Effectiveness of E-learning Programme for the learners of English (Second Language) at Class VIII level

An Executive Summary of the

MINOR RESEARCH PROJECT

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Introduction

1.0 Introduction

The 21st century has witnessed a huge amount of technological advancement in all areas of knowledge, education, and research. Advanced Technology has set a strong nexus to every corner of the world and converted it into a small village. Creating and sharing of knowledge have become easier only because of the Information and Communication Technology (ICT) revolution. In this digital era of the ICT revolution, English has acquired the status of a global language and its knowledge has become requisite for the empowerment and development of any country. India, being one of the developing countries, is trying hard to cope with the challenges posed by this ICT revolution. The government of India has announced the years from 2010 to 2020 a decade of innovation (Devi S, Rizwaan Md., & Chander S, June 2012, p.545). The Indian Government has been allocating an enormous amount of grants for research and implementation of the ICT in school education. The National curriculum framework (NCF 2005) has also highlighted the importance of ICT in school education. (National Policy on Information and Communication Technology (ICT) In School Education, March 2012). Education in India has observed remarkable positive changes in the lap of technology. Using ICT in the field of education is a novel approach as far as school education is concerned. The field of education in India is being transformed using ICT tools and web tools. The present research is an endeavor to experiment with the use of ICT tools in ESL classrooms at the primary school level in order to create an e-learning environment. A full-fledged e-learning program was prepared and implemented by the researcher based on the second language English text-book of standard VIII (semester -1) published by Gujarat State Textbook Board, Gandhinagar.

This chapter contains the key terms of the research title, research questions, objectives of the research, hypotheses, variables, population and sample of the research, limitation of the research, and the scheme of chapterisation.

1.1   Rationale of the Study

At present, ICT has become a significant tool to enhance the quality of school education in India. The need for technology has also been emphasized in The National Policy of Education 1986. In 2004, the Government of India has established a scheme named 'Information and Communication Technology at School', which was sponsored centrally (National Policy on Information and Communication Technology (ICT) In School Education, March 2012). Under this scheme, the Government schools were allotted various ICT related electronic devices such as 11 computers, LED TV, Projectors, Headphones, etc. to enhance the quality of education in the schools of India. In line with these national-level efforts, Gujarat is one of the few states in India that has been very active in introducing ICT in education at all levels of education from primary to university level. As the primary schools of the state have been equipped with all the facilities for using ICT in education, it captured the interest of the researcher to investigate the e-learning possibilities in these schools, especially in the subject of English. Despite of the availability of such facilities, there has not been sufficient research studies conducted in the field of e-learning at primary level of education in India. Hence, the researcher identified this research gap and converted it into a research problem for this doctoral research.

1.2 Selection of the Problem

The researcher had completed her masters in English Language Teaching wherein ICT enabled English language teaching and learning was one of the core subjects and as a result, the researcher has a keen interest in developing an e-learning program for the quality teaching and learning of English at all levels. However the researcher selected standard VIII students of primary schools because of the fact that in spite of having all the latest ICT facilities available in the primary schools of Gujarat, the students are not benefitted only because there are no ready-made E-learning programs available for teachers and students that can enable them systematically to use these ICT resources and Internet. Thus the present research project is an effort to support the ICT equipped

primary schools with a sample package in the subject of English that can be further extended to the other subjects as well by the future researchers.

1.3   Statement of the Problem

The title of the present study is:

EFFECTIVENESS OF E-LEARNING PROGRAM FOR ESL LEARNERS AT CLASS VIII LEVEL

1.4   Definition of the Key Terms

➢   **E-LEARNING**

•   Dictionary Meaning: A system of learning which uses electronic media, typically over the internet. (Oxford Advanced Learner's Dictionary)

•   Theoretical Meaning: E-Learning is the delivery of a learning, training or education program by electronic means. E-learning involves the use of a computer or electronic device (e.g. a mobile phone) in some way to provide training, educational or learning material. (Derek Stockley, 2003)

•   Operational Definition: In this research, E-learning means the post-test scores achieved by the experimental group after undergoing the E-learning program by the researcher.

➢   **E-LEARNING PROGRAM**

•   Dictionary Meaning: (n) a set of instructions in code that control the operation or functions of a computer. / (v) To give a computer, etc. a set of instruction to make it perform a particular task. (Oxford Advanced Learner's Dictionary)

•   Theoretical Meaning: E-learning Program is an educational program designed to aim at E-learning of a particular subject or skills or an area of knowledge.

