

# Empowering E-Learning for English Literacy Development: Insights from Lecturers

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## ABSTRACT

The integration of e-learning platforms in university settings has experienced notable growth, especially with the onset of the COVID-19 pandemic. This study aims to explore university lecturers' perceptions regarding the use of e-learning for teaching English literacy skills, specifically reading and writing. The study employed a qualitative case study approach, utilizing semi-structured interviews to collect data from six lecturers teaching literacy courses at the English Department of Universitas Sulawesi Barat, Indonesia, during the 2022/2023 academic year. The findings revealed a spectrum of lecturers' experiences, beliefs, and attitudes toward e-learning-based literacy instruction. While initial challenges were encountered during the transition to online learning, the lecturers recognized benefits such as flexibility, efficient material sharing, and enabling remote assignments. However, connectivity issues, difficulties monitoring student progress, and the need for robust technological skills were identified as significant challenges. The lecturers advocated learner-centered, multimodal pedagogical approaches and emphasized the importance of balanced, blended learning that integrates both traditional classroom and online elements. The study highlights the potential of e-learning for enhancing English literacy education while underscoring the need to address infrastructural and pedagogical barriers.

**Keywords:** *e-learning, English literacy, higher education, lecturers' perceptions*

## Introduction

The swift expansion of educational technologies has revolutionized teaching and learning practices within universities globally. In particular, the integration of e-learning platforms has gained significant momentum, accelerated by the disruptions triggered by the COVID-19 pandemic. This paradigm shift has prompted educators to explore innovative approaches to delivering instruction, including in the realm of English literacy development (Isma et al., 2024). E-learning, which encompasses the use of digital technologies and online platforms for facilitating learning experiences (Adeshola & Agoyi, 2023; Isma et al., 2022, 2024; Koh & Kan, 2021), has emerged as a potential solution for enhancing English literacy instruction in reading and writing. Previous studies have examined the effectiveness of e-learning interventions on various aspects of English language acquisition, such as vocabulary development (Elekaei et al., 2020), grammar

proficiency (Afidah et al., 2021), and overall language skills (Malkawi et al., 2023). However, research specifically focusing on the influence of e-learning on English literacy, encompassing reading and writing skills, remains relatively limited.

Numerous researchers have explored the integration of e-learning tools and platforms in English literacy education. For instance, Sariyani et al. (2021) investigated the use of online writing platforms to support academic writing development among university students. Similarly, Patra et al. (2022) investigated the impacts of implementing e-learning resources on enhancing reading comprehension skills in the EFL context. While these studies provide valuable insights, they primarily focus on specific technological interventions or targeted literacy skills. Despite the growing interest in e-learning for English language education, there remains a paucity of research

comprehensively exploring stakeholders' perceptions, particularly those of lecturers, regarding the use of e-learning platforms for holistic English literacy instruction encompassing both reading and writing skills. Lecturers' experiences, beliefs, and attitudes toward this instructional approach are critical factors that can affect the successful implementation and effectiveness of e-learning initiatives.

To address this research gap, the present study aims to explore university lecturers' perceptions of utilizing e-learning platforms for teaching English literacy skills, specifically reading and writing, in an Indonesian higher education context. The study was guided by the research questions: (1) What are lecturers' experiences in using e-learning platforms for teaching English literacy (reading and writing) courses? (2) What are lecturers' beliefs regarding the benefits, drawbacks, and differences between e-learning and traditional instruction for English literacy education? (3) What are lecturers' attitudes toward the types of technologies and platforms used, suitable learning approaches, and the perceived effectiveness of e-learning for English literacy development? By examining lecturers' perspectives through these research questions, this study seeks to enrich current knowledge by offering an in-depth exploration of the challenges, opportunities, and pedagogical aspects linked with e-learning-based English literacy education. The findings can inform the development of effective strategies and support systems for optimizing the implementation of e-learning in fostering English reading and writing proficiencies among university students.

