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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**ACTIVATING EFL STUDENTS' INDEPENDENT LEARNING AND
LANGUAGE SKILLS WITH E-LEARNING***Ismailova F. Guzal**Lecturer**Navoi State Pedagogical Institute**Navoi, Uzbekistan**E-mail: Ismailovaguzal545@gmail.com***ABOUT ARTICLE**

Key words: e-learning, independent learning, critical thinking, effective methods, glossary, chat, quiz, database, wiki, forum, HotPot activities.

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Abstract: The article details the benefits of the online learning platforms and how it helps "English Foreign language" (EFL) students improve their language proficiency and self-directed learning. The British University in Egypt is using the E-learning platforms software effectively in a virtual learning environment that is already up and operating. The many E-learning materials and activities have been detailed, along with an examination of how they might be utilized to improve the language skills and independent learning of EFL students.

INTRODUCTION

Because the contact hours in conventional face-to-face sessions are insufficient to assist students develop their language abilities, increasing EFL students' language proficiency and autonomous learning are topics of utmost importance. An interactive technology that might be utilized to address this issue is the E-Learning, which could help EFL students activate and improve their language abilities when they are exposed to the language outside of the classroom and work independently to do so. The British University of Egypt uses the E-Learning to teach English for Academic Purposes. This essay will demonstrate how to enhance students' language proficiency and encourage independent study using e-learning platform. It will begin with a definition of electronic learning and its many forms, then go on to a discussion of its benefits and drawbacks, followed by a suggestion and, ultimately, a conclusion.

MATERIALS AND METHODS

E-Learning was defined as a medium of computer technology that could be utilized to develop the application of learning and teaching. A further definition of e-learning is provided by The European Commission (2001) as "the use of new multimedia technologies and the internet to improve the quality of learning by simplifying access to materials and services as well as distant exchanges and cooperation." Horton (2006) argues that e-learning enables the development of "learning experiences using information and computer technology," whereas Rosenberg (2001) used a more constrained definition and claimed that e-learning provides data keeping, sharing, and updating. The use of computer technology to assist and improve learning is something that all definitions of e-learning acknowledge. In this essay, the term "e-learning" refers to the Moodle e-learning platform that institutions employ to improve teaching and learning and encourage autonomous study among students.

The explanation for each of the next e-learning exercises can be utilized to improve students' language skills and capacity for independent study:

Chat: Participants can conduct text-based, synchronous conversations in real time using the chat activity module. These conversations improve students' fluency and serve as a platform for the sharing of thoughts and experiences. As a result, pupils' ability to study independently grows as they get involved in gathering knowledge from others without the assistance or interference of teachers.

Choice: Using the choice activity module, a teacher can pose a single question and provide a range of potential answers. It is helpful when teachers wish to assess students' comprehension or use a poll to promote students' thinking. Once more, this enables children to communicate and exposes them to the opinions of their peers through voting. Students may access these polls and analyze their results outside of class whenever it's convenient for them and at their own pace, which promotes independent learning.

Database: Participants may create, manage, and search a database using the database activity module (i.e. records). The instructor specifies a number of fields as the structure of the entries. Checkboxes, radio buttons, drop-down menus, text fields, URLs, pictures, and uploaded files are among the field kinds. Students might obtain knowledge in a variety of ways that could be tailored to their own learning preferences. They build their vocabulary and grammar by reading text, and their pronunciation by listening to audio. According to the students' wishes, they may access the database information at any time, which promotes autonomous learning.

External tool: Students can engage with learning materials and activities on other websites by using the external tool activity module. An external tool, for instance, can give users access to a new activity type or educational resources from a publisher. Due to the fact that it forces pupils to read the accessible materials on their own, this contact benefits their language abilities.

Forum: Talks that take place over a lengthy period of time, or asynchronous discussions, can be had by participants using the forum activity module. The Forum effect is comparable to the Chat effect in that it enables students to autonomously communicate and exchange their thoughts and experiences, with or without the instructor's involvement. E-learning forums and chats also help students build their personal identities by allowing them to get to know both their own and other people's personalities.

Glossary: Using the glossary activity module, participants can gather and arrange resources or information, or they can develop and maintain a list of definitions that functions like a dictionary. Students can create new vocabulary lists that they can share with others, which could help them gradually expand their vocabulary. They may share their thoughts with their peers during a brainstorming session for a project or class essay, which would pique their interest in the subject being addressed. This glossary might inspire students to expand it on their own, including all the new words and definitions they pick up during and after their university years.

HotPot: Using Moodle, teachers may share interactive learning resources with their students while also getting reports on their performance and replies. A static web page or an interactive web page that provides students with text, audio, and visual stimuli and records their replies can be used for the e-learning activity. Due to the fact that students may perform the activities and receive immediate feedback, this encourages autonomous learning. While students read, watch, and listen, the prompts encourage children to utilize the language. After students have gone through the text, audio, and visual prompts, teachers may encourage them to write. As a result, pupils practice the four language skills, which boosts their competence and inspires independent study.

