

# Integrating E-Learning in Saudi Primary Schools: Insights from English Language Learners and Educators

Albandary Ibrahim Alhammad<sup>1</sup>, Saud Sabar Alonizi<sup>1</sup>

<sup>1</sup>Department of English Language and Literature, College of Sciences and Humanities, Prince Sattam Bin Abdulaziz University, Alkharj, Kingdom of Saudi Arabia

Correspondence: Albandary Ibrahim Alhammad, Department of English Language and Literature, College of Sciences and Humanities, Prince Sattam Bin Abdulaziz University, Al-Kharj, Kingdom of Saudi Arabia.

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## Abstract

This study examines the perceptions of primary school students in Saudi Arabia regarding the use of e-learning in English language education. Employing a mixed-methods approach, including a descriptive survey and interviews, data were collected from 100 students and 15 teachers. The findings reveal that learners had a generally positive perception of e-learning, particularly in terms of enjoyment in learning activities ( $M=3.97$ ,  $SD=0.67$ ) and a strong preference for digital learning environments ( $M=3.94$ ,  $SD=1.29$ ). However, students also reported challenges associated with e-learning ( $M=3.95$ ,  $SD=0.74$ ), particularly due to technological unfamiliarity and inadequate internet infrastructure, which hindered the effectiveness of their learning experience. Teachers, on the other hand, expressed difficulties stemming from insufficient training and limited access to technological resources, which inclined them to favor traditional teaching methods over online approaches. The study also identified gaps in technological readiness and information retrieval skills among learners at this educational stage. These findings emphasize the need for targeted interventions to enhance teacher training in e-learning strategies and to improve students' adaptability to technological advancements. Addressing these challenges could facilitate the smoother integration of online learning into primary education in Saudi Arabia.

**Keywords:** Saudi primary education, e-learning, learner perceptions, English language teaching

## 1. Introduction

Post-COVID, the integration of e-learning into primary education has become crucial for addressing the hybrid nature of modern classrooms and improving readiness for such models.

Post-COVID challenges have underscored the importance of digital literacy for educators and students. Institutions must prioritize the provision of robust e-learning infrastructure and comprehensive training programs.

In 2019, the world encountered an unprecedented challenge with the emergence of a new virus in Wuhan, China, leading to rapid global transformations, particularly in education. The World Health Organization's declaration of a pandemic prompted widespread disruption, as schools made difficult decisions to suspend or postpone activities to prioritize the health and safety of their communities. The long-term impact of this crisis on education has been profound, fundamentally altering traditional learning environments.

Educators and students were thrust into a new mode of instruction, with lessons conducted online and students learning from home. This shift has made virtual learning an integral component of the educational landscape, particularly in primary school classrooms, where it has been utilized as a tool for feedback and reinforcement. However, significant challenges remain for both learners and educators in adapting to this new paradigm.

In Saudi Arabia, primary school students, many of whom are still developing their foundational English language skills, face additional hurdles as English is a relatively new subject in their curriculum (Putri et al., 2020). The collective efforts of teachers and students to use the "Madrasati" platform implemented in response to the pandemic have aimed to improve English proficiency through virtual classes. These classes offer opportunities for students to access diverse learning materials, engage in communication, practice pronunciation and spelling, enhance comprehension, and improve fluency (Shishah, 2021).

Despite prolonged exposure to online learning environments, many educators and students still express a preference for traditional classroom settings over e-learning methods (Alam et al., 2022). The need for comprehensive training in the effective use of the Madrasati platform is critical for both instructors and learners (Aldossari & Altalhab, 2022), particularly for teachers who were accustomed to conventional teaching methods. Scheduling virtual classes has also posed logistical challenges, given the need to accommodate disparities in time zones, prayer times, and breaks. Additionally, many students register on the platform but fail to attend classes consistently, and younger learners, in particular, struggle to maintain focus during extended virtual sessions.

Despite these obstacles, virtual classrooms are likely to remain a permanent fixture in education. Their cost-effectiveness, accessibility, and potential for enhancing the learning experience make them a valuable complement to traditional methods. The ongoing challenge lies

in optimizing this mode of instruction to better serve both teachers and students.

