

THE IMPLEMENTATION OF E-LEARNING APPROACH IN EFL EDUCATION: AN ORGANIZATIONAL PERSPECTIVE

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Abstract

The purpose of the study is to perceive the perceptions of the organizational staffs towards the implementation of e-learning in teaching and learning English as a Foreign Language (EFL) in Afghanistan universities. EFL is a compulsory subject which is taught in schools and universities of Afghanistan using traditional methods of grammar-translation. Globally, the use and integration of ICT provided the institutions a variety of opportunities to enhance teaching and learning circumstances. However, the higher education institutions of Afghanistan are behind of these fast stream of educational innovations. Therefore, the current study intends to apply a qualitative method with a semi-structured interview to investigate on the barriers and opportunities of implementing e-learning in EFL education. The respondents are 7 organizational staffs of particular public and private universities who are purposefully selected. The data is collected through semi-structured interview. The method for data analysis is thematic. The findings indicate that lack of enough ICT tools, lack of equipped computer labs, low internet connections, electricity failures, limited class hours, and lack of ICT knowledge of the teachers and the students are considered as the barriers for e-learning implantations by organizational staffs. It is also highlighted that e-learning is strongly encouraged and supported by the Ministry of Higher Education in order to facilitate an appropriate learning environment. The study contributes to the steps on the successful implementation of e-learning in Afghanistan universities.

Keywords: EFL, E-learning, Perceptions, Barriers, Opportunities

INTRODUCTION

Problem Background

In the multi-lingual country of Afghanistan where Persian and Pashtu are the two official languages of the nation by the constitution, English is categorized as a foreign language rather than a second language. According to Rahim and Sandaran (2020), the history of teaching and learning English as a foreign language (EFL) goes to the 1930s in Afghanistan. During that time, there has been a fixed curriculum applied through a special program called Afghan Learn English. It can be assumed that the schools and colleges have used this curriculum until 2008 since English language is a compulsory subject of the schools' program in the country. As language educators, we can evaluate that still EFL approaches are strictly traditional since schools and universities widely apply grammar-translation methods in the EFL classrooms.

Since the concept of foreign language teaching and learning emerged globally, teaching English as one of the international languages has been divided into many other sub-branches like EFL (English as a Foreign Language), ESL (English as a Second Language), and ESP (English for

Specific Purpose). In the main time, the term language teaching methodology became a matter for most of the institutions where language has been taught professionally. According to Rahim (2019), English as a foreign language is a subject which is taught as a university compulsory subject in Afghanistan. It is generally taught as a mean for communication rather than English for specific purposes.

On the other hands, students are not interested to learn a foreign language in traditional methods of chalk-talk anymore particularly at universities. Traditional approaches of EFL does not motivate them since they are grown in the age of technology. They have their ways through smartphones, they communicate across the world, and they are authentically able to use English language effectively. Despite the use of these traditional approaches of EFL by institutions, ICT integrated tools enhanced students' English proficiency. Therefore, EFL education requires paradigm shift to gain the interest of the learners and address the educational needs globally.

Currently, the instant development of ICT has restructured the content and the context of education particularly teaching and learning EFL. Many scholars have investigated the potentials of applying e-learning in schools and universities to help students improve their learning performance. According to Guragain (2016), using e-learning, educators upload teaching and learning material, track teaching and learning process, evaluate teaching and learning, and notify learners timely about the course. Considering this, we as EFL educators also believe that technology-integrated approaches benefit both teachers and learners.

However, like every new terminology, the concept of e-learning in the age of digitalization does not have an acceptable definition among investigators, but there is an intent that technological innovations in education enhance learners' interests and motivation particularly during Covid-19 pandemic. In terms of EFL education, Golonka et al, (2014) stated that e-learning benefits students to access the target language input, provide them with more interaction opportunities and feedback procedures.

During Covid-19 pandemic, Afghanistan universities had also prompted inadequate attempts to apply e-learning aligned with the traditional teaching and learning approaches, but still, different barriers are preventing the successful implementation. Therefore, universities are persisted behind the great educational innovations. However, the ministry of higher education of Afghanistan and HEDP (Higher Education Development Program) obtained serious steps to assimilate this area, albeit in pertinence to the traditional methods; strategies for e-learning implementation have been limited.

