

## The Perception of English Language Teachers of the Importance of E-Learning Platforms in Hebron Governorate and Yatta Governorate

Mrs. Remah Ali Bhais<sup>1</sup>, Dr. Ibrahim Moh'D Arman<sup>\*2</sup>, Mr. Awni Moh'D Abu Tair<sup>3</sup>

<sup>1</sup> Directorate of Education \ Yatta | Ministry of Education | Palestine

<sup>2</sup> Faculty of Educational Sciences | Al-Quds University | Palestine

<sup>3</sup> Faculty of Science and Technology | Al-Quds University | Palestine

Received:

23/07/2023

Revised:

02/08/2023

Accepted:

18/08/2023

Published:

30/10/2023

\* Corresponding author:

[iarman@staff.alquds.edu](mailto:iarman@staff.alquds.edu)

**Citation:** Bhais, R. A., Arman, I. M., & Abu Tair, A. M. (2023). The Perception of English Language Teachers of the Importance of e-Learning Platforms in Hebron Governorate and Yatta Governorate. *Journal of Educational and Psychological Sciences*, 7(39), 109 – 124.

<https://doi.org/10.26389/AJSRP.A230723>

2023 © AISRP • Arab Institute of Sciences & Research Publishing (AISRP), Palestine, all rights reserved.

• Open Access



This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY-NC) [license](https://creativecommons.org/licenses/by-nc/4.0/)

**Abstract:** This Study aimed to identify the awareness of English Language Teachers in Hebron Governorate of the Importance of E-Learning Platforms and its Relationship to their Cognitive flexibility – the researcher adopted the descriptive correlation approach on a stratified random sample which included (262) teachers from Yatta education directorate and from south Hebron directorate during the first semester in (2021/2022), The researchers set up a questionnaire to measure the Awareness Of English Language Teachers in Hebron Governorate of the Importance of E-Learning Platforms consisting of (30) Paragraphs. the instruments validity and reliability were both verified. the reliability coefficient of the first instrument is (0.95), The results show that the Awareness of English Language Teachers in Hebron Governorate of The Importance Of E-Learning Platforms were moderate with an average of (3.55). The results also revealed that there are no statistically significant differences in the awareness of English Language Teachers in Hebron Governorate of The Importance of E-Learning Platforms attributed to the variables of gender, educational qualification, directorate and stage) while there were differences according to the variable (years of experience).

**Keywords:** E-Learnin, Perception, Platforms.

### إدراك معلمي اللغة الإنجليزية لأهمية منصات التعليم الإلكتروني في مديرتي الخليل ويطا

أ. رماح علي بحيص<sup>1</sup>, د/ إبراهيم محمد عمران<sup>\*2</sup>, أ. عوني محمد أبو طير<sup>3</sup>

<sup>1</sup> مديرية تربية يطا | وزارة التربية والتعليم | فلسطين

<sup>2</sup> كلية العلوم التربوية | جامعة القدس | فلسطين

<sup>3</sup> كلية العلوم والتكنولوجيا | جامعة القدس | فلسطين

المستخلص: هدفت هذه الدراسة للتعرف على مدى إدراك معلمي اللغة الإنجليزية لأهمية منصات التعليم الإلكتروني في محافظة الخليل، ولتحقيق أهداف الدراسة اعتمد المنهج الوصفي، وتم تطبيق الدراسة في الفصل الأول من العام الدراسي (2022/2021) م، على عينة عشوائية طبقية، وقد تكونت من (262) معلماً ومعلمة من مديرية تربية يطا، ومديرية جنوب الخليل، وتم إعداد استبانة لقياس إدراك معلمي اللغة الإنجليزية لأهمية منصات التعليم الإلكتروني في محافظة الخليل، حيث تكونت من (30) فقرة، وقد تم التحقق من صدقها وثباتها، وأظهرت النتائج أن إدراك معلمي اللغة الإنجليزية لأهمية منصات التعليم الإلكتروني في محافظة الخليل متوسطة، وبمتوسط حسابي (3.55)، كما أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية بين المتوسطات الحسابية لإدراك معلمي اللغة الإنجليزية لأهمية منصات التعليم الإلكتروني في محافظة الخليل تبعاً لمتغير (الجنس، والمؤهل العلمي، والمديرية، والمرحلة)، بينما أظهرت وجود فروق تبعاً لمتغير (سنوات الخبرة).

الكلمات المفتاحية: التعليم الإلكتروني، الإدراك، منصات التعليم الإلكتروني.

## 1-Introduction.

The impact of the great knowledge explosion witnessed by the world, resulting from scientific and technological progress in various fields of life, especially on the educational and learning process, as the educational roles of both the teacher and the learner have evolved and changed. Therefore, the roles of the student also changed, as he became the focus of the educational process, so he moved from the role of the recipient of knowledge to the role of the researcher and producer of knowledge.

The presence of technology in the field of education has become a must, in order to comply with the development of other fields, such as medicine, engineering, space, agriculture and modern sciences. To be creative effectively in study and in his future work, hence the importance of e-learning (Al-Tawdry, 2020).

E-learning is a method of modern education, which is based on the delivery of information to the learner by means of modern communication mechanisms such as a computer, its networks and its multimedia and assessing the performance of learners (Radwan, 2016).

Faraj (2005) indicates that one of the most important benefits of e-learning is that it helps to reach the teacher at any time with ease and ease, outside of official working hours, where students are able to send their inquiries through an e-mail, and this feature is also useful for the teacher instead of being restricted to his office at work, e-learning is also more useful for those whose working hours conflict with the teacher's schedule, or when making any inquiries at any time that cannot be postponed, and one of its benefits is also that it helps reduce the administrative burden for the teacher, by reducing the administrative tasks, to take him a lot of time in every lecture, such as receiving assignments and others. E-learning has reduced these burdens because it has become possible to send, receive and deliver students' work files through various e-learning tools.

Educational platforms are among the latest models of employing e-learning in the teaching and learning processes, as these platforms provide online courses of high quality, and there is no doubt that the best types of education are those that generate a craving for knowledge and make the educational process more fun and more lively with few traditional lectures. And many practical applications and projects, as well as a lot of reading in learning centered around the student, not the teacher, and with the increase in the use of modern technology, the number of teachers who want to teach their students in creative ways has increased, (2007, Strayer)

In light of the scientific developments and the great technological progress, which depends on the computer, the Internet, telecommunications, and others, many problems have resulted, and therefore the teacher is required to play new and sophisticated roles to solve such problems, as these problems are unusual and require mental flexibility and innovation in order to solve them. We also needs coordination by all parties to the educational process (Fawzy, 2012).

### Statement of the problem:

E-learning, with its various tools, is one of the modern technologies that contributed to the development of the educational system in general, and to the development of the performance of teachers and learners in particular, as it gave way to many who wish to learn from anywhere in the world, especially those wishing to learn and teach English. E-learning is one of the most important uses for education in recent times.

