
DEVELOPMENT OF THE E-LEARNING MODULE OF ENGLISH FOR STUDENTS AT ELEMENTARY LEVEL

Muhammad Nadeem Iqbal

Assistant Professor,
Department of Special Education, University of Okara, Okara,
Punjab, Pakistan
Email: tenadeem@gmail.com

Muhammad Shokat Zaman

Ph.D. Scholar,
Department of Educational Research and Assessment, University of Okara, Okara,
Punjab, Pakistan
Email: zamanshokat485@gmail.com

Muhammad Ajmal Yaqoob

Educator,
Govt. Institute for Slow Learners Multan, Special Education Department,
Govt. of Punjab, Multan,
Punjab, Pakistan
Email: muhammadajmaleduryk@gmail.com

ABSTRACT

The main aim of this study was to develop an e learning module of English for students at elementary level. The research question before starting the study was to know is the developed module effective for elementary students or not. The tools used for the collection of data were pretest, posttest and e learning module. The intervention has been done by using the developed module, pretest and posttest. The population was selected from the school of Vehari district named as Govt Girls Middle School 86 WB, Mailsi. Thirty two students were randomly selected from the class 8th. Two groups were made named as controlled group and experimental group. Pretest was taken from developed groups to check their previous knowledge. After first intervention the controlled group has been taught by using traditional textbook of English from Punjab Textbook Board and experimental group has been taught by the developed module for subject English based on enjoyable and creative activities for students. After completing the 4 weeks of teaching the posttest has been taken from both groups with the same pattern of pretest. Statistical techniques; percentage, mean, standard deviation and independent samples t. test were applied for data analysis. The results of data analysis were interpreted and made discussions about results. Results revealed

that developed e-learning module had significant effect on students' learning.

KEYWORDS

E-Learning Module, Students' Learning, English Grade 8th

INTRODUCTION

Electronic learning is the term used to describe e-learning. Educational technology (together with its Information Communication Technology (ICT) framework) has seen significant changes throughout the world in the twenty-first century. In recent years, e-learning programmes have received a great deal of attention throughout the world. The introduction of 4G/5G technology has led to the expansion of m-learning (mobile learning), which has made it possible to incorporate e-learning into traditional classroom settings.

Today, the use of the information and communication technology (ICT) has proven to be very useful learning tool for both students and teachers. E-learning methods are widely used all over the world. Both teachers and students benefit from online learning and improve their skills over time. Especially in the context of COVID-pandemic, when interaction with each other becomes difficult, online learning is better for both students and teachers. Teachers should adopt this way of teaching and be prepared technically and pedagogically to improve students skills. They should use suitable method to interact with their students by using E learning. In turn students should manage enough skills to help themselves achieve advantages that e-learning is providing.

LITERATURE REVIEW

A learning management system (LMS) is an application or software which is based on web-technology, help in the process of planning, implementation and assessing a special learning process. E learning also can be delivered through this web based technology application. A learning management system also helpful for students, it gives them the ability to use convertible features as video conferencing, discussion mediums, and negotiated discussion with complete delivering from lectures to students (Prawira et al., 2015).

Methods are the most important part of teaching, and they basically affect a teacher's overall performance in any facing learning situation. As a result, today's teachers need to be aware of the need to adopt the different teaching methodologies (Hammond, 2010). Different theories and researches on module related innovations has showed the positive results in student's learning in terms of motivation, learning outcomes and school output. For example, independent learning can increase the learner's motivation by providing continuous feedback that helps student to determine their points of

improvement and accomplishment (Flaviano, 2018).

Supportive learning materials like local wisdom and comic media are very helpful in the implementation of the learning process which motivate the students. Modules, comics and books are the supporting materials helpful for teachers to enhance the learning for students (Kurniawati, et al., 2017).

In this present era of globalization, it is impossible to deny the importance and necessity of the English language. One of the most important requirements for survival on the international stage and in global culture is the acceptance of English as a second language. The necessity to embrace "English as a second language" has grown in recent years (Paik, 2008). Along with the necessity and significance of the English language in today's world, it has been observed that having strong English circumstantial always not only helps applicants for admission into higher education institutions, but it also assists them in obtaining better job opportunities as well.

From this viewpoint, Ahmad (2016) explain English as, the recognized English passport can provide better education and employment opportunities. English plays an important role in uniting the world. English is a second language in almost all countries/regions that are not native speakers. To promote the English language, the teaching strategies and methodology plays a vital role in teaching English. Even so professionals and educators have fears concerning the English teaching, because it is not only convey the subject knowledge to the pupil but also enhance their skills in writing, reading and fluently speaking (Patil, 2008).