### **Significance of the Study**

This study holds significance for several key reasons:

- i. By fostering proficiency in e-learning, students will be better equipped for lifelong learning and the evolving demands of the digital age.
- ii. The study evaluates the effectiveness of e-learning within the context of elementary education, focusing specifically on English language instruction in Saudi primary schools.
- iii. It presents a variety of e-learning tools, highlighting their effectiveness in supporting language learning and development.
- iv. The study outlines the diverse activities that can be effectively integrated into elementary students' learning experiences through e-learning.
- v. The research examines both the advantages and challenges of e-learning for students and teachers, providing a balanced analysis of its impact on educational outcomes.
- vi. Additionally, the study sheds light on the features of the Madrasati platform, emphasizing its role in facilitating English language instruction in primary schools.

The insights derived from this study are expected to aid in identifying and addressing the barriers to effective e-learning in English language education, ultimately improving the proficiency of primary school learners in Saudi Arabia.

### **Research Questions**

This study aims to answer the following research questions:

1. What is the level of preference among Saudi primary school students for e-learning?
2. What are the primary obstacles faced by Saudi teachers in achieving effective e-learning in primary schools?

## **2. Literature Review**

### **Overview of E-Learning**

E-learning became an essential component of education during the COVID-19 pandemic, as schools worldwide were forced to close and shift to remote learning. Chiu (2022) emphasizes that student engagement, driven by motivation as posited by Self-Determination Theory is crucial for effective learning. However, Hartnett (1997) argues that without prompt and direct instructor support, learners may struggle to derive meaning from the learning process, engage in meaningful multimodal interactions, and build a deeper conceptual understanding. Moreover, instructors with little experience or training in e-learning often fail to utilize digital resources effectively (Chiu & Mok, 2017).

### **Differences Between E-Learning and Offline Learning**

Although online learning existed prior to the pandemic, it has become more widespread and integrated into education systems globally. Institutions of higher education had already begun offering courses through online platforms, but the pandemic accelerated this trend across all educational levels. Some educators, however, still prefer traditional methods, viewing technology integration with skepticism. Mnyanyi and Mbwette (2009) note that the transition from traditional classrooms to e-learning environments reflects a broader shift in education systems. Molla (2020) observed that platforms like Zoom have significantly increased the use of video conferencing, enhancing productivity and performance across sectors. The primary distinction between online and offline learning lies in the location of the learners: while offline learning requires physical attendance in classrooms, online learning can be accessed from any location with an internet connection (Alam, 2025).

### **Differences Between Online Learning and Blended Learning**

Blended learning, which combines elements of both online and offline learning, offers greater flexibility and adaptability for both students and educators. Hameed et al. (2008) argue that blended learning enhances student confidence and competence by incorporating technology into the learning process. Azizan (2010) supports this view, identifying three key reasons for adopting blended learning: addressing student needs, fostering critical thinking, and providing a cost-effective solution. Dziuban et al. (2004) found that blended learning is more effective than traditional or fully online methods, particularly in the context of Saudi education.

### **Learner Engagement and Relationship Building in Online Learning Classrooms**

Effective communication in e-learning environments remains a significant challenge, particularly in primary education settings. Slagter van Tryon and Bish (2012) emphasize the difficulty of fostering interpersonal exchanges and meaningful collaboration in asynchronous online classrooms. The lack of face-to-face interaction and nonverbal communication can impede the development of relationships and hinder the achievement of learning goals (Swanson, 2010). Furthermore, Watson et al. (2010) point out that discipline differences and varying levels of e-learning experience among students further complicate collaborative efforts in virtual environments. Strong communication skills and the confidence to take risks are essential for creating a successful and engaging online learning experience.

Motivation and engagement are also heavily influenced by contextual factors such as instructor support (Lietaert et al., 2015). Instructors play a vital role in fostering student motivation, and autonomy-supportive instructors can significantly enhance learner engagement by

considering student perspectives, offering choices, and providing clear rationales for decisions (Assor et al., 2002). Alamri et al. (2020) suggests that instructors who adopt an autonomy-supportive approach in e-learning environments can help learners achieve their educational goals while reducing stress and pressure.

### **Learner Retention in E-Learning**

Learner retention is a critical metric for evaluating the success of an educational system, particularly in online learning environments. A key factor influencing retention is student motivation. Anderson (2006) posits that a lack of motivation is a primary reason for decreased retention, and that motivation serves as a reliable predictor of academic success. To improve retention rates, teachers must actively engage and motivate their students throughout the learning process.

