

# E-LEARNING STRATEGY FOR EARNING LEARNERS

By

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## **ABSTRACT**

*The study enlightens the effectiveness of e-learning strategy in learning English among the in-service -teachers who are studying B.Ed in School of Distance Educaion, Bharathiar University, Coimbatore. E-learning strategy is a life long learning strategy for earning in-service teachers. It is a strategy of remaining in employment, which can be more easily facillitated by the use of e-learning strategies than more traditional ones. Traditional strategies of teaching English are not fruitful to the B.Ed inservice-teachers to improve their competencies in English. Special innovative strategy can be supported to the trainees for acquiring more knowledge with earning money. Smith and Spurling (1999) provided a simple definition of lifelong learning, that it relates to people learning consistently throughout their lifespan, covering all life from the cradle to the grave, and which may start at any age. Clearly lifelong learning takes place within an economic context be that organizational, national or global. Objectives of the study: (i) To find out the problems of conventional strategies in learning English. (ii) To find out the significant difference in achievement mean score between the pre-test of control group and the post-test of control group. (iii) To find out the significant difference in achievement mean score between the pre-test of Experimental group and the post-test of Experimental group. (iv) To find out the impact of e-learning strategy in learning English at B.Ed inservice teachers. Methodology: Parallel group Experimental method was adopted in the study. Sample: Sixty teachers studying in B.Ed from school of Distance Education, Bharathiar University, Coimbatore were selected as sample for the study. Thirty in-service teachers were considered as Controlled group and another thirty were considered as Experimental group. Tool: Researcher's self-made achievement test was used as a tool for the study. Validity of the tool was established by the opinion of the juries. Reliability of the tool was established by the test and re-test method. Statistical technique: 't' test was used to analyse the study. Procedure of the study: (i) Identification of the problem by administering pre-test to the both groups. (ii) Planning. (iii) Preparation of e-learning activities. (iv) Execution of activities through using the e-learning. (v) Administering post-test. Findings: e-learning strategy is more effective than traditional strategies in Learning English. The study suggests that it can be implemented in other subjects also.*

*Keywords: e-learning Strategy, Life Long Learning, Earning Learners, Traditional Strategy.*

## **INTRODUCTION**

Earning learners refers to the inservice teachers of those who are undergoing B.Ed programme in Bharathiar university. Smith and Spurling (1999) provided a simple definition of lifelong learning, that it relates to people learning consistently throughout their lifespan, covering all life from the cradle to the grave, and which may start at any age. Lifelong learning clearly takes place within an economic context be that organisational, national or global. e-Learning is now a clear feature of the learning landscape. One of the most exciting dimensions of e-

Learning is its proven ability to remove some of the barriers faced by many students in accessing traditional learning opportunities. However, despite its potential for engaging a broader community of learners, e-Learning has not yet been fully embedded in our teaching and learning practice. Longworth & Davies (1996) final categorisation is that of the individual, or consumer, here e-learning is regarded as a personal investment in the future encouraging personal growth and developing potential, possibly to ensure continued employment. It can be regarded as the model of teachers's lifelong e-learning where the teachers takes responsibility for their own learning

in relation to their own employability. Here e-learning, with its flexibility, makes the decision to study much easier to put in place than more traditional methods of learning. There is no need for the teachers to alter dramatically their schedule as they would need to if they were attending a traditional course. Instead they need to adjust their lives to provide time for study. This can, usually, be at a time which is convenient to them be that at midnight or Sunday afternoon. Becker (2002) held 'people with fulltime jobs can choose the most convenient time...including weekends, before work and after.' However this may have costs for the e-learner socially, in relation to their domestic situation, or perhaps both. Lifelong e-learning can therefore be viewed as being promoted by employers to improve their organisational competitiveness or being engaged in by employees to ensure their continued, or improved, employment prospects. Traditional strategies of learning English are not fruitful to the B.Ed inservice-teachers of those who are undergoing B.Ed course in School of Distance Education, Bharathiar University. Traditional strategy refers to the old methods of learning methods of teaching English. Special innovative strategy can be supported to the working teachers for acquiring more knowledge through e-learning strategy with earning the money. The sample of the study faced problems in learning methods of teaching English in B.Ed course in the distance education. Hence the researcher endeavoured to prepare an e-Learning strategy for enriching application oriented and self paced life-long utilization in English for the inservice teachers of B.Ed.

