

## RESEARCH ARTICLE

## THE POTENTIAL DIFFICULTIES IN APPLYING E-LEARNING TO ENGLISH INSTRUCTION AT YEMENI UNIVERSITIES: UNIVERSITY OF LAHEJ AS A CASE STUDY

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## Abstract

The main objective of this study is to discover the difficulties that can hinder the application of e-learning to the English instruction within the Yemeni context and more specifically at University of Lahej. The study used a questionnaire administered to 109 EFL learners at University of Lahej, and the results referred that applying e-learning to the English instruction encounters formidable obstacles. Some of them are weak Internet connection, high cost of the Internet, power cut and lack of knowledge about video conferencing tools, let alone there is a number of the learners who do not have the suitable devices to connect to the Internet. Besides, there is a little use of the social media applications to learn English. Accordingly, if e-learning has to be applied to the English instruction, it is recommended to use WhatsApp to share the multimedia messaging content with the learners as it is the most popular application used by them, while it is better to avoid synchronous online learning. Moreover, e-learning should be mixed with face-to-face learning to teach English more interactively, and language labs connected to the Internet should be available to those learners having no suitable devices.

**Keywords:** E-learning, The Internet, Social media, Video conferencing tool, English, Instruction.

## Introduction

Several years have passed since the outbreak of Corona pandemic in the world. In that hard time, many countries have adopted precautionary measures to curb its spread, and one of the policies to face such a crisis was lockdown that brought education to a halt. However, despite the devastating impact of Corona on education, a positive side was noticed in that phenomenon, i.e. activating the use of e-learning by a large number of educational institutions where the traditional face-to-face learning could not take place. At the present time, the use of new technologies to perform the educational functions by e-learning has been inevitably required either as a means to face crises or/and as new advanced form of learning.

English instruction is one of the areas for which e-learning can be used at the tertiary level. In fact, the current era provides a lot of means including social media applications and video conferencing tools for learners of English. The need for these means seems to be great in the countries where English is studied as a foreign language like Yemen as the learners have little chance of learning and practicing English in the real world. However, the extent of using these applications and tools by EFL learners of Yemeni universities and the possibility of applying e-learning to English instruction, are unknown, and also controlled by many factors, such as the availability of electricity and the Internet.

## The Statement of the Problem

E-learning has become a widely adopted approach for teaching various subjects, either as a standalone method or in combination with traditional learning. However, the decision of applying e-learning to the English instruction at the Yemeni universities requires a thorough assessment of several factors. These include, for example, the learners' possession of the devices used to engage in e-learning, their ability to utilize this mode of learning through the Internet and their familiarity with the social media applications and video conferencing tools.

It is essential to note that Yemeni university students may currently be facing great challenges due to the ongoing war and the deteriorating economic conditions, which have profoundly impacted their overall lives. These challenges can particularly be evident in their limited financial capacity to access and benefit from modern educational technologies. Nonetheless, the precise extent of these difficulties and their implications for the feasibility of implementing e-learning in the English instruction at Yemeni universities remain unclear and require further investigation.

## The Significance of the Study

To the best of the researcher's knowledge, this study represents the first attempt to measure the possibility of applying e-learning within the Yemeni context, specifically in the field of the English language pedagogy at the tertiary stage. It aims to provide valuable insights into whether learners possess the capacity to engage in this modern form of learning and to identify the obstacles they may encounter in this regard.

The study further seeks to determine the extent to which EFL learners utilize social media applications and video conferencing tools in their English language learning. The inclusion of conferencing tools in this research is particularly significant as it assesses learners' familiarity with these tools as a potential resource for future e-learning initiatives. Such knowledge is important for facilitating the adoption of e-learning in the future. Moreover, the findings of this study are expected to serve as a practical reference for other academic disciplines within Yemeni universities, offering guidance on the potential adoption of e-learning across diverse fields of study.

## The Research Questions

The research tries to answer the following questions:

1. What are the difficulties in applying e-learning to English instruction at University of Lahej?
2. To what extent do EFL learners of University of Lahej use social media applications and video conferencing tools in their learning of English?

