

## EFFECT OF E- LEARNING MODULE IN ACQUIRING KNOWLEDGE ON ENGLISH LANGUAGE SKILLS

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### Abstract

The English language generally has an impact on the educational sector. E-modules offer Teaching and learning based on technologically enabled instructional methods. It will be an effective method of delivering instruction to help them develop their reading comprehension of English and self-directed learning. The main purpose of this study is to find out the significant difference if any in the pre test and post test scores between control group taught by traditional method and the experimental group taught using e-content learning package among secondary student teachers with regard to marital status. Experimental study was used in this study by using pretest – posttest equivalent group (Best & Kahn, 2012) design. The population of the present study is the 50 Secondary student- teachers from Education Colleges of Kanyakumari District. Fifteen e-Learning modules developed by the investigator for learning English by the secondary student teachers and achievement test in English language skills – listening, speaking, reading and writing scales were used for this study. The finding of the study, there is a significant difference was found in the post test scores between the control and experimental groups with regard to married secondary student- teachers. But no significant difference was found in the same with regard to unmarried secondary student- teachers.

**Key words:** E- learning module and English Language skills.

### Introduction

The English language generally has an impact on the educational sector. Improving a child's education from preschool to university level with equitable opportunities for education and giving the teaching of English as a second language top priority. The education is only given to pupils in order to motivate them in an effective and efficient manner when the student teacher is particularly

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strong in their English language ability. English language proficiency is still a problem among student teachers. According to Mudhaliar commission, in order to teach and learn English effectively both within and outside of the classroom, ESL teachers must be conscious of their own progress as language learners, willing to try new things, and innovative (Singh & Yunus, 2021). Hence, the various cutting-edge approaches to teaching the English language skills of Listening, Speaking, Reading, and Writing increased the desire of the student teachers to improve active learning and quick communication. One of the language teaching strategy for student teachers is the E-module.

E-modules offer instruction and learning based on technologically enabled instructional methods (Thamaran, 2016). It will be an effective method of delivering instruction to help them develop their reading comprehension of English and self-directed learning (Saeheng, 2017). Teachers are often quite positive about using ICT in the classroom. During the session, the E-module helps to excite and lengthen their attention span. It is rapidly evolving into one of the most innovative and cutting-edge teaching tools in the classroom (Yunus et al., 2013). The Fifteen E-module was employed by the researcher for this study. The study assists in improving the communication skills of the student teachers as well as their proficiency in English language learning using e-modules through Learning, Speaking, Reading, and Writing.

### **Significance of the study**

The e- learning module is a way of getting knowledge and information. Many students across the globe did not have time to go to schools to acquire knowledge. Not all students have the opportunity to get effective language skills because of cost and time consuming also. e-module helps in achieving effective multimedia learning and enhance the knowledge and guiding effective learners in attention and in gathering their interests.

### **Statement of the Problem**

E-learning is increasingly being embraced by the traditional academic institutions, hybrid educational organizations and newly established online organizations for teaching English language. The present study investigates the effectiveness of using e-learning platform to teach the English language among the secondary student-teachers. It is believed that e-learning platform is an appropriate and better means for acquiring vocabulary, developing speaking skills, reading

skills, writing skills, listening skills, English language grammar and as a better mode of enhancing performance in English than the traditional classroom mode. The investigator has chosen the topic “Effectiveness of e-learning module in learning English among secondary student- teachers”.

The study mainly focusses on investigating the effectiveness of e-learning module in learning English among the secondary student-teachers. To achieve the objectives of the study some experiments are done in the classroom. Hence the problem for the present study is to assess “To what extent e-learning module can be effective in learning English among secondary student-teachers”.

### **Objectives of the Study**

A research objective is a clear, concise, declarative statements, which provides directions to investigate the variables (Bryman, 2012). The objectives of the proposed study are:

1. To find out the significant difference if any in the pretest and post test scores between control group taught by traditional method and the experimental group taught using e-content learning package among secondary student teachers.
2. To find out the significant difference if any in the pretest and post test scores between control group taught by traditional method and the experimental group taught using e-content learning package among secondary student teachers with regard to marital status.

