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Acceptance and Adoption of E-Learning Tools Among Second Language Learners: A Case Study

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Abstract. *Effective E-learning tools can provide the support students need in learning the language. The integration of instructional e-learning tools to second language learners can aid in designing standard academic content with the accessibility of materials for learning and offer relevant instruction with specific learning strategies that can enhance the learners of the language. The audio-lingual method has been one of the teaching methods in the 1950s, and new technologies have emerged from it in this present world. The self-determination theory and the Cognitive Multimedia Theory expound on the inherent potentials of language learners embracing these innovative techniques and computer-assisted language learning programs and improving the learners' learning skills. This qualitative case study sought to examine the contributions of acceptance and adoption, assistance, and challenges that second language learners faced using e-learning tools at a private higher educational institution in Silang, Philippines. Research respondents were second language learners. The data were collected through observations, interviews, and focus groups. Findings showed an amount of contribution and assistance that e-learning tools have provided for ESL learners as well as being intentional in using them during the learning process. However, there are possible challenges and acceptance of e-learning tools among second language learners. The study provides recommendations for e-learning tools embracement, adoption and acceptance among second language learners.*

Introduction

Second language teaching has changed tremendously over the centuries. The English language has become one of the mandatory subjects in the curriculum for students in many countries. Hence, it is becoming a challenge for teachers, especially second language teachers, to teach second language learners. Over the years, English was introduced as a subject for passing exams and not as a skill. Therefore, the grammar-translation method was used to explain every word to make students comprehend, although this method erodes the oral development of the language (Nunan, 2011). Other methods were used like the structural method, bilingual method, communicative language method, and several other methods However, no method was proven to be best or perfect in imparting the language to the learners. Since then, English language teaching has been swinging like a pendulum for teachers to seek and discern the best method for instruction for second language learners. With the growth of technology, e-learning tools have become assets for learning a language. This has been a trial-and-error method for most second language teachers using technology for teaching (Mahyoob, 2020). However, with the increased use of technology, motivation comes along for teachers and students. Self-determination theory expounds on the intrinsic and extrinsic motivation while acquiring the targeted language (Ryan & Deci, 2000). Several studies have been done on motivation and second language learning, webtools being the tools for interest learning (Nomass, 2013; Noour & Hubbard, 2015). However, there is very little study on how learners adapt, adopt, and accept e-tools as part of the learning process.

Literature Review

As many innovative English language e-learning tools have emerged, these past instructional trends have been replaced by innovative tools. The 21st century has brought in innovative e-learning tools and has also created challenges and opportunities for its citizens worldwide (Khan, 2020 Zalat Hamed & Bolbol, 2021). Educational institutions are bound to promote these tools for better acquisition of knowledge and skills in learning. The emergence of e-learning tools has shaken up the traditional learning paradigm. E-learning was introduced in the 19th century during the computer-based learning systems seminar in Los Angeles. It was defined as online or virtual learning, which means creating a way of learning using online technologies and training oneself using such tools to develop and enhance learning for competencies in the language (Arkorful & Abaidoo, 2015; Chhabra, 2012).

The e-learning theory was developed by Mayer, and Moreno (2003), wherein they came up with the cognitive multimedia theory as a new concept. This theory is enveloped with the principles comprising germane, which means the capacity of comprehending a task; intrinsic means the ability to perform the task itself; and extraneous means the effort imposed on the task being delivered (Mayer &

Moreno, 2003; Mutlu et al, 2019Rudolf, 2017). In this theory, there are three assumptions on how a human mind works in cognitive science in multimedia learning. Beliefs, like humans, have separate channels for visual and auditory messages; they have limited capacity to process each channel; and humans are engaged in active learning and getting relevant information, organizing them, and integrating with other knowledge (Mayer & Moreno, 2003)

E-learning tools help the teachers and students learn engaging activities and make learning more creative and fun. These tools allow the students to have hands-on for the improvement of the four skills practically. They are powerful tools and are available globally and can bring change in education as well as reformation as well as enhance the learning experience of second language learners (Black, et,al, 2009; Chhabra, 2012; Garret, 2009; Mason, et.al, 2004; Yang & Cheng, 2007). E-learning tools like Edmodo, Google Classroom, Padlet, Moodle, Lino, and many others have been good tools for learning English, whether online or face-to-face (Khan, 2020; Zakarneh, 2018).