### Review related study

Chris Curran (2004) examines the e-learning strategies adopted by universities, from the perspective of three common objectives: widening access to educational opportunity; enhancing the quality of learning; and reducing the cost of higher education. The discussion is illustrated by drawing on case studies of universities in Europe and the United States. It is concluded that the most striking characteristic of the e-learning strategies adopted by universities is their diversity, and inherent characteristic of adaptability in use and flexibility in application. The implicit compatibility with institutional aims suggests that the e-learning strategies universities adopt reflect, rather than

influence, institutional ethos and that by virtue of the capacity to adapt different contexts, e-learning may be more adaptable – and ultimately less threatening – to academic mores than some observers fear. Jane Simmons (2004) focuses the perspectives of people, both employers and employees, who are engaged in lifelong e-learning, within the UK economy. It puts forward two models of lifelong e-learning. One of which reflects employees' approaches to their own e-learning and self development, the employee model. The other model reflects the motivations of employers in promoting lifelong e-learning opportunities, by way of engagement in e-learning courses, to their staff in order to improve the organisation's effectiveness, the employer model. According to Clark (1994), the key of e-learning is not on media or technology, but on design strategy or what method used in technology media. The study applied ADDIE strategy, that is the teacher should decide the teaching goal, analyze learners and teaching content, design teaching strategy and activities, develop material and media, implement teaching, check the evaluation, and correct teaching in order to achieve the teaching goal and allow for an acceptable teaching effectiveness. The above studies conclude that e-learning strategy is more effective for earning learners.

### Operational definition

- Earning learners refers to the teachers working in school who are doing the course of B.Ed in Bharathiar university in distance education mode.
- E-learning strategy refers to using mails and soft ware.

### Variables

The independent variable is e-learning strategy. The dependent variable is achievement test score.

### Objectives

- To find out the problems of conventional strategies in learning English of the B.Ed inservice – teachers of Bharathiar university in Distance mode acquiring competency in English through traditional methods.
- To find out the significant difference in achievement mean score between the pre-test of control group and the post-test of control group.
- To find out the significant difference in achievement

mean score between the pre-test of Experimental group and the post-test of Experimental group.

- To find out the impact of e-learning strategy in learning English among B.Ed inservice teachers of Distance mode.

## Hypotheses

- B.Ed inservice teachers of Bharathiar university in Distance mode have problems in conventional strategies in learning English competencies.
- There is no significant difference in achievement mean score between the pre-test of control group and the post-test of control group.
- There is no significant difference in achievement mean score between the pre-test of Experimental group and the post-test of Experimental group.
- E-Learning strategy is more effective than conventional methods in acquiring competency in English among B.Ed inservice teachers of Distance mode.

## Methodology

Parallel group Experimental method was adopted in the study.

## Subjects

Sixty in-service-teachers of B.Ed, School of Distance Education, Bharathiar university were selected as sample for the study. Five hundred student teachers are studying in the course of B.Ed programme in allover Tamilnadu. Sixty teachers were selected on the basis of low scorer in English from coimbatore centre of PCP class of B.Ed programme. Thirty inservice-teachers were considered as Controlled group and another thirty were considered as Experimental group.

## Selection of sample

Sixty teachers were selected from the 100 teachers of B.Ed undergone in distance on the basis of scoring marks in test conducted by the PCP Centre of the University. Below scorer of 30% were selected for the study.

## Instrument

Researcher's self-made achievement test was used as a tool for the study. It was prepared on the basis of blue print. Validity of the tool was established by the opinion of the

juries. Reliability of the tool was established by the test-retest method.

## Construction of tool

The investigator's self made Achievement test was used for the pre-tests and post-tests of both control group and experimental group. The same question was used for both pre and post tests to evaluate the competency of the inservice teachers in English through objective types of question which carried one mark for each question and contained 50 marks. Fifty items are based on testing the learners in Methods of teaching English in long time. Scoring of the tool consisted of one word answer. Example for the items of question to the students-teacher is as follows.

