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Challenges and Solutions of Electronic learning among EFL Students at Sebha University

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A B S T R A C T

This study aims to investigate the obstacles and challenges that have been encountered by EFL students at Sebha University when implemented to electronic learning system, as well as to find out the suitable solutions for these problems. The participants of the study were 50 students; 38 females and 12 males who were enrolled in the semesters from the 4th till the 8th semester. Simi-structured interviews were utilized to collect data; the thematic approach was used for analyzing data and the qualitative descriptive method was employed in this study. The research study concludes that EFL students have faced some technical obstacles when integrated to online learning during the time of COVID 19 pandemic, i.e., ignorance of technology, unstable network and lack of smart phones and computers. Moreover, EFL students have faced some academic challenges with online learning, i.e., lack of teacher interaction, difficulties of self-reliance learning and lack of collaborative learning approach. As a result, some solutions are suggested by EFL learners to fix up the previous problems which are presented in replacing e-learning system to blended learning as well as providing the university support for encountering the technical problems. Finally, recommendations for teachers to implement the collaborative approach and enhancing the autonomous learning techniques are mentioned in this study.

مشاكل وحلول التعليم الإلكتروني لدي طلاب اللغة الإنجليزية في جامعة سبها

سارة عبدالرزاق

قسم اللغة الإنجايزية ، كلية اللغات ، جامعة سبها

الملخص

تهدف هذه الدراسة إلى التعرف على المعوقات والتحديات التي واجهت طلاب اللغة الإنجليزية كلغة أجنبية بجامعة سبها عند توجههم لنظام التعليم الإلكتروني، وكذلك معرفة الحلول المناسبة لهذه المشكلات. كان المشاركون في الدراسة 50 طالبا 38 منهم أناث وعدد الذكور 12 الملتحقين في الفصل الرابع حتى الفصل الثامن. تم استخدام المقابلات شبه المنظمة لجمع البيانات؛ تم استخدام المنهج الموضوعي لتحليل البيانات وتم استخدام المنهج الوصفي النوعي في هذه الدراسة. وخلصت الدراسة البحثية إلى أن طلاب اللغة الإنجليزية كلغة أجنبية قد واجهوا عقبات تقنية عند دمجهم في التعلم عبر الإنترنت خلال فترة جائحة كوفيد 19، مثل جهل استخدام التكنولوجيا وعدم استقرار شبكات الإنترنيت وأيضا عدم امتلاك الهواتف الذكية وأجهزة الكمبيوتر للبعض. علاوة على ذلك، واجه طلاب اللغة الإنجليزية كلغة أجنبية تحديات أكاديمية في التعلم عبر الإنترنت، تتمثل في فقدان التواصل المباشر بين الأستاذ والطالب وصعوبة التعلم الذاتي كذلك فقدان طريقة التعلم الجماعي المشترك ونتيجة لذلك، يقترح متعلمو اللغة الإنجليزية كلغة أجنبية بعض الحلول لإصلاح المشاكل السابقة التي تم تقديمها في استبدال نظام التعلم الإلكتروني بالتعلم المدمج بالإضافة إلى توفير الدعم من الجامعة الملتحقين بها من أجل المساهمة في تسهيل الصعوبات المتمثلة في المشاكل التقنية. وأخيرا، تم ذكر توصيات للمعلمين لتطبيق النهج التعاوني في التدريس وتعزيز تقنيات التعلم المستقل في هذه الدراسة.

1. Introduction

As The World Health Organization (WHO) has announced COVID-19 as a worldwide, a lot of nations applied measures of social distance and followed the strategy of lockdown. Accordingly, many countries have been adapted to new conditions in different work sectors including institutions of education. The Libyan government has been one the countries that has adjusted the education system from face-to-face to distance or electronic-learning (e-learning). However, E-learning is processed via networked computers and other electronic devices, and learners have to accomplish their required tasks and activities individually. As Horton (2006) and Hartnett (2016) states that online learning is a kind of distance education that requires technological devices owned by independent learners away from their traditional settings of learning. The current study is conducted in Sebha University exactly on English department students, faculty of Languages. As many students claimed that they have faced many obstacles with e-learning, so this study was done to find out these problems and seeks solutions and recommendations for e- learning process in future which would benefit for both students and teachers.

1.1 Research problem:

EFL students of Sebha University have encountered some significant challenges when educated through electronic learning system.

1.2 Research questions:

1/ What are the challenges and obstacles of e-learning that have been faced by EFL students of Sebha University?

