



Role of e-Learning to Acquire English Language

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ABSTRACT

All through late numerous years, there has been a colossal development in mechanical progress and the significance of this in the field of preparing can't be overemphasized. The gathering and use of E-learning in focusing on EFL, explicitly, is one such locale that has experienced such speedy moving headway for a long time (Haron, N. N., 2015). Hence, lawmaking bodies from one side of the planet to the other are committing a lot of resources for stay mindful of this inventive progress. In this light, the public power of Libya through its Ministry of Education has actually dedicated an obligation, both at the sensible and methodology levels, with the craving to similarly benefit from using E-learning in focusing on EFL in Libya Schools. In any case, little is had some huge attention to the perspective on students and teachers concerning the occupation of E-learning in focusing on EFL in the Libya setting. Moreover, there are plans to set up virtual grounds in a ton of colleges and organizations to give understudies and educators a state of the art stage. This article talks about the present status of ICT and e-learning in Libyan advanced education as well as the country's advanced education setting (Zaid, Y. H., 2015).

1. Introduction

E-Learning is an ideal learning climate utilizing present day method for data innovation, through the powerful joining of data innovation and the educational program, to accomplish, another learning style which can completely mirror the fundamental job of the understudies to completely change the customary showing structure and the substance of schooling, to prepare huge quantities of great faculty. Libya has the most elevated education rate in the Arab world, and the United Nation's Human Development Index, which positions way of life, government managed retirement, medical services and different

variables for advancement, keeps Libya at the most noteworthy place of each and every African country. Libya has perpetually been eager to ensure permission to reasonable tutoring for all people from the overall population, folks and females (Ibrahim, N. 2015). Government change expects to improve and encourage ICT system in Libya and it hopes to make and rebuild the entire enlightening cycle, including the progression of instructive plans and reviving its consistent substance; embracing ICT in tutoring including high level training is a central work out its overall headway plans (Liaw, M. L. 2006). Libya

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requirements to expect a fundamental part on the African body of land by progressing and supporting huge drives and adventures, recalling those for the bordering countries of Chad, Niger, and Rwanda. Regardless, the hardships of poor and lacking existing establishment and a shortfall of skilled, qualified and ICT-shrewd teachers present a phenomenal test to the continuous change process. ICT has been adopted by both rich and developing nations during the past twenty years to improve all facets of society, including the educational system. The learning processes, the teaching methods, and the curricula have all been significantly impacted by this change. The improvement of PCs in schooling from independent information processors in PC labs to having the option to get to the Web, to having the option to give coordinated Web administrations to instructing and learning, asset assortments, understudy records, organization, proficient turn of events, and local area relations currently, is the way the historical backdrop of ICTs in training is introduced (Yang, F. C. O., 2015).

Literature Review

The utilization of PC based innovation leap forwards in EFL educating and learning has a long history. Since the rise of business centralized server PCs during the 1950s, language training has involved PC based innovations from a bigger perspective since the 1960s, when instructive scientists previously communicated an interest in utilizing them in guidance. The consolidation of innovation in the field of training has filled in ubiquity over the long run, especially with the approach of the World Wide Web (Wu, W. C. V. 2015). The formation of the E-learning climate, which has been recognized as having progressive possible as far as English language instructing and learning procedures, is a critical piece of this mechanical headway. Understudies can utilize online apparatuses to concentrate on the four key English language abilities specifically (tuning in, talking, perusing, and composing). In addition to describing the implications for Libyan students and elaborating on the affordances of modern e-learning, this section also highlights the difficulties in balancing these factors. Due to the predominance of Arabic in public life, one of the main issues with traditional face-to-face EFL study in Libya is that students cannot be given with an