PROBLEM STATEMENT

The use and integration of technology is a new educational phenomenon for Afghanistan's higher education especially during Covid-19 pandemic. Since decades, traditional approaches are widely used in classrooms as well as there is a limited awareness of the technology-integrated approaches. Similarly, not only pedagogical approaches, but even the educational contexts are designed and remained traditionally. Even today, when there are tools such as ICT supported by HEDP (Higher Education Development Program), those traditional approaches and teaching contents are continued by schools and universities across the country. Recently, English language is considered as a medium of instruction in few universities by the ministry of

higher education in the fields of medical and engineering, but still, there are traditional methodologies applied national wide especially in the fields of EFL education.

To overcome these challenge aligned with the attempts by the ministry of higher education in conjunction with HEDP, the current study inhibits the process of restructuring the old systems to meet the global educational needs in the country. Therefore, the study is intended to promote the higher education development program and supported the ministry of higher education in terms of curriculum revision, capacity development, and enhancing the universities with ICT technical and potential literacy in the age of Covid-19 pandemic and e-learning. Since the ongoing educational movement needs further investigation to accomplish academic needs of the universities.

On the other hands, there is not enough investigation on e-learning implementation in Afghanistan universities since the process of e-learning implantations is accelerated during the Covid-19 pandemic. However, there are few studies investigated EFL teachers and EFL learners' perceptions of the e-learning implantations (Rahim and Sandaran, 2020), but there is no any particular study to investigate the issue towards the current status of e-learning implementation from organizational staffs' perceptions. Hence, this study investigates the e-learning implementation from the perspectives of organizational staffs' perceptions to highlight the needs in universities as well as intends to light on the barriers and opportunities imposed on EFL education.

Consequently, prior studies also motivate further investigations on e-learning and EFL education particularly when it comes into the context of Afghanistan. Reviewing the current and relating literature on the issue, there are research gaps in terms of the contexts and research methodology. Majority of the researches Ali, Uppal, and Gulliver (2018), Gillet-Swan (2017), Guragain (2016), Lakbala (2015), Solangi, Shahrani and Pandhiani (2018), Rahim (2019), Rahim (2020), Rahim (2021), and Tarus, Gichoya and Muumbo (2015), investigated on one single perceptions of EFL teachers or EFL students on the use of e-learning. In addition, most of these studies applied quantitative methods while few used mixed method. Therefore, there is an urgent need to fulfill these research gaps and extend the body of literature.

PURPOSE OF THE STUDY

The current study attempts to perceive the perceptions of organizational staffs on e-learning implantation in the EFL context of universities in Afghanistan. It also extends the investigations to enhance the existing literature by highlighting the key barriers and opportunities in the endorsement of e-learning approaches for teaching and learning EFL applying a qualitative study with semi-structured interview.

On the other hands, the researchers identified research gaps that most of the previous studies investigated on e-learning and EFL education have applied quantitative research methodology and very few used mixed methods (Jebreen, 2017; Hussain et al, 2018; Al-Azawei, Parslow, and Lundqvist, 2016; O'Doherty et al, 2018; RajaeHarandi, 2015 and Lakbala, 2015). Therefore, the current study attempts to do a qualitative study to get an in-depth understanding of the issue. This will not only fulfill the research gaps identified through the literature of the previous studies, but also highlight the barriers and opportunities for implementing e-learning in EFL

education.

RESEARCH OBJECTIVES

The article is aimed to:

- I. Investigate the perceptions of organizational staffs towards the current status of e-learning Implementation at university-level education in the EFL context of Afghanistan;
- II. Determine the barriers and opportunities for e-learning implementation at university-level education in the EFL context of Afghanistan;
- III. Demonstrate the potentials for e-learning implementation at university-level education in the EFL context of Afghanistan.

RESEARCH QUESTIONS

The study is guided by the following main research questions:

1. How organizational staffs perceive the of e-learning implementation at university-level education in the EFL context of Afghanistan?
2. What are the barriers and opportunities for e-learning implementation at university-level education in the EFL context of Afghanistan?
3. What are the endorsements for e-learning implementation at university-level education in the EFL context of Afghanistan?

SIGNIFICANCE OF THE STUDY

Firstly, the study enriches the body of existing literature by reviewing of the previous studies on the barriers and opportunities of e-learning implementation in teaching and learning EFL. Secondly, the study perceives the perceptions of organizational staffs on e-learning implementation at university-level education in EFL context of Afghanistan. It also demonstrates the analysis of the findings to extend the recommendations hindering credible and practical results to facilitate the effectiveness of e-learning implementation. Based on the best of the investigator's knowledge, this area of research is unexplored particularly at universities in Afghanistan. Since e-learning is a new educational experience during Covid-19 pandemic at all public and private universities of Afghanistan.

