

CRITICAL GLANCE ON DEVELOPING SPEAKING SKILLS FOR DEVELOPMENT IN STUDENTS THROUGH E- LEARNING

Dr. venkata Siva Kumari Narayanam

Dept. of CSE. Engg., Koneru Lakshmaiah Education Foundation, Vaddeswaram, Guntur,
Andhra Pradesh, India

ABSTRACT

E-learning represents a viable alternative paradigm in the realm of education, wherein the incorporation of cutting-edge information and communication technologies facilitates the transition towards a digitalized mode of instruction and learning, predominantly conducted through online platforms. Numerous antecedent scholarly inquiries have undertaken the task of juxtaposing Elearning and face-to-face learning, with the aim of discerning the respective merits and demerits of these pedagogical approaches, and ultimately ascertaining their potential for mutual substitution. Nevertheless, there exists a paucity of scholarly inquiries that have delved into the potential impact of e-learning on the acquisition of English as a Foreign Language (EFL), specifically in relation to the development of speaking proficiency. While a handful of studies have achieved favourable outcomes in their endeavours to explore this matter, a number of others have failed to yield conclusive results. To address this void, this study elucidates the efficacy of e-learning in enhancing English oral proficiency. The findings illuminate the arduous factor that students encounter when engaging in English conversation, while also emphasising the progression of their speaking abilities through the utilisation of E-learning.

KEYWORDS: E LEARNING, SPEAKING SKILLS, ELT, LEARNERS

INTRODUCTION

The advancement of technology, particularly in relation to the internet, has exerted a profound influence on the global landscape of educational provision. Henceforth, scholars and pedagogues embarked upon a quest for a novel pedagogical approach rooted in the realm

of technology, aptly christened as 'E-learning'. The utilisation of electronic learning, commonly known as e-learning, has garnered significant traction as a prevalent method of instructional delivery across the globe for an extended period of time, as evidenced by the scholarly work of Bui et al. (2020). Various developed and developing nations have embraced the utilisation of both conventional and technologically-driven educational approaches, such as traditional classroom instruction and electronic learning platforms, in order to enhance the overall learning environments for students. According to the findings of Allen and Seaman (2004), a significant proportion of students in the United States partook in the experience of engaging in at least a single online course. Furthermore, an impressive 94% of public educational institutions within the country provided the opportunity for their students to access online classes. As per the scholarly work conducted by Bui et al. in 2020, it is evident that E-learning possesses remarkable efficacy and serves as a highly suitable methodology to fulfil the educational needs of our society. E-learning, as elucidated by Boyette (2008), encompasses an instructional methodology that necessitates the physical and temporal separation of educators and learners. Its fundamental premise revolves around the utilisation of technological tools to facilitate the acquisition of knowledge, as expounded upon by scholars such as Benson (2002), Carliner (2004), Conarad (2002), and Moore et al. (2010). E-learning encompasses the utilisation of technological tools, such as personal computers and smartphones, for the purpose of engaging in a wide range of educational endeavours (Boyette, 2010). Henceforth, it can be posited that online learning confers certain benefits that are not inherent in traditional learning methodologies. Online education offers a myriad of advantages, particularly in terms of convenience and flexibility in temporal and spatial dimensions. This mode of learning is particularly beneficial for individuals seeking to harmonise the demands of employment, academia, and familial obligations. Moreover, it is worth noting that the motivation of online students can be effectively fostered through the utilisation of self-learning and self-directed approaches, as highlighted by Kauffman in 2015. Undoubtedly, English has emerged as the de facto lingua franca, consequently augmenting the imperative for acquiring proficiency in the English language. According to Boonkit's scholarly work in 2010, it is recommended that the development of English speaking proficiency be pursued in conjunction with the cultivation of other essential skills. This approach aims to foster interactional competence among both native