## Method

This study utilized a qualitative case study approach to investigate university lecturers' perceptions of employing e-learning platforms for English literacy instruction. The case study methodology was selected for its ability to facilitate a thorough investigation of a bounded system or case within a real-life context (Yin, 2018). In this instance, the case under investigation was the English Department at Universitas Sulawesi Barat, with a specific focus on lecturers' experiences, beliefs, and attitudes towards e-learning-based literacy instruction. The participants were selected using a purposive sampling method, which involves six lecturers who taught reading and writing courses in the even semesters (second and fourth semesters) of the 2022/2023 academic year. Semi-structured interviews were utilized for data collection, a commonly used method in qualitative research that allows for flexibility and in-depth investigation of

respondents' perspectives (Merriam & Tisdell, 2015). The interview consisted of 11 questions designed to elicit lecturers' experiences, beliefs, and attitudes about the use of e-learning in their classrooms. The interview questions were validated by two subject matter experts to ensure their appropriateness and relevance.

The research procedures were as follows: (1) The researchers obtained the necessary administrative approvals and research permits; (2) The researchers scheduled appointments with lecturers, considering their schedules and availability; (3) The researchers conducted the interviews during the agreed-upon times, with each interview lasting around 30-60 minutes; (4) During the interviews, the researchers recorded the sessions using a mobile phone and took notes on important points raised by the participants; and (5) After collecting the data, the researchers performed data cleaning and coding processes. The analysis of the collected data was conducted using thematic analysis, a prevalent method in qualitative research known for its ability to identify, analyze, and report themes or patterns within data (Braun & Clarke, 2006). Thematic analysis entails a recursive process that includes becoming acquainted with the data, generating preliminary codes, identifying themes, reviewing those themes, defining and labeling them, and ultimately producing the concluding report (Braun & Clarke, 2006). The systematic approach to data analysis enabled the researchers to uncover and interpret the lecturers' perceptions of e-learning-based literacy instruction in a rigorous and structured manner.

## Findings

The study explored university lecturers' perceptions of using e-learning platforms for teaching English literacy by examining three key aspects, as summarized in the following table:

**Table 1**  
**Lecturers' Perspectives on E-learning for English Literacy Instruction**

Category	Findings
Lecturers' Experiences with E-learning for English Literacy Instruction	<ul style="list-style-type: none"> <li>✓ Overview of general e-learning experiences</li> <li>✓ Evaluation of teaching experiences with e-learning technologies</li> </ul>
Lecturers' Beliefs in E-learning-Based English Literacy Instruction	<ul style="list-style-type: none"> <li>✓ Importance of technological skills</li> <li>✓ Perceived benefits and drawbacks</li> <li>✓ Differences between delivery methods</li> </ul>
Lecturers' Attitudes toward E-learning-Based English Literacy Instruction	<ul style="list-style-type: none"> <li>✓ Types of platforms and technologies used</li> <li>✓ Suitable learning types for English literacy</li> </ul>

The table outlines the lecturers' firsthand experiences using e-learning tools for literacy instruction, their beliefs surrounding technological requirements, comparative advantages/disadvantages, and key distinctions from traditional classroom teaching, as well as their attitudes towards utilizing specific e-learning platforms, appropriate instructional approaches, and the overall effectiveness of online learning for developing English literacy skills. Altogether, these provide multidimensional insights into lecturers' perceptions of e-learning for English literacy instruction.

### **Lecturers' Experiences with E-learning-Based Literacy Instruction**

#### 1. Overview of E-Learning Experience

When asked to describe their general experiences teaching reading and writing via e-learning, the lecturers highlighted that it was an adaptive process. As Lecturer 1 explained, "*in the beginning it was challenging, many problems were faced because firstly, new things generally require an adaptation process.*" Lecturer 2 similarly noted that "*of course I had to use online learning, like it or not, because of COVID.*" However, over time the lecturers and students adjusted to the e-learning approach. Lecturer 1 remarked that "*over time [students] began to understand and finally it just needed to be directed a little for the implementation or use of e-learning.*"

The lecturers cited several benefits of using e-learning tools for English literacy courses. As Lecturer 4 shared, "*e-learning-based learning has provided me with many benefits, one of which is that it is very easy to store learning materials. In essence, the way of teaching and learning has changed, becoming very flexible.*" E-learning enables lecturers to share materials that students can access repeatedly. Lecturer 2 similarly stated that "*in general, online learning makes it easier for me as a lecturer because I don't need to repeat the same material.*" Furthermore, e-learning facilitates giving assignments and continuing lessons when in-person classes are not possible. As Lecturer 6 explained, "*I still use e-learning when giving assignments to students. Because in class there is not enough time to discuss a topic, so I give assignments for students to study independently at home. Usually also if I can't teach in person, I give assignments to students through e-learning.*"