According to Tuzela and Akcanb (2009), a teacher is not the only person who can be held accountable for the two criteria mentioned above, namely the development of other abilities and the transmission of knowledge to students. To take into account this feature, Sarwar et al. (2017) developed a scale in accordance with the aspects that play distinct roles in the evolution of English language acquisition, which we can use as a self-management tool.

English and its requirement for our students also desire to examine the usefulness of modular teaching in English. Thus a study to create and authenticate a module of English at elementary level has been conducted. Using modern and enhanced technologies in education is very necessary. In this study, the main focus was on importance and development of E-learning module of English Subject for students. The researcher made the module based on Punjab textbook for English by covered all the areas of the syllabus. The main purpose of the study was the development of the E-learning Module of English subject for students at elementary level.

RESEARCH OBJECTIVES

1. To develop an e-learning module of English for students at elementary level.
2. To assess the effectiveness and validation of e learning module for subject of English.
3. To measure the difference between learning of students by teaching with E-learning module or without module.
4. To develop and deliver an E- learning content that is pedagogically sound and appropriate for self-learning by using ICT tools.

RESEARCH HYPOTHESIS

1. There is no significant difference between the performance of students in English learning before and after the implementation of module.
2. Module is not significantly useful for students to learn English.
3. Module is not helpful to deliver e learning content that is pedagogically sound and appropriate.
4. There is no significant self-learning for students by using E learning module.
5. There is no difference between the learning of grammar and lesson comprehension by using module.

RESEARCH METHODOLOGY

This module specifically designed for the English subject of class 8th. Researcher used the experimental “Pretest-posttest Experimental Design” for this topic.

Population and sample

Study was experimental in nature, therefore, population were taken as sample of the study. By using purposive sampling technique, sample was taken from Government Girls Elementary School 86 (W.B), District Vehari, and Punjab, Pakistan. The same and cohesive teaching method was being used in every public school for language subjects. Students belong to middle class families in each school. The economic background of every student was almost same.

Table 1: Sample Distribution

School Name	Level of class	Total students in Class	Age Group	Gender	Controlled Group	Experimental Group
GGES 86WB	8 th	32	13-15	Female	16	16

GGES: Government Girls Elementary School

Inclusion and exclusion criteria

Scores on pretest was used as inclusion criteria. Pretest comprising 30 marks, was taken from the 32 students to divide them in experimental and control groups. After taking pretest, students who were scored up to 15 marks, were elected as experimental group (Group B). Group B was consisted of 16 students. Group A named as controlled group consisted of 16 students and named as control group and also consisted of 16 students. Students' whose scores were above 15 were included in control group.

Tool Development

The intervention was used as tool of study. Intervention was comprised on E-learning Module of English teaching learning for class 8th. Intervention was consisted on the main areas of English learning i.e. grammar, comprehension, story and essay writing. The module was developed by using textbook of English from "Punjab Curriculum and Textbook Board, Lahore, Pakistan".

Procedure of the study

Procedures of the study were consisted of the following steps:

Implementation of module

E-learning module of English for class 8th was implemented to the experimental group for 4 weeks. One research assistant (elementary teacher) with same post, qualification, subject and experience, was trained for a week by using orientation session. Copy of module was given to research assistant teacher as well as to the students of selected group. Other group was taught by traditional method of teaching using textbook of English from Punjab Board. Equal time was allocated to both groups. After conducting the pretest, the controlled group was taught by teacher using English textbook and Experimental group was taught by research assistant teacher using E-I earning module. These activities were carried on for 4 weeks. The module was based on the student-centered learning. After completing the Module, posttest was taken from the both groups. The number of questions and nature of questions were same as pretest. Posttest was conducted to check the achievement of students, usefulness of module and importance of learning activities in teaching language subjects. Both tests were checked by the teachers of respective groups.

Control measures for the implementation of the intervention

Some steps taken to prevent students from experiencing difficulties while implementing the module are:

1. The brakes were closed so that the students would not face each other during the implementation of Module.
2. Students of both groups were separated in two sections. They were banned from meeting each other.

3. Due to Covid-19 one group was taught one day and the other group next day. There were no chances for students to discuss anything from each other.
4. Teachers who taught both groups were also allot with separate offices.
5. While implementing the intervention both teachers had followed their specific aims, objectives and goals.