and non-native learners of the English language. Oral communication is regarded as one of the fundamental and obligatory proficiencies in the English language. It serves as a vital medium of conveying information, particularly in situations where non-native speakers are engaged in discourse. (Boonkit, 2010) The amalgamation of oral expression and written composition constitutes the dual facets of productive aptitude, which play a pivotal role in the cultivation of efficacious interpersonal discourse (Boonkit, 2010). The proficiency in oral expression or the aptitude for effective communication holds considerable importance in one's life. Consequently, fruitful dialogues often yield substantial benefits for individuals seeking knowledge and for enterprises operating in the business realm (Boonkit, 2010). Nevertheless, it is worth noting that students who acquire the English language are confronted with a dearth of opportunities to engage in verbal discourse in English beyond the confines of the conventional educational setting (Zhang, 2009 as cited in Boonkit, 2010). Consequently, it is not uncommon for students to experience trepidation when it comes to expressing themselves in English and exhibit a reluctance to engage in communication with individuals of foreign descent. Henceforth, it is imperative for students to allocate a greater portion of their time towards honing their oral communication skills through the diligent application of diverse methodologies, which may encompass the utilisation of E-learning tools. To enhance one's proficiency in spoken English, students are afforded the valuable prospect of honing their linguistic abilities through the utilisation of electronic resources, including but not limited to YouTube videos, BBC News broadcasts, Duolingo language learning platform, ELSA pronunciation app, and online dictionaries, among others. The utilisation of digital tools in the realm of online education is indeed a prevalent phenomenon, wherein students are required to establish a connection with the vast expanse of the internet in order to gain access to various software applications. According to the scholarly work of Garcia I. (2013), Duolingo, an online platform, offers a cost-free avenue for students to acquire proficiency in the English language through engaging in a series of educational exercises. For the students, it can be inferred that these activities serve as catalysts for heightened physical engagement and the cultivation of self-assured communication skills. In the realm of education, it is worth noting that e-learning platforms offer a plethora of specialised software tools that facilitate the seamless uploading and creation of educational content, thereby fostering an environment conducive to effective learning (Cohen & Nycz, 2006). Educators employ the utilisation of PowerPoint as a

pedagogical tool to effectively illustrate and enhance instructional sessions, thereby imbuing them with a heightened sense of stimulation and engagement through the strategic incorporation of audiovisual elements. In the realm of E-learning, educators undergo a transformation, assuming the roles of both instructors and facilitators, as posited by ELDeghaidy and Nouby in 2007. Henceforth, it can be posited that E-learning is deemed a valuable instrument for the acquisition of the English language.

REVIEW OF LITERATURE

According to the scholarly work of Moore et al. (2010), it is evident that the concept of e-learning lacks specificity. The authors assert that their own empirical investigations have led them to adopt a particular definition of e-learning. In 2003, Nichols provided a comprehensive definition of E-learning, characterising it as a modality that can be accessed through the utilisation of electronic tools, specifically those that are web-based, web-distributed, and possess web-capabilities. In the scholarly discourse of Manocher (2006), the concept of e-learning was expounded upon, wherein the acquisition of knowledge was facilitated through the utilisation of various methodologies and electronic platforms such as computer-based learning, web-based learning, digital collaboration, and virtual classrooms. Furthermore, according to ISP's (2004) findings, the dissemination of e-learning material occurs through various mediums such as CD-ROMs, television, the Internet, and Intranet, all of which possess multimedia functionalities. Nevertheless, Triacca (2004 as cited in Moore et al., 2010) posited that elearning can be classified as a form of digital education conducted via online platforms. As posited by Stockey (2003), E-learning is an educational paradigm that encompasses the utilisation of electronic modalities for the dissemination of instructional content. E-learning emerged as the pioneering form of internet-based pedagogy, gaining widespread adoption in the realm of education during the mid-1990s, as elucidated by Solak and Cakir (2014). Solak and Cakir (2014) posit that the paradigm shift from conventional classroom settings to the realm of elearning has yielded noteworthy consequences. Specifically, their research reveals that students who exhibit a proclivity for assuming ownership of their own educational journey tend to gravitate towards online learning modalities, despite the ongoing debate surrounding the comparative merits of face-to-face instruction vis-à-vis e-learning. Numerous antecedent scholarly inquiries have undertaken a comparative analysis of the efficacy of e-learning and conventional learning methodologies.

The present investigation aims to corroborate the perspectives of English language learners regarding e-learning and face-to-face instruction.