However, the lecturers also encountered some challenges using e-learning for English literacy instruction. Lecturer 5 noted unique difficulties for reading courses: "*E-learning in*

*reading courses may be slightly different from other courses, where there are usually texts for some questions, so students have to scroll up to find the text in question, this is what distinguishes the use of e-learning in reading courses with other courses.*" The online format made referring back to texts more cumbersome. Additionally, the initial transition was difficult for students less accustomed to e-learning. As Lecturer 1 remarked, "*the problem was the students who needed time to adapt to using e-learning so there were many problems experienced at that time, many complaints expressed by students regarding the applications used.*" Providing more technical support to build students' e-learning proficiency was critical.

The findings showed that while the shift to e-learning English literacy instruction posed some initial challenges, the lecturers found it beneficial in facilitating assignment submission and material sharing. Their experiences highlight the importance of allowing time for adaptation and offering technical guidance to support students in developing e-learning and English literacy.

#### 2. Evaluation of Teaching Experiences

Lecturer 1 described e-learning as "*situational*" in its effectiveness, explaining it is beneficial "*when there are conditions causing us to not be able to meet with students directly.*" As an alternative mode during emergencies like the pandemic, e-learning helps maintain educational continuity. However, Lecturer 1 added offline learning is preferable for "*practicum, evaluation, or demonstration*" requiring direct oversight.

Lecturers 2 and 3 emphasized e-learning's convenience, with Lecturer 2 stating it is "*more convenient, especially for lecturers*" by saving time and effort. However, Lecturer 2 cautioned the "*transfer of materials is not as efficient as face-to-face.*" Meanwhile, Lecturer 3 said e-learning aligns with "*students' passions and learning styles,*" allowing extended engagement. Lecturer 4 acknowledged e-learning has both advantages and disadvantages, but was undecided: "*I have differing opinions, there are good sides and bad sides. What are the good and bad sides? I'm still thinking about it.*" This highlights the complex pros and cons of online learning.

Lecturer 5 deemed e-learning "*the best alternative during the COVID-19 pandemic,*" enabling continuity of instruction. However, Lecturer 5 added that even beyond COVID-19, e-learning remains effective by incorporating gamification to motivate students. Lecturer 6 stated e-learning aligns with "*the development of the era*" and provides benefits like flexible access and time management. This indicates e-learning's suitability

for modern English literacy education.

The findings reflected that while perspectives differed, most lecturers recognized merits in e-learning for literacy instruction including situational effectiveness, convenience, sustained engagement, and alignment with modern education. However, some cautioned that e-learning has limitations compared to in-person learning.

### **Lecturers' Beliefs in E-learning-Based Literacy Instruction**

#### **1. Importance of Technological Skills**

Several lecturers emphasized computer software skills. Lecturer 1 stated students need to be able to *“operate the computer, then be able to use applications related to writing like Microsoft Word.”* This includes mastering formatting for academic writing like *“use of spacing, punctuation”* when typing papers. Lecturer 2 similarly noted the importance of competently using technology for *“assignment submissions and such.”*

Lecturer 3 focused on internet skills like *“how to access the internet, how to use certain applications or programs that can run via PC or computer.”* Lecturer 6 humorously quipped that students need internet access and *“quotas”* to participate in e-learning. As online learning relies on internet connectivity, developing these digital literacy skills is essential.

Lecturer 5 succinctly summarized that *“the technological skill that lecturers and students need to know is being able to operate whatever platform is used.”* Effectively utilizing learning management systems requires understanding their specific features and functionalities.

Lecturer 4 highlighted instructional design skills for lecturers like *“developing technological teaching instruments, such as converting conventional modules into technology-based e-modules.”* Adapting pedagogical approaches to online environments necessitates new technical abilities.

Lecturer 1 also explained the importance of *“optimizing communication”* by providing clear instructions to students in the online environment. With face-to-face contact diminished, conveying information and expectations through textual and audio-visual communication becomes more significant.

