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E-Learning English in Practice: Methods, Efficiency, Benefits

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ABSTRACT: The rapid growth of information and computer technologies is the best factor in creating a new education model. At the present time developing and teaching a foreign language in our republic is a great importance when using information and communication computer technologies, multimedia and internet resources, particularly implementation of best foreign practices in e-learning in teaching foreign languages. This paper highlighted using online teaching to improve English language of the students, methods and creating materials of e-learning courses in English, efficiency and benefits of e-learning in every field of education.

KEY WORDS: E-Learning, Web based course, Pedagogical strategy, Methods, Creating materials, Effectiveness, Benefits.

I. INTRODUCTION

In the present time education becomes much more progressed and spread with the times and a contemporary English lesson is a complicated essence, readiness and carrying out of which necessitates teacher's self-improvement, endeavor and creativity. Teaching English language itself corresponds to the current level of technological progress, so the effectiveness of innovational and interactive learning technologies in the classroom is abundantly clear. With the blistering development of science and technology, the emerging and developing of technology and its application to teaching featuring audio visual animation effects comes into full play in English teaching and set a favorable platform to perform and exploration on English teaching model in the present time. With the developing technology education is also developed in high speed. Students who want to learn English fluently go through the internet learning approach as well as use e-learning or online learning education in order to increase their writing and speaking skills. E-learning can help them achieve success in both their professional and personal lives as well as aims to provide an introductory level overview of the e-learning field for students. These days learners are well experienced in the use of various of technological devices as smartphones, text messaging and using the internet so having a share in and directing an online course has become a simple occupation. Applications as messengers, social media and various other means of online communication allow educatees to keep in touch and discuss course related matters, while making sure of a perception of community. In the fast-paced world of e-learning the available technologies to make a course stimulating are always changing, and course content should be updated quickly to give educatees much more latest information. In general, learner considers that traditional learning is expensive, takes a long time and the effects can differ. E-learning offers an innovative and advanced that is faster, cheaper and potentially better. In this paper I would like to highlight the efficiency, advantages of e-learning courses in learning and teaching English language.

II. LITERATURE REVIEW.

Studying and analysing articles of different researches which is published on e-learning and its efficiency and advantages I found the followings to highlight. Several studies indicate that using instructional technology, including the Internet, to complete and augment traditional instruction and learning will lead to effective and innovational learning consequents. The literature studies indicates that online education encompasses a relatively high degree of student interaction and participation when compared to traditional face to face learning. Many authors have found that students who took a e-learning course through an online or technology medium acknowledged that their participation levels increased and were far greater than in a course they took that was offered purely by means of traditional face to face instruction. Today there is a great deal of research on studying and teaching through the use of e-learning. What can be said to characterise e-learning is that it does not require the teacher and student to be in the same physical environment, in a so-called face-to-face situation (Hiltz & Turoff, 2005:)[5]. The concept of e-learning has many forms,



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which means that there exist many different descriptions, terms, and definitions of the concept. What unites them all is that they depend on ICT. According to Clark and Mayer e-learning is defined as: "... instruction delivered on a digital device such as a computer or mobile device that is intended to support learning".[2] Anderson stated that there are several terminologies, all aimed at describing learning that is being practiced online; they include; distance learning, virtual learning, e-learning, Internet learning, web based learning and others.[1]

Independent of which terms being used, they have commonalities:

1. The learner is at a distance from the tutor or instructor.
2. The learner uses some form of technology as computer, smart phone and others to access the learning materials.
3. The learner uses technology to interact with the tutor or instructor and with other learners.
4. Some form of support is provided to learners.[1]

According to Tezcan "There is a big need for the individuals who are equipped with new attitudes and values to follow the developments on a global scale and to benefit from these developments" [9] According to Pituch and Lee "e-learning has been gradually become widespread by means of giving time and place flexibility to students, giving variety to teaching and communication methods, supplying with education needs at broad and mountainous regions".[8]

Numerous studies show that educators defect the required skills and knowledge for effective on-line course instruction and delivery. Lecturers who endeavour to increasingly make use of the Internet as a teaching and learning tool "usually require encouragement and assistance", especially when it comes to the technical aspects of web based course design. In cases where instructors are not adequately experienced in the technical aspects of web based course design, they should work closely with information technology personnel. This is particularly important to ensure that the instructor can maintain his or her focus on aspects relating to pedagogy and learning strategies, which are crucial for the succeeding in the context of engagement theory. A study by Cronje affirmed that "... lack of knowledge about technology" and "too little knowledge of WebCT to use it optimally" are major concerns for lecturers using WebCT in their teaching programs[3]. Web based courses need trained synchronous instructors to assist and give guidance to learners on a continuing basis .

III. MATERIALS AND METHODS.

One of the basic characteristic of learning environments is design methodology. The lessons, programs and learning objects that can be reached at online learning environments can be learned by teacher leadership or can arrange his/her own speed by himself/herself or can manage himself. Online learning environments have 3 basic characteristics (Moore, Dickson-Deanee, Galyen, 2011). [7]

Internet provides us with a tremendous wealth of teaching resources. We can easily find the text information, pictures and audio data on almost any topic we like. It is very convenient and most of these information can be obtained free of charge. Nowadays, we can immediately get from the Internet the teaching resources we need at low cost. When we hear the news of a person or event, we can find the relative information from the Internet. We can use the information as the teaching materials by appropriate pedagogical strategies. If students are interested in this topic, they can immediately find the valuable information for learning and discussion. Owning smart phones, students can easily access to internet, download texts, images, sounds, movies and read English articles and hear the voice. Such easy access to information creates a small environment for them to learn English. E-learning makes students learn English anywhere, anytime. Everyone's level of learning, interest and comprehension are different, e-learning suits with student's ability. E-learning assures that students can expand their individual horizons.

