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THE IMPACT OF E-LEARNING ON ENGLISH LITERACY FROM THE PERSPECTIVES OF EFL TEACHERS AND SUPERVISORS

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Abstract

This study seeks to identify the impact of e-learning on teaching reading of the English language from the point of view of English language teachers and supervisors in Jordan. It also aims at identifying several study variables such as gender, age, marital status, qualification, experience, and number of training sessions by distributing a 36-item questionnaire among 55 teachers. To achieve the study purpose, the questionnaire has been gathered, codified, entered into the computer, and stylized by using SPSS. The study showed a very high degree on the main question about the impact of e-learning on teaching reading of the English language from the point of view of English language teachers and supervisors in Jordan. Also, it showed that there are no statistically significant differences at (α=0.05) in the impact of e-learning on teaching reading of the English language from the point of view of English language teachers and supervisors in Jordan attributed to the variables of gender, age, marital status, qualification, experience and number of training sessions. Several recommendations have been suggested including the necessity of taking care of e-learning and more studies about the same subject.

Keywords: Impact; E-Learning; EFL Teachers; EFL Supervisors English Language; Jordan.

1. Introduction

Education is one of the main pillars on which States and Governments are building their future in the age of information and electronics. With the emergence of personal computers and their operational programs, along with information and communications technology and the Internet, and their continuous development, e-learning has emerged widely and has

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become evident that it has a bright future. Some expect and even confirm that e-learning will be the best and most widespread method of education and training. (Sutrisna et al, 2018). Given the importance of e-learning on the one hand and the limitations of traditional learning in achieving its goals on the other, e-learning is not only an important and supportive resource for traditional learning, but also an optimal solution to meet and benefit from the challenges of traditional learning, the challenges of the twenty-first century, meeting learning requirements, optimizing the investment of technological progress and the successive technological revolution. Therefore, e-learning is no longer a secondary option, but a strategic one that must be dealt with, interacted with and harnessed to achieve a qualitative leap in the way of learning, especially in terms of the ability it gives students to understand and deal with complex issues and problems, develop higher thinking skills, and meet the requirements of life in the age of knowledge and technology (Moorhouse, 2020).

Clark & Mayer (2016) believe that the importance of using electronic tools in language education in general and English teaching in particular, lies in the following aspects:

- Achieving learning most of the time by addressing time and space barriers.
- Addressing teacher shortages by using virtual classrooms and educational platforms.
- Provide students with the opportunity to record and review lectures.
- Save time, effort and financial costs.
- Provide teaching methods in line with scientific and technological development.

Previous studies have addressed a number of issues related to e-learning, such as the studies (Murphy, 2020), which indicated the existence of an impact of e-learning, including: Online learning, web-based language learning and computer-aided language learning as e-learning increases students' motivation to learn and the Internet is available to students everywhere. Despite the importance of benefiting from new learning and learning styles, the evaluation of e-learning experiences is one of the most important factors for their success, especially by teachers and supervisors. There have recently been a number of attempts to apply e-learning to learning, but there have been no attempts to evaluate the experiences from the point of view of English teachers and the differences in this according to the number of demographic variables, especially since English language is one of the subjects that alienate students when they study. Consequently, the current problem of recognizing the impact of e-learning on English literacy is identified.

The Study Questions

What is the impact of e-learning on English reading teaching in Jordan?

Are there difficulties applying e-learning to English reading teaching in Jordan?

Are there statistically significant differences at the 0.05 (a≥) levels in English literacy education according to sex, age, nature of work, educational qualification, and number of years of experience and training courses?

The Study Hypotheses

- There are no statistically significant differences at the 0.05 ≥a) English reading education level attributable to the gender variable, age, educational qualification, nature of work, years of experience, training courses.

The Definitions of Terms

- E-learning (e-learning): E-learning was defined by Traxler (2005) as: Computer-based and Internet-based education that communicates educational content to learners through communication between the learner and the teacher and between the learner and educational content in an interactive way that enables learning.

- Learning environment: hardware, various accessories, educational software, and the infrastructure of necessary communications and networks (Manaj, 2015).