### **Hypotheses of the Study**

A hypotheses is a conjectural statement of the relation between two or more variables. (Kelinger, 1956). ‘A Hypothesis directs our search for the order’ (Cohen, 2000).The hypothesis for the present study are:

1. There will be significant difference in the pretest and posttest scores between the control group learned through traditional method and the experimental group learned through e-learning package.
2. There will be significant difference in the pretest and posttest scores between the control group learned through traditional method and the experimental group learned through e-learning package with regard to marital status.

### **Method of Study**

The researcher has chosen Experimental method as method of the study.

### ***Population***

The population of the study is the Secondary student- teachers from Education Colleges of Kanyakumari District.

### ***Sample***

The investigator has selected two Colleges of Education from Kanyakumari district for the study. A sample size of 25 secondary student-teachers as control group and 25 secondary student teachers as experimental group was selected. The secondary student teachers who had opted English education as their subject of study were chosen as the sample for the study. The secondary student- teachers were identified for control and experimental groups after conducting an Achievement test as the entry behaviour test.

### ***Design of the Study***

Experimental design is the blue print of the procedures that enables the researcher to test hypothesis by reaching valid conclusions about the relationship between independent and dependent variables” (Best & Kahn, 2012). In this study, pre test – post test equivalent group (Best & Kahn, 2012) design was used.

### ***Tools used in the study***

The investigator used the following tools to collect the data for the present study.

1. Fifteen e-Learning modules developed by the investigator for learning English by the secondary student teachers.
2. Achievement test in English language skills – listening, speaking, reading and writing.

### ***Development of E-Learning Module***

The e-learning module was prepared based on the B.Ed curriculum portraying the four skills of language learning – listening, speaking, reading and writing. It was administered with the experimental group. The same content of the module was taken for teaching the control group using traditional method of teaching. The investigator divided the chosen curriculum into fifteen modules to design the e-learning module.

### ***Treatment Procedure***

The different conditions under which experimental and control groups are put are usually referred to as ‘treatments’ (Kothari, 2007).

The sample selected for the experimental group was given treatment for a period of fifteen hours and the control group was taught using traditional method for a period of fifteen hours. The investigator was taking responsibility to teach both the groups. The investigator took the theoretical content of listening, speaking, reading and writing skills. The content was taken from the syllabus of Pedagogy of English paper of Tamil Nadu Teachers Education University, Chennai during the academic year 2020-2021.

### **Experimental Group**

The investigator has conducted the study with the experimental group by providing the instructions regarding the e-learning module. All the four skills of English language learning viz. listening, speaking, reading and writing were introduced to the group using the module. The module explained about the skills in a very simple and interesting way. The investigator received the feedback from the secondary student-teacher of experimental group after explaining each modules.

### **Control Group**

The investigator has conducted the class for the control group using the traditional mode of teaching. The same concepts on listening, speaking, reading and writing skills were taught to the control group for a period of fifteen hours with necessary teaching content. The students were given equal care and the investigator explained the concepts effectively.

### **Pretest Analysis**

***H<sub>0</sub>: 1*** There is no significant difference between the pretest scores of control and experimental groups.

**Table – 1**  
**t-test for the pre-test scores of control and Experimental groups**

Test	Group	N	Mean	SD	t- value	p- value
	Control	25	22.160	6.342	0.088	0.930 <sup>NS</sup>
Pre-test						
	Experimental	25	22.00	6.487		

*NS - Not Significant at 5% level of significance*

In the above table, since the p-value is greater than 0.05, the null hypothesis is accepted at

0.05 level of significance. Hence, it is concluded that there is no significant difference between the pretest scores of control and experimental groups.

**$H_0: 2$**  There is no significant difference in the pre-test scores between the control and experimental groups with regard to marital status.

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**t-test for the pre-test scores of control and experimental  
group with regard to marital status**

Test	Background Variable	Category	Group	N	Mean	S.D	t-value	p-value
Pre-test	Marital Status	Married	Con.	13	21.4615	7.21821	0.817	0.423 <sup>NS</sup>
			Exp.	9	23.8889	6.25389		
		Unmarried	Con.	12	22.9167	5.45158	0.847	0.405 <sup>NS</sup>
			Exp.	16	20.9375	6.56728		

*NS - Not Significant at 5% level of significance*

In the above table, since the p-values are greater than 0.05, the null hypothesis is accepted at 0.05 level of significance. Hence, it is concluded that there is no significant difference in the pre-test scores between the control and experimental groups with regard to marital status.

