

**Using E-Learning Tools for Enhancing English Language Skills**

**A thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by**

**BhawanaKumariJha**

Faculty of Education

Tribhuvan University,

Kirtipur, Kathmandu Nepal

2023

# **Using E-Learning Tools for Enhancing English Language Skills**

**A thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

## **Submitted by**

Bhawana Kumari Jha

Faculty of Education

Tribhuvan University,

Kirtipur, Kathmandu Nepal

2023

T.U. Regd.No: 9-2-324-80-2010Data of Approval Thesis

M.Ed fourth Semester Examination Proposal: 26/04/2018

Exam Roll No.: 28710038Date of Submission: 5/09/2023

### **Declaration**

I hereby, declare that according to my knowledge and experience, this thesis is original. No part of this thesis was earlier submitted for the research degree of any university.

.....

Date:5-09-2023

Bhawana Kumari Jha

**Recommendation for Acceptance**

This is to very that BhawanaKumariJha has prepared a thesis entitled **Using E-Learning Tools for Enhancing English Language Skills** within my guidance and Supervision.

I recommend this thesis for acceptance.

Date:.....

**Dr. Renu Singh (supervisor)**

Lecturer

Department of English Education

T.U. Kritipur, Kathmandu, Nepal

### **Recommendation for Evaluation**

This thesis has been recommended for inevitable evaluation from the following

#### **Research Guidance Committee:**

#### **Signature**

**Dr. Gopal Prasad Pandey**

.....

Reader and Head

Chairperson

Department of English, Education

Tribhuvan University, Kirtipur

**Mr. Guru Prasad Poudel**

.....

Lecturer

Member

Department of English Education

Tribhuvan University, Kirtipur

**Dr. Renu Singh**

.....

Lecturer

Supervisor

Department of English Education

Tribhuvan University, Kirtipur

Date:26/04/2018

## Evaluation and Approval

This thesis has been recommended for evaluation from the following **Thesis Evaluation and Approval Committee:**

### Signature

**Dr. Gopal Prasad Pandey**

.....

Reader and Head

Chairperson

Department of English Education

Tribhuvan University, Kirtipur

**Dr. Tara Datta Bhatta**

.....

Professor

Expert

Department of English Education

Tribhuvan University, Kirtipur

**Dr. Renu Singh (Supervisor)**

.....

Lecturer

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 11/09/2023

## **Dedication**

Dedicated to my parents and husband (Mr.Bikash Kumar Thakur) who devoted their entire life to make me what I am today.

## Acknowledgements

I would like to express my intense gratitude to my teacher and thesis supervisor **Dr. Renu Singh**, Lecturer, Department of English Education, T.U., Kritipur Kathmandu, for her indispensable guidance for the successful complementation of this thesis. This research would have been impossible except her constructive suggestions, corrective feedback, and co-operation in completion of this research work.

I am also thankful to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education, faculty of Education T U, Kritipur for his authentic suggestion and he helped me with an opportunity to conduct this research study.

I would like to express my sincere gratitude to Professor **Dr. Tara Datta Bhatta** a member (Expert) of Thesis viva for his admirable suggestion and advice. Similarly, I am grateful to **Mr. Guru Prasad Poudel** a member of proposal viva member.

I am extremely pleased to the intellectual personalities of Department of English Education, **Dr. Purna Bahadur Kadel**, **Dr. Madhu Neupane** as well as **Mr. Resham Acharya**, for delivering plenty of resource and use of research materials which was related to my research through emails which was truly comforted me in coming up with this final version of the research. In addition, I am delightful to **Mrs. Madhavi Khanal**, Administrative head of Department of English Education for her kind support and help from the very beginning.

Furthermore, I would like to provide my gratitude towards the whole department and non-teaching staff for their formal and informal academic support during the journey of this research.

Eventually, I want to express my deep affection and acknowledge towards one of the important persons who is my sister, **Aarati Jha** for her invaluable support and encouragement during this thesis.

**Bhawana Kumari Jha**

## Abstract

This research, titled **Using E-learning Tools for Enhancing English Language Skills** aimed to investigate how E-Learning tools can enhance English language skills. This study employed narrative inquiry research design. The population of the research included Secondary Level students of class 12 Major English selected as the sample for study by using non-random purposive sampling. I selected open-ended in-depth interview to elicit the required data. I collected data in two stages firstly met the respondents and talked informally and build rapport with respondents and then only held interview to collect data and interpreted thematically as well descriptively. The findings of this study showed that the English Language learners used E-Learning tools for the enhancement of their language skills to get enough exposure for their language learning. On the other hand, use of E-learning tools for language proficiency as well as for adequate fluency development.

This thesis consists of five chapters. The first chapter deals with the general background, statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of key terms. The second chapter deals with the review of the theoretical and empirical literature, implications of the review and conceptual framework of the study. Similarly, the third chapter discusses the methods, procedures, and ethical considerations. Likewise, the fourth chapter includes analysis and interpretations of the results. In addition, the fifth chapter presents findings based on the analysis and interpretations of the data, conclusions and implications followed by references and appendices.

## Table of Contents

<i>Declaration</i> .....	<b>i</b>
<i>Recommendation for Evaluation</i> .....	<b>iii</b>
<i>Evaluation and Approval</i> .....	<b>iv</b>
<i>Dedication</i> .....	<b>v</b>
<i>Acknowledgements</i> .....	<b>vi</b>
<i>Abstract</i> .....	<b>vii</b>
<b>Chapter 1 : Introduction</b> .....	<b>1</b>
Background of the Study .....	1
Statement of the Problem.....	3
Objectives of the Study .....	4
Research Questions .....	4
Significance of the Study .....	4
Delimitations of the Study .....	5
Operational Definition of the Key Terms .....	5
<b>Chapter 2 : Review of Related Literature and Conceptual Framework</b> .....	<b>6</b>
Review of Theoretical Literature .....	6
E-Learning Tools: An Introduction .....	6
Four Skills of English Language.....	7
Types of E-Learning Tools .....	9
Some popular Social Media Platforms .....	12
Importance of E-learning tools for enhancing English .....	13
Challenges of adopting E-Learning as Tools learning English .....	13
Pros and Cons of E-learning Classes .....	15
Pros\advantages: .....	16
Cons\Disadvantages .....	16