## Literature Review

By a close look at the world, it can be observed easily how new developments are occurring in all aspects of life, and more specifically in technology. Ben Rampton considered that globalization and new media "have changed the world around us, undermining conceptual frameworks built on 'methodological nationalism', and presenting a whole range of new communicative dynamics and processes" (In De Bot, 2015, pp. 67-8). Currently, the integration of technology advancement into language pedagogy has occupied a high status. Probably, the world's great suffering from the outcomes of Covid-19, the revolution of Artificial Intelligence and the continuous desire to develop and facilitate language learning are accelerating the trend toward the adoption of e-learning. According to Xu & Wang (2011, p. 442), e-learning is "an instructional process that gives online learners access to a wide range of resources—teachers, other learners, and content such as readings and exercises—independently of place and time". This type of learning requires devices to be applied and one of these devices is computer. Owing to the significance of computer in all other aspects of life, Nation &

Macalister (2010) named this era as the computer era, and one useful side of computer is its presence in language pedagogy in various ways:

- The employment of computer and its programs in language laboratories.
- Doing classroom activities via computer, specifically in the writing skill.
- Benefitting from the Internet in the field of language education.
- Designing teaching materials from corpora.

Similarly, Larsen-Freeman (2011) agreed with Nation & Macalister on the significance of computer-mediated activities for the field of teaching and learning language. She considered it as a type helping learners' interactions with other learners of the same language or even with the native speakers of that language online. Many researchers, like Hall, Smith & Wicaksono (2011) and Cairns (2006) agreed on the great chances given by the Internet to the learners to practice language and use it in internet-based communication. In addition, using the Internet in language learning has a far-reaching positive effect on the learners themselves; Larsen-Freeman saw the interactions on the Internet as an incentive to learn more: "The opportunity for students to make contact with others in chat rooms and social networking sites has a positive influence on students' motivation. Students who do not see the point of learning a foreign language find interacting with someone who speaks the other language very motivating" (2011, p. 166).

The Internet appears as an indispensable tool nowadays in all of human life aspects including learning. It offers many kinds of materials: visual and audio, like blogs, websites and realia. Moreover, it helps researchers to find the references and knowledge through search engines, to check the grammar of what they write and to find the meaning of words through online dictionaries (Kern, 2011). Kilgariff and Grefenstette (2003) emphasized that the Internet is also employed in checking the spelling and usage of vocabularies and their collocations by typing them in the search engines. This tendency can be justified to the easy access provided by the Internet to get the required information in comparison to, for example, the traditional printed materials; this easy access saves efforts and time too. On the other hand., the availability of this digital technology and wide exposure and knowledge it provides should not lead to the idea of leaving the learning in classrooms as face-to-face learning is very important; "Virtuality, however, should never be a replacement of reality. It may just constitute an extension to what already happens in a classroom" (Oliwa, 2017, p. 221).

However, the use of the Internet does not always lead to preferable outcomes. Crystal (2001) stated that there is concern about falling below the linguistic standards in the written communication used by the Internet users in some applications, like email. This attitude does not stop at this point; the interactions between people and negotiating meaning can produce new forms of discourse that are not belong to an independent language. Lam (In Canagarajah & Ben Said, 2011) studied the output of two bilingual immigrant Chinese girls while they were chatting on the Internet and discovered that they used a hybrid language that was different from the one used when they chat with their English-only friends and their Cantonese-only ones.

Another threat posed by the use of the Internet is weakening the learners' culture in favor of the culture prevailing on the Internet. Canagarajah & Ben Said referred to this problem in general and gave the virtual worlds as an example of this issue: "The construction of these virtual worlds is heavily dependent on symbolic systems and the impact of symbolic form on the emotions and beliefs of computer users" (ibid, p. 383). For Fairciough (2001), he emphasized that power inequality can exist between people as not all of them are able to use the Internet or/ and have the devices to make use of it. This inequality in language learning can take the form of the different levels of knowledge between the learners having easy access to the Internet and those having difficult or no access to it.

Using the social media applications in language learning has been discussed by many studies. For example, Manan (2017) mentioned that WhatsApp is a widespread application used by the learners and it helps develop their communications and vocabulary; it seems that the learners enjoy using WhatsApp in their learning. This

view is supported by Hamad's study (2017), and also by Syairofi, Suherdi & Purnawarman's one (2023) which used a content analysis method to analyze 39 studies focusing on the use of WhatsApp in the field of the English language learning. Regarding Facebook, Faryadi (2017) studied the effect of using this application on undergraduate students of Universiti Sains Islam Malaysia (USIM) in the field of proficiency in English, critical thinking and comprehension skills. He found that the performance of the learners who were exposed to Facebook was better than the performance of the learners who were not. Besides, he discovered that Facebook encourages the learners' confidence and motivation to learn English. Faryadi's results come in accordance with the ones of A.Ghani (2015); A.Ghani found that Facebook hosts many activities related to the English language pedagogy, and the participants of study stated that this application reinforces their learning of English. For the devices used to join e-learning, a study took place in Namibia by Kaisara & Bwalya (2021) to investigate the learners' experience got from applying e-learning during COVID-19 lockdown. One of the main results of this study was that the academic purposes were mainly served by mobile devices.