### **Characteristics of E-Learning-Assisted Language Learning**

Effective online learning must balance engagement and cognitive challenge to ensure student participation and achievement (Dewan et al., 2019). In e-learning environments, particularly in primary education, the inclusion of interactive and enjoyable elements—such as games and challenges—can foster skill development and knowledge acquisition. Moreover, the option of asynchronous learning is essential in the Saudi context, as many learners face scheduling constraints and may be unable to attend live sessions. Platforms like Madrasati and Blackboard enable students to access recorded lessons, submit assignments, and communicate with teachers outside of class hours (Shishah, 2021;).

Online learning offers several advantages over traditional classroom settings. Students can submit assignments immediately after completion, avoid common issues such as forgetting homework, and benefit from clearer participation structures in virtual classrooms. Additionally, online learning promotes independence and self-reflection, helping students to develop critical thinking and time management skills (Fontenelle-Tereshchuk, 2021). For younger students, the involvement of parents or older family members can enhance the learning process, ensuring that the teacher's role remains active and supportive. Furthermore, online learning reduces tuition fees and travel costs, easing the financial burden on families (Juhaidi et al., 2022). Online environments can also foster greater student participation, particularly for those who may feel shy or hesitant in traditional settings.

### **3. Methodology**

This study ensured the questionnaire was age-appropriate for grades 1-5 students by using simplified language, visual aids, and verbal explanations. A pilot study validated its comprehension level, with adjustments based on feedback from a small sample group.

This study ensured that the questionnaire was age-appropriate for primary students (grades 1-5). Simplified language, visual aids, and verbal explanations were utilized. A pilot test was conducted, and adjustments were made to ensure comprehension. Students' responses were recorded with teacher assistance, where necessary, to ensure accuracy and clarity.

### **Research Design**

This study employed a mixed-methods approach, combining both descriptive survey and semi-structured interviews to evaluate the effectiveness of e-learning in teaching and learning English in Saudi primary schools. The research specifically targeted students and teachers from two schools in Al-Kharj, Saudi Arabia—Al Waleed bin Abdul Malik Elementary School and Al Quds Elementary School. The study aimed to assess the application of various e-learning platforms, including the widely used Madrasati app, within the context of primary school English education. The data collection occurred between March and April 2022.

### **Sample**

The target population consisted of male students from grades 1 through 6 in the aforementioned schools. Due to the gender-segregated nature of Saudi Arabian classrooms, female students were not included in the sample. The study sample represented 20% of the total student population in grades 1 through 6, with a total of 100 students selected randomly from the two schools. Additionally, 15 teachers from these schools participated in the study. These schools were selected based on ease of access and their representation of typical elementary schools within the Al-Kharj region, making them ideal for a study of this nature.

### **Ethical Considerations**

From the outset, the research adhered to strict ethical guidelines. Participants were fully informed about the purpose and nature of the study and were asked to provide consent prior to their involvement. The researcher assured all participants that their responses would remain confidential and that they were free to withdraw from the study at any point without any negative consequences.

### **Instruments**

Responses were recorded with the help of teachers who assisted younger students. Questions were read aloud, and students' verbal answers were marked to ensure accuracy.

This study utilized two primary instruments: a structured questionnaire for students and semi-structured interviews for teachers, designed to assess the effectiveness of e-learning in teaching and learning English in Saudi primary schools.

A validated 21-item questionnaire was administered to 100 male students from Al Waleed bin Abdul Malik Elementary School and Al Quds Elementary School in Al-Kharj. The items were measured using a five-point Likert scale, aiming to gauge student attitudes and perceptions toward e-learning. The data from the questionnaire were quantitatively analyzed using descriptive statistics, particularly percentages, to summarize the aggregated findings. Google Forms was employed for the data collection, offering ease of access and

ensuring participant confidentiality.

In addition to the student survey, semi-structured interviews were conducted with 15 teachers from the same schools. The interviews focused on identifying the challenges teachers faced while implementing e-learning during the COVID-19 pandemic. Each interview featured one open-ended question: "What are the challenges you encountered when conducting e-learning during the pandemic?" The qualitative data collected from these interviews were analyzed thematically. The researcher read through the responses, identified recurring themes, and provided illustrative examples of teacher feedback for each identified theme.

This combination of quantitative and qualitative instruments enabled a comprehensive evaluation of both student perceptions and teacher experiences related to e-learning in Saudi primary schools, with the aim of informing future improvements in the use of digital platforms for English language instruction.

**4. Results**

Data from the questionnaire and semi-structured interviews were analyzed to assess the responses of students and teachers regarding the impact of e-learning on teaching and learning in Saudi primary schools. The results are presented according to the two primary research questions of the study.