And because e-learning needs a teacher to manage it effectively, a teacher who has skills and experience in dealing with technology, especially with regard to teaching languages such as English, whose teaching needs constant practice, as well as diversification in strategies and the use of e-learning innovations such as e-learning platforms in Education, this study came specifically to identify the awareness of English language teachers of the importance of e-learning platforms in Hebron Governorate and yatta Governorate

### Study Objectives

The study aimed to identify the level of English language teachers' awareness of the importance of e-learning platforms in Hebron Governorate

**Study Questions:** The study sought to answer the following questions:

1. What is the perception of English language teachers of the importance of e-learning platforms in Hebron Governorate?
2. Does the perception of English language teachers of the importance of e-learning platforms in Hebron governorate differ according to the variable (sex, educational qualification, years of experience, directorate, and stage)?

**Study Hypotheses:**

The second question was converted to the following null hypotheses:

- **The first hypothesis:** "There are no statistically significant differences at the level of statistical significance ( $\alpha \leq 0.05$ ) between the means of English language teachers' awareness of the importance of e-learning platforms of English language teachers in Hebron Governorate, according to the gender variable".
- **The second hypothesis:** "There are no statistically significant differences at the level of statistical significance between ( $\alpha \leq 0.05$ ) the means of English language teachers' awareness of the importance of e-learning platforms of English language teachers in Hebron Governorate, according to the educational qualification variable".
- **The third hypothesis:** "There are no statistically significant differences at the level of statistical significance between ( $\alpha \leq 0.05$ ) the means of the English language teachers' awareness of the importance of e-learning platforms in Hebron Governorate, according to the variable of years of experience".
- **The fourth hypothesis:** "There are no statistically significant differences at the level of statistical significance between ( $\alpha \leq 0.05$ ) the means of the English language teachers' awareness of the importance of e-learning platforms in Hebron Governorate, according to the directorate variable".
- **The fifth hypothesis:** "There are no statistically significant differences at the level of statistical significance between ( $\alpha \leq 0.05$ ) the means of English language teachers' awareness of the importance of e-learning platforms in Hebron Governorate, according to the stage variable".

**Importance of study:**

The importance of this study is shown by:

**Applied importance:** This study may provide researchers and those interested in this field with English language teachers' awareness of the importance of e-learning platforms and their cognitive flexibility, and also serve as a reference for teachers to see the importance of e-learning platforms.

**Theoretical significance:** This study may enrich the educational literature on education platforms in a way that contributes to its analysis and knowledge of its importance.

**Research importance:** The results of this study may contribute to opening horizons for other future studies related to the variables and the study community.

**Limitations of the study:** This study was limited to:

**Human limits:** All English language teachers in Yatta Education Directorate and in South Hebron Directorate.

**Spatial boundaries:** public schools in yatta and South Hebron districts

**Temporal limits:** the first semester of the academic year (2021/2022).

**Conceptual boundaries:** This study was limited to the concepts and terms contained therein

**Definition of terms:**

**Perception:** It is the process of selecting, organizing, and interpreting the stimuli (information) selected from the surrounding environment, that is, the individual here discovers, observes, and selects the various things, stimuli, and variables present in the surrounding environment, understands and interprets them, and gives them the meaning that he believes is correct and appropriate from his own point of view. The person and his interpretation of the selected things and events that revolve around him (Al-Mawsooy, 2019).

The researcher defines it procedurally: the ability to understand and analyze the events and situations that a person is exposed to through his special abilities and resulting from the experiences he gained from his interaction with the surrounding environment, and it is measured by the instrument that was built.

**e-learning platforms:** an e-learning environment that combines the capabilities of social networks and content management systems, and enables students to exchange educational content with each other, as well as perform homework and educational activities and obtain feedback, and enhance interaction, communication and evaluation with the teacher and students

among themselves, as well as enabling students to conduct Discussions, video interviews, and online tests about the content of Internet skills (Ramzy, 2019).

It is defined procedurally: It is an interactive educational environment that involves all elements of the educational process in the learning process, by employing various communication and communication techniques, so that information and experiences are exchanged between students and their teachers to obtain desirable educational results.

## 2-Literature Review.

We are living today a very huge information revolution, affecting various areas of life, especially in the educational field, which is no longer limited to delivering information to the learner within the school classrooms, as well as the teacher is no longer the only source of information, thanks to the tremendous development in modern communication technologies of all kinds, including E-learning, which provided many solutions to the problem of the knowledge explosion, as it gave many opportunities for those wishing to learn from and anywhere in the world with the least time and effort and the greatest possible benefit, especially for those wishing to learn the English language, as e-learning and through its various tools such as education platforms Electronic help students to communicate with their teachers at any time and place.

The teacher's role, as it was in the past, is no longer limited to presenting and explaining the study material, clarifying textbook information, presenting teaching aids, making educational decisions, and setting assessment tests; Rather, his role shifted to planning the educational process, and designing various educational sites, so his role became represented in planning, directing, managing, counseling, analyzing and organizing, so the teacher has an effective role in organizing and managing the curriculum, enriching activities through the computer screen, and cooperating with his students in a reciprocal manner, as well as promotion and publicity To use the Internet in classrooms and direct any student that websites are designed for all students and are not limited to a specific student (Al-Tawdry, 2020).

And because the teacher has a great role in facilitating the teaching and learning process through e-learning, it was necessary to recognize his awareness of the importance of e-learning platforms in light of the current conditions.

### concept of perception

It is the process of selecting, organizing and interpreting the stimuli (information) selected from the surrounding environment, i.e. the individual here discovers, observes and selects the different things, stimuli and variables present in the surrounding environment, understands and interprets them and gives them the meaning that he believes is correct and appropriate from his own point of view. Perception is simply the person's understanding and interpretation. of the selected things and events that revolve around it. (Al-Mawsawi 2019)

That is, whenever a person encounters situations in his life and goes through experiences, his balance of information will increase, and the process of perception will be easier and faster for him in relation to the events surrounding him and his behavior will be affected as a result. Other factors that may be less important) all interact, determining the level of achievement and its component, the theoretical framework that highlights the next behavior of a person in his social and professional position (Al-Zoubi, 2006).

### E-Learning

Education, like other services, is looking for an electronic copy of it, in light of an electronic society characterized by electronic services, such as e-commerce and e-government, and because the education system is always looking for new tools and learning methods to adopt within its system in order to improve the learning process, and among those most effective tools are E-learning, which spread as a modern and important tool during the spread of the Internet in the nineties, and currently there are many educational centers that rely on it as a flexible method, as well as as a means of distance education (Etmezi, 2006).

It is also defined by Etmezi,(2008) as an umbrella that covers all learning and teaching activities that can take place at any time and place, on a computer generally connected to the Internet.