Review of Related Empirical Literature .....	17
Implications of the Review for the Study .....	19
Conceptual Framework .....	21
<b>Chapter 3 : Methods and Procedures of the Study.....</b>	<b>22</b>
Design and Method of the Study .....	22
Narrative Research Design .....	22
Population, Sample, Sampling Strategy.....	24
Research Tools.....	24
Primary sources of Data.....	25
Secondary sources of Data.....	25
Data Collection Procedures.....	25
Data Analysis and Interpretation Procedures.....	25
Ethical Consideration.....	26
<b>Chapter 4 : Analysis and Interpretation of Data .....</b>	<b>27</b>
Analysis of Data and Interpretation of Results .....	27
Use of E-learning tools in English language learning .....	28
Students experience on the use of E-learning tools in English language learning .....	28
E-learning tools used for language fluency .....	30
Benefits of E-learning Tools .....	32
Role of E-learning Resource for English language learning. ....	34
<b>Chapter 5 : Findings, Conclusion, and Implications .....</b>	<b>40</b>
Findings.....	40
Conclusion .....	41
Implications.....	42
Policy Related .....	43
Practice Related .....	43

Further Research Related .....43

**References**

**Appendices**

## **Chapter 1**

### **Introduction**

This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### **Background of the Study**

English is an international language and if we know it well, it gives us an ample of opportunities in every field. Today's world becomes a small village if we are good enough in English, it is a tool which leads us towards success. But, in the context of Nepal, it is not easy to learn English because of various reasons. As the cry of day, traditional way of teaching is being changed day by day and new techniques of learning are emerging. As a result, teaching has become more digital and less face-to-face.

A learning system gone through the electronic resources is known as E-learning. While teaching can take place in or out of the classrooms, the use of computers and the Internet are the major component of E-learning. Nowadays, learning and teaching English has become easy and interesting with the help of electronic devices and online tools such as computers, mobiles, tablets and social networks such as Google, You-tube, Blog, Twitter, Face book, Skype, etc. Similarly, E-learning refers to a learning system that we can obtain knowledge through the internet, using an electronic device. We also call it online learning or online education. The 'E' in E-learning stands for 'Electronic.'

"E-learning is the use of electronic media for a variety of learning purposes that range from additional functions in classrooms to full substitution for the face-to-face meetings by online encounters" (Guri-Rosenbit (2005).

Globally, after the expansion of Covid-19 this means of learning has become very popular. The digitalization in teaching is converting word into E-learning world. Even, in Nepal during lockdown E-learning has played vital role in language teaching as well as in overall teaching field. As everybody knows, there are four kinds of

language skills, they are reading, writing, speaking and listening. To enhance these four skills of English, the use of e-learning is increasing rapidly.

“E-learning is to take a course online using a modem, wireless, or cable connection to access academic course material from a computer, phone, or handheld device” (Governors State University, 2008). In today’s world, E-learning tools are commonly accessible for every intellectual group. Current internet world is making language learning a bit effortless. With the help of e-learning tools, English language learner are getting huge exposure. It helps learners to connect with world and get new ideas of learning English. It also provides opportunity of getting degree from world by sitting within a room.

Sun et al. (2007, p.2) define e-learning as "a web-based system that makes information or knowledge available to users or learners and disregards time restrictions or geographic proximity". This mentioned definition of e-learning underscores that web-based learning breaks the geographical and time restrictions for learners, they can use it as their flexibility. So, day by the importance of e-learning grow up rapidly. In addition, it is also taken as flexible learning option when considering time, location and health issues. It increases the effectiveness of knowledge and skills by enabling access to a massive amount of data, and enhances collaboration, and also strengthens learning sustaining relationships. It is taken as key element of present world education system.

The title of this research is **Using E-learning Tools for Enhancing English Language Skills** which is about how learners are using e-learning tools for enhancing English. Nowadays, learners and teachers feel really flexible while studying English through e-learning tools, such tools give them great English exposure. That's why, it makes easier to get involvement across the world. Getting varieties of knowledge can be known as learning. It refers to the study of contents, rules and principles of any particular subject. Learning also shows the capability of a person. There is no limitation in learning. It provides ideas of different courses, theories and disciplines. The acquisition of knowledge or skills through study, experience, or being taught is known as learning.

### **Statement of the Problem**

English language learners can gain English exposure through different e-learning tools like: computers, mobiles, tablets and social networks such as Google, Blog, Websites, YouTube and Language related social media pages, etc. These all tools of learning act supportive role in language learning context. These kinds of tools arise motivation among learners but it is not fully applied in our context of language learning. But, after the expansion of Covid-19 e-learning tools are being used rapidly in the field of education. How does such tools are being used and are these tools contributing in advancement of English language skills or not? This will be the main aim of my research.

Thus, I focus on using e-learning tools for the enhancement of English language skills. I have selected qualitative research design that is narrative inquiry, learning through e-learning tools are a kind of formal language places that's why I know their experience, feeling, achievement of their learning so these kinds of data have been analyzed through narrative inquiry because of that I have chosen this research design for my research. But, the e-learning tools are necessary to be competent in every skill of language learners they need to get access of e-learning tools regularly and effectively.

Although, a number of studies have been carried out e-learning tools, fewer studies have been done on use of e-learning tools for enhancing English language skills, as far as I consulted. (Thapa, 2019) states that, "The role of Face book on students' language learning was found positive. According to the students it provides source of content and materials in language learning. There is great impact of Face book on students it helps them to get information related to English Language Teaching and they can publish various things related to language learning and use of Face book contributes in language proficiency.

Face book can build communication. There is inherent role of Face book in collaborative learning, it promotes the collaboration and provides opportunity to meet varied abilities of students. The post of homework project makes all the students busy in their task and Face book connects to the classmate. Face-book had become need of the day, not only for the communication but it can be also essential application for language learning". Till now, a smaller number of researches have conducted related

on this particular topic. Basically, there is no any research is done on this specific topic. I have conducted this research from narrative inquiry.

In this digital world, we need to know, the status of our learners and teachers as well as approaches of their learning, too. E-learning tools are world-wide used materials for English language learning that's why it is being necessary to conduct research on this individual topic in Nepalese context.

### **Objectives of the Study**

The objectives of this study were as follows:

- a. To explore the role of E-learning tools for enhancing English language skills.
- b. To suggest some pedagogical implications.

### **Research Questions**

This study was oriented to find out the answers of these questions:

- a. How do the students and teachers have experience about the use of e-learning in English language learning?
- b. How is the e-learning contributing to effective English language learning?
- c. How are the e-learning benefits to teachers and learners for their exposure development in language learning and teaching?

### **Significance of the Study**

This study must become very helpful for the novice as well as experienced learners, too. Similarly, the findings will be helpful for the learners in general, in particular, to enhance their language competency through e-learning tools. It also assists to those people who wants to follow the current trend of learning through e-learning tools.

This concept triggers learnersto know the English competency and it also helps to improve their language skills through e-learning tools. It decreases the dependency of learners from grammar and course books. Moreover, this study contributes towards some guidelines to the future researchers to investigate on the reality of the learnersEnglish competency as well as access on electronic devices for language learning. Therefore, this study is certainly be beneficial for learners. This research is fruitful for those group of people who want to know benefits and how e-learning be helpful for learners of English language learning.