The findings indicated that software mastery, internet proficiency, LMS capability, instructional design, and optimized communication were identified as key technological competencies required for participating in e-learning-based literacy education. Cultivating these skills in both students and lecturers can enhance the quality of

reading and writing instruction delivered through online platforms.

#### **2. Perceived Benefits and Drawbacks of E-Learning**

The interviews revealed several key benefits of e-learning for teaching English literacy identified by lecturers. As Lecturer 1 explained, e-learning allows more flexibility for lecturers in terms of scheduling: *“it is easy for lecturers...can just upload materials whenever there is time.”* Lecturer 6 echoed this sentiment, stating e-learning materials can be *“accessed anywhere and anytime.”* Lecturers also cited efficiency gains, with Lecturer 1 noting e-learning allows teaching *“6 classes within 3 days”* rather than stretching lessons across weeks. Multiple lecturers highlighted how e-learning facilitates paperless assignment submission and grading feedback, as Lecturer 2 succinctly stated: *“more convenient in assignment collection, more paperless.”*

In terms of drawbacks, lecturers most commonly cited connectivity and access issues, especially for students in remote areas. As Lecturer 3 shared, *“students complain, I don't have network... connectivity and so on.”* Lecturer 5 agreed, stating *“unstable internet connection”* as a key barrier. Relatedly, several lecturers noted the financial barriers for students in purchasing mobile data, with Lecturer 1 explaining some students *“have to leave their homes...to get a good network.”* Lecturers also discussed challenges in monitoring and assessing student work, since there are *“fewer interactions between lecturers and students”* (Lecturer 6). Lecturer 2 noted with e-learning *“we will never know for sure”* if students engage with materials.

In terms of solutions, lecturers emphasized infrastructure upgrades and greater university support. As Lecturer 3 argued, *“the learning infrastructure needs to be improved...hotspots must be good, bandwidth must be strong.”* Lecturers also discussed more active progress monitoring, like Lecturer 1's strategy to *“give policies to students to access e-learning materials within a week.”* Finally, Lecturer 4 noted the need for *“making interactive models and materials”* to boost students' participation.

The findings revealed that while lecturers highlighted meaningful benefits in terms of flexibility, efficiency, and paperless administration, clear challenges exist regarding connectivity, costs, and difficulty monitoring student progress. Targeted technology investments and pedagogical innovations can help address these barriers to support effective adoption of e-learning.

### 3. Differences between E-Learning and Traditional Instruction

E-learning and traditional English literacy instruction have key differences in technology use, student monitoring, and information access. As Lecturer 1 described, *“the most significant difference is, with conventional lessons, once the class ends, there's no burden to bring home. With e-learning, we have to monitor student engagement.”* In e-learning courses, students work more independently without direct in-person oversight. As Lecturer 6 stated, *“through e-learning, we cannot see the process of task completion. In class, we can supervise students more closely.”*

However, e-learning provides expanded digital access to information. Per Lecturer 3, students *“have more opportunities to broaden their knowledge”* through internet sources. E-learning enables accessing *“authentic sources”* readily compared to limited *“printed materials”* in traditional settings. But Lecturer 2 argued the core distinction is simply *“the devices used for the learning process”* whether online or offline.

In summary, key differences emerge in e-learning's remote self-directed study, decreased direct monitoring, and enhanced information access via technology. Blended instruction balances these tradeoffs. While device usage differs, pedagogy and learning objectives show more similarity than difference in both modes.

#### **Lecturers' Attitudes toward E-learning-Based Literacy Instruction**

##### 1. Types of Technologies and Platforms Used

Initially, lecturers made use of the institutional learning management system (LMS) as Lecturer 1 explained *“The e-learning first used was the e-learning prepared by the campus called e-learning Unsulbar, there was a separate website for that which was used first.”* However, they found the institutional LMS limiting, as Lecturer 1 noted it had *“very limited options,”* which led them to incorporate additional platforms.

To supplement the institutional LMS, lecturers integrated various third-party platforms into their online teaching. Synchronous tools like Zoom enabled live video lessons, with Lecturer 1 stating Zoom *“provides convenience to meet face-to-face virtually with students.”* Asynchronous tools like Google Classroom and Edmodo were preferred for their user-friendly features, as Lecturer 1 said *“Google Classroom is the most widely used, given its simplicity and user-friendly interface.”*

Lecturer 3 highlighted collaborative e-learning tools used for reading instruction like *“Edmodo, Kahoot, JotForm”* and web-based

software like *“Google Classroom, Drive.”* Lecturer 5 listed specific platforms used for teaching reading *“Google Classroom, Zoom, Lingq and Quizziz.”* This demonstrates the array of third-party platforms adopted to enhance online English literacy education.