Furthermore, different studies have been conducted on the field of education and have revealed the obstacles that can hinder e-learning application to this field. A report issued by The Economic Commission for Latin America and the Caribbean Countries (ECLAC) and UNESCO in August 2020 about some e-learning experiences in Latin America and the Caribbean countries emphasized the need to support the disadvantaged people and specifically learners to get a good access to the Internet through mobile; "a mobile Internet connection is frequently provided through prepaid plans with limited minutes that are insufficient for browsing or using the learning platforms and other channels put in place for educational continuity" (p. 6). Moreover, one of the studies was conducted in Nigeria by Ujunwa (2021) to discover the challenges facing e-learning during Covid-19 pandemic in colleges of education in south east states. The results of the study showed that the learners suffered from different problems that prevented them from making use of the Internet as power cuts, high cost of the Internet and poor Internet connectivity.

The stream of studies on e-learning has not stopped. For example, in Maatuk, Elberkawi, Aljawarneh, Rashaideh & Alharbi's study (2021), two questionnaires were distributed to the students and teachers in the IT Faculty in the University of Benghazi, Libya regarding the obstacles in the way of applying e-learning. One of its results indicated that the Internet connectivity is the strongest challenge on the part of the learners. Sarpong, Dwomoh, Boakye, & Ofosua-Adjei (2022) agreed with Maatuk et al. (2021) and Ujunwa (2021) on the difficulty of getting good Internet service and its high cost. Besides, they added another challenge, i.e. the lack of the devices to use the Internet service; people cannot benefit from the Internet if they do not have the suitable devices to connect it.

For Dhawan (2020), there are main problems encountering the application of e-learning. Firstly, there are problems that both teachers and learners face regarding the electricity supply and the Internet service connection. Second, the teachers who are supposed to participate in e-learning process may lack the time to prepare e-learning materials in addition to the ones of the traditional learning; e-learning can constitute another load on their shoulders. Third, some teachers may not be able to use computers or/and use the media and technologies in the field of Education. Such a problem requires efforts to teach the teachers how to use computers and media. Finally, Financing e-learning program including its facilities and equipment is one of the challenges in this field.

## Method

This section contains information about the sample of the study and the research tool. The information clarifies the way of selecting the sample of the study and a description of the research tool, its validity and reliability.

## The Study Population and Sample

The population of the study was all the four levels of the undergraduates learning English at the departments of English in four faculties of University of Lahej: Saber, Radfan, Tooralbaha and Yafea. The second and third levels were chosen randomly to be the sample of the study and the number of the learners in these two levels was 109. It is worth mentioning that the four faculties include EFL learners of both urban and rural backgrounds. This privilege can give invaluable information related to the field of the study, and made the sample a good representative of the EFL learners of Yemeni universities in general.

## The Research Tool

This study is a quantitative research as it used a questionnaire as a tool to collect its data. The questionnaire consisted of eighteen items encompassing close-ended and open-ended types. The close-ended items included the multiple-choice type and the rating scale one in the light of Dörnyei & Taguchi's classifications (2010). However, the open-ended items included only the phrase 'Other. Please specify' which is considered an open-ended one (ibid). To measure the validity of the questionnaire, the questionnaire was firstly given to two specialists in computer and internet to check the correctness of the terms related to these two fields. Then, the face validity and content validity were assessed by two university teachers holding PhD in English. For checking the questionnaire reliability, the test-retest method was used; the questionnaire was administered to one group of the EFL learners in two different occasions. Then, their answers were compared to assess their consistency, and the correlation coefficient was 0.89. Thus, the reliability of the questionnaire is good.