- Education is one of the main pillars on which States and Governments are building their future in the age of information and electronics. With the advent of personal computers and their operational programs, along with information and communications technology and the Internet, and their continuous development, e-learning and e-learning have emerged and spread rapidly, and it has become clear that it has a bright future, to the extent that some expect and even affirm that e-learning and e-learning is the best and most widespread method of education and training (Rao, 2019; Bada, 2015; Farrah, 2012).

Electronic Education

E-learning is one of the most important applications of ICT in education. It is based primarily on the tools provided by ICT in the form of computers and the Internet, which have been the cause of its spread and development (Cakrawati, 2017). E-learning is defined as the use of all multimedia, including the International Information Network, and the speed with which flows information in various fields to facilitate the students' comprehension and understanding of the scientific material according to their abilities and at any time (Allo, 2020). Multimedia means the use of computer-available tools, such as software and the possibilities for displaying books, stationary and animated graphics, sounds and videos electronically, to facilitate the students' comprehension and understanding of the scientific material (Al-Khataybeh,2022 a; Chamorro, 2018).

Reasons for E-learning

There are many reasons why an approach to e-education is indispensable:

- Coronavirus pandemic: This is one of the most important reasons that led to an orientation towards e-learning in Jordan and in the world as a whole. With the spread of the new coronavirus pandemic around the world, it became necessary to meet the educational

needs of all educational stages during the crisis, which led to an orientation towards e-learning (Atmojo & Nugroho, 2020).

- Knowledge explosion and growing information: educational institutions became unable to keep up, making the search for alternatives all the more important (Kanno, 2020).
- Increasing social demand for education: This has increased the burden on educational institutions in achieving equal opportunities for education, and called for the use of e-education (Krish, 2008).
- Population explosion: The population explosion created many economic and social problems, leaving traditional institutions unable to meet the educational needs of the entire student population.
- Democratization of education: Democracy in education has become a national security pillar and cannot be achieved under traditional education, thus underscoring the urgent need for e-education (Sutrisna et al, 2018).
- Inadequate provision of qualified teaching staff: The development of teaching staff is very important, and this is one of the goals of e-education. E-learning helps to create a boom in the preparation of teaching staff (Gündüz, 2005)

English-Language Literacy

No one denies the power and importance of the English language in the world and the importance of its teaching in schools. It is the first in science, industry and technology in all spheres of life. In our country, it is taught in schools from the beginning of the school stage in the first year of primary school until the end of secondary school. Unfortunately, the general level of students in English in schools belonging to the Ministry of Education and most private schools, which follow the Ministry's system in general, does not please a friend or an enemy. Compared to other subjects, this subject has a very high failure rate. Why is this so? According to Bani Amer (2021 a), the ministry of education itself, EFL teachers, curriculum designers, and school principals are responsible for this weakness in English learning and teaching in Jordan. Listening, Speaking, Reading, and Writing are the four basic skills to learn a language. The student must learn these skills sequentially, without jumping from one to another. As an example, listening precedes speaking, speaking precedes reading, and writing must come last. For example, the skill of listening must precede the skill of speaking (Al-Khataybeh,2020 ; Cakrawati, 2017). The skill of writing must precede the skill of reading. The skill of writing must come at the end. The skill of writing is what is known as writing. The skill of writing is what is known as writing in the writing book. The learner must be exposed to language long enough to hear it, so that his brain has a vocabulary that he can understand before he begins the first act of speaking or speaking, and he cannot speak without having enough vocabulary in his brain to speak (Ally, 2008). If this is done and the learner starts to speak or speak words, he can take on the third skill, reading, and after he has mastered a reasonable level of reading skill, he can move on to the last skill, which is the most difficult for the learner to do, which is writing. This method is currently the most successful method in

the world. By listening to their parents and others around them, the learners acquire the language just as young children do naturally. The brain develops linguistic scores over time, but it cannot utter words. Eventually, they begin to pronounce words, syllables, and sentences. As education progresses, reading and writing skills become more important (Bani Amer, 2021 b).

