

The Effect of E-Learning on the Future of Language Learning

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Abstract—It's obvious that E-Learning will be a major factor in how educational materials are delivered in the future. E-Learning has changed education, enabling both students and workers to study at their own pace in a setting that works for them. Nowadays, the major changes affecting communities and the huge use of e-learning have a number of effects on the comprehension of English language learning (ELL) and teaching methods. Therefore, this study aims to investigate the impact of E-Learning on English Language Learners at Sulaimnai Polytechnic University (SPU) in Northern Iraq. It also aims to assess previous research in this area. The university's Technical College of Informatics drew a sample of its student body from the first-year students to conduct the research. The participants were 50 first-year students and 7 ELT teachers from the International English Language Center (IELC) at The University's Technical College of Informatics. The participants were asked to answer a questionnaire. The study's results show that E-Learning has effects on the students' understanding and methods of teaching, and this makes the language learning process easier and the teaching methods harder. Thus, it is suggested that there is a need to change the strategies and the methods of teaching.

Index Terms—E-Learning, English Language Learners, future of language learning

I. INTRODUCTION

Teaching and learning have benefited from technological advances in ICTs and the Internet, which have made it possible to move away from more traditional teaching approaches and adopt more modern ones that incorporate technology into the process. According to Mikic and Anido (2006), E-learning can be defined as the "Use of internet technology for educational content to store information about those who learn and monitor those who learn, as well as to make communication and cooperation possible". The word "e-learning" encompasses much more than just online, virtual, distributed, networked, or web-based learning, according to Chitra and Raj (2018). All educational activities carried out by individuals or groups working online or offline, synchronously or asynchronously, via networked or freestanding computers and other electronic devices would be included because the letter "e" in "e-learning" stands for the term "electronic". According to Mohammadi et al. (2011), it can be defined as the use of electronic systems like the internet, computers, and multimedia CDs to lower costs and comings and goings. Therefore it can be defined as a form of interactive learning that makes use of communication and information technology. It relies on a managed and evaluated integrated digital electronic environment that maintains and displays courses across electronic networks and controls and arranges assessments. In developed countries and some Arab countries, such as Jordan and the United Arab Emirates, e-learning systems have been used successfully. For example, e-learning has been used in higher education in Saudi Arabia to supplement the country's existing educational system. The curriculum is based on both in- person instruction and online learning. Since e-learning has been recognized as one of the key pillars of Saudi Arabia's national information technology policy for the past ten years, several Saudi colleges are now implementing it (Kaabi & Alsulimani, 2018). On the other hand, the use of e-learning in Iraqi universities is far behind that of other Arab countries. To address this issue this study aims to investigate the impact of e-Learning on English Language Learners at Sulaimnai Polytechnic University (SPU) in Northern Iraq.

To improve the use of e-learning in Iraq, universities, governments, and policymakers need to better understand the views of students (the end-users of the system). In addition, this study is important because e-learning in Iraq is being researched. The researcher hopes to learn about the advantages of online education, as well as the challenges facing ELT in North Iraqi universities. She also hopes to conclude how to best address these issues.

This study aims to investigate the impact of e-Learning on English Language Learners at Sulaimnai Polytechnic University (SPU) in Northern Iraq. It also aims to assess previous research in this area. To achieve these aims the following questions are addressed:

What is the impact of e-learning on English language learners as perceived by the students of Sulaimnai Polytechnic University (SPU) in Northern Iraq?

(1) What is the impact of e-learning on English language learners as perceived by the students of Sulaimnai Polytechnic University (SPU) in Northern Iraq?

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(2) What is the impact of e-learning on English language learners as perceived by the teachers in Sulaimnai Polytechnic University (SPU) in Northern Iraq?

