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The Role of eLearning in Developing EFL Skills for University Students: A Case Study on Students of the Department of Information and Communication Studies

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Abstract

This study investigates the effectiveness of eLearning platforms in enhancing EFL skills among university students, master degree, focusing specifically on students from the Department of Information and Communication Studies. Using a mixed-methods approach, the research examined the impact of digital learning tools on four core language competencies: reading, writing, listening, and speaking skills over a 24-weeks academic semester.

The study employed a quasi-experimental design with 150 participants divided into two groups: an experimental group (n=40) using integrated eLearning platforms alongside traditional instruction, and a control group (n=40) receiving conventional classroom-only instruction. Data collection included students' questionnaire and pre- and post-intervention language proficiency tests.

Key findings reveal significant improvements in EFL skills development through eLearning integration. Students in the eLearning group demonstrated statistically significant improvements across all four language skills compared to the control group. The results contribute to the growing body of research on computer-assisted language learning (CALL) and provide practical insights for curriculum designers and EFL instructors seeking to optimize digital learning integration in higher education contexts.

The study concludes that strategically implemented eLearning tools significantly enhance EFL skill development when integrated with traditional pedagogical approaches. The findings suggest that Information and Communication Studies students, with their inherent digital literacy, are particularly well-positioned to benefit from technology-enhanced language learning. However, successful implementation requires adequate technical infrastructure, teacher training, and ongoing student support.

Key words: eLearning, EFL Skills, Master Students, Department of Information and Communication Studies.

1. Introduction :

In the era of globalization, the ability to effectively communicate in EFL has become increasingly crucial for university students. Proficiency in EFL skills, such as reading, writing, listening, and speaking, can enhance academic performance, facilitate international collaboration, and open up a myriad of career opportunities for graduates. However, developing these skills can be particularly challenging for students in non-English-speaking countries, where exposure to the target language is often limited.

One potential solution to this challenge is the integration of eLearning approaches into EFL education. eLearning, which encompasses the use of digital technologies and online platforms for learning, has been widely recognized for its ability to provide flexible, engaging, and personalized learning experiences. By leveraging the affordances of eLearning, universities can potentially create more effective and accessible EFL learning environments for their students.

This study aims to investigate the role of eLearning in developing EFL skills among university students, with a specific focus on the Department of Information and Communication Studies. The department was selected for this case study due to the increasing importance of English proficiency in the field of information and communication technology, which is a rapidly evolving and globalized domain. By examining the effectiveness of eLearning in enhancing EFL skills within this specific context, the study seeks to provide valuable insights that can inform the integration of eLearning into EFL curricula in similar academic programs.

The Department of Information and Communication Studies was selected as the focus of this case study for several key reasons. Firstly, the field of information and communication technologies (ICTs) is a rapidly evolving and globally interconnected domain, where proficiency in EFL has become increasingly essential. ICT professionals are often required to engage in international collaborations, access the latest research and developments in the field, and communicate effectively with clients and colleagues from diverse linguistic backgrounds. Therefore, enhancing the EFL skills of students in this department can have significant implications for their academic success and future career prospects.

Furthermore, the Department of Information and Communication Studies represents a unique academic context in which to explore the role of eLearning in developing EFL skills. As a technologically-driven discipline, the department is well-positioned to leverage the affordances of digital technologies and online platforms to create innovative and engaging EFL learning experiences for its students. By investigating the effectiveness of eLearning in this specific context, the study can provide valuable insights that may inform the integration of eLearning into EFL curricula in similar academic programs, both within the university and beyond.

The choice of the Department of Information and Communication Studies is particularly relevant given the growing emphasis on the internationalization of higher education. As universities strive to prepare their graduates for the global knowledge economy, the development of EFL proficiency has become a critical component of many academic programs. By focusing on a department that is closely aligned with the demands of the

contemporary job market, this study can generate findings that are directly applicable to the needs and challenges faced by university students in the 21st century.

In summary, the rationale for conducting this case study on the Department of Information and Communication Studies is threefold: (1) the importance of EFL skills in the field of information and communication technology, (2) the potential for eLearning to enhance EFL learning in a technologically-driven academic context, and (3) the broader relevance of the study to the internationalization of higher education and the preparation of graduates for the global workforce.

The primary objectives of this study are:

- ✚ To assess the impact of eLearning on the development of EFL skills among undergraduate students in the Department of Information and Communication Studies. This objective involves evaluating the effectiveness of eLearning in improving students' proficiency in the core EFL skills, including reading, writing, listening, and speaking;
- ✚ To explore students' perceptions and experiences regarding the use of eLearning in their EFL learning process. This objective aims to gain in-depth insights into how students perceive the value and utility of eLearning in enhancing their EFL skills, as well as their overall experiences with the eLearning platform;
- ✚ To identify the key factors that contribute to the effectiveness of eLearning in developing EFL skills within the context of the Department of Information and Communication Studies. This objective focuses on investigating the specific elements of the eLearning approach, such as the design of the platform, the instructional strategies, and the learning resources, that facilitate the development of EFL skills among the target student population.

The study's objectives align with the broader goal of empowering university students to develop the necessary English language proficiency to thrive in the globally interconnected and technologically-driven landscape of the 21st century.

This study holds significant implications for both academic and practical domains. From an academic perspective, the research contributes to the growing body of literature on the use of eLearning in foreign language education, particularly in the context of EFL at the university level.

While numerous studies have explored the potential benefits of eLearning in language learning, the majority of these have focused on general language education or EFL instruction in secondary schools. This study, however, provides a unique perspective by examining the role of eLearning in developing EFL skills among university students, a population that faces distinct challenges and requirements in their language learning needs.

By conducting a case study on the Department of Information and Communication Studies, the research offers valuable insights into the specific factors that influence the effectiveness of eLearning in enhancing EFL skills within a technologically-driven academic program. These findings can inform the development and implementation of eLearning-based

EFL curricula in similar university-level departments, both within the institution hosting this study and in other educational institutions worldwide.

From a practical standpoint, the study's findings have the potential to inform and guide the decisions of policymakers, university administrators, and EFL instructors who are responsible for designing and delivering effective language education programs. The identification of the key factors contributing to the success of eLearning in developing EFL skills can assist in the informed integration of digital technologies and online platforms into EFL curricula, ensuring that university students are equipped with the necessary language proficiency to thrive in the global knowledge economy.

Furthermore, the study's exploration of students' perceptions and experiences with eLearning in their EFL learning process can provide valuable feedback for instructors and course designers, enabling them to tailor eLearning-based EFL programs to better meet the needs and preferences of the target student population.

In conclusion, the significance of this study lies in its ability to bridge the gap between theory and practice, offering practical insights that can guide the effective implementation of eLearning in EFL education at the university level. The findings can contribute to enhancing the language skills of students, ultimately improving their academic performance, international collaboration, and career prospects in an increasingly globalized world.

The present study addresses the following questions:

- ✚ What is the impact of eLearning on the development of EFL skills among graduate students in the Department of Information and Communication Studies?
- ✚ What are the perceptions and experiences of students regarding the use of eLearning in their EFL learning process?
- ✚ What are the key factors that contribute to the effectiveness of eLearning in developing EFL skills within the context of the Department of Information and Communication Studies.