There is another theory on e-learning embedded with motivation and introduced by Ryan and Deci (2000) as the self-determination theory, whereby it categorizes and points the diverse types of motivation, like, intrinsic motivation and extrinsic motivation. According to Walker, Greene, and Mansell (2006), students who have intrinsic motivation are inclined to stay with complicated and intricate problems and learn from mistakes. This involves one's accessible internal awareness and understanding assimilated with new knowledge. Vansteenkist, Lens, and Deci (2006) expound that extrinsic motivation helps a learner to be proactive in the journey of learning once he/she gets the concepts clear with hands-on activities. Besides, there can also be the anticipation of rewards or discipline, for instance, being successful in exams or getting good grades. This self-determination theory plays a vital role in e-learning tools whereby the learner must combat negative feelings of being hesitant in the learning process.

Self-determination theory is based on human motivation, and it addresses the initiation behavior of a human in actual and practical life (Grolnick, 2015). Intrinsic motivation is more innate for online tools for ESL learners to grasp the usage of them all (Schneider & Kwan, 2013). There are advantages for ESL learners who immerse with online tools as they enhance problem-solving, critical thinking, decision-making skills, clinical skills, and knowledge gain. Besides, the use of these tools helps in improving learners' attitudes, instructor-learner interactions, student learning experiences, and individual learners' learning flexibility (Noour & Hubbard, 2015; Wu & Huang, 2013).

Motivation and E-learning Tools

Motivation is an essential part of learning and teaching (Brewer & Burgess, 2005). Motivating students to use e-learning tools has become the trickiest task and one of the vital factors in language learning (Pajares, 1996). Students who do not

possess motivation are not readily engaged to the technology and the tools as they may exhibit high anxiety and low efficacy in self-regulation and self-determination. It is a complex process to draw connections with motivation and other specific activities as it is a vast field (Hidi & Boscolo, 2007). Motivation is a cornerstone for e-learning if there is a flexible and effective interaction between students and teachers (El-Seoud, El-Khouly, & Taj-Eddin, 2016; Esra & Sevilen, 2021).

In the past, limited productive, creative, and constructive activity was given to the learners to develop the four language skills. With the changing needs of the hour (time), technology is developing day-by-day. The recent trend in teaching English is by using modern technological tools which has transformed English language teaching (Chhabra, 2012). Literature points to the research gap in the adoption and acceptance of the e-tools contributing to positive innovation that may enhance the learning and teaching of the language (Davis, 1989). Figure 1 is the model for the technology/adoption and acceptance.
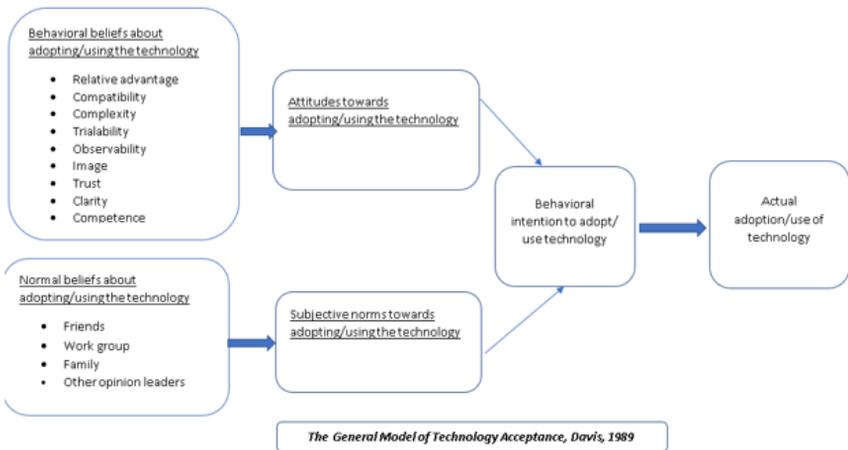
The General Model of Technology Acceptance, Davis, 1989

Note: From "The Literature Review Of Technology Adoption Models And Theories For The Novelty Technology," by P.C. Lai, 2017. *Journal of Information Systems and Technology Management*, *14*(1), pp. 21-38, 2017

Past studies have shown that the progress of multimedia and technological information has proliferated and has brought changes radically in education, business, and science. E-learning tools have become essential for higher educational institutions in the process of learning (Ahmad & Samat & Abdul 2020; Yunus et al., 2020). There are advantages to embracing these web tools; however, there are disadvantages to having them as part of teaching and learning. It is the responsibility of the teacher or instructor to inculcate the technological knowledge upon the students and help in the enhancement of learning using these tools (Pun, 2013). These collaborative tools will help students learn in their leisure time and

the classroom (Abdul Samat & Abdul Aziz, 2020). The implementation of these tools should have meshed with the course design.

