

The Achievement of Learning English Through E-learning of English I*

ผลสัมฤทธิ์ของการเรียนภาษาอังกฤษผ่าน E-learning ในรายวิชาภาษาอังกฤษ 1

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Abstract

The study aimed at exploring the effectiveness of learning English through e-learning. The population in the research was 50 students in English I course in academic year 2555 of Christian University of Thailand. The students were divided into two groups, the control group and the experimental group. There were 25 students in each group. The researchers found that the mean score of experimental group's was higher than the mean score of control group's. Based on the data

analysis, the findings can be concluded that the students in the experimental group have more learning vocabulary achievement by studying through e-learning than the control group. The research suggested that using e-learning is highly significant for learning English more than learning and memorizing each vocabulary. The teachers and the students had more interaction in English anywhere and anytime.

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาถึงผลสัมฤทธิ์ของการเรียนภาษาอังกฤษผ่าน E-learning ประชากรที่ใช้ในการศึกษาครั้งนี้เป็นนักศึกษามหาวิทยาลัยคริสต์เดียนจำนวน 50 คน ในรายวิชาภาษาอังกฤษ 1 ปีการศึกษา 2555 ผู้เรียนถูกแบ่งเป็น 2

กลุ่ม คือ กลุ่มทดลอง และกลุ่มควบคุม ได้แก่ กลุ่มตัวอย่างจำนวนกลุ่มละ 25 คน

ผลจากการศึกษาพบว่านักศึกษากลุ่มทดลองมีค่าเฉลี่ยคะแนนสูงกว่าค่าเฉลี่ยคะแนนของกลุ่มควบคุม ผลจากการศึกษาครั้งนี้ สรุปได้ว่านักเรียนใน

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กลุ่มทดลองมีผลลัพธ์ทางการเรียนคำศัพท์ภาษาอังกฤษผ่านทาง E-learning มากกว่ากลุ่มควบคุม ฉะนั้นจากการวิจัยได้เสนอแนะว่าการใช้ E-learning

มีนัยสำคัญทางสถิติกว่าการเรียนโดยการจดจำคำศัพท์เพียงอย่างเดียว ผู้สอนและผู้เรียนมีปฏิสัมพันธ์มากขึ้นโดยใช้ภาษาอังกฤษได้ทุกที่ และทุกเวลา

Introduction

Normally, English is an international language which most of the countries in the world use English language as a tool for communication. English is a global language which people meet it everywhere such as on television from all over the world, English signs and advertisements when traveling, English menu in most restaurants, and news headlines (Crystal, 2003). Due to the ASEAN Economic Community (AEC) will hold in 2015, the Ministry of Education said that Thai people should improve English language skills and the educational system in Thailand should be reform into a new level. Consequently, students have to develop their English proficiency in order to apply their knowledge for daily life and profession. Listening and speaking are the significant skill to communicate. The problems of most students in listening and speaking comprehension are inadequate vocabulary, structure and background knowledge of vocabulary. Vocabulary is essential part of learning a language. The more words students know, the more they will be able to understand what you hear and speak. Vocabulary problems are the crucial barrier in English communication.

At the present, Christian University students have studied English as a general required course Intensive English I to English V. According to 382 students' grade mean in the first semester of the 2012 academic year, 41 students got grade 'U' of Intensive English I which is pre-requisite of English I. The teachers provided the test to check the students' English vocabulary and found that the students got the low score. Therefore, the researcher chose English I course to develop students vocabulary achievement through e-learning. Vocabulary is a vital aspect in language, because it appears in every skill of language listening, speaking, reading and writing skill. Many people realize that their vocabulary is limited so that they have difficulties in expressing their idea. According to Putri (2010) Learning vocabulary is one of the first steps of learning a second language, yet one never reaches the last step of vocabulary acquisition. Whether in one's native language or a second language, the acquisition of new vocabulary is a continuous process. Many methods can help one acquire new vocabulary.