### **Delimitations of the Study**

The delimitations of this study were as followed:

- ) This research held on the E-Learning Tools for Enhancing English Language Skills and the sample population was selected from Kathmandu district and class 12 major English Students as well as teachers (among them three students and two teachers) of Madan Bhandari Memorial College, Anamnagar, Kathmandu.
- ) This research conducted by following the Narrative Inquiry research design.
- ) The data collected through semi-structured interview with the help of informal conversation, too.
- ) The research data analysis limited within thematic and descriptive method.

### **Operational Definition of the Key Terms**

**E-learning:** E-learning refers to the use of electronic media and information and communication technologies in education. E-learning is broadly inclusive of all forms of educational technology in learning and teaching. In my study, it refers to the use of e-learning tools by secondary level students for enhancing English language.

**Tools:** A **tool** is any instrument or simple piece of equipment that we can hold in our hands and use to do a particular kind of work. In this research paper, tools refer to electronic devices as well as the internet.

## Chapter 2

### Review of Related Literature and Conceptual Framework

This is the vital part of the study which consists of the review of the theoretical literature, review of the empirical literature, the implication of the review for the study, and the conceptual framework.

#### Review of Theoretical Literature

This section of the study deals with E-learning Tools. The books, articles, theories, and research work that are related to this study have been reviewed in this section.

#### E-Learning Tools: An Introduction

E-learning is considered as an independent and self-directed process of learning and teaching. Downes (2005, p.5) claims that the e-learning application, therefore, begins to look very much like a blogging tool. It represents one mode in a web of content, creation services used by other students. It becomes not an institutional or corporate application, but a personal learning center, where content is reused and remixed according to the students' own needs and interests.

Over the past two decades, e-learning has become an increasingly important field of study that has attracted scholarly and policy makers attention. E-learning reduced significantly the administrative effort, preparation and lectures recording, attendance, and leaving classes. E-learning is used and that one of the most significant uses is a replica of the scientific method learned on electronic/multimedia forms. It helps learners and teachers to be safe and improved their academic standards.

E-learning refers to the use of computer-based learning systems to deliver learning content to learners via traditional computers or mobile devices (Clark & Mayer, 2016). Advances in wireless networks, sensing technologies, and mobile technologies have resulted in innovative changes in teaching and learning. In the context of Nepal, E-learning is difficult and that the low-quality of internet services is the biggest obstacle to its application. The biggest downside of e-learning is that it decreases the workload for teaching staff and raises the pressure on students. It is helpful to promote learning involves some form of interactive learning between learners and their teachers or peers.

E-learning has a dramatic change on the modes of teaching and learning and provides a great way to remove drawbacks that are inherent in traditional classroom learning, especially its lack of flexibility in time and space. Rosenberg (2001) proposed a broad definition of e-learning as “the use of Internet technologies to deliver a variety of solutions that enhance knowledge and performance” (p.28). Rosenberg also addressed three essential characteristics of all e-learning environment: 1) e-learning is networked, making it capable of instant updating, storage/retrieval, distribution and sharing of instruction or information; 2) it must be accessible to learners via a computer; and 3) it goes beyond the traditional paradigms of learning.

### **Four Skills of English Language**

Language is a symbol that permits people to communicate or interact. These symbols can include vocal and written forms, gestures and body language. Another way to describe language is in terms of the four basic language skills: listening, speaking, reading and writing. For being competent in any language we need to focus on these four skills of language learning. These four skills are also the key elements of English language learning.

Speaking and writing are called productive skills because while using these skills a learner\user is not only active but also produces sounds in speaking and symbols (letters, etc.) in writing. On the other hand, listening and reading are considered receptive skills because here a learner is generally passive and receives information either through listening or reading. These four skills are classified into two parts. They are:

#### **a) Productive skills (Active skills)**

The productive skills are speaking and writing, because learners doing these need to produce language and they involve producing words, phrases, sentences and paragraphs. They are also known as active skills.

The main goal of speaking skill is to achieve efficiency in communication. Speaking skill is followed by input, structure and communicative output. Learners should be able to make themselves understand, using their current level of proficiency. Speaking

is probably the language skill that most language learners wish to perfect as soon as possible. Speaking is more frequently used than writing.

The main function of spoken language is to socialize individuals. Speaking skills have been found to be a fundamental skill necessary for a learner's success in life. Learners often evaluate their success in language learning on the basis of how well they feel they have improved in their spoken language proficiency. Additionally, ability of speaking English also plays an important role in developing reading and writing skills. So, when we read and write, we use what we know of the language orally.

Writing is one of the two productive skills. We express our ideas and communicate them to others through writings. It needs a lot of practice and experience to communicate successfully through this skill. This is possibly the most difficult of all the four language skills. So, it needs more and frequent practice than the other three skills. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

#### **b) Receptive Skills (Passive Skills)**

Reading and Listening are called receptive skills because when we listen and read something we receive the language, understand it and decode the meaning. On the other hand, listening comprehension is the receptive skill in the oral mode. When we speak of listening, what we really mean is listening and understanding what we hear. It describes a person's ability to listen and understand what she or he is hearing. It involves sender, message and a receiver. It is a psychological process and it involves receiving message, constructing meaning from it and responding to (spoken\ non-verbal) messages. Interactive listening situations include face to face conversations and telephone calls, in which people alternate listening and speaking, and in which they have a chance to ask for clarification, repetition, or slower speech from a conversation pattern. Some non-interactive listening situations are listening to the radio, TV, films, lectures, or sermons. In such situations, people usually do not have the opportunity to ask for clarification, slower speech or repetition.

Reading is one of the receptive skills used for understanding or comprehension of some text. It is the most challenging skill to be introduced to learners. It is the most

difficult and exciting skill to introduce. But reading is not a simple skill as it involves a combination of many skills and cognitive abilities. It is a solitary activity where the reader interacts with the text in isolation. We can also opine; reading is an exercise of the brain and the eyes. The eyes receive messages and the brain then works on them.

### **Types of E-Learning Tools**

In Nepal, English is considered as a foreign language, and is used for the purposes of academic advancement, career advancement, and traveling abroad. In today's digital world, there are unlimited number of e-learning tools among them some must be discussed here.

#### **i) Google**

Google is one of the most popular applications as e-learning tool. The contents and knowledge of the Google is universally accepted. It was begun as a search project in 1996 by Larry Page and Sergey Brin. The Google ranking algorithm was later named "Page-Rank" and it was patented by its owners in September of 2001. Within the very short period of time, Google became one of the frequent searched engines across the world. It is valued as the panorama of research and knowledge.