authentic English learning environment. Additionally, because of the size of the classes, there are few opportunities for individual students to participate or interact one-on-one with their lecturers (Mahyoob, M. 2020). By interacting with other students virtually, e-learning provides a platform for students to improve their communication (speaking) skills in English. It is important to remember that these restrictions apply to the majority of nations where English is spoken as a foreign language and are not unique to the Libyan situation. Concerning creating talking abilities, for those understudies who seldom have an opening to talk with local speakers, and for other people who are timid, programmed discourse acknowledgment innovation gives open doors to them to work on talking. As verified by different specialists, the utilization of programmed discourse acknowledgment frameworks that permit understudies to participate in discourse communications with a PC is a benefit of E-learning (Jose, J., 2015). An online discussion climate called Candle Talk has likewise been created to empower understudies to intelligently speak with their PCs. This product permits EFL students to get to express discourse preparing programs, consequently improving their oral abilities. Moreover, the use of programmed discourse acknowledgment programming as utilized by school first year recruits can work with the educating of oral correspondence (Jafre Zainol Abidin, M. 2015). Significantly, most of understudies have invited educational strategies in view of discourse acknowledgment programming. The E-learning communications recognized above don't just help the improvement of understudies' English language abilities yet additionally cultivate understudies' advantage and inspiration in language learning overall. Nonetheless, the advantages of an E-learning framework can't be amplified on the off chance that understudies and instructors don't utilize it. The following segment makes sense of the techniques utilized by the creator to investigate the different advantages of E-learning referenced above, according to the point of view of instructors and understudies; while guaranteeing consideration was likewise coordinated towards any inconveniences of E-discovering that could arise (Kumar Basak, S., 2018).

Methods

To investigate understudies' and instructors' view of the job of E-learning in concentrating on EFL in Libya, a subjective methodology in light of gathering interviews was utilized. Subjective strategies are deep rooted as top to bottom devices for investigating the impression of people and additionally bunch about specific peculiarities including E-learning. Thusly, this study utilizes a subjective way to deal with gain bits of knowledge into the implications and understandings the exploration members credited to the job E-learning plays in concentrating on EFL. Utilizing a subjective methodology implies members' social reality can be considered as a continually changing peculiarity with eminent properties (Wotto, M., 2018). At last, understanding the development of significance was a focal issue in this examination thus the meeting technique helped the specialists in figuring out how various people make sense of the job E-learning plays in concentrating on EFL. In this study, group interviews were utilized instead of other techniques because they allowed for quick information gathering, cost effectiveness, the production of fresh ideas, and the raising of topics and concerns that the researcher might not have discovered in individual interviews. The study used a purposeful sampling approach and asked for volunteers. Since "depth" rather than "breadth" was the goal, a total of 24 students and teachers were chosen to participate. 16 pupils and 8 teachers were included in the sample distribution. The student participants were chosen and divided into groups based on their gender, level of English ability, and whether or not they had prior experience with online learning (Belanger, P. 2018). To ensure that the picked test was basically as different as conceivable inside the laid out populace limits, including these few criteria was chosen. "Diversity in group makeup enriches the debate, but there also needs to be some common ground between participants based on their socio-demographic features or how they relate to the research issue". There were a sum of four gathering interviews (enduring between 45 minutes and 60 minutes). There are two classes of eight understudies each, as well as two classes of four teachers (guys and females were evaluated

independently in the two cases, because of social and strict imperatives on orientation blending). To find out about different encounters and guarantee some variety in the members' highlights, it was chosen to include the two understudies and instructors (the principal clients of E-learning in schooling). The creators had the option to give the variety expected to look at the subject and achieve the review's expressed objective because of the example size and dissemination taken overall. The information gathered during the gathering interviews was translated physically and afterward broke down specifically (Dudeney, G., 2007). This included distinguishing, looking at and deciphering topics in text based information and afterward asking how these subjects assisted address the examination with pointing. The means included acquiring experience with the information; producing beginning codes; looking for topics; investigating and naming subjects; and directing the examination. The gathering investigation included treating the information delivered by the gathering overall, instead of zeroing in on individual commitments. Accordingly, the gatherings were the units of examination and were treated similarly as units of individual information. Bunch examination was utilized in this specific review since it empowered the scientists to look at the distinctions and likenesses between sexual orientations, as well as among educators and understudies (Hockly, N. 2007). The specialist picked topical examination as an insightful apparatus, since it was viewed as a progressing, liquid, and repeating method happening all through the information assortment stage, as well as including information passage and investigation stages.