In addition, the study contributes to the objectives of the ministry of higher education to support the new policies developing for e-learning implementation. According to Rahim and Sandaran (2020), MoHE is conducting several trainings on OBE (Out-come Based Education), SCL (Student Centered Learning), and e-learning to meet the global needs in higher education institutions all over Afghanistan. Therefore, the efforts in the current study are aligned with the attempts of the higher education of Afghanistan for e-learning implementation and the objectives aiming to continuo further investigations towards the educational development.

THEORETICAL FRAMEWORK

To investigate the respondents' perceptions in this study, theory of action is applied as a theoretical framework of the study. According to Skupa (2016), theory of action is a set of underlying assumptions about how an organization is moved from its current state to the desired future. Since the objectives of the study is to support the educational institutions to determine the barriers and opportunities for e-learning implementation and demonstrate the potentials for future e-learning implementation at university-level education in the EFL context

of Afghanistan, this theoretical frame-work fits the objectives. In addition, Dick and Dalmau (2014) stated that theory of action is the mechanisms by which the opinions are linked with actions, therefore, this theoretical framework supports the investigations systematically.

Similarly, theory of action supports the integration of technology and educational advancement. According to Skupa (2016), if the effective integration of technology is facilitated by educators in a way that is focused, the theory of action aligns the learning objective. According to Besides, Keane (2016), for the theory of action to work, support systems need to be in a place like schools to create spaces for teachers and students to learn experiment and, sometimes, make mistakes. Therefore, this theoretical framework ultimately supports the study to guide a systematic procedure since the respondents are the field practitioners.

LITERATURE REVIEW

In this section, related literature is discussed and presented based on the objectives to investigate the perceptions of organizational staffs towards the current status of e-learning implementation, to determine the barriers and opportunities for e-learning implementation, and to demonstrate the potentials for e-learning implementation at university-level education in the EFL context of Afghanistan. In addition, the underpinning research gaps, methodologies, similarities and differences are identified to guide the current study systematically to reach the objectives.

THE BARRIERS OF IMPLEMENTING E-LEARNING

In countries like Afghanistan, poverty, lack of economic resources, unfair educational policies, lack of infrastructure, and lack of ICT skills and technical supports are some of the barriers that hinder successful e-learning implementation (Rahim and Sandaran, 2020). However, lack of ICT experts especially in the institutions where e-learning is a new educational phenomenon is a challenge. Despite this, teachers and students attempted to use e-learning, ICT technologies, and Blended learning approaches in teaching and learning EFL since these technology-integrated methods facilitate the educational circumstances in Afghanistan (Rahim, 2019). According to Jebreen (2017), to restructure the educational settings even in developing countries, e-learning has the potential and efficiency. In fact, e-learning is an alternative approach to provide knowledge to distance learning instead of the traditional methods, but its transition is still a barrier.

In addition, organizational staffs still face lack enough skills and knowledge of ICTs due to the limit resources for capacity development programs. There is a need for capacity development of the organizational staff as facilitators of the educational process. According to Kisanga and Ireson (2015), capacity building training should be considered to refresh the knowledge and skills for organizational employees who have little practice in e-learning and teaching and learning innovations. The study also suggests accounting the outputs of a focus group examining the perceived uses, and staff training on the efficient and effective use of these new methods. Similarly, appointing a supervisor in charge that has an experienced skill in case there is any problem of the employees come back to him is another permanent solution too. We also believe that intra-organizational sharing and cooperation can contribute to the organizational staff to improves their skills and knowledge of the ICTs.

Furthermore, policymakers and e-learning developers should distinguish the characteristics of the learners and recognize developmental tasks in line with the learners' age while learners are one of the most important factors in education (Allen and Seaman, 2014). Similarly, organizational staffs in faculties and departments play a crucial role to decide and develop the policies and curricula, there is a need for these organizational staffs to attend capacity building trainings so that they could enhance enough knowledge of the ICT and e-learning. Indeed, in every educational institution, a huge part of the educational responsibilities goes to the organizational staff since universities, schools, and educational institutions are the space where e-learning features are implemented through the direct assistance of the ground technical staffs. These academic institutions are the first factor where there is or will be barriers in terms of technical or organizational issues (Rahim and Sandaran, 2020). Therefore, e-learning developers should be aware of the process.