It is one of the most searched page or browser across the world, a position that has generated criticism and concern about the power it has to influence the flow of online information. It has become such a popular search engine as well as it is termed by "Google". It is often used as a verb, synonymous with "search". For example, if you are looking for information about someone, you can use Google to know about that particular person.

#### **ii) You-tube**

YouTube is a popular video sharing website or social media sites. Where only registered users can upload and share videos with anyone and it comes to access of every individual. These videos can also be embedded and shared on other social media sites. YouTube was developed by former PayPal employees in 2005 and was acquired by Google in 2006.

It is a video sharing service that allows us to watch videos posted by others. It also assists users to upload videos of their own. Videos that have been uploaded on YouTube may appear on its website. After this, users can share and post on other

websites, too. The files are hosted on the YouTube by its server. The slogan of the YouTube website is "Broadcast Yourself."

You-Tube video delivers stepwise procedure of learning that helps to develop learner learning language skills and equally generate positive attitude inside the users for perfecting their language skills. There are huge numbers of You-Tube channels, they upload several videos related to the ideas of learning language, problem solving and digital materials. From these English Language Learning related videos learners and teachers can enhance listening, reading, writing and speaking, etc.

YouTube videos are posted by people from all over the world, from all types of backgrounds. Therefore, there is a wide range of videos available on YouTube. Some examples include amateur films, homemade music videos, sports bloopers, and other funny events caught on video. People also use YouTube to post instructional videos, such as step-by-step computer help, do-it-yourself guides, and other how-to videos.

YouTube has a different and huge variety of videos & information, expressing people's creativity. You-Tube is a major benefit and you can get a good deal of information to many people in a short amount of time. It is easy to use even for those who have no computer skills at all.

### **iii) Blogs**

A blog is known as shortened version of "weblog" and it is kind of online journal or informational website which conveys information in reverse chronological order. It posts and shares latest information at first or top of the page. It is a place for writer or a group of writers who parcels their views on an individual or particular subject. There are many reasons to start a blog like conveying ideas, business, projects, or anything else that might bring money for bloggers or people.

It is used for personal purpose, too. It proves personal identification to the blogger. There is also a variety of content available. So, the main purpose of a blog is to connect public or people to the relevant audience or deliver message to targeted group. Another purpose or aim is to boost up your traffic and send quality leads to the website. It is beneficial for learners to get huge amount of language related/concerned materials. There are different blogs based on English Language and its grammars.

It is an online diary or journal placed on a website. The content of a blog is found on text, pictures, videos, animated GIFs. Similarly, bloggers also include scans from old physical offline diaries or journals and other hard copy documents. Blogs are in the access of public through links. It can be seen on websites, bloggers social media profiles, emails and e-newsletter on online keyword search engines. A blog content can appear as posts on one continuous streaming page or posts on individual pages, can be reachable through one or more pages.

#### **iv) Different Web Sites**

Website is a collection of publicly accessible, interlinked web pages which share a single domain name. This is created and maintained by an individual, group, business or organization to serve a variety of purposes among people. It is publicly accessible websites which is known as World Wide Web. Sometimes, it is called "web page". It can be also called as a "web presence" or simply site. Websites are classified in various disciplines, similarly, there is variety in website according the discipline of the contents, including educational sites, new sites, porn sites, forums, social media sites, e-commerce sites, and so on.

Websites are connected with servers, and need a web browser like Chrome, Firefox, or Internet Explorer to be visited (either on a computer or mobile device and others). A website can be accessed directly by entering its URL address or by searching it on search engine such as Google. Nowadays, learners are getting complete and huge knowledge of English from different websites like [www.grammarly.com](http://www.grammarly.com), [www.learningpower.org](http://www.learningpower.org), [www.learningcenter.org](http://www.learningcenter.org), [www.learnerdictionary.com](http://www.learnerdictionary.com) etc. There are unlimited numbers of websites where we can get large amount of English language learning materials.

#### **v) Language related social media pages**

Social media is a collective term for websites and applications. It focuses on communication, community-based input, interaction, content-sharing and collaboration. Forums, micro, social networking, social bookmarking and wikis are among the different types of social media. Many individuals will use social media to stay in touch and interact with friends and family, while others use it to communicate with different communities. Similarly, it is used for language learning platform because with business purpose or voluntarily and it helps learners to get their

language improved. These days, different language centers also have their own social media pages where they posted language related contents and materials. Social media has become larger and more accessible thanks to access to mobile applications, with some examples of social media including Twitter, Face book, and LinkedIn. In business, social media is used to market institutes, promote learners, and connect to target learners.

Learner can take advantage of social networking to help their exposure and broaden their knowledge sphere. The goal is usually to create content compelling enough that learner will get more benefits with their social networks. It makes learners easy to connect across the world with different varieties of English.

### **Some popular Social Media Platforms**

Here are some examples of popular social media platforms:

#### **i) Facebook**

It is a kind of social networking websites which promotes users to create their profiles and pages to upload photos, videos and send messages. It also helps to stay keep in touch with family, Friends and colleagues. It is beneficial for learners to get adequate knowledge of language through their colleagues and their posts.

#### **ii) Twitter**

It is also a free micro-blogging service that allows registered members to broadcast short posts called tweets. Twitter members can broadcast tweets and follow other users' tweets by using multiple platforms and devices. Learner uses this network for knowing new vocabularies from the posts of the people and they get good access of new terms from there.

#### **iii) Wikipedia**

This is a kind of free and open content online encyclopedia created through the collaborative effort of a community of users known as Wikipedia's. Anyone registered on the site can create an article for publication; however, registration is not required to edit articles. Wikipedia was founded in January of 2001. It helps learners by providing them basis concepts of grammar and language rules.

### **Importance of E-learning tools for enhancing English**

In the context of Nepal, be competent in English is a tough job. Very few numbers of students are getting effective and correct exposure of English. Mostly, remote areas students are deprived from correct form of language learning. They hardly get course book, which is not enough for learners, and it isn't beneficial for those learners who are far from formal education so e-learning becomes the oxygen for those learners who want to deliver huge amount of English language exposure.

E-learning is considered as an independent and self-directed process of learning mainly supported by the adequate technological tools to make of it a workable learning and teaching method. It is comfortable for physically disable learners who can get access of learning English from their home as their need and flexibility. It helps those learners who are medium in their study because they hardly understand teachers' classes but want to be competent in language learning. It helps them to be perfect in every skill of language because it is difficult to address every skill in classes so it assists skill-based weaknesses of learners. Based upon the theoretical ideas and my own experience the following can be the importance of E-Learning tools.

- ) There is great contribution of authentic materials like, journal, news and online bilingual dictionaries in English language learning which is available on Google.
- ) Google is universal web search engine, which offers access to authentic materials on the web by enhancing the language skill.
- ) Use social network like Facebook to find group of learners interested in live conversation practice English association group.
- ) Students can download Oxford Dictionary from the Play store and they can search the words meaning. They can improve their language through the use of E-learning resources.