The present study attempted to fill the literature gap in the acceptance and adoption by L2 learners of e-learning tools. To recognize their need in learning and in acquiring the language, the study considered the following research questions:

1. How do e-learning tools enhance learning among ESL learners in a language institute?

2. What are the challenges faced by ESL learners in using e-learning tools in a language institute?

3. What are the benefits of using e-learning tools by ESL learners in a language institute?

Methodology

The methodological discussion includes the data collection, data analysis, and ethical considerations. This research is qualitative design in its nature. It describes how participants explain the meaning of their experiences to create their world (Merriam, 2009). This case study focuses on how participants define and describe their lived experiences (Merriam, 2009). To understand how ESL learners accept and adopt e-learning tools while learning the second language and how these tools contribute to their learning, a holistic approach was used. Qualitative research results in a thick and detailed description of the phenomenon and explains real-life experiences and situations put forth by each participant (Creswell, 2013; Yin, 2014).

Research Context

The study was carried out in a language institute of a higher educational institution in Cavite, Philippines. The focus was on the e-learning tools trends among second language learners. The bounded system was the language institute and the ESL learners who are experiencing the learning of the web tools in their classrooms. The provided information may be helpful and applicable to any institution at large in the Philippines and elsewhere where such experiences are prevalent. The purposively selected participants from this institution are upper-intermediate and advanced levels of this language institute during the academic year 2016-2017. The total numbers were four females and six males from 10 different countries.

Data Collection

Approval and permission were obtained from Ethics of Review Board (ERB) and the administrative committee of the higher educational institution and the participating language center. The participants were given informed consent forms concerning the purpose of the study. Participation was voluntary. Besides,

observation protocol, semi-structured interview questions, and focus group questions were prepared to carry out the study.

Observations were done for one week on the participants to see the reality of how these participants were using the e-learning tools. The observations were conducted between 20 to 30 minutes as per the instruction of the teachers. In-depth interviews were conducted with each of the participants. Besides, in-depth interviews were done with the second follow-up for clarity. Documents (like notes of students, peer feedbacks, Padlet notes, and many others) were shown and cannot be shared as the participants would want to keep them confidential. Field notes and reflective journals were also methods to explore the experiences of the participants in this study. Pseudonyms were used to safeguard the identity of the participants. In the initial process, there were 15 participants with maximum variations who agreed to participate. However, five dropped because of some emergencies and restraint of time. Purposeful sampling was carried out to select participants with criteria aligned to help probe, discover, and comprehend the profound insights of the phenomenon (Merriam, 2009). The 10 participants were interviewed to probe deep into what e-learning tools they are learning and how these tools have contributed to their learning. There was mutual respect between the researcher and the participants as well.

As a researcher, I prepared an observation protocol and semi-structured interview. I wrote some preliminary questions for my participants to help them unearth and comprehend the phenomenon. As I discussed the questions with my participants, I had the flexibility to find about the perceptions and insights of my participants. I handed them the informed consent forms and had them peruse through the form before the observations and interviews. The interviews were each 20-30 minutes long. With the permission granted for videotapes, I videotaped the interviews to capture the details of the communication. Certain questions were quite hard and such questions were not asked to smoothen the interview process. The observation of each participant took about 30 minutes. Besides, I asked each participant to write a reflective journal on what they think about the e-learning tools and how they adapt to them. The reflective journals had open-ended questions to guide them to reflect on how these e-learning tools contribute to their English language learning. Table 1 is the triangulation matrix that shows the link between the research questions and the data collection sources.

