Effectiveness of E-Learning Module in Learning English Language Skills among Secondary Student Teachers: A Study with certain Select Variables

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Abstract

This study was conducted to investigate the effectiveness of e-learning module in learning English language skills - listening, speaking, reading, writing with regard to certain select variables such as marital status and participation in online classes. A sample size of 50 secondary student teachers were selected by the investigator as the sample of the study. The investigator has adopted the experimental method with Pre-test Post-test Equivalent Group Design.E- Learning module to teach the four skills – Listening, Speaking, Reading and Writing in English was developed by the investigator and then analysis of data was done using Mean and t-test.Theresults of the study reveals that there is significant difference in the post test scores between the control and experimental groups with regard to married students.Also there is significant difference found in the post test scores between the control and experimental groups with regard to secondary student teachers participating in online classes.

Keywords: E-Learning module, effectiveness, listening, speaking, reading, writing, secondary student teachers

Introduction

Information Communication Technology (ICT) has made a vast difference by widening the horizons of learning by including various innovative and creative ways of knowledge acquisition and skill development. It comprises of different evolving tools and technologies that brings a lot of changes in teaching and learning. The Internet has contributed a lot for the evolution and development of ICT. E-learning takes place with the help of ICT device. E-learning includes content design, development and delivery of content. Rosenberg (2001) defines "E-learning as the use of internet technologies to deliver a broad array of solutions that enhance knowledge and performance "Accordingly it is based on three criteria which are as follows: It is networked and lends itself to instant updating, storage/retrieval, distribution and sharing of instruction or information. It is delivered to the learner through standard internet technology. It focusses on the broadest view of learning by accommodating different ways of acquiring knowledge. For teachers and trainers, e-learning supplements the classroom teaching with technology assisted content and it makes teaching more easy and interesting.For learners e-learning is

available at anytime, anywhere, and for anyone at their own convenience. This e-learning modules are very effective in learning the theoretical aspects of English language skills - listening, speaking, reading and writing. This paper discusses the effectiveness of e-learning module in learning English language skills - listening, speaking, reading and writingwith regard to certain select demographic variables – marital status and participation in online classes of secondary student teachers.

Statement of the Problem

E-learning is followed very effectively in the traditional academic institutionsthat offers the freedom to choose courses and to study at one's own pace. The present study investigates the effectiveness of using e-learning platform to teach the English language skills among the secondary student-teachers with regard to certain select demographic variables – marital status and participation in online classes. It is believed that e-learning platform is an appropriate and better means for widening the knowledge on vocabulary, developing speaking skills, reading skills, writing skills, listening skills, English language grammar and also to enhance the performance in English using the e-learning module rather than the traditional classroom mode. The problem for the study is to assess "To what extent e-learning module can be effective in learning English language skills among secondary student teachers with regard to certain select variables''. Thisarticle studies the effect of e-learning module in learning English among the secondary student teacherswith regard to certain select variables.

Review of Related Studies

The investigator has reviewed the following relate studies to strengthen the present study.

Al-Maqtri (2014)has conducted a study onHow Effective is E-Learning in Teaching English? A Case Study.The study investigated the current state of E-learning in teaching English in the English Departments in King Khalid University in the Kingdom of Saudi Arabia (KSA). The case study technique is used to gather the required data. The results of the study is as follows: male and female teachers both consider E-learning through Blackboard is effective. Generally speaking, both male and female students do not consider E-learning effective though females have a more positive attitude to E-learning than their male counterparts.

Azize El Ghouati (2017)has conducted a study onExamining the relationship between e-learning styles and achievement in English among Moroccan University Students.The aim of the study was fourfold: to examine the nature of relationship between visual learning style (VLS), auditory learning style (ALS), kinesthetic learning style (KLS), and read/write learning style (R/WLS) and students' English achievement (EA) in technology-based learning environment among Moroccan university students. The study adopts a quantitative research design. Therefore, the main instruments are questionnaires, and English achievement tests. Both the questionnaires and language tests are analyzed and interpreted quantitatively. The findings of the study highlight some implications to improve

students' achievement in English with the help of e-learning style preference.

