E-learning system of teaching english language

Ramiz Salama [*], Near East University, Department of Computer Engineering, Nicosia, Cyprus

Krell Chiparausha [b], Near East University, Department of Computer Engineering, Nicosia, Cyprus

Faysal Bsatar [c], Near East University, Department of Computer Engineering, Nicosia, Cyprus

Abstract

The use of E-learning platforms for education in recent times has been on the rise. The purpose of this work is to provide an overview of the web application. This paper provides an overview of a web-based application as a result of the project titled "22nd Century English". This is a web platform that arranges schedules and scheduled video conferences between students and lecturers. A lot of teachers especially English Teachers have extra time with which they can teach but without commitment, because of their commitment to their Teaching Institution. With the opportunity to handle freelance lessons through the developed application, teachers have the ability to earn extra income while helping other students outside their schools. This platform also helps students to learn English remotely without wasting time with traveling or intense commitment.

Keywords: E-learning; English teaching; learn press; LMS.

---

* ADDRESS FOR CORRESPONDENCE: Ramiz Salama, Near East University, Department of Computer Engineering, Nicosia, Cyprus.
E-mail address: ramiz.salama@neu.edu.tr / +905338418142

1. Introduction

E-Learning is the utilization of Information and Communication Technology to convey and use data in training where educators and students are separated in area and time, so as to improve the student's learning background and execution (Keller et al., 2007; Tarhini et al., 2016). Horton (2011) characterizes E-learning as a lot of guidelines conveyed by means of every single electronic medium, for example, the web, intranets, and extranets. In this way, by clearing out the hindrances of time and division, individuals would now have the option to accept accountability for their own one-of-a-kind durable learning (Almajali et al., 2021; Bouhnik and Marcus, 2006; Fletcher et al., 2005; Amarneh et al., 2021).

E-learning conditions lessen the expense of arrangement and hence increment incomes for scholastic foundations (Alshurideh et al., 2021; Ho and Dzeng, 2010). The schools must pick in the midst of or before the utilization arrange the most ideal approach to manage pass on preparing, for instance, web learning, eye to eye, or applying blended philosophy. With the end goal of this examination, e-Learning with a specific spotlight on advanced education organizations applies to the utilization of electronic learning frameworks to help up close and personal instruction. As indicated by "Wagner et al. (2008)", this philosophy is the best learning strategy differentiated solely on the web with eye to eye-to-eye connection.

Learning Management Systems (LMSs) suggest the online movement applications or developments that are grasped by universities and other propelled training foundations to pass on courses' substance, give evacuate learning, and deal with the instruction procedure (Freire et al., 2012; Ohliati & Abbas, 2019). LMS makes an assortment of approaches to convey guidance and give electronic assets to understudy learning. A few techniques, for example, utilizing Web pages to convey messages similarly to hardbound writings, are extremely recognizable to scholastic Staff. Be that as it may, a major preferred position is that the Internet additionally underpins the conveyance and utilization of sight and sound components, for example, sound, video, and intelligent hypermedia (Tarhini et al., 2016; Statista 2018; Alshurideh et al., 2021). Specific Web-based learning frameworks have been made for front-line guidance to engage learning in an online getting the hang of setting; these join Moodle, Web Course Tools (WebCT), LAMS and SAKAI, and Blackboard Learn (BBL). The latter will be talked about in detail in the going with subsection.

1.1. Theoretical framework

Helpful learning' depends on the possibility that individuals learn by developing new thoughts dependent on their present and past information. At the end of the day, 'learning includes building one's very own insight from one's encounters. Here, the students spur themselves amid the learning procedure. As indicated by Von Glasersfeld (2002), continuing inspiration to learn is emphatically reliant on the student's condensed in his or potential for learning.

1.2. Purpose of study

Understanding e-Learning is fundamental. E-Learning is getting the hang of utilizing electronic advances to get to informational instructive modules outside of an ordinary report corridor. Generally speaking, it insinuates a course, program, or degree passed on absolutely on the web.