**RQ1: What is the Degree of Preference Among Saudi Primary School Students for E-learning?**

Table 1 presents the perceptions of Saudi primary school students toward e-learning, including their enjoyment of learning activities, overall preference for e-learning, and the challenges they faced in adapting to e-learning platforms.

Table 1. Saudi Primary School Learners' Perceptions of E-learning

Variable	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree	Mean	Std
Enjoying learning activities	16.14	11.28	21.14	28	22.85	3.97	0.67
Preferring E-learning	11	11.63	20.54	28.81	26.72	3.94	1.29
Breakdown of preferences	14.25	19.25	25	21	19.25	3.95	0.74
Total	25.93	13.79	14.05	22.22	25.93	3.95	0.9

The findings in Table 1 show that students generally held positive perceptions of e-learning, with an average score of 3.95 (Std = 0.9). In terms of enjoying e-learning activities, students reported a high mean perception of 3.97 (Std = 0.67). Furthermore, they showed a strong preference for e-learning, as reflected in an average score of 3.94 (Std = 1.29). However, students also acknowledged challenges in using e-learning platforms, with a mean score of 3.95 (Std = 0.74).

- **Enjoyment of Learning Activities:** Half of the students (strongly agree = 28%, agree = 22.85%) expressed positive perceptions of their enjoyment of e-learning activities. In contrast, approximately one-third of students (strongly disagree = 16.14%, disagree = 11.28%) did not enjoy the activities. The remaining 21.14% of students remained neutral.
- **Preference for E-learning:** More than half of the students (strongly agree = 28.81%, agree = 26.72%) indicated a preference for e-learning, while about one-quarter (strongly disagree = 11%, disagree = 11.63%) showed disinterest in e-learning. Around 20.54% of students were neutral.
- **Challenges in E-learning:** About 40% of students (strongly agree = 21%, agree = 19.25%) reported facing challenges in using e-learning platforms. Only 33.5% of students indicated that they did not experience any problems, while one-quarter of students (25%) remained neutral.

**RQ2: What Are the Major Obstacles Faced by Saudi Teachers in Achieving E-learning Efficacy During the COVID-19 Pandemic?**

The findings from the teacher interviews revealed several key challenges in implementing e-learning effectively during the pandemic. These challenges were categorized into four themes: teacher training and preparedness, technological limitations, student engagement and motivation, and assessment and evaluation.

Table 2. Themes and Codes from Teacher Responses on E-learning

Theme	Initial Responses with Frequencies
Teacher Training and Preparedness	1. Lack of training (3) 2. Poor motivation to use online methods (3)
Technological Limitations	1. Poor availability of computers and devices (4) 2. Inefficient use of technology (5) 3. Ineffective internet services (4)
Student Engagement and Motivation	1. Lack of direct interaction between students and teachers (2)
Assessment and Evaluation	1. Perception of e-learning as an assisted tool, not a primary platform (2)

The responses from teachers identified four main challenges:

1. **Teacher Training and Preparedness:** Many teachers lacked the necessary training to effectively utilize e-learning platforms, with three teachers explicitly mentioning this issue. Furthermore, three teachers reported feeling poorly motivated to adopt online teaching methods, preferring traditional face-to-face instruction.

2. **Technological Limitations:** A significant obstacle was the lack of adequate technological resources. Four teachers noted insufficient availability of computers and other electronic devices to facilitate e-learning, while five teachers expressed difficulty using the technology efficiently. Additionally, four teachers reported that internet connectivity was unreliable, which further hindered the success of online classes.
3. **Student Engagement and Motivation:** Two teachers highlighted the issue of limited interaction between students and teachers during online lessons, which affected students' motivation to actively participate in learning activities.
4. **Assessment and Evaluation:** Some teachers perceived e-learning as an assessment tool rather than a teaching platform. Two teachers indicated that e-learning should be used to assist in teaching rather than replace traditional methods.

In summary, the main challenges teachers faced during the shift to e-learning included insufficient training and motivation, limited access to technological resources, ineffective internet services, and difficulties in maintaining student engagement. Moreover, teachers expressed concerns about the appropriateness of e-learning as a primary method for delivering instruction, particularly in the context of language learning.

## 5. Discussion

These findings are especially relevant in the post-COVID era, highlighting the ongoing need for improved digital literacy and infrastructure to support hybrid education models.

These findings emphasize the critical need for post-COVID teacher training in handling online classes effectively. Insufficient preparation among educators was a major obstacle, highlighting the necessity of targeted interventions for equipping teachers with the skills required for e-learning environments.

