



Research Paper

## The Impact of Political and Epidemic Crisis on E-Learning English Language in Yemen

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### Abstract:

Rapid of E-learning and online classes in English language learning and all educational sectors throughout the world did not combine online learning and E-learning with technology and equipment to replace face-to-face learning during the Covid19 pandemic in Yemen. Therefore, during the Covid19 epidemic, the use of technology to improve English language learning faced several challenges in learning English as a foreign and second language learning in Yemen. In this sense, the article aims to investigate the obstacles that English learners encounter when using electronic language especially in arrested country like Yemen. This article explores the e-learning and the use of electronic sources during the covid 19 lockdown and to what extent the experience and benefits of using technology to learn English language.

**Keywords:** Introduction, the negative role, conclusion.

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### I. Introduction

To discover the use of e-learning and using technologies and its effects for students proficiency in learning English language, such limitation as the training of teacher to implement e-learning and using technologies for more accessibility to the mobile phone and Internet connectivity. Therefore, the researchers recommend more research to highlight students' ideas about the importance of E-learning and using technology in English language classroom. ESL learners, stakeholders, policy makers, and institutions can all benefit from using technology to utilize online resources for education in pandemic situations. Diagonal of the Covid-19 pandemic in the world has caused profound changes and profoundly affected the interaction and organization of the entire society, especially the education sector of learning English language through the internet online programs and other electronic devices.

### The Negative Role of Yemeni Government

The Yemeni government did not take any action during the pandemic time of Covid 19, by claiming that instability and arrested condition. The war is directly affecting the educational sectors whether the private or public more than Covid itself. The technologies in country like Yemen are not available for so many factors socially, economically, culturally. Therefore, the apprentices in Yemen, they did not use technology and online programs to improve their and also learners skills through the use of online courses. We cannot deny that the world has adopted traditional techniques to prevent the spread of this virus in the pandemic time called "social distance and social isolation". This action has been taken to reduce privacy and minimize the possible rapid development of spreading this virus of the community in crowded places like universities, religious, public places, etc. But at the same time, the world has taken action to target education in schools and universities around the world in the process of learning and teaching by taking precautions and using online classes like zoom online program and others. The implementation of online courses and the use of E-learning and technologies have made our country less progress than others in the learning and teaching process due to the continuous fighting and civil war throughout the country and also the forced closure of airports not because the corona Pandemic but the political crisis over the country, as mentioned that taking actions on online learning and teaching.

Therefore, the government and Ministry of Education have proposed several measures to close all schools and switch to online classes, E-learning programs, marking a rapid transition from standard face-to-face courses to virtual learning. Due to the rapid updating of the Internet and accessible technical tools, online learning and e-learning have become widely popular and have been used flexibly tools in teaching and learning process by teachers and learners. Although many teachers believe that new technologies can effectively benefit the teaching and learning process, they have not fully introduced the new technology into practice. This is the initial stage of how teachers should plan and prepare teaching methods in the classroom. In terms of language teaching, teachers need to create a supportive environment. If communicative language teaching is used to teach the language, students will feel comfortable. During this pandemic, students who have difficulty in learning English face-to-face meetings will face more challenging situations when learning English virtual. Therefore, this situation has caused a delay in English learning. During the Covid-19 outbreak, all educational levels, such as schools, colleges, and universities, switched to online learning. In addition, it is difficult for teachers to process online application. These challenges include ICT skills, lack of motivation, training, poor access to the Internet, resources and materials. There is a lack of research on education during the covid-19 pandemic, especially in English teaching, and thorough research has not yet been conducted online classes learning. This online learning skill is one of the skills that everyone needs to master in the 21st century to succeed in this exciting era. In completely online education, students and teachers can only meet in a virtual environment using the Internet and its technology. When there is face-to-face interaction between educators and students in the online learning process, blended teaching and so-called blended learning occurs. The network-assisted E-learning method uses well-designed timing tools to enhance teaching effects and improve learning efficiency. Network assisted learning includes online discussions and interactions between students and instructors and can analyzes diverse information to improve the quality of teaching. Today, you can use your mobile phone or laptop to access various online applications such as Zoom, Google Classroom, Microsoft Teams, WhatsApp, Telegram, and Edmodo, the use of WhatsApp can reduce the burden for teachers and allows students to access in a short period of time. WhatsApp has been found to be unique in promoting good teacher-student relationships and a positive classroom environment. Several studies have been conducted on e-learning in ESL classrooms to assess how e-learning affects its users. In terms of learning and teaching English language, the widespread usage of technology and the E-learning environment have affected on the English language learning as a second and foreign language by learners. The rapid development and innovation of technology provides opportunities and new functions for English language learning. For example, the combination of audio, visual aids and animation effects make learning and teaching process more attractive and effective . (Wijaya & Helmi, 2018). Furthermore, E-learning is also considered a cost-effective and time-saving tool for English language learning. It also provides a good opportunity ways to practice the English language, such as online education apps. Learning foreign and second language is said to be challenging, especially in semi-urban and rural areas (Endriyati, 2019). Fortunately, in this modern technology, it serves second and foreign language learners in many ways. According to research by Foti (2020), E-learning has become a simple and inexpensive source for learners to access and interact with others by sharing knowledge and information. Despite the benefits of teaching and learning process, many teachers have not fully utilized this skill in their classes for lack of facilities, time, and insufficient ICT knowledge. In modern times with easy access to a smartphone or internet, it may become more open for students to use technology and online resources as a tool for learning English language. Today, many students download dictionaries offline or online to their smartphones to help them find the meaning of new words. Apart from that, ESL teachers may find these applications very helpful too when designing specific tasks to their students. The electronic dictionary was convenient and time-efficient to search for the meaning of new words that the learner wanted to know. With this advanced application, students' spontaneous self-esteem has made independent learners responsible for learning while controlling their own pace of learning. Other online education platforms, such as blogs, social media applications, and smartphones, can ease and improve language teaching and learning for both teachers and students. Learning ESL (English as a Second Language) has never been easier, especially for calibrated students who have always needed a teacher to monitor and guide them during class. Face-to-face education differs from online learning, where teachers can answer and pay attention to the questions and questions of every student. In addition, learning English as a second language can only be adjusted by various linguistic, contextual, and individual differences, so students have different learning styles, interests, and proficiency. Speaking in an online classroom there was little interaction between peers during the lesson, and students were ashamed to practice compared to traditional classrooms. They struggled to keep up with the rest of the lessons while mixed-ability learners gave teachers standardized tasks to all of them. I mentioned that. . . We've been able to see some improvements in language learning using Learning Language Strategies (LLS), but the effects haven't been fully applied