•   Operational Definition: For the purpose of the research, the E-Learning Program refers to the E-learning program developed by the researcher for the Class VIII level ESL learners.

➢ **ESL LEARNERS**

• Dictionary Meaning: According to the online dictionary of Oxford, (www.oxfordlearnersdictionaries.com) English as a second language refers to the teaching of English as a foreign language to people who are living in a country in which English is either the first or second language.

• Theoretical Meaning: "ESL (English as a Second Language) formerly used to designate ELL students; this term increasingly refers to a program of instruction designed to support the ELL. It is still used to refer to multilingual students in higher education." (Gere, 2008)

• Operational Meaning: For the purpose of this research ESL (English as a second language) learners would mean all the students studying at class VIII level of Gujarat.

➢ **CLASS VIII LEVEL**

• Operational Meaning: Class VIII level refers to the class eight of the upper primary schools in vernacular medium schools of Gujarat following GSEB syllabus.

1.5   Research Questions

The initial reading of the books and research papers on English language Teaching and Learning, E-learning, E-learning Programs, E-learning for English language Teaching and Learning and so forth led the researcher to several questions to be answered by careful and systematic study. The research questions of the study are as follows:

Research Questions – A

1.   What is the effectiveness of the E-learning Program developed by the researcher on the class VIII level ESL learners?
2.   What is the effectiveness of the E-learning Program developed by the researcher on the class VIII level ESL learners with reference to the variable of gender?
3.   What is the effectiveness of the E-learning Program developed by the researcher on the class VIII level ESL learners with reference to the component of Reading Comprehension?

4.   What is the effectiveness of the E-learning Program developed by the researcher on the class VIII level ESL learners with reference to the component of Vocabulary?

5.   What is the effectiveness of the E-learning Program developed by the researcher on the class VIII level ESL learners with reference to the component of Grammar?

6.   What is the effectiveness of the E-learning Program developed by the researcher on the class VIII level ESL learners with reference to the component of Composition?

7.   What is the effectiveness of the E-learning Program developed by the researcher on the class VIII level ESL learners with reference to the component of Listening Skills?

8.   What is the effectiveness of the E-learning Program developed by the researcher on the class VIII level ESL learners with reference to the component of Speaking Skills?

9.   What is the effectiveness of the E-learning Program developed by the researcher on the class VIII level ESL learners on the basis of the feedback given by the subjects of the experimental group?

10.   What are the future implications of the E-learning Program developed by the researcher?

Research Questions – B

1.   What is E-learning?

2.   What is the scenario of E-learning in Gujarat and India?

3.   What is "E-learning Program"?

4.   What are the components of E-learning (Program)?

5.   What is the role of E-learning in English Language Learning?

6.   What is the procedure to develop an E-learninng Program?

7.   What are the methods to implement an E-learning Program for the ESL learners?

1.6   Objectives of the Study

1.6.1 Research Objectives

1.   To study the effectiveness of the E-learning Program on the ESL learners of class VIII level of Experimental Group.

2.   To study the effectiveness of the E-learning Program on the ESL learners of class VIII level of Control Group.

3.   To study the effectiveness of the E-learning Program on the ESL learners of class VIII level in the area of Reading Comprehension.

4.   To study the effectiveness of the E-learning Program on the ESL learners of class VIII level in the area of Vocabulary.

5.   To study the effectiveness of the E-learning Program on the ESL learners of class VIII level in the area of Grammar.

6.   To study the effectiveness of the E-learning Program on the ESL learners of class VIII level in the area of Composition.

7.   To study the effectiveness of the E-learning Program on the ESL learners of class VIII level in the area of Listening Skills.

8.   To study the effectiveness of the E-learning Program on the ESL learners of class VIII level in the area of Speaking Skills.

9.   To study the effectiveness of the E-learning Program on ESL learners of class VIII level on the basis of the feedback given by the subjects of the experimental group.

10.   To suggest the usefulness and future implications of the E-learning Program developed by the researcher.

1.6.2 Functional Objectives

1. To study the syllabus and text books of English as a Second Language prescribed by GSEB, Gandhinagar .

2. To select English language units from the ESL textbooks of GSEB for developing E-learning Program.

3. To develop an E-learning Program for the learners of English at class VIII level on the basis of selected units of the GSEB textbook.