Additionally, it seeks to ascertain the influence of academic achievement, a consequential outcome of the educational process (Solak & Cakir, 2014). Thus, scholars have discovered a multitude of conceptualizations pertaining to the realm of electronic learning. However, within the confines of this particular study, e-learning is delineated as the utilisation of electronic apparatuses by students to bolster their educational endeavours. These apparatuses may encompass computers, laptops, and smartphones, and are accessed via websites or applications. According to the scholarly work conducted by Al-Eiadeh, Al.Sobh, Al-Zoubi, & Al-Khasawneh (2016) [2], it has been observed that a considerable number of students encounter challenges when it comes to verbalising the English language. These challenges manifest in the form of misunderstandings and a dearth of self-assurance, primarily stemming from insufficient opportunities for oral practise.

I am adept at effectively engaging in educational sessions within the scholastic environment. They possess an inadequate understanding of the principles and techniques required to proficiently engage in verbal discourse and apply it in interpersonal interactions. Moreover, it is worth noting that students possess a finite reservoir of lexicon at their disposal. Due to the prevalence of large class sizes in Vietnamese educational settings, the opportunities for English language communication between instructors and learners are regrettably scarce. Instead, their attention is solely directed towards the cultivation of reading proficiency and the acquisition of grammatical knowledge. Moreover, it is evident that students harbour a sense of trepidation when it comes to engaging in verbal discourse in the English language. As per the scholarly findings of Hosni (2014), it has been observed that students often encounter a dearth of means to effectively articulate their thoughts and exhibit a notable lack of self-assurance pertaining to their phonetic abilities. Henceforth, Nakhlah (2016) advocates the establishment of a conducive milieu for the acquisition of knowledge, wherein students are encouraged to articulate themselves fluently in the English language, thereby augmenting their proficiency in advanced spoken English. However, it is imperative to note that within the confines of this particular study, the researchers have chosen to focus their attention solely on a select set of five factors that possess a significant impact on the development and enhancement of students' oral communication skills. The study conducted by Mohammadi,

Ghorbani, and Hamidi (2011) successfully demonstrated the efficacy of E-learning in facilitating language acquisition. Upon careful examination of the merits inherent in the realm of E-learning, it becomes apparent that this mode of instruction bears resemblance to a communicative approach to language acquisition. By virtue of its interactive nature, E-learning affords learners the unique opportunity to engage in harmonious exchanges with their peers. They possess the capability to utilise electronic apparatus and engage in the pursuit of knowledge in any subject matter of their choosing. Based on the findings of this study, it has been observed that educators possess the ability to captivate the attention of learners through the strategic utilisation of auditory stimuli, visual aids, and physical gestures presented via televisual mediums. Online games can serve as efficacious tools for the facilitation of language acquisition. Through the utilisation of this particular methodology, learners are able to effortlessly engage in the acquisition of vocabulary and simultaneously refine their pronunciation skills. Furthermore, individuals employ the vast expanse of the internet and the myriad of multimedia technologies at their disposal in order to engage in the pursuit of enhancing their proficiency in the English language. As an illustration, individuals may avail themselves of the opportunity to expand their lexicon by utilising digital lexicons accessible via online platforms. Moreover, they can refine their oral communication skills by engaging with audiovisual content disseminated on the popular video-sharing platform, YouTube. Additionally, they can augment their proficiency in auditory comprehension, textual analysis, and written expression by means of diverse resources and exercises. In summation, it is widely posited that e-learning constitutes a valuable modality for acquiring linguistic proficiency.

RESULTS AND DISCUSSION

The outcomes pertaining to the percentages of five elemental subjects that students encounter challenges in verbal expression are noteworthy. Consequently, these difficulties also engender a dearth of self-assurance during interpersonal communication, as indicated by a majority of 56%. Upon careful observation, it becomes apparent that within a myriad of challenges, two prominent factors that exhibit substantial percentages are pronunciation, accounting for 72%, and vocabulary, which constitutes 48%. The additional variables encompass the mean ratio of 32.7%. This outcome suggests that a significant proportion of students encounter challenges