Discussion

The participants of the research had different opinions on the E-learning techniques and technology. Some said that E-learning can promote students speaking and English skills. For example, if someone is studying a subject online and there are other students from other countries and cultures then English language comes handy. The teachers who teach online courses mostly teach students in English language because of this problem. E-learning has the potential to increase pupils' listening abilities (Lin, C. C., 2017). The respondents also held the view that e-learning

could be helpful in helping them fully develop their listening skills, especially since they believe the existing system is not student-centered. Due to the fact that the given textbooks do not aim to improve all skill sets, pupils have deficiencies in these areas. Additionally, Libya's resources are appallingly insufficient, video-based activities are frequently inappropriate, and little effort is made to instruct using a learner-centered technique. This emphasizes the potential for the value of online education in a setting like Libya. When analyzing this group's perceptions of the value of online learning, moderation was necessary. In other words, although though participants implicitly acknowledged the value of e-learning, they raised concerns about potential drawbacks such pupils not properly developing their handwriting (Liu, G. Z., 2017). Overall, the analyses revealed that E-learning supports the development of students' speaking and listening abilities, which is significant given that persons in Libya who only receive traditional face-to-face English education lack proficiency in these areas. This is due to the fact that, as was already said, due to the predominance of Arabic in public life, Libya does not provide pupils with the opportunity to be exposed to a natural English learning environment. It's interesting that the groups didn't really discuss the additional advantages of online learning for improving reading and writing skills. This might be the case since conventional approaches to teaching and learning already cover these topics in great detail. However, evidence from other sources claims that e-learning can support the mastering of English reading and writing. What was additionally obvious from the reactions of the instructors and understudies was that they talked commonly about E-learning and the utilization of innovation, yet didn't expound on how it very well may be applied to the advancement of learning EFL (Wang, T. I. 2017). This implies that the two educators and understudies underlined the actual innovation, instead of how this works with concentrating on EFL. The justification for this could be that E-learning is advancement in Libya, particularly at the school level, and the exploration respondents might have come up short on mindfulness or information on its utilities. This exploration additionally found that most of understudies, who research innovation upgraded language learning, seem to put more

noteworthy accentuation on innovation than on language learning. What additionally gives off an impression of being missing is acknowledgment of the way that talking and listening assist with producing connections. This examination result, thusly, requires a need to foster educator preparing around here (Olaniran, B. 2008).

Large numbers of the members expressed that the adaptability that E-learning offers can advance English learning. For instance, as per one of the F.T gatherings:

Through [E-learning] understudies approach the coursework 24 hours/day which gives them greater adaptability on opportunity to circle back to what they missed in the study hall and I believe that will assist with working on their English.

This assertion fights that understudies who are willing and ready to rehearse more, will pursue the open doors presented by E-learning devices and in this manner successfully work on their English (Miangah, T. M., 2012). Accentuation ought to subsequently be set on the adaptability given by the opportunity to rehearse any time, as opposed to only the simple accessibility of the assets on the web. According to adaptability of spot, the respondents expressed:

... They can approach coursework from schools or home or any place they have a PC and web association. Educators additionally can have a similar adaptability to screen understudies' advancement.

The idea of adaptability referenced above stretches out past understudies to incorporate educators. This means with E-learning, the two understudies and instructors can play out their obligations from anyplace (Nezarat, A. 2012). A comparative perspective was brought up in different gatherings. For example, the F.S bunch referenced:

We can utilize it [E-learning] any time which implies we have the adaptability to utilize E-figuring out how to finish more activities or to do schoolwork.

The male gathering likewise gave knowledge into how they consider E-figuring out how to be

adaptable to meet their instructing and advancing requirements (Holmes, B., 2006). Citing the M.S. bunch:

The vast majority of the understudies invest energy on the web, you know; in the customary homeroom I have restricted opportunity to advance yet with the utilization of E-learning I will have limitless admittance to the examples for learning in my leisure time. In our learning of English these days, we are limited in learning just in the study hall, and that implies we don't have adaptability. I think E-learning will assist us with beating all geological and spatial hindrances for understudies to learn English and trade information.

The above remark goes above and beyond than past remarks made by the members, seeing that E-learning eliminates geological and spatial hindrances for understudies (Gardner, J. 2006)). This focuses to the way that by using E-learning assets, understudies from beyond what one geological setting can impart without any problem. This usefulness can then persuade understudies to draw in with others regardless of geology, which can then impact them to utilize the intuitive affordances of E-learning.