In light of the above we can said that what is meant by e-learning in general is the use of modern technology associated with the computer and the Internet to create learning with the least time and effort and the greatest possible benefit. And all this is due to the many advantages that characterize this type of education (Dames, 2011).

Internet services in general, and e-learning in particular, have given students many experiences and skills, the most important of which is how to access information from its sources. It also helped them develop themselves in various fields outside the scope of textbooks.

Despite the many advantages of e-learning, it must be pointed out to the disadvantages of this type of education, as stated in (Etemzi, 2008) that e-learning suffers from some determinants, which are considered incentives to study and work to solve them, which is that e-learning needs a structure Technological infrastructure may not be available in some places, in addition to the limited bandwidth of the Internet may hinder the education process, especially in downloading and dealing with multimedia, in addition to the fact that the cost of the Internet may be very high, as for students, some of them may feel lost or confused about activities educational, and others may feel isolated from their peers and teachers, because they may need personal communication with them, and also some students may need training to acquire computer skills, and with regard to study materials, some courses may be difficult to distribute through the Internet.

However, the essence of e-learning lies in being a collaborative process based on interaction between the elements of the educational process, and thus e-learning is of great importance, because it enhances and enriches the method and content, and the challenge here is to design and find content that develops the social sense, which is accompanied by support for the educational goals that It works to enhance the cognitive sense and achieve the desired results from teaching and learning. When we realize the characteristics and advantages of e-learning and apply them, we will reach optimal learning, and thus we will achieve quality in the cognitive sense of individuals in a way that contributes to improvement for the better (Garison& Anderson, 2003).

There are types of e-learning, including synchronous e-learning, which is learning that takes place electronically, where the teacher meets with the students at the same time, where communication between them is synchronous by text, sound and image. Such as e-mail, bulletin boards, forums, and discussion lists. What distinguishes this type of learning is that communication is free from the constraints of time, as the teacher puts the study material, plan, and tests on the educational website, then the students enter the site and follow the teacher's instructions to complete the required study tasks in any time that suits them (Asiri and Al-Muhaya, 2011).

The roles of both the teacher and the learner differ in e-learning. Education technology is not just the use of machines, but it is primarily a way of thinking and a method of work. Therefore, the role of each of them has changed in light of the use of educational technology. That the learner is the focus of the educational process, and that he is responsible for his learning process using the various modern educational techniques of programe strategies and ways of thinking, and to achieve this principle, there are matters agreed upon by workers in the educational field, which is that the learner learns by himself through learning by doing And self-learning, according to his abilities and capabilities, as well as the learner's mastery of each step of learning completely before moving to the next step, with continuous reinforcement of each step taken by the learner. As for the teacher's role, it is represented in planning the educational process and setting learning goals, as well as arranging learning resources And organizing the process of referring to it, and also the teacher plays the role of leadership and management of learning activity, follow-up and encouragement of learners, and finally follow-up and evaluation of the educational process (Shehadeh, 2010)

### **E-learning platforms**

Electronic educational platforms are considered as an educational network, and are used to exchange information and ideas about educational contents, and they also allow the teacher the opportunity to communicate and communicate with his students and watch their work, as well as evaluate these works, and these platforms also provide an opportunity to communicate with students from other classes, and also allow the use of applications different educational programs and websites, and it also contributes to changing teaching methods and making them more effective by relying on interactive courses, and social communication (Ivers& Barron 2002;Ramzy (2019) defines it as an electronic learning environment that combines the capabilities of social networks and content management systems, and enables students to exchange educational content with each other, as well as perform homework and educational activities and obtain feedback, and enhance interaction, communication and evaluation with the teacher and students among themselves. Students are able to conduct discussions, video interviews and electronic tests about the content of Internet skills.

The e-learning platforms are platforms for distance education based on web technology, and they serve as arenas in which everything related to e-learning is displayed, including electronic courses and the activities they contain. For what he needs in terms of courses and various programs Kajal, 2015).

It is noted from the foregoing that e-learning platforms allow a great deal of interaction between the elements of the educational process, and this is what helps the success of the educational process and the achievement of its desired goals.

(AlBawi and Ghazi, 2019) indicated that e-learning platforms provide the ability to browse the Internet, and the possibility of better communication between teachers and learners in large halls, by using the audio system within the platform, and it also provides the possibility of using the e-mail gallery to enter the educational platform, and gives The teacher has the opportunity to use the lesson management program, and it has the ability to record and store lessons, which makes it easier for learners to absorb lessons, and also allows the ability to control all devices, display presentation slides and the ability to explain and comment on them, and play all educational audio and video files very quickly.

#### **Types of e-learning platforms:**

Al-Ajrash (2017) referred to several types of educational platforms, including free open-source platforms, and closed-source commercial ones:

**Khan Academy platform:** This platform provides more than (250) videos for anyone looking to increase their knowledge of mathematics, engineering and other sciences.

**Udemy platform:** This platform offers free courses in design, art, technology, health, mathematics, games and sports.

**Coursera platform:** This platform offers multiple and varied free educational courses for users from all over the world, through lectures given by specialized teachers from different institutions and educational destinations, and the fields offered by the platform vary, including medicine, nutrition, literature, engineering, and others.

**Edx platform:** It is a free initiative from the University of California, Harvard University, and the Massachusetts Institute of Technology, and is concerned with programming, arts, and applied sciences.

**Edunao platform:** It is a European educational site that contains university lectures in various fields of political science, philosophy, criminology and innovation.

Among the most famous Arab platforms mentioned by Radwan (2016):

**Riwaq platform:** This platform was developed to try to create an e-learning experience with high usability, in a way that encourages students to focus on educational content, and thus interact with activities related to academic subjects. This platform is interested in providing academic study materials in the Arabic language in various fields and disciplines, and provides them academics from different parts of the Arab world, who seek to expand the circle of beneficiaries of this platform, whether they are students, employees, or any person who seeks to develop himself and acquire knowledge, and all this in the appropriate place and time for them.

**Edraak platform:** It is a non-profit platform that provides open-source courses in Arabic. It was launched under the auspices of Queen Rania Al-Abdullah, and in cooperation with the international platform for open education via the Internet. According to the vision of this platform, students can enroll online in courses available in the best international universities such as Harvard University, and the Massachusetts Institute of Technology, and this platform is known as Moocs.

**Waqf Online:** It is a free Arabic education and training platform, and is very interested in areas related to technology, programming, and management, and it contains many free courses in programming languages, administrative science networks, and marketing.