Two teachers of same post, qualification, subject and experience were allotted to each group. Pretest was taken from the both groups. Equal time limitation was given to both groups. After conducting the pretest the controlled group was taught by teacher using English textbook and Experimental group was taught by assigned teacher using developed module. These activities were carried on for 4 weeks. The module was based on the student-centered learning. After completing the Module posttest was taken from the both groups. The number of questions and nature of questions were same as pretest. Pretest was conducted to measure the prior knowledge of students and posttest was conducted to check the achievement of students, usefulness of module and importance of learning activities in teaching language subjects. Both tests were checked by the teachers of respective groups. The scoring on those test were compared in a tabular form.

Data analysis

The points obtained from pretest (Appendix B) and posttest (Appendix C) provided in tabular form for explanation purposes. For data manipulation, standard deviation, mean and difference of mean were calculated for each group. The significance of the difference between the average scores of the experimental and the control group of the scores of pretest and posttest were tested at the 0.05 level through t-test.

DATA ANALYSIS AND RESULTS

Table 2: Comparison between Overall Scores of Pretest and Posttest of Control Group

Variables	N	Mean	S.D	Df	t	Sig.
Pre-test	16	11.81	2.73	30	7.73	.00
Post-test	16	18.87	2.41			

A statistically significant difference was found between the student's pre- and post-test scores, but the significance level (.05) was higher than the calculated significance value (.00). Compared to the pre-test average, the post-test average (M=18.87) is higher (11.81). The post-test S.D. value (2.41) is less than the pretest S.D. value (2.73), showing that post-test scores have increased slightly. Pre- and post-test scores are separated by a t-value of 7.73.

Table 3: Overall Scores of Pretest and Posttest of Experimental Group

Variables	N	Mean	S.D	Df	t	Sig.
Pre-test	15	12.73	2.93		15.86	
Post-tests	15	26.00.	1.36	28		.00

A statistically significant difference between the student's pretest and posttest scores can be seen in Table 3, where the calculated significance value (.00) was less than the significance level (.05). It is clear from the post-test mean score (M=26.00) that the intervention plan was successful, as it is higher than the pretest mean score (12.73). (e. learning module). The S.D. value of the post-test (1.36) is lower than the S.D. value of the pre-test (2.93), which indicates that the intervention plan is effective (e. learning module). Another supporting factor is the t-value of 15.86.

Table 4: Comparison between Overall Scores of Pretest Control Group and Pretest Experimental Group

Variables	N	Mean	S.D	Df	t	Sig.
Pre-test Control Group	16	11.81	2.73			
Pre-test Experimental Group	15	12.73	2.93	28	15.86	.00

Table 4 demonstrates that the calculated significance value (.00) was smaller than the significance level (.05), indicating that there was a statistically significant difference between the pretest scores of experimental and control group students on the pretest. The mean score of the experimental group (M=12.73) is higher than the mean score of the control group (11.81) at the time of the pretest. In the experimental group, the standard deviation (S.D.) value (2.93) of the pretest is greater than the standard deviation (2.73) of the control group, indicating that there is a modest difference between the pretest scores of the control group and the experimental group. The claim is also supported by the t-value (-15.86).

Table 5: Comparison between Overall Scores of Post-test Control Group and Post-test Experimental Group

Variables	N	Mean	S.D	Df	t	Sig.
Post-test Control Group	16	11.81	2.73			
Post-test Experimental Group	15	26.00.	1.36	29	15.74	.00

As can be seen in Table 5, the computed significance value (.00) was smaller than the significance level (.05), indicating that there was a statistically significant difference between post-test scores in the control group and the experimental group. This is evidenced by the fact that the mean score ($M=26.00$) of the post-test of the experimental group is significantly higher than the mean score (11.81) of the control group, indicating that the intervention plan is effective (e. learning module). The S.D. value (1.36) of the post-test of the experimental group is less than the S.D. value (2.93) of the control group, indicating that the intervention plan is more effective than the control group (e. learning module). The claim is also supported by the t -value (15.86). A comprehensive statistical analysis demonstrates, in general, that E. learning is superior to traditional ways of learning.

DISCUSSION

The results of data analysis were interpreted and made discussions about results. Statistical techniques; percentage, mean, standard deviation and independent samples t . test were applied for data analysis. The significance level of pretest and posttest for scores was sets as $\leq .05$. The results obtained from these tables show the positive results for this study. The results were endorsed by the previous studies i.e. Behlol (2009) developed a module in his study for subject English at secondary level. The module was based on English subject of class 9th comprises of first five chapters of English textbook. The tool used for collection of data was pretest, posttest and developed module. But the module was not based on e learning. It covers only 5 to 6 chapters from the textbook of English. And developed module was only appropriate for grade 9th. Andersson and Gronlund, (2009) indicated that, students and learners will accept the e-learning module and use it when they have expertise and practices in using computers and internet and have some IT skills. The results of this study are also resembled with the results of Rufii (2015) which explains that students learning outcomes can be boost by using learning modules. These studies were based on the module development of English at different level and subjects for class 8th. However present study was conducted to develop the e learning module of subject English at elementary level class 8th.