II. LITERATURE REVIEW

A. E-Learning

E-learning has evolved from being a specialized form of instruction for technical subjects to becoming a favored, expanding, and practically essential method of teaching everything. A growing number of educational institutions are prioritizing e-Learning as a result of the development of technology and a growth in people's requirements and desires to learn at their own pace and time. When talking about "e-learning," we're referring to a conceptually simple form of content-based computer-based training (and that's shown in "e-instruction standards" like SCORM) and the addition of some e-tutoring components and distance education or similar forms of formal open learning (flexible learning, blended distance learning), which makes use of technology (Hung, 2016). Even if e-learning makes use of electronic resources, it is still a formalized teaching method. E-learning mainly depends on technology, yet learning can occur in a classroom or online. E-learning, as it is commonly known, is the delivery of education to a large number of individuals concurrently or sequentially using an electronic network. Because it was believed that this method lacked the human component required for learning, it wasn't first generally adopted.

Education delivered through the use of computer-mediated communication (CMC) is known as e-learning or electronic education (E-learning). The term "digital technology" is more accurate and defined as "pedagogy empowered by technology". As a result of institutional differences, academic institutions and industries are unable to agree on what e-learning is and how it should be used (Mangal, 2009).

B. The Advantages of E-Learning

(a). The Abundance of Teaching Resources

Because it makes it so easy to find text, images, and audio data on virtually any topic, the internet is an incredible source of educational resources. Large amounts of data on virtually any topic can be easily found for free using powerful tools like Google, Baidu, and other search engines like these. It has been converted into multimedia courseware for some of the content. As a result, learning is both convenient and enjoyable (Clark, 2003). All of the valuable knowledge that teachers intend to impart to their students in class is already available to students.

(b). Access to Information

While the bookstores started selling books, people relied on the internet to find information that was previously unavailable to them. Researchers now have instant access to low-cost resources via the Internet. This data also can be used by educators as a source of information that can be supplemented with appropriate teaching methods. Many high school and college students now own cell phones, which they use to send and receive text messages, take pictures, and record audio. In addition, students can read and listen to English audio articles at their own pace. As a result of their easy access to information, they find it difficult to learn English in a larger context. Thus, e-learning allows students to learn English at their own pace, whenever they want (Clark, 2003).

Mohammadi et al. (2011) provide a thorough summary of the advantages of e-learning. Some of these are that it is convenient for students to access at any time and from anywhere, that the teaching process is learner-centered and that the teacher's function is that of a facilitator or guide, that it is quick and dynamic, and that it costs less (like travel time and travel costs for students). He further states that e-learning boosts students' motivation, which is important for language learning in general and foreign language learning in particular because it has an impact on all crucial aspects of learning a foreign language. According to Westberry (2009), the advantages of e-learning include stimulating learner reflection and information processing and supporting greater levels of student cognition.

C. Language Learning

Learning or acquiring a language is the process by which a person develops the ability to perceive and comprehend language (in other words, to be aware of language and understand it) and also the ability to produce and use words (Lai, 2016).

When a person wants to use the English language, they study the language. Both terms "language skills" and "language systems" are frequently used by foreign language students. Speaking, listening, reading, and writing are all examples of language skills. Vocabulary, grammar, and pronunciation are all components of a language system. The majority of people learn English as a second language in school, where it is taught as a core subject. Many people are motivated to improve their command of the English language. While some of these people may not be fluent in the language, others may have taken some English classes in school and are eager to brush up on their skills even further (Jupp, 2006).

The advantages of e-learning are undeniable, and several studies and other papers have been produced on the subject and its many aspects.

