previous literature revealed that e-learning platforms require deep-seated transformations in the pedagogical methods of teaching to adapt to this technology [52]. Given that learning through e-learning platforms is a novel style of teaching in Jordan, there are still an inadequate number of studies that have explored its use, efficacy, and impediments to its application. As such, the existing literature has mostly focused on technical challenges and ignored impediments related to humans. The current study aims to bridge this research gap by preparing a domain study based on theory. Future research can study the impact of different educational circumstances to examine more intensely the extent to which students are able to engage in e-learning platform classes in a practical manner.

The study recommends building codified standards when initiating the design of e-learning. Policymakers need to pay attention to developing the skills of students in all educational stages (preparatory and secondary), especially the primary stage, and training teachers in schools to use modern technological strategies in teaching, including e-learning. Teachers need to integrate e-learning into the teaching and learning process. They should link the educational activities provided to students to the actual reality in which they live.

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Article submitted 2022-11-09. Resubmitted 2023-01-23. Final acceptance 2023-02-02. Final version published as submitted by the authors.