Based on the abovementioned questions, it is hypothesized that:

- ✚ The use of eLearning will lead to significant improvements in the EFL skills of graduate students in the Department of Information and Communication Studies;
- ✚ Students will perceive eLearning as a valuable and engaging approach to developing their EFL skills, and will report positive experiences with the eLearning platform;
- ✚ Factors such as the availability of multimedia resources, opportunities for self-paced learning, and timely feedback from instructors will contribute to the effectiveness of eLearning in developing EFL skills among the target student population.

These research questions and hypotheses are designed to address the primary objectives of the study, which are:

- ✚ To assess the impact of eLearning on the development of EFL skills among students;
- ✚ To explore students' perceptions and experiences with eLearning in their EFL learning;

- ✚ To identify the key factors that contribute to the effectiveness of eLearning in developing EFL skills within the given academic context.

2. Definition of eLearning:

Since its development in 1969, the Internet has become the backbone of eLearning. The latter has been integrated in the current educational systems, being; thus, a new dynamic which characterizes the 21st century education.

Commonly believed, eLearning system is a formalized teaching based on electronic resources. It is that type of education which is facilitated and supported by ICTs to help learners learn anytime and anywhere. It connects teachers and students online, although they are physically miles apart. In addition, eLearning is defined as a network which enables the transfer of skills and knowledge through which the delivery of education is made to a large number of recipients at the same or different times.

The terminology in e-learning field has also not been standardized yet. Many scholars use the term differently, and some use it interchangeably. These terms have differences, and these are cited below:

- ✚ **Web-Based Instruction:** It is a ‘hypermedia based instructional program which utilizes the attributes and resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported’; (Khan, 1997, p. 6)
- ✚ **Virtual Learning:** ‘The educational process of learning over the Internet without having face-to-face contact is known as *Virtual Learning*’; (French, Hale, Johnson, and Farr, 1999, p. 2)
- ✚ **Online Learning:** It is synonymous to web-based learning where learning is fostered via hypertext transfer protocol (http) in Internet or Intranet;
- ✚ **E-Learning:** ‘The term e-learning covers a wide set of applications and processes including computer-based learning, web-based learning, virtual classrooms, and digital collaboration’ (Hambrecht, 2000, p. 8).



eLearning refers to the use of ICTs to enable the access to online learning/and teaching resources. In its broadest sense, Abbad, Morris and de Nahlik (2009) defined eLearning to mean any learning that is enabled electronically. They however narrowed this definition down to mean learning that is empowered by the use of digital technologies (p. 2). This definition is further narrowed by some researchers as any learning that is internet-enabled or web-based.

Other researchers also defined eLearning as a revolutionary approach to enable a workforce with the knowledge and skills needed to turn change into benefit. For instance, Twigg (2002) described the eLearning approach as centered on the learner as well as its design as involving a system that is interactive, repetitious, self-paced, and customizable (pp. 121-2). Liaw and Huang (2003) defined eLearning based on the summaries of its characteristics. In the first place, they propose a multimedia environment. Secondly, they incorporate several kinds of information. Thirdly, eLearning systems support collaborative communication, whereby users have total control over their own situations of learning. In the fourth place, eLearning support networks for accessing information. And fifth, eLearning

allows for the systems to be implemented freely on various kinds of computer operating systems (p. 29).

From the above available literature, it is difficult to identify a common definition for eLearning. Some of the authors refer to eLearning as providing complete on-line courses only whereas comprise web and web-dependent services provide educational and support processes. So, eLearning may be defined as the use of networked information and communication technology in teaching and learning. The network being Internet or intranet is the most important aspect of the educational communication process, and its access and usability decide the kinds of interactions and teaching that may happen in eLearning.

3. The potential of eLearning in EFL education:

As the world becomes increasingly interconnected, the demand for proficiency in EFL has grown exponentially. Educational institutions and language learners alike are seeking innovative solutions to address the evolving needs and challenges in EFL acquisition. In this context, eLearning has emerged as a powerful tool with the potential to transform the landscape of EFL education.

eLearning offers a diverse array of multimedia resources that can significantly enhance the EFL learning process. Integrating audio, video, interactive exercises, and simulations into the curriculum can cater to the diverse learning styles and preferences of students, ultimately making the language learning experience more engaging and effective. This multimedia approach not only improves comprehension and retention of the target language but also exposes learners to authentic linguistic and cultural contexts, better preparing them for real-world communication. Therefore, by offering a wide range of resources, interactive activities, and opportunities for independent practice, eLearning platforms encourage students to take ownership of their language learning journey. This cultivation of self-directed learning skills not only enhances language proficiency but also prepares students for the demands of the 21st century workplace, where the ability to continually upskill and adapt is paramount (Culduz, 2024, p. 2).

While eLearning in EFL education holds immense potential, it is important to recognize that the successful integration of this approach requires a thoughtful and comprehensive implementation strategy. Factors such as the quality of digital resources, the alignment of eLearning activities with curricular objectives, and the provision of adequate support and guidance for both students and instructors play a crucial role in determining the efficacy of eLearning in EFL education (Rahim, and Sandaran, 2021, pp. 160-1).

The integration of eLearning in EFL education holds the promise of revolutionizing the way language skills are acquired and developed. By leveraging the power of digital technologies, eLearning can provide enhanced access, personalization, and engagement, empowering learners to become proficient in the global lingua franca and positioning them for academic, professional, and personal success in an increasingly interconnected world.

4. Principles of eLearning:

According to Anderson and McCormick (2005), there are ten principles which may help designers to construct pedagogically eLearning materials and related activities (p. 1). Additionally, these principles may help teachers and educators to choose resources; design teaching and learning activities based on those resources. Moreover, there is an implicit assumption in the authors' approach claiming that the more of the ten principles are embodied, the better the quality of the pedagogy; and the fewer embodied principles, the lower the quality. The table below summarizes the principles of eLearning:

Principles	Roles
Match to the Curriculum	The pedagogy should be matched with and aligned to the appropriate curriculum through clear objectives; the relevance of content covered; the appropriateness of student activities; and the nature of the assessment.
Inclusion	The pedagogy should support inclusive practice seen in terms of different types and range of achievement; physical disabilities that can be particularly supported by e-learning; different social and ethnic groups; and gender.
Learner Engagement	The pedagogy should engage and motivate learners. This engagement should be evident in an ethos of being both educational and motivating.
Innovative Approaches	It should be evident why learning technologies are being used, rather than a non-technological approach which achieves the same end as effectively. E-learning should be fit for purpose.
Effective Learning	This principle can be demonstrated in a variety of ways, for example, by using a range of different approaches in the learning platform that will allow the student to choose one that suits him/her, or that can be personalized to him/her, or by satisfying a number of the characteristics of good learning.
Formative Assessment	The pedagogy should provide formative assessments.
Summative Assessment	The summative assessments must be valid and reliable; comprehensible by teachers, learners and parents; able to deal with a range of achievement levels; and free from adverse emotional impact on the learner.
Coherence, Consistency & Transparency	The pedagogy must be internally coherent and consistent in the way the objectives, content, student activity and assessment match to each other. It must be open and accessible in its design.
Ease of Use	E-learning should be transparent in its ease of use.
Cost Effectiveness	Technology solutions need to be justifiable and affordable

	and the costs sustainable.
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Table 1: The principles of eLearning. Source (Adapted from Anderson & McCormick, 2005).