4. To get the E-learning program validated by the experts.

5. To develop an achievement test to measure the English language learning of class VIII level after the implementation of the E- Learning program.

6. To get the achievement test validated by the experts.
7. To implement the E-Learning Program developed by the researcher.

1.7 Variables of the Study

In the present research, the researcher will study the following variables to fulfill the objectives of the study and to test the research hypotheses.

Sr. no	Type of Variable	Variables included in the study	Levels of variable
1	Independent variable	Teaching Method	1. E-Learning Program 2. Traditional Approach

2	Attribute variable	Gender of the Students	Male
			Female
3	Dependent Variable	➤ Overall scores on the English Language Achievement Test (Post-test) ➤ Major scores in the following components of English Language Learning 1. Reading Comprehension 2.Vocabulary 3.Grammar 4.Composition 5. Listening Skills 6. Speaking Skills	

1.8 Hypotheses of the Study

The following null hypotheses are formulated in pursuance of the objectives and variables of the study.

Ho1   There will be no significant difference between the mean scores of the experimental group and the control group of ESL learners on the English language achievement test (Post-test).

Ho2 There will be no significant difference between the mean scores of the experimental group and the control group on the English language achievement test (Post-test) with reference to Reading Comprehension.

Ho3 There will be no significant difference between the mean scores of the experimental group and the control group on the English language achievement test (Post-test) with reference to Vocabulary.

Ho4 There will be no significant difference between the mean scores of the experimental group and the control group on the English language achievement test (Post-test) with reference to Grammar.

Ho5 There will be no significant difference between the mean scores of the experimental group and the control group on the English language achievement test (Post-test) with reference to Composition.

Ho6 There will be no significant difference between the mean scores of the experimental group and the control group on the English language achievement test (Post-test) with reference to Listening skills.

Ho7 There will be no significant difference between the mean scores of the experimental group and the control group on the English language achievement test (Post-test) with reference to Speaking skills.

Ho8 There will be no significant difference between the mean scores of the male and female students of the experimental group on the English language achievement test (Post-test).

Ho9 There will be no significant difference between the mean scores of the male and female students of the experimental group on the English language achievement test (Post-test) with reference to Reading Comprehension.

Ho10 There will be no significant difference between the mean scores of the male and female students of the experimental group on the English language achievement test (Post-test) with reference to Vocabulary.

Ho11 There will be no significant difference between the mean scores of the male and female students of the experimental group on the English language achievement test (Post-test) with reference to Grammar.

Ho12 There will be no significant difference between the mean scores of the male and female students of the experimental group on the English language achievement test (Post-test) with reference to Composition.

Ho13 There will be no significant difference between the mean scores of the male and female students of the experimental group on the English language achievement test (Post-test) with reference to Listening Skills.

Ho14 There will be no significant difference between the mean scores of the male and female students of the experimental group on the English language achievement test (Post-test) with reference to Speaking Skills.

1.9   Population and Sample of the Study

The investigator had decided to perform the experiment on the Gujarati medium Class VIII ESL students. The population consisted of all the students studying in Class VIII in a Gujarati medium schools of Gujarat.

The main purpose of the present study was to develop an E-learning Program and to study its effectiveness on the students studying in Class VIII in Gujarati medium schools of Gujarat . The sample for this experiment was selected in two phases as follows:

Phase-1 Selection of Schools for Experimental and Control Group

Investigator had to select two schools for the experimental and control group respectively in Gujarat. It became very difficult for the researcher to find out a Gujarati medium school that could allow the researcher to work for a whole semester-II of the academic year 2016-17. Therefore the researcher had to go for **Convenient Sampling Technique** to select the schools. The researcher selected two schools of Anand District using this technique the details of which are given below :

1) **Experimental Group** :
- Name School **: Sajna Talavdi Primary School, Karamsad**
- District **: Anand**
- State **: Gujarat**
- School Code **: 24310503301**
- Rural/ Urban **: Rural**
- School Category **: Primary with Upper Primary**

2) **Control Group** :

➢ Name School **: Pilodara Primary School, Pilodara**

➢ District **: Anand**

➢ State **: Gujarat**

➢ School Code **: 24310503301**

➢ Rural/ Urban **: Rural**

➢ School Category **: Primary with Upper Primary**

Phase-2 Selection of ESL Learners of Class VIII for the Experimental and Control Group

After selecting the schools, the researchers selected 38 ESL students of Class VIII for experimental group from the first school mentioned above and 38 ESL students of Class VIII for control group from the second school mentioned above. Keeping in mind the variable of gender, the researcher used **Stratified Random Sampling Technique** to select these 38 students for each group. The final sample of the study was as shown in the following table.