yet. Learning English language by using an effective method like A.V aids and technologies is the only way for better learning and teaching. There is a time to adjust the online teaching and learning under the government's initiative to shift from traditional classroom teaching to E-learning, the learners must ensure that their learning is done right. There have been many different ways to utilize online education, including lectures, game, task, learning projects, and discussions. Teacher can test their students through online programs like sending links on WhatsApp. There were also teachers who said that they had contacted students in a variety ways, like providing worksheets through WhatsApp and sending photos and videos as additional support materials. For example, the combination of audio, visual and animation affect E-learning and make it more attractive and effective, (Wijaya & Helmi, 2018). The main obstacles of learning and teaching English language in Yemen are the political crisis and Covid 19 pandemic which have been closely related to the public of people especially students, therefore the Yemeni government whether in north or south are not take caring of the learning and teaching processes like offering the good internet connectivity at homes and schools and choosing the best syllabus, seven years back teachers are not given their salaries and searching how to be alive only. Hence this findings have been technically shown the barriers and difficulties in the teaching and learning processes in Yemeni society. Participation of the students and the evaluation of the teachers on the teaching and learning processes, the students and teachers were accustomed to meet each other face to face and not accustomed to meet through online classes. In addition, the students did not own most cell phones, electronic devices so they face many difficulties with using such a device. Rural and low-income family's learners with poor or no internet connection do not have access to online learning program. Teachers have to find out other options for offering lessons by using other available platforms, which allow students not to delay learning again (Kaden, 2020). Due to these factors, students in urban and rural society in Yemeni country have gradually lost their interest and motivation to go through online classes program. Teachers can voluntarily plan and prepare interesting and effective virtual classrooms at the same time. To showcase students' passion and motivation for online learning courses, teachers have to be creative enough to attract students' attention. Teachers have to make the most of the variety of teaching methods in order to get more involved in online learning classes. Engaging students in fun learning activities can increase their motivation to learn, (Morat et al., 2017). While learning English language or any other language by using online classes program at home, teachers have a hard time to keep students interested and motivated to learn such a language. At the beginning of online learning English language classes, students should be pleased to immerse themselves in the "new standard" of learning and not only after a few months their minds become faint and dull ,students are not interested and do not intend to study. Learners with mixed abilities they have problems contacting to other members of the class because teachers have standardized work for all classes. Therefore, feedback and assessments for students to do better online classes learning at schools and home seem to be inconsistent. All of the above aspects affected the achievement of the educational goals and the teacher's ability to provide knowledge to the students' online classes program the problem still existed. When conducting e-learning, the most serious disability the teachers encountered were the poor Internet, behavior of the students are little or no access to cell phones and laptops. Influential parties such as parents, teachers and governments must provide unconditional support to ensure the effective implementation of e-learning. Nonetheless, the collaboration of this official helps the teacher to provide knowledge well while at the same time motivating students. The findings of this survey show that educators and curriculum designers will prepare an online learning framework that meets several conditions, such as accessibility of teachers' e-learning recognition skills, student economic background, and the need to implement online learning during Covid 19. So, in order to make your e-learning implementation successful, you need to consider several factors. The important thing is that teachers need to improve and improve their live hood level, students' needs to make them access to technologies easily, online class preparation so that both of teachers and students can create fun, meaningful, and purposeful classes.

## **II. CONCLUSION**

The outcomes of this study indicated that the majority of teachers said that the use of online educational classes is not more effective and efficient like the off line classes especially in country like Yemen .There have been restrictions on online classes management in terms of the readiness of teachers to hire online education, accessibility to mobile phones and internet connections, and low students' participation and evaluation. In this study, we found that it was important for teachers to be prepared and flexible when using e-learning to enhance learning effectiveness. Hopefully, the results of this study will help teachers, students, parents, and stakeholders gain a deeper understanding of the effects of online educational classes to support the learning and teaching processes through the digital and technologies. To optimize the efficiency and practicality of e-learning during this critical period, the collaboration and

innovation of essential parties such as governments, teachers, parents and schools is a must. Teachers' personal experience, such as years of teaching experience, age, and level of education, can lead to different views on e-learning in English language learning.

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