4.1. Benefits of eLearning in EFL education:

eLearning offers several benefits that can enhance EFL learning experiences. One of the most significant advantages is flexibility, which allows learners to access learning materials and resources at their own pace and convenience. This is particularly useful for learners who have busy schedules or those who live in remote areas with limited access to educational resources. eLearning also provides autonomy, enabling learners to take control of their learning and make decisions about their own learning paths.

Another benefit of eLearning is personalized learning, which allows learners to focus on their individual needs and learning styles. eLearning platforms can provide learners with tailored learning materials, exercises, and assessments that cater to their unique requirements. This personalized approach can lead to more effective learning outcomes and increased learner motivation. Other benefits include:

- ✚ **Improved Language Proficiency:** eLearning can also improve language proficiency by providing learners with opportunities to practice language skills, such as listening, speaking, reading, and writing. Online language learning platforms can offer interactive exercises, quizzes, and games that engage learners and promote active learning. Additionally, eLearning can provide learners with access to authentic materials, such as news articles, videos, and podcasts, which can help learners develop their language skills in real-life contexts; (Chapelle, 2000, pp. 10-1)
- ✚ **Increased Learner Motivation:** eLearning can increase learner motivation by providing a sense of community and social interaction. Online learning platforms can offer discussion forums, chat rooms, and video conferencing tools that enable learners to interact with peers and teachers. This social interaction can foster a sense of belonging and motivation, leading to increased learner engagement and participation; (Pierson, 2001, p. 7)
- ✚ **Enhanced learner engagement:** eLearning can enhance learner engagement by offering interactive and immersive learning experiences; (Kern, 2006, p. 291)
- ✚ **Professional development for teachers:** eLearning can provide opportunities for teachers to develop their professional skills, such as technology integration and online teaching. (Warschauer, 2007, p. 542)

4.2. Challenges of eLearning in EFL Education:

While eLearning offers several benefits, it also faces some challenges. One of the main challenges is technical issues, such as poor internet connectivity, outdated hardware, and software compatibility problems. These technical issues can hinder the learning experience and lead to frustration and disappointment.

Another challenge is the lack of support, which can lead to feelings of isolation and disconnection. Learners may require support from teachers or peers, which can be lacking in

eLearning environments. Additionally, eLearning may exacerbate existing inequalities, as not all learners have access to computers or internet connectivity.

Other challenges of eLearning in EFL education include:

- ✚ **Technical issues:** Technical issues, such as poor internet connectivity and outdated hardware, can hinder eLearning experiences; (Kozma, 2003, 13)
- ✚ **Lack of support:** Learners may require support from teachers or peers, which can be lacking in eLearning environments; (Rovai, 2002, p. 9)
- ✚ **Equity of access:** eLearning may exacerbate existing inequalities, as not all learners have access to computers or internet connectivity. (Kozma, 2003, p. 17)

eLearning has the potential to enhance EFL learning experiences by providing flexibility, autonomy, and personalized learning opportunities. However, challenges such as technical issues, lack of support, and equity of access need to be addressed to ensure successful implementation. By adopting best practices, such as blended learning, learner-centered design, and teacher training, eLearning can be leveraged to improve language proficiency, learner motivation, and engagement in EFL education.

5. Experimental Design:

The study is set in the Department of Information and Communication Studies at M'sila university, where students are typically tech-savvy and accustomed to using digital tools for academic and professional purposes. The curriculum requires proficiency in English for technical communication, academic writing, and global collaboration. The study aims to assess whether an eLearning platform, such as Moodle, enhances EFL skills compared to traditional classroom instruction.

Based primarily on action research, the case study employs a quasi-experimental design with pre- and post-tests to evaluate the impact of eLearning on EFL skills. The study duration is two academic semesters (approximately 24 weeks), with assessments conducted at two junctures: a pre-test (baseline), and a post-test (immediately after the intervention).

✚ Participants:

- **Sample Size:** 150 university students, master degree, from the Department of Information and Communication Studies, aged 22–26 participated in the study. These are Master one students.
- **Selection:** Participants are randomly assigned to two groups to ensure equivalence in language proficiency, motivation, and technological familiarity. Randomization minimizes selection bias and ensures comparable baseline characteristics.

✚ Groups:

➤ Experimental Group (n = 40):

- **Intervention:** The experimental group uses the Moodle eLearning platform, which is provided by M'sila University, for EFL instruction. The platform includes:

- Interactive modules for listening, speaking, reading, and writing;
 - Asynchronous activities (e.g., video-based listening tasks, discussion forums) and synchronous activities (e.g., virtual speaking practice sessions via Zoom);
 - Gamified elements, such as quizzes and leaderboards, to enhance engagement;
 - Social media integration (e.g., discussion groups on platforms like Facebook) to foster collaborative learning and authentic communication.
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- **Delivery:** Students engage with the platform for 3 hours per week, supplemented by 1 hour of instructor-led online sessions to guide usage and address challenges. The platform emphasizes speaking and vocabulary development, critical for communication studies;
 - **Rationale:** The eLearning approach leverages the students' technological proficiency, provides flexible access to resources, and offers opportunities for repeated practice and immediate feedback, which are particularly beneficial for speaking and vocabulary skills.

➤ **Control Group (n = 40):**

- **Intervention:** The control group receives traditional face-to-face EFL instruction in a classroom setting, following the department's standard curriculum.
 - Lessons focus on the same EFL skills (listening, speaking, reading, writing, and vocabulary) using textbooks, lectures, and group activities.
 - Instruction includes teacher-led discussions, grammar exercises, and role-plays, but lacks digital or AI-driven components.
 - No access to the eLearning platform or additional online tools beyond standard university resources (e.g., library materials).
- **Delivery:** Students attend 4 hours of in-person classes per week, mirroring the total instructional time of the experimental group to ensure fairness.
- **Rationale:** Traditional instruction serves as a benchmark to evaluate the added value of eLearning, reflecting common EFL teaching practices in university settings.

➤ **Methodology:**

- **Pre-Test:** Both groups complete a comprehensive EFL assessment covering listening (comprehension tasks), speaking (oral interviews), reading (comprehension questions), writing (essay tasks), and vocabulary (receptive and productive tests). The test is standardized to ensure reliability.
- **Intervention Period:** For 24 weeks, the experimental group engages with the eLearning platform, while the control group follows traditional instruction. Both groups cover identical content (e.g., topics like technical communication, media analysis, and academic writing) to ensure comparability.
- **Qualitative Data:** A semi-structured questionnaire is conducted with the experimental group to explore perceptions of eLearning, including usability, engagement, and challenges (e.g., technical issues, distraction, or lack of interaction). The research instrument, which was used in this study, was designed to collect data on the participants' demographic characteristics, EFL proficiency level, and attitudes towards eLearning. The questionnaire consisted of 30 items, including multiple-choice questions, Likert scale questions, and open-ended questions. The questionnaire was administered to 150 university students from the Department of Information and Communication Studies who were enrolled in an EFL course. The participants were selected through convenience sampling, and the questionnaire was distributed to them through an online survey platform.

