



Kurdish Teachers and Learners' Preferences and Motivations for Teaching and Learning English through Textbooks or E-learning Platforms

Ebrahim MOHAMMADKARIMI, Zoleikha Babaali SHAHBAZI

English Department, Raparin University, Ranya, Iraq

*Corresponding author: zoleikha.shahbazi@uor.edu.krd

Abstract

Traditional textbooks have been replaced by e-learning platforms in English language instruction, and this trend has caused discussions over the effectiveness and motivational impact of each method. The present study explores Kurdish EFL teachers' and learners' preferences and motivations for these teaching tools. Using a convergent mixed-methods design, data were collected from 23 teachers and 197 students through questionnaires and interviews. The findings reveal that traditional textbooks are distinctly favored over e-learning platforms due to their structured and focused content, ease of use, and cultural familiarity. The participants' views of e-learning platforms are influenced by factors such as proficiency level, digital literacy, and access to technology. The study underscores the need for a blended learning approach that combines the strengths of both methods and tackles infrastructural and pedagogical issues to optimize English language instruction in the Kurdish context. This study contributes to the limited body of research on educational preferences in Kurdish EFL settings by offering empirical insights into how cultural, technological, and pedagogical factors shape teacher and learner motivations. The findings can inform curriculum designers, policymakers, and educators aiming to implement more contextually appropriate and motivating English language teaching strategies.

Keywords: E-learning, Kurdish, Motivation, Preferences, Textbook.

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Introduction

Globalization has made progress in the teaching of the English language, technology being a significant addition to the medium of learning. Earlier, an individual was dependent on books, as textbooks were the most essential feature of language teaching, providing systematic support for

developing competence in a language. But as years went by, online e-learning platforms gained their demand due to their interactive, multimedia, and flexible personality, which acted as an alternative dynamic in teaching (Roy & Swargiary, 2023). English has become the lingua franca for most students who wish to excel in their career aspects or wish to socialize better. It becomes important to see what the effect of both tools, textbooks and e-learning platforms, will have on teaching and learning preferences, especially in high-education regions that have differing cultural and technological contexts. The English Language Teaching (ELT) domain has experienced a significant change due to technological advancements. Traditional reliance on textbooks to e-learning, this paradigm shift has brought forth dynamic modes of pedagogy. Textbooks have long remained a backbone to English instruction: guided curriculum, systematized grammar practice, and cultural content. E-learning models, on the contrary, claim to provide exciting, interactive, and multimedia-rich learning experiences for self-paced and independent learners (Benkhalfallah et al., 2024; Kholbutaevich & Anarbaevich, 2024).

In general, English becomes a foreign language to Kurdish teachers and learners; however, it also serves as the opening door to a global academic and professional life for them (Barzinji, 2024; Thuy et al., 2024). The use of textbooks or e-learning platforms by these users should therefore be determined in order to contribute toward improving ELT practices in the region.

Textbooks have still the major part of English teaching and learning all over the world, because they are structured: they provide consistency and step-by-step progression along with simple materials easy to follow and assess (Zegai & Djaider, 2023). They give the already planned syllabus to teachers, cutting short lesson prep time and ensuring that the lessons really follow the curriculum standards (O'Connor, 2024). Student preferences regarding textbooks vary, with some learners enjoying their clarity and reliability and others criticizing them for outdatedness, cultural irrelevance, or overly static arguments (Abu-Taieh et al., 2022; Oliver Keene & Duke, 2018). Regarding culture and identity, textbooks in Kurdish contexts may fail to borrow a culture that fits the local cultural identities, thus affecting the motivation and engagement of learners.

Alternatives to or supplementary sources also include e-learning platforms, such as Moodle, Duolingo, or Google Classroom. They provide interactive, instantaneous, and multimedia sources so that different learners could use these resources (Prasetya & Syarif, 2023; Reif et al., 2024). For learners, e-learning media enhance motivation with game-like features, personalization, as well as time and space flexibility (Kashive & Mohite, 2023; Saleem et al., 2022).