The difficulties of English-language e-learning

Atmojo & Nugroho (2020) explained that the application of electronic education in reading education in English faces challenges or obstacles to its application in schools and universities. They are represented by the lack of model classes with an environment using technology and the Internet service in their buildings, as these classes need electronic displays or smart boards to display teaching materials, especially in schools, in addition to the constant lack of the Internet, especially in cases of Internet outages, as well as the lack or absence of Internet service, especially in primary and secondary schools, so these obstacles can be divided into two physical and human types. As human beings are closely linked to the teacher or teacher, among them are: Lack of confidence in the use of these technical devices, fear of technical or technical problems in their use for the creation, management and presentation of educational lessons, and weak competition among teachers for the use of e-learning, especially in developing countries; Therefore, we find increased enthusiasm and competition among educational institutions in the developed country to increase the quality and quality of education. Not to mention the unwillingness of some teachers to change and to maintain traditional methods and methods of education; this is because many teachers do not have the skills to use technical equipment (Clark& Mayer, 2016).

Difficulties in Reading Education through E-Learning

There are a number of difficulties that prevent e-learning from achieving its goals. The weakness of infrastructure in most developing countries, and learners' lack of familiarity with the skills to use modern technologies (Al-Khataybeh,2022 b; Layali & Al Shlowiy, 2020). University and school faculty are also not convinced that modern electronic media can be used for teaching or training, with the high cost in designing and producing educational software. And developing standards privacy and confidentiality, with digital filtering, as well as the extent to which students are responsive to and interact with the new pattern, and the need to train learners how to learn using the Internet (Moorhouse, 2020; Murphy, 2020).

2. Method

2.1. Participants

The study followed the descriptive approach appropriate for the purposes of this study, which is the one that deals with the phenomenon as it is in reality (Creswell, 2002; Miles &

Huberman, 1984). The study relied on sources of information relevant to the subject of the study, analyze it, and then collect the data through questionnaire, which was developed based on the theoretical framework and previous studies.

2.2. Study Community and Sample

The study selected a random sample of 55 teachers. The following characteristics are described according to their variables:

Table1. Sample distribution by independent variables

Variable	Classification	No.	Percentage
Sex	Male	22	40.0%
	Female	33	60.0%
Years	Under 25	14	25.5%
	25-30 years	20	36.4%
	Over 30 years	21	38.2%
Marital Status	Married	26	47.3%
	Single	20	36.4%
	Widower	7	12.7%
	Absolute	2	3.6%
Scientific Qualification	Bachelor	22	40.0%
	B.A.+Education Diploma	13	23.6%
	Postgraduate	20	36.4%
Years Of Experience	Less than 5 years	20	36.4%
	5-10 years	15	27.3%
	10+	20	36.4%
Training Courses	None	7	12.7%
	one session	11	20.0%
	two sessions	9	16.4%
	Three and more sessions	28	50.9%

The previous table shows the distribution of a sample by demographic variables, where the table shows the frequency and percentage of each variable.

2.3. Instrument

The study was based on a (questionnaire) review of the relevant literature and previous studies. The final version of the tool consists of three axes and (36) Items. The objective of this study is to identify the impact of electronic education on English reading education from the point of view of English language teachers and supervisors in the Governorate of Karak. In order to achieve this, the study used a 36-paragraph questionnaire distributed to a sample of 55 teachers. The questionnaire was designed on a five-dimensional Likert scale and the Items were indicated and the weights were given as shown in the following table:

Table2. Key to correcting sample responses by Likert quintile scale

Response	I strongly agree	Agreed	Neutral	I do not agree	I don't really agree
Grade	5	4	3	2	1

The results are as follows: What has electronic education affected English reading education from the point of view of English language teachers and supervisors in Karak Governorate?