Edward Gillian and Robert Lew (2018) has conducted a study onIncorporating Research-Based Teaching Techniques in E-Learning to Teach English Articles.This study presents evidence about research-based teaching techniques that aided making the e-learning tool designed for this research more effective than traditional teaching methods when teaching English articles (e.g. 'a', 'an', and 'the'). The techniques employed were: Master's binary schema, explicit instruction, chunking, and direct feedback. The study results strongly indicated that the e-learning tool was more effective than the traditional teaching techniques employed in this study. For the overall results by stage and group, the e-learning group achieved significantly better results than the control group.

Pio Albina A(2018)has conducted a study onEffectiveness of e-content in teaching of mathematics education among B.Ed. student-teachers.The study is focused to find out the effectiveness of e-content in teaching of mathematics education among B.Ed. student teachers. The investigator used the pre-test-post-test control group design. In the study, stratified random sampling technique was adopted to select a sample of 60 student-teachers to form the control group and experimental group of the study. The control group was taken as the reference, which was used to compare the experimental group. The control group was taught through the conventional method and the experimental group was exposed to the e-content. The two research tools such as e-content in teaching of mathematics

education, and achievement test were used to collect data. In the light of research findings, it has become clear that e-content in the teaching of mathematics education has provided higher achievement among B.Ed. student-teachers.

RecepCakirandEkremSolak (2014)has conducted a study onExploring the factors influencing E-Learning of Turkish EFL Learners through TAM. The purpose of the study was to understand the attitude of Turkish EFL learners towards technology and to determine the factors influencing the academic achievement of the learners while using technology. Survey method was used to collect data. This study was conducted at a state-run university in 2012- 2013 academic year and subjects were 231 male and 279 female e-language learners from the Vocational Higher School taking up English course through e-learning. According to the results, some of the TAM factors had effects on the academic achievement of the e-learners. It was revealed that while anxiety towards e-learning had a negative effect on academic achievement; perceived ease of use, attitude, satisfaction and self-efficacy had a positive effect on the academic achievement of e-learners. These findings indicated that Turkish EFL learners had a positive attitude towards technology in education.

Objectives

- To find out the effectiveness of e-learning module on teaching English among the secondary student teachers.
- To find out the significant difference in the pre-test scores between the control and

experimental groups with regard to marital status andparticipation in online class.

- To find out the significant difference in the post-test scores between the control and experimental groups with regard to marital statusandparticipation in online class.

Hypotheses

- There is no significant difference in the pre-test scores between the control and experimental groups with regard to marital statusof secondary student teachers.
- There is no significant difference in the pre-test scores between the control and experimental groups with regard to participation in online classof secondary student teachers.
- There is no significant difference in the post-test scores between the control and experimental groups with regard to marital status of secondary student teachers.
- There is no significant difference in the post-test scores between the control and experimental groups with regard to participation in online class of secondary student teachers.

Method Used for the Study

The investigator has adopted the experimental method with Pre-test Post-test Equivalent Group Design. According to Best and Kahn (2005) "Experimental design is the blueprint of the procedure that enables the investigator to test the hypothesis by reaching valid conclusions about relationship between independent and dependent variable". The investigator has selected pretest posttest design which is an experiment where measurements are taken both before and after a treatment. The design means that there is a provision to see the effects of treatment on a group. The study has been designed in the following phases:

- Grouping the sample
- Conducting pre-test for both the control and experimental groups
- Conducting the treatment. for both the control and experimental groups
- Conducting post-test for both the control and experimental groups
- The results of the tests

Population and Sample

All the secondary student teachers who are pursuing B.Ed.Programme in Colleges of Education in Kanyakumari District during the academic year 2019-20 is the population of the study. The investigator has selected two Colleges of Education from Kanyakumari district to conduct the experiment. The student teachers who had opted English education as their subject of study were chosen as the sample for the study. A sample size of 25 secondary student teachers were selected as control group and 25 secondary student teachers as experimental group. The secondary student teachers of one college is treated as control group and secondary student teachers of another college is treated as experimental group after conducting the pre-test. Post-test was conducted after the treatment with

the 15 modules created by the investigator on listening, speaking, reading and writing skills.