Lesson: Using engaging and adaptable question types including multiple choice, matching, and short answer, the lesson activity enables a teacher to provide information and/or practice exercises. Students might do the task on their own, and it will gauge how well they comprehend the subject. Students may move on to the next page, be returned to a previous page, or be steered in a completely other direction depending on their selection of response and how the teacher develops the lesson, and this reinforces autonomous learning.

Quiz: Using the quiz activity, a teacher can design tests that include multiple-choice, matching, short-answer, and numerical questions. The questions on the quiz may be randomly chosen from a question bank or jumbled by the teacher to allow for several attempts. If the teacher gives them the answers, the students may access the quiz freely, complete it at their own pace, and benefit from their mistakes.

SCORM Package: A SCORM Package is a collection of files with content often spread over many pages and includes page navigation. A pop-up window containing a table of contents and navigation buttons can be shown in a variety of ways. Additionally, content may be added to a course

and published as a zip file. An evaluation tool as well as multimedia information and animations may be presented using a SCORM package. Students may access this at any time, watch, read, and listen to the content, which will help them with their language skills and motivate them to work independently.

Survey: The survey activity module provides a number of verified survey instruments and these survey tools are pre-populated with questions.

Workshop: The workshop activity module allows for the gathering, reviewing, and peer evaluation of student work. Students may upload any sort of digital content (file), including spreadsheets and word processing documents. They may also use the text editor to enter text directly into fields. The chance to evaluate one or more of their peers' contributions is offered to the students. If necessary, reviews and submissions may both be anonymous. Their input of digital work enhances their writing abilities and allows them to learn independently from the mistakes of their colleagues.

Wiki: Participants can add to and modify a collection of web pages using the wiki activity module. An individual wiki, where each person has their own page that only they can edit, or a communal wiki, where anybody can update it. Reading other students' writing and being active in a wiki inspires students to write independently.

RESULT AND DISCUSSION

After researching and opinions, We can see many advantages of the E-learning. It is an engaging and dynamic method of teaching and learning. It inspires pupils and broadens their perspectives (Meloni, 1998). Since each student can focus on a separate task thanks to the "integrated learning environment," it encourages students to work independently (Wu et al., 2012). In other words, it takes differentiation into account and gives pupils the freedom to work at their own speed. Thus, advanced learners might be able to work more quickly and complete more tasks than rookie learners (Nedeva & Dimova, 2010). As they work independently and in accordance with their own preferences, this forces pupils to maintain their own timetables. As they practice reading, listening, speaking, and writing using the many E-learning tools and exercises, it helps students' language abilities. Because students learn skills, attitudes, and qualities that are long-lasting and beneficial to both themselves and others, it enhances human sustainability (Irwin, D., 2012). Due to the range of options available for activities and resources, it caters to the various learning styles of the pupils. It gives shy or introverted pupils the opportunity to communicate with others digitally through chat rooms and forums, which enhances their communication skills. According to Fryer et al. (2014), it increases students' weekly English study time, which boosts their overall language ability.

On the other hand, we may face to some disadvantages of the E-learning. Because e-learning social connections are primarily virtual and dissimilar from face-to-face classroom contact, the

absence of in-person instruction and body language could cause it to become a "solitary activity." Some students who might not be comfortable with virtual feedback may find it challenging to receive one-on-one feedback from a real teacher. If a student does not have access to the Internet, they might not be able to use it. This results in a decline in student social interactions. If novice learners don't have human support, they might not be able to participate.

Despite the disadvantages listed above, the author suggests combining face-to-face and online learning because the latter supports the former. At the British University in Egypt, the E-Learning is utilized to supplement all of the modules that are taught in-person. Students achieve the desired learning goals through this blended kind of learning, which has been shown effective. The term "blend" refers to many circumstances in which technology is employed to support classroom activities (Dziuban et al., 2004). It is described by Heinze and Procter (2004) as "learning that is promoted by the effective combination of several modalities of delivery, instructional models, and learning styles, and ... built on open communication amongst all participants in a course." As a result, teaching and learning could be improved and grown through E and b-learning as students work in and outside of the classroom to make modules "more participative, interactive, and student-centered" (Garrison & Vaughan, 2008). Students who work outside of class are encouraged to study on their own utilizing interactive E-learning activities. By doing this, they spend more time using and immersing themselves in the English language, which enhances their language ability.

CONCLUSION

E-learning should be utilized as a necessary tool to support in-person EFL instruction. It contains a variety of tasks and tools that, if carried out by the students under instructor supervision, might improve their language skills and capacity for independent study. We must use technology and coordinate ourselves with it as the world develops. To expand the amount of time students interact with the language and encourage autonomous learning, the vast range of activities and resources on the E-learning Moodle need to be active in the English language modules. This will help students become lifelong learners.

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