Ain Shams University
Faculty of Education
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The Effect of a program based on e-learning in Developing Some e-study Skills for the Second Grade Preparatory School Students'

A Thesis

Submitted in fulfillment of the Requirements for the M.ED. Degree in Education

(Curriculum and Instruction)

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2012

جامعة عين شمس
كلية التربيه
قسم المناهج وطرق التدريس

فاعلية استخدام برنامج قائم على التعليم الالكترونى فى تنمية بعض اطهارات الدراسية الالكترونية فى اللغة الانجليزية لطلبه الصف الثانى الاعدادى

بحث مقدم للحصول على درجه الماجستير فى التربيه
تخصص مناهج وطرق تدريس

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2012

Abstract

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The present study was conducted to investigate the effect of an e-learning program in developing some e-study skills for the second grade preparatory school students. Based on reviewing literature, and related studies, the researcher tackled the theoretical framework of e-learning strategies, techniques and e-study skills. Participants of the study were sixty of the 2nd grade students at Mostafa Kamel preparatory school, El Basateen educational zone, Cairo governorate. Participants were randomly divided into two groups; an experimental group and a control one. Experimental group students were trained by using a program based on e-learning e-study skills. Instruments of the research included a list of e-study skills required by 2nd grade preparatory school students, students' self assessment sheet of e-study skills and a pre post test in e-study skills. T test was used to find performance differences between the experimental and the control groups and to analyze the differences between both groups on students' age. Scores obtained through the application of the program were analyzed by using T test, Pearson correlation and Eta Squared. Results revealed that the experimental group significantly surpassed the control group in the post test of e-study skills. Finally, it was concluded that the proposed program based on e-learning had a large effect in developing some e-study skills for the 2nd grade preparatory school students. These findings were discussed. Recommendations and suggestions for further research were presented.

Key words: E-Learning – E-Learning Techniques – E-Study Skills – Preparatory School Students

Acknowledgment

I wish to express my deepest thanks to all those who contributed by their time, efforts and encouragements for the fulfillment of this work. First and foremost, I would like to express my deepest gratitude, appreciation and sincere thanks to ***Dr. Asmaa Ghaneim Gheith,*** *Professor Curriculum and Instruction, Faculty of Education, Ain Shams University, for her valuable guidance, great help, kindness and patience throughout this work. My profound gratitude goes to* ***Dr. Safaa Sayed Mahmoud,*** *Head of the Education Technology Dept., Faculty of Specific Education, Ain Shams University, for her generous co-operation and her share in supervising this work and guidance. An honorable mention goes to Dr.* ***Mona Elagamy,*** *professor of gynecology and obstetrics, Faculty of nursing, Tanta University for her tremendous support and help. Last but not least I would like to thank my family, especially* ***my mother*** *for her understandings and supports.*

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Chapter One
Problem

Chapter I
The Problem

1-1 Introduction:

With the emergence of the Internet, that significantly changed our lives in general and learning in particular, e-learning became the promising solution that continues to grow day after day (Kuo, 2008). As higher bandwidth becomes more common, education has evolved from face-to-face learning, computer-based learning to distance learning and then e- learning.

E-learning is a form of training that uses a computer network for course delivery, interaction, or facilitation and a browser for learner interaction (Rosenberg, 2000). As a result of higher bandwidth availability, e-learning is identified primarily with using the Web, or an intranet's web, to take advantage of the Web's visual environment and interactive nature.

E-learning is a new medium of knowledge transfer which has the potential to deliver great benefits for society. E-learning is expected to increase the speed and degree of dissemination of knowledge, facilitate knowledge and skills acquisition, provide flexible learning opportunities for learners, personalize learning, and create new collaborative learning opportunities (Hong-Ren, 2012).

Many learners think that e-learning is just a training using the Internet but e-learning can be much more than that as it includes training conducted through the Internet, training conducted through a local or corporate intranet, e-learning can even be saved onto a CD or DVD and be viewed by learners off-line through a web browser. Benefits of e-learning, when compared to traditional instructor-led training, stem from the fact that access to the content is easy and requires no distribution of physical materials. In addition, e-learning advantages include: access availability anytime, anywhere, around the globe, Per-student equipment costs are affordable, Student tracking is made easy and Content is easily updated (Stolovitch, 1999).