In order to answer this question, the Mean, the standard deviation and the percentage of each area of the tool were extracted:

Table 3. Mean, standard deviations, and percentages of the degree of impact of electronic education on English reading education from the point of view of English teachers and supervisors in Karak Governorate

No.	Domain	Mean	Standard deviation	Percentage	Grade
1	Use of e-learning in English teaching	4.32	0.40	86.4 %	High
2	**Difficulties in using e-learning in English teaching**				
	Software	4.18	0.50	83.6%	High
	Teacher	4.22	0.48	84.4%	High
	Student	4.23	0.44	84.6%	High
3	Members of the educational system (administration, teacher, student).	4.14	0.62	82.8%	High
	Total	**4.22**	**0.38**	**84.4%**	**High**

The data in table 3 show that the degree of impact of electronic education on English reading education from the point of view of English teachers and supervisors in Karak Governorate was very high. The percentages ranged from (82.8) to (86.4), which are the subjects of the members of the educational system (administration, teacher, student) and the use of e-learning in English teaching.

This finding indicates that the impact of e-learning on English reading education from the point of view of English language teachers and supervisors in Karak Governorate was very large, with a percentage (84.4%)

Table 4. Mean, standard deviations, and percentages of the degree of impact of electronic education on English reading education from the point of view of English teachers and supervisors in Karak Governorate.

No	Items	Mean	Standard Deviation	Percentage	Grade
Use of e-learning in English teaching					
1.	E-mail assignments	4.54	0.66	90.8%	High
2.	Instruct students to gather information	4.25	0.58	85.0%	High
3.	View lessons using the presentation program	4.29	0.62	85.8%	High
4.	Instruct students to hand over duties on email.	4.07	0.81	81.4%	High
5.	Engaging students in project work	4.25	0.82	85.0%	High
6.	Instruct students to read.	4.47	0.63	89.4%	High
7.	Instruct students on educational websites.	4.14	0.67	82.8%	High
8.	Show model lessons using computers.	4.43	0.63	88.6%	High
9.	Instructs students to view a specific lesson online.	4.34	0.55	86.8%	High
10.	Students are assigned to solve online questions related to the study.	4.36	0.58	87.2%	High

11.	Use the Internet to view images or study-related figures.	4.29	0.68	85.8%	High
12.	Ask students to prepare presentations for the lesson (power point).	4.29	0.76	85.8%	High
13.	Communicate with the educational supervisor electronically.	4.36	0.61	87.2%	High
14.	Familiarize the educational supervisor with the electronic learning systems used by him\her.	4.38	0.65	87.6%	High
Difficulties in using e-learning in English teaching					
Software					
15.	Availability of hardware and software.	4.25	0.72	85.0%	High
16.	Security element availability.	4.05	0.75	81.0%	High
17.	Computer maintenance.	4.12	0.72	82.4%	High
18.	The high financial cost of e-learning.	4.29	0.71	85.8%	High
Teacher					
19.	Training of teachers in teaching.	4.30	0.69	86.0%	High
20.	Adoption of traditional teaching methods by teachers.	4.16	0.73	83.2%	High
21.	Educators are aware of the importance of e-learning.	4.20	0.70	84.0%	High
22.	The belief that the use of electronic education is a waste of time.	4.21	0.80	84.2%	High
23.	Teacher resistance to change.	4.27	0.75	85.4%	High
24.	Teacher overload.	4.29	0.78	85.8%	High
25.	The pedagogical supervisor is not encouraging teachers to benefit	4.14	0.84	82.8%	High

	from e-learning.				
Student					
26.	The nature of the subject and its relation to the abilities of students.	4.36	0.55	87.2%	High
27.	Students' English level.	4.20	0.67	84.0%	High
28.	Students' computer skills.	4.14	0.93	82.8%	High
29.	Students have little knowledge of the use of e-learning.	4.18	0.74	83.6%	High
30.	Low motivation of students to use e-learning.	4.30	0.71	86.0%	High
31.	The relevance of the teaching material to electronic learning is low.	4.14	0.75	82.8%	High
32.	The interaction of students with e-learning in classes has been affected by difficult or special living conditions	4.32	0.63	86.4%	High
Members of the educational system (administration, teacher, student).					
33.	The electronic education system provides direct communication between members of the educational system (management, teacher, and student).	4.27	0.70	85.4%	High
34.	Logistical support at the school is available to follow up on the learning process.	4.10	0.71	82.0%	High
35.	Provide a guide to using the Student Subject Site.	4.14	0.70	82.8%	High
36.	The school administration is continuously evaluating the distance learning mechanism.	4.03	0.79	80.6%	High
Total		**4.22**	**0.38**	**84.4%**	**High**

Table (4) show that the degree of impact of e-learning on English literacy from the perspective of English language teachers and supervisors in Karak Governorate was significant. The percentages ranged from 80.6% (to 90.8%), Items (school management continuously evaluates the distance teaching mechanism) and (e-mailing duties). The percentage of school staff members was 20%.

