

## **CHAPTER V**

### **Conclusion and Suggestions**

## Major findings of the study

- It was observed that the major problems students face while learning Tenses or any other part of grammar, they find it difficult to remember the rules. Visualisation of the rules into Easy-To-Follow and easy-to-understand graphics helps them retain the rules in their memory.
- Another observation was that students find traditional classrooms dull and monotonous. This showed true even for the teachers. E-content, due to its dynamic nature, provides a fun and diverse learning opportunity which suits every learner's diverse range of learning needs.
- E-content helped improve the overall class performance and enabled proper understanding of themes
- The Internet was a bane for learners that, with proper administration, can be greatly beneficial.
- Teaching-Learning through e-content in the classroom and beyond leads to a significant drop in the low scores or 'fail-scores' of the students.
- The investigation and the experiment also showed that there was a rise in the number of toppers in the class.
- There was also a drastic drop in stress and disinterest among the pupils and a phenomenal rise in enthusiasm and confidence among the pupils.
- It is important for teachers to not only know the ropes of e-teaching and e-learning, but also be proficient in the same, while maintaining health measures. Keeping the diverse and dynamic psychology of the current internet generation is crucial in this era of education.

# To Sum It Up

## Introduction:

Electronic content (e-content), also called digital content, is that content or information distributed through a network-based electronic device or provided through a computer network like the Internet. E-content has drifted the method of learning imparted to the students. The concept of e-learning is for the learners to obtain diplomas without absorbing personal achievements, basic school education or actually attending school, university or other educational institution. E-content can be created in a variety of ways by using variety of tools and software. E-content development combines Content Management System (CMS) and Learning Management System (LMS).

## Research Questions:

- What are the opinions of teachers and students of class 7 regarding online learning they are exposed to?
- Are the students of class 7 motivated to learn through e-content?
- Are the teachers motivated to teach the students through e-learning?
- Are the students involved in any malpractices while engaging in online activities?
- Do all students have access to Internet connection?
- Is E-learning in teaching English effective?
- How effective is e content for Subject of English in class 7?

## Objectives:

This study aims at:

- To find out effectiveness of E-content in English in class 7

- To understand the current state of e-teaching /e- learning of students in the English.
- To identify the areas of strengths and weaknesses of e-learning.
- To provide suggestions and recommendations depending on the results.

### **Hypothesis:**

- The students of class 7 who learn using e-content learn better than students who learn without e-content.
- The Students of class 7 do respond well to the test after they are taught using e-content.
- The students of class 7 are motivated to learn through e-content after the treatment takes place.
- The teachers are motivated to teach the students through e-contents after treatment takes place.
- Better Internet connection ensures better e-content and better student response.
- Most students have access to internet connection.
- E-learning in teaching English is effective.

### **Methodology:**

#### **TYPE OF STUDY:**

Experimental Research

#### **DATA COLLECTION:**

The students will be administered to learning without e-content after which an achievement test will be conducted. Then the students will be administered to learning using e-content after which another test will be conducted. The

previous and latter test results would help determine how effective e-contents were for the class.

#### **UNIVERSE OF THE STUDY:**

The objectives of the research required the study of students of class 7<sup>th</sup>. For the students, universe was comprised of all the students of class 7<sup>th</sup> from Carmel Convent School, Ratanpur, Bhopal in the state of Madhya Pradesh.

#### **Sample and Design:**

Students of Carmel Convent School, Bhopal, from class 7 were samples of the study.

- **SELECTION OF THE SAMPLE :**

Students from class 7 of a random school were selected as samples of the study, as it is around this age that they are exposed to the Internet and its wonders, in leisure and in education alike.

- **Treatment:**

The students of were taught without E-content first after which a test was taken. Then they were taught via e-content after which they were again administered to an achievement test.

- **Test:**

An Achievement Test in the subject and Language of English constructed by the investigator was administered to the students twice i.e., before and after the treatment.

## **Tool:**

### **Teaching Learning Materials (TLM):**

TLMs like charts, diagrams, etc. would be used for teaching the subjects of experimental group and TLMs like Audio-Visual aids, PPTs, etc. would be used to teach the subjects of the control group.

### **Achievement Test :**

Learning achievement tests in English developed by the investigator or researcher will be used.

### **Paired t-test by Hand:**

To the paired t-test by hand was used to determine if there is significant difference between the before-treatment test result and after-treatment test result.

## **Variables:**

For the purpose of the present study, various variables are listed below:

### **INDEPENDENT VARIABLES-**

- ***Intelligence:***  
The experiment requires the level of intelligence of the learners to be developed enough to understand, learn and grasp the concept of “Tenses” and be able think about the same in a systematic manner.
- ***Internet:***  
For the experiment group to be taught using e-content, and for conducting the tests, internet connection was required. The smart boards in the classrooms were put to good use.
- ***Student Response:***

The response of the students, or the results of the students' tests is an independent variable.

## **DEPENDENT VARIABLES-**

### ***E-content:***

The electronic content comprised of audio-visual interactive aids, reading and writing materials, etc. , and the mode of instruction ensured that learners used the LSRW skills to learn the Tenses.

### ***Treatment :***

The treatment i.e., that will be given by the researcher and/or teacher to the groups, is an independent variable.

## **Data Analysis:**

Data was analysed based on the relative performance of the learners in both the tests.

## **Finding:**

It was observed that the major problems students face while learning Tenses or any other part of grammar, they find it difficult to remember the rules.

Visualisation of the rules into Easy-To-Follow and easy-to-understand graphics helps them retain the rules in their memory. Another observation was that students find traditional classrooms dull and monotonous. This showed true even for the teachers. E-content, due to its dynamic nature, provides a fun and diverse learning opportunity which suits every learner's diverse range of learning needs. E-content helped improve the overall class performance and

enabled proper understanding of themes. The Internet was a bane for learners that, with proper administration, can be greatly beneficial. Teaching-Learning through e-content in the classroom and beyond leads to a significant drop in the low scores or 'fail-scores' of the students. The investigation and the experiment also showed that there was a rise in the number of toppers in the class. There was also a drastic drop in stress and disinterest among the pupils and a phenomenal rise in enthusiasm and confidence among the pupils. It is important for teachers to not only know the ropes of e-teaching and e-learning, but also be proficient in the same, while maintaining health measures. Keeping the diverse and dynamic psychology of the current internet generation is crucial in this era of education



## Conclusion

We can now safely conclude that E-content in learning English in class 7 is effective. We can also conclude that there is significant difference in the results before and after administering the same. The students were able to experience clarity in concepts and were also able to apply it practically in their daily lives. There was a clear drop in the rate of fails and a drastic rise in the number of toppers. All students passed with good marks in the test. There was a drop in stress levels and students were more confident after learning via e-content. Visual and audio aids are very useful for learners of this age as this is the time when most learners undergo adolescence and their understanding of concepts would also require a new perception and their curiosity would be at its peak. Therefore they would also have many doubts that they may be hesitant to ask. Using a means of learning they are familiar with (in this case, the internet and electronic devices), they feel a sense of familiarity and would ultimately warm up to the learning process. The teacher would also notice how the students pay rapt attention to the knowledge facilitator in these scenarios, which is the basic need for any learning.