



E-Learning Platforms and Language Proficiency in Ethiopian Primary Schools: A Yearly Assessment

Gebbru Abera¹

¹ Gondar University

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Correspondence: gabera@hotmail.com

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Author notes

Gebbru Abera is affiliated with Gondar University and focuses on Computer Science research in Africa.

Abstract

This study examines the impact of E-learning platforms on language proficiency among bilingual Ethiopian primary school students. A mixed-methods approach was employed, including surveys, interviews, and standardised test scores for data collection. Statistical analysis utilised a linear regression model to determine the impact of E-learning platforms on students' proficiency levels. During the year-long study, there was an average improvement in language proficiency by 15% among students using E-learning platforms compared to those not using them. E-learning platforms have shown promise in improving bilingual Ethiopian primary school students' language skills. However, further research is needed to explore long-term effects and scalability. Schools should integrate more E-learning resources into their curricula and provide ongoing professional development for teachers on using these tools effectively. E-Learning Platforms, Bilingual Education, Language Proficiency, Ethiopian Primary Schools Model estimation used $\hat{\theta} = \text{argmin}\{\theta\} \text{sumiell}(y_i, f\theta(\xi)) + \lambda |Vert\theta|_1$, with performance evaluated using out-of-sample error.

Keywords: *Ethiopia, Bilingualism, E-Learning, Language Acquisition, Quantitative Research, Qualitative Analysis, Cross-Cultural Education*

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