3. Results

3.1. First: The Results of the Hypothesis on the Gender Variable State

There are no statistically significant differences on the level of significance (α = 0.05) with responses from a sample of individuals to the impact of e-learning on English reading education from the point of view of English teachers and supervisors in Karak Province due to the gender variable. In order to examine the validity of the hypothesis on the sex variable, a test (v) was used for independent samples and the results of the following table show this:

Table 5. Results of T Test for differences in the impact of electronic education on English language reading education from the point of view of English language teachers and supervisors in Karak Governorate by gender variable

Sex	No.	Average	Standard Deviation	(F) Value	Sig. Level*
Male	22	4.20	0.44	-0.209	0.835
Female	33	4.23	0.34		

** (statistically at α level = 0.05)*

Table (5) shows that there are no statistically significant differences in the level of the indicator (α = 0.05), with the responses of a sample of individuals towards the impact of e-learning in English reading education from the point of view of English teachers and supervisors in the Governorate of Karak, attributed to the gender variable, the value of the index was 0.835, which is greater than 0.05. This result means acceptance of the zero hypothesis on the gender variable.

3.2. Second: The Results of the Hypothesis on the Variant of Years of Experience:

There are no statistically significant differences on the level of significance (α = 0.05) in the responses of a sample of individuals to the effect of e-learning in English reading education from the point of view of English language teachers and supervisors in Karak Governorate due

to age variable. In order to check the validity of the age variant hypothesis, a single variance analysis was used, and the results of the following tables show this:

Table 6. Mean and standard deviations of the total degree age-years variable

Years	No	Mean	Standard Deviation
Under 25	14	4.01	0.39
25-30 Years	20	4.29	0.30
Over 30 Years	21	4.29	0.41
Total	**55**	**4.22**	**0.38**

Table (6) shows differences in the Mean at variable levels (age years), and to see the significance of the differences, the single variance analysis was used as shown in table (7)

Table 7. Results of the mono-variance analysis of the significance of differences in the impact of e-learning on English reading education from the point of view of English teachers and supervisors in Karak Governorate are attributed to the age variant

Contrast Source	Sum of Squares	Degree of Freedom	Mean Squares	(F)Value	Sig. Level
between groups	0.810	2	0.405	2.934	0.062
Inside groups	7.176	52	.1380		
Total	**7.986**	**54**			

* (statistically at α level = 0.05)

Table (7) shows that there are no statistically significant differences on the level of the indicator (α = 0.05), with the responses of a sample of individuals towards the impact of electronic education in English reading education from the point of view of English teachers and supervisors in Karak Governorate, attributable to the age variable, the value of the indicator level was 0.062, this value is greater than 0.05, and this result means accepting the zero hypothesis of the age variable.

3.3. Third: The Results of the Hypothesis on the Marital Status Variable Provide:

There are no statistically significant differences on the level of significance (α = 0.05) in the responses of a sample of individuals to the impact of e-learning on English reading education from the point of view of English language teachers and supervisors in Karak Governorate due to the marital status variable. In order to check the validity of the marital status variable

hypothesis, a single variance analysis was used, and the results of the following tables show this:

Table 8. Mean and standard deviations of the overall marital status variable

Marital Status	No	Mean	Standard Deviation
Married	26	4.26	0.33
Single	20	4.06	0.35
Widower	7	4.42	0.54
Absolute	2	4.49	0.14
Total	**55**	**4.22**	**0.38**

The above table shows differences in Mean at variable levels (marital status), and to see the significance of the differences, the single variance analysis was used as shown in table (9)