2/ What are the solutions that have been suggested by EFL students of Sebha University for the challenges and obstacles for e-learning?

1.3 Objective of the study:
The aim of this research study is to determine the challenges of distance learning at Sebha university among EFL students as well as to find out the possible solutions for reducing these challenges.

1.4 Significance of the study:

The importance of this study is to show the challenges of EFL students at University of Sebha due to electronic learning, and to find out some solutions and suggestions for fixing up these problems in order to facilitate the process of EFL learning and teaching and to take the findings into consideration when implemented in upcoming online classes.

2. Literature review:

The term electronic learning or more popular e-learning was first emerged in 1998 by Jay Cross to describe the process of education linked with the usage of technology. (As cited in Cross, 2004). Online learning, distance learning and e-learning are three terms with the same meaning which people use them interchangeably.

2.1 Definition of e-learning:

The term e-learning is related to the computer-based learning system (Palloff & Pratt,1999). However, online learning has become a modern philosophy in education and it has been defined in many different ways. For example, Rosenberg (2005) defines E-learning as a concept that uses Internet technologies to provide a wide array of solutions which enhances and transforms knowledge and performance. According to the different tags of e-learning, Jones (2003) states that it doesn't matter which label can be applied to digital learning since the all tags utilize the web-based technology and aid to students' learning improvement. This integration of technology and learning enhancement goes in line with Waterhouse (2003) who argues that e-learning is a computer enhanced technology which is performed in order to match teaching and learning development.

Besides, the concept e-learning is explained as "an innovative approach for delivering well-designed, learner centered, interactive, and facilitated learning environment to anyone, anyplace, anytime" (Khan, 2005, p.3). Moreover, Horton (2006) argues that online learning is the process of gathering the learning experiences, knowledge and computer technology. In the same way Holmes (2006)

views online learning as the flexible accessibility to the resources at any place or time. Meanwhile, (Bentley et al., 2012) state that learning systems that require an implementation of internet connection with the process of education are called online or virtual Learning systems. Similarly, Condruz-Bacescu, (2013) believes that online learning uses internet technology to enhance learning performance. Subsequently, it is clear that all the previous definitions agree to the fact that online learning utilizes computer technology to enhance the development of learning and teaching.

2.2 Information communication technology (ICT) and online learning:

The digitalization of education has recently become more popular; however, e-learning has been used alternatively with compass classroom learning especially in cases of pandemic spread as COVID 19. Through which classroom education system was worldly changed into online learning media.

Online learning is associated with ICT respectively. Therefore, talking about online learning means talking about ICT as online learning cannot stand alone without the support of ICT. Clarke believes that "e-Learning is a general term covering many different approaches that have in common the use of information and communication technology" (2004, p. 2). Moreover, Selinger (2001) suggests that ICT can facilitate the access to information which helps students to self-discipline and increase their learning motivation. Therefore, combining e-learning to ICT can affect the education process significantly, as Mahyoob (2020) reports that the ICT has a significant role in hastening e-learning activation worldly, which is considered as a great solution for continuing the education process in times of any world crises. For example, Hidalgo-Camacho et al. (2021) have investigated the effect of online teaching during COVID-19 on EFL students' achievement, they reported that online learning was the best alternative teaching process at the time of Pandemic COVID 19.

2.3 Previous studies about e-learning and EFL learners:

Many studies proved that online learning system can enhance the learning process efficiently. For instance, Ferraro et al. (2020) discuss that in some European areas the levels of anxiety as regards to homework tasks were highly decreased through the distance education system, and it was found that time management has been considered as one of the e-learning merits. Beside the advantages of e-learning, Rojabi (2020) investigates the attitude of EFL students at Open University in Indonesia towards using online learning via Microsoft team, the researcher found out that EFL students perceived highly to this system, as it was easy for them to comprehend e-learning materials. Similarly, Hidalgo-Camacho et al. (2021) declare that e-learning system is extremely effective for EFL academic achievement. Regards to the factors which leads to a successful e-learning practice, Schrum and Hong (2002) discuss that there are some dimensions which should be taken into account when investigating the effectiveness of e-learning success; i.e., good ICT knowledge, learning preferences, habits of study, aims of learners and learners 'personal traits.