The lecturers commonly utilized both institutional and third-party systems together in a multimodal approach. As Lecturer 1 explained, they would *“combine”* the institutional LMS with tools like Zoom and Google Classroom. Blending multiple platforms allowed them to leverage the different strengths of each tool. This gave lecturers flexibility to enrich the learning experience.

The findings highlighted that while an institutional LMS provided the initial e-learning infrastructure, lecturers found it beneficial to incorporate diverse third-party platforms and use an array of tools multimodally. This enabled them to maximize the opportunities for engaging English literacy instruction through online learning technologies.

##### 2. Suitable Learning Types for Teaching English Literacy

Lecturer 1 advocated for student-centered learning (SCL), explaining it involves *“facilitating students on what they need to do, providing guides, then assisting them in carrying out the instructions given in the learning process.”* SCL shifts activity and responsibility onto the learners. Lecturer 1 added that discussions are still needed, as *“if you only give instructions without discussion, success will be below 30%.”*

Lecturer 2 tailored learning types to particular topics and materials, utilizing *“video sharing, project-based learning, and even roleplays via Google Classroom.”* This exemplifies responsive instruction that aligns activities with desired learning outcomes. Lecturer 3 utilized *“e-learning in the context of cooperative learning, meaning group or pair work, so there is feedback and interaction between students and with lecturers.”* Groupwork enables peer learning and support in the online environment.

Lecturer 4 preferred *“synchronous learning where the system is live and students can communicate directly in real-time,”* as it enables close monitoring of student engagement and comprehension. Lecturer 5 identified *“visual, global, and analytical learning types”* as suitable for reading courses, integrating multiple modes of instruction. Lecturer 6 used *“visual learning and project-based learning”* having students complete video projects retelling textual passages. This provides creative production and application of knowledge.

The findings implied that the lecturers

advocated learner-centered, customized, cooperative, synchronous, multimodal, and project-based learning to actively engage students in online English literacy skill building. Combining these varied, flexible instructional types can enrich e-learning for developing reading and writing abilities.

### 3. Responses regarding the Effectiveness of E-Learning

E-learning shows strong potential to enhance the quality of English literacy instruction, but blended learning approaches seem most effective. As Lecturer 1 explained, *“this can improve the quality of writing learning”* by promoting digital literacy. Specifically, e-learning expands student access to online reference sources, allowing them to *“obtain various kinds of material”* beyond only the lecturer's provided content. Lecturer 3 agreed, stating *“using the e-learning platform, students will be more interested to access more learning sources.”* However, Lecturer 2 advocated for balance, arguing *“it would still be better if not fully online. I think face-to-face meetings are still needed.”*

Gauging the success of e-learning English literacy courses involves holistically assessing multiple factors. These include analyzing student participation, assignment performance, test scores, and satisfaction ratings. As Lecturer 1 described, *“we have a Quality Assurance Team (GPM) that evaluates teaching methods like e-learning utilization.”* The GPM surveys *“student satisfaction levels”* and engagement metrics to measure effectiveness. In terms of English literacy competencies specifically, Lecturer 1 looks at *“participation through comments in Google Classroom”* as well as performance on writing assignments and tests. Similarly, Lecturer 4 simply stated success is determined by *“whether students' test scores increase or not.”*

However, comprehensive assignment evaluation becomes impractical at scale. With large class sizes, Lecturer 1 admitted *“it's difficult to thoroughly assess each student's work.”* Checking writing assignments for bigger cohorts demands significant time investment to apply proper assessment rubrics. This hampers the feasibility of detailed analysis. Overall, e-learning shows promise for improving English literacy learning by motivating student engagement and expanding access to information. Blended instruction maximizes benefits while overcoming the limitations of being fully online.