Students studying in class VIII of Gujarati Medium Schools of Gujarat following the textbooks of Gujarat State Textbook Board was the population of the present research.

Final Sample of the Study (76 ESL Learners of Class VIII)

Experimental Group 38 ESL Learners of Class VIII		Control Group 38 ESL Learners of Class VIII	
19 Boys	19 Girls	19 Boys	19 Girls

1.10 Research Procedure, Data Collection and Data Analysis

The main aim for the present study was to investigate the effectiveness of e-learning program on the students studying in Class VIII in Gujarati medium schools of Gujarat

by developing an e-learning program. In this study, the E-learning Programme was considered as independent variables, Gender of the learners as attribute variables and overall scores of post-test and major scores of the five above mentioned components as dependent variables. As randomize sampling impossible to select the sample, the researcher used Convenient Sampling Technique to select the school and Stratified Random Sampling Technique for selecting students. The researcher selected Experimental-Control Group Post-test Only Design (Quasi-experimental Design) for the study. The experimental group was treated with e-learning program and the control group was taught with traditional method. The implementation was carried out the whole of VIII standard Semester-II. At the completion of the e-learning program, post-test of 100marks was administered to both experimental and control groups. The feedback form was also provided to the learners to examine their attitude towards the e-learning program. The data collected via post-test were analysed quantitatively using Mean, Percentage, Standard Deviation and t-test (two-tailed) to test the formulated hypotheses while the data from feedback form were analysed qualitatively by adopting the frequency count technique and converting the frequencies in percentile.

1.11 Delimitations of the Study

The field of research is so vast having a wide range of aspects that each and every research study is likely to have some limitations. This study has also some limitations which have restricted the study in some aspects. They are as follows:

1) This study was limited to the students of the two selected Gujarati medium government primary schools of Anand District of Gujarat state only.

2) The E-learning program was limited to Semester-II syllabus of Class VIII level ESL learners prescribed by GCERT.

3) The E-learning program was limited to the selected units from the English (ESL) text books of standard VIII Level prepared and published by GCERT.

1.12 Observations of the Study

The researcher found the following observations throughout the course of the try-out of the study.

- It was observed during the tryout of the experimental group that the school has started the practice of using e-learning in their curriculum. However, due to the shortage of trained technical staff, unavailability of up-to-date hardware and software, time constraint, and lack of timely proper maintenance, effective adoption of e-learning was not done optimally in the school. Hence, learners were unable to provide adequate access to computers. As a result, it was observed that learners were apprehensive of typing the computer and learning through it at the initial phase of the e-learning program.

- Considering the learners' apprehension of accessing to the computers, the researcher engaged two weeks long computer orientation course prior to the actual e-learning program. It was found that the learners were excited, receptive and over-responsive during the course.

- The researcher had also observed during the study that due to the absence of onsite technical support specialist in the classroom, a handful amount of time was consumed to solve the issues at the time of technical breakdowns.

- The computer room has a LED television set and eleven computers that run on Ubuntu Operating System and five of the computers were connected to a single NComputing server. Among eleven computers, nine of them were in working condition. In order to execute the program to forty-two learners, the researcher had to gain access to nine computers only. The LED television set was utilized as the projector in the classroom throughout the program. Aforementioned supplementary resources had been provided by the school; nevertheless, the researcher faced some amount of inconveniences such as interrupted electricity and lack of internet connectivity to all the computers. In fact, the school provided

the campus Wi-Fi to the researcher; however, the researcher's personal internet connection was utilized throughout the program due to uneven or erratic and poor internet speed of the campus Wi-Fi.

- The school authority and teaching staff especially the Headmistress, teacher of English subject and the class teacher of eight standards were highly supportive towards the program and the researcher. They had allotted feasible time slots for the program that had lasted the entire second semester.