On the other hand, integrating technology to the education system may cause some problems for both students and teachers in some aspects. For instance, Tarus et al. (2015) state that students at Kenyan public universities faced some technical problems that hinder utilizing e-learning. Besides, Mahyoob (2020) investigates the obstacles and problems of e-learning that have been encountered by EFL students at the university of Taibah in Saudi Arabia during the Pandemic COVID 19, he concluded that EFL learners were not satisfied with the distance learning process, however the learners preferred the traditional education system as they suffered a lot from the technical obstacles of online learning which is presented in poor internet connection, lack of interaction and low learning outcomes.

In addition, Ja'ashan (2020) investigates the challenges of e-learning among EFL students of Bisha University, in this study which implemented 36 teaching staff and 261 EFL learners, the researcher concludes that both teachers and students encountered some academic, administrative and technological obstacles when integrated to online learning. Despite the noted challenges, the EFL learners perceived e-learning positively as they can use it anytime and anywhere.

Furthermore, Octaberlina and Muslimin (2020) explain that unfamiliarity to e-learning, bad internet connection and some physical problems for instance, eye strain are found as barriers of online learning that have been encountered by EFL students. Similar to a study by Suharsih and Wijayanti (2021) which discusses that EFL learners encountered the obstacles of weak internet connection and difficulties with material understanding when implementing e-learning.

In respect to the students' needs for successful online learning, it is assumed that e-learning must cover the students' needs in order to be effective, however, adapting the Maslow´s hierarchy of needs, Justin Shewell (2020) illustrates the core needs of online learning. The first scale for online needs is Equipment, which should be available for integrating electronic learning. Then the second scale is Environment, where an adequate learning place must be available for e-learning process. Moreover, Community Interaction is suggested to be the third scale for the e-learning needs, in which teachers should plan their live teaching sessions carefully in order to well interact with their students. The fourth mentioned scale is Self-reliance, which encourages students' learning autonomy. The last scale is Creativity, where students are expected to fulfill their activity tasks in a way that matches the lessons which they are learning successfully.

In general, according to the reviewed literature, it is obvious that online learning has been defined differently among many researchers; however, all labels of e-learning agree on linking information technology to education, and that online learning requires a well ICT knowledge from both teachers and students in order to enhance the teaching process efficiently. Besides, although of the determined obstacles beyond e-learning, yet there have been many merits which are mentioned by teachers and learners who perceived well towards this digital learning system.

3. Methodology:

The population of this study employed 50 participants; 12 males and 38 females enrolled in the 4th semester to the 8th semester at the department of English at Faculty of Languages at Sebha University. The participants aged between 20-24. They were selected due to their experience of distance learning which was the first time for them in 2020-2021. Simi-structured interviews were utilized for data collection, a descriptive qualitative approach was used for data analysis, the thematic analysis respectively. A thematic analysis work from an inductive perspective where the collected data leads the researcher to the process of coding and thematization (Dikilitaş & Bostancıoğlu, 2019).

3.1 Data collection procedures:

The data was gathered in 2023, The interviews were recorded through the researchers' smart phone for about 15 minutes with every participant. The students were informed about the aim of the research initially, after taking their consent they were asked the main two questions of the study.

3.2 Data analysis procedures:

The audio records were transcribed focused on the ideas of the two main questions of the study and then the initial codes were generated according to the responses of the students to the simi-structured interview using the related words to challenges and solutions of e-learning, then themes were generated and reviewed accordingly, after that the identified and named themes were organized under main and sub-categories made by the researcher depending on the topic of the study. the six steps of thematic analysis procedures proposed by Braun

and Clarke (2006) were adapted respectively.

4. Results:

After the thematic analysis has been processed regarding the first question that deals with the challenges of e-learning, two main themes with three sub-themes appeared. The following table demonstrates these themes.

Table 1

Main themes	Sub-themes
IT challenges	1. Ignorance of technology. 2. Weak internet connection. 3. Lack of smart phones and computers.
Academic challenges	1. Lack of interaction 2. Self-reliance learnings 3. Lack of collaborative learning

Themes of challenges and obstacles of e-learning

In addition, the thematic analysis procedures for the second question which deals with suggested solutions for e-learning have shown two main themes with one sub-theme for each. The following table demonstrates these identified themes.

Table 2

Main themes	Sub-themes
Solutions of IT problems	University support
Solutions of academic problems	Blended learning system.

Themes of the suggested solutions of e-learning

According to the challenges of e-learning, six fundamental obstacles have been appeared. The first three on the left of figure 1 are considered as IT obstacles; internet connection, lack of smart phones or computers and ignorance of technology. However, the other three obstacles are recorded as academic challenges; lack of interaction, self-reliance learning, lack of collaborative learning. The next table presents these challenges.

