

Effectiveness of E-Content in Learning English pedagogy Among the B.Ed. Trainees

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Abstract

The educational system around the world is under increasing pressure to use new information and communication technology to provide students with the knowledge and information they need in this technologically advanced world. Technology has turned out to be a crucial part of lifestyles in those days. Technology has additionally modified the technique of coaching and gaining knowledge. The experiment was conducted on a sample size of 50 B.Ed. trainees. The result revealed that B.Ed. trainees learnt better through E-content.

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I. Introduction

Globally, educational systems are being pushed to use information and communication technology to provide students with the knowledge and information they require in this pandemic situation. Technology-based teaching must be integrated at all levels of education to develop a knowledge society and advance the education system in this critical situation.

E-content is a powerful educational tool. It is the most recent method of instruction that has piqued the interest of students and teachers worldwide.

According to Wikipedia, "education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits." Today is the age of technology, and technology has greatly influenced the teaching and learning processes. Web-based technology is an important component of technology. The increasing use of web-based technology and the internet in educational applications is a global trend. E-learning is one of the most recent applications of online innovation.

II. Reviews

Om Prakash Meena and Ram Babu Pareek (2020) The study's sample consisted of fifty in-service teachers who attended a training programme on the Promotion of ICT in Science Teaching at the Secondary Level organised by the Regional Institute of Education, Ajmer. The analysis of the pre- and post-test data revealed that most participants found the programme to be useful and effective.

S.Lenin&Dr. A. Veliappan(2021) E-content materials have a significant impact on language acquisition. It paves the way for creative thinking, sound reasoning, and effective communication skills in English. E-content serves as a catalyst for English learners, teachers, and curriculum. It helps an English learner's creativity and inspires the learner. It assists the learner in both synchronous and asynchronous training. It encourages creativity and aids in collaborative teaching, thereby improving teaching quality. In terms of curriculum, e-content serves as a variety agent, providing opportunities to learn and develop communication skills in English.

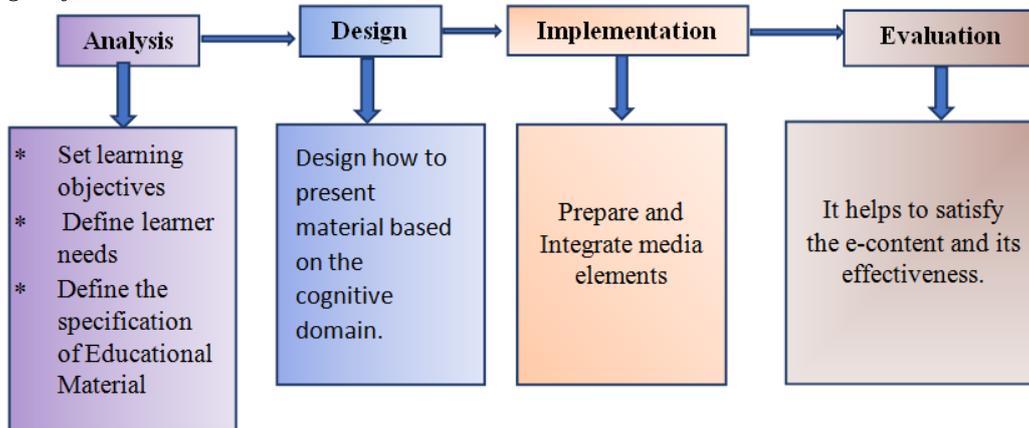
S. Amutha(2016)The e-contents are created with the integration of multimedia components such as text, audio, video, animation, and image to ensure that students understand science better. In this manner, e-content on cloning was created to determine its impact on learners. A sample of 60 final-year undergraduate Botany students from both genders was taken. The findings revealed that e-content has a positive impact on science learning among students of all genders.

Dr. M. K. MANDORA (2017)Computer-based technology has also brought with it many new challenges for the teacher who seeks to determine what it has to offer and how that should be delivered to students.

III. Methodology

For this study, experimental research was conducted (pre-test, post-test) a non-equivalent two groups design was used. 50 B.Ed. students were taken as samples and randomly put into two groups as a control group and an experimental group. The experimental group was taught through e-content and the control group was taught through the traditional method. An achievement test was taken after the treatment. E-content was prepared by the researcher.

The stages of E-content are:



Objectives

- * To find out the significant difference between the pre-test and post-test scores of Experimental group.
- * To find out the significant difference between the pre-test and post-test scores of Control group.

Hypothesis

- ♣ There is no significant difference between the pre-test scores of the Experimental and Control groups.
- ♣ There is no significant difference between the post-test scores of the Experimental and Control groups.
- ♣ There is no significant difference between the pre-test and post-test scores of the Experimental group.
- ♣ There is no significant difference between the pre-test and post-test scores of the Control group.

Analysis and Interpretation

Figure1: Graph showing the pre-test and post-test scores of the Experimental and Control groups.

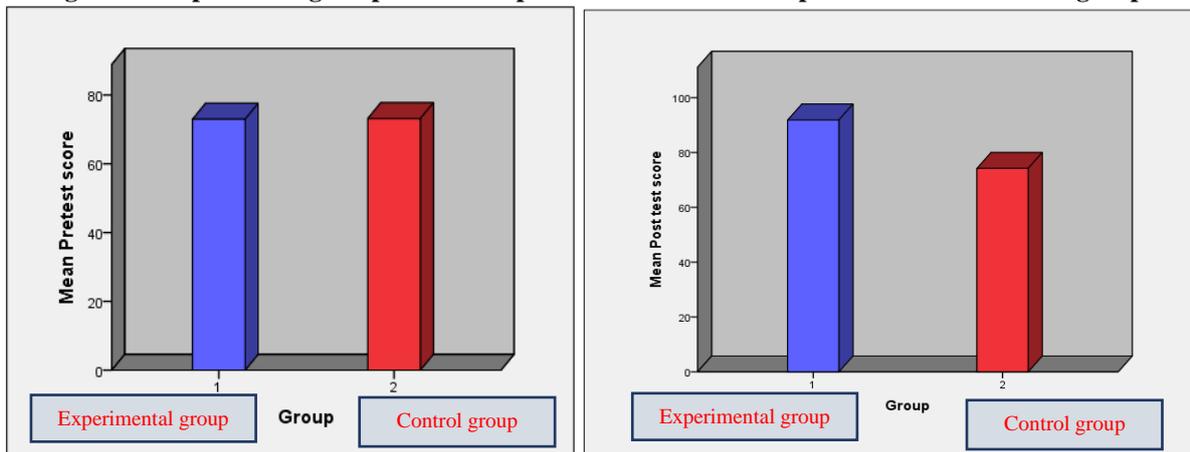


Table1: The scores of the t-test of pre-test and post-test of the experimental and Control group

Tests	Groups	N	Mean	Std. Deviation	t	P value
Pre-test score	Experimental	25	72.96	5.549	-.106	.916
	Control	25	73.12	5.126		
Post-test score	Experimental	25	91.84	1.772	17.306**	.000
	Control	25	74.20	4.778		

The above table shows the t-value of the pre-test is 0.106 which is less than the table value and insignificant at 0.05 level. Therefore, it can be concluded that in the pre-test both the groups' performance is the same. So, the null hypothesis is accepted.

The t-test of post-test scores of the experimental and Control group is 17.306 which is more than the table value and significant at 0.05 level. So, the null hypothesis is rejected, and the alternate hypothesis is accepted.

IV. Conclusion

It can be concluded that E-content has a better effect on the B.Ed. trainees than the traditional teaching technique. Trainees improved their interest in learning with the E-content.

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