According to Grid (2006) *the uses of e-learning resources are important for further reasons as follows:*

1. They contributes to the promotion of equal opportunities because it enables learners to access learning using a variety of learning styles and at a time and pace suitable to their own needs. There is no travel cost involved with online education.
2. They can enable schools to offer a much broader curriculum, promoting and fostering minority subjects which a school would otherwise be unable to offer.
3. They can meet technological changes, lack of necessary skills, competition, demographics, and other changes

E-learning is vital for the following reasons:

1. It provides equal opportunities of learning to different types of students.
2. It enhances the concept of lifelong learning as it presents a variety of resources of information and expertise which may not be available in the traditional classroom.
3. It enhances independent learning and learner autonomy as it caters for students' needs, aptitudes and interests.
4. It enhances student - centered learning and active learning as the learner is an active participant.

Consequently, e-learning programs need to develop the acquisition and use of e-study skills to learn how to learn, as the relationship is an interdependent and an integrative one. They cannot be separated, the learner cannot use e-learning unless he / she knows how to study by his/her own and he / she cannot develop the concept of lifelong learning unless he/ she uses e-learning. (Hong-Ren, 2012)

E-learning programs and modules have sought autonomy in learning. Autonomy in learning in general and in language learning in particular has been the major concern for TEFL teachers. Cotterall (1994) developed a course strategy for learner autonomy. He discussed ways in which mechanisms for promoting learner autonomy were incorporated into one English language program. Conclusions emphasized that

autonomy in language learning was desirable, and that time should be made available within programs for teachers and learners to engage in dialogues about the learning process.

Second year preparatory school students have been learning English as a foreign language for nearly eight years. They are exposed to various materials and are supposed to deal with these materials successfully. They, therefore, need to acquire and use a number of e-study skills.

Gall (1990) defined e-study skills as the effective use off appropriate technique for completing a learning task. The term e-study skills refers to a set of skills that help students to achieve progress in their study with the aid of new technologies.

Reid (1995) believes that e-study skills are comprised of both e-reading and thinking skills, and they can be classified as receptive, reflective, or expressive abilities. The objective of teaching e-study skills is to enable young people to study efficiently, independently in a variety of electronic learning activities, and to develop critical thinking skills

Tomas (1993) mentions some reasons that lend support to the idea that schools must teach e-study skills:

- Advances in cognitive psychology suggest that children are active and independent learners.
- The growing demands for improved student performance.

Students are exposed to great amounts of electronic information by teachers and e-books; however, students cannot build connection among what they are studying. This is due to the fact that students do not make use of e-study skills to carry out their study tasks successfully (Habib, 2001).

Yet, knowledge of a specific study technique does not guarantee that the students will use the technique, or that the use of the technique will result in improved learning. There are many other factors which influence the learning process. The learner must be able to read, write and listen at the appropriate level; the vocabulary of the content area must be understood (Postlethwaite, 1985). The learner must be able to interpret visuals such as graphs and tables. Habib (2001) adds that success in study has been the focus of the students' attention. It is not only dependent on hard work, but also on the skills which students acquire and use.

1-2 Context of the Problem:

Rapid technological change and the associated call for conversion from traditional modes of instruction to new technology-enabled teaching and learning paradigms, realize a major challenge to institutions of education. Reviewing literature; the researcher found that e-study skills are very important for every learner who wants to be an independent learner and who also wants to enrich his learning experience. In the absence of these e-study skills, students were unable to achieve the great benefits of their learning and were unable to read or to write a research paper effectively. It was also observed that studies investigating the effect of using e-learning in developing students' e-study skills are still very few.

Based on the result of the pilot study, the researcher noticed that some of the students in the 2nd grade preparatory schools face some problems in the area of acquiring and using some e-skills i.e. (e-reading, e-writing, e-searching). The following features had been identified:

- The students did not know how to read and interact with the electronic text.
- The students did not know how to write an electronic text (email, paragraph and letter etc)
- The students can not search for information they need to complete assignment or to do the required tasks.

- Results of the students' self assessment of e-study skills, the researcher administered to the 2nd grade preparatory school students, showed that they need to acquire and use some e-study skills to become successful and independent learners.