

## **Effectiveness of E- Learning and Multi-Media Teaching over the Traditional Teaching**

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### **Abstract**

Use of computers and new technologies have become a crucial part of learning as well as teaching. E-learning today has been a key factor in various industries and teaching is one among them; especially teaching language. E-learning has redefined some strategies and concepts of teaching that have enabled the teaching community to perform better. The following research paper will talk about how e-learning courses have redefined the language teaching practices. This study aims at introducing the new methods of teaching along with the traditional method of teaching and to analyses to what extent the language aptitude of students differ with the change in teaching method by the use of E-learning strategies. The achievement of students will also be analyzed. This study would concentrate on the modification and the reforms for the utilization of technology in the education. By using the latest techniques and methods the investigator intends to assess the level of motivation in students also.

**Keywords:** [Education, e-learning, interest of students, teaching, technology]

### **Introduction**

E-Learning or technology in learning has become a buzz in the education industry and today it caters to the needs of modern-day learners. Infusing technologies in classroom learning have added to stimulus and enhanced learner's interaction within the classroom. E-Learning has a vast presence in almost every field. Language teaching is one such field where technology has taken over and improved the ways of learning. For example, in the English language. Teachers today use different techniques like movie-clippings, advertisements, commentaries, dramatics and more. Not only it makes the session much more interesting than the old book style teaching but also keeps the learner attentive during the class. E-learning has also changed the perspective of distance learning. The modernization lets the students be equally interactive like someone present physically. Language teaching has evolved over the centuries. Earlier the language was taught as a subject rather than developing a skill. The methods used then ignored the development of oral proficiency of the learners.

There are three methods of Teaching

#### **Traditional Teaching**

Traditionally classroom situation is teachers stand in front of the students, giving

explanations, informing, and instructing. They usually use chalk to write something on the blackboard. Traditional classrooms have different settings from the multimedia classrooms. Students seat in rows and a chalkboard in the front. The teacher is standing in front of the class giving a lecture. Compared with traditional classrooms, multimedia classrooms setting differ greatly from traditional classrooms. Traditional classrooms have the seats in rows and a chalkboard in the front. In the multimedia classrooms, students 'seat can be modified according to the situation needed.

#### **Reciprocal Teaching**

RPT is an instructional method that involves guided practice of reading comprehension. In this method, the teacher's role is to provide medaling, scaffolding, feedback and explanation for the students. Both the teacher and the students cooperate in making the efforts of understanding the material that is being taught. The invention of this method (Palinskar & Brown) have suggested strategies to conduct the method in classroom as summarizing, questioning, classifying and predicting. The purpose of Reciprocal Teaching Method is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text. Palinskar (1986) describes the concept that "Reciprocal teaching refers to an instructional

activity that takes place in the form of a dialogue between teachers and students regarding segments of text, the dialogue is structured by the use of four strategies.

### **Multi-Media Teaching**

The use of electronic devices, audio-visual aids, print media, and smart class rooms, animation while teaching is called Multi-media teaching method. This is the most advanced teaching method now a days. We can also use both hardware and software technology in such a teaching method. The population of student learning English as a foreign language has been steadily increasing from year to year. To succeed in college, these students must develop not only linguistics, but also academic skills. These skills involve using English to acquire and articulate knowledge by reading academic texts, writing acceptable academic prose, conducting and reporting research.

### **Significance of the Study**

This study deals with the effectiveness of Multi-media and Reciprocal teaching over Traditional teaching method in the milieu of language aptitude of students of both private and government school students. The study also emphasizes the difference in the language aptitude of Male/Female students so that the usage of technology in the teaching- learning process will help in choosing the suitable teaching-learning strategies. Review of Literature

A familiarity with literature in any problem area helps the students to discover what is already known what others have attempted to find out, what methods of attack have been promising and disappointing and what problems remain to be solved (Best and Kahn).

Chakraborty (1978) conducted an enquiry in to the strategies of classroom teaching and concluded that questioning - answering by using behavioral objectives turned out to be more effective for better retention level.

Ede (2002) defined instructional materials as all resources within the reach of the teacher and the learners which are employed to facilitate teaching and learning. They are media which promotes perceptions, understand transfer of knowledge and retention of ideas. They expressed that all these together assist the

students in acquiring clear concepts of subject matter. Moreover they can provide security for the teacher who is not prepared and an escape hatch for one who is instructing outside his field of specialization.

Nicholls and Raw (2003) examined that how Instructional materials print and non-print items that are designed to impart information to students in the educational process. It includes items such as kits, textbooks, magazines, newspapers, pictures, recordings, slides, transparencies, videos, video discs, workbooks, and electronic media but it is not limited to music, movies, radio, software, CD-ROMs, and 40 online services. Instructional material plays a very important role in the teaching-learning process than the traditional mode of teaching and also enhances the memory level of the students.

Viggiano (2005) studied that the Computer assisted instruction is a most popular and most effective method of learning and teaching. It is a set of programming instructions which is used in instructional process to develop certain skills for the students 'mastery over the subject content. So this develops ability to work themselves by using various strategies than the traditional mode of teaching.