**Interactive e-learning platforms "Microsoft Teams":** It is an interactive platform provided by Microsoft via the web or mobile learning applications, and works to provide interactive tools and materials for presenting and sharing content and resources while providing the possibility of video and audio communication and allowing interaction between the teacher and the learner and among the learners with each other to achieve the training goals and different educational (Al-Enezi, 2021)

### **3-Related studies**

Al-Thubaiti and Al-Masaad (2020) conducted a study aimed at identifying the extent to which students (knowledge and skill) benefited from e-learning platforms in learning English and to identify statistically significant differences between response samples according to variables (age, gender, academic qualification, nature of work, The number of courses enrolled in, and the descriptive survey method was used, and the electronic questionnaire was used after verifying its validity and stability, and the study population consisted of thousand Students enrolled in five courses from the English language blog of the English mastery initiative on the open

electronic educational platform in the State of Saudi Arabia, and the study sample consisted of (336) students, and the results showed that the response of the study sample in the first was high, and also their response to the second was also high, and the results showed that there were no differences between the response of the study sample members according to the variables (age, gender the results showed that there were differences between the responses of the study sample, according to the number of courses enrolled in RIWAQ, in terms of cognitive and skill utilization in favor of (from three to five courses).

Al-Zahrani (2020) conducted a study aimed at identifying the attitudes of faculty members at Umm Al-Qura University towards employing e-learning tools, the "Blackboard platform" in the educational process, and the research used the descriptive approach, and the questionnaire as a research tool, and the study sample consisted of (90) members of The faculty members of Umm Al-Qura University, and the results of the study indicated that there are positive attitudes among the faculty members of Umm Al-Qura University towards the use of e-learning in the educational process, and the "blackboard platform" tools. In the educational process, the results of the study also indicated that there were no differences in the attitudes towards the use of e-learning tools "Blackboard platform" in the educational process among faculty members in the variables (type / specialization / degree)

Al-Shawarbeh (2019) conducted a study aimed at identifying the degree of use of electronic educational platforms by postgraduate students in private Jordanian universities and the degree of their attitudes towards them. Male and female postgraduate students enrolled in the first semester of the year (2018/2019), and they were chosen randomly, and the results showed that the degree of postgraduate students in Jordanian private universities using electronic educational platforms was high, and it also showed that there were no differences Statistically significant in the degree of use of the study individuals due to the variable of gender and specialization, and the presence of statistically significant differences in the degree of use of the study individuals due to the variable of age, and the results showed that the degree of attitudes of postgraduate students towards electronic educational platforms came in a positive degree with a high degree, as the results showed There are statistically significant differences between the responses of male and female students in the study in favor of male students, and there are no statistically significant differences in the degree of attitudes of the study individuals due to the variables of age and gender.

Hamadna and Al-Ghassab (2018) conducted a study aimed at identifying the degree of English language teachers' practice of e-learning skills in the State of Kuwait, and the impact of the study variables (gender, educational qualification, and years of experience) on that. A sample of (150) male and female teachers, and the study tool consisted of (34) items distributed on four axes. The validity and reliability were verified. The study reached several results, the most important of which are: The results of the study also showed that there were no statistically significant differences due to the effect of gender in all fields except for the field of computer skill, and the differences were in favor of males. The results also showed that there were no statistically significant differences due to the effect of academic qualifications and teaching experience in all fields.

Al-Subaie and Manasra (2017) conducted a study aimed at determining the reality of the use of e-learning in teaching English at the intermediate stage in Taif. The English language, and the study sample consisted of (142), including (134) teachers and (8) educational supervisors, who were selected using a comprehensive survey method. The devices are in the first order in terms of the degree of difficulty, followed by the difficulties of the student and the subject, and the difficulties of the teacher. There were also no differences between the responses of teachers and supervisors in the dimensions of the questionnaire and the total score, and there were no differences between the responses of the sample individuals according to the qualification and experience in the dimensions of the questionnaire and the total score. Differences between the responses according to the training courses in the dimensions of hardware and software difficulties.

Al-Dosari (2015) conducted a study aimed at identifying the reality of the use of electronic educational platforms by faculty members in teaching English at King Saud University and the obstacles to their use. English, and the second is a questionnaire to detect obstacles to the use of educational platforms in teaching English. The study sample consisted of (70) faculty members, who were selected in an intentional manner. The results of the study showed that the degree of use of electronic educational platforms by faculty members at King Saud University is Teaching English was medium, and the results indicated that the obstacles of the use of faculty lights for electronic educational platforms came to a medium degree on the tool as a whole, and the field of "obstacles associated with faculty members" came in the first place, with a high evaluation score, and the field of "obstacles" came in the last place. Associated with university administration, to a medium degree, and the results showed that there are statistically significant differences in the degree of using electronic educational platforms in teaching English language due to the teaching experience variable, in favor of

teaching experience (less than 10), and the presence of statistically significant differences, due to the academic rank variable in favor of Academic rank Associate Professor.

Al-Butmeh(2014) conducted a study aimed at knowing the extent to which secondary school teachers in Bethlehem governorate practice e-learning from their point of view and proposals for its development. teachers, and the study sample consisted of (90) male and female teachers, with a rate of (25%) of the study population, which were chosen using the stratified random method, where the researcher used the descriptive survey method in this study, and the researcher used a tool for the study, which is a questionnaire consisting of (36) a paragraph divided into three areas, namely (patterns of using e-learning, the purpose of using e-learning, and the difficulties of e-learning), and its validity and stability were confirmed, and the results of the study showed that the degree of secondary school teachers in Bethlehem governorate practicing e-learning from their point of view was medium The results showed that there were no statistically significant differences at the significance level  $\geq \alpha$  (0.05) in the extent to which secondary school teachers in Bethlehem governorate practice e-learning from their point of view due to the variable (sex, previous courses in e-learning, place of study). The results also showed There are statistically significant differences at the significance level  $\geq \alpha$  (0.05) in the extent to which secondary school teachers in Bethlehem governorate practice e-learning from their point of view due to the variable (educational qualification) in favor of postgraduate studies, and the variable of years of experience in favor of (5 years or less).

Al-Rimawi (2014) conducted a study aimed at investigating the effect of using blended learning on the immediate and deferred achievement of sixth-grade students in the English language subject. To achieve the objectives of the study, the semi-experimental approach was used. From (60) students from Umm Qaseer Basic School for Boys in the Amman Directorate, Qweismeh District, and they were chosen using the available method. Direct achievement in favor of the experimental group, and the presence of statistically significant differences at the level of 0.05 ( $\geq \alpha$ ) in deferred achievement in favor of the experimental group.