2. Method

This study uses a qualitative approach. It is a descriptive study. The study describes the freelance web platform that was designed for effective education between teachers and students online. The features of the platform are described, and the general view and usage are described as well.

3. Results

3.1. Features of the System

3.1.1. Features for the Teachers

- A teacher can sign up on the portal easily and would be approved in 3 days period after checking his/her CV.
- The teacher can check her/his upcoming appointments using the portal.
- The teacher can approve or discard a certain upcoming appointment that was chosen by the student.
- The teacher can set his/her state to online/offline for reasons that will be explained in the students' features.
- The teacher can upload teaching materials to the portal.
- The teacher can assess a taught lesson.
- The teacher can transfer credit /hours given to money.
- The teacher can receive money easily using the PayPal portal.
- The teacher can select active hours in which he/she can teach.
- The teacher must give his/her Skype ID in order to communicate easily with students
- A teacher can change his/her personal information whenever wanted from the portal.

3.1.2. Features for the students

- Students can easily signup on to the portal by providing his/her personal info (email, PayPal, etc.....).
- Students can choose an appointment using the on-screen calendar provided on the portal.
- Students can view their upcoming appointments using the portal.
- Students can rate and assess a taken lesson.
- Students can buy credit/hours easily using PayPal services.
- A student can easily change his/her personal information at any time using the portal.
- A student can choose a start lesson now which will automatically select a random online teacher (unless the teacher switched the status to offline).
- Students when reserving an appointment can choose a specific teacher or a random teacher.
- Students can view teachers' profiles which will share some information (such as certificates, age, gender, etc.....).

3.2. General view of the Web Application

The 22nd Century English application platform connects Students all over the world with American English Teachers. A student will register in the system and buy hours with credit then will reserve an

appointment in the Century Calendar. A teacher will then confirm that appointment, and they agree to meet at a specific time using Skype Service. After the lesson finishes, both students & teacher will have to do a survey to evaluate each other. So, then the teacher will earn credit hours, and then the teacher can request his credit hour to withdraw to cash. It has evolved into a modern portal to assess and deliver English language learning based on today's demands for the individual flexibility of when to teach and learn. By seamlessly connecting students to teachers through our networks and platforms, it makes learning English more accessible, opening up more possibilities for students and more business for teachers. It brings a modern and efficient method of learning English to students and professionals, and provides teachers with more possibilities for teaching, the platform is well developed using PHP – HTML – CSS – JavaScript – jQuery – Json – Ajax, and it is a Mobile-Friendly Platform for mobile web browsers.

Most language tutors (lecturers), tend to have more time on their hands, after they teach their classes, they could wish to give more learning, but some students would not find time as they have other things to learn (Pentaraki & Burkholder, 2017). So, with this web application lecturers will extend their teaching time, same with the student as they can schedule when their free and learn more.

The web application also caters to any student despite their enrolled school, as anyone can register and start any time and they will learn English Enough remotely without using much time traveling, going to a lecture not committed, etc..., so it is a Fast, Comfortable way to learn with. The objectives of the platform are to:
- • To provide the best way for people to learn English all over the world.
- • To make use of the internet, and mobile technology.
- • 24/7 Service.
- • Make the students competent in using the language.

To help with the hesitation of pronunciation in speaking.

3.2.1. The Student View

Figure 1
Home screen

Salama, R., Chiparausha, K. & Bsatar, F. (2022). E-learning system of teaching english language. *Global Journal of Information Technology: Emerging Technologies. 12*(1), 34-42. https://doi.org/10.18844/gjit.v12i1.7108

Figure 2

Sign the sign-in and login page

3.2.1.1. Payments page

Figure 3

Payments page

3.2.1.2. Default Screen

Screen when signing in both for Lecturer and Students and (Up-coming appointments): Reserving an appointment, we can see we have options like (random/ specific teacher, or start lesson now).