Figure 1
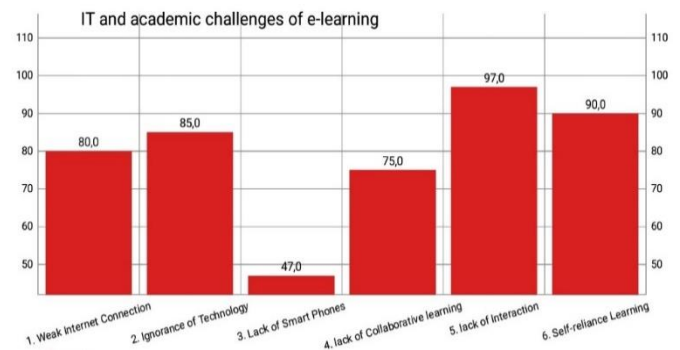
IT and academic challenges of e-learning

In respect to figure 1, it has been shown that EFL students have faced six substantial types of problems or obstacles when integrated into online learning, three of them has been thematically coded as IT (information technology) obstacles which were later sub-categorized and identified as weak internet connection, Lack of smart phones or computers and Ignorance of technology. However, the other three obstacles of online learning have been classified as academic obstacles. These challenges are subcategorized to three categories; lack of interaction, self-reliance learning, lack of collaborative learning.

In regards to the IT challenges of e-learning in figure 1, most of the students exactly 85% agreed that ignorance of technology was a big challenge for them in online learning as student (5) claimed that "I am

technologically ignorant; I cannot get into technology easy. it was difficult for me to download and utilize the online teaching app." However, as a solution for this obstacle student (16) mentioned that "I think the university should provide workshops sessions for students to introduce them to the usage of e-learning programs before inferring them to online education."

Similarly, another participant (student 18) added that when she told her instructor to help her with downloading google classroom application, the teacher claimed that she does not know how to use it as well as she mentioned that she got an assistance from an IT teacher who had downloaded it for her in her laptop. In line with this response, one participant (student 43) discussed that "the university is responsible for preparing workshops sessions for the students showing them how to be engaged into the new electronic system of education". Another technological problem has been found in figure 1 is related to the network; weak internet connection. 80% students have suffered from the weak signal of the internet which hinders them from downloading lessons easily as well as searching for information in google in a comfortable way of learning. One of the respondents (student 24) said that "as I live in a small town, the internet connection is very weak there so I cannot be able to follow the teacher most of the time". Similarly, student (33) explained that he loses the signal of the connection immediately when the electricity cut off.

Moreover, the third technological problem was found in figure 1 is lack of smart phones and computers. 47% of the learners stated that the high price of gadgets like phones or tablets causes a big challenge for them towards distance learning. One participant (student 49) said that "Computers, tablets and smart phones need a huge budget to have them. My parents cannot afford for this kind of equipment." In the same way another respondent (student 12) stated that "my phone is very old which cannot update teaching apps." Consequently, one solution for this challenge as suggested by student (9) is through providing the library of the university with modern computers with free internet access where learners can be able to use them throughout the weak.

A way from the sub-category of the IT obstacles of e-learning, the lack of class interaction comes at the top of the Academic challenges ladder of distance learning. As shown in figure 1.

According to the reviewed responses, the majority of the participants of this study suffered a lot from lacking the class interaction between the instructor and peers. 97% of the participants have agreed that the class interaction with the teacher was missed throughout the experience of distance learning. For example, one of the respondents (student 27) explained that "The most annoying aspect of online learning is being away from the instructor and the other students, we missed teacher- student interaction in the traditional classes. Which is an important issue to me for adding more motivation in leaning". She added that "blended learning could be the solution for this challenge". This response was uttered by the majority of students who agreed that blended learning should be the solution for the obstacle of interaction between the students and their instructors.