in the areas of pronunciation and vocabulary, thereby impeding their ability to effectively communicate in the English language. The allocation of linguistic components reveals that vocabulary commands the largest share, accounting for a substantial 33%, while pronunciation assumes a secondary position, comprising 25% of the overall composition. The aforementioned variables appeared to present challenges, albeit lacking sufficient merit for further contemplation, given the meagre average proportion of nearly 14%. In essence, it can be deduced that both the acquisition of an extensive lexicon and the mastery of accurate phonetic enunciation pose considerable challenges in the development of English speaking proficiency. The findings bear a striking resemblance to prior scholarly investigations, exemplified by the work of Gilakjani (2011), who posited that pronunciation stands as a paramount determinant in an individual's communicative prowess. Inadequate enunciation hinders auditory comprehension and engenders misinterpretation. Henceforth, this aforementioned conclusion served as the bedrock upon which the present study was predicated, with the aim of delving into the mechanisms by which students enhance their proficiency in spoken English via the utilisation of electronic learning methodologies. The majority of students, comprising 67% of the total, opt to employ cellular phones as their primary tool for academic pursuits, whereas a smaller proportion of students, accounting for 34%, favour the utilisation of computers for the same purpose. The findings indicate that a considerable proportion of students frequently employ cellular devices for educational purposes, owing to their inherent convenience and comprehensive array of essential functionalities. Computational devices, such as computers, are indeed selected for the purpose of acquiring knowledge, albeit to a lesser extent when compared to their mobile counterparts, namely cellular phones. Thus, it can be deduced that a substantial majority, precisely 88% of the participants, exhibit a profound comprehension of the practical implications and utility of educational pursuits pertaining to the acquisition and mastery of the English language. The scholars emphasised several exemplar applications, including YouTube, ELSA, Duolingo, and T-Flats, that possess distinctive qualities for educational purposes. A significant proportion of students, approximately 68%, frequently utilise the popular online platform known as YouTube as a means to enhance their oral communication abilities. Furthermore, a notable percentage of students, specifically 18.8%, opt to employ the language learning application TFlat in their pursuit of linguistic proficiency. Consequently, one may posit that students are inclined to employ e-learning as a tool for academic pursuits.

The aforementioned study additionally revealed that a substantial 73% of participants acquire new vocabulary through the medium of films or television programmes, while an even more impressive 78% of individuals engage in the process of vocabulary acquisition by means of listening to music or perusing written journals. It is worth noting that a significant proportion, approximately 95%, of students frequently engage in the act of reiterating notable phrases extracted from cinematic productions, thereby facilitating the honing of their pronunciation skills. The findings of this study bear resemblance to previous scholarly investigations conducted by Kar, Saha, and Mondal (2014) as well as Celee-Murica (2001). These earlier studies have demonstrated that university students exhibit a favourable and concordant disposition towards embracing e-learning as a strategy for their educational pursuits. Consequently, the present study has unveiled that the cultivation of listening and speaking abilities can effectively enhance one's proficiency in the English language. The factor that exhibits the highest degree of development, accounting for 55% of the overall measure, is none other than vocabulary. The enhancement of pronunciation, although notable, does not exhibit the same level of significance as the expansion of vocabulary, which demonstrates a 35% improvement. Conversely, other factors, such as stress, do not exhibit remarkable progress, with a mere 0% advancement. Thus, it can be deduced by the researchers that students have the capacity to enhance their lexicon and enunciation proficiently through the utilisation of e-learning methodologies. Nevertheless, the study has discerned that the efficacy of elearning is contingent upon the enhancement of only two specific factors, while the improvement of other variables fails to yield comparable results. During the subsequent inquiry, the participants are prompted to expound upon the primary factors that students aspire to enhance initially. The majority of individuals opt for the initial pair of factors, namely vocabulary and pronunciation. Fifty percent of individuals endeavour to enhance their lexical repertoire as a primary focus, while the remaining fifty percent prioritise refining their enunciation skills. When inquiring about the rationales behind the respondents' selection of a particular factor to prioritise first in the third interview question, a plethora of justifications are proffered by the respondents. Primarily, it is evident that their lexical repertoire is notably deficient; certain individuals regard a comprehensive vocabulary as an essential criterion in effective verbal communication. Conversely, the individuals who opted for pronunciation as their preferred attribute contended