THE OPPORTUNITIES OF IMPLEMENTING E-LEARNING

Since the beginning of the Covid-19 pandemic and worldwide quarantines, e-learning is springing out everywhere in the world and the online educational platforms are empowered. According to Rahim (2021), in addition to specific platforms for learning many other social medias are used as e-learning tools during the Covid-19 pandemic. The study stated that Facebook, WhatsApp, Telegram, and many other social networks are used broadly by scholars inside and outside the campuses (Rahim, 2021). It is also stated that these social platforms are a mean for communication and have paved the way for interactive educational practices.

According to Rahim (2021), there are concerns on the relationships of these social media on students' educational developments. Similarly, Kisanga and Ireson (2015) stated that successful e-learning implementation is a mean to solve the authentic concerns of teaching and learning. Like many other Asian countries, e-learning has become a fundamental issue for Afghanistan's higher education (Rahim and Sandaran, 2020). In fact, e-learning has a major influence on teaching and learning EFL. Today, not only personal-life but even educational-life is effected by ICT trends. Education particularly teaching and learning EFL is a core fragment in this technological stream.

Moreover, prior studies investigated that there is a positive attitude toward e-learning implementation by organizational staffs too. According to Hussain et al (2018), tracking student engagement in different educational learning activities, e-learning encourages high-quality learning and comprehensive analysis of student engagement can help to minimize course dropout rates. Based on the findings of this study, one of the opportunities for effective implementation of e-learning in teaching and learning a foreign language is facilitating anywhere and anytime education. In fact, technology most particularly e-learning provides this opportunity for foreign language learners to have a flexible learning platform.

According to Palethorpe (2011) UK Chartered Institute of Personnel and Development latest survey on e-learning trends, based on the investigations from over 600 learning practitioners, 53% of organizations reported that they have increased their use of e-learning in the last 12 months. Over 90% of public organizations reported that they are presently using e-learning. The figure was only 75% for private sector organizations but these responses included many smaller organizations with less than 250 staff, of which less than half used E-learning. This

indicates the increasing need for e-learning implementation not only in educational institutions but also on the different surfaces of professional life. Indeed, e-learning is surrounding traditional attitudes.

Reviewing the literature, it is also highlighted that e-learning reduces the education costs, e-learning courses are cheaper as well as one can save traveling expenses, time and efforts aboard. According to Alkharang and Ghinea (2013), e-learning has emerged as a necessity to meet the challenges posed by the development of information technology and its potential for greater access to knowledge. These highlighted opportunities for e-learning implementation motivate the objectives for the currents study to elaborate on the practical indication toward the enhancement of EFL classrooms.

RESEARCH METHODOLOGY

Research Design

The study applied a qualitative approach with a semi-structured interview. According to Creswell (2017), the purpose of the qualitative approach is to understand, from within, the subjective reality of the research participants. This will not be accomplished with superficial knowledge about a large, representative sample of individuals. Rather this research aims to reach people within the study area who can share their unique slice of reality so that all slices together will demonstrate the range of variation within the study context. Hence, the qualitative approach and the semi-structured interview are suitable for the current study.

Respondents

The respondents of the study include (7) male and female organizational staffs of particular universities in Afghanistan. According to Blandford (2013), recruiting participants for a study, it is important to consider their motivations for participation. Therefore, the researcher selected the sample of the study from the discipline practitioners purposefully. This technique led to spend more time and to extract accurate information on the barriers and opportunities for implementing e-learning. According to Elmusharaf (2012), still small sample size adds credibility to the sample when a potential purposeful sample is larger than one can handle.

Date Collection

The study adapted a semi-structured interview based on the objectives and the main research questions of the study. Then the main research questions are thematically divided into sub-themes to give the ball to the interviewees to get an in-depth understanding of the issue. According to Arthur and Nazroo (2003), emphasize the need for appropriate interview development, introduction, opening questions, core in-depth questions, and closure. The researcher also identified sub-themes from the main research questions of the study to prepare the verbatim of the semi-structured interview. Therefore, 7 organizational staffs from particular universities are purposefully selected for the process of the semi-structured interview in the study. The interview is administrated based on the objectives of the study and the sub-themes of the main research questions relating to the organizational staffs.

Table 3.1 Main Research Questions and Semi-Structured Interview Questions

No.	Main Research Questions	Semi-Structured Interview Questions
1	How organizational staffs perceive the of e-	1.What do you know about e-learning?

	learning implementation at university-level education in the EFL context of Afghanistan?	2.What is your attitude toward using technology to support education? 3.How do you perceive colleague teachers' attitudes towards e-learning?
2	What are the barriers and opportunities for e-learning implementation at university-level education in the EFL context of Afghanistan?	4.How e-learning is supported or encouraged in your organization? 5.What kind of e-learning development do you offer for your organization or department? 6.In your opinion, what are the barriers and opportunities for e-learning implementation at your organization?
3	What are the endorsements for e-learning implementation at university-level education in the EFL context of Afghanistan?	7.How e-learning is supported by MoHE (Ministry of Higher Education) or your organization?