Immediately after class interaction challenge comes the obstacle of self-reliance in the academic challenges of distance learning. According to figure 1, 90% of the participants have faced problems when started depending on themselves for information seeking throughout the time of their far education experience. For instance, one of the participants (student 30) stated that "We were forced to do everything by ourselves starting from downloading the apps till searching for the ambiguous information of some topics in the syllabi, which we have not been accustomated to such type of learning reliance." In the same way another participant (student 44) added that "Independent learning is coined to e-learning, although this should be a bright side of online teaching, however, it was a big challenge for most of us as we used to have everything in a type of sheets." Moreover, student (36) added that blended learning education system

must be applied in order to be under the supervision of the instructor who can help them with the resource material more easily

The last classification of the academic challenges of online learning according to figure 1 is lack of collaborative learning approach. In respect to figure 1 it has been shown that 75% of the participants have suffered from the absence of the collaborative learning method. In which students' tasks depends on group formed activities where all the students together collaborate and help each other to answer the required questions. This kind of learning promotes learning motivation which students missed throughout the absence of collaboration within online teaching. Accordingly, one participant (student 7) discussed that tasks with partners and groups are a great teaching technique, as it creates learning motivation among the students in the classroom, he added that collaborative work helped him a lot in the previous semesters. However, with online education system there is no partners or groups, only independent learning. The matter which makes it difficult for him working out some activities alone. Similarly, another participant (student 50) admitted that "Collaborative learning in traditional classrooms was an effective teaching approach for me, I missed collaborating in online learning." She completed that "blended learning could be more useful for some EFL subjects especially for the skills ones."

4.1 Discussion:

Considering the two questions of the study which discuss obstacles, challenges and solutions of EFL learners at Sebha University, the responses to the first question in the simi-structured interviews were organized into two main categories with three sub-categories for each. However, the second question which discusses the suggested solutions was organized into two main categories with one subcategory for each. In respect the first category of the IT problems and challenges of e-learning, ignorance of technology was the most significant factor of online challenges. Roberts (2004) explains that even learners with an immense experience with technology could face problems when dealing with the web bags. According to this subcategory it is obvious that many EFL learners suffered from the problem of technological ignorance. As digital learning depends on ICT, where the ignorance of handling the technological devices, apps and programs will affect the process of e-learning respectively.

Meanwhile, some instructors have faced the same challenge when proceed online teaching as mentioned by their students according to the interview transcripts. This point matches Donnelly, & McAvinia, (2012) who claims that many Academic teachers lack the ability of using ICT in their education practice. Subsequently, some suggested solutions for this obstacle depended on the university support where the students offered that the educational institution should arrange sessions of workshops showing through them the ways of using and handling the programs, apps and webpages which they need them for processing online learning. Therefore, both teacher and student should be introduced firstly to online learning and teaching before engaging them into e-classes where the responses have showed the importance of integrating students to online education in which the authority and the administration of the university should plan workshops for both students and teachers in order to introduce them to the websites and applications that can be used for distance learning and to let them know how to utilize them easily. The same point was discussed by Al Zumor et al. (2013) who argues that both teachers and pupils need an appropriate guidance and training for dealing with e-learning.

The second IT challenge of e-learning that have been faced by EFL learners was weak internet connection. However, many students claimed that the unstable network, the availability of single as well as the weakness of internet connection were significant parries for the e-learning process. Unfortunately, the unstable situation of the electricity in the Libyan country in the last decade affected the distance learning experience at the time Corona Virus as some of the students use wireless internet in their learning through computers or smart

phones which works via electricity. However, this sudden electricity cut off increased the obstacles of e-learning. This goes in line with the study by Al-Ghaith et al. (2010) who suggest that the availability and strengthens of internet access is an important factor influencing the success of online education.

According to the last technological obstacle of e-learning, the EFL students clarified that e-learning needs a lot of money as many of them are unable to have an updated smart phones or personal computers which they definitely support online learning. The responses of the students revealed that having smart phones or laptops costs a lot of money and some parents suffer from money shortage which makes them unable to provide these types of technological devices. This matches a study by Carey (2020) who argues that e-learning needs a lot, referring to time, skills and money. However, as a proposed solution for this shortage, the students suggested that the university may aids to reduce this obstacle for them by offering computers with free internet in its library during the working hours of the weak where they can be able to enter to the resource materials of the distance learning more easily.

On the other hand, the remained obstacles of e-learning were related to academic challenges. For example, lack of interaction (teacher-students and students-students) was found at the top of the academic challenges obstacles. This finding goes in line with a study by Cook (2000) who discusses that online learning lacks the traditional class room interaction.