### **Challenges of adopting E-Learning as Tools learning English**

In the context of Nepal, it is very hard to get access of education through electronic device. Access of internet is low across the whole Nepal so it becomes difficult to educate learner through electronic devices. In today's era, students have access to a variety of learning resources, such as computers with internet access, web-based tools, e-books, smartboards (replacing traditional blackboards), audio and video materials

with projectors, and even animated educational content. Nepal is currently embracing innovative technologies to enhance its education system, particularly through E-learning strategies. This approach allows students to learn without limitations, offering numerous advantages for both teachers and learners.

In recent times, many universities have been adopting E-learning systems as a part of their educational approach. However, higher educational institutions have been facing increasing challenges due to the global, digital, and dynamic nature of education today. Overcoming the barriers associated with E-learning has become a primary concern. One significant challenge is the shortage of skilled manpower, particularly in rural areas of Nepal, where literacy rates are lower compared to urban areas. To pursue higher education, individuals from rural regions often migrate to urban centers. Therefore, a crucial goal in this era is to expand the education system by embracing E-learning strategies and providing online learning opportunities and distance education to students across Nepal.

Language barriers have also arisen as much of the available information is in English, making it inaccessible to people in rural Nepal who may also lack access to computers. Furthermore, internet service providers in Nepal have not fully extended their services to rural areas. Consequently, many people in rural Nepal still rely on traditional face-to-face learning methods due to the lack of technological infrastructure.

To bridge this gap, various technologies should be introduced across Nepal to deliver essential information about emerging technologies and their benefits to all regions. Barriers like cost, language, shortage of human resources, and limited access to Information Communication Technology tools have hindered the growth of E-learning. Removing these barriers would undoubtedly improve the educational opportunities for both rural and urban populations in Nepal.

E-learning is an effective educational tool and has the potential to elevate the education system. Many courses are now offered through E-learning platforms, increasing competitiveness and reducing costs. However, for rural individuals with limited skills and knowledge, becoming familiar with online learning practices is essential to fully benefit from this knowledge. In a rapidly changing digital world, the challenge lies in adopting digital teaching and learning methods, focusing on

advanced content development. This transformation requires a robust digital platform, emphasizing E-learning. While E-learning is widely accessible in developed areas, providing the necessary infrastructure for students in developing regions is a challenge. Factors like internet connectivity and the availability of E-learning materials need to be addressed to ensure equitable access to educational resources.

### **Pros and Cons of E-learning Classes**

At present digital world, all actions of human being are based on electronic device like shopping, food ordering, Job\ Duty. Similarly, Educational field or we can say formal and informal education is also not far from digital world. So, e-learning is flexible when considering time, location, and health issues, it increases the effectiveness of knowledge and skills by enabling access to a massive amount of data, and enhances collaboration, and also strengthens learning sustaining relationships.

It is useful in increasing students' computer skills, although it requires significant financial resources. It helps to get easy access of English learning materials as the necessity of the learners. It doesn't put limitation of learning material instead of that it provides them ample number of materials.

However, there are many cons of e-learning classes the most important of which is getting knowledge only on a theoretical basis and when it comes to using everything that learners without applied practical skills. The face-to-face learning experience is missing, which may irritate many learners and educators. There are uncountable drawbacks of e-learning classes but it becomes alternative tool of learning for classroom teaching and learning as well as day-to-day physical class of formal education system.

Although, e-learning can enhance the quality education there is an argument about making e-learning materials available, which leads to improving learning outcomes only for specific types of collective evaluation. It cannot support domain that require practical studies. The main cons of using e-learning is the absence of crucial personal interactions, not only between students and teachers but also among fellow students (Somayeh et al. 2016).

**Pros\advantages:**

The biggest advantage of e-learning is access to on-demand courses. Many a time one requires access to certain learning material. E-learning provides an abundance of such material (for enhancing both hard domain skills and soft skills) that can be accessed year-long at any time of the day or night. Some of the benefits are mentioned here:

- ) It is flexible when issues of time and place are taken into consideration. Every student has the luxury of choosing the place and time that suits him\her.
- ) E-learning enhances the efficacy of knowledge and qualifications via ease of access to huge amount of information.
- ) It is able to provide opportunities for relations between learners by the use of discussion forums. Through this, e-learning helps eliminate barriers that have the potential of hindering participation including the fear of talking to other learners.
- ) E-learning motivates students to interact with other, as well as exchange and respect different point of views. E-learning eases communication and also improves the relationships that sustain learning.
- ) E-learning is cost effective in the sense that there is no need for the students or learners to travel.
- ) It is also cost effective in the sense that it offers opportunities for learning for maximum number of learners with no need for many buildings.
- ) E-learning exposes learners to real-world data, which saves learners time in searching information and also assists learners analyzing large collections of data.
- ) E-learning provides a more in-depth learning experience.

**Cons\Disadvantages**

There are some major drawbacks to E-Learning, it requires strong self-motivation and time management skills. Lack of communicational skill development in online students. Cheating prevention during online assessments is complicated.

- ) The e-learning method might be less effective than the traditional method of learning. The learning process is much easier with the use of the face-to-face encounter with the instructors or teachers.

- ) Since tests for assessments in e-learning are possibly done with the use of proxy, it will be difficult, if not impossible to control or regulate bad activities like cheating.
- ) E-learning may also probably be misled to piracy and plagiarism, predisposed by inadequate selection skills, as well as the ease of copy and paste.
- ) Contrary to traditional learning, the direct or face-to-face interaction between instructor and student is absent in e-learning.
- ) Online courses take more time and effort than traditional courses.
- ) Conversion efforts take longer than expected converting existing classrooms to online courses has proven harder than many designers expected.
- ) E-learning is often used as a type of distance learning and distance learning is “impersonal” due to the face to face.

### **Review of Related Empirical Literature**

The empirical research that I reviewed, are as follows:

**Pandit (2013)** studied on "The study on the Impact of Internet as language learning in ELT", the objectives of the study were to find out the impact of internet in learning English Language. He had selected 25 students of grade eight from Rautahat district and completed research by following Action Research design. He used test items as tools and chose population through random sampling procedure. He found that learners used very less e-learning tools for language learning because of lack of knowledge regarding use of e-learning tools and economic status.

**Malla (2017)** conducted research on "Major English Students Perception towards the use of Google in their study". He conducted the research to identify the perception of major English students towards the use of Google in central department of English education were selected as the sample procedure. It is a kind of Survey Research. The study used questionnaires containing open and close ended questions for thirty students of department of fourth semester. The major finding of the research is that the entire students had positive attitude towards the use of Google for their study/learning sphere.