- Various authoring tools, Microsoft Office 2007 and software were used in developing the module of the e-learning program. All five units of eight standard English as a Second Language textbook (Gujarat in particular) were taught in the program.

- The modules of each unit were developed using different authoring tools, Microsoft office, and software. For instance, the module of unit one of the textbook was developed using CourseLab 2.4, which is an open source authoring tool, blended with Microsoft PowerPoint 2007, Audacity, Camstudio 2.7, Adobe Photoshop Element 7.0, Adobe Premiere Elements 7.0, Total Video Converter, VLC media player, Window media player, Adobe Flash player, and Window Paint 2007. Similarly, the module of unit two was generated from the same as unit one; unit three was created from eXe authoring tool blended with other software; unit four was generated by HotPotatoes 6 clubbed numerous software, and last but not the least unit five was developed from Microsoft PowerPoint 2007 mixed with several software. Among all of these units, it was observed that the learners enjoyed and showed much enthusiasm in the modules of unit one and two which were developed majorly from CourseLab2.4, followed by modules of unit three, four and five respectively.

- The researcher had observed that the learners became moderately impatient, extremely active, highly receptive and responsive to fulfill the assigned tasks on

their computers. However, the less intelligent learners still found to be difficult to accomplish the tasks in stipulated time. Owning to it, the researcher had to pair the less intelligent learners with the high intelligent learners while assigning them the tasks.

- The learners were seen intrinsically motivated acquiring the immediate pop-up dialogue box feedback and seeing the animated characters response once their tasks were accomplished.

- The researcher also noticed that the learners got extrinsic motivation seeing their peer's performance.

- Moreover, there were varieties of test item used in the program such as Match the following, Drag and Drop, Drop Down, True or False, Arrange in proper order, Choose the correct option, Fill in the blanks, Jumble exercise, Answer the following questions, Write one word, and the liked. It was observed that above all the test items, Match the following, Drag and Drop and Drop Down were much liked by the learners. True or False and Choose the correct option were moderately enjoyed. The test item, Arrange in proper order and Jumble exercises were found to be minimally confusing for them as they were less acquainted in balancing the cursor to a specific area. It was noticed that the learners redid the task despite exceeding their allotted time. Further, the test item Answer the following question was least preferred by them as typing at a computer and generating a complete answer was near to a herculean task to them. It took a handsome amount of time in typing the complete answer of a single question. Conversely, the test item Write one word did not face many difficulties from the learners end as typing a single word in the computer was not as difficult as the test item Answer the following questions.
- Lack of maintaining proper classroom discipline was observed among the learners at the initial stage. It could be the researcher's appearance to the learners as the researcher is Mongoloid and this could be their first-hand experience to

see such trainer in their classroom. Addition to it, majority of the learners belongs to economically deprived classes wherein their parents work as a domestic helper and some of the learners help their parents in the same profession. This could also be one of the factors of the above-mentioned issue. Later this issue was settled as the rapport with the learners was successfully built.

- They extremely enjoyed learning and listening to new English songs. Watching a variety of videos pertaining to their syllabus and e-learning program were highly enjoyed and they even demanded and requested the researcher to play such videos frequently throughout the program.

1.13 Major Findings

➢ E-learning program can be developed to deliver the English language textbook prepared for ESL learners in Gujarat with the help of various open source authoring tools and software.

➢ Textbook based E-learning program is an effective way of teaching English through a prescribed textbook at upper primary level, especially standard VIII.

➢ It is possible to prepare E-learning activities and tasks for all the activities of all the units of the ESL textbook of Standard VIII prescribed by the government of Gujarat.

➢ E-learning program based on the English textbook is effective in enhancing Reading Comprehension Skills in the ESL learners of Standard VIII in Gujarat

➢ E-learning program based on the English textbook is effective in enhancing Vocabulary Skills in the ESL learners of Standard VIII in Gujarat

➢ E-learning program based on the English textbook is effective in teaching-learning of grammar to the ESL learners of Standard VIII in Gujarat.

➢ E-learning program based on the English textbook is effective in enhancing Listening Skills in the ESL learners of Standard VIII in Gujarat.

➢ E-learning program based on the English textbook is effective in enhancing Speaking Skills in the ESL learners of Standard VIII in Gujarat

➢ E-learning program based on the English textbook is effective in enhancing Composition Skills in the ESL learners of Standard VIII in Gujarat

➢ The variable of gender does not have any effect on the learning of English through E-learning Program in case of the ESL students of standard VIII.