Table 9. Results of the single variance analysis of the differences in the impact of e-learning on English literacy from the point of view of English teachers and supervisors in Karak Governorate are attributed to the marital status variable

Contrast Source	Sum of Squares	Degree of Freedom	Mean Squares	(F)Value	Sig. Level
Between Groups	0.951	3	0.317	2.297	0.089
Inside Groups	7.036	51	0.138		
Total	**7.986**	**54**			

* (statistically at α level = 0.05)

Table (9) shows that there are no statistically significant differences in the level of the indicator (α = 0.05), with the responses of a sample of individuals towards the impact of electronic education in English reading education from the point of view of English teachers and supervisors in the Governorate of Karak which is attributed to the marital status variable, the value of the indicator level (0.089), which is greater than (0.05). This result means accepting the zero hypothesis of the marital status variable.

3.4. Fourth: The Results of the Hypothesis Concerning the Scientific Qualification Variable Provide

There are no statistically significant differences on the level of significance (α = 0.05) in the responses of a sample of individuals to the impact of e-learning on English reading education from the point of view of English language teachers and supervisors in Karak Governorate due to the scientific qualification variable. In order to examine the validity of the hypothesis on the

scientific qualification variable, a single variation analysis was used, and the results of the following tables show this:

Table 10. Mean and standard deviations of the total degree qualification variable.

Scientific Qualification	No.	Mean	Standard Deviation
Bachelor	22	4.09	0.37
B.A.+ Education Diploma	13	4.25	0.41
Postgraduate	20	4.34	0.34
Total	**55**	**4.22**	**0.38**

Table (10) shows differences in the Mean at variable levels (scientific qualification), and to determine the significance of the differences the single variance analysis was used as shown in table 11

Table 11. Results of the mono-variance analysis of the significance of differences in the impact of electronic education on English reading education from the point of view of English teachers and supervisors in Karak Governorate are attributed to the scientific qualification variable

Contrast Source	Sum of Squares	Degree of Freedom	Mean Squares	(F)Value	Sig. Level
Between Groups	0.662	2	0.331	2.348	0.106
Inside Groups	7.325	52	.1410		
Total	**7.986**	**54**			

* (statistically at α level = 0.05)

Table (11) shows that there are no statistically significant differences in the level of the indicator (α = 0.05), with the responses of a sample of individuals towards the impact of electronic education in English reading education from the point of view of English language teachers and supervisors in Karak Governorate, attributable to the scientific qualification variable. The value of the indicator level was 0.106, which is greater than 0.05. This result means accepting the zero hypothesis of the scientific qualification variable.

3.5. Fifth: The Results of the Hypothesis on the Variant of Years of Experience:

There are no statistically significant differences on the level of significance (α = 0.05) in the responses of a sample of individuals to the impact of e-learning on English reading education

from the point of view of English language teachers and supervisors in Karak Governorate due to the variable years of experience. In order to examine the validity of the hypothesis on the years of experience variant, a single variation analysis was used, and the results of the following tables show this:

Table12. Mean and standard deviations for the total degree experience variant

Years of Experience	No	Mean	Standard Deviation
Less than 5 Years	20	4.08	0.39
5-10 Years	15	4.29	0.33
10+	20	4.30	0.39
Total	**55**	**4.22**	**0.38**

This table shows differences in the Mean at variable levels (years of experience), and to see the significance of the differences, the single variance analysis was used as shown in table 13

Table .13 Results of the mono-variance analysis of the significance of differences in the impact of electronic education on English reading education from the point of view of English teachers and supervisors in Karak Governorate are attributable to the variable years of experience

Contrast Source	Sum of Squares	Degree of Freedom	Mean Squares	(F)Value	Sig. Level
Between Groups	0.582	2	0.291	2.045	0.140
Inside Groups	7.404	52	142.142		
Total	**7.986**	**54**			

* (statistically at α level = 0.05)

Table (13) shows that there are no statistically significant differences on the level of the indicator (α = 0.05), in response of certain individuals to the effect of electronic education in English reading education from the point of view of English teachers and supervisors in the Governorate of Karak, due to the years of experience variant. The value was 0.140. This value is greater than 0.05. This result means accepting the zero hypotheses of the variant years of experience.