Teachers themselves seem to have heterogeneous attitudes toward e-learning systems. Some are grateful for the opportunity to use these tools to boost a blended learning experience since this endows autonomy over the students. Others find it hard to keep up with the requirements of the technology or have a dearth of pedagogical training for using these forms of platforms (Lucas & Vicente, 2023; Sudirta et al., 2022). The same disparity is not too big in Kurdistan, where there is no consistent access to reliable internet and technological infrastructures.

Different e-learning platforms have strikingly motivational merits for the young learner and those who can relate well with technology. The interactive quizzes, videos, and adaptive learning tools give students a taste of active learning, reducing lethargy and improving retention (Gligorea et al., 2023; Sayed et al., 2023). Furthermore, e-learning provides autonomy, which can serve to enhance intrinsic motivation in language learning (Namaziandost & Rezai, 2024; Tan, 2024).

On the contrary, some studies have found that the absence of those structures and face-to-face supports generally found in an old-fashioned classroom turned off many less self-regulated learners from e-learning. For Kurdish learners, the motivation may depend on the presence of adequate resources, technology skills, and teachers' ability to have e-learning integrated properly. E-learning would be very proficient in fertile grounds for communicative skills, especially listening and speaking, using advanced tools such as video calls, speech recognition, and multimedia exercises (Budiarto et al., 2024; Nathania, 2024).

The platforms support real-time conversations and are made such as Zoom and Skype, giving a flavor of real-world scenarios to boost fluency and confidence (Garlinska et al., 2023; Ravshanovna,

2024). The effective outcome of e-learning in terms of skills development is related to access to technology, internet stability, and learners' self-governing ability, which becomes a challenge in the educational settings of the Kurdish nation (Nouraey & Al-Badi, 2023; Osman, 2023).

In Kurdistan, English has been necessary to provide access to the outside world so that people could learn more about jobs and life in general. For teachers and learners in this context, it was not a picking exercise; rather, it was a balancing act concerned with using exact equipment for instruction that not only could improve proficiency in the language but also satisfy motivational and environmental needs (Fadhil, 2023). Most textbooks are familiar and within reach, but, unfortunately, they share the same drawbacks of being static and non-interactive in real time (Tlili et al., 2024). E-learning platforms, on the other hand, could offer personalized content and interactive elements that actually opened up new opportunities for developing language capabilities, though most times these would entail huge infrastructural provision in technology and digital literacy (Liu & Yu, 2023; Tomczyk et al., 2020). Although there is a lot of research (Eubank, 2023; Mohammadkarimi, 2024; Yuan et al., 2024) on the role of textbooks and e-learning platforms in the teaching of the English language worldwide, there remain important gaps in the context of Kurdish education. First, socio-cultural and technological factors specific to Kurdistan that may affect teachers' and learners' preferences towards these tools have received little attention. This concerns the region: access to technology, cultural identity, and pedagogical practices may often make choices in the approach to instruction possible. Second, not much research has been done that compares teacher and student perceptions simultaneously; therefore, there is no total understanding of the interaction between the model of instructional delivery and learner engagement. Finally, the motivational effects of textbooks and e-learning platforms still need to be thoroughly addressed in the context of the Kurdish paradigm—how they encourage or discourage learner autonomy and interest. Lastly, available studies may not address the aspects of all four language skills—reading, writing, listening, and speaking—indicating the need for global analysis. Addressing these issues, therefore, this study will fill the gap by investigating the perceptions of Kurdish teachers and students about the effectiveness and motivational value of these tools, thus providing useful insights into improving the teaching of English in this region. The research is guided by the following questions:

1. How do Kurdish teachers' and students' preferences differ regarding the use of textbooks versus e-learning platforms in English language instruction?
2. To what extent do Kurdish teachers and students perceive textbooks and e-learning platforms as motivating tools in the process of teaching and learning English?
3. How do Kurdish teachers and students evaluate the effectiveness of textbooks versus e-learning platforms in developing English language skills?

In answer to these questions, this study adds to the existing literature on ELT tools and discusses ways to optimize the use of textbooks and e-learning tools in different educational contexts.

Methodology

Participants

Twenty three English teachers and 197 learners participate in this study. The research subjects were selected with purposive sampling to ensure that the subjects experienced both traditional textbooks and e-learning platforms. This guarantees quite relevant and rich data for further analysis. Master's students, PhD students, or even graduates were involved. The levels of test entries were determined by the Imperial English UK test. This is a relatively new test developed specifically for higher education in Iraqi Kurdistan. Tables 1 illustrated further information of the participated learners.