5.1. Data Analysis:

The data collected from the questionnaire were analyzed using descriptive statistics and inferential statistics. Descriptive statistics, such as frequencies, percentages, means, and standard deviations, were used to summarize the demographic characteristics of the participants and their attitudes towards eLearning. Inferential statistics, such as t-tests and ANOVA, were used to identify the relationships between the variables and to test the hypotheses.

5.2. Hypotheses:

The following hypotheses were tested in this study:

H1: There is a significant positive correlation between the use of eLearning and EFL proficiency level;

H2: There is a significant difference in EFL proficiency level between students who use eLearning and those who do not use eLearning.

5.3. Data Analysis Software:

The data was analyzed using SPSS (Statistical Package for the Social Sciences) version 25. This software was chosen because it is widely used in social sciences research and provides a range of statistical tools and techniques for data analysis.

5.4. Reliability and Validity:

The reliability of the questionnaire was ensured through a pilot study, and the validity was ensured through a review of the literature and expert opinions. The Cronbach's alpha coefficient was used to measure the internal consistency of the questionnaire, and the results showed a high level of reliability ($\alpha = 0.85$).

5.5. eLearning Intervention:

Online Platform: The eLearning platform of MOODLE developed by the University Mohammed Boudiaf of M'sila was designed to provide students with interactive EFL learning materials, including courses, tutorial videos, quizzes, and interactive exercises.

EFL Course: The EFL course will be designed to cover reading, writing, listening, and speaking skills. The course will be taught by an experienced EFL instructor.

Duration: The eLearning intervention will last for 24 weeks, with students expected to spend at least 1h30 per week on the online platform.

6. Results and Discussion:

This study aimed to investigate the role of eLearning in developing English language learning outcomes among students of the department of Information and Communication Studies in Mohammed Boudiaf University of M'sila, Algeria.

The results of the study, presented in this section, provide a comprehensive analysis of the data collected from the participants. The findings reveal that eLearning had a significant positive effect on students' language proficiency, particularly in terms of vocabulary acquisition and reading comprehension. Moreover, the results show that students who received eLearning instruction had the English skills improved in terms of language accuracy and fluency. The discussion that follows will delve deeper into the implications of these findings, exploring the potential reasons behind the observed differences and the pedagogical implications for language teaching and learning.

By examining the results in light of the literature, this section will also highlight the study's contributions to the field of eLearning research and its practical applications for language educators.

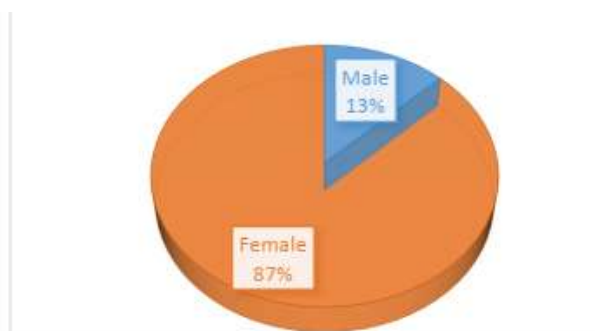


Figure 1: Students' gender.

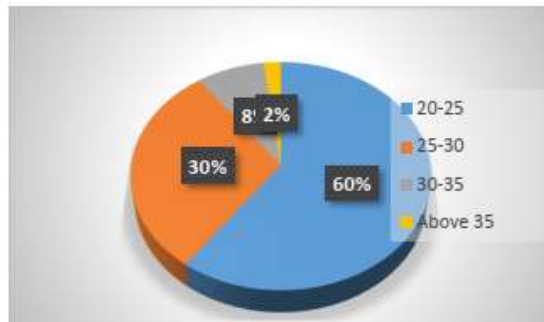


Figure 2: Students' age.

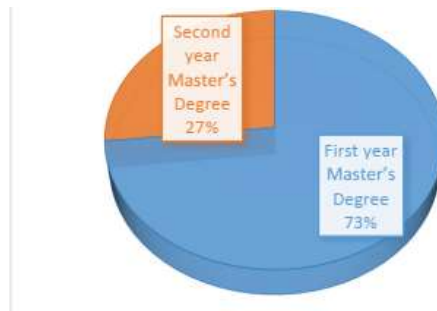


Figure 3: Students' major.

The results of the questionnaire show that the majority of the participants females (87%), while male students represented only (13%). Also, the majority of the participants (60%) were between 20-25 years old. The second category of 25-30 years old represented 30%. Students aged between 30-35 represented 8%, and above 35 years old represented 2%. Most of the participants (73%) enrolled in first year master studies, while 27% enrolled in second year master studies in the department of Information and Communication Studies. These demographic characteristics are representative of the typical student population in the Department of Information and Communication Studies.

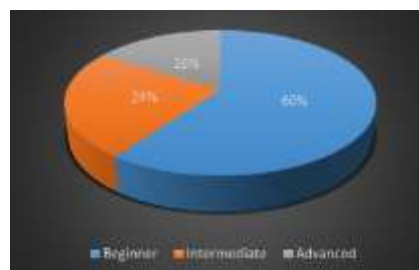


Figure 4: Students' EFL Proficiency level.

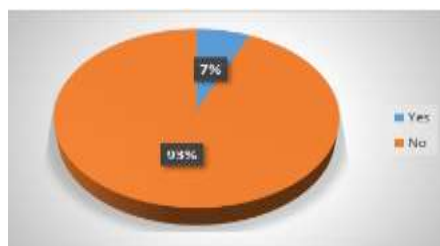


Figure 5: Taking EFL Proficiency Tests.

The results show that 60% of the participants rated their overall English language proficiency as beginner, while 24% rated their English language proficiency as intermediate, and while 16% rated it as advanced. Only 7% of the participants had taken EFL proficiency tests-especially TOEFL, with scores ranging between 40 to 50/100. However, when asked to rate their skills in specific areas, 50% of the participants rated their reading skills as intermediate, 50% rated their writing skills as beginner, 60% of their writing skills as beginner, 30% rated their listening as beginner, and 50% speaking skills as beginner, as illustrated in the table below. These results suggest that the participants may have varying levels of proficiency in different skills, and may require targeted support in certain areas.

EFL Skills	1	2	3	4
Reading comprehension	50%	30%	20%	00%
Writing skills	60%	20%	20%	00%
Listening comprehension	30%	30%	30%	10%
Speaking ability	50%	30%	15%	5%

Table 2: Students' current EFL proficiency level.

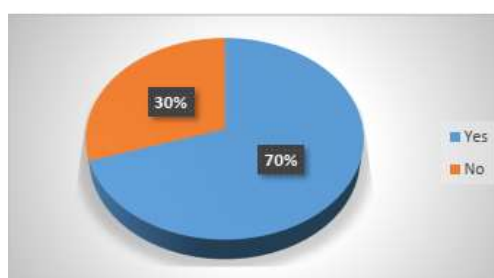


Figure 6: Using eLearning to improve EFL skills.

