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# A COMPARATIVE STUDY OF E-LEARNING TECHNOLOGY ACCEPTANCE BETWEEN ARABIC AND ENGLISH MEDIUM SCHOOL STUDENTS THROUGH THE LENS OF CONSTRUCTIVIST LEARNING

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This study investigates the influence of the language of instruction–Arabic and English–on students` attitudes toward technology, teaching methods, and e-learning outcomes in secondary and upper primary schools in the Iraqi Kurdistan Region. A quantitative methodology was employed to examine the differences in factors influencing technology acceptance and perceived e-learning outcomes, integrating constructivist learning perspectives. The Constructivist Learning Approach (CLA) survey, grounded in social and cognitive constructivist theories, measures the value students place on creating engaging learning environments that foster critical thinking, inquiry, investigation, negotiation of ideas, and collaboration (Sultan et al., 2011). Key elements of the CLA survey include Shared Control, Student Negotiation, Uncertainty, Personal Relevance, and Critical Voice. The Technology Acceptance Model (TAM) examines both individual and social-psychological factors affecting attitudes and the utilization of e-learning technology, making it a reliable research framework for predicting technology adoption (Casey et al., 2021). TAM encompasses key dimensions such as Attitude Toward Technology Use, Perceived Usefulness, Perceived Ease of Use, Learning Facility Condition, and Perceived E-Learning Outcome. Data collection involved a self-report questionnaire completed by 936 students from Arabic and English medium school students in Erbil. A structural equation modeling approach was employed to analyze the data and evaluate the hypotheses. The model explained 37.7% of the variance in perceived e-learning outcomes for Arabic medium students and 29.5% for English medium students. While English medium students benefit more from the constructivist learning approach and enhanced learning facilities, Arabic medium students exhibit stronger correlations between attitudes toward technology use and perceived e-learning outcomes. The findings revealed that students attending English medium schools experienced more pronounced positive effects from the constructivist learning approach on perceived e-learning outcomes. In contrast, students in Arabic medium schools demonstrated a stronger positive influence of perceived usefulness on attitudes toward technology. Furthermore, attitudes toward technology use had a more significant impact on perceived e-learning outcomes for Arabic medium students compared to their English medium counterparts. Additionally, the influence of learning facilities on perceived ease of use and perceived usefulness differed between the groups, with English medium students showing a more pronounced positive impact. However, no significant difference was observed between the two groups regarding the effect of perceived ease of use on attitudes toward technology use or the effect of perceived usefulness on the constructivist learning approach.