And Al-Shamrani (2013) conducted a study aimed at identifying the importance of using smart phones and tablet computers in supporting the learning of the English language among secondary school students by identifying the possible uses of smart phones and tablet computers in supporting learning English among secondary school students from the point of view of English language supervisors in the governorate. Jeddah, it also aimed to find out the extent to which there are statistically significant differences between the average responses of the members of the study community due to the variables of academic qualification, nature of work, number of years of experience, and number of training courses. And 210 of them responded, consisting of 195 teachers and 15 supervisors. The results confirmed the importance of using smart phones and tablet computers in supporting English language learning by showing the following: There is strong approval of the possible uses of smart phones and tablet computers in supporting English language learning, and that There is strong agreement on the roles that phones and computers play in supporting English language learning, and the results indicated that there are statistically significant differences between the average responses of the members of the study community according to the training courses on the possible uses of smart phones and tablet computers in supporting English language learning, as well as on the roles played by phones Smart phones and smart computers in supporting secondary school students learning English.

Ekici (2017) conducted a study aimed at creating an e-learning community by creating virtual classrooms in the Edmodo application, and identifying the views of pre-service primary school teachers about the effects of Edmodo on their learning of methods and management of science education and its role in developing and developing the professional growth of the teacher. The descriptive approach was used, and the questionnaire was used to collect data. The study sample consisted of (55) primary school teachers before serving in a medium-sized university in Turkey. The results showed that the teachers' opinions were positive towards using the Edmodo e-learning platform in the teacher development program.

Rodriguez (2016) conducted a study aimed at identifying the attitudes of faculty members towards the use of electronic tests through a training program dealing with the skills of producing electronic tests. The test, questionnaire and interviews were used as tools for the study, and the sample consisted of (15) members of the faculty. Teaching staff at the University of Cadiz, Spain, and the results showed a positive change in the attitudes of faculty members towards the use of electronic tests after they were exposed to the training program.

Messenger (2011) conducted a study aimed at investigating the perceptions and attitudes of secondary school teachers and students regarding the use of mobile devices to enhance education within the classroom, as well as finding opportunities to expand learning outside the classroom. Teachers are ready to adopt mobile learning at the secondary level, and students believe that teachers



need more training and education regarding the uses of mobile devices in education. At school, it is a difficult transitional period, but teachers and students agree that it helps increase students' motivation and improve their overall achievement levels, and create a more positive school culture.

Fallah & Griffiths, 2007 conducted a study entitled (Developing a language learning service through a platform that is available everywhere via mobile phone and interactive television). Learning, the study sample consisted of fourteen individuals of different ages and nationalities, and they were postgraduate students at the University of Brighton and English was their second language, and the results showed positive responses by the learners and that the educational environment designed by the researcher was usable, desirable and useful as a tool To support informal language learning, but also to gain new cultural content and knowledge.

### 3-Methodology and procedures

#### Methodology:

The descriptive method was used due to its suitability to the nature of the study

#### Population:

The study population consisted of all male and female English language teachers for all educational levels in Hebron Governorate and its directorates: (Directorate of Education of Yatta and Directorate of Education of South Hebron) in the first semester of the academic year (2020/2021), and their number was (285) teachers, including (114 male and 171 female teachers).

#### Sample of the study:

The study sample was selected in a stratified random way, and its number was (262) male and female teachers, or (50%), from the study population.

#### Instruments of the study:

After reviewing the educational literature and previous studies, especially the study of Belarabi (2018), and Al-Mayahi and Radi (2019), a questionnaire was prepared to measure the cognitive flexibility of English language teachers, and it consisted in its initial form of (30) items.

#### Reliability of the instrument:

The reliability coefficient Cronbach alpha was calculated after applying it to a survey sample consisting of (15) male and female English language teachers who teach the basic stage at the Yatta Education Directorate, where the reliability coefficient was (0.95).

#### Validity of the instrument:

The tool was presented in its initial form to a number of arbitrators with expertise and specialization in the field of curricula and teaching methods, they expressed their opinions, provided observations and suggested the necessary amendments, and then modified the tool according to the suggestions and amendments of the arbitrators, in order to achieve the desired goals, and the number of paragraphs reached The tool after arbitration (30)

#### Variables of the study:

The independent variables

The study included the following variables:

- 1- Gender: It has two levels (male, female).
- 2- Academic qualification: It has three levels (diploma, bachelor's degree, master's degree and above).
- 3- Years of Experience: It has three levels (less than 5 years, 5-10 years, and more than 10 years).
- 4- Directorate: It has two levels (Directorate of Education of Yatta and Directorate of Education of South Hebron).
- 5- Stage: It has three levels (lower basic stage, upper basic stage, secondary stage)

**The dependent variables:**

The Awareness of English Language Teachers of the importance of E-Learning platforms in Hebron governorate

**Statistical treatment:**

The stability coefficient was found using the Cronbach alpha equation, the arithmetic means and standard deviations were calculated, and the independent t-test and one-way ANOVA were applied, using the statistical software package for social sciences ((SPSS) and the following correction key is adopted

The degree	Mean average
Low	Less than 2.33
Medium	From 2.33-3.66
High	More than 3.66

**4-Results of the study****Results related of the first question:**

What is the awareness of English language teachers of the importance of E-learning platform in Hebron Governorate?

To answer this question, mean and standard deviation were calculated for the awareness of English language teachers of the importance of E-learning platform in Hebron Governorate, as shown in Table (1).

**Table (1): Means and standard deviations for the Awareness of English language teachers of the importance of E-learning platform in Hebron Governorate**

NO	Items	Mean	S.D	Degree
14	Availability of more than one source for obtaining information	3.847	0.807	High
12	Provide opportunities for recording and storing lessons	3.847	0.875	High
29	Contribute to the development of computer skills among students	3.749	0.855	High
1	It encourages the continuity of teaching and learning	3.725	0.914	High
7	Information is presented in more than one way and method	3.775	0.946	High
6	Enhance students' self-confidence	3.710	0.871	High
21	Availability of supportive educational activities for learning English	3.683	0.881	High
27	Helping students invest in free websites that serve the English language	3.676	0.865	High
19	Encourages students to practice continuous self-learning	3.672	0.848	High
4	Enhance the process of communication between students and teaching staff	3.656	0.957	Medium
16	Provides more opportunities to learn English	3.618	0.866	Medium
15	Enhancing the student's courage in expressing his opinions and ideas	3.607	0.890	Medium
20	Develop students' skills in obtaining information related to the English language	3.584	0.879	Medium
17	Reinforcing positive attitudes towards the English language	3.580	0.875	Medium
5	Students' ability to answer questions without hesitation increases	3.534	0.904	Medium
23	Enrich the knowledge and informational outcome in the English language	3.504	0.921	Medium
2	Increase the chances of interaction during teaching English	3.504	0.942	Medium
9	Increase the chances of positive interaction between learners	3.489	0.938	Medium
24	Help students learn English and disseminate additional information	3.485	0.896	Medium
3	Develop students' creative ability	3.450	0.957	Medium
26	Develop different thinking styles	3.435	0.892	Medium
8	Increase student activity and effectiveness	3.401	0.980	Medium