Figure 4

Default Screen

3.2.1.3. Personal Information and Edit page

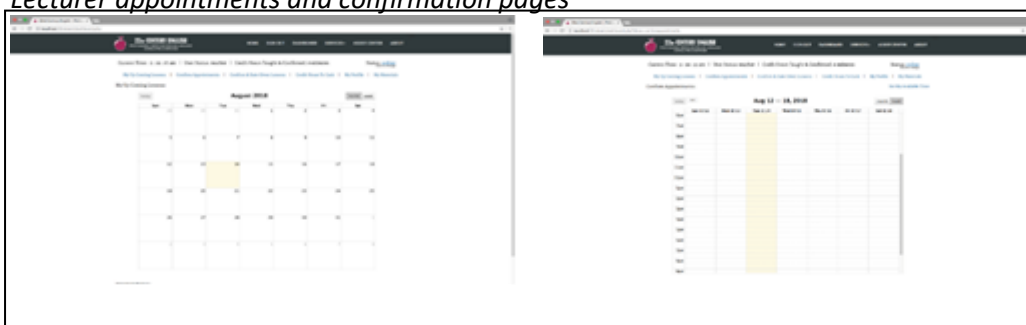On this page, students can change their personal information

Figure 5

Personal Information and Edit page

3.2.2. Teacher view

3.2.2.1. Lecturers' appointments and confirmation pages

Figure 6

Lecturer appointments and confirmation pages

3.2.2.2. The lecturer can change his/her teaching hours to money

Figure 7

Lecture can change his/her teaching hours to money

3.2.2.3. Status (online/offline) Screen

We can see that teachers have a status (online/offline) which is for students to have the option of starting a lesson now.

Figure 8

Status (online/offline) Screen

4. Conclusions and recommendations

E-learning does not represent more of the same. Communication technologies, with their multiple media (text, visual, voice) and their capacity to extend interaction over time and distance, are transforming teaching and learning. The adoption of e-learning applications in the last decade has been accompanied by an increased understanding of how to use them to enhance the educational experience cost-effectively.

This paper is dedicated to increasing the awareness and understanding of e-learning to enhance a worthwhile educational experience. However, the challenge is enormous and there are no simple rules or recipes for designing and delivering an effective e-learning experience. The complexities of context and distinct communication characteristics to support communities of inquiry do not lend themselves to easy or simplistic solutions.

Any educational experience demands the experience and insight of a reflective and knowledgeable teacher who can translate principles and guidelines to the contingencies and exigencies of their unique contexts. This necessitates an inquisitive attitude and commitment to the process of inquiry not dissimilar to the goals of higher education and the approach described here.

References:

Almajali, D. M. A. I. T. H. A. N., Hammouri, Q. A. I. S., & Barakat, S. A. M. E. R. (2021). E-learning through COVID-19 crisis in Developing Countries. *International Journal of Pharmaceutical Research*, *13*(1), 5543-5553. https://www.researchgate.net/profile/Qais-Hammouri/publication/350878923_E-learning_through_COVID-19_crisis_in_Developing_Countries/links/60780ffe907dcf667b9d5e49/E-learning-through-COVID-19-crisis-in-Developing-Countries.pdf

Alshurideh, M. T., Kurdi, B. A., AlHamad, A. Q., Salloum, S. A., Alkurdi, S., Dehghan, A., ... & Masa'deh, R. E. (2021, June). Factors affecting the use of smart mobile examination platforms by universities' postgraduate students during the COVID 19 pandemic: an empirical study. In *Informatics* (Vol. 8, No. 2, p. 32). Multidisciplinary Digital Publishing Institute. https://www.mdpi.com/1094816