that possessing proficient pronunciation is paramount in facilitating comprehension for listeners. Based on the findings, the researchers have deduced that proficiency in vocabulary and pronunciation holds utmost significance and serves as the primary determinants of one's English speaking abilities. During the fourth review inquiry, the researchers solicited the respondents' perspectives regarding the merits and demerits inherent in the realm of e-learning. Many individuals have asserted that the network infrastructure is insufficient in its capacity to facilitate their access to educational resources. Furthermore, they have identified limitations in the opportunities for meaningful interactions among learners, resulting in diminished engagement and focus during the instructional sessions. Consequently, this has led to a decrease in overall satisfaction with the learning experience. On the contrary, they also elucidated certain merits of e-learning that encompass convenience, temporal and pecuniary conservation, as well as adaptability. The researchers may posit that the utilisation of e-learning entails a confluence of advantageous and disadvantageous aspects.

CONCLUSION

In summary, this study has effectively addressed all the research inquiries pertaining to the efficacy of e-learning in enhancing English oral proficiency. By utilising the technological marvels of cellular devices, computers, and educational applications, one can significantly augment their linguistic prowess and aptitude for verbal communication. Nevertheless, it is imperative to acknowledge that the aforementioned study does possess certain inherent limitations. The researchers have directed their attention towards five intricate facets of verbal expression, yet it is imperative to acknowledge that this limited scope fails to encompass the entirety of the multifaceted nature of determining whether the respondents possess the capacity to enhance their self-assurance in communication. Furthermore, it is imperative to acknowledge the limited number of participants, a mere 60 individuals, which renders it inconclusive to assert the efficacy of e-learning in enhancing English speaking skills. Consequently, it is imperative for the researchers to expand their participant pool in order to obtain more robust and reliable findings. Therefore, it is highly advisable for future academic inquiries to advocate for a balanced integration of conventional pedagogical approaches and electronic learning modalities within the realm of English language instruction. This is primarily due to the imperative nature of learners' active engagement in oral exercises to foster regular practise, facilitate the exchange of ideas in English, and ensure

the facilitators' adherence to task-based language teaching methodologies. Moreover, the util
 There is an
 optimistic anticipation that forthcoming inquiries shall delve into the uncharted realm of
 educational landscapes, thereby facilitating the cultivation of a captivating milieu for the
 acquisition of knowledge.

REFERENCES

1. Afshar, H. S., & Asakereh, A. (2016). Speaking skills problems encountered by Iranian EFL freshmen and seniors from their own and their english instructors' perspectives. . *Electronic Journal of Foreign Language Teaching*, 13(1), 112–130.
2. Al-Eiadeh, A.-R., Al.Sobh, M. A., Al-Zoubi, S. M., & Al-Khasawneh, F. (2016, July). improving English Language Speaking Skills of Ajloun National University Students. *International Journal of English and Education*, 5(3), 181-195.
3. Boonkit, K. (2010, Jan 6). Enhancing the development of speaking skills for non-native speakers of English. *Procedia Social and Behavioral Sciences* 2, 1305-1309.
4. Garcia, I. (2013, January 25). Learning a language for free while translating the web. Does Duolingo work? *International Journal of English Linguistics*, III(1). Retrieved from <http://dx.doi.org/105539/ijel.v3n1p19>
5. Garrigues, S. (1999). *Overcoming Pronunciation Problems of English Teachers in Asia*. Korean: Kyongbuk National University.
6. Gilakjnai, A. P. (2011). A Study on the situation of Pronunciation Instuction in ESL/EFL Classrooms. *Journal of Studies in Education*, 924.
7. Hosni, S. A. (2014, June). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature*, 2(6), 22-30.
8. Kar, D., Saha, B., & Mondal, B. C. (2014). Attitude of University Students towards E-learning in West Bengal. *Journal of education Research*, 669-673.
9. Kauffman, H. (2015, July 30). A review of predictive factors of student success in and satisfaction with online learning. *Research in learning technology*, XXIII.
10. Kučírková, L., & Jarkovská, M. (2016). E-Learning In Business English Course – Results Of The Questionnaire Survey.
11. Kučírková, L. & Jarkovská, M. (2016). E-Learning In BusinCzech Republic. Czech University of Life Sciences Prague.