DATA ANALYSIS

The data is transcribed from the interviews to easily identify the themes and get an understanding of it. Therefore, the method for data analysis is thematic. According to Braun and Clarke (2013), thematic analysis is the process of identifying patterns or themes within qualitative data. In this study, the researchers encoded the transcribed data from the interviews to find out the patterns. Then, the encoded data is grouped into sub-themes, which is later categorized into themes that were found in the data. Based on the data analyzed, the thematic investigation is provided to address the main research questions.

FINDINGS AND DISCUSSIONS

In this section, a total of 7 organizational staffs are purposefully selected and the semi-structured interview is conducted to answer main research questions. Following the semi-structured interview questions as well as transcribing the data, the researchers coded, sorted and patterned the data into related themes. Applying thematic analysis, the findings of the study in this section are discussed into the following main themes which are *The Importance of E-Learning in 21st-Century Education, Perceiving the Barriers and Opportunities of Implementing E-Learning, Organizational Support for the Use of E-Learning, and Recommended E-Learning Developments for Organizations.*

THE IMPORTANCE OF E-LEARNING IN 21ST-CENTURY EDUCATION

The findings present that the use of ICT particularly e-learning is the core component of 21st-century education. According to an organizational staff *“Learning through e-learning affects everyone, humans in the 21st-century are committed to supporting information communication technology for education”*. This is similar to the findings of a study by Jebreen (2017) which is stated that for restructuring the educational development even in developing countries, e-learning has the potential and efficiency. Organizational staffs also perceived that EFL teachers are motivated towards the use of ICT most importantly in the adaptation of e-learning. As one of the organizational staff stated, *“Teachers in all areas of their work at universities, use technology to provide a better learning environment”*. Similarly, organizational staffs evaluated this as an effective attempt towards the implementations of e-learning at university-level education in the EFL context of Afghanistan.

In addition, organizational staff stated that currently the use of e-learning is important at the universities due to the Covid-19 pandemic. Most of them agreed that *“E-learning is very important in today’s education especially during quarantines, but it should be implemented as blended learning”*. Reflecting on how it should be implemented as blended learning; the organizational staff stated that *“Since in the context of Afghanistan still there is the challenge of*

ICT and the broad use of traditional teaching and learning methods". It indicates that even there are traditional approaches but the importance of e-learning is considered.

Aligned with this, the findings of a study done by Zamani, Esfijani, and Damaneh (2016) also stated that e-learning comes with some of the challenges that must be addressed before the successful implementation is achieved. Some of the major challenges are lack of technical skills in e-learning, lack of development of the electronic contents by faculty members, and lack of interest and commitment among faculty members to use e-learning. Despite this, one of the organizational staff stated that *"The use of technology is important because currently all the sciences are compactly available on the Internet and we can easily reach our educational goals"*. It indicates that the use of e-learning is important in an organization to develop the educational infrastructures. In this regard, the findings of a study by Kisanga and Ireson (2015) also suggested that it should be considered in capacity building training to refresh the knowledge and skills for those employees who have little practice in ICT and teaching innovations.

PERCEIVING THE BARRIERS AND OPPORTUNITIES OF IMPLEMENTING E-LEARNING

The findings illustrate that prior to the barriers; there is a wide range of opportunities for e-learning implementation at university-level education in the EFL context of Afghanistan. In terms of how e-learning is encouraged in organizations, one of the organizational staff stated that *"E-learning is strongly encouraged and supported by the Ministry of Higher Education to facilitate an appropriate learning situation"*. This indicates that there are steps towards the implementation of e-learning.

In addition, most of the organizational staff stated that *"Currently, no serious obstacles are preventing the successful implementation of e-learning at universities"*. In terms of the barriers and opportunities, most of the organizational staff stated that *"No, there are no obstacles, rather, everyone is allowed to gain more knowledge of ICTs"*. However, in terms of the barriers of implementing e-learning, the findings of the study demonstrate that still there is a lack of infrastructure and technical concerns. As one of the organizational staff's stated that *"Yes, there are many problems, the internet connection is not relevant and standard, there is no access to the electronic library and e-learning classrooms"*.