NO	Items	Mean	S.D	Degree
28	It enhances opportunities for bilateral interaction between students	3.397	0.920	Medium
22	Students' motivation to learn English increases	3.385	0.938	Medium
11	Develop students' skills in dialogue, discussion and asking questions	3.378	0.938	Medium
10	Attracts students' attention and focus towards the educational material	3.355	0.994	Medium
25	Its use provides a suitable educational environment for learning English	3.324	0.929	Medium
30	Achieving a deeper understanding of English language	3.279	0.960	Medium
13	Using it is a waste of the teacher's time	2.981	1.048	Moderate
The total score is		3.550	0.673	average

It appears from Table (1) that the mean of English language teachers' awareness of the importance of e-learning platforms in the Hebron Governorate came to a medium degree, reaching (3.550), with a standard deviation of (0.673). It was found that the highest mean was for paragraph (14), which states: "Availability of more than one source for obtaining information", where the mean was (3.84), with a standard deviation of (0.80), followed by paragraph (12) which states: "the availability of opportunities to record and store lessons", where the arithmetic average was (3.84), with a standard deviation (0.87), then followed by paragraph (18), which states: "The principle of learning is achieved anywhere and at any time," with an mean of (3.82), and a standard deviation of (0.86), followed by paragraph (29), which states: "contributes to Developing students' computer skills", with a mean of (3.79), and a standard deviation of (0.85), where these paragraphs were of a high degree, while the lowest mean was for paragraph (13), which states: "Using it is a waste of the teacher's time." Its mean was (2.98), and the standard deviation was (1.04), followed by paragraph (30), which states: "Achieve a deeper understanding of the English language subject," and then paragraph (25), which states: "Its use provides an appropriate educational environment for learning English:", where Its mean was (3.32) and the standard deviation was (0.92), as these paragraphs were of a medium degree.

#### Results related to the second question:

Does the awareness of english language teachers of the importance of E-learning platforms in Hebron governorate differ according to the variable (Gender, educational qualification, years of experience, directorate, and stage)?

To answer this question, it was converted into the following hypotheses:

#### The first hypothesis which states:

"There are no statistically significant differences at the level of statistical significance ( $\alpha \leq 0.05$ ) between the means of the awareness of English language teachers of the importance of E-learning platforms in Hebron Governorate, according to the gender variable."

To test the hypothesis, the independent t-test was used, as shown in Table (2).

**Table (2): Results of the independent t-test for the level of the awareness of English language teachers of the importance of E-learning platforms in Hebron Governorate according to the gender variable.**

Gender	N	Mean	S.D	DF	(T) value	Sig
Male	84	3.563	0.675	260	0.212	0.832
Female	178	3.544	0.674			

It appears from Table ((2) that the level of the calculated significance and its value (0.832) is greater than the level of statistical significance ( $\alpha \leq 0.05$ ), and accordingly the null hypothesis is accepted that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the means of the teachers' awareness the importance of e-learning platforms in Hebron Governorate, according to the gender variable

#### The second hypothesis which states:

"There are no statistically significant differences at the level of statistical significance ( $\alpha \leq 0.05$ ) between the means of the awareness of English language teachers of the importance of E-learning platforms in Hebron Governorate, according to the educational qualification variable."

To test the hypothesis, means and standard deviations were calculated for English language teachers' awareness of the importance of e-learning platforms in Hebron Governorate, according to the educational qualification variable, as shown in Table (3).

**Table (3): Results of the independent t-test for the level of the awareness of English language teachers of the importance of E-learning platforms in Hebron Governorate according to the educational qualification variable.**

Educational Qualification	N0	Mean	Standard deviation
Diploma	15	3.580	0.910
Bachelors	229	3.564	0.660
Master and above	18	3.346	0.613
Total	262	3.550	0.673

It appears from Table (3) that there are apparent differences between the means of the English language teachers' perception of the importance of e-learning platforms in Hebron Governorate, according to the educational qualification variable. To confirm this, One Way ANOVA was used, and Table (4) shows this.

**Table (4): Results of One Way ANOVA for the awareness of English language teachers of the importance of E-learning platforms in Hebron Governorate, according to the educational qualification variable.**

Source	Sum of square	Df	Mean square	F	Sig
Between groups	0.807	2	0.404	0.889	0.412
Within groups	117.582	259	0.218		
Total	118.369	261			

It appears from Table (4) that the level of the calculated significance and its value is (0.412), greater than the level of statistical significance ( $\alpha \leq 0.05$ ), and accordingly the hypothesis is accepted that there are no statistically significant differences at the level of statistical significance ( $\alpha \leq 0.05$ ) between the means of perception

#### The third hypothesis which states:

"There are no statistically significant differences at the level of statistical significance ( $\alpha \leq 0.05$ ) between the means of the awareness of English language teachers of the importance of E-learning platforms in Hebron Governorate, according to the years of experience variable."

To test the hypothesis, the means and standard deviations of awareness of English language teachers of the importance of E-learning platforms of in Hebron Governorate were calculated according to the variable years of experience, as shown in Table (5).

**Table (5): The numbers, means, and standard deviations of the awareness of English language teachers of the importance of E-learning platforms according to the variable of years of experience.**

Years of experience	N	Mean	S.D
Less than 5 years	61	3.737	0.675
5-10 years	56	3.527	0.647
More than 10 years	145	3.480	0.672
Total	262	3.550	0.673

Table (5) shows that there are apparent differences between the means of the English language teachers' awareness of the importance of e-learning platforms in Hebron Governorate, according to the variable years of experience. To confirm this, One Way ANOVA was used, and Table (6) shows that

**Table (6): Results of One Way ANOVA for the awareness of English language teachers' of the importance of E-learning platforms in Hebron Governorate, according to the variable of years of experience.**

Source	Sum of squares	Df	Mean squares	F	Sig
Between groups	2.867	2	1.433	3.214	0.042
Within groups	2.867	259	0.446		
Total	118.119	261			

It appears from Table (6) that the level of the calculated significance and its value is (0.042), less than the level of statistical significance ( $\alpha \leq 0.05$ ), and accordingly the hypothesis is rejected in the presence of statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the means of the language teachers' perception importance of e-learning platforms in Hebron Governorate, according to the variable of years of experience.

In order to find the source of the differences, the researcher used the (LSD) test for the post comparisons of the differences, as shown in Table (7).

**Table (7): Results of the (LSD) post-comparison test of the differences between the means of the awareness of English language teachers of the importance of E-learning platforms in Hebron Governorate according to the variable of years of experience**

years of experience	Less than 5 years	5-10	More than 10 years
Less than 5 years		0.2099	0.2567*
5-10	0.2099*		0.0468
More than 10 years	-0.2567*	0.0468	

The results of Table (7) indicate that there are differences in the mean of the English language teachers' awareness of the importance of e-learning platforms in Hebron Governorate, according to the variable of years of experience, and the differences were between (less than 5 years) and (more than 10 years), and the differences were in favor of years of experience (less than 5 years old)

#### The fourth hypothesis, which states:

"There are no statistically significant differences at the level of statistical significance between ( $\alpha \leq 0.05$ ) the means of the awareness of English language teachers of the importance of learning platforms in Hebron Governorate, according to the directorate variable."