The pedagogical strategies are those effective teaching programs, based on the teaching tasks and the characteristics of the students, choosing the relevant teaching content, teaching methods and techniques. When e-learning is applied to English teaching, the pedagogical strategies will be fundamentally changed. E-learning can turn the pedagogical strategies to student-centered, focusing on fostering linguistic sensitivity and improving listening comprehension and ability of expression so as to enable students to master English as soon as possible. Language acquisition does not depend on grammar and invalid exercises, but on student's own constant practice. That is the E-learning Pedagogical Strategy.



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The e-learning, as a strategy to teach English to model, was developed to incorporate the literature about adult learning theory. Scholars in the field of andragogy have established that children and adults do not have the same learning preferences, styles or needs. Knowles and Associates (1984) in their book, *Andragogy in Action*, identified several principles that contribute to effective adult learning design. Knowles and Associates indicate that adults need to know why they are being asked to acquire new learning. Adults prefer to learn through direct applications which relate to them personally and are natural problem solvers who bring a great deal of previous life experiences to their learning. For adults, there is a relationship between trial and error and levels of satisfaction during the learning process which affects their ability to maintain ongoing levels of motivation.[6]

Creating e-learning material involves several components: once content is developed, it must be managed, delivered, and standardized. Content comprises all instructional material, which can range in complexity from discrete items to larger instructional modules. An on-line learning object is defined as any grouping of e-learning materials structured in a meaningful way and tied to an educational objective. Learning objects represent discrete, self-contained units of instructional material assembled and reassembled around specific learning objectives, which are used to build larger educational materials such as lessons, modules, or complete courses to meet the requirements of a specified curriculum. Examples include: tutorials, case-based learning, hypermedia, simulations, and game based learning modules. Content creators use instructional design and pedagogical principles to produce learning objects and instructional materials. Content management includes all the administrative functions as storing, indexing, and cataloging needed to make e-learning content available to learners. Examples include portals, repositories, digital libraries, learning-management systems, search engines, and e-Portfolios.

The effectiveness of e-learning has been demonstrated primarily by studies of higher education, government, corporate and military environments. However, the studies have limitations, especially because of the variability in their scientific design. Often they have failed to define the content quality, technological characteristics, and type of specific e-learning intervention being analyzed. In addition, most have included several different instructional and delivery methodologies, which complicate the analysis. Most of studies compared e-learning with traditional instructor-led approaches. Yet three aspects of e-learning have been consistently explored: product utility, cost-effectiveness, and learner satisfaction.

The listed points will improve E-learning effectively.

- Availability of hardware
- Faster Internet connectivity
- Improved software
- Appropriate policies favoring e-learning
- Provision of technical support for e-learning at a range of scales
- Lower prices for connectivity
- Availability of reliable electricity
- Appropriate content in appropriate languages
- Awareness rising about the value of e-learning
- Improved training for teachers in e-learning at all levels.

The main benefits that e-learning offers to busy healthcare professionals such as our learners, members and trainees are:

- Flexibility.
- Convenience.
- Learning can be individualized and accommodates many learning styles.
- Active learning.
- Learning can be compressed and more efficient.
- Allows the chance to practice skills.

Technology has enable people to access information at any time and from anywhere which has allowed a great deal of flexibility in people's search for information. Higher flexibility means that students can access and work at their own speed and time. Moreover, e-learning is accessible for the students and teacher too, without needing them to travel just



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to get the information. The students can spend their time wisely by just sitting at homeland work on the task given via e-learning. In fact, e-learning has also eliminated the barriers of time and cost. The students can save their cost of travelling to the university in order to submit the task given to them and, at the same time, the university can also attract more students from all over the world to register via online learning. If the term “flexible” can be related as anytime and anywhere; “accessible” can be referred as easily reachable. At the same time, e-learning can promote autonomous learning in students. For instance, students are required to carry out independent web search to look for valuable information related to their tasks. These activities involve exploration through the internet and there are many sources that they can find without depending on the teachers. Unlike traditional classroom training where lessons are paced to accommodate the slowest person in the class, computerized training allows students to cover only the topics that they need to cover, not wasting time on subjects or concepts that they already understand. Most importantly, the students will also have control over their own learning process.. Besides that, one of the benefits of online language learning is the fact that it is less intimidating than teacher-led classroom because the students might feel insecure about their language use. Furthermore, students will find learning more interesting with the integration of technology in English language learning . In other words, the students will be able to acquire the second language more naturally when there have self-confidence to try it out without hesitation. Hence, the usage of interesting approach in e-learning may also initiate the students’ interest in learning the language.

IV. CONCLUSION

All in all, e- learning is one of the most efficient and convenient innovational technologies to improve learning skills in English as well as other subjects of every other fields of science and technology. As the quality, sophistication and speed of access to web resources continue to improve, greater benefits are likely to accrue in adopting the Internet as a learning tool in the future. Integrating the Internet into a curriculum, whether adapting an existing one or designing a new one, is likely to have a significant, positive impact on learning outcomes. Furthermore, The use e-learning methodology by teachers is increasing in education. As the main methodologies in e- learning researches point out for an increasing mix of those in education with the goal to prepare students to think critically and solve complex problems, work collaboratively, communicate effectively and have more autonomy an independence in the learning process. Finally, e-learning promotes deeper learning permitting personalized competencies development of the students with deeper learning possibilities and extended access to information and knowledge.

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