In brief, the barriers and opportunities of implementing e-learning at university-level education in EFL context of Afghanistan are summarized as lack of enough ICT tools, equipped computer labs, internet connections, electricity failures, limited hours for classes, large classes, and lack of ICT knowledge of the teachers and students to use e-learning broadly. Whereas the findings of a study by Lakbala (2015) suggested that to overcome barriers of implementing e-learning, training has to be provided for teachers and administrators on the use of e-learning as well as financial and technical support should be considered.

ORGANIZATIONAL SUPPORT FOR THE USE OF E-LEARNING

In terms of how e-learning is supported by the ministry of higher education or the university, most of the organizational staff reflected that e-learning implementation is highly supported. According to the organizational staff's, *"E-learning is supported by the Ministry of Higher Education one hundred percent"*. It is also added that *"During these recent years there were many pieces of training for the teachers and the IT staff to extend the use of ICT and e-learning"*

technologies in administrative and learning contexts". This indicates that e-learning training and organizational supports are considered for e-learning implications at Afghanistan universities.

As a practical step towards the implementation of e-learning, organizational staffs stated that "Even, the Ministry of Higher Education has facilitated all Afghanistan universities with the Internet, and most universities in the country are connected to foreign universities via the Internet". This is aligned with the investigation of the current study that a memorandum of understanding is signed between the Ministries of Higher Education of Afghanistan and Human Resources Development of India (Rahim and Sandaran, 2020). Based on this MoU, full access to the e-learning system of universities in India is provided for MoHE of Afghanistan.

RECOMMENDED E-LEARNING DEVELOPMENTS FOR ORGANIZATIONS

In terms of what kind of e-learning development is offered for the organization or department, most of the organizational staffs requested that "Communicating via the internet with other foreign universities, distance learning and receiving new teaching materials, video conferencing and exchanging ideas, research and online courses for professors and students" should be facilitated. Besides, organizational staffs also stated that "Special support and encouragement from the organization is recommended for students to learning through e-learning". This indicated that there are potentials that motivating the e-learning users within the universities in Afghanistan. However, technical and infrastructures supports are required by the organizational staff.

Table 4.1 Main Research Questions and Summary of the Findings

NO.	Main Research Questions	Findings
1	How organizational staffs perceive the implementation of e-learning at university-level education in the EFL context of Afghanistan?	<ul style="list-style-type: none"> - E-learning is the core components of 21st century education. - Learning through e-learning effects everyone. - The use of technology is important because currently all the sciences are compactly available on the Internet and we can easily reach our educational goals.
2	What are the barriers and opportunities for implementing e-learning at university-level education in the EFL context of Afghanistan?	<p>Barriers:</p> <ul style="list-style-type: none"> - Lack of enough ICT tools - Lack of equipped computer labs - Internet connections - Electricity failures - Limited class hours - Large classes - Lack of ICT knowledge of the teachers and the students <p>Opportunities:</p> <ul style="list-style-type: none"> - E-learning is strongly encouraged and supported by the Ministry of Higher Education in order to facilitate an appropriate learning environment. - Currently, there is no serious obstacles preventing the successful implementation of e-learning.
3	What are the endorsements for e-learning application at university-level education in the EFL context of Afghanistan?	<ul style="list-style-type: none"> - The Ministry of Higher Education has linked all Afghanistan universities to the Internet, and most universities in the country are connected to foreign universities via the Internet. - Special support and encouragement from the organization is recommended for students to learn by e-learning.

Table 4.1 presents a summary of the findings on the barriers and opportunities of implementing e-learning at university-level education in the EFL context of Afghanistan which is reflecting the main research questions of the study.

CONCLUSION

In conclusion, the study applied a qualitative approach with a semi-structured interview to

investigate the perceptions of organizational staffs on the barriers and opportunities of implanting e-learning in the EFL education. The respondents are 7 organizational staffs from Afghanistan universities who are purposefully selected. The data is collected through the semi-structured interview. The method for data analysis is thematic. The findings indicate that e-learning is the core component of 21st-century education. The findings also highlighted that lack of enough ICT tools, lack of equipped computer lab, internet connection, electricity failure, limited class hours, and lack of ICT knowledge of the teachers and the students are the barriers for implementing e-learning in EFL education. In addition, intended that e-learning is strongly encouraged and supported by the ministry of higher education in Afghanistan in order to facilitate an appropriate learning environment and currently there is no serious obstacles preventing the successful implementation of e-learning.

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