Table 1

Triangulation Matrix for Data Collection

Research Question	Data Source 1	Data Source 2	Data Source 3	Data Source 4	Data Source 5
1. How do e-learning tools enhance learning among ESL learners in a language institute?	Observation & Fieldnotes	In-depth Interview	FGD	Reflective Journal & Documents	Literature Review
2. What are the challenges faced by ESL learners in using e-learning tools in a language institute?	Observation & Fieldnotes	In-depth Interview	FGD	Reflective Journal	Literature Review
3. What are the benefits of using e-learning tools by ESL learners in a language institute?		In-depth Interview	FDG	Reflective Journal & Documents	Literature Review

Data Analysis

The data analysis is a process by which the data must make sense to answer the research questions (Merriam, 2009; Merriam & Tisdell, 2016). In this study, the analysis of the data was simultaneous with the data collection. Data were coded, grouped into categories, and eventually, themes were developed. Besides that, Saldana's coding process helped in blending Merriam's framework for this study (Merriam, 2009; Saldana, 2016). The field notes of observation, interviews, FDG transcriptions, reflective journals, and document analysis were prepared for data analysis. In reporting the findings and results, I considered these sources for data collection. Fifteen emerging themes have been developed. Data triangulation consists of observation, field notes, interviews, follow-ups for clarity and in-depth comprehension, reflective journals, and confidential documents. Some sources (photos) were not reflected in the triangulation matrix as they were solely for the researcher's use in the study. The documents in the triangulation process were the

schedules of their time for extra learning that were shared and not for public exhibits. These are later reported in this study.

Ethical Considerations

As a researcher, I took action to ensure that this study followed ethical considerations. The ethical review board and the administrative committee of this language institute endorsed the study. Several other essential procedures helped in ethically conducting the study, such as (a) discussing the study and the giving of informed consent form at the outset of the study to show the willingness to participate and to give consent to audiotapes/recordings and interviews; (b) explaining to the participants that the data will be confidential and be used for research purposes only and in no other form; (c) assuring that pseudonyms will be used for anonymity of the participants; (d) ensuring that each participant will not suffer/experience physical/mental harm that may arise from the study; (e) assuring that the results of the study in written form will be sent to them. All these ethical guidelines were addressed in the study.

Researcher's Flexibility

The researcher of this study is a Christian educator. I believe that e-learning tools are exciting and fun for learning a new language. However, ESL learners need time and should have some computer skills and background knowledge on using them effectively while learning a new language. The 21st-century skills do emphasize technological skills while teaching and learning. This would ensure the holistic progress of an ESL learner. This would enrich their learning and be competent in computer usage.

Results

The information presented here is to answer the three research questions and are thematically explained concisely. The results and findings from the literature review are also cited for enriching or giving thick descriptions for the study. Field notes from observation, documents (schedules), interviews, reflective journals of the participants, and other documents (photos & material resources) are included in a table format as evidence and support for each theme. These themes are arranged and discussed according to the research questions as it addresses the purpose of the study. The research questions addressed in this study are as follows: (a) What contributes to using e-learning tools among ESL learners? (b) What are the challenges faced by ESL learners concerning using e-learning tools? (c) How have e-learning tools helped ESL learners?

Contribution of E-Learning Tools for ESL Learners

The first research question addresses the contribution of e-learning tools for ESL learners in a language institute. Based on the data analysis, the following themes were derived from this question. Each theme (see Table 2) is supported by quotes from the data—specifically from in-depth interviews, FGD, field notes, and reflective journals.

Theme 1: Performance. Performance has been seen as one of the aspects contributing to the use of e-learning tools among ESL learners (Chang, 2013; Surjono, 2015). The study efficiency includes the easy access of materials online and worksheets for improving their learning (Kuama, 2016). These tools build confidence in learners and can do it without any disturbance and enhance emotional motivation (Abou El-Seoud, etal,, 2014). Learners can acquire skills development and multiple learning sources from e-learning tools (Altunay, etal., 2014).

Table 2

Contribution of E-Learning Tools for ESL Learners

Themes	In-depth Interviews	Focus group discussions	Field Notes	Reflective Journals
1. Performance	*"My skills are good, and I have performed well." (Mr. Arrow)*	*We are doing well with our studies.*	*The students did express that their work was good.*	*"Yes, I have learned and increased learning." (Ms. Row)*
2. Effort	*"I can access the tools at home without much difficulty." (Ms. Ruby)*	*"It was easy and fun to go through."*		*"It was easy to go through." (Mr. Pap)*
3. Social Influence	*"These tools have helped me a lot and I am enjoying." (Ms. Ruby, Mr. Rap)*	*"We can interact and even see our friends' posts." Teachers also communicate well with these tools.*	*The students did show their Padlet posts of theirs and friends as well.*	*"Well, it's fun for me to learn all this." (Mr. Rab)*

Theme 2: Easy access. Easy access to e-learning tools has helped the ESL learners to experience the management of time and easy accessibility to materials online (Galy, et al, 2011). They can access materials online without any difficulty. The readiness to get resources online has helped them in their tasks (Ngampornchai & Adams, 2016). The ESL learners do not have to run to the library for more resources as the e-learning tools have a search box for additional learning materials.