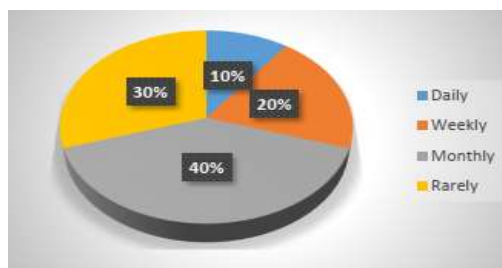


Figure 7: Frequency of Using eLearning.

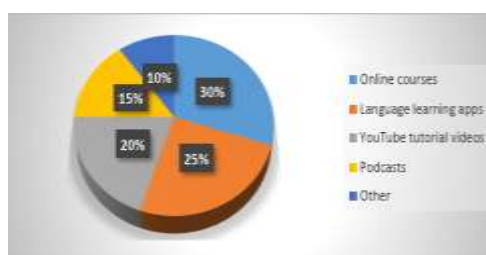


Figure 8: Types of eLearning resources used by students.



Figure 9: Frequency of using eLearning platform by students.

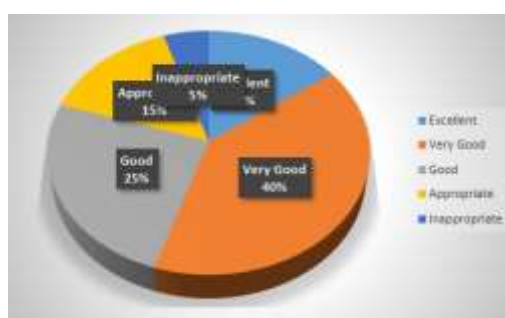


Figure 10: Overall perception of the eLearning platform in developing EFL skills.

EFL Skills	1	2	3	4
Reading comprehension	30%	35%	15%	20%
Writing skills	42%	33%	20%	5%
Listening comprehension	39%	41%	12%	8%
Speaking ability	52%	34%	10%	4%

Table 3: The effectiveness of the eLearning platform in improving students' EFL skills.

The results above show that 70% of the participants had used eLearning to improve their English language skills. The frequency of using eLearning for developing EFL skills varied among students. 10% confirmed that they used eLearning daily, 20% weekly, and 40% monthly. However, 30% of the students rarely used eLearning. As for the types of eLearning resources used to learn English, 60% of the students reported that they relied on online courses, 50% used language learning apps, 40% used YouTube tutorial videos, 30% used podcasts, and 20% used other resources. Within this context, 35% used eLearning daily, 30% used eLearning 2-3 times a week, 20% at least once a week. However, only 10% of the participants had used eLearning at least once a week. The most commonly used eLearning resources were online courses (60%) and language learning apps (50%). These results suggested that the participants are familiar with eLearning and have some experience using it to improve their EFL skills. As for students' overall perception of the eLearning platform in developing EFL skills, 40% of the participants believed that it is very good, while 25% agreed it is good. 15% believed it is appropriate, and 15% confirmed it is excellent. In this context, students believed that the eLearning platform helped them to improve their EFL skills, as it is illustrated in table 2 above. The results show that the eLearning platform was useful to students that their EFL skills were improved.

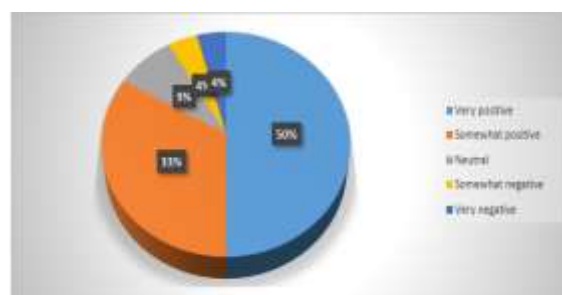


Figure 11: Students' feeling about the eLearning platform in developing EFL skills.

The results show that 50% of the participants felt very positive about using eLearning to improve their English language skills, and 33% felt somewhat positive. Only 9% of the participants felt neutral or negative about using eLearning. When asked about the effectiveness of eLearning, 70% of the participants agreed that eLearning was an effective way to improve their English language skills. These results suggest that the participants have

a generally positive attitude towards eLearning and believe it to be an effective tool for improving their English language skills.

Regarding the effectiveness of eLearning in improving English language skills, students believed that eLearning can be a highly effective way to improve English language skills, especially when used in conjunction with traditional teaching methods, for the following reasons:

Flexibility and convenience	eLearning allows learners to access language learning materials and exercises at any time and from any location, making it an ideal option for those with busy schedules.
Personalization	eLearning platforms can offer personalized language learning experiences tailored to individual learners' needs, levels, and learning styles.
Interactive and engaging	eLearning resources, such as videos, audio recordings, and interactive exercises, can make language learning more engaging and enjoyable.
Access to a wide range of resources	eLearning provides learners with access to a vast range of language learning resources, including authentic materials, language learning apps, and online communities.
Cost-effective	eLearning can be a cost-effective way to improve English language skills, especially when compared to traditional classroom-based instruction.
Self-paced learning	eLearning allows learners to learn at their own pace, which can help build confidence and motivation.
Feedback and assessment	eLearning platforms can provide learners with immediate feedback and assessment, helping them identify areas for improvement.

Table 4: The effectiveness of the eLearning in improving students' EFL skills.

These results suggest that eLearning can be an effective way to improve English language skills, especially when used in conjunction with traditional teaching methods and opportunities for speaking and listening practice. Therefore, for the above-mentioned reasons, most of the students recommend the use of eLearning to their friends and classmates.

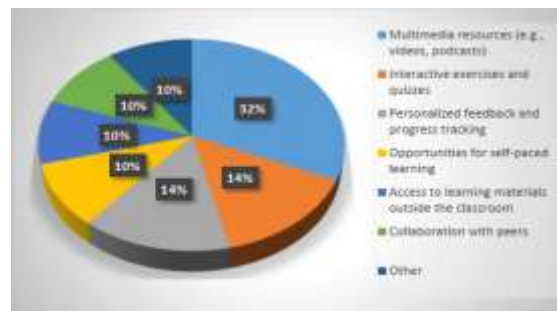


Figure 12: eLearning features.

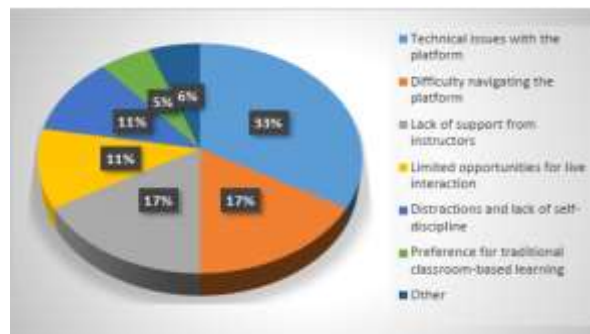


Figure 13: The main challenges of eLearning platform.