According to the students' problems and studying via e-learning that the researchers have discussed above, we have realized that e-learning might help students study English language effectively. Thus, this research focuses on the effectiveness of Christian University of Thailand students through e-learning. Currently, there are teaching and learning through the use of technology widely. The creative teaching innovation are delivered via the Internet, intranets, audio, video and CD-ROM. E-learning is a teaching aid as an Internet-enabled learning. During the fall 2006 about 3.5 million students took at least one online course and number has increased about 10% in 2007 (Allen and Seaman, 2007). Students are able to study at all times, places, and social classes. Larson (2006, 309-310) mentioned that e-learning facilitated learning, supported learning outcome and reduced times. In addition, the students are able to share knowledge faster and broader. E-learning enhances students' interest of learning. Panyotee S. 2005 found from The research on The Self-Studied Achievement by Using " Moral and Life" e-Learning in Undergraduate that students gained knowledge of e-learning anytime anywhere, reviewed lesson, completed assignments, and connected with the teacher every time. Moreover, e-learning motivated students to learn because they were happy and relaxed. And, e-learning will make

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students satisfy and be useful for improving students' ability in English (Shoebottom,1996-2012). Holley (2002, 112-121) told that the higher education institutions use e-learning in teaching method. This method enhances students' performances and prepares them for working. However, quieter students will not participate in discussions even online (O' Connell, 2002, 15). Multimedia technology significantly improved in learning vocabulary (Grace, 2000, 214 – 224 cited by Andrews and Haythornthwaite, 2007, 361). Pongsuwan, Hoksuwan, In-udom & Chalakbang (2011, p.632) examine from the research on Development of an E-learning Model Based on the Meaningful Learning Process through a Constructivist theory and concluded that "the efficiencies of process and learning were 86.72 and 86.17 respectively, and the index of effectiveness was 0.6009. The students had a significantly higher learning achievement post-test than pre-test at the .05 level"

The objectives of the Research

1. To explore the achievement of English vocabulary of Christian University of Thailand students toward e-learning English.
2. To apply e-learning in other English skill to investigate the students' reaction toward e-learning.

Literature review

English vocabulary learning

Teachers who teach English as a foreign language considered that vocabulary

is the most important part in English learning. English vocabulary is the base of English usage for listening, speaking, reading and writing. Laufer (1997) expressed that the vocabulary learning is at the heart of any language learning and language use. Decarrico (2001, 285) viewed that vocabulary learning is central to acquisition as a second, and foreign language. Zhan-Xiang (2004) explains that words are like small bricks of the building; however, they are useful to the structure. Researchers pointed out vocabulary as a vital language component upon which affected communication relies (Oxford & Scarella, 1994). Vocabulary is rarely emphasized in the university curriculum in Asian countries (Fan, 2003). In Asian countries universities, the emphasis on English teaching is in the four language skills. Vocabulary teaching is largely incidental (Fan, 2003; Catalan, 2003). Therefore, on the basis of the idea above, it is crucial to be aware of the fundamental of vocabulary learning and how students achieve their English learning effectively. Thus, the principal focus of this study is to explore learning English vocabulary through e-learning that the students use is effective and useful so that it will support students' achievement in English language.

Problem and solution in English vocabulary

Riankamol N. (2008) found from the research on a survey study of vocabulary learning strategies gifted English students

at Trium Udomsuksa school in the first semester of Academic year 2008, in the field of English language learning, an effect on Thai students' low English language learning proficiency is on various factors: students' learning styles, teachers' teaching styles, students' background and so on. One of the most difficult problems of unsuccessful English instruction in Thailand is that students lack particular vocabulary knowledge. As a study by Granowsky (2002) showed, many researchers have confirmed that vocabulary knowledge is the important role in other English skill as well. In addition, having limited vocabulary knowledge, students are not able to communicate well. For this reason, the main purpose of this study is to explore and develop students' achievement of learning English vocabulary through e-learning of English I course by using students at Christian University of Thailand.