## Discussion

The present study explored university lecturers' perceptions of utilizing e-learning platforms for teaching English literacy skills,

specifically reading and writing. The findings provide insights into lecturers' experiences, beliefs, and attitudes regarding this instructional approach, contributing to the expanding existing literature on e-learning in the context of higher education. The lecturers' experiences of an initial challenging adaptation period align with previous research highlighting the transitional difficulties faced when integrating educational technologies (Eli-Chukwu et al., 2023; Zarei & Mohammadi, 2022). However, over time, the lecturers and students became more accustomed to e-learning, which suggests that sustained exposure and training can improve user acceptance and proficiency.

The lecturers identified several benefits of e-learning for literacy instruction, such as flexibility, efficient material sharing, and enabling remote assignments. These advantages are consistent across the prior research that highlighted the convenience and accessibility afforded by online learning platforms (Huda, 2024; Liu et al., 2020). Furthermore, the challenges encountered, including connectivity issues and difficulties monitoring student progress, align with common barriers reported in the literature (Lukas & Yunus, 2021). The lecturers' emphasis on developing technological skills, such as software proficiency, internet literacy, and instructional design capabilities, underscores the importance of cultivating digital competencies for effective online teaching, as stressed by numerous scholars (Alieto et al., 2024; Isma, 2023a, 2023b; Rahayu et al., 2022). Additionally, the lecturers' advocacy for learner-centered, multimodal, and cooperative pedagogical approaches aligns with recommended best practices for engaging online learning experiences (Inan & Bolliger, 2023; Isma et al., 2023; Lestari & Isma, 2019; Qamarya et al., 2023).

The findings have several implications for enhancing e-learning-based English literacy instruction in higher education settings. Firstly, universities should invest in robust technological infrastructure and provide training opportunities to equip both lecturers and students with the necessary digital skills for successful online learning experiences. Secondly, lecturers should consider adopting blended learning that integrates both traditional classroom and online elements to leverage the benefits of both modalities while mitigating their respective limitations. Furthermore, the development of interactive and engaging e-learning materials, incorporating multimedia elements and collaborative activities, can help foster active student participation and enhance literacy skill development. Continuous evaluation and refinement of e-learning practices, based on student feedback and performance data,

are also crucial for optimizing the effectiveness of online literacy instruction.

Although this study offers valuable insights, it is crucial to recognize its limitations. The research was carried out within the confines of a particular context, the English Department at Universitas Sulawesi Barat, which might restrict the applicability of the findings to other institutional environments. Additionally, the relatively small sample size of six lecturers, while appropriate for a qualitative case study, may not fully capture the diversity of perspectives within the broader academic community. Furthermore, this study is mainly based on self-reported data from lecturers, which may have potential biases or inaccuracies. Future research could triangulate data sources by incorporating observations of e-learning sessions or analysis of student performance data to corroborate the lecturers' perspectives. Despite these limitations, this study contributes valuable insights into lecturers' perceptions of e-learning for English literacy instruction, highlighting the opportunities, challenges, and pedagogical considerations associated with this instructional approach. The findings can inform the development of effective e-learning strategies and support systems for enhancing English literacy education in higher education contexts.

### Conclusion

This qualitative case study investigated university lecturers' perceptions regarding the use of e-learning for teaching English literacy skills. The findings revealed a spectrum of experiences, beliefs, and attitudes among the lecturers. While they encountered initial challenges in adapting to online instruction, the lecturers recognized benefits such as flexibility, efficient material sharing, and enabling remote learning. However, issues like connectivity problems and difficulties monitoring student progress persisted. The lecturers emphasized the importance of developing robust technological skills, advocated learner-centered pedagogical approaches, and highlighted the need for a balanced, blended learning model integrating face-to-face and online components. Overall, e-learning was perceived as a valuable tool for enhancing English literacy education, but its effectiveness depends on addressing infrastructural and pedagogical challenges. Future research should explore strategies for optimizing e-learning platforms and instructional design for literacy skill development. Additionally, investigating students' perspectives and learning outcomes related to e-learning-based English literacy instruction would provide a more comprehensive understanding of this educational approach. Longitudinal studies tracking the long-term impact of e-learning on

English literacy proficiency would also be valuable. By addressing the limitations identified and building upon the insights gained from this study, researchers and educators can continue to refine and enhance the implementation of e-learning for fostering English literacy skills in higher education contexts.

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