The results above show that the most commonly cited benefits of eLearning were flexibility (80%), convenience (70%), and accessibility (60%). In addition, students' answers about the main features which are beneficial to them of the eLearning platform for EFL learning, between multimedia resources (65%), interactive exercises and quizzes and personalized feedback (30%), and peers' collaboration (20%). The most commonly cited challenges were technical issues (33%), lack of feedback (17%), and limited interaction with instructors (17%). These results suggest that the participants value the flexibility and convenience of eLearning, but may face some challenges in terms of technical issues and lack of feedback.

As for the benefits of using eLearning to improve EFL skills, students listed them below:

Convenience and flexibility	eLearning allows learners to access language learning materials and exercises at any time and from any location, making it an ideal option for those with busy schedules.
Personalization	eLearning platforms can offer personalized language learning experiences tailored to individual learners' needs, levels, and learning styles.
Access to a wide range of resources	eLearning provides learners with access to a vast range of language learning resources, including authentic materials, language learning apps, and online communities.

Cost-effective	eLearning can be a cost-effective way to improve English language skills, especially when compared to traditional classroom-based instruction.
Self-paced learning	eLearning allows learners to learn at their own pace, which can help build confidence and motivation. Improved engagement: eLearning resources, such as videos, audio recordings, and interactive exercises, can make language learning more engaging and enjoyable.
Feedback and assessment	eLearning platforms can provide learners with immediate feedback and assessment, helping them identify areas for improvement.
Accessibility	eLearning can reach a wider audience, including those with limited access to language learning resources or instructors.
Updated materials	eLearning resources can be easily updated to reflect changes in language usage, grammar, and vocabulary.
Supplemental learning	eLearning can be used as a supplement to traditional classroom-based instruction, providing learners with additional practice and reinforcement.
Improved pronunciation	eLearning resources, such as audio and video recordings, can help learners improve their pronunciation by listening to native speakers.
Enhanced vocabulary	eLearning platforms can provide learners with a vast range of vocabulary-building exercises and activities.
Better grammar understanding	eLearning resources, such as interactive exercises and quizzes, can help learners improve their grammar understanding and usage.
Real-life language practice	eLearning can provide learners with opportunities to practice language skills in real-life scenarios, such as conversations, role-plays, and simulations.

Table 5: The benefits of using eLearning to improve EFL skills.

Accordingly, eLearning can be a valuable tool for improving English language skills, offering a range of benefits that can enhance language learning outcomes.

In spite of eLearning benefits, students listed the following the challenges of using eLearning to improve EFL skills.

Technical issues	Technical problems, such as poor internet connectivity, platform compatibility issues, or
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	difficulties with navigation, can hinder the learning experience.
Lack of human interaction	eLearning can lack the human interaction and feedback that is available in traditional classroom-based instruction, which can make it difficult for learners to stay motivated and engaged.
Limited opportunities for speaking practice	eLearning may not provide learners with adequate opportunities to practice speaking and listening skills, which are essential for language proficiency.
Self-motivation and discipline	eLearning requires learners to be self-motivated and disciplined, as they need to manage their own learning pace and stay on track with their goals.
Quality of resources	The quality of eLearning resources can vary greatly, and learners may need to invest time and effort to find high-quality resources that meet their needs.
Limited feedback and assessment	While eLearning platforms can provide some feedback and assessment, they may not be able to provide the same level of personalized feedback and assessment as traditional instruction.
Cultural and contextual understanding	eLearning may not provide learners with the same level of cultural and contextual understanding that is available in traditional classroom-based instruction.
Language learning plateau	Learners may reach a plateau in their language learning journey, where they need more personalized guidance and feedback to progress further.
Distractions and procrastination	eLearning can be prone to distractions and procrastination, as learners may be tempted to multitask or put off their learning tasks.
Support and resources	Learners may not have access to the same level of support and resources as traditional instruction, such as tutors, language exchange partners, or language learning communities.

Table 6: The challenges of using eLearning.

The results show that 60% of the participants believed that eLearning had helped them improve their reading skills, 50% believed it had helped them improve their writing skills, and 40% believed it had helped them improve their listening and speaking skills. However, only 20% of the participants believed that eLearning had helped them improve their vocabulary, grammar, and pronunciation. These results suggest that the participants may have varying levels of confidence in their ability to improve different skills through eLearning.

Generally, students believed that eLearning can help improve language skills in the following ways:

Reading skills	➤ eLearning resources, such as online articles, e-books, and interactive quizzes, can help improve reading comprehension by providing a wide range of texts on various topics. ➤ Online reading materials can be accessed at any time, allowing learners to practice reading at their own pace. ➤ Interactive exercises and quizzes can help learners improve their reading speed, vocabulary, and comprehension.
Writing skills	➤ eLearning platforms can provide learners with writing prompts, exercises, and activities to practice writing in English. ➤ Online writing tools and resources, such as grammar and spell checkers, can help learners improve their writing accuracy and fluency. ➤ Peer review and feedback from instructors or classmates can help learners improve their writing style and structure.
Listening skills	➤ eLearning resources, such as audio and video recordings, podcasts, and online lectures, can help learners improve their listening skills by providing a variety of spoken English materials. ➤ Online quizzes and exercises can help learners practice active listening and improve their ability to comprehend spoken English. ➤ Transcripts and subtitles can be provided to help learners improve their listening skills and build vocabulary.
Speaking skills	➤ eLearning platforms can provide learners with opportunities to practice speaking through online discussions, video conferencing, and voice or video recordings. ➤ Online speech recognition tools can help learners improve their pronunciation and intonation. ➤ Feedback from instructors or peers can help learners improve their speaking skills and build confidence in using English.

Table 7: The role of eLearning in improving students' EFL skills.

According to the data in the above table, eLearning can provide learners with a flexible and convenient way to improve their language skills, including reading, writing, listening, and speaking.

According to students, eLearning helped them to improve their EFL vocabulary, grammar, and pronunciation in the following ways:

Vocabulary	➤ eLearning resources, such as online dictionaries, thesauri, and vocabulary apps, can provide students with a vast range of words, phrases, and expressions to learn and practice. ➤ Interactive exercises, quizzes, and games can help students build their vocabulary by providing a fun and engaging way to learn and practice new words. ➤ Online resources, such as language learning platforms and educational websites, can offer vocabulary lessons and exercises tailored to specific levels and topics, allowing students to focus on areas they need to improve. ➤ eLearning can also provide students with access to authentic materials, such as news articles, videos, and podcasts, which can help them learn vocabulary in context.
Grammar	➤ eLearning resources, such as online grammar guides, videos, and interactive exercises, can provide students with clear and concise explanations of grammar rules and concepts. ➤ Online quizzes and exercises can help students practice and reinforce their understanding of grammar rules, allowing them to identify and correct errors. ➤ eLearning platforms can offer personalized grammar lessons and exercises tailored to individual students' needs and levels, allowing them to focus on areas they need to improve. ➤ Online resources, such as language learning apps and websites, can provide students with interactive grammar lessons, including fill-in-the-blank exercises, multiple-choice quizzes, and sentence building activities.
Pronunciation	➤ eLearning resources, such as online pronunciation guides, videos, and audio recordings, can provide students with models of correct pronunciation. ➤ Online resources, such as language learning apps and websites, can offer pronunciation practice exercises, including speech recognition technology, allowing students to record and compare their own pronunciation with native speakers. ➤ eLearning can provide students with access to authentic materials, such as podcasts, videos, and TV shows, which can help them

	improve their pronunciation by listening to native speakers. ➤ Online resources, such as language exchange websites and social media platforms, can connect students with native speakers or language learners, allowing them to practice their pronunciation in real-life conversations.
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Table 8: The benefits of eLearning in improving students' grammar, vocabulary, and pronunciation.

eLearning can provide students with a flexible and convenient way to improve their vocabulary, grammar, and pronunciation in English. By leveraging online resources and interactive exercises, students can practice and reinforce their language skills at their own pace, anytime and anywhere.

