

Integrating E-Learning with English Language Learning

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INTRODUCTION

A. INTRODUCTION

The emergence of English as a global language has created great impact especially with the youth on the lookout for suitable professions to match educational qualifications. At a time when e – Learning has become popular and effective, young learners fascinated by new technology, do not appear stimulated enough to make use of it in improving language skills. With computer literacy among Sri Lankans in the ascension, this study reveals how new technology can be used constructively to upgrade English Language proficiency, basically among young adults.

The main objective of this study is to mitigate crucial issues undergraduates face with the learning of English, such as inhibition, lack of exposure, cultural barriers etc and to build up confidence in using the English Language through e-learning. It is also expected to analyze the factors which affect negatively towards implementation of e- learning and thereby suggest recommendations for improvement. Thus e-learning is considered appropriate to be integrated within second language learning as a resolution to overcome the attested fallacy created among these young learners.

B. E-LEARNING

E-learning refers to use of electronic media and Information and Communication Technologies (ICT) in education and is broadly inclusive of all forms of educational technology which has become highly effective especially in language learning situations because these methods inspire learners towards self-regulated learning in stress free situations.

C. ADVANTAGES OF E – LEARNING

- Flexibility, Accessibility, Convenience
- Cross- platform Support
- Inexpensive Worldwide Distribution
- Ease of Updates
- Saving in Travel Cost and Time
- Self paced learning
- Creating stress free learning environment
- Creating learner autonomy

D. BARRIERS TO E- LEARNING IN DEVELOPING COUNTRIES

- Organizational issues
- Economic issues
- Technological issues
- Pedagogical issues
- Social and cultural issues

E. RESULTS/DISCUSSION

A mixed sample of 125 undergraduates with varying socio-demographic factors drawn from both conventional and private universities in Sri Lanka formed the sample for qualitative evidence with a questionnaire being used as the instrument for data collection. Initially the sample was provided with the necessary skills to use a computer effectively for learning purposes. Then a pre-test covering all language skills; speaking, listening, reading and writing was administered followed by a post – test on completion of applying e- learning methods which resulted in an overall increase ranging from 10%-20% in comparison with the earlier results.

Overall, incorporating academically recognised e-learning modes like Skype technology, English films with subtitles, creating blogs including their own poems, short stories etc, writing e mails promoted interactive, stress free English Language learning.

F. CONCLUSION

On the basis of the findings, it is highly recommended that e-learning should be incorporated into teaching and learning the English Language especially among Sri Lankan undergraduates due to its proven efficacy in promoting more interest towards betterment.

G. ACKNOWLEDGEMENT

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