**(Shakya et.al.2017)** conducted research on "State Education System with E-learning in Nepal: Impact and Challenges" The purpose of this paper is to show the changing

of learning process from the conventional learning to E- learning in the rapidly changing world and to provide a view of the state of E-learning in Nepal focusing on impact and challenges. There are fifteen countries involved in this research and this research explains that E-learning is the effective tools of teaching and learning process these days and different universities of Nepal also broadly adopting this E-learning strategy and offering for distance education or online learning. Here, they study the educational situation of rural areas of Nepal comparing to urban areas as well as the barriers of E-learning.

**Rokaya (2018)** held the research entitled "Use of Information and Communication Technology in English language learning". To accomplish this research, he followed Survey research. He had chosen bachelor level student of constituent campus. The finding of the study was, students had positive attitude towards the use of Information Communication Technology in English language learning. It also found that they are using ICT for developing their English language learning.

**Adhikari (2019)** carried out the research on the topic of "Teacher use of Internet-based resource for their professional development". The study was to find out the teacher using the internet development in left. He had selected 40 teachers use of internet purposively as the sample of the teacher. He used Survey questionnaires consisted of the 20 questions. The finding of the study explains that the teacher uses internet-based resources for their professional development.

**Karki (2021)** had completed research on "Use of Internet in English Language Learning". The objective of this research was to find out the use of internet resources for students learning. She held this research in Sindhupalchowk among students of M.Ed first semester Major English students of Chautara Multiple Campus, Sindhupalchowk. She found that all English language learners had positive attitude towards using the internet and accepted internet as a reference tool in learning English. Similarly, E-learning makes easier to be clear and better understanding of the content and context of learning. The most important thing was, she found that use of different types of online resources for language learning helped to communicate easily and it was applicable, too.

### **Implications of the Review for the Study**

The literature review is an integral part of the entire process and contributes to almost every operational step. Every new task needs the previous background which can help and direct researcher to reach the destination in research for finding out new things and ideas. Similarly, it is very important to review the previous researches because it expands the ideas about how to carry out research in standard way. The most important function of the literature review is to expand the researchers' knowledge and skills related to the problem to be investigated.

Considering these aspects, I reviewed some of the theoretical works that is interrelated to this study. It is not only for the sake of academic purpose but also for further research. It is useful for teachers, researchers, and administrators. The above reviewed literature helped me to understand the topic more clearly. It also helped me to establish the link between the related studies and develop critical thinking about the study.

Firstly, I reviewed the study of Pandit (2013) and Malla (2017) assisted me to gather ideas on the usefulness internet-based learning tools as well as helped me to analyze the perceptions of learner's use of internet like Google, Web-page, Face-book, YouTube and so on.

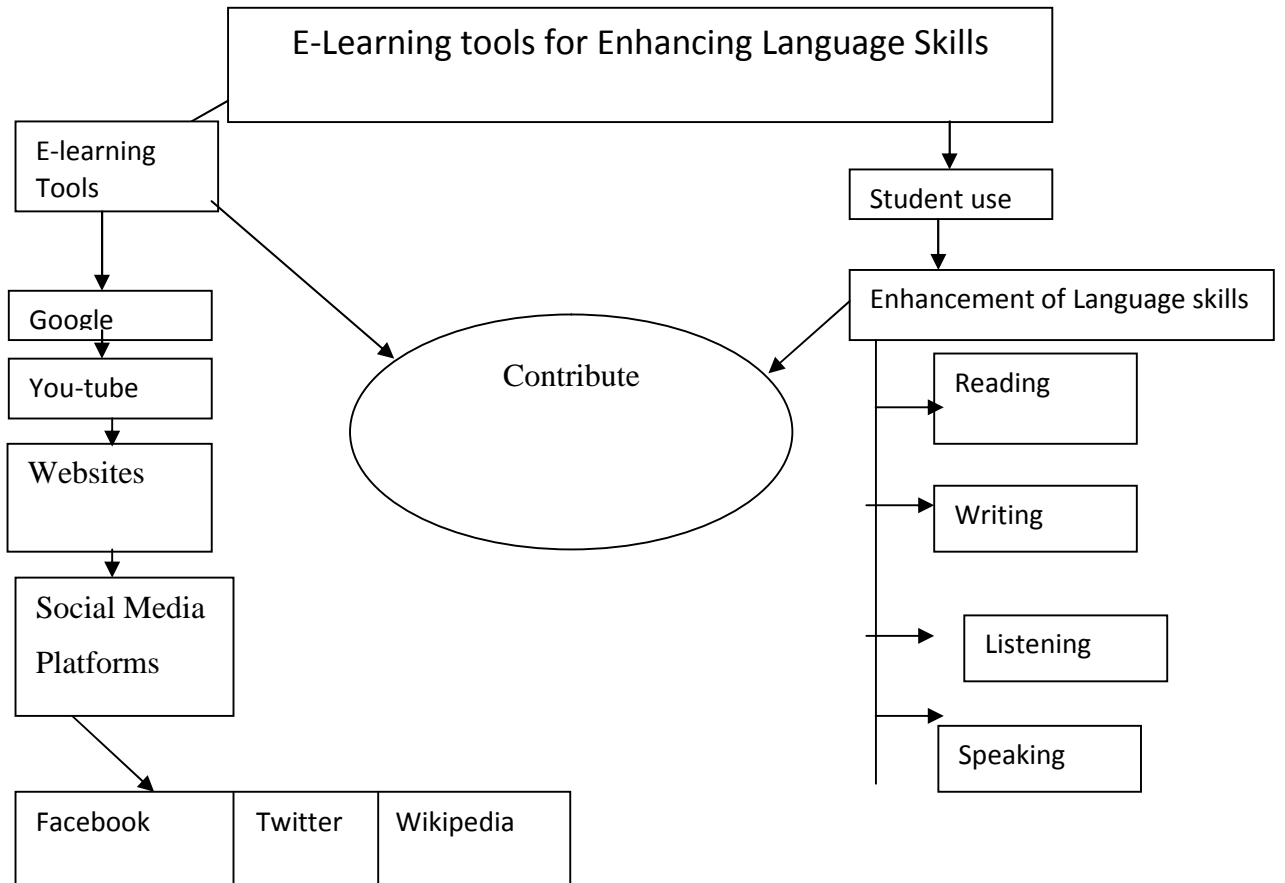
Similarly, I reviewed the research, carried out in the department of Electronic and Computer Engineering, Pulchowk Campus, TU and Department of Computer Science and Engineering, Kathmandu University, Kavre. This reviewed empirical research studies were carried out by SubarnaSakya, et.al (2017) which are really helpful for my study, Using E-learning Tools for Enhancing English Language Skills. I get this research on the Website of Kathmandu University in internet in PDF form when I have gone through the research, I find it useful for my research.