The primary aim of this study was to evaluate the effectiveness of e-learning in the context of English language learning and teaching among primary school students in Saudi Arabia. The findings indicated a relatively weak preference for e-learning among the students, which can be attributed to their unfamiliarity with virtual learning environments. This result contrasts with recent trends and research, which suggest that learners have become more adept at using online learning platforms. However, the younger age group and lack of technological experience in this study may explain the lower preference for e-learning, as compared to older learners or those with more exposure to online education.

This outcome aligns with the findings of Al Salman et al. (2021), who also reported a weak tendency among Saudi learners towards distance learning. However, these results diverge from previous studies that have highlighted the benefits of e-learning, such as Roper (2007), Hannay and Newvine (2006), Muilenburg and Berge (2005), Alam (2025), and Nursetiawati et al. (2020). For instance, Roper (2007) demonstrated that e-learning can enhance students' skills, and Hannay and Newvine (2006) found that students preferred online learning for its flexibility in balancing academic and personal commitments. Muilenburg and Berge (2005); Beg et al., (2025) showed that students enjoy online learning, while Lomicka and Lord (2009) found that e-learning platforms promote motivation and language practice in English language learners.

The study also revealed that Saudi primary school teachers faced significant challenges in adopting e-learning, particularly due to a lack of training and limited access to electronic devices. Teachers were often less motivated to use online methods, as many of them preferred traditional in-person teaching techniques. Additionally, technological issues, such as inadequate internet service and slow connectivity, posed significant barriers for both students and teachers. These findings are consistent with Hazaea et al. (2021), who emphasized that inadequate teacher preparation and insufficient infrastructure complicate the implementation of online classes. Vonderwell and Zachariah (2005) similarly observed that participation in e-learning is influenced by the quality of technology and interface, content experience, and information overload, further reinforcing the technological limitations noted in this study.

## 6. Conclusion

The results of this study indicate that while some Saudi primary school learners enjoy the flexibility and novelty of e-learning, their overall preference remains relatively weak. This preference gap can likely be explained by students' greater familiarity and comfort with traditional, face-to-face classrooms. Moreover, primary school learners and teachers alike seem ill-equipped to fully engage with online learning, given the lack of technological literacy and limited access to digital resources in primary education.

The technological challenges encountered during the COVID-19 pandemic, such as inadequate internet services and unfamiliarity with e-learning tools, also contributed to this reluctance. Thus, while e-learning offers great potential for enhancing language learning, its success depends largely on overcoming these obstacles, particularly in the areas of infrastructure, digital literacy, and teacher preparedness.

## 7. Recommendations

In order to effectively integrate online learning into English as a Foreign Language (EFL) instruction at the primary school level, several key steps should be taken:

1. **Encouraging Real-life Skill Practice:** Learners should be provided with opportunities to practice real-life skills using e-learning platforms. This can be achieved by incorporating interactive activities that simulate real-world situations, encouraging active learning and engagement.

**2. Utilization of Authentic Materials:** Learners should be encouraged to explore online tools that provide access to authentic materials, such as videos, articles, and audio recordings in English. These resources can help enhance language proficiency by exposing students to genuine language usage.

**3. Teacher Encouragement and Resource Integration:** Teachers should play an active role in promoting the use of online resources. By incorporating these tools into classroom assignments and activities, teachers can help students explore new ways of learning and reinforce their language skills.

**4. Pronunciation and Communicative Competence:** Learners can benefit from listening to videos featuring native speakers, helping to improve pronunciation, fluency, and communicative competence.

**5. Addressing Barriers:** Educational institutions should address potential barriers to online learning, such as unreliable internet access and limited technical support. Ensuring the availability of these resources will facilitate smoother integration of e-learning into the curriculum.

**6. Modernization of Infrastructure:** Schools should invest in modernizing their e-learning infrastructure by providing updated equipment and online laboratories. This will enable teachers and students to engage more effectively with digital tools.

**7. Building Digital Literacy:** Both students and teachers should receive training to improve their digital literacy. Schools must also vary teaching methods by incorporating e-learning tools that foster a dynamic, engaging environment for language learning.

**8. Recognizing E-learning's Importance:** Primary schools should integrate e-learning into their regular teaching and learning programs to help students develop digital literacy from an early age. This will prepare them for the increasingly digital world they will face as they progress through their education.

**9. Teachers as Facilitators:** Teachers should recognize their role as facilitators and guides in the e-learning environment. By creating opportunities for student interaction and providing support as needed, teachers can foster a more active and engaging learning experience.