Subsequently, face to face interaction was missed a lot with EFL students and this factor has affected their e-learning experience significantly. However, this result matches many different studies. For instance, Hilgenberg and Tolone (2000) states that the most significant obstacle of online education was lacking interaction between instructors and learners. Moreover, Bjork et al. (2008) believes that the lack of face to face (teacher and students) contact was the most important shortcoming of e-learning. Therefore, the blended learning system was the most required solution for the majority of the EFL students. It is a mixture model of traditional and online learning system (Martyn, 2003),

In additional to the academic challenges of e-learning, self-reliance learning or autonomous learning was claimed to be the second significant obstacle in the academic category according to EFL students at Sebha University. Although learning autonomy has been believed to be a merit for an effective e-learning as argued by Dawley (2007) who stated that online education provides students with many e-resources and this information seeking process on the web pages encourages them to be autonomous learners, as it evokes students to work in an independent way. However, the participants of this study assumed that the difficulties of learning autonomy was one of the significant obstacles towards the process of online learning. They stated that they were not accustomated to independent seeking for information and applying autonomous learning along with online learning was a significant challenge for them.

Apparently, it was obvious that self-learning reliance was missed in the academic teaching process despite it was admitted to be an essential teaching technique. However, the absence of student autonomy led to the misunderstanding of the academic education among university students which depends on the students searching for information more than having everything ready for them in a form of sheets that needs only memorization for the exam. Hence, the EFL students suggested blended learning system where they can have the required materials from the instructor more easily.

Finally, the third academic challenge of e-learning that have been faced by EFL learners was lack of collaborative approach of teaching, in which learners work in groups or partners to carry out tasks and activities. Accordingly, EFL students have more learning motivation. However, online learning which they experienced lacks this approach that EFL students have been accustomated to in the traditional learning system. Therefore, EFL students lost motivation with online learning and declared that online learning loses students' motivation. This result goes in line with Sun (2014) who mentioned that lack of self-motivation is one cause for the failure of distance education. Besides, Murday et al. (2008) concluded in his qualitative study about e-learning that it was hard for students to keep motivated in online courses.

Despite of the revealed results, the importance of learner motivation can't be neglected at all, as motivation plays an important role for the students' achievement and many studies have been done to prove this issue. For example, Dörnyei (2020) believes that learners' engagement is associated respectively with the concept of motivation. He suggests that instructional materials of any form of teaching either traditional or digital education must be designed in order to match the aims of students' engagement. Consequently, blended learning was another solution for this obstacle which has been suggested by the most EFL students as well.

In general, it could be argued that EFL students of Sebha University have suffered from some substantial technical and academic challenges when implemented online learning. The university support was demanded for decreasing the IT problems, besides, blended learning was the most voted suggestion by the respondents of this research study for avoiding the academic barriers; Kilickaya et al. (2014) concluded that blended e-learning which integrates traditional education system with the digital education system is the most effective approach of teaching. Finally, e-learning can be more effective by considering the previous inputs from the interview respondents.

5. Conclusion:

This study investigates the challenges and obstacles of online learning and searches for some suggestions and solutions for these problems. Consequently, six kinds of obstacles have been noted in this research study. The study found out that lack of teacher-student interaction was the most significant obstacle for EFL students of Sebha University, after that comes the challenge of self-reliance learning where the students are not familiar to use this form of learning before, then ignorance of technology was found as the third important challenge of distance learning, this complies with Catherall's (2004) view which explains that it shouldn't be assumed that tutors and students have already the IT literacy or familiarity with the computed programs.

Additionally, the fourth noted challenge was weak internet connection, in which a lot of EFL learners suffered from the bad situations of the internet most of the time, Adnan and Anwar (2020) states that weakness of the internet access for many online learners caused a significant challenge towards the e-learning process.

  Moreover, the fifth obstacle of e-learning which has been found in this study was lack of collaborative learning where EFL students were unable to work out their tasks and activities in groups. The last challenge of e-learning was noted is lack of smart phones or computers, despite this obstacle was the least significant one among the six problems still it was noted by some EFL students as a threaten factor for the success online learning. Consequently, the IT problems could be decreased through the university support as suggested by the EFL learners, moreover, blended learning was recommended by many students as the best solution for the academic online learning challenges.

Hence, this study sheds the light for EFL teachers to accustomate students to self-autonomy learning techniques, as well as it recommends for employing the collaborative approach of online teaching more efficiently, as e-learning supports the students' autonomy and enhance their learning improvement (Zayapragassarazan, 2020). Besides, a future study to investigate the effect of online learning on language achievement among EFL students at Sebha University is also recommended.

6. Abbreviations and Acronyms:
(e-learning): Electronic Learning.
(IT): Information Technology
(ICT): Information Communication Technology.
(COVID 19): Corona Virus Disease.

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