In table below, students believed that the eLearning platform, which is available at their university, contributed to the development of their EFL skills. It has an influence on their EFL learning experience:

Increased accessibility	eLearning has made language learning more accessible to a wider audience, including those with limited access to traditional classroom-based instruction.
Enhanced engagement	Interactive and multimedia-rich content, such as videos, games, and simulations, can increase learner engagement and motivation.
Improved language skills	eLearning can help learners improve their language skills, including reading, writing, listening, and speaking, through interactive exercises and activities.
Blended learning	The integration of eLearning and traditional classroom-based instruction can create a blended learning experience that offers the best of both worlds.

Table 9: The contribution of eLearning platform in improving students' EFL skills.

In addition, they believed that the integration of eLearning has influenced their overall EFL learning experience. When compared to traditional classroom-based instruction, the results showed the followings:

- Traditional classroom-based instruction provides face-to-face interaction and human feedback, which can be beneficial for language learners;
- eLearning, on the other hand, offers flexibility, convenience, and access to a wide range of resources, which can be appealing to learners with busy schedules or limited access to traditional instruction;
- The integration of eLearning and traditional classroom-based instruction can create a blended learning experience that combines the benefits of both approaches.

The integration of eLearning has influenced the overall EFL learning experience by providing learners with increased accessibility, personalization, flexibility, and convenience. While traditional classroom-based instruction has its benefits, eLearning offers a unique set of advantages that can enhance the language learning experience.

Based on students' answers, the things that students like most about using eLearning to improve their EFL skills are:

Interactive and engaging content	Students enjoy interactive and multimedia-rich content, such as videos, games, and simulations, which can make language learning more engaging and fun.
Autonomous learning	Students appreciate the ability to learn at their own pace, which can help build confidence and motivation.
Fun and enjoyable experience	Many students report that eLearning makes language learning more enjoyable and fun, which can increase motivation and engagement.
Opportunity to practice speaking and listening	Students appreciate the opportunity to practice speaking and listening skills through eLearning resources, such as audio and video recordings, and online conversations.
Ability to review and practice at any time	Students like being able to review and practice language skills at any time, which can help reinforce learning and build confidence.

Table 10: Students' preferences when using eLearning.

According to students' answers, here are some of the things that students dislike most about using eLearning to improve their EFL skills:

Technical issues	Students dislike experiencing technical problems, such as poor internet connectivity, platform compatibility issues, or difficulties with navigation, which can hinder their learning experience.
Lack of human interaction	Students miss the face-to-face interaction and human feedback that is available in traditional classroom-based instruction, which can lead to feelings of isolation and disconnection.
Limited opportunities for speaking practice	Students often find it difficult to practice speaking and listening skills through eLearning resources, which can limit their ability to improve their pronunciation and fluency.

Insufficient feedback and assessment	Students may not receive adequate feedback and assessment on their language skills, which can make it difficult for them to identify areas for improvement and track their progress.
Overreliance on self-study	Students may feel that eLearning requires too much self-study and independent learning, which can be challenging for those who prefer more guidance and support.
Limited cultural and contextual understanding	eLearning resources may not provide students with the same level of cultural and contextual understanding that is available in traditional classroom-based instruction.
Difficulty in staying motivated	Students may struggle to stay motivated and engaged in eLearning, especially if the content is not interactive or engaging.
Limited access to resources	Students may not have equal access to eLearning resources, such as computers or internet connectivity, which can create inequalities in language learning opportunities.
Inadequate support	Students may not receive adequate support from instructors or peers, which can make it difficult for them to overcome challenges and stay on track with their language learning goals.
Feeling of isolation	Students may feel isolated or disconnected from their peers and instructors, which can negatively impact their language learning experience and motivation.

Table 11: Students' dislikes when using eLearning.

As suggested by students, the following elements can help improving the eLearning platform to better support EFL learning:

Interactive and engaging content	Incorporate more interactive and engaging content, such as gamification, simulations, and multimedia-rich materials, to make language learning more enjoyable and effective.
Personalized learning pathways	Develop AI-powered adaptive learning pathways that cater to individual learners' needs, levels, and learning styles, providing a more tailored language learning experience.
Real-time feedback and assessment	Implement AI-driven real-time feedback and assessment tools that provide learners with immediate feedback on their language skills, enabling them to identify areas for improvement and track their progress.

Virtual speaking and listening practice	Develop virtual speaking and listening practice tools that allow learners to practice their speaking and listening skills with native speakers or AI-powered language models.
Cultural and contextual understanding	Incorporate cultural and contextual understanding modules that provide learners with insights into the cultural nuances and complexities of the language, enabling them to communicate more effectively.
Social learning features	Integrate social learning features, such as discussion forums, chat rooms, and language exchange platforms, to facilitate collaboration, feedback, and support among learners.
Mobile optimization	Optimize the eLearning platform for mobile devices, enabling learners to access language learning resources and exercises on-the-go.
Accessibility features	Incorporate accessibility features, such as text-to-speech functionality, font size adjustment, and high contrast mode, to make the platform more inclusive for learners with disabilities.
Instructor-led sessions	Offer instructor-led sessions, either live or recorded, to provide learners with additional support, guidance, and feedback.
Gamification and rewards	Implement gamification elements, such as points, badges, and leaderboards, to make language learning more engaging and rewarding.
AI-powered language coaching	Develop AI-powered language coaching tools that provide learners with personalized language coaching, feedback, and guidance.
Content curation	Curate high-quality, relevant, and engaging content that aligns with learners' interests and needs, making language learning more enjoyable and effective.
Learner analytics	Provide learners with analytics and insights on their language learning progress, enabling them to identify areas for improvement and track their progress.
Integration with language learning apps	Integrate the eLearning platform with popular language learning apps, enabling learners to access a wider range of language learning resources and tools.
Continuous improvement	Regularly collect feedback from learners and

	instructors, and continuously update and improve the eLearning platform to address their needs and concerns.
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Table 12: Students' suggestions.