### **E-Learning Tools and their Use in Language Teaching**

A diverse range of technological tools that can be used by capable teachers to enhance learning and teaching situations. These tools make learning more interesting, interactive, meaningful and stimulating for the students. These tools are powerful as they are capable of bringing a change and reform traditional forms of learning. Internet, YouTube, Skype, Twitter, Smart-boards, Blogs and Podcasting are some of the successful tools that have changed the way language is taught.

### **Advantages of online education.**

- Accessibility: Attend online classes from anywhere.
- Flexibility: You are not tied to the class schedule and work when it makes sense for you at any part of the day.
- Interpersonal: Your peers will include students all over the country and even the world.
- Cost: It does not require that you relocate to a new place or that you forgo full time work.

### **Documentation**

Documents and line discussion are all achieved and recorded so that they can be retrieved via e-mail or institution website for reading, downloading and printing

### **Types of e-learning Synchronous e-learning**

This type of e-learning requires learners and instructors to communicate online at the same time from different places. This type of e-learning needs modern equipment's and good network connection. However, it has the advantage of immediate feedback and live online interaction. To conduct the synchronous E-learning, there are a number of tools that could be used such as video conferencing, audio conferencing, chat rooms, and white board

### **Asynchronous e-learning**

This type of e-learning does not require students and teachers to be online at the same time. The advantage of asynchronous e-learning is that the student will be able to choose the suitable time for his study and helps him to learn at his own pace. On the other hand, with this type of e-learning students will be unable to get immediate feedback from the instructor and will be more isolated than synchronous e-learning. But in both types of e-learning the students need to be motivated for learning in order to overcome the negative effects of the separation from one another, and from their instructor. A number of tools could be used to conduct asynchronous e-learning such as e-mail and discussion boards

**Statement of the Problem**  
The purpose of the study is to find out the impact of e-learning on language development. English learning at higher level is not at a very satisfactory level. There is an urgency to help the learners to be proficient in English. This has an influence on the learners to compete with others in all spheres of life. The statement of problem is: Effectiveness of E- Learning and Multi-Media Teaching over the Traditional Teaching

### **Research Hypotheses**

On the basis of review of literature following hypotheses has been framed:

- There may exist the significant effect of Multi-media teaching on the language aptitude of students as compared to Traditional teaching.
- There may exist the significant effect of Reciprocal teaching on the language aptitude of

students as compared to Traditional teaching.

- There may exist the significant difference in the Multi-media and Reciprocal teaching.
- There may exist no difference in the language aptitude of Male and Female students of both Government and Private Schools.
- There may exist no difference in the language aptitude of Private and Government school students.

### **Objectives**

- To find the efficacy of teaching English language through the usage of multi-media techniques.
- To underline the importance of a reciprocal i.e. an interactive method of teaching over the traditional mode of teaching.
- To find Multi-media teaching is better than Reciprocal teaching.
- To evaluate the difference in the language aptitude of Private and Government school students.
- To evaluate the difference in the language aptitude of Male and Female.

### **Design of the Study**

This study is conducted to experimental design and focused on the effectiveness of multi- media and reciprocal teaching over traditional teaching method in the milieu of language aptitude of students of both urban and rural areas, language aptitude of both private and government school students, the difference in the language aptitude of Male/Female students and the usage of technology in the teaching learning problem helps in choosing the suitable teaching-learning strategies

### **Sample**

Pre-Test and Post-Test were administered on 90 students of Government and Private schools . Proper emphasis was given to type of school and gender. The students of VIII Standard are taken for the study in which 45 students are of Government School and 45 are of Private School. Out of which half are girls and another half are boys for each school.

### **Research Tools:**

1. Self-Prepared Questionnaire to assess the language aptitude of students.
2. Self-Prepared Multi-Media Package.

### **Statistical Techniques Used**

The Data was analyzed using statistical techniques like mean, standard deviation and 't' test.

### Statistical Data and Findings

The tables below show the main data collected in the schools from both urban and rural schools with the diversification of male female and government and private schools.

### Comparison in the Traditional Teaching and Reciprocal Type of Teaching Methods in Government School

| Type of Tests | Traditional Teaching Method | Reciprocal Teaching Method | t-Value |       |         |
|---------------|-----------------------------|----------------------------|---------|-------|---------|
| Pre Test      | MEAN                        | SD                         | MEAN    | SD    |         |
|               | 38.46                       | 8.98                       | 36.53   | 14.05 | 0.34*   |
| Post Test     | 41.53                       | 7.74                       | 59.61   | 16.88 | 0.0009* |

From the above table it is evidently seen that two methods of teaching have been compared Traditional and Reciprocal Teaching Method. In case of Traditional teaching method the mean of pre-test came out to be 38.46 on the other hand the mean of Reciprocal Teaching is 36.53. While in the post tests the mean came out Traditional Teaching 41.53 and of Reciprocal Teaching 59.61. The pre-test of SD of traditional method turned out 8.98 and of Reciprocal Teaching 14.05. The SD of posttest of traditional method turned out to be 7.74 and of Reciprocal Teaching 16.88. The t-value of the pretests of both the teaching methods Traditional and Reciprocal Teaching came 0.34 and of post-tests 0.0009. Both t- values are insignificant at both levels. It means that both teaching methods do not differ much from each other.