### Posttest Analysis

**$H_0: 3$**  There is no significant difference between the post test scores of control and experimental groups.

**Table – 3**  
**t-test for the post test scores of control and Experimental groups**

Test	Group	N	Mean	SD	t-value	p-value	Remarks
Post test	Control	25	25.960	10.018	2.501	0.017	S
	Experimental	25	31.480	4.6288			

*NS – Not Significant at 5% level of significance*

In the above table, since the p-value is less than 0.05, the null hypothesis is rejected at 0.05 level of significance. Hence, it is concluded that there is significant difference between the post test scores of control and experimental groups.

***H<sub>0</sub>: 4*** There is no significant difference in the post test scores between the control and experimental groups with regard to married and unmarried secondary student teachers.

**Table - 4**  
**t-test for the post test scores of control and experimental group with regard to marital status**

Test	Background Variable	Category	Group	N	Mean	S.D	t-value	p-value
Post test	Marital Status	Married	Con.	13	24.2308	9.82475	2.230	0.038 <sup>S</sup>
			Exp.	9	31.3333	4.94975		
		Unmarried	Con.	12	27.8333	10.31181	1.168	0.262 <sup>NS</sup>
			Exp.	16	31.5625	4.60389		

*S - Significant at 5% level of significance*

*NS - Not Significant at 5%*

*level of significance*

In the above table, since the p-value for married secondary student teachers is less than 0.05,

the null hypothesis is rejected at 0.05 level of significance. Hence, it is concluded that there is significant difference in the post test scores between the control and experimental groups with regard to married students.

Since the p-value for unmarried secondary student teachers is less than 0.05 the null hypothesis is accepted at 0.05 level of significance. Hence, it is concluded that there is no significant difference in the post test scores between the control and experimental groups with regard to unmarried students.

### Findings of the Study

The findings of the study are:

1. No significant difference was found between the pretest scores of control and experimental groups of secondary student-teachers.
2. No significant difference was found in the pre-test scores between the control and experimental groups of secondary student-teachers with regard to their marital status.
3. Significant difference was found between the post test scores of control and experimental groups of secondary student- teachers.
4. Significant difference was found in the post test scores between the control and experimental groups with regard to married secondary student- teachers. But no significant difference was found in the same with regard to unmarried secondary student- teachers.
5. Significant difference was found between the scores obtained by the control group in pre-test and post-test. Based on the mean scores the experimental group student- teachers have more scores in their post-test than the pre-test.
6. No significant difference was found between the scores obtained by the control group in pre-test and post-test with regard to married secondary student teachers. But there is significant difference in the same with regard to unmarried secondary student- teachers.

### Recommendations of the Study

The following are the recommendations made based on the study.



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1. The study proposes and recommends the Government to motivate the teacher educators to give more importance to prepare and disseminate the usage of e-learning modules in their regular teaching.
2. The study also recommends the government to appoint the language teachers who are having an ample knowledge and insight in technology and its usage.
3. The study proposes and recommends the NCTE to motivate the teacher educators to give more importance to prepare and disseminate the usage of e-learning modules in their regular teaching.
4. The e-learning modules are having a great impact on language learning and teaching. Hence the language teacher educators may create e-learning modules on different areas of language teaching apart from the LSRW Skills.
5. The teacher educators should use e-learning modules in their regular language classroom teaching replacing the traditional Chalk and talk method.
6. Student teachers shall equip themselves to prepare and use e- learning packages for teaching English in a simple and interesting way.

## Conclusion

On the basis of the findings the investigator has concluded that the e-learning module is having a very strong effect in learning English. Hence this modules can be prepared in plenty and disseminated effectively in language learning. As it is an era of technology and the classrooms are dominated with the technological tools for teaching and learning the investigator conclude that e-learning modules should be used in all the classrooms for making effective teaching.

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