- ----- is a strategy for teaching spelling for the high school students.
- Teaching syllables is easy by using -----strategy.

There are thirty items in the question paper. Each question is allotted with one mark.

## Reliability of the tool

Reliability had been computed using test-retest method and the calculated value is 0.89. The value is quite significant and implies that the tools adopted were reliable. Hence the reliability was established for the study.

## Validity of the tool

Subject experts and experienced teachers were requested to analyse the tool. Their opinions indicated that the tool had content validity.

## Procedure of the study

- Identification of the problem in conventional method by administering pre-test to the both groups.
- Preparation of e-learning strategy
- Treatment.
- Administering the post-test.

## Collection of Data

The researcher administered pre-test to the inservice teachers with the help of Assistant Professors and Director of School of Distance Education. The question papers were given to the individual teachers and evaluated learning obstacles of the teachers were identified by the pre-test.

The causes of low achievement by unsuitable methods were found out. E-learning strategy was used in the classroom for developing competency in English for one week. The post-test was administered and the effectiveness of the E-learning strategy was found out.

## Statistical technique

t'-test was computed for the study.

## Result

### Hypothesis 1

- Inservice B.Ed teachers have problems in acquiring competency in teaching of English.
- In the post-test of Experimental group, teachers of B.Ed scored 80% of marks and the other teachers of control group scored 20% of marks in the conventional method.

### Hypothesis 2

There is no significant difference between the pre-test of control group and post test of control group in achievement mean scores of the B.Ed Inservice teachers in developing competency in English language teaching.

Table 1 shows the achievement mean scores between pre-test of control group and post-test of Control group.

The calculated t' value is (0.28) less than table value (1.99). Hence null hypothesis is accepted at 0.05 levels. Hence there is no significant difference between the pre-test of control group and post-test of control group in achievement mean scores of the inservice teachers in acquiring competency in English at B.Ed inservice teachers.

### Hypothesis 3

There is no significant difference in achievement mean score between the pre test of Experimental group and post test of Experimental group.

Table 2 shows the achievement mean scores between pre-test of Experimental group and post-test of Experimental group.

The calculated t' value is (7.78) greater than table value

Stages	N	Mean	S.D	df	t-value	Result
Pretest control group	30	10.48	2.67			Insignificant at 0.05 level
Post test control group	30	10.88	3.19	68	0.28	

Table 1. Achievement mean scores between pre-test and post-test of control group

Stages	N	Mean	S.D	df	t-value	Result
Pretest experimental group	30	12.60	3.21			Significant at 0.05 level
Post test experimental group	30	17.70	3.25	68	7.78	

Table 2. Achievement mean scores between pre-test and post-test of Experimental group

(1.99). Hence null hypothesis is rejected at 0.05 level. Hence there is significant difference between the pre-test of Experimental group and post-test experimental group in achievement mean scores of the B.Ed inservice teachers in English competency.

### Hypothesis 4

e-learning strategy is more effective than existing methods in acquiring Competency in English language.

Achievement mean scores of the learners in post-test of control group is 10.88 and the achievement mean scores of the learners post-test of Experimental group is 17.70. Score of the post-test of Experimental group(17.70) is greater than Pre-test of Experimental group(12.60). Above both assure that acquiring the competencies by using e-learning strategy is more effective than conventional methods

## Findings

- In the post-test of Experimental group, inservice teachers of B.Ed scored 80% of marks and the inservice teachers of Control group scored 20% of marks in the conventional method.
- There is no significant difference between the pre-test of control group and post-test of control group in achievement mean scores of the B.Ed inservice teachers in developing competency in English.
- There is no significant difference in achievement mean score between the pre-test of Experimental group and post-test of Experimental group
- e-learning strategy is more effective than existing methods in developing life-long learning of competency in English.

## Educational Implications

- e-learning strategy in English can be extended to the teachers of primary level, and higher secondary level.
- It can be encouraged to be implemented to use in

adult education.

- It may be activated in teachers education programme of distance learning of other universities.
- It may be encouraged in Diploma in Teacher Education.

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