Table 1. Learners` demographic information

No	Male	Female	English Level	Academic Level	Age (average)
197	128	69	Beginner= 42 Elementary= 84 Intermediate= 71	PhD= 44 Master`s= 153	38 Years

Additionally, Table 2 showed more information about teachers in this study.

Table 2. Teachers` demographic information

No	Male	Female	Age (average)	Teaching experience (average)
23	14	9	36	11

Research Design

A convergent mixed-methods design was adopted, and both quantitative and qualitative data were collected at one time. Where the former offered a snapshot of trends, qualitative data focused on a deeper understanding of participant experiences and motivations.

Instruments

The main methods for data collection are structured questionnaires and semi-structured interviews with the target groups. The questionnaires designed, specifically for teachers and students, include Likert-scale items for three sections: preference for textbooks using e-learning, motivation impact, and effectiveness perceived for language skills, while semi-structured interviews will let the participants elaborate on their experiences, preferences, and challenges toward each method. To check the clarity and reliability of the questionnaires, a small group of teachers and students will be piloted. The internal consistency of questionnaire items will be assessed using Cronbach's alpha, with a value above 0.7 judged to be acceptable. The interview questionnaire will be revised according to the feedback from the pilot study to ensure the questions are clear and relevant.

Data Collection Procedure

In two phases, data collection was carried out. The first phase involved administering either online or printed questionnaires, depending on the accessibility and choice of the participant. After analyzing the questionnaires, semi-structured interviews were performed on ten teachers and fifteen learners who scored differently on the questionnaire to ensure that different perspectives were included. Interviews were either conducted face-to-face or online according to the availability of the participants. The study adhered to all ethical protocols. Information was provided to the participants through a consent form about the objective of the study and their participation. The anonymity and confidentiality of their information were guaranteed. Finally, the participants were free to withdraw from the study at any stage without any consequences. Obtain the approval from the relevant ethics committee before the actual data collection commences.

Data Analysis

Quantitative data was generated from the descriptive statistics, such as means and frequencies, to summarize the preferences and motivations of respondents. Inferential statistics included the use of t-tests and ANOVA to find differences between teachers and students in their responses. Qualitative data composed of interviews was transcribed and thematically analyzed, focusing on major recurring themes from the data, e.g., preferences, motivations, and barriers in using textbooks and e-learning systems.

Table 3. Teachers and students regarding the use of textbooks versus e-learning

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	T	S	T	S	T	S	T	S	T	S
Participants										
1. Students prefer learning English through traditional textbooks over digital platforms.	57%	42%	21%	19%	0%	17%	14%	11%	8%	11%
2. E-learning platforms offer more flexibility for studying English at students own pace than textbooks.	35%	2%	26%	18%	6%	12%	17%	21%	16%	47%
3. Students find textbooks more effective for learning English grammar than e-learning platforms.	33%		28%		5%		20%		14%	
	39%		25%		22%		11%		3%	
4. E-learning platforms provide a better variety of resources for learning English.	47%		32%		0%		14%		7%	
	22%		39%		3%		19%		17%	
5. Students prefer the tangible experience of using textbooks compared to e-learning tools.	31%	7%	38%	47%	0%	8%	18%	33%	13%	5%
6. E-learning allows students to access more up-to-date content compared to textbooks.	61%		35%		0%		4%		0%	
	20%		36%		6%		27%		11%	
7. Students feel more engaged when learning English through e-learning platforms than with textbooks.	37%		23%		4%		21%		15%	
	17%		42%		11%		2%		28%	
8. Textbooks provide a more structured learning path than e-learning platforms.	21%		32%		7%		38%		2%	
	29%		45%		3%		17%		4%	
9. The visual and interactive elements of e-learning platforms make it easier to understand English.	42%		38%		0%		16%		4%	
	21%		43%		0%		25%		11%	
10. Students find it easier to stay organized when learning English using textbooks rather than e-learning.	32%		41%		2%		19%		6%	
	25%		39%		15%		13%		8%	

A triangulation approach was adopted to cross-validate the findings from both data sources.