Amarneh, B. M., Alshurideh, M. T., Al Kurdi, B. H., & Obeidat, Z. (2021, June). The Impact of COVID-19 on E-learning: Advantages and Challenges. In *The International Conference on Artificial Intelligence and Computer Vision* (pp. 75-89). Springer, Cham. https://link.springer.com/chapter/10.1007/978-3-030-76346-6_8

Bouhnik, D., & Marcus, T. (2006). Interaction in distance-learning courses. *Journal of the American Society for information science and technology*, *57*(3), 299-305. https://asistdl.onlinelibrary.wiley.com/doi/abs/10.1002/asi.20277

Fletcher, J. M., Francis, D. J., Morris, R. D., & Lyon, G. R. (2005). Evidence-based assessment of learning disabilities in children and adolescents. *Journal of Clinical Child and Adolescent Psychology*, *34*(3), 506-522. https://www.tandfonline.com/doi/abs/10.1207/s15374424jccp3403_7

Freire, L. L., Arezes, P. M., & Campos, J. C. (2012). A literature review about usability evaluation methods for e-learning platforms. *Work*, *41*(Supplement 1), 1038-1044. https://content.iospress.com/articles/work/wor0281

Salama, R., Chiparausha, K. & Bsatar, F. (2022). E-learning system of teaching english language. *Global Journal of Information Technology: Emerging Technologies. 12*(1), 34-42. https://doi.org/10.18844/gjit.v12i1.7108

Ho, C. L., & Dzeng, R. J. (2010). Construction safety training via e-Learning: Learning effectiveness and user satisfaction. *Computers & Education*, *55*(2), 858-867. https://www.sciencedirect.com/science/article/pii/S036013151000103X

Horton, W. (2011). *E-learning by design*. John Wiley & Sons. https://books.google.com/books?hl=en&lr=&id=3EXIYh-2TXYC&oi=fnd&pg=PR12&dq=Horton+(2011+e+learning&ots=BOVi1TzHzQ&sig=XnCDV2Wtr_Z3scI0CCMLj-JO3gM

Keller, C., Hrastinski, S., & Carlsson, S. (2007). Studentsacceptance of e-learning environments: A comparative study in Sweden and Lithuania. https://aisel.aisnet.org/cgi/viewcontent.cgi?article=1156&context=ecis2007

Ohliati, J., & Abbas, B. S. (2019). Measuring Students Satisfaction in Using Learning Management System. International Journal of Emerging Technologies in Learning, 14(4), 180–189. https://doi-org.ezproxy.umuc.edu/10.3991/ijet.v14 i0 4.9427

Pentaraki, A. D., & Burkholder, G. (2017). Emerging Evidence Regarding the Roles of Emotional, Behavioural, and Cognitive Aspects of Student Engagement in the Online Classroom. European Journal of Open, Distance and E-Learning, 20(1), 1-21. Retrieved from http://www.eurodl.org/?

Statista (2018). E-learning and digital education – Statistics & Facts. Retrieved from https://www.statista.com/topics/3115/e-learning-and-digital-education/

Tarhini, A., Teo, T., & Tarhini, T. (2016). A cross-cultural validity of the E-learning Acceptance Measure (ElAM) in Lebanon and England: A confirmatory factor analysis. *Education and Information Technologies*, *21*(5), 1269-1282. https://link.springer.com/article/10.1007/s10639-015-9381-9

Von Glasersfeld, E. (2002). Learning and adaptation in the theory of constructivism. In *Critical readings on Piaget* (pp. 50-57). Routledge. https://books.google.com/books?hl=en&lr=&id=tAyGAgAAQBAJ&oi=fnd&pg=PA20&ots=b73gLVDLC9&sig=HqHI7Dg-f8W9lvYyLw3WgIMpBs0

Wagner, N., Hassanein, K., & Head, M. (2008). Who is responsible for e-learning success in higher education? A stakeholders' analysis. *Journal of Educational Technology & Society*, *11*(3), 26-36. https://www.jstor.org/stable/pdf/jeductechsoci.11.3.26.pdf