Finally, students provided the following suggestions for improving eLearning resources for English language learning:

Authentic Materials	Incorporate authentic materials, such as news articles, videos, podcasts, and social media, to provide learners with real-life language exposure and contextual understanding.
Interactive Exercises	Develop interactive exercises, such as quizzes, games, and simulations, to engage learners and promote active learning.
Personalized Learning Paths	Create personalized learning paths that cater to individual learners' needs, levels, and learning styles, providing a more tailored language learning experience.
Real-time Feedback	Implement AI-powered real-time feedback tools that provide learners with immediate feedback on their language skills, enabling them to identify areas for improvement and track their progress.
Virtual Speaking and Listening Practice	Develop virtual speaking and listening practice tools that allow learners to practice their speaking and listening skills with native speakers or AI-powered language models.
Cultural and Contextual Understanding	Incorporate cultural and contextual understanding modules that provide learners with insights into the cultural nuances and complexities of the language, enabling them to communicate more effectively.
Collaborative Learning Tools	Integrate collaborative learning tools, such as discussion forums, chat rooms, and language exchange platforms, to facilitate communication, feedback, and support among learners.
Accessibility Features	Incorporate accessibility features, such as text-to-speech functionality, font size adjustment, and high contrast mode, to make eLearning resources more inclusive for learners with disabilities.
Mobile Optimization	Optimize eLearning resources for mobile devices, enabling learners to access language learning

	resources and exercises on-the-go.
Gamification and Incentives	Implement gamification elements, such as points, badges, and leaderboards, to make language learning more engaging and rewarding.
AI-powered Language Coaching	Develop AI-powered language coaching tools that provide learners with personalized language coaching, feedback, and guidance.
Content Curation	Curate high-quality, relevant, and engaging content that aligns with learners' interests and needs, making language learning more enjoyable and effective.
Learner Analytics	Provide learners with analytics and insights on their language learning progress, enabling them to identify areas for improvement and track their progress.
Integration with Language Learning Apps	Integrate eLearning resources with popular language learning apps, enabling learners to access a wider range of language learning resources and tools.
Continuous Improvement	Regularly collect feedback from learners and instructors, and continuously update and improve eLearning resources to address their needs and concerns.

Table 13: Students' recommendations.

Based on the findings of the study, the experimental group has shown significant improvements in speaking and vocabulary skills due to the eLearning platform's interactive and personalized features. eLearning and virtual practice sessions enhanced students' pronunciation and fluency. eLearning, with its episodic learning and easy access, has been effective for vocabulary retention. In regard to students' engagement, gamified elements and social media integration increases students' motivation. However, despite these improvements in EFL, there are challenges encountered during the study. Potential drawbacks include technical issues, distractions from mobile environments, and reduced face-to-face interaction, which may limit speaking practice compared to traditional settings.

In contrast to the experimental group, the control group showed moderate improvements due to structured instruction but may lag in speaking and vocabulary due to limited opportunities for personalized practice. Qualitative data revealed that experimental group students appreciate the flexibility and engagement of eLearning, but face challenges like digital fatigue or technical barriers.

7.1. Descriptive Statistics:

Age:

The mean age of the participants was 21.5 years old, with a standard deviation of 1.5 years.

English language proficiency:

The mean score was 3.2, with a standard deviation of 0.8. The majority of the participants (40%) rated their overall English language proficiency as intermediate.

- **Reading skills:** The mean score was 3.5, with a standard deviation of 0.9. The majority of the participants (50%) rated their reading skills as intermediate;
- **Writing skills:** The mean score was 3.2, with a standard deviation of 0.9. The majority of the participants (40%) rated their writing skills as intermediate;
- **Listening skills:** The mean score was 2.8, with a standard deviation of 1.0. The majority of the participants (40%) rated their listening skills as beginner;
- **Speaking skills:** The mean score was 2.5, with a standard deviation of 1.1. The majority of the participants (50%) rated their speaking skills as beginner.

7.2. Inferential Statistics:

7.2.1. Correlation analysis:

There was a significant positive correlation between the frequency of eLearning use and self-assessed improvement in reading skills ($r = 0.4$, $p < 0.01$). There was also a significant positive correlation between the frequency of eLearning use and self-assessed improvement in writing skills ($r = 0.35$, $p < 0.01$).

ANOVA:

There was a significant difference in the self-assessed improvement in reading skills between participants who used eLearning daily and those who used eLearning monthly ($F(2, 97) = 4.2$, $p < 0.05$). There was also a significant difference in the self-assessed improvement in writing skills between participants who used eLearning daily and those who used eLearning rarely ($F(2, 97) = 3.5$, $p < 0.05$).

8. Limitations:

The present study has several limitations. These are listed below:

- The study's generalizability may be limited to tech-savvy students in similar academic contexts;
- Technical issues or unequal access to devices/internet could skew results;
- The short duration (two semester) may not capture long-term retention or proficiency gains.

Overall, the study provides insights into the role of eLearning in developing EFL skills for university students and highlights the need for further research to investigate the effectiveness of eLearning in improving EFL skills.

9. Conclusion and Recommendations:

The study aimed to investigate the role of eLearning in developing EFL skills for university students majoring in Information and Communication Studies. The results of the questionnaire revealed that the majority of the participants had a positive attitude towards using eLearning to improve their EFL skills, and they believed that eLearning is an effective way to improve their reading, writing, listening, and speaking skills. The study also found that the frequency of eLearning use is significantly correlated with self-assessed improvement in reading and writing skills.

However, the study also highlighted some challenges and limitations of using eLearning to improve EFL skills, such as technical issues, lack of feedback, and limited interaction with instructors. These challenges need to be addressed to ensure that eLearning is an effective and engaging way to improve EFL skills.

Based on the findings of the study, the following recommendations are made:

- ✚ **Integrate eLearning into the curriculum:** The university should consider integrating eLearning into the curriculum to provide students with more opportunities to practice and improve their EFL skills;
- ✚ **Develop interactive and engaging eLearning resources:** The university should develop interactive and engaging eLearning resources that provide students with opportunities to practice their EFL skills in a more immersive and interactive way;
- ✚ **Provide feedback and support:** The university should provide students with regular feedback and support on their eLearning activities to help them improve their EFL skills;
- ✚ **Address technical issues:** The university should address technical issues and ensure that the eLearning platform is user-friendly and accessible to all students;
- ✚ **Promote eLearning among students:** The university should promote eLearning among students and encourage them to use eLearning resources to improve their EFL skills;
- ✚ **Conduct further research:** The university should conduct further research to investigate the effectiveness of eLearning in improving EFL skills and to identify areas for improvement.

9.1. Implications for Teaching and Learning:

This case study highlights eLearning's potential to enhance EFL skills for university students, particularly in technology-oriented departments like Information and Communication Studies. The findings can inform curriculum design, encouraging hybrid models that combine eLearning's flexibility with face-to-face interaction. Instructors can adopt eLearning tools as supplementary resources, while policymakers may consider investing in robust platforms and training to maximize their effectiveness.

The study has implications for teaching and learning in the following ways:

- ✚ **Blended learning:** The study suggests that a blended learning approach that combines traditional classroom instruction with eLearning can be an effective way to improve EFL skills;
- ✚ **Personalized learning:** The study highlights the need for personalized learning approaches that take into account the individual needs and preferences of students;
- ✚ **Technology-enhanced instruction:** The study suggests that technology-enhanced instruction can be an effective way to improve EFL skills, but it requires careful planning and implementation.

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