### Comparison in the Traditional and Multimedia Type of Teaching in Government School

| Type of Test | Traditional Teaching | Multi-media Teaching | t-Value |       |       |
|--------------|----------------------|----------------------|---------|-------|-------|
|              | MEAN                 | SD                   | MEAN    | SD    |       |
| Pre Test     | 38.46                | 8.98                 | 35.38   | 11.98 | 0.23* |
| Post Test    | 41.53                | 7.74                 | 75.76   | 14.55 | 1.10* |

In the above table we can see that we have

compared two methods of teaching Traditional and Multi-media teaching methods and applied t-value on these methods. In Traditional teaching method the mean of pre-test came out 38.46 and of Multi-media 35.38. And in the post test the mean came out 41.53 and of Multi-media 75.76. . The pretest of SD of traditional method is 8.98 and of multi-media teaching method turned out 11.98. And the post-test of SD of traditional method turned out 7.74 and of multi-media 14.55. The T- value of the pre-tests of both the teaching methods Traditional and Multimedia teaching methods came .23 and of post-tests 1.10. The t-value of Pre-test of both methods is insignificant at both levels and of Posttest it is significant at .05 level. It means that Multi-media teaching method is far better than Traditional teaching method in Government School.

### Comparison of Males and Females in Traditional Teaching Method in Government School.

| Type of Test | Traditional Teaching | Reciprocal Teaching | t- value |          |         |
|--------------|----------------------|---------------------|----------|----------|---------|
|              | Mean                 | SD                  | Mean     | SD       |         |
| Pre-Test     | 48.84615             | 6.81721             | 51.92308 | 11.99626 | 0.21*   |
| Post-Test    | 53.84                | 8.93351             | 68.84615 | 12.27359 | 0.0007* |

This table is based upon Pre-Test and Post-Test of Traditional teaching method on the basis of

|        | Traditional Teaching Method |         |           |         |      |      |
|--------|-----------------------------|---------|-----------|---------|------|------|
| Gender | Pre- Test                   | t- test | Post Test | t- test |      |      |
|        | Mean                        | SD      |           | Mean    | SD   |      |
| Male   | 43.8                        | 12.5    | .12*      | 46.3    | 11.1 | .10* |
| Female | 35.8                        | 7.36    |           | 39.17   | 5.84 |      |

gender in Government Middle School. In the Traditional Teaching Method we can see that in Pre-Test the mean of males came out 43.8 and of females 35.8 and in Post- Test it became 46.3 of males and 39.17 of females. The SD in Pre-test turned out 12.5 of males and 7.36 of females and in Post-test it is 11.1 in male and 5.84 in females. The t- value of this method of Pre-Test came out .12 and of Post-test .10. Both t values are insignificant so it means that males and females of Government School do not differ in their mean difference in both types of tests Pre Test and

Post-Test in case of Traditional method of teaching.

### **Testing of Hypotheses**

On the basis of review of literature following hypotheses has been framed:

- I. It is concluded that the Multi-media teaching is far better than Traditional mode of teaching and there exists the significant effect of Multi-media teaching on the language aptitude of students as compared to Traditional teaching. So hypothesis 1 that "There may exist the significant effect of Multi-media teaching on the language aptitude of students as compared to Traditional teaching" is fully accepted.
- II. It is concluded that Reciprocal teaching is far better than Traditional mode of teaching and there exist the significant effect of Reciprocal teaching on the language aptitude of students as compared to Traditional teaching so the Hypothesis 2 that "There may exist the significant effect of Reciprocal teaching on the language aptitude of students as compared to Traditional teaching" is also fully accepted.
- III. In some schools Multi-media teaching proved better than Reciprocal teaching method so the Hypothesis 3 that "Multimedia teaching may be better than Reciprocal teaching" is also fully accepted.
- IV. It is concluded that Males scored better than Females in Government and Private Schools than Females so the Hypothesis 4 that "There may exist no difference in the language aptitude of Male and Female students of both Government and Private Schools" is rejected.
- V. It is concluded that there is no difference in the language aptitude of both Private and Government Schools in comparing teaching methods so the hypothesis 5 that "There may exist no difference in the language aptitude of Private and Government school students" is fully accepted.

### **Conclusion**

The efforts of teachers and technology combined to improve the quality of education and learning attempts to emphasize a number of advantages. Though the use of e-learning is growing in

language teaching, there are still certain drawbacks attached to it. Advancement in E-learning extends further possibilities of learning going beyond traditional way of teaching. Easy access to materials, flexible space, time and pace of study and immediate feedback are some of the advantages that make language learning a fun thing to go. Also, introduction to online teaching adds to the enrichment of learning a foreign language. Overall the advantages are numerous. But talking about the other side, there are some drawbacks that can keep the traditional method at an edge. The creation, preparation and uploading of the material is time-consuming and requires the teachers to put in a little extra effort that is required in the traditional methods of teaching.

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