➢ Male learners of standard VIII (ESL) in Gujarat are more active and successful in learning English Vocabulary through E-learning Program than the female learners of the same class.

➢ The ESL learners enhance their

1.14 Detailed Findings

Findings based on Hypotheses

After testing the hypotheses, the obtained findings are as given below:

1) The E-learning Program developed by the researcher has proved very effective in teaching of English textbook (Semester – 2) to the ESL learners of Class VIII. It was found that mean score of the Experimental Group is significantly higher than that of Control Group at 0.01 level which proves significant effectiveness of the E-learning Programme. Here the null hypothesis got rejected at 0.01 level.

2) The E-learning Programme was found significantly effective in teaching all the units, sub-units and activities of Reading Comprehension, Vocabulary, Grammar, Listening and Speaking given in the Semester –II English text book prescribed for the ESL learners of Class VIII since mean score of the Experimental Group was found significantly higher than that of Control Group at 0.01 level in all these 5 components and therefore all the 5 hypotheses formulated for these five components of English Language Learning got rejected at 0.01 level.

3) The E-learrning Program was not found significantly effective in teaching composition component of the Semester – II English text book prescribed for the ESL learners of Class VIII since the mean score of the experimental group was not found significantly higher than that of the control group at even 0.05 level and therefore the null hypothesis got accepted.

4) The E-learning Program was found equally effective on both the genders i.e. male and female students of the experimental group since there was no significant difference between the mean scores of both the genders even at 0.05 level and therefore the null hypothesis got accepted.

5) The E-learning Program was found significantly effective in teaching-learning all the units, sub-units and activities of Reading Comprehension, Composition, Grammar, Listening and Speaking given in the Semester – II English text book prescribed for the ESL learners of Class VIII equally to both the genders i.e. male and female since mean scores of the male and female students of the Experimental Group were not having significant difference at 0.05 level in all these 5 components and therefore all the five hypotheses formulated for these five components of English Language Learning got accepted at 0.05 level. It can be concluded that the E-learning program was equally effective to both the genders i.e. male and female.

6) The E-learning program was found more effective on the male learners in learning Vocabulary Skills than the female learners of the experimental group since the mean score of the male learners was found significantly higher than that of the female learners at 0.05 level and therefore this null hypothesis got rejected.

Findings on the basis of the Feedback of the Experimental Group

➢ The ESL students like to learn English through E-learning program very much.

➢ They also learn and enhance ICT skills while learning through E-learning program.

➢ The E-learning program helped them to improve their overall English language skills.

➢ They liked the teacher who teaches through computers and internet.

➢ They learnt to communicate in English in their day-to-day life as a result of the E-learning program.

> ➤ They liked English poems, songs, action songs and videos very much in the E-learning program.

> ➤ They also enjoyed learning all the four skills of English language LSRW as well as grammar and vocabulary with the help of computers and internet.

> ➤ They were happy to learn English Text book through computer, LED TV, internet, headphones and loudspeakers.

1.15 Educational Implications of the Study

Following are the educational implications of the present study,

1) It is possible to prepare an E-learning Program to teach a textbook in the ESL classroom.

2) To make the teaching-learning of English language in ESL classroom enjoyable and interesting, E-learning program is a very good alternative.

3) English language learning depends on the use of ICT in the day-to-day classroom teaching.

4) The videos and audios, the E-learning materials and tasks prepared on the basis of the textbook can help the ESL learners to learn English language in a better way.

5) The teachers of English should use ICT in a meaningful way in their day-to-day classroom teaching to make the learning of English language effective and interesting.

6) The CD of E-learning Program can be prepared and provided to the teachers of English along with the prescribed textbook.

1.16 Recommendations of the Study

Certain recommendations for educational practitioners and stakeholders have been made on the basis of the findings and implications that emerged out from the study.

Students

It would promote motivation, self responsibility and active leaning among the students providing them with the higher quality learning environment. It would build respondents' confidence and interest for learning that would sustain for a long time. It would also give students independence of accessing learning with flexibility.

Teachers

It would help the teachers to make the learning experience effective and interesting for the students. It would also enhance their skills in terms of using ICT effectively.