Dolidze (2013) stated that Students find e-learning engaging since it makes it simpler for them to manage their learning. It enhances their computer literacy and expands their professional vocabulary. Rodrigues (2015) also carried

out a study to assess English Proficiency in Conversation by comparing the results and receiving feedback from the students. 19 individuals from the Lower Intermediate and Intermediate levels participated in this study. The results show that, despite having an unreliable Internet connection, the control group outperformed the other group in terms of speaking scores, vocabulary growth, and listening skills. Zakarneh's (2018) study looked into how well e-learning platforms worked for teaching English to students in Arab colleges. A questionnaire was used to gather the data, and the excel data analysis tool was used to analyze it. The e-learning platform is a successful platform for teaching the English language, according to the results. Participants said that e-learning helped them study more effectively and that all English language courses should be delivered in this manner. They believe that e-learning platforms are appropriate and superior ways to study vocabulary, and improve speaking, reading, writing, listening, and grammar in the English language. Finally, Haron et al. (2015) performed a study to better understand students' perceptions of the advantages and problems associated with using online learning at UTM. The results of this study imply that using e-learning to teach pupils English as a second language is beneficial (ESL). The majority of the E-Learning resources and activities were found to be beneficial for assisting students in their efforts to write and read in English.

Makkar et al. (2016) carried out a study to identify and analyze the effects of e-learning on students' academic performance. The researchers also provide current remedies to deal with the effects. In addition, they propose an enhanced e-learning model by picking the two best options. The rating approach relied on a poll of about 50 students from three different universities in Australia and abroad. The analysis's findings indicated that most students had favorable opinions of the suggested model's influence on students' academic achievement. Additionally, attempts were done to develop the suggested model in accordance, concentrating on taking into account the key contributing variables and eliminating the negatives. Sandybayev (2020) conducted yet another investigation into the pupils' academic progress. A total of 98 pupils took part in his study. His research's main objective was to look at how the use of e-learning affected students' ability to learn and develop their academic skills. About online education and technology, the results revealed several important insights. A technique of creating a new information culture; e-learning technologies are a modern, portable tool for teachers and practitioners. The ability to participate in information activities, readiness, and the acquisition of lasting life skills are all made possible for students. Flexibility, affordability, and personalization are added to the learning process. It complies with student-centered learning standards.

In 2019, Khan and Setiawan conducted research. The findings show how e-learning improved student perspectives, communication, instructional quality, critical thinking, and self-learning. They also showed how professors' responsibility affected how happy students were with their college experience. E-learning improves the effectiveness of practical instruction and aids in students' understanding of the course material. Unquestionably, a lecture may educate more students across a wider geographic area by adopting e-learning technology.

Salamat et al. (2018) conducted a study to figure out the effects of e-learning on students' interest and learning at the university level. The participants were 205 students from the University of Lahore, Pakpattan Campus. The finding of this study indicated that E-learning gives students schedule freedom and encourages them to complete their work without assistance. Additionally, when students utilize the internet, they feel at ease.

E-learning provides several methods that can supplement and support conventional teaching, learning, and training, especially during the Covid-19 pandemic lockdown. For many people, online courses and training have replaced traditional classroom instruction as their main source of education.

D. The Future of Language Learning

At the dawn of the twenty-first century, the digital revolution spawned new job opportunities in Silicon Valley, expanding the reach of American culture via social media, video, and music streaming services (Agha, 2006). When it comes to international business and entertainment, English has a huge socioeconomic impact. Localized digital content is becoming increasingly popular in countries where English is a second language or a native tongue. Is it safe to assume, then, that English's hegemony over the world's languages is waning?

During the past five years, machine translation and voice-recognition technology have made significant advancements. Devices like Lingmo International, Waverly Labs, and Google have launched wearable devices that provide real-time translations for people on the go (Agha, 2006). The same process has been applied to online content. With just a few mouse clicks, a text in English can be translated into any one of more than 250 different languages. However, does this mean that English-language content will be consumed less in the future? Even as countries like India and Brazil and China continue to grow rapidly in terms of economic, military, and political power, there is still a demand for English- language video games and pop music in these countries with large populations. Furthermore, understanding English still has advantages when conducting international business. As a result, their linguistic and cultural influences could be felt on the global stage in the future, similar to the US and the UK in the past (Agha, 2006).