Tools Used

E- learning module prepared by the investigator to teach the theoretical perspectives of the LSRW skills in English and an Achievement test .

Statistical Techniques Used

The statistical techniques Mean and t-test (Small group independent) are used for this study.

Analysis of Data

1. There is no significant difference in the pre-test scores between the control and experimental groups with regard to marital statusof secondary student teachers.

Table – 1
t-test for the pre-test scores of control and experimental group
withregard 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[NS]
			Exp.	9	23.8889	6.25389		
		Unmarried	Con.	12	22.9167	5.45158	0.847	0.405[NS]
			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 statusof secondary student teachers.

2. There is no significant difference in the pre-test scores between the control and experimental groups with regard to participation in online class of secondary student teachers.

Table – 2
t-test for the pre-test scores of control and experimental group
withregard to participation in online class

Test	Background Variable	Category	Group	N	Mean	S.D	t-value	p-value
Pre-test	Participation in online class	Yes	Con.	14	20.3571	6.54696	0.761	0.455[NS]
			Exp.	11	22.3636	6.54634		
		No	Con.	11	24.4545	5.52021	1.097	0.284[NS]
			Exp.	14	21.7143	6.67289		

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 participation in online classof secondary student teachers.

3. 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 – 3
'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[S]
			Exp.	9	31.3333	4.94975		
		Unmarried	Con.	12	27.8333	10.31181	1.168	0.262[NS]
			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 secondary student teachers.

4. There is no significant difference between the post test scores of control and experimental groups with regard to participation in online classof secondary student teachers.

Table – 4
't'-test for the post test scores of control and experimental group
with regard to participation in online class

Test	Background Variable	Category	Group	N	Mean	S.D	t-value	p-value
Post test	Participation in online class	Yes	Con.	14	22.0714	9.23592	0.2852	0.009[S]
			Exp.	11	30.5455	5.48386		
		No	Con.	11	30.9091	9.04936	0.447	0.662[NS]
			Exp.	14	32.2143	3.88644		

S - Significant at 5% level of significance

NS - Not Significant at 5% level of significance

In the above table, since the p-value for secondary student teachers who have participated in online classes 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 participation in online classesof secondary student teachers.

Findings of the Study

1. No significant difference was foundin the pre-test scores between the control and experimental groups with regard to marital status of secondary student teachers.

2.No significant difference was foundin the pre-test scores between the control and experimental groups with regard to participation in online classof secondary student teachers.

3. There is significant difference in the post test scores between the control and experimental groups with regard to married secondary student teachers.

4.There is significant difference in the post test scores between the control and experimental groups with regard to participation in online classesof secondary student teachers.

Educational Implications

Few of the educational implications are as follows:

- E-learning module prepared by the investigator provides better understanding on the basic theoretical perspectives of the four skills of English among married secondary student teachers.
- E-learning module on the basic theoretical perspective of the four skills of English language can be used by the secondary student teachers after participating in online classes.
- E-learning module can be used by the students with cost-effectiveness at any time and from anywhere.
- E-learning can be included as a part of the teacher education curriculum which will be helpful for the students for both online/offline classes and thereby individual learning takes place effectively.
- The teacher educators should use e-learning modules in their regular language classroom teaching along with the traditional Chalk and talk method.

Conclusion

This study concludes that in the post-test analysis of data the secondary student teachers who are married in experimental group have performed better than the control group. In the post-test analysis of data between control group and experimental group with regard to participation in online classthe student teachers who have participated in online classes have performed better than the student teachers who have not participated in online classes. Hence the investigator recommends the teacher educators to use e-learning modules in their regular teaching and also the secondary student teachers to use the e-

learning modules for learning the language of English in an easy and interesting way.

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