Results

Questionnaire

The following table revealed preferences of teachers and students regarding the use of textbooks versus e-learning.

Preferences for Textbooks vs. E-learning

The results indicate clear differences in preferences between Kurdish teachers and students regarding textbooks and e-learning platforms. These differences are influenced by different factors such as proficiency level, academic background, and age. For instance, whereas 57% of teachers strongly agree that students prefer textbooks, only 42% of students think so. More than three-fifths of the teachers (61%) strongly see e-learning platforms as allowing the learners to study flexibly. Only 20% of the students strongly agree with this statement, thus establishing a perceptual gap that is especially significant when viewed among both beginner and older students who are working hard

to use the digital tools. Correspondingly, 79% of teachers affirm that the e-learning environment includes different kinds of resources, but only 61% of students share the same opinion. This mirrors most probably other challenges like access or lack of familiarity with e-learning features. On the contrary, 74% of students consider textbooks to have a more rigid learning path, in comparison with 53% of teachers who agree with that, suggesting that they still primarily depend on traditional means for guidance. Finally, whereas 96% of teachers point out that e-learning includes more current content, only 56% of the students strongly or moderately agree with that. Hence, limitations seem to exist with regard to the usage of digital resources.

Table 4. Impact of E-learning on Motivation

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	T	S	T	S	T	S	T	S	T	S
12. Students feel more motivated to complete assignments when using e-learning tools than textbooks.	30%	24%	23%	36%	5%	3%	22%	26%	20%	11%
13. Textbooks motivate students to focus on students English learning goals.	33%	27%	35%	42%	2%	6%	19%	17%	11%	8%
14. The instant feedback provided by e-learning platforms motivates students to improve students` English skills.	30%	18%	23%	33%	6%	5%	31%	28%	10%	16%
15. Students feel more motivated to participate in English learning activities when using digital resources.	18%	6%	34%	50%	3%	4%	29%	32%	16%	8%
16. E-learning tools help students stay motivated during challenging English tasks.	19%	14%	36%	42%	2%	3%	27%	19%	16%	22%
17. Textbooks encourage students to stay focused and motivated during English lessons.	34%	22%	29%	47%	4%	6%	28%	17%	5%	8%

This brings home the need for intervention, that is, training and resource accessibility, to achieve a responsible balance of benefits between textbooks and e-learning platforms. Table 4 illustrated the teachers` and students` opinion on how e-learning can affect motivation. It was found that Kurdish teachers and students have different views regarding the motivational potential of their textbooks and e-learning, which varies with age, education, and digital literacy. Thus, while 54% of teachers and 60% of students consider e-learning tools to be motivating for assignments, 31% of teachers and 37% of students, respectively, regarded them negatively, possibly indicating that older or less tech-competent learners could have difficulties in using digital platforms.

On the other hand, textbooks were regarded as widely motivating by 68% of teachers and 69% of their students, as they appreciate their structure and tangibility. Instant feedback in e-learning is rated differently by respondents, with a motivating value for 53% of teachers and 51% of students, while 41% are neutral or disagree - possibly due to differences in implementation. Digital resources are supported by 52 percent of teachers and 56 percent of students, while 45 percent are contrary to such

resources, possibly due to technical barriers. E-learning tools enhance motivation for challenging tasks (55% for teachers, 56% for students), but 43 percent prefer structured guidance. However, 63% of teachers and 69% of pupils consider the use of textbooks in lessons motivating. Thus, while e-learning can offer flexibility and feedback, textbooks invariably serve as a more stable source of motivation, making it crucial to find a balance between both methods. Table 5 showed how effective e-learning is in strengthening the language skills of students. The evaluation done on the Kurdish teachers and students regarding the effectiveness of the textbooks and e-learning platforms in relation