Theme 3: Social influence. E-learning tools have helped learners socialize among classmates while working together with the tasks given to them (Godwin-Jones, 2005; Ruleman, 2012). The students do have peer editing of each other's work, and that has helped them to be able to share ideas and concepts (Lim, et.al , 2014). They could also see the feedback of their teacher and classmates (Ricoy & Feliz, 2016).

Challenges Faced by ESL Learners in Using E-Learning Tools

The second research question addresses the challenges faced by ESL learners in using e-learning tools in a language institute. Based on the data analysis, the following themes were derived from this question. Each theme (see Table 3) is supported by quotes from the data--specifically from in-depth interviews, FGD, field notes, and reflective journals.

Theme 1: Network or connection. The network is a challenge for the students as it often fluctuates (Ferri, et al., 2020; Mahyoob, 2020). There are plenty of submissions to be made, and the students cannot give them on time. The students' assignments are timed accordingly to what they need to do (Gonzales, et al., 2018). They also complained about the slowness of the network and the usage of many causing a delay in their submission of the assignments Figilio et al., 2013).

Theme 2: Health problems.   Most students have expressed the physical pain of glaring at the computer for a long time without rest causing headaches and eye pain (Shantakumari, et al.l, 2014). They feel that the assignments are too many for them to take a rest. The students made mention of eye fatigue and discomfort because of the strenuous work and tasks submission using these tools (Agarwal, et al., 2013; Gowrisankaran, et al., 2012; Han, et al., 2013).

Theme 3: Resistance to use.   Some of the ESL learners have never had such tools for learning a language, and some do not have the network in their countries (Addah, 2012). They just know basic computer skills, and it is complicated for them to adopt these e-tools. Based on their educational background, some are unfamiliar with these e-tools (Bediang et al., 2013).

Theme 4: Time management. Time management was one of the issues that the ESL students have expressed as they have many assignments to get done and submit (Indreica, 2014). The connection was slow at times, and that caused the delay in submission. Some students expressed that they are not able to follow because of language communication. Excessive assignments have caused the delay in submission and the time limit given on the online tools for them to submit (Yunus, et al., 2013).

Theme 5: Clarity of e-learning tools. Several ESL Learners do express the complexity of the e-tools in the class tasks. Many of the students do not come from a computer background, and web tools learning has caused the barrier for learning in the class (Bediang, et al., 2013). The students say that the e-tools are quite

complex and confusing. They need more instruction for using them (Ngampornchai & Adams, 2016).

   Theme 6: Computer competency. As mentioned above, some students do not have a computer educational background. Besides, they are slow and find it too complex with time availability (Addah, 2012; Ngampornchai & Adams, 2016). Computer literacy is crucial for ESL learners with embedded e-learning tools for learning (Ferri, et al., 2020).

Table 3

Challenges Faced by ESL Learners in Using E-Learning Tools

Themes	In-depth Interviews	Focus group discussions	Field Notes	Reflective Journals
1. Network Interruption	*"The network is slow at times and interrupts."* (Ms. Orange) *Bad connections delay submission of deadlines.* (Mr. Apple)	*"Network has to be good."* *"We need a good connection."*	*The students did express their difficulty in getting their work done.*	*"Oh, my internet is not good."* (Ms. Ripe)
2. Health Problems	*"My eyes hurt too much when I use the computer long time."* (Ms. Rubber) *"Glaring at the computer for a long time hurts my eyes."* (Ms. Popsicle)	*"Spending too much time on screen is not good."*		*"Oh, my eyes hurt and I get headaches."* (Mr. Pap)
3. Resistance	*"I am not familiar with these tools and am afraid to use them."* (Ms. Ruby)	*"We did not have computer classes background and we do not know how to use these tools."* *"I do not know how to use them."*		*"I do not have an educational background on computers."* (Mr. Rab)
4. Time Management	*"I need to find time to learn well."* (Mr. Bod) *"Too many assignments and it's hard to learn these tools well."* (Ms. Jingle)		*The students did express their need to find time for both assignments and e-tools to perfect mastery.*	*"How will I find time to learn."* (Ms. Rose)
5. Clarity of Tools	*"The tools are too many to learn, I get stuck. Some are hard for me."* (Mr. Pineapple)		*The students did show their confusion while trying to demonstrate each one.*	*"Oh, I get confused with each one."* (Ms. Ruby)
6. Computer Competency	*"I don't have a computer background."* (Ms. Row) *"I am slow in using them."* (Mr. Es)	*"Too complex and hard to catch up"*		*"Hard to catch up for me."* (Mr. Pineapple) *"I am a beginner."* (Ms. Rose)