The questionnaire was administered to the learners traditionally in a paper form, taking into consideration the possible difficult access to the Internet for some learners; so, using Google Forms was not useful in this case. The researcher was present during the process of distribution and filling in the questionnaire to avoid any ambiguity and give clarification. Furthermore, a pilot study of the questionnaire was conducted on a group of fifteen learners to solve any potential problems related to the questionnaire items or/and the time of filling in it before its formal administration.

## Results and Discussion

The questionnaire analysis depends mainly on the percentages of the respondents' answers. Moreover, it should be taken into consideration that there were items allowing the respondents to select more than one option, so the total of the percentages can be above 100% in the results of these items.

In the light of the questionnaire structure, the first six items tried to explore whether the EFL learners have the suitable devices to join e-learning and to connect to the Internet. The results showed that most of the learners have devices that can help them to benefit from e-learning: 93.5% of them have smartphones and 67% have smart screens in their homes. For the desktop computer, iPad and laptop categories, the percentages were 19.3%, 13.8%, and 10.1% respectively. However, 6.4% of the learners said they do not have any devices that can help them to connect to the Internet, so they are not able to be a part of the e-learning beneficiaries. Hence, there must be a solution to deal with these learners in the case of applying e-learning to English instruction at University of Lahej. According to the instructions in the questionnaire, this type of learners had to stop filling in the questionnaire as the rest of the items were related to using the Internet and other issues requiring having smart devices.

Regarding using the Internet, all the learners having smart devices stated that are Internet users and use the sim card (mobile data) as a main option to get the Internet. In the second place came the commercial Wi-Fi hot spot as 77.5% of the learners said they use it. For home Wi-Fi hot spot, it was disclosed that only 16.6% use it and this can refer that only a small number of the learners have a Wi-Fi in their homes. None of the learners said that a free public Wi-Fi hot spot is one source of his/her Internet. These results elucidate the learners' general dependence on mobile data and commercial wi-fi hot spots to connect to the Internet, and these sources are considered costly and problematic concerning the Internet coverage by the learners'

admission in the results below. This creates an obstacle to the application of e-learning to the field of English Instruction.

The availability of the Internet services was one of the issues mentioned in the questionnaire. Most (91.2%) of the respondents admitted that the Internet service is not available to them at any time, while only few (8.8%) learners referred they can connect to the Internet at any time. Many reasons have led to this condition: most (98%) of the learners indicated that they have the problem of the weak connection to the Internet, and, for the power cut problem, it got a similar percentage, i.e. 95%. Concerning the problem of the high cost of the Internet, it occupied the third place, i.e. 87.3%. To sum up, it can be stated that the majority of the learners suffer from different problems hindering them from getting the privileges of connecting to the Internet. Despite the problems stated above, most (89.2%) of the learners emphasized that they use the Internet every day in comparison to the minority (11.8%) who do not. This means that EFL learners generally struggle to connect to the Internet every day.

For the social media applications, the learners were asked about the applications they have subscription to and which one of them they use more. The results revealed that WhatsApp tops the other social media applications as all the learners stated they are WhatsApp subscribers. Then, Facebook, Tik Tok and YouTube followed; they got 67.6%, 44.1% and 29.4% respectively. However, Messenger, X (Twitter) and Email got lower percentages, i.e. 5.8%, 3.9% and 1.96% respectively. Moreover, none chose Instagram, Telegram or mentioned other social media applications. In harmony with these results, most (95%) of the learners stressed that WhatsApp is the most used application by them in comparison to 3.9% and 1.96% got by Tik Tok and Facebook respectively. On the other hand, other applications were not selected at all by the learners. These results illustrate the highest status that WhatsApp has among the learners of English in the university.

For the extent of the ease in downloading the multimedia messaging content, the results referred that the majority (83 %) of the learners do not face any difficulty in downloading text messages, and this percentage is followed by 61% and 53% for downloading photos/picture and voice messages respectively. Nevertheless, the majority faces difficulty in downloading videos and text files as only 32% stated they can download videos easily, and 40.2% for the text files. Worse, 18.6% of the learners clarified that they encounter difficulty in downloading all the forms of the multimedia messaging content. Accordingly, the majority of the EFL learners encounter difficulties in downloading videos and texts files, and these two forms of multimedia messaging content are deemed the most ones used in e-learning. Such results pose a challenge to applying e-learning to the field of English instruction, and can have a direct effect on the learners' attitudes this type of learning.