Table 5. Perceived effectiveness of E-learning in language skill development

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	T	S	T	S	T	S	T	S	T	S
Participants										
18. E-learning platforms have helped students improve students` English speaking skills more effectively than textbooks.	25%		31%	34%	0%		26%		18%	
	12%				5%		28%		21%	
19. Textbooks are more helpful for developing students` English reading skills compared to e-learning platforms.	28%		31%		0%		19%		22%	
	25%		42%		2%		22%		9%	
20. E-learning tools provide better opportunities to practice English listening comprehension.	33%		25%		0%	3%	21%		21%	
	17%		47%				17%		16%	
21. Students find that textbooks provide more thorough explanations for improving students` English writing skills.	34%		24%		0%		27%		15%	
	27%		44%		3%		18%		8%	
22. Using e-learning tools has helped students improve students` pronunciation more than textbooks.	29%		32%		0%		27%		12%	
	19%		30%		2%		28%		21%	
23. E-learning platforms are more effective in helping students understand complex English vocabulary.	43%		24%		0%		23%		10%	
	22%		39%		6%		20%		13%	
24. Students rely on textbooks for improving their overall English language comprehension.	41%		28%		4%	1%	21%		6%	14%
	14%		45%				26%			
25. E-learning platforms offer better opportunities for practicing real-world English conversations.	36%		32%		0%		18%		14%	
	20%		42%		4%		17%		17%	

to English skills development shows obvious contrasting opinions and preferences across the skill areas. For speaking skills, 46% of students and 56% of teachers either agree or strongly agree that e-learning platforms are preferred due to their interactive features. Textbooks are even more favored regarding reading skills, with 59% of teachers and 67% of students agreeing that their content is organized and focused. Listening comprehension is named one of the major strengths of e-learning platforms, with 58% of teachers and 64% of students in agreement, describing accessibility and dynamic features of resources in terms of audio-visual dimensions. Writing skills, in contrast, are more textbook-oriented because of 58% of teachers and 71% of students highlighting their very detailed and structured explanation, while a very balanced picture appears to emerge for

pronunciation, with 61% of teachers and 49% of students favoring e-learning platforms. Vocabulary learning is seen as a strength of the digital tools, with 67% of teachers and 61% of students subscribing to them for their interactive and contextualized resources. Textbooks tend to be the most popular resource in the reading approach, and about 69% of teachers and 59% of students agree with this claim. Finally, e-learning platforms are the best in enabling 68% of teachers and 62% of students to practice real-life conversations because of the interactivity; nevertheless, some complain about the lack of authenticity in simulating live conversation digitally. Such evidence accentuates the complementary benefits associated with textbooks and e-learning platforms, thus indicating that they would maximize their benefits when integrated. These facts emphasize the twin merits of textbooks and e-learning portals; both would be added benefits in language instruction when utilized together.

Interviews

From the main participants, 13 teachers and 21 students were interviewed. The main themes of the interviews were the research questions. The results of the interviews with the sample answers are presented below.

Teachers` and students` Preference Differences

Teachers' Responses

1. "Textbooks offer a structured and consistent approach to language instruction, which I find essential for keeping focus in the classroom. E-learning platforms are very valuable, but not so universally applicable, especially to students who struggle with technology."
2. "Though e-learning is innovative and flexible, it is not associated with some students. Textbooks are the primary foundation of my teaching because they provide a clear progression of topics."

Students' Responses

1. "I like textbooks. I don't need to worry about internet access or technical issues. I can keep track of my learning process and learning easier."
2. "E-learning can be a source of enjoyment at times, but often it's confusing or overwhelming. Textbooks speak a little towards me with a defined focus."

The interview responses show students' overwhelming preference for textbooks and a good number of teachers, as well. Teachers appreciate that textbooks are structured and reliable, while students appreciate them for being less daunting and easier to manage. However, some teachers accept the flexibility of e-learning while emphasizing the difficulties it creates for less tech-savvy learners.

Motivation

Teachers` Responses

1. "Textbooks keep students focused while teaching the lesson—clear-cut goals, no distractions found on e-learning platforms."
2. "E-learning platforms inspire students who are technologically advanced but would be a little bit distracting and vague in guidance for a majority of the students."

Students` Responses

1. "Textbooks motivate me because they provide organization that keeps me on track and without distractions, unlike e-learning platforms, which can be very interesting and captivating."
2. "E-resources are good only when they provide immediate feedback, but in general, textbooks inspire me more since they enable more easy comprehension of what I am expected to learn."

Looking at the responses, much more common ground is established around textbooks motivating teachers and students consistently. Teachers have shared how textbooks help learners focus, while students indicated how clear and organized textbooks are to use. Instant feedback while using e-learning can be motivational. Unfortunately, these benefits have been tied down by distractions and technical issues.