To test the hypothesis, the independent t test was used, as shown in Table (8).

**Table (8): Results of the independent t test for the awareness of English language teachers of the importance of learning platforms in Hebron Governorate, according to the directorate variable."**

directorate	N	Mean	St.D	df	t- value	Sig
Yatta	101	3.454	0.733	260	1.825	0.260
South Hebron	161	3.610	0.627			

It is clear from Table ((8) that the level of the calculated significance and its value (0.260) is greater than the level of statistical significance ( $\alpha \leq 0.05$ ), and accordingly the null hypothesis is accepted that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the means of the teachers' the awareness of English language of the importance of e-learning platforms in Hebron Governorate, according to the directorate variable.

#### The fifth hypothesis, which states:

"There are no statistically significant differences at the level of statistical significance between ( $\alpha \leq 0.05$ ) the means of the awareness of English language teachers of the importance of learning platforms in Hebron Governorate, according to the stage variable."

To test the hypothesis, arithmetic means and standard deviations were calculated for English language teachers' awareness of the importance of e-learning platforms in Hebron Governorate, according to the stage variable, as shown in Table (9).

**Table (9): Results of the independent t test for the awareness of English language teachers of the importance of learning platforms in Hebron Governorate, according to the stage variable."**

Stage	N	Mean	S.D
Low basic stage	101	3.492	0.640
Higher basic stage	105	3.531	0.701
High school	56	3.689	0.670
Total	262	3.550	0.673

It appears from Table (9) that there are apparent differences between the means of English language teachers' perception of the importance of e-learning platforms in Hebron Governorate, according to the stage variable, and to confirm this, One Way ANOVA was used, and Table (10) shows that

**Table (10): Results of One Way ANOVA for the awareness of English language teachers' of the importance of E-learning platforms in Hebron Governorate, according to the stage variable.**

Source	Sum of square	Df	Mean square	F	Sig
Between groups	1.457	2	0.728	0.613	0.201
Within groups	116.932	259	0.451		
total	118.389	261			

It is clear from Table (10) that the level of the calculated significance and its value is (0.201), greater than the level of statistical significance ( $\alpha \leq 0.05$ ), and therefore the hypothesis is accepted that there are no statistically significant differences at the level of statistical significance ( $\alpha \leq 0.05$ ) between the means of perception English language teachers in Hebron governorate according to the stage variable

#### Discussing the results of the first question:

What is the awareness of English language teachers of the importance of e-learning platforms in Hebron Governorate?

The results of the current study showed that the English language teachers' awareness of the importance of e-learning platforms in the Hebron Governorate and Yatta Governorate came to a moderate degree, with mean of (3.550), and a standard deviation of (0.673). The reason for this result is that English language teachers do not feel satisfied with using the platforms. E-learning, especially after the experience that schools went through in light of the Corona crisis, where teachers faced difficulty in giving lessons and managing them through educational platforms, and the reason for this is due to the recent use of e-learning platforms in our schools, and the weakness of the infrastructure for this type of education, as well as the lack of possession of Teachers have the necessary skills to use these platforms in the educational process, and they need more training courses in this field, in addition to the lack of cooperation of parents with teachers on the one hand, and the lack of some parents' possession of electronic devices such as computers, phones, etc., perhaps due to the financial situation on the other hand, and therefore The absence of some students from many lessons, and also that teaching English requires a lot of means and strategies to explain the material to students well, and this is somewhat difficult to implement across platforms, so the paragraph (achieving a deeper understanding of English language material) was one of the paragraphs that was one of the least. On the other hand, it can be said that English language teachers agreed that e-learning platforms provide more than one source for obtaining information, and provide opportunities for recording and storing lessons, and that they achieve the principle of learning from anywhere and at any time, and these are the advantages of using e-learning platforms in a way general.

This study agreed with the study of Al-Subaie and Manasra (2017), Al-Dosari (2015), and Al-Batmeh (2014), while it differed with the study of Al-Thubaiti and Al-Masad (2020), Al-Zahrani (2020), Al-Shawarbeh (2019), and the researcher believes The difference is due to the nature of the societies and environments in which these studies were conducted, where the results were high, as well as the sample of these studies were students, such as the study of Al-Thubaiti and Al-Masad (2020), and the study of Al-Shawarbeh (2019).

#### Discussing the results of the second question:

Are the means of English language teachers' awareness of the importance of e-learning platforms in Hebron governorate different according to the variable (sex, educational qualification, years of experience, directorate, and stage)?

The results of the study indicated that there were no statistically significant differences in the perception of English language teachers of the importance of e-learning platforms in Hebron and Yatta Governorate, according to the gender variable.

The researchers believe that the reason for this result is that all male and female English language teachers are from the same community and environment, and therefore they may have been subjected to the same study and qualification conditions and the same working conditions, and therefore they are aware of the difficulty of employing e-learning platforms in our schools.

This study agreed with Al-Thubaiti and Al-Masad (2020), Al-Zahrani (2020), Al-Shawarbeh (2019), (2018), and Al-Butma (2014).

As for the results of the educational qualification, the study indicated that there were no statistically significant differences in the perception of English language teachers of the importance of e-learning platforms in Hebron Governorate, according to the educational qualification.

This result is explained by the fact that English language teachers, regardless of their academic qualifications, work in the same conditions, and therefore they realize how difficult it is to employ these platforms in the educational process, despite their importance and usefulness in the educational process.

This study agreed with the study of Al-Thubaiti and Al-Masad (2020), Al-Zahrani (2020), Al-Subaie and Manasra (2017), while the study differed with Al-Butma (2014) and the reason for the difference is; Due to the different conditions in which this study was applied, such as the difference between the community and the sample.

As for the results related to years of experience, the study indicated that there were statistically significant differences in the perception of English language teachers of the importance of e-learning platforms in Hebron Governorate, according to the variable of years of experience.

The differences were in favor of years of experience (less than 5 years), and this result comes due to the difference in the educational process between the past and today. Face-to-face education, perhaps because they did not go through this experience while they were students, as for teachers who have less than 5 years of experience, they may realize the importance of these platforms because they may be recent graduates and hiring and therefore during their study period they have dealt with and used modern means of communication and dealt with Computers and technology in universities, and therefore their awareness of the importance of using educational platforms is more than others.

This study agreed with Al-Dosari (2015), and with the study of Al-Butma (2014) in favor of years of experience less than 5 years, while it differed with the study of Al-Subaie and Manasra (2017), and the difference is due to the different nature of the community and the sample.