The EFL learners were requested to voice their opinions on the application of e-learning to the English instruction, and the results showed that 55 (54%) learners do not like e-learning to be applied to the English instruction at the university compared with 47 (46%) learners who stated they like it to be applied. This emphasizes that the learners are aware of the difficulties they will encounter if e-learning is applied. Additionally, when these learners, who showed their refusal of applying e-learning, were asked to choose the reason (s) behind their refusal, they all selected *weak Internet connection* and *power cut*. Furthermore, *High cost of Internet*, *Difficulty of understanding the content of the online lectures*, and *Loss of personal contact* also got high percentages: 93%, 84% and 73% respectively. The results here support the ones mentioned above. This means that there are a lot of problems requiring tackling before applying e-learning. However, being aware of the difficulties, if e-learning is applied, does not mean that the majority of the learners are not aware of the e-learning importance to develop the learning of English; 75.5% of them agreed on this importance, whereas 24.5% disagreed.

Since video conferencing tools have become widely used in English pedagogy in this era, the learners were asked whether they have attended live events focusing on learning English. In fact, knowing these tools and their use is crucial to applying e-learning. The results showed that most (92.2%) of the learners do not use any video conferencing applications in their electronic devices: *Zoom*, *Meet*, *Microsoft Teams* and *Google*

*Classroom*, while only 7.8% stated they use *Skype* only. Besides, the results proved that again most (98.04%) of the learners have never attended any form of live events related to the learning of English, i.e. *Live lectures*, *Live webinars*, *Live workshops* and *Live conferences*. Only 2 (1.96%) learners said they have attended *live lectures* on this area. Consequently, engaging the EFL learners directly in live online learning without providing them with the knowledge about the tools needed for joining it and overcoming the difficulties indicated earlier, makes this type of learning fruitless to a large extent.

For the EFL learners' use of the Internet in their learning process of English in general. The results clarified that the majority (59%) of them do not use the Internet in any purpose of English learning. This can be attributed to the difficulties they face in the field of the Internet and power mentioned above. For the other options, 38% of the learners said they use the Internet to learn the skills of English, while, 34% use it to learn new English vocabulary. However, small percentages of the learners chose *Finding the meaning of words (using online dictionaries)*, *Learning English grammar*, *Translation*, and *Doing a research task in English*, i.e. 12.7%, 11.8%, 6.9% and 3.9% respectively. Regarding studying specifically online courses on the English language on the Internet, the results illustrated that the great majority (97.1%) of the learners have not taken any online course on English, while only very few (2.9%) learners said they have. Hence, it can be noticed that the majority of the EFL learners of University of Lahej do not use the Internet to learn English either in a general way or in a systematic one as taking online courses, and this is an obvious sign of the big barriers preventing them from making use of the Internet for developing their English.

Likewise, the results of using English in chatting with people on social media were not optimistic; the majority of the EFL learners in University of Lahej said they do not use English in their chat. In detail, 72.5% stated they *Never* use it, while the other options: *Always*, *Often*, *Sometimes*, *Rarely* got 4.9%, 2.9%, 8.8% and 10.7% respectively. These results showed that the English language has no place in the majority of learners' chat on social media, so there is no chance for developing their learning of English through this activity. Then, the minority (28 learners) of the learners, who said they use English in the chat with people on social media, were asked about the type of communication they use English for. The results indicated that 21 of them use English in written communication, while five use it in both types of communication. Only 2 learners opted for oral communication. This means that there is little attention paid to the use of English in oral communication by this minority, so the learners miss the chance of improving their aural-oral skills of English, especially in a country where English is considered a foreign language. Worse, the majority (68%) of the learners using English in chat admitted they use informal English, whereas the percentages were 10.6% and 21.4% for the options: *Formal English* and *Both forms* respectively. It is worth mentioning that the EFL learners on whom this study is conducted are taught at the university to be teachers of English, so using and practicing only informal English cannot help in achieving this goal, since the teachers are expected to use the formal form of English at the educational institutions.

