



A STUDY ON THE E-LEARNING PRACTICE AMONG SECONDARY HIGHER EDUCATION STUDENTS IN MYSORE.

Santhosha. A. B

Research Scholars, (EMRC), University of Mysore.

ABSTRACT

Today's world is technology driven and the younger generations are utilizing the best benefits out of it in the form of online education. The concept of E-learning is very broad. It was coined in late 90s as the technological enhanced learning mechanism through Internet. E-learning is the use of technology to enable people to learn anytime and anywhere. As we all know language plays an important role in our personality development and English as a global language has a predominant position in all fields. This paper analyses the current e-learning procedure and talks about using the e-platform how the students are acquiring the language skills to develop their personality and how success is this new technology has helped them.

KEYWORDS : ICT, e-learning

INTRODUCTION

E-learning is the use of technology to enable people to learn anytime and anywhere. People learn in many different ways and at different times. Variety of e-learning delivery methods are adopted today all over the world. E-learning will be the current and next generation learning methodology to be adopted by all academic systems. The open source multimedia learning modules are created and deployed on the internet for wider usage. Among these e-learning modules, Functional English, Business English and Spoken English are the most widely wanted e-contents all over the world. Development of audio-video based lectures for common understanding of functional English involves the process as like content mapping, instructional design, selection of illustrative examples and the method of delivering the content, with a variety of learning styles, and multimedia applications. The present study evaluates the application of multimedia for e-learning with special reference to English language teaching in Karnataka State

Review of Literature

E-learning models and contents are subjected to scientific evaluation. This subject has been evaluated with a view to assess the strengths, weaknesses, opportunities and threats. The role for technology involved a simulation of a process and the automatic presentation of problems that were carefully graded in difficulty. However, a few models have been selected for evaluation leading to researcher's CMC-ELT Blended model.

Salmon (2004) introduced a five-stage model for fully online teaching and learning. The model describes how to motivate online participation of students, to build learning through online tasks which he termed as e-trinities, and to pace learning through various training stages. First stage describes prerequisite of the course and induction of participants, second stage guides individuals establishing their online identities, third stage exchanges students' information, fourth stage initiates course-related discussions, and fifth stage, real reflection and personal development occur in the achievement of goals.

The UK Open University (2004) initiated a VLE project because of its distance education mode of operation, a number of large-scale systems had been developed prior to the advent of VLEs. The tools it already possessed were; discussion and conferencing, authentication, template driven content delivery, blogging, audio conferencing, assignment handling and assessment. The UKOU developed an e-learning strategy which had direct resonance with the VLE project.

The Open Course Ware (2006) initiative at the Massachusetts Institute for Technology (US) aims to put all its educational materials online: course outlines, syllabi and activities, book lists and assessment exercises. open access approach to learning materials. The model provides the benefits of open access for all to education around the world.

The Educational Management Action Research (EMAR) model is based on initial framework proposed by Goodyear and Khakhar (McPherson and Nunes, 2004: 28) as a first attempt to build a general action research management framework. Action research cycle comprises Diagnosis (data gathering, analysis and representation), Action Planning, Action Taking, and Action Evaluation. Here diagnosis is the identification of a learning need that requires development or improvement of a particular course. The review of literature reveals that not many scientific evaluations are carried out in India and abroad on the subject concerned.

Social Significance of the Study

There are two major methods of e-learning as Asynchronous e-learning and Synchronous e-learning. The asynchronous e-learning method involves self-paced courses and discussion groups. The Synchronous e-learning method involves audio-video conferencing, chatting, sharing of white boards, virtual classroom and instant messaging. Self-paced courses are the basic modules of e-learning adopted in several parts of the world, for teaching English language.

According to Sloan Foundation Reports, there has been an increase of around 12-14% per year on average enrolments observed for fully online learning during the last 6 years, in the post-secondary system of education in developed nations. This will penetrate into the developing nations gradually. Many for-profit organizations offer courses through on-line methods there are institutions and NGO'S who also offer on-line courses free-of-cost for the benefit of open learners.

Computer-based, Web-based and mobile-based learning will be the 3 major modes of teaching-learning. there are two decades classroom 2.0 and e-learning 2.0 are the computer supported collaborative learning (CSCL) service available today. Mobile Assisted Language Learning (MALL) is the use of handheld computer in all phones used to assist in Language learning. There are lot of issues related to learning styles, instructional design strategies, application of multimedia elements and delivery of contents in these e-learning programmes. Though quite a lot of studies have been carried out on different areas of e-learning, LMS, CMS and virtual Learning Environment, no systematic analysis has been done on any of the available portals offering on-line modules for learning a common subject like English language and its use.

In recent years, the speedy, effective and global communication of knowledge has created a new foundation for co-operation and teamwork, both nationally and internationally. The development of multimedia teaching and learning resources has always been integral to education and training, largely the domain of teachers. Multimedia video tutorial combines five basic types of media into the learning environment: text, video, sound, graphics and animation, thus providing a powerful new tool for education.