Definition of e-learning

E-learning is distance learning, online learning and networked learning (Wilson, 2001). Elearning, Definition (2003) stated that e-learning means the make use of internet or wireless technology to deliver knowledge. Moreover, most forms of e-learning rely on access to electronic communication technologies. Normally, learning through e-learning make the greater demands on the communication network and more interactive by using visual images and sound mostly (What is Electronic

Learning?, 1997–2000). Besides, e-learning was considered to utilize information communications technology (ICT) to support interaction between instructor and student in education and learning in communities (Holly, 2002, 112–121). Therefore, e-learning refers to learn and teach via internet by using activities which students are able to interact with the learning materials, teacher and other students any time anywhere.

Benefits of e-learning

E-learning was used to support teaching and learning because it has a lot of benefits. Bouhnik and Marcus (2006, 299–305) suggested that e-learning has four advantages:

1. Independently decide whenever learners learn each online lesson.
2. Be able to study wherever learners want
3. Liberty to express idea, and inquire questions, without limitation.
4. The convenience to the course's online resources at students' own choice.

There are many noticeable benefits of e-learning include consistency of content, simplicity of adjustment, learner control, and decreasing or eliminating of travel costs to attend learning. Likewise, learners, who learn in e-learning environments, have the opportunity to interact with learning materials, their teachers and other learners from a variety of locations and times using network technology. (eLearning, a

Definition, 2003). Holley (2002, 112–121) support that the e-learning gives opportunities such as the deduction of time and location constraints, offer all people to be life long learners whatever their location, age or profession. Furthermore, it increased learning gains, and supported the acquisition of learning outcome for quicker and broader communications. Students are also able to share knowledge and practice via technological innovation (Larson, 2006, 309–310). Lytras, Pouloudi & Poulymenakou (2002, 40–51) mentioned that e-learning involved to improve the learning performance and efficiency. As we use technologies like e-learning in the classroom, we encourage interactions in learning contexts. Additionally, the e-learning pedagogy increased students' opportunities to interact with content, supported communication and collaboration, and raised a worldwide dimension to learning (Waterhouse, 2005). According to Hu, Hui, Clark, Milton, Ma and Tam (2005, 1) found from the Examining e-learning Effectiveness, Outcomes and Learning Style: A Longitudinal Study that the result of effectiveness and outcome from e-learning is opposite with face-to-face learning. The analysis showed learning effectiveness related with e-learning is significantly higher than that observed in the conventional classroom. According to Allen & Seaman (2007), improved students who study in higher education should offer more online courses and programs.

Constructivist theory

When the teachers use technology (e-learning) to support teaching and learning, the ways teachers teach and learners learn are changed. Constructivist theory is a learning theory that people are participants in their own learning (Bitter and Legacy, 2008, 143). According to Driscoll (2005, pp. 394-395), constructivist prescriptions are a prescriptive principles originated from constructivism consist of: "1. Embed learning in complex, realistic, and relevant environment. 2. Provide for social negotiation as an essential part of learning. 3. Support multiple respective and the use of multiple modes of representation. 4. Encourage ownership in learning. 5. Nurture self-awareness of the knowledge construction process"

E-learning and English Language

English is an international language. English is the primary used in many countries. It is spoken everywhere in the world. English has become the tool of communication (Importance of English, 2012). According to constructivist and benefits of e-learning theory we discuss above, we know that e-learning help teachers to support English language teaching and learning. Andrews and Haythornthwaite (2007) refers that e-learning is serving to connect important resource in the provision of bilingual education and foreign language learning in society. In addition, E-learning

increase and improve instruction in languages and modern foreign languages to become international (Department for Education and Skills, 2005, 4).