Effectiveness

Teachers' Responses

1. "For skills like grammar and writing, textbooks are more effective because they provide detailed explanations. E-learning platforms are better for listening and speaking due to their audio-visual tools."
2. "On vocabulary development and interactive practice, e-learning is effective, but on reading and writing, a strong foundation is created through textbooks."

Students' Responses

1. "Textbooks are better for me when it comes to grammar and reading. They usually provide a clear step-by-step explanation of everything. E-learning is fine for practicing speaking and listening, but sometimes it's just not clear."
2. "E-learning helps me in vocabulary and pronunciation, while I use textbooks to understand grammar and improve writing skills."

Both teachers and students appreciate the complementary strengths of textbooks and e-learning platforms. Textbook-based approaches for grammar, reading, and writing are preferred by teachers, while students take a step back for the e-learning listening, speaking, and vocabulary practice. But for writing, most students prefer textbooks, which provide detailed explanations of importance.

Discussion

The present study was conducted to investigate the effectiveness and motivational impact of e-learning platforms and textbooks among Kurdish EFL teachers and learners along with their preferences for using these two different platforms. A mixed-method approach was employed for comprehensive data collection and analysis. The results offered a nuanced interpretation of participants' preferences, motivational elements, and possible effectiveness of each method. There are substantial differences between teachers' and students' preferences in terms of age, digital expertise, and academic background. Teachers greatly support e-learning platforms (61% strongly agree that they allow for flexible learning), which is in contrast with students' reserved agreement (20%). This divergence highlights a gap that needs to be targeted, especially through training students to utilize e-learning tools effectively. 74% of students agree that textbooks provide a more structured learning path, and it shows they prefer textbooks, and they rely more on conventional methods for guidance and clarity. This finding aligns with a study by Zegai and Djaider (2023) in which they found out that textbooks are still the major part of English teaching and learning all over the world because they provide consistency and step-by-step progression. Although e-learning platforms were valued for their interactive features and being resourceful, their advantages were often overshadowed by technical issues and user inexperience. This inclination on the part of textbooks toward a structured and clear layout reflects learners' requirement for proficiency, which, according to the authors, is one of the major factors in the motivation of Self-Determination Theory (Deci & Ryan, 1985). In a sense, while structurally enhanced e-learning provides autonomy for trainers, this preference is appreciated as per the Self-Determination Theory, which accommodates such autonomy while seeking motivation. Moreover, such hesitation toward a full use of digital tools can be justified through the Technology Acceptance Model (Davis, 1989), where low perceived ease of use/classroom constraints can act as a disincentive for using e-learning platforms. There were mixed opinions regarding the effect of e-learning tools on motivation. The instant feedback provided by e-learning platforms was appreciated by a moderate proportion of participants (53% of teachers and 51% of students), demonstrating its potential to inspire learners. This result supports previous studies by Prasetya and Syarif (2023) and Reif et al. (2024). These studies show that e-learning platforms provide interactive, instantaneous, and multimedia sources. However, a high percentage of responses were neutral or negative, which suggests that feedback implementation needs to be enhanced. 68% of teachers and 69% of students agree that textbooks help maintain focus and engagement, which makes textbooks effective motivators. This might be due to the fact that textbooks are clear and well-structured, which gives students straightforward learning objectives and minimizes distractions.