Usefulness/Benefits of E-Learning Tools for ESL Learners

The third research question addresses the usefulness or benefits of e-learning tools for ESL learners in a language institute. Based on the data analysis, the following themes were derived from this question. Each theme (See Table 4) is supported by quotes from the data--specifically from in-depth interviews, FGD, field notes, and reflective journals.

Table 4

Usefulness Given By E-Learning Tools for ESL Learners

Themes	In-depth Interviews	Focus group discussions	Field Notes	Reflective Journals
1. Lower Costs	*"I do not have to go here and there for printing."* (Ms. Poppy)	*"No need of print outs" "We just send online our assignments."*		*"Oh, Life is easy without paying for assignments. I send them online."* (Ms. Ripe)
2. More Effective	*"I want to learn more about them. They are good and effective."* (Ms. Popsicle)	*"We are now a little good in using them."*		*"I am happy to learn them in class."* (Mr. Pap)
3. Cooperative Learning	*"I can get input from my friends while learning them."* (Ms. Ruby)	*"Our friends and teacher give feedback and input." "We did learn together and it's fun."*	*The students did show the feedback and input put forth by their classmates and teacher.*	*"I am glad we learn together on computers."* (Mr. Rab)
4. Educational Performance	*"My skills have improved, and I will learn more."* (Mr. Bud) *"These tools have helped me in my education and performance."* (Ms. Jingle)		*The students did express that they have learned and would like to learn more.*	*"I wish to not forget in my life in education."* (Ms. Mill)
5. Future Assistance	*"When I go to graduate school it will help me."* (Mr. Pineapple)		*The students did show their confusion while trying to demonstrate each one.*	*"When I get to Seminary or theology, I know what to do."* (Mr. Arrow)
6. Environmental Impact	*"These tools have made my expenses low."* (M.s Row) *"No need to take printouts."* (Mr. Es)	*"We save paper and trees too."*		*"It has cut my extra expenses."* (Ms. Rose)

Theme 1: Lower cost. The cost of printing has been one of the positive factors for many students. Students are happy to submit their assignments online without running around for printing. They are delighted to save paper and trees. The money for printing is saved for other purposes (Bartley & Golek, 2004; Meskill &Anthony, 2014; Soong, 2012).

Theme 2: More effective. E-learning tools have made the students have a better attitude towards learning and the ability to acquire more in the future (Sakarji, et al., 2019). These tools are practical for them to use in terms of grammar checkers and the online dictionary. The e-learning tools have enriched the students' learning experiences (Beinicke & Bipp, 2018).

Theme 3: Cooperative learning. Students expressed the feeling of belongingness and cooperation among them, and they were able to check on each other's work with a positive attitude (Lim, et al., 2014). Peer editing and feedback have helped them to learn better. The teacher's input and classmates are like a steppingstone for better learning (Basaza & Milman, 2010).

Theme 4: Educational performance. Students have realized that knowing or having hands-on skills has helped them improve their skills (McKnight et al., 2016). Their desire to learn more has enveloped their minds. E-learning tools have helped them think differently in a positive way. They are willing to learn more for future use.

Theme 5: Future use. The e-learning Tools have opened their eyes and mind for future use. Many have expressed the usage in graduate/seminary studies and lifelong needs. Many of the students say that when they return to their country, they will implement some of these tools for others to learn. Besides, it adds more learning experiences for future use (Haron, et al., 2015).

Theme 6: Lower environmental impact. E-tools have helped the students eliminate the usage of paper and cut down extra costs for expenses. They express the need to save trees and the ecosystem. E-tools have strengthened the use of fingers in technology and the mind to use efficiently (Galy, et al., 2011).