However, August, Carlo, Dressler, and Snow (2005, 50) revealed from the research on The Critical Role of Vocabulary Development for English Language Learners that English language learners who experience slow vocabulary development are less able to comprehend in context than their English-only learners. According to Graham & Walsh (2005), ESL learners have problems with vocabulary generally depend on the native language backgrounds. There are many languages have words that are related in sound and meaning to English word. The teacher can help students to increase their English vocabulary rapidly by let them know what the words mean, what other words they are used with, which situations they are used in, what the social situations of their use can be. Thus, e-learning might assist to develop vocabulary knowledge that is the important problems of learning English language.

Research methodology

Populations and samples

The test was pilot by 25 undergraduate students enrolled in English I course in the first semester of the 2012 academic year at Christian University of Thailand, and found the reliability value of the test.

The pre-test was used in the 1st week and the post-test was used in the 10th week. The populations in this research were 50 first-year undergraduate students enrolled in English I course in the second semester of the 2012 academic year at Christian University of Thailand. The purposive sampling was used in selecting sample in the study. The population was small thus the researchers used all population as our subject. The experimental group was 25 undergraduate students. The control group learnt the English vocabulary through e-learning. The control group was 25 undergraduate students. Students in this group had learnt English vocabulary in a traditional way without any treatment.

Research instruments

E-learning vocabulary lesson

E-learning lesson consists of 10 units for learning lessons and exercises in 10 weeks. The content of each unit consists of general English vocabulary knowledge from Smart Choice 2 (Wilson K., 2011). Each unit consists of PowerPoint, picture, word, example of sentences, song, and tests.

Web-blog

In addition, the blog was the way to communicate outside the class. The interaction of teacher and students or students and students took place in the blog. The teachers fixed the time

meeting with all students outside the class at the same time one hour twice a week. The students have to sign in before attending the class. They asked and answered their questions and problems in English anytime. They also posted their comments and the teachers suggested the students.

Learning achievement test

Learning achievement test consists of pre-test and post- test, which is the similar with the pre-test. Both tests comprised 40 multiple- choice items created measuring learning effectiveness. The content of both tests is the vocabulary from Smart Choice 2 (Wilson K., 2011) in unit 1-10. The pre-test was used in the 1st week and the post-test was used in the 10th week.

Procedures

The procedures of research were:

1. 10 units of e-learning lessons based on Smart Choice 2 (Wilson K., 2011) were completed by researchers, then improved by the advisor and tested with pilot 25 students in the third semester of the 2011 academic year. There were some parts to be adjusted and rewritten.

2. The pre and post-test based on Smart Choice 2 (Wilson K., 2011) was designed and sent to examine by 2 experts. The test was tried out with 25 undergraduate students enrolled in English I course in the third semester of

the 2011 academic year to find out the reliability value of the test.

3. After that, the purposive sampling was used in selecting sample in the study. 25 students in experimental group and 25 students in control group completed pre-test at the 1th week before the students in experimental group attended e-learning process outside the classroom.

4. In 10 weeks, there were 3 hours in each week to study English theory and 1 hour for practicing in the laboratory. The control group and the experiment group students were taught through the text with the traditional method. The used material was the Smart Choice 2 (Wilson K., 2011). After the students finished the class, the students in experimental group had to participate e-learning program to complete the vocabulary exercise through e-learning outside the classroom by themselves anytime and anywhere. In addition, the teacher and students in experimental group communicated with one another in the blog via e-learning twice a week. The e-learning attendance was done in 10 times.

5. Students from experimental group and control group completed post-test at the 10th week.

6. The test results obtained for studying effectiveness of learning through e-learning.

Data collection

The researchers collected the data between April to May 2012. At the beginning of the semester I, subjects took a pre-test. At the end of semester I, subjects took a similar test (post-test). We used the difference between the two test scores to identify the learning vocabulary achievement.