As for the results of the directorate variable, the study indicated that there were no statistically significant differences in the perception of English language teachers of the importance of e-learning platforms, according to the directorate variable.

The reason for this is that the English language teachers in both directorates have undergone the same training courses, qualifications and working conditions.

As for the stage variable, the results of the study indicated that there were no significant differences in the awareness of English language teachers in Hebron and Yatta Governorate of the importance of e-learning platforms according to the stage variable.

This is because English language teachers are realistically aware of the importance of employing e-learning platforms in the educational process and for teaching English in particular, regardless of the stage the teacher teaches.

### Recommendations:

Based on the results of the study, the Researchers recommend that the Ministry of Education should work to spread the culture of e-learning in society and its importance in teaching English, activate the use of e-learning platforms in teaching English in our schools, and the need to encourage English language teachers to employ e-learning platforms for what it is of great importance in continuing the education process under any emergency circumstance, and working on training English language teachers to use and manage e-learning platforms.

### References.

- Al-Ajrash, H. (2017) E-learning, a contemporary vision. Dar Al-Sadiq Cultural Foundation, Babylon, Iraq.
- Al-Botmeh, A. (2014). The extent to which secondary school teachers in Bethlehem governorate practice e-learning from their point of view and proposals for its development. Unpublished master's thesis, Al-Quds University, Palestine.
- Al-Dosari, M. (2015). The reality of using electronic educational platforms by faculty members in teaching English at King Saud University, unpublished master's thesis, Yarmouk University, Jordan.
- Al-Enezi, A. (2021) The effectiveness of a training program based on interactive e-learning platforms in developing the skills of using augmented reality among middle school teachers in Kuwait, Journal of the College of Education, Volume 31, Issue 1, Alexandria University.

- Al-Ghamdi, S. (2020) The use of smart platforms in teaching mathematics, *The Arab Journal for Specific Education*, Volume 4, Number 13, Cairo, Egypt.
- Al-Mawsawi, A. (2019) *Organizational Behavior*, [www.researchgate.net](http://www.researchgate.net),..
- Al-Rimawi, F. (2014). The effect of using blended learning in teaching English on immediate and delayed achievement of sixth grade students. Unpublished master's thesis, Middle East University, Amman.
- Al-Shamrani, A. (2013). The importance of using smart phones and tablets in supporting secondary school students' English language learning. Unpublished master's thesis, Umm Al-Qura University, Saudi Arabia.
- Al-Shawarbeh, D. (2019). The degree of use of electronic educational platforms by postgraduate students in Jordanian universities and their attitudes towards them. Unpublished master's thesis, Middle East University, Amman, Jordan.
- Al-Subaie, A.; Manasra, M. (2017) The reality of using e-learning in teaching English at the intermediate stage in Taif, *Journal of Scientific Research in Education*, Issue 8, Saudi Arabia.
- Al-Tawdari, A. (2020) *The Electronic School and Modern Roles of the Teacher*, Dar Al-Rushd, Riyadh.
- Al-Thubaiti, S. Al-Masad, A. (2020) The extent to which learners benefit from electronic learning platforms in learning English\_Rwaq as a model, *Journal of Psychological Educational Sciences*, Volume 4, Issue 2, pg. 37\_18.
- Al-Zahrani, S. (2020) Attitudes of faculty members at Umm Al-Qura University towards employing e-learning tools "Blackboard platform" in the educational process in line with the repercussions of the quarantine due to the Corona virus, *Arab Journal for Specific Education*, Volume 4, Number 13, Umm Al-Qura University, Saudi Arabia.
- Al-Zoubi, H. (2006) The relationship between personal factors and the level of awareness of the importance of using technology
- Asiri, I.; Al-Muhaya, A. (2011) *E-learning*, Western Education Bureau for the Gulf States, p. 24, Riyadh, Saudi Arabia.
- Dames, Mustafa N. (2011) *Learning Technology and Education Computing*, Dar Ghaida, Amman, Jordan
- Elbawi, M.; Ghazi, A. ((2019) The effect of using the Google Classroom educational platform on the achievement of students in the Department of Computing for Processing Image and their attitudes towards e-learning. *International Journal of Research in Educational Sciences*, Volume 2, Number 2, pp. 123-170, Estonia.
- Etmezi, J. (2006) *A guide for teachers to use the open source learning management system*. Hebron, Palestine.
- Etmezi, J. (2008). Integration of e-learning in Palestinian universities: its requirements, how and benefits, *Journal of Human Sciences*, p. 38, Palestine, Hebron.
- Fallahkhair, S., Pemberton, L., & Griffiths, R. (2007). Development of a cross-platform ubiquitous language learning service via mobile phone and interactive television. *Journal of Computer Assisted Learning*, 23(4), 312-325. doi:10.1111/j.1365-2729.2007.00236.x
- Farag, A. (2005) *Teaching methods in the twenty-first century*. Al Masirah House, Amman, Jordan.
- Fawzy, M. (2012). *Preparation of the Arab teacher (precursors of globalization and contemporary challenges)*, University Education House, Alexandria, Egypt
- Garison, R.; Anderson, T. (2003). *E-Learning in the 21st century*, Information in the process of academic advising, an unpublished master's thesis, Applied Science Private University.
- Ivers S; Barron A, (2002) *Multimedia project in education: designing, producing, and evaluating*, Edition2, Adivision of greenwood publishing group.
- kajal,I. (2015). Designing and implementing an educational platform "Al-Buraq" for teaching and disseminating Jerusalemite knowledge based on the Moodle platform. Unpublished master's thesis, Mohamed Boudiaf University, Algeria.
- Messinger, J. (2011). *M-learning: An exploration of the attitudes and perceptions of high school students versus teachers regarding the current and future use of mobile devices for learning* (Pepperdine University). ProQuest Dissertations and Theses, <http://search.proquest.com/docview/914201229?accountid=142908>.
- Radwan, R. (2016). *Educational platforms Courses available online*. Dar Al Uloom for Publishing and Distribution, Cairo, Egypt
- Ramzy, H. (2019) Interactive educational platforms and their impact on developing Internet usage skills and reducing the cognitive burden of the hearing impaired in the preparatory stage, *Scientific Journal of Educational and Qualitative Studies and Research*, Issue 8, Benha University, Egypt.
- Rodriguez, G.; Quesada, V.; Ibarra, S. (2016). Learning oriented e-assessment: the effects of a training and guidance program on lecturers' perceptions, *Assessment and Evaluation of Higher Education*, 41 (1), p 35-52.
- Shehadeh, A (2010) *Educational technology*. Knowledge Treasures House for Publishing and Distribution, pp. 21-22, Jordan, Amman
- Strayer, J. (2007) *The effect of the classroom flip on the learning environment*, unpublished Dissertation, Ohio State University.