Parents

With the help of e- learning program, the parents can guide their children at home easily using ICT based learning materials. Parents can also interact with the learners from a distance and extend support as well as assess the language learning process of their children.

1.17 Contribution of the Present Study

Following are the points proving the significance of the present study:

➢ **E-learning in rural areas of India, Gujarat in particular:** There are many researches that have been conducted in the area of e-learning in various sectors such as corporate sector, business sector as well as in education sectors. As far as international researches are concerned, researches on e-learning are carried out both in urban and rural areas. However, in India, most of the studies are confined to urban areas. This indicates a comparatively less number of researches are focusing on rural areas. The present research has been conducted in the rural area of Gujarat, a state of India. Such location of conducting research is naturally bound to encounter certain roadblocks in executing the e-learning study smoothly due to poor infrastructure and facility available. Despite of these limitations, a research in rural area would significantly help the technology deprived rural learners to get equal opportunities and benefits of e-learning like

the mainstream urban learners. Hence, the researcher has challenged the limitations and conducted the present study beyond its comfort zone.

➤ **Purely Textbook Based E-learning Program:** The e-learning program of most of the researches focusing on developing and implementing e-learning program are based on comprehensive selection of topics, theme, or components on the basis of the needs of the learners. There are more rooms of flexibility in selection of the e-content and activities. The e-learning program of the present study has been prepared to teach the VIII Standard English textbook (ESL) prescribed and published by GCERT. The researcher has made sure that the content of the program be strictly followed from the textbook and also the activities given in the textbook are presented in its real form without neglecting the principle of e-learning material development. This makes the research innovative and constructive since it can help thousands of teachers of English who are teaching the textbook in the class in the traditional manner.

➤ **E-learning in Upper Primary Level, India in particular:** Majority of the existing researchers in e-learning have been carried out at the secondary, college and university level of education. Negligible numbers of e-learning researches have been conducted at the upper primary level of education. Thus, the present study would be a significant contribution in the field of e-learning researches.

1.18 Recommendations for Further Researches

➤ This study is limited to 8 standard ESL learners of Gujarat. The similar type of research can be undertaken focusing on other levels of primary and secondary education.

➤ This e-learning program was classroom based. In future research projects can be taken upon providing online learning platforms to ESL learners.

➢ Extensive research can be undertaken up based on the quality and the authenticity of the available Android mobile English language applications, free e-learning Web portals and other open source and paid educational software tools.

➢ The same method of research can be implemented to experiment the applicability of the method in enriching other fields of knowledge like social sciences, mathematics and the like.

➢ The same method of research can be implemented to experiment the applicability of the method in teaching Science at various levels of primary, upper primary and secondary education.

➢ The same method of research can be implemented to experiment the applicability of the method in teaching Mathematics at various levels of primary, upper primary and secondary education.

➢ The same method of research can be implemented to experiment the applicability of the method in teaching Social Sciences at various levels of primary, upper primary and secondary education.

➢ Development of training module for lower primary, upper primary and secondary teachers can be a good experiment to enhance knowledge of teachers to facilitate e-learning.

➢ There should be a study on the complexity of issues and practices that impact the ESL learners' experiences in the e-learning classroom program.

➢ There should be research on the teacher's responsiveness to ESL learner's learning process and their apprehensions.

➢ There should be a study on establishing different criteria of accrediting the e-learning from the traditional method of teaching.

1.19 Researcher's Experience

Prior to the program, the researcher observed that majority of the learners, wherein half of them were a native of Bihar, were unable to speak and read English properly. Changes could be seen among the learners during the program. Some of them started using the English in the classroom as well as during their recess hour. They even tried their best to communicate with the researcher using the English language in a normal situation outside the classroom environment.

By completion of the program, the researcher could vividly mark the positive transition that each of the learners had made. Mostly all of them had built their confidence in learning and listening to the English language as a result of their participation in the E-learning program. Some of them personally approached the researcher after the -e-learning program and showed interest to learn the English language further with the same type of ICT tools.

The researcher earned a lifelong learning experience from the present study. It was difficult to find a way to overcome the challenges of poor infrastructure and facility to some extent and to conduct the try-out. The experience and insights the researcher gained while teaching the apprehensive young learners who barely speak fluent English gave new dimensions to perceive such classrooms learning from a perspective of an investigator to lead to a foray into unknown research area.