After collection of data by using interventions and interpretation of the tables the researcher concluded followings points:

There is no significant difference between the performance of students in English learning before and after the implementation of module. Results showed that there was significant difference between the performance of students in English learning before and after the implementation of module. Therefore Hypothesis 1 was not accepted.

Module is not significantly useful for students to learn English. Results presented that there was a significance difference in the learning of students by using e learning module rather than traditional method of using textbook. Therefore Hypothesis 2 was

Not accepted.

Module is not helpful to deliver e learning content that is pedagogically sound and appropriate. Results depicted that the understanding of students in grammar, lesson comprehension, storytelling and essay writing had been significantly improved by using e leaning module. Therefore H₀3 was not accepted.

There is no significant self-learning for students by using E learning module. Results demonstrated that there was significant self-learning for students by using E learning module. Therefore Hypothesis 4 was not accepted.

The module might be developed by the class teacher or by the Government authorities. In this pandemic situation studies have become difficult for students. In mostly schools, colleges and universities teaching has been done through online resources. So this e learning module is very helpful in delivering the lesson creatively and makes learning independently for students.

RECOMMENDATIONS

This study found that students have improved their oral communication skill considerably after they were taught through authentic materials. In ESL classroom, students face the target language. This study also affirms that authentic materials provide an encouraging atmosphere in the class. It was further found that various pair and group activities of listening and provide opportunities for learners to practice the target language. As such practicing this language may help them to prepare for real-life situations.

The comparative analysis of data suggested that students in classroom shall be prepared according to the language needed in real life communication. With poor language input, many students find it hard to interact orally and understand the language spoken in their immediate context. Authentic materials cover this gap on the premise that a level of difficulty is reduced with emphasis on helping learners to learn the language for real life communication. In order to prepare ESL learners to communicate effectively, teachers in ESL/EFL contexts have to make authentic materials a mandatory part of their syllabus. They also need to conduct activities with emphasis on comprehensible input so that the level of difficulty is reduced in listening and understanding others. Authentic materials provide rich input to students while listening frequently to their teachers, peers and participating in aural/oral activities. It fosters learners' autonomy and builds a good relationship among students while working in pairs and groups. The uses of authentic materials develop the students' confidence, promote self-motivation and overcome anxiety in role play, presentation, discussion and speaking with peers and teachers. In view of these positive outcomes, this study recommends the implementation of authentic materials.

REFERENCES

- Ahmad, S. R. (2016). Importance of English communication skills. *International Journal of Applied Research*, 2(3), 478-480.
- Andersson, A., & Gronlund, A. (2009). A conceptual framework for e-learning in developing countries: A critical review of research challenges. *The Electronic Journal on Information Systems in Developing Countries*, 38(8), 1–16.
- Behlol, G. (2009). Development and validation of module in English at secondary level in Pakistan Govt. of Pakistan (1998). National Education policy 1998-2010, Islamabad, Ministry of Education.
- Flaviano, L., & Urera J. (2018). ICT each MUPO: An Evaluation of Information E-Learning Module System for Faculty and Students. 3(1), 163-188
- Kurniawati, A. A., Wahyuni, S., & Putra, P. D. (2017). Utilizing of comic and jember's local wisdom as integrated science learning materials. *International Journal of Social Science and Humanity*, 7(1), 47-50.
- Nasution. (2011). Berbagai Pendekatan dalam Proses Belajar Mengajar. Jakarta: Bumi Aksara
- Prawira, A. K., Sofianti, T., and Indrayadi, D, Y. (2015). Developing e-learning system to support teaching and learning activities using dsdm approach.
- Paik, J. (2008). “Learning English, imagining global”: The narratives of early English education experiences in South Korea. *The International Journal of Learning*, 15(10),71-78.
- Patil, Z. N. (2008). Rethinking the objectives of teaching English in Asia. *Asian EFL Journal*, 10(4), 227-240.
- Rufii, R. (2015). Developing module on constructivist learning strategies to promote students' independence and performance. *International Journal of Education*, 7(1), 18-28.
- Sarwar, S., Bhamani, S., & Ahmad, N. (2017). Developing scale to evaluate school support for English language learning (SSELL). *ICERI2017, Seville, Spain*, 9020-9023.
- Tuzela, A. E. B. & Adcanb, S. (2009). Raising the language awareness of pre-service English teachers in an EFL context. *European Journal of Teacher Education*, 32(3), 271–287.