Likewise, Adhikari (2019), Rokaya (2018) and Karki (2021) supported me to generate ideas about the use of internet in English Language Learning. Above mentioned, research works help me to be clear about my topic, background and the objectives of the study. Then after, it gives me the guidelines regarding citation and references. Accordingly, it helps me on how to select the populations, sample populations and the data collection tools for the collection of the data.

Finally, reviewed researches give me the concept of ethical consideration and conceptual framework for my study. Thus, these works helped me to design the present study practically. Moreover, these previous works helped me to formulate objectives, to make research questions, and to improve methodology. Likewise, they provided me with guidelines regarding data collection, selection of sampling procedure. Finally, the reviewed empirical studies have helped me to maintain systematically, relevance, consistency, validity and scientific spirit in the research.

## Conceptual Framework

The present research study will be based on the following conceptual framework.



## **Chapter 3**

### **Methods and Procedures of the Study**

This section deals with the methodology and procedures adopted to achieve the objectives of this study. To specify, the design and method of the study, population, sample, sampling procedure, research area, data collection tools and techniques, data collection procedures, and data analysis and interpretation procedures have been included in this section of the study.

#### **Design and Method of the Study**

I have followed qualitative method to conduct this research. So, I have completed this research through narrative research design. This method of research helped me to get qualitative data from primary source. I have adopted this research design with semi-structured interview and informal conversation with participants for collection of data.

#### **Narrative Research Design**

The design of this study is narrative inquiry. It is a kind of qualitative research design which follows the process of gathering information through storytelling. The process of narrative research design includes collections of narratives, as the data for research.

Narrative research design is a form of qualitative research. It uses field texts such as stories, autobiographies, journals, field notes, letters, conversations, interviews, and life experiences as the units of analysis to research and understand the way people create meaning and generalize truth in their life. It focuses on the organization of human knowledge more than merely the collection and processing of data.

The personal accounts are taken as stories and participants are allowed to use their own words and categories to describe their own life experiences. The importance of personal experience and multiple perspectives, the existence of context bound and constructed social realities and the impact of the researchers in the research process is emphasized in this research. According to Schwandt (2007), "Narrative inquiry is the interdisciplinary study of the activities involved in generating and analyzing stories of life experiences (e. g., life histories, narrative interviews, journals, diaries, memoirs, autobiographies) and reporting that kind of research" (as cited in Ojha, 2013).

Narrative inquiry is relatively new qualitative methodology. It is a way of thinking about and studying experience. Narrative inquirers think narratively about experience throughout inquiry. It follows a recursive, reflexive process of moving from field-to-field texts data and final research creates a conceptual framework within which different kinds of field texts of different analyses can be used.

In a similar vein, Creswell (2013, p. 502) writes, “In narrative research design, researchers describe the lives of individuals, collect and tell stories about people’s lives, and write narratives of individuals experiences.” He further states that narrative inquiry as a distinct form of qualitative research, a narrative typically focuses on studying a single person or more, gathering data through the collection of stories, reporting individual experiences and discussing the meaning of those experiences for the individuals. Narrative inquiry does not attempt to predefine independent and dependent variables but it acknowledges context and seeks to understand phenomena through the meanings that people assign to them.

It is relatively new qualitative methodology to research. Few numbers of respondents are needed and data can be collected through reading their personal stories, diaries, autobiographies and in-depth interview. Furthermore, the collected data are analyzed in a narrative form focusing on the individual’s experiences. The process of narrative research design refers to the way of carrying out the research by using this method.

According to Creswell (2013, pp. 513-516), the steps of conducting narrative research are to identify a phenomenon, collect the story from that individual, re-story and retell the individual’s experience, collaborate with the participant- storyteller, write a story about the participant’s experiences and validate and accuracy of the report. In this study, I adopted the same process while conducting this particular research. The process is the guideline to complete any kind of research work perfectly. The processes of narrative inquiry are as follow:

- ) Identify a phenomenon
- ) Selection of appropriate individual
- ) Collect the story from the participants
- ) Re-story or retell the individual’s story
- ) Collaboration with the storyteller
- ) Write a final report based on the story

) Validate the accuracy for the report

As a method, it begins with the experiences as expressed in lived and told stories of individuals. It also provides ways for analyzing and understanding the stories lived and told. I have defined it here as a specific type of qualitative design in which “narrative is understood as a spoken or written text giving an account of an event/action or series of events/actions, chronologically connected” (Czarniawska, 2004, p. 17).

Narrative inquiry shares the idea of knowledge transfer, a theory that seeks to transfer unqualifiable elements of knowledge, including experience. The narrative approach captures the emotion of the moments. It renders the event active rather than passive, infused with the latent meaning being communicated by the teller. Thus, two concepts are tied to narrative story telling: memory and notion of time, both as time found in the past and time as re-lived in the present.

The procedures for implementing this research consist of focusing on studying one or two individuals, gathering data through the collection of their stories, reporting individual experiences, and chronologically ordering (or using life course stages) the meaning of those experiences.

Narrative research design is different than any other design in which only one meeting and interview is not enough to collect the exact data that the researcher really searching out. For this, the researcher should visit the respondents frequently. The researcher should build a good rapport with the participants otherwise the data might be incomplete and the study will be invalid to generalize the findings

### **Population, Sample, Sampling Strategy**

The population for this study was taken from secondary level English language learners and English teachers of Kathmandu district. I had selected secondary level students and teachers because this level learners are getting participation in e-learning activities. The sample size of populations selected by using purposive non-random sampling strategy.

### **Research Tools**

Tools are the eminent elements of any research to accomplish the research, I used semi-structured interview and informal conversation as the research tools to collect

the data. It was difficult to use others tools to get the detailed information. Therefore, I selected semi structure interview which is the best research tool to collect the detailed information from the learners who had been learning English language. The interview was semi structured which was recorded by using mobile/cell phone. Some questions were predetermined and other questions were asked based on their responses and context.

### **Primary sources of Data**

The fundamental bases of the study were the primary sources of data. Secondary level English Language Learners from Madan Bhandari Memorial College of Kathmandu, District. The data of primary sources was collected through interview.

### **Secondary sources of Data**

Additionally, the secondary data already collected by readily available from various books, articles, journals, media, websites and previous unpublished thesis which were related to this research.

### **Data Collection Procedures**

Focusing towards the ethical consideration in the process of collecting data, at first, I studied various books, articles and previous thesis on the topic of research and developed guidelines for interview and constructed questions. After that, I selected the college/school where English language learner's and teachers use internet for enhancement of their language skills. I went to the college and I informed the college administration. Then, I requested to the students and teachers of English Language who were five of them. Likewise, I had questionnaire along with participant informational statement to the students and teachers who were ready to involve in study. The selected five students and teachers, I also requested them for taking interview for my study. Then, I collected the questionnaires and their responses. Finally, I expressed my gratefulness to the authority and the respondents (students and teachers) convince them that their response was confidential.