The members showed that E-learning is an intuitive apparatus permitting exceptionally compelling correspondence between understudies or with their instructors (Reza, M. 2018). For example, one instructor referenced that E-learning can give a method for correspondence among instructors and understudies outside the study hall, empowering them to increase regular learning and educating of English. The F.T. referenced:

..., the E-gaining climate is unique in relation to customary learning since E-learning can be a finished arrangement of innovation devices, which permit instructors and understudies to communicate in a recent trend through the web outside the study hall, to help day to day learning and educating of English...

The above remark proposes that learning and showing in English utilizing E-learning can assist with fostering an intuitive relationship among the actual understudies and among instructors and understudies. This could assume a fundamental

part in supporting understudies learning of English (Oweis, T. I. 2018). This assessment was then reverberated by different instructors in a similar gathering, who likewise saw E-advancing as an intelligent educating device. The perspectives on the F.S. bunch regarding this matter are caught underneath:

Our school system presently doesn't uphold communication with understudies who come from various districts, while we in the school come from a similar region, I think E-learning will assist me with cooperating some way or another with different understudies, even from various nations to rehearse my language.

The implication is that because online learning is interactive, students from many nations can benefit from one another's knowledge. Shumin (2002) made a similar argument, stating that "the requirement for exposure to numerous kinds of scenes, circumstances, and accents as well as voices is particularly crucial" due to the difficulty in interacting with native speakers when learning a language (Harmer, J. 2007).

Conclusion

This paper planned to investigate the impression of understudies and educators about the job of E-learning in concentrating on EFL in Libya (Bao, Y. 2020). The examination result has been very uncovering in various ways. Specifically, unique unmistakable quality was given to E-learning benefits corresponding to people's talking and listening abilities. It was proposed by the two understudies and educators that utilizing E-learning in concentrating on EFL in Libya gives open doors to the improvement of understudies talking and listening abilities which may be deficient in the ongoing educational plan (Chaka, C. 2009). Albeit this was seen to be something to be thankful for, it was likewise seen that it could include some significant downfalls of different abilities, for example, composing, perusing and syntax, neither instructors nor understudies raised these abilities (Schumann, J. H. 1976). E-advancing likewise permits students to speak with various individuals overall by means of discussion boards in a somewhat more straightforward, adaptable and intelligent way. These key ascribes (for example adaptability and intuitiveness) and

outcomes (for example value) of utilizing E-realizing when applied for learning EFL in Libya could bring about the fruitful execution of such innovation. Moreover, unique conspicuousness was given to how E-gaining advances autonomous gaining with less interruption from their instructors (Bowles, M. S. 2004). Notwithstanding, it appears to be that the two understudies and instructors were zeroing in additional on the properties of E-advancing as opposed to how it fosters their utilization of EFL and how it very well may be coordinated into the Libyan educational program to expand results. In the ongoing review, it is additionally perceptible that looking at the perspectives on understudies and educators showed that the previous appeared to be more educated than the last option about such innovation. The ramifications is that instructors could miss the mark on imperative information to unite the two instructional methods (conventional and E-learning). This proposes an unmistakable need to offer preparation to instructors with respect to how to apply such innovation to the instructive educational program. The review, consequently, fundamental series of abilities, going from innovative to instructive, that instructors could be urged to gain for viable showing utilizing E-learning (Bada, E. 2005). For clients to utilize E-mastering really they require abilities, for example, the capacity to recognize assets for learning, select and carry out learning techniques, screen individual execution, and actually apply abilities and information to arrive at learning goals. Instructors need to impart procedures to their understudies about how to grasp credible materials and gain from them. They battle that doing so will assist with directing understudies to foster the abilities and techniques they expect to handle legitimate materials (Chapelle, C. 2003). Thus, the exploration results lay out the significance of setting reasonable E-learning frameworks to measure up to understudies' and educators' assumptions and to advance learning EFL in Libya. Such a framework is important to foster key English mastering abilities (for example perusing, composing, talking and tuning in) in simple, intelligent and fixable ways. The framework ought to likewise have the option to work with autonomous learning (Wahyudi, M. 2018). All in all, this examination is restricted in various ways. For example, a little example size implies that watchfulness should be

applied in its application, as discoveries probably won't be adaptable to a huge populace. The review was likewise directed in Libya, which is vigorously impacted by accepted practices, meaning the perspectives announced in the review may be both culture and setting subordinate (Sfenrianto, S., 2018).

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