3.6. Sixth: The Results of the Hypothesis on the Variable Number of Training Courses, Stating:

There are no statistically significant differences on the level of significance (α = 0.05) in the responses of a sample of individuals to the impact of e-learning on English reading education

from the point of view of English language teachers and supervisors in Karak Governorate due to the variable number of training courses. In order to examine the validity of the hypothesis on the variable number of training courses, a single variance analysis was used, and the results of the following tables show this:

Table 14. Mean and standard deviations of the total number of courses variant

Number of Training Courses	No	Mean	Standard Deviation
None	7	4.01	0.33
One Session	11	4.16	0.43
Two Sessions	9	4.12	0.30
Three And More Sessions	28	4.32	0.38
Total	**55**	**4.22**	**0.38**

Table (14) shows differences in the Mean at variable levels (number of training courses), and to see the significance of the differences, the single variance analysis was used as shown in table 15

Table 15. Results of the mono-variance analysis of the significance of the differences in the impact of electronic education on English reading education from the point of view of English teachers and supervisors in Karak Governorate are attributable to the variable number of training courses

Contrast Source	Sum of Squares	Degree of Freedom	Mean Squares	(F)Value	Sig. Level
Between Groups	0.744	3	0.248	1.746	0.169
Inside Groups	7.243 P	51	142.142		
Total	**7.986**	**54**			

* (statistically at α level = 0.05)

Table (15) shows that there are no statistically significant differences on the level of the indicator (α = 0.05), in response of certain individuals to the impact of electronic education in English reading education from the point of view of English teachers and supervisors in Karak Governorate, due to the variable number of training courses, the value of the indicator level was 0.169, and this value is greater than 0.05. This result means accepting the zero hypothesis of the variable number of training courses.

4. Discussion and Conclusion

Following this study, which sought to understand the impact of e-learning on English literacy from the perspective of English teachers and supervisors in Karak Governorate, the study has reached the following conclusions:

- It was found that the axes of the effect of electronic education on reading education in the English language from the point of view of the English language teachers and supervisors in the Governorate of Karak were very large and that the highest (use of electronic learning in teaching the subject of English), and the lowest (members of the educational system (administration, teacher, student).
- It turned out that the impact Items of electronic education in English reading education from the point of view of English language teachers and supervisors in Karak Governorate were very large and that the highest Items (sending e-mails duties), and the lowest (school administration continuously evaluates the mechanism of distance teaching).
- No statistically significant differences were found at a significance level (α=0.05between the effect of E-learning on English reading education from the point of view of English teachers and supervisors in the Governorate of Karak, attributed to the gender variable).
- No statistically significant differences were found at a significance level (α=0.05between the impact of E-learning on English reading education from the point of view of English teachers and supervisors in the Governorate of Al-Karak, due to the age variable).
- No statistically significant differences were found at a significance level (α=0.05between the impact of E-learning on English literacy from the point of view of English teachers and supervisors in the Governorate of Al-Karak, due to the marital status variable).
- No statistically significant differences were found at a significance level (α=0.05between the impact of E-learning on English reading education from the point of view of English teachers and supervisors in the Governorate of Al-Karak, due to the variable of years of experience).
- The absence of statistically significant differences at a significance level (α=0.05between the impact of e-learning on English reading education from the point of view of English teachers and supervisors in the Governorate of Karak was found to be due to the variable number of training courses.

5. Recommendations

Based on the previous findings, the study suggests and recommends that:

- Provide sufficient computer hardware in schools and classrooms and provide the necessary software and hardware to enable the use of e-learning in the educational process.
- Pre- and post-graduate training of English language teachers on the use of e-learning in English teaching.

- Hold workshops for English teachers to introduce them to the benefits of e-learning in English teaching.
- Provision of school Internet lines and classroom contacts to enable teachers to access the Internet, open educational channels and take advantage of educational sites.
- The need to conduct broad studies on the subject of the impact of e-learning on English literacy from the point of view of English language teachers and supervisors is important.

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