E-learning Program in English: Basis for Redesigning an Instructional Material

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Outline

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Teaching methods can be best defined as the types of principles and methods used for instruction. There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. Class participation, demonstration, recitation, and memorization are some of the teaching methods being used.
This research paper aims to determine the effect of e-learning on students’ competence and perspective in English grammar. Specifically, it intends to answer the following questions:

1. What is the students’ competence in Basic English Grammar when grouped as
   1.1 e-learning
   1.2 non-e-learning?

2. What is the effectiveness of E-learning program in Basic English Grammar as perceived by
   2.1 faculty members
   2.2 students?
3. What are the identified drawbacks of e-learning program as perceived by the
   3.1 faculty
   3.2 students?

4. Do the learning outcomes of E-learning program effectively enhance the students’ competence in
   English grammar?

5. How may the findings of this study be used in redesigning instructional material?
The present study is similar to the studies conducted by Silverstone, Gay, Fotos, Brown, Chapelle, Jamieson, Huang and Tsai.

Huang Tsai (2003) asserts that students perceive English as difficult.

Silverstone (2011), Gay (2008), Fotos & Brown (2004) affirm that through the use of technology, students can develop their linguistic proficiency and communicative competence.
According to these authors, the use of e-learning is vital because it is student-centered and focuses on students’ particular needs.

Chapelle and Jamieson (1991) & Stevens (1984) concur that students’ attitude should be considered when evaluating the effectiveness of e-learning. According to them, the result of e-learning effectiveness depends on students attitudes.
1. Four sections in Basic Grammar course were chosen as participants. Two sections were used as the control group (non-e-learning users), while the other two sections as the experimental group (e-learning users). Together with the faculty member assigned to these sections, other faculty members who handled the same course were also identified as participants in the study.

2. The researcher used the pretest which served as diagnostic test before the experiment conducted. The posttest was also given after the experiment to determine the students’ competence. The results of the pretest and posttest between the e-learning and non-e-learning users were utilized in the quantitative analysis of this study.
3. A four-point Likert scale attitude questionnaire was used to collect data from the students and the faculty members of the Department of English of the University of the East to determine the effectiveness of e-learning. The questionnaire was divided into four categories: objectives, content, clarity of language, and evaluation.

4. Narrative answers from open-ended questions used in the questionnaire were also considered in the analysis of the results.
Result of the t-test on Pretests of Control (non-e-learning users) and Experimental (e-learning users) groups

1. The students in the e-learning situation showed the following competence:
   - Their mean score in the pretest is 54.15 interpreted as “Good”, with a standard deviation of 9.74.
2. The students in non-e-learning showed that:

- The mean score of the non-e-learning users in the pretest is 52.09, interpreted as “Good”, with a standard deviation of 9.27.

- Therefore, there is no significant difference in the pretest results of the control and experimental groups. Hence, the groups are comparable.
Findings of the Study

Results of the t-Test on Pretests and Posttests of the Respondents

- The non-e-learning users mean score in the pretest is 52.09 with a standard deviation of 9.27 while their mean score in the post test is 60.34 with a standard deviation of 10.71. There is a significant difference between the mean scores in the pretest and posttest of the respondents in the non-e-learning group ($t(73) = -7.658, p < 0.05$).

- That is, collectively the increase in their mean scores proves the usefulness of the traditional learning strategy.
The e-learning users mean score in the pretest is 54.15 with a standard deviation of 9.74 while their mean score in the post test is 61.49 with a standard deviation of 13.01. Having a t-value under 66 degrees of freedom equal to -6.000 and p-value < 0.05, similarly, there is a significant difference between the mean scores in the pretest and post of the e-learning users.

That is, collectively the increase in their mean scores implies that the use of e-learning effectively enhance the students’ competence in English grammar.

The results of t-test on pretest and posttest of respondents indicate that the traditional approach is still practical in teaching Basic Grammar course.
Results of the t-Test on Posttests of Control and Experimental Groups

- The mean score in the posttest of the non-e-learning users is 60.34 with the standard deviation of 10.71, interpreted as “very Good.”

- The mean score in the posttest of the e-learning users is 61.49 with the standard deviation of 13.01, interpreted as “Very Good.”
Findings of the Study

Since the t-computed value with 139 degrees of freedom is -0.572, p-value > 0.05 level of significance; thus, there is no significant difference in the posttest results on the control and experimental groups.
The overall scores obtained by the non-e-learning and e-learning users in their pretest and posttest revealed that e-learning can enhance students performance in learning Basic English Grammar. Although, non-e-learning also showed good quality performance with regard to their achievement test, innovation through e-learning will be more in demand and exciting not only for the teachers, but also for the students in discovering and learning the language in an innovative way.
Findings of the Study

A. Faculty viewed e-learning positively. It makes them more effective and efficient because the program when used properly saves more time and effort.

B. Students have positive perceptions of e-learning program aside from enhancing motivation to learn language because of the excitement it offers. It also elicited more enthusiasm for them to participate in activities and exercises in e-learning. For them, learning is both entertaining and informative when done in e-learning.
Findings of the Study

1. Equipment

Both faculty and student respondents cited that one major concern relates to equipment particularly the microphones/headsets. Many defective microphones and headsets unnecessarily delay the completion of student exercises and activities. This technical problem has become more annoying not only to learners but to teachers as well.

2. Time Constraints

Tuesday-Thursday classes meet 1.5 hours weekly in the e-laboratory, while Monday-Wednesday-Friday classes meet for only an hour. Some e-learning exercises are too-short for students of TTH, same exercises are too long for MWF classes. This affected the completion of student work within the deadline set.
Findings of the Study

- The study found that e-learning program effectively enhanced the students’ competence in English Grammar.

- There was a significant difference between the mean score in pre-test and post-test for the control and experimental group.
The study found that the faculty and students viewed e-learning positively.

- For teachers, e-learning is deemed effective and efficient because when used properly, saves more time and effort.

- Likewise, the students consider it as an instrument for enhancing their motivation in language learning because of the fun and excitement that it offers. For them, learning is both entertaining and informative if done within the e-learning environment.
Recommendation

Innovations in teaching and learning have come out, and educators are becoming more adept at using modern technology. With the proposed redesigned instructional material presented in the study, the researcher hopes to persuade the administration of the University of the East, particularly the College of Arts and Sciences, Department of English to continuously adopt the e-learning.
Thank you for very much listening!