Hence, this study aims to analysis of Learning styles, Instructional Design Patterns, Multimedia Applications and user response on selected e-learning portals deployed for English Language Teaching. The review of literature clearly indicates that adequate scientific investigations are no carried out in India on this subject of research. There is growing recognition in India and other countries about the professional significance of application of multimedia for e-learning with special reference to English language teaching.

The basic purpose of this study is to find out the A-Choice Review Analysis of Multimedia Applications in e-learning portals of English Language Teaching. To determine how efficiently the students are utilizing the open source e-learning portals of English video tutorials. To determine the merits and demerits of the open source video lessons and to investigates the possibility of adding new standards to the current ones to make it more familiar among the degree college students.

Objectives of the Study

1. To know the various learning media options available in English language learning among students.
2. To identify the best source of learning method (traditional or e-learning)
3. To identify the multimedia tools the students, adopt.
4. To examine the frequency of application of multi-media.

To design the most appropriate model for application of multimedia elements in E-learning

Statement of Problem:

Does E-learning will be the future generation learning methodology adopted in academic system.

Research Method

The study was conducted on the basis of survey research method, confined to area restricted to Mysore district of Karnataka state. The questionnaire was primary tools of data collection. Random sampling was be used for the study, from these two colleges. About 100 respondents was being approached for primary data collection. Suitable statistical tool was being considered for scientific analysis of data.

The Study was collected by using questionnaire method in Mysore city. Although having large population size of the city, sample size preferred was 100 and data was collected in the between August and November 2018.

Scope of the Study:

The study consists of 100 respondents as a sample size for data collection and the age group for the study was 18yrs to 20 yrs. of students in Mysore district of Karnataka state.

Research Methodology:

The Sampling area: Mysore city

The Sampling size: 100

The Sampling age group: 18yrs to 20 yrs

The Sampling Education: Secondary Students

Primary data collection:

Face to face communication

Secondary data collection:

Internet, Multimedia, Books,

Data Analysis and Interpretation:

1) Respondents gender

GENDER	Yes	% age	No	% age	Total	% age
Male	44%		26%		70%	
Female	16%		14%		30%	
Transgender	0%		0%		0%	
Total	60%		40%		100%	

The above table 1: shows the distribution of gender and age group, the respondents under the study, it is found from the above table that more respondents are male (70%), and less were female (30%).

Respondents age group

Age	% age
>18	68%
>19	32%
Total	100%

The above table 2: deals about the respondent's age group, the majority (68%) of respondents were of age group of more than 18 and within 19. But minority of respondents (32%) were above 19 and within 20 age group.

3) Respondents education qualification

Respondents Education qualification	11th	12th
	% age	% age
Male	42%	28%
Female	18%	12%
Transgender	0%	0%
Total	60%	40%

The above table 3: shows the educational qualification of the respondents, the majority respondents were (60%) from the 11th and 12th standard were 40%.

4) Respondents best source of learning method

Respondents best source of learning method	Male	Female
	%age	%age
Traditional	24%	18%
e-learning	76%	82%
Total	100%	

The above table 4: shows the respondents source of learning method, the majority respondents preferred e-learning i.e.; male (76%) and female 82% and only 24% male, 18% female preferred traditional learning pattern.

5) Respondents having computer/ smart mobile.

Respondents having	Male		Female		Total
	Yes	No	Yes	No	%age
Computer	52%	0%	34%	2%	88%
Smart Mobile	8%	0%	4%	0%	12%
Total	60%		40%		100%

The above table 5: demonstrate that respondents having computer sets/smart mobile at their home, where (88%) of respondents are using computer set at their home. Out of which majority 52% use computer and 8% use smart phone. Over all (12%) are using smart mobile and just 4% don't use by females.

6) Do respondents preferring to watch e-content on academic subject.

Respondents preferring to watch e-content	Male		Female		Total
	Yes	No	Yes	No	%age
	33%	27%	36%	4%	100%
Total	60%		40%		100%

The above table 6: explains about respondents prefer to watch e-content, the more no of respondents 69% of them prefer to watch e-content, and very less no of respondents 31% do not prefer to watch.

7) Respondents prefer place to watch e-content.

Respondents prefer place to watch e-content	Male	Female	Total
	Yes	Yes	%age
Home	19%	23%	42
Other's	06%	08%	14
College	08%	05%	13
Total	33%	36%	69%

The above table 7: indicated about the respondents prefer place to watch e-content Programme, the majority (42%) of respondents prefer to watch at home and minority of respondents 14%) prefer to watch at other place followed by 13% in college, remaining 31% of respondents agree they prefer to watch soap operas and film-based content.

8) Respondents preferred company to watch.