## Conclusion

E-learning is an advanced way to provide and gain knowledge through technology. However, the application of this type of learning to the English instruction is not a simple task, i.e. solely announcing its application. Really, the application of e-learning requires the existence of many things, like advanced devices, the Internet, power, etc. ... These things can be available in the developing countries, while in other countries living in harsh conditions like Yemen, the situation is different. The study results clarified that the majority of EFL learners in University of Lahej in Yemen face serious difficulties preventing them from joining e-learning of the English language in case of applying it. Taking such difficulties into consideration when applying e-learning, and choosing the best solutions to them can facilitate this task to a large extent. The following points are some useful recommendations for such a situation:

1. If the university decides to apply e-learning to the English instruction, e-learning should be mixed with the traditional face-to-face learning. Furthermore, it can be better to practice the skills of English face to face than in e-learning.
2. Since there is a percentage of the learners have no smart devices to join e-learning, it is advised to prepare language labs and /or internet cafes supplied with solar energy in the faculties, and to be used for free or low fees to give these learners the opportunity to be a part of e-learning.
3. The EFL learners' awareness has to be raised of how to make use of the social media applications and video conferencing tools in learning of English. This can take place through offering them some crash courses in these applications and tools and/or adding the use of technology to the syllabus of the English language in the university.
4. Wi-Fi hot spots should be available at the faculties of the university to ease the learners' task to connect to the Internet for downloading the lectures, teaching materials, etc... or to be involved in online conferences, symposia, etc... This will help those learners who do not have the Internet service in their areas or those who have difficulties in connecting it.
5. Because of the serious problems hampering the EFL learners' connection to the Internet, it recommended to use recorded lectures rather live ones or to use the two types together.
6. Since WhatsApp is the most popular application used by the EFL learners of University of Lahej, it is recommended to use this application in the e-learning of English to share the multimedia messaging content.
7. It is better to choose a good conferencing tool and inform the learners of it and how to use it if there is an attitude to deliver live lectures. Besides, the time of delivering these lectures should suitable to the learners regarding the availability of connecting to the Internet.
8. Teachers of English should give ample time for the learners to participate in the online discussions about the topics because the Internet is not available to the majority of them at any time.
9. Teachers of English should guide their learners to the best sites of learning English and inform them of the important events, like conferences, in this field and encourage them to attend these events online.
10. Teachers of English should encourage their learners to chat with the native speakers of English on the Internet as a way to develop their English. Moreover, the teachers should also encourage them to use the formal English and both oral and written communication in their chat.

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## مقالة بحثية

### الصعوبات المحتملة في تطبيق التعليم الإلكتروني في تعليم اللغة الإنجليزية في الجامعات اليمنية: جامعة لحج (دراسة حالة)

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## المُلخَص

تهدف هذه الدراسة الى الكشف عن الصعوبات التي قد تعيق تطبيق التعليم الإلكتروني في تدريس اللغة الإنجليزية في السياق اليمني وخصوصا في جامعة لحج. لأجراء الدراسة، تم توزيع استبيان على 109 طالبا وطالبة من اقسام اللغة الإنجليزية في جامعة لحج وأظهرت النتائج أن تطبيق التعليم الإلكتروني في تدريس اللغة الإنجليزية يواجه صعوبات جمة، من أبرزها ضعف خدمة الإنترنت، وارتفاع تكلفتها، وانقطاع الكهرباء. كما كشفت النتائج عن نقص خبرة الطلاب في استخدام أدوات الاجتماع المرئي، فضلا عن عدم امتلاك البعض منهم للأجهزة المناسبة التي تمكنهم من الاستفادة من هذا النوع من التعليم. علاوة على ذلك، تبين أن استخدام تطبيقات التواصل الاجتماعي في تعلم اللغة الإنجليزية محدود للغاية. وفقا للنتائج، إذا تقرر تطبيق التعليم الإلكتروني في تدريس اللغة الإنجليزية فإنه يوصى باستخدام تطبيق الواتساب كوسيلة لمشاركة المحتوى التعليمي الرقمي مع الطلاب كونه التطبيق الأكثر استخداما من قبلهم، في حين يفضل تجنب التعليم الإلكتروني المباشر (الحي). علاوة على ذلك، ينبغي دمج التعليم الإلكتروني بالتعليم التقليدي في تدريس اللغة الإنجليزية، وكما يوصى بتوفير مختبرات لغة مزودة بالإنترنت لخدمة أولئك الطلاب الذين لا يمتلكون الأجهزة المناسبة للاستفادة من هذا النوع من التعليم.

**الكلمات المفتاحية:** التعليم الإلكتروني، الشبكة العنكبوتية، وسائل التواصل الاجتماعي، أداة الاجتماع المرئي، اللغة الإنجليزية، التعليم.

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