Analyzing data

T-Tests were applied to see the differences between the pre-test and post-test of each group and across the group. The mean scores of pre-test and post-test of all students were compared using the paired-samples t-test to measure the mean differences in students' effectiveness within the same group. Independent -samples t-tests were selected to measure the mean differences from the experimental group and from the control group.

Limitations

This research has some limitation. The limitation is the number of population is quite small because there were not many students who enrolled in the second semester. However, this research will find the English learning achievement of the students by analyzing from the results of the pre-test and post-test of students before and after studying.

The Result of this Research

The finding result from this study is based on the result of the pre-test and the post-test of a group of the students which have the learning vocabulary achievement by studying

through e-learning (experimental group) and the group of students which do not have the learning vocabulary achievement by studying through e-learning (control group) with a quantitative analysis of data.

T-Test

Group Statistics

GROUP	N	Mean	Std. Deviation	Std. Error Mean
SCOREPRE	NO Use	25 19.9200	6.6081 6.5760	1.3216 1.3152
SCOREPOS	NO Use	25 33.6800	4.6911 3.9234	.9382 .7847

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
SCOREPRE	Equal variances assumed	.000	.991	.365	48	.717	.6800	1.8645	-3.0688	4.4288
	Equal variances not assumed			.365	47.999	.717	.6800	1.8645	-3.0689	4.4289
SCOREPOS	Equal variances assumed	3.087	.085	-1.831	48	.073	-2.2400	1.2231	-4.6992	.2192
	Equal variances not assumed			-1.831	46.545	.073	-2.2400	1.2231	-4.7012	.2212

The table (group statistics) shows that the mean score of control group's pre-test is 20.06 and the mean score of experimental group's pre-test is 19.92. The mean score of control group's post-test is 31.44 and the mean score of experimental group's post-test is 33.68. The total score is 40.00. The mean score of control group's pre-test is more than the mean score of experimental group's. The mean score of control group's post-test is less than the experimental group's. The t-test for equality of means of the control group and the experiment group are the same at 0.365 which is

higher than 0.05. These t-test results were significant at a 0.05 level as shown in the table above.

The sig. (2-tailed) of the control group and the experiment group are the same at 0.717 which is higher than 0.05. These sig. (2-tailed) results were significant at a 0.05 level as shown in the table above.

Conclusion

The result of the students score mean in pre-test and post-test showed that students had the learning vocabulary achievement by studying through e-learning.

The score of the experimental group had higher achievement than the control group, so the e-learning program was efficient for learning English vocabulary.

The students did not have to discuss with the teacher and the classmates face to face. Therefore, the students were comfortable and convenient on the use of technology to learn English vocabulary through e-learning program.

Discussions and recommendations

This chapter provides discussions and recommendations of "The Effectiveness of Learning English through E-learning of English I"

Discussions

Based on the finding, the researchers come up with the following discussion:

The effectiveness of e-learning The e-learning can help students to study English vocabulary more effectively. The students' mean score of post-test (Mean=31.44, SD=4.69) in the control group were higher than of the pretest (Mean=20.60, SD=6.60). After the 10-week experiment, students' scores could be improved. Students' post-test scores (Mean=33.68, SD=3.92) in the experimental group were much higher than pre-test (Mean=19.92, SD=6.57) with statistical difference, which lead to the

reason, the utilization of E-learning can improve students to study English vocabulary more effectively in the experimental group.

The motivation

The e-learning can motivate students' English language communication with teachers. The score of the post-test can show that e-learning might lead to students increasing motivation and reaction with their teachers and being effective in their English learning. The Crookes and Schmidt (1991, pp. 498-502) said that the language learning's motivation can be refer to the learner's interest to the learning methods and materials used for language learning. Therefore, learning English through E-learning was a successful activity that attracted students' motivation.

Recommendations

Based on the results of the findings and conclusions gathered, the researchers would like to suggest the following:

1. The researchers recommend that future researchers continue to improve the E-learning program for English reading skill.
2. The researchers recommend increasing the number of students in order to develop more students.

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