Respondents prefer company to watch e-content	Male	Female	Total
	%age	%age	%age
Parents	14%	8%	22%
Friends	24%	14%	38%
Relatives of same age (Children's)	10%	12%	22%
Alone	12%	6%	18%
Total	60%	40%	100%

The above table 8: shows the respondents prefer the company to watch e-content more (38%) no of respondents prefer to watch with their friends. the equal no of respondents prefers to watch with parents and the same age group kids of relatives. Least (18%) no of respondents prefer to watch in isolation.

9) Respondents prefer to watch.

Prefer to watch	Male	Female	Total
	%age	%age	%age
Traditional(written board)	16%	14%	30%
Cartoon puppet	0	2%	2%
2D/3D	44%	24%	68%
Total	60%	40%	100%

The above table 9: demonstrate the respondents prefer to watch the type of animation programmes with e-content, the large group 68% of them prefer to watch 2D/3D types of animation programme. The less no of respondents like puppet type of shows.

Respondents factor of multimedia tool to watch in e-content

Respondents prefer to watch	Male	Female	Total
	%age	%age	%age
Narration based	18%	6%	24%
Video	28%	30%	58%
Normal voice-over	12%	2%	14%
Music	2%	2%	4%
Total	60%	40%	100%

The above table 10: deals about the respondent's first interest to view factor of multimedia tool, the more (58%) no of respondents prefer to watch video. Followed by narration based (24%), normal voice over (14%) and others music (4%).

Respondents ranking shows on the e-media

Respondents ranking on media platform	Male	Female
	Ranking no	Ranking no
YouTube	1	2
Web-portals	2	1
WhatsApp	3	3
Radio	5	5
Television	4	4

The above table 11: deals about the respondent's ranking the e-content related programmes on various e-media platforms, the respondents from male ranked 1st as YouTube and last as radio among the females 1st is web portals and least is radio.

12) Respondents frequency of viewing

Respondents frequency of usage	Male (N=60)	Female (N=40)	Total
	%age	%age	%age
Daily	24%	20%	44%
Weekly	54%	36%	90%
Monthly	22%	44%	74%

The above table 12: indicates about the respondent's frequency of viewing, the large (90%) no of respondents like watch weekly. 74% of them are interested to watch monthly and 44% like to watch daily.

13) Respondents Language Preference

Respondents frequency of usage	Male (N=60)	Female (N=40)
	%age	%age
Kannada	13 %	36%
English	87%	61%
Hindi	00%	03%
Total	100%	

The above table 13, indicates about the respondent's language preference. It was found that interestingly more than 60% choose the English and less of them chose Kannada followed by 3% Hindi.

Respondents prefer time to watch

Prefer time to watch	Male		Female		Total	
	Yes	No	Yes	No	Yes	No
Morning	4%	56%	2%	83%	6%	94%
Evening	52%	8%	32%	8%	84%	16%
Late night	16%	44%	40%	0%	56%	44%

The above table 14: shows about the respondent's prefer time to watch e-content, majority (84%) prefer to watch e-content in the evening, followed by 56% late night and 6% of them like to watch morning.

Respondent's frequency of watching in hours

Respondents frequency of watching in hours	Male %age	Female %age	Total %age
>1hrs	16%	14%	30%
2hrs	34%	24%	58%
3hrs	6%	2%	8%
<3hrs	4%	0%	4%
Total	60%	40%	100%

The above table 15: It is observed from the above table 15: that the respondent's frequency of watching e-content. The large no of respondents (58%) watch more than 2hrs and less no (4%) of respondents watch more than 3hrs.

16) Respondent's favored subject

Respondents favored subject	Male N=60	Female N=40
	%age	%age
Language	56%	30%
Arts	46%	26%
Science	60%	36%
Commerce	4%	2%
GK	36%	26%

The above table 16: shows the respondents favored subject, the large groups from male prefer science 60% followed language and from female 36% science followed by language, Arts and General knowledge.

Findings:

- The majority respondents preferred e-learning ie; male (76%) and female 82% and only 24% male, 18% female preferred traditional learning pattern.
- The majority respondents 52% use computer setup.
- The majority (42%) of respondents prefer to watch at home
- (38%) no of respondents prefer to watch with their friends.
- The large no of respondents (58%) watch more than 2hrs
- Majority (84%) prefer to watch e-content in the evening
- (90%) no of respondents like watch weekly.

CONCLUSION:

E-learning refers to learning supported by electronic media. e-learning is a means of education that incorporates self-motivation,

communication, efficiency, and technology. The world is ruled by multimedia in one or the other way either in print media or in e-media. In India, the animation industry has achieved a boom growth from past one and half decade and is entertaining us on screen. The students who used to spend their time in library searching for information in books and journals can now a days, use search engines and figure out the web sites for the information needed, thus making information sharing a very easy task.

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