III. METHODOLOGY

A. Context, Sampling, and Participants

This experimental study was carried out in northern Iraq at the (Sulaimani Polytechnic University). The university's Technical College of Informatics drew a sample of its student body from the first-year students to conduct the research. The participants were fifty first-year students and seven ELT teachers from the International English Language Center

(IELC) at The University's Technical College of Informatics. To ensure that the study was carried out properly, some ethical concerns were taken into consideration. The participants were given the study's aims at the start of the questionnaire and were given the option to withdraw at any point while filling it out.

B. Data Collection and Instruments

One data collection instrument was used to provide data for the present study a questionnaire. Participants in the study had to respond to two response options (yes/no). The study's questionnaire was developed utilizing the results of earlier studies on the advantages and disadvantages of e-learning and its effect of it on language learners. The survey's questions were modified to meet the context and objectives of the current study. To evaluate the questionnaire's validity, the researcher sent the questionnaire to two judges in methods and instruction. The researcher considered all their comments. To measure the reliability of the questionnaire, the researcher used Cronbach's Alpha. Cronbach's alpha for the questionnaire utilized in this study was (0.867) greater than (0.6). As a result, the questionnaire was reliable enough to use in our study. Participants were asked to tick the option that best represent their opinion. The questionnaire comprised (10) items.

The findings of the questionnaire were analyzed statistically to draw practical conclusions from.

IV. RESULTS

The participants were asked to answer a questionnaire related to the effect of e-learning on English language learners. The results of the questionnaire given to students and teachers are shown in (Table 1):

TABLE 1
THE PERCENTAGE OF STUDENTS AND TEACHERS RESPONSES TO THE IMPACT OF E-LEARNING ON LANGUAGE LEARNERS

N.	Questions (Do you agree?) Indicators	Students present	Teachers present
1	E- learning is useful for English Language Learning	55%	65%
2	The resources are available on website	75%	85%
3	E-learning improves students' achievement in the classes.	65%	45%
4	The facilities of E- Learning are available	70%	65%
5	The teachers are well trained regarding the use of E-learning.	35%	45%
6	E-learning provides students with flexible schedule.	65%	65%
7	English language is very important for future further studies.	80%	82%
8	E-learning improves students' English language skills(writing, listening)	70%	66%
9	E-learning increases students' creativity and critical thinking.	90%	60%
10	The use of E-learning increases the students' motivation	60%	79%

From the analysis of the questionnaire, it can be seen that the medium ratio of students (55%) and lecturers (65%) agree that e-learning is useful for English Language Learning, and most of the students (75%) and lecturers (85%) agree with the indicator That the resources available on the website, while 65% of the students and only 45% of teachers agree on the improvement of the student's achievement in the class. Only 35% of the students and 45% of teachers agree with the question that teachers are well-trained for the use of E-learning. Both the students and the teachers agree with 65% that E-learning provides students with a flexible schedule. There is a high degree of agreement between the students 80% and the teachers 80% regarding the importance of the English language for future studies. 70% of students and 66% of teachers agree that E-learning improves students' English language skills. Question (9) which illustrates that E-learning increases students' creativity and critical thinking, has the highest degree of agreement from the students with 90% and 60% of the teachers. 60% of students and 79% of teachers agree that the use of E-learning increases the students' motivation (Figure 1).

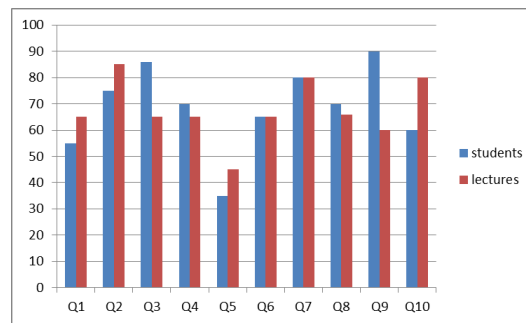


Figure 1 Students and Teachers Percentage About the Impact of E-learning on Language Learning

V. DISCUSSION

This study was conducted to investigate the impact of E-Learning on English Language Learners at Sulaimnai Polytechnic University (SPU) in Northern Iraq from the perspective of students and teachers. The data were collected via a questionnaire distributed to 50 students and 7 teachers at Sulaimnai Polytechnic University (SPU) in Northern Iraq.