According to the Cognitive Load Theory (Sweller, 1988), it seems plausible that students prefer textbooks for their ability to reduce extraneous cognitive load and to present information in an easily manageable, linear way that is especially useful for complex skills such as grammar and writing. Though e-learning solutions can provide immediate reinforcement as specified by the behaviorist approach to education, inconsistent designs or technical glitches may prevent their full motivational potential. On the other hand, the inconsistency of the motivational appeal of e-learning platforms, especially among older or less tech-savvy students, shows a necessity for making more user-friendly platforms and detailed instruction to ensure inclusivity. Lucas and Vicente (2023) and Sudirta et al. (2022) have also concluded that there is insufficient pedagogical training for using the e-learning platforms. Educational platforms in e-learning set their goals based on the SAMR Model (Puentedura, 2006), where technology is used mainly for simple tasks or improvements, without really changing how teaching is done. For a transformative impact, institutions must move toward modification and redefinition, where technology allows for new learning experiences to take place. Textbooks and e-learning platforms demonstrate different effects on different language skills, but they both have supplementary roles. Both teachers and students preferred textbooks for grammar, reading, and writing because of their well-organized explanations and comprehensive content. For example, 71% of students preferred textbooks for developing writing skills and emphasized the importance of clear and systematic instruction in acquiring complicated skills. On the contrary, e-learning platforms were acknowledged to assist in improving speaking, listening, and vocabulary learning. 64% of students endorsed the impact of e-learning tools to enhance listening comprehension. Teachers also appreciated the interactive and dynamic characteristics of e-learning platforms. This finding confirms the results of studies done by Budiarto et al. (2024) and Nathania (2024) that using advanced tools such as video calls, speech recognition, and multimedia exercises would be very effective for learning listening and speaking skills. However, there are problems concerning the authenticity and accessibility of digital conversation simulations, which signals that e-learning design needs improvement.

This pattern shows how Constructivist Learning Theory works (Vygotsky, Piaget), as e-learning platforms foster active participation, experiential learning, and language use in real-world settings—such scenarios are the ones that would target productive and receptive oral skills—while textbooks are more controlled instances of cognitive development for written skill areas. The current research emphasizes the importance of integrating traditional textbooks and digital tools to maximize learning. While e-learning offers flexibility, interactivity, and availability of a variety of resources, textbooks deliver structured materials and a powerful basis for improving key skills. Through this integration, teachers could deal with the limitations of each method and the diverse needs of learners. This recommendation is firmly in line with the tenets of Blended Learning Theory, which advocates digital and traditional infrastructure in equal measure to develop a harmonious, personalized, and engaging learning environment. Specifically, any training done for teachers or students which aims to enable the maximization of their use on e-learning platforms and minimizing the digital competency gap is crucial. To increase the motivational and educational impacts of e-learning tools, accessibility must improve, as well as the usability of these tools in the hands of institutions. Institutions might also consider using blended learning models to mix textbook structure and digital resources' interactivity, thus providing more balance in the learning environment and making it more engaging.

Conclusion

This study explored the preferences and motivations of Kurdish EFL teachers and learners in using textbooks versus e-learning platforms for English language instruction. The findings indicate that both tools play valuable and complementary roles in the EFL learning process. Textbooks were favored for their structured and systematic approach, especially in teaching grammar, reading, and writing. In contrast, e-learning platforms were appreciated for their engaging, interactive, and

multimedia-rich features, particularly in enhancing listening, speaking, and vocabulary development. On the other hand, students prefer textbooks for their clarity and step-by-step guidance. Teachers, however, prefer e-learning platforms because they offer greater flexibility and the possibility for dynamic instruction. School motivation was platform-specific: textbook study was thought to cause students to concentrate more, whereas instant feedback and interactivity on the e-learning platform were regarded as motivational-inconsistently, however, owing to technical and usability issues.

These findings suggest several practical implications for language teaching in the Kurdish context. First, a blended learning model should be promoted, integrating the structured benefits of textbooks with the interactive advantages of e-learning platforms. Second, the training of teachers should lay stress on the practical and pedagogical uses of those digital tools that equip them with the real-world strategies for effective integration, for example, lesson plans, strategies, and even classroom management tools. Third, policymakers must ensure that they invest in the technology infrastructure of Kurdish educational institutions. The specific region and culture in which this research took place may limit the generalizability of the results. The study used a mixed-methods design to gather rich information, and therefore, it did not explore the long-term effects of these preferences on long-term language outcomes. Future studies will look at how blended learning impacts English as a Foreign Language (EFL) over time and how factors like age, digital skills, and language ability might influence how well digital tools are used. Additionally, comparing different regions or education levels can help understand the evolving role of textbooks and e-learning in English language education. Furthermore, comparative studies across regions or educational levels can widen the scope of the changing landscape of textbooks and e-learning within the English language subject. In short, both books and e-learning platforms have distinct appeals for the Kurdish education system around EFL. Educators as well as institutions can incorporate digitally based approaches with traditional tools to establish learning opportunities that are more accessible, motivational, and effective.

Conflicts of Interest

The authors declare no conflict of interest.

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