**10. Teacher Training:** It is essential to provide online training for teachers to ensure they possess the skills needed to effectively use and teach with e-learning tools. Proper training will allow teachers to maximize the benefits of e-learning in the EFL classroom.

By implementing these recommendations, the integration of e-learning into primary EFL instruction can help enhance students' language skills and provide a more engaging, effective learning experience.

## 8. Limitations

Despite the valuable insights gained from this study on the use of e-learning in Saudi primary schools, several limitations should be acknowledged. Firstly, the study's sample consisted solely of male students from two urban elementary schools in Al-Kharj, Saudi Arabia. Due to the gender-segregated education system in Saudi Arabia, female students were not included in the study, which limits the generalizability of the findings to the broader population of primary school students in the country. The results, therefore, cannot be confidently applied to female learners or schools in rural areas, where access to technology and e-learning platforms may differ significantly. Furthermore, the sample size, while sufficient for preliminary insights, was relatively small, consisting of only 100 students and 15 teachers. A larger and more diverse sample, including participants from different regions (urban and rural) and educational contexts, would provide a more comprehensive understanding of the effectiveness of e-learning in primary education.

Secondly, the study was conducted during a specific time frame (March–April 2022), which may have influenced the perceptions of students and teachers as they were still adjusting to post-pandemic realities and the integration of e-learning tools. Future research should consider a longitudinal approach to assess how students' and teachers' attitudes toward e-learning evolve over time as they become more familiar with technology and online learning platforms.

Lastly, the study primarily focused on quantitative data from student questionnaires and qualitative data from teacher interviews. While this mixed-methods approach provided a broad overview of the perceptions and challenges associated with e-learning, a deeper investigation into students' and teachers' individual experiences could be achieved through more detailed qualitative methods, such as focus groups or case studies. Including these approaches would offer richer insights into the specific barriers and enablers of e-learning, particularly in diverse socio-economic and geographical settings. Future studies should address these limitations by incorporating a wider sample and employing additional qualitative research techniques to provide a more nuanced understanding of e-learning in Saudi primary schools.

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## Authors' contributions

Dr. Albandary Alhammad conceptualized the study, designed the methodology, supervised the research process and provided critical revisions to enhance the manuscript. While Mr. Saud Alonizi collected and analyzed the data. Both authors reviewed and approved the final version.

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**Competing interests**

The authors declare no known competing financial interests or personal relationships that could influence the work reported in this paper.

**Informed consent**

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**Ethics approval**

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**Data availability statement**

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

**Data sharing statement**

No additional data are available.

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**Appendix**

No	Items	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree
<b>Enjoyment</b>						
	I have enjoyed learning English through E-learning during COVID-19.	9	6	22	31	21
	I enjoy my e- learning classes more than offline learning.	23	9	24	27	16
	E-learning has increased my motivation to learn English.	16	14	18	26	28
	I have improved my speaking skills in English through e- learning.	14	10	22	25	27
	I have full focus on e- learning.	15	11	18	30	25
	I understand well during e- learning.	15	13	23	27	22
	I enjoy e-learning more than offline learning.	21	16	21	30	21
	Total	16.14	11.28	21.14	28	22.85
<b>Preference</b>						
	I preferred online learning to offline learning.	13	18	24	24	18
	I have got my chance to participate in the Madrasati Platform.	14	5	17	7	56
	I preferred afternoon classes for e- learning to morning classes in school.	24	14	16	24	21
	I think E-learning saves my money.	13	7	22	30	27
	It is easy to talk to teachers privately in E learning.	9	13	20	37	20
	I have group for every subject on WhatsApp to discuss topics with my friends and teachers.	6	12	21	34	26
	My school helps me to solve E-learning problems.	4	12	22	31	30
	I have good environment at home to study online.	8	12	20	34	24
	I have my own laptop or iPhone.	6	9	15	40	29
	I think the number of students has a major role in e- classrooms?	13	10	28	26	22
	My family supports me greatly in this regard.	11	16	21	30	21
	Total	11	11.63	20.54	28.81	26.72
<b>Breakdown of preferences</b>						
	I have faced many distractions in e- learning.	15	18	31	16	19
	I have faced problems in sending my homework in e- learning.	12	27	24	20	16
	I do not face any connection problems while E learning.	15	16	24	26	18
	E- learning affects my eyes negatively.	15	16	21	22	24
	Total	14.25	19.25	25	21	19.25