Contribution to the Theories

Cognitive behavioral attitudes will aid to perceived usefulness as well as ease of use in these e- learning tools. Challenges can create new learning platforms of ownership in learning the e-tools (Bhatti, 2015; Cox, 2013). The benefits of these e-tools can bring change, offer creative activities, and improve learning skills (Chhabra, 2012; Chen & Yang, 2007; Garret, 2009; Black, et al. 2004). Adoption and acceptance of these tools do play a significant role (Davis, 1989). Besides the theories, the Technology Adoption Model (TAM model) has added aspects of clarity and competency in the behavioral beliefs about adopting and using the technology (see Figure 2). The findings and results show that clarity and

competency in using technology are essential, especially for ESL learners. This would enhance the experiences in learning a second language.
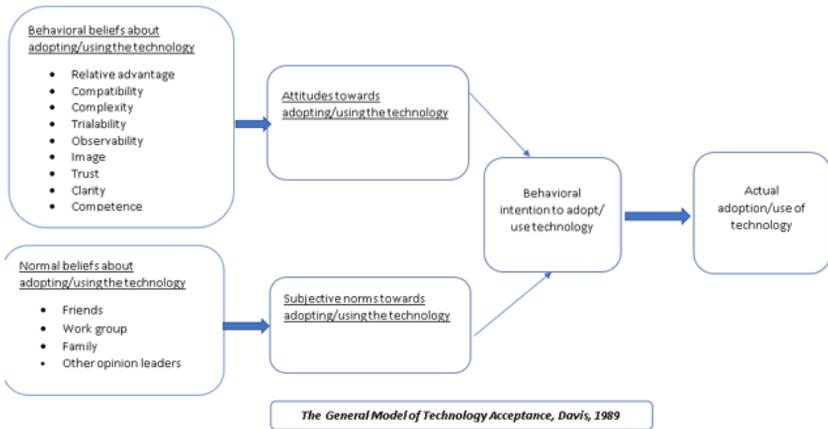

Figure 2. The general model of technology acceptance.

Note. From "The Literature Review of Technology Adoption Models And Theories For The Novelty Technology," by P.C. Lai, 2017. Journal of Information Systems and Technology Management, 14(1), pp. 21-38, 2017

Conclusions

E-learning tools can help ESL learners in learning a new language. In-depth learning of the tools should be both informal and formal learning. E-learning often relies on educational technologies such as computers and a connection to the Internet. ESL teachers need to be more intentional in introducing these tools to their learners. ESL learners need to be more competent in using e-tools. Learners are to spend time performing well in the usage of e-tools. Creating easy access to these tools boosts the learning journey. Students should often get engaged with these tools in the process of learning. As students, they may have to put their heart into learning something new and create an open mind of learning.

Recommendations

This case study has resulted in some specific recommendations. These recommendations are addressed to the students in this language institute of a higher educational institute and teachers. The following are the recommendations for enhanced learning by ESL learners using e-tools:

1. More practice and emphasis should be given to the enhancement of the tools. Students need to be oriented in the use of e-learning tools. This would enhance the knowledge and use of such tools.

2. For beginners and slow learners for the first two weeks, more time should be spent on the use of e-tools. This is essential, especially for those who do not have a computer knowledge background.

3. The e-tools create a fun learning environment, even if the user looks complex, and can ease the fear of learning the e-tools. ESL learners may learn to use these tools in groups in some fun and joy while acquiring the knowledge of using such tools.

4. ESL learners may consider spending more time administering these e-tools. Students are from different levels of learning and come with varying learning styles. Besides, teachers can spend a little more time guiding the learners using such e-tools.

5. ESL learners may extend some time for submitting assignments, and a considerate number of tasks can ease anxiety. More encouragement and motivation from the teacher are essential to help ESL learners learn the tools.

6. Teachers may make the demonstration of the e-tools clearer, and ESL learners may take the opportunity to learn them. Simple language can help students understand the concepts of these tools. This will enhance their knowledge on how to use them.

These recommendations deriving from the study will help teachers and learners experience a more conducive learning environment for learning English as a second language. Being proactive by utilizing the suggestions from this study will enhance second language acquisition. Indeed, motivation and encouragement will serve as the reins of a reindeer for better learning in the field of second language acquisition.

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