The questionnaire revealed that E-learning is useful for English language learning. It improves listening, writing, reading, and speaking skills. This finding is similar to Mohammadi et al. (2011), Zakarneh (2018), Westberry (2009), and Dolidze (2013). According to Mohammadi et al. (2011), it affects all important facets of learning a foreign language. Zakarneh (2018) stated that e-learning platforms are appropriate and superior ways to study vocabulary, and improve speaking, reading, writing, listening, and grammar in the English language. The benefits of E-learning, according to Westberry (2009), include encouraging learner reflection and information processing as well as enabling higher levels of student cognition. Dolidze's (2013) results show that e-learning improves the English language in terms of speaking scores, vocabulary growth, and listening skills. The study confirmed that the resources are available on the website. In addition to the university website, Powerful resources like Google, Baidu, and other search engines like these make it simple to locate huge amounts of data for free on almost any subject. Some of the content has been transformed into multimedia courseware. Learning is therefore convenient and pleasurable (Clark, 2003).

Regarding the improvement of students' achievements as it shows the students have a medium degree of agreement while the teachers have a low degree of agreement which contradicts the finding of Makkar et al. (2016). They stated that e-learning has an appositive influence on the student's achievements.

Moreover, the questionnaire revealed that the teachers lack the appropriate training regarding the use of e-learning in class. In addition to educating students, Teachers must promote their students' participation, communication, and technological proficiency which make the language learning process easier and the teaching methods harder. Regarding students' flexible schedules, this study supports the finding of both Sandybayev (2020) and Salamat et al. (2018) which indicates that E-learning gives students schedule freedom and Flexibility.

It's found that E-learning increases students' creativity and critical thinking. This is similar to the finding of Khan and Setiawan (2019). They find that E-learning enhanced student views, communication, educational quality, critical thinking, and self-learning. They also demonstrate the influence of teachers' accountability on students' happiness with their experience in higher education.

Finally, the result of the present study shows that E-learning has a positive impact on student motivation. This finding is in line with Mohammadi et al. (2011). They revealed that E-learning boosts students' motivation, which is important for language learning in general and foreign language learning in particular because it has an impact on all crucial aspects of learning a foreign language.

VI. CONCLUSION

In conclusion, E-Learning is a learning environment in information and communication technologies (ICTs) and is used as a platform for educational activities. In addition, it has an impact on the future of education by gradually altering the methods and strategies. It's a great place to learn because of the wealth of resources and cutting-edge teaching techniques available.

The main objective of this study was to investigate the impact of E-Learning on English Language Learners at Sulaimnai Polytechnic University (SPU) in Northern Iraq. It also aims to assess previous research in this area. The results of the study indicated that teachers and students agreed that e-learning is a useful tool for enhancing education and fostering knowledge acquisition skills. Although this study produced important evidence about the impact of E-Learning on English Language Learners at Sulaimnai Polytechnic University (SPU) in Northern Iraq, it does have significant drawbacks, which is the study's participants were just from a single University (SPU), so the sample was not representative of society. In light of the above finding, it is recommended that educational institutions pay more attention to training the teacher to use e-learning as an effective tool in teaching the English language to make the teaching method easier. Pre-service and in-service training seems to be essential for the adoption of E-learning.

Further studies on aspects related to teachers' attitudes toward e-learning and online instructional design are also recommended. Further research should be done to include other Iraqi higher education institutions in order to construct a more specific knowledge-based plan for developing E-Learning strategies. E-learning has the potential to influence how education is delivered in the future by bringing the traditional classroom online. The use of E-learning must be frequently assessed, and the academic community as a whole must ensure that the components that contribute to its efficacy are adequately delivered.

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