### **Data Analysis and Interpretation Procedures**

The data analysis involved transcribing, translating and typing them up. The process of data analysis and interpretation were started after the collection of data through

interview. It followed the systematic procedure of collecting data, observing it, structuring them, getting meaning from the raw information and interpreting under different thematic heading. Thematic approach is a method which explains, analyses, and interprets the theme of the collected qualitative data. To fulfill the objectives of my study, firstly, I have taken field notes and recorded interviews. Then, I transcribed and translated them in written form as well as analyzed descriptively and presented thematically.

### **Ethical Consideration**

Ethical consideration is vital while conducting research. The research should not cause any harm to the participants of research. Every people have their privacy and own value and norms. So, the research should keep the participants' confidentiality safe.

I assured that there were no any activities which might harm in their personal career and intuitional reputation. During the process of data collection, time and place was determined on the basis of their approval. I made sure to the participants will not use the data for other purpose. Similarly, the findings of this study might not harm to the respondents. They assured that all identifiable personal information were strictly kept confidential and nonames would be mentioned in the thesis as well as in any publication. The plagiarism has been avoided by showing and references. Every step of research conducted under the guidance of supervisor of English education department, Tribhuvan University, Kritipur Kathmandu. Finally, I deleted all the recorded data after the successful conduction of this research study.

## **Chapter 4**

### **Analysis and Interpretation of Data**

Analysis and interpretation of the data is a core part of the research. I have analyzed the data thematically under different headings and sub-headings.

#### **Analysis of Data and Interpretation of Results**

I commenced collecting information from my respondent students and teachers through their narratives that included the use of E-Learning tools for enhancement of Language skills. The background information of each respondent elicited from their narratives has been presented in appendixes.

To elicit the intended hands-on data, I established a good rapport with the selected students. In this chapter, I present the details of the students' and teachers experience regarding the use of E-learning tools for their English language learning. I collected the data through in-depth interview total five students and teachers through purposive sampling procedure. The selected learners were class 12 major English students of Madan Bhandari Memorial College, Anamnagar Kathmandu. The data were collected for the serenity of the first objectives. This chapter deals with interpretations of results obtained from interview. The analysis and interpretation of data have been presented under the following headings.

The data obtained from semi-structure interview and informal conversation have been transcribed and analyzed by using thematically analysis. Themes of the personal interviews have been drawn based on the research questions: What different E-learning tools can enhance English language skills. In this study, pseudonym names have been used to conceal the identity of the participants and the institutions. I had asked few questions and the same questions to all the participants then analyzed and interpreted it thematically. This chapter deals with interpretation of results obtained from interview. The analysis and interpretation of data have been presented under following heading.

### **Use of E-learning tools in English language learning**

The E-learning tools are being essential elements for learning in today's world. Use of e-learning tools in English language learning is more beneficial for the secondary level students. E-learning tools are virtual networking medium that can be connected and used on a variety of devices these days. It enables the users to send, receive, collect, store, update new exposures of learning. By the use of E-learning tools, English language websites that host grammar, handbooks and dictionaries are all great resource for improving our language.

If we want to learn English that we can read, many podcasts about learning English also came with written materials. In this part, I have presented the responses of the research participant who have been learning English language. They talked about the relation between language learning and E-learning tools and for this research pseudonym was used to conceal the identity of the respondents and A, B, C, D and E have been used. The results drawn from those narratives are interpreted as follows:

#### **Students experience on the use of E-learning tools in English language learning**

E-learning tools play an important role in English language learning for students and teachers. Blog could be one of the most powerful tools for developing language skill, student can read an article and saw videos and try to learn English language and practice speaking skill and save the videos on their mobile phone. The student can get numerous benefits from the E-learning based resources.

In this regard, the main experience from English Language Learner was common use of E-learning tools in learning times. Mostly, they were connected to E-learning tools through mobile phones by which they can search the site and do easy learning. What I firstly found through interviewed, the response of the students was explored as most of the student prefers to E-learning tools in English language learning to get information easily and quickly, likewise E-tools are as key reference tool which helped both students to find out learning ideas, getting more exposures and be updated with the new learning techniques.

**The responses to questions regarding the Experience of E-learning tools in English language learning.**

Respondent A said:

*As my experience E-learning tools are powerful networking system in my language and other field. Generally, I watch English videos, read articles through E-learning tools which play vital role in my learning. E-learning tools and English language both are interconnected to each other. E-learning tools provides ample of materials about English language Skills. Using the E-learning tools bring the real world of language learning as my experience.*

His opinion indicates that he used E-learning resource for his language skills. He uses E-learning tools for communication and vocabulary exposure, it means day to day communication and advancing the language skills.

**Similar views were expressed by another student about the use of E-learning tools in English language learning.**

Respondent B said:

*We have a group of our School in Facebook, Imo, Viber and messenger. We only use this group for our academic purpose on make good English communication as well as for language fluency and solving the problem of assignment.*

His opinion indicates that he consults E-learning tools for multiple purposes. He uses E-learning tools to get native like pronunciation, for advancement of vocabulary and get new updates of language learning.

Respondent C said:

*I use E-learning tools in my study. Bookie's knowledge is not fulfilling my study so, in these twenty-one century E-learning tools are most important for us. I daily use it in my learning. The E-learning tools help me to download files from Google, get articles for essay writing, to get the meaning of different advanced vocabulary easily without wasting my time and practice English language with native learner.*

This excerpt shows that students use E-learning resources for producing, receiving, and collecting information of language skills. He has habit of downloading books, downloading videos and practice with native speakers to improve language skills.

In this way, respondent D said:

*It is useful for language learner and another field. I am student of major English student now I am learning English language. Learning English is not easy because of my mother tongue which is Nepali, without any source, learning English is more difficult. Therefore, while I have gone through my text books, I talk with Google to improve my language skills. I use Google dictionaries read, vocabulary and pronunciation in You-Tube video. Therefore, without E-learning tools my English language learning was become improve language skills. Use of E-learning tools are more important for English language learning and improvements of language skills.*

Same verdict has been occurred by respondent E:

*I have mobile in my hand and I connect internet in my mobile and go through the E-learning tools like Google, You-Tube and Facebook pages to share my knowledge and experience related to language skills with my friend so, E-learning tools are vast network for the study everything. Likewise, today in my study of learning English language helps me by the use of E-learning tools. E-learning tools had a great impact in language skills. Earlier I was not well known about the use of E-learning tools before this I have gone through books and ask with only teacher in the classroom for language learning but nowadays, I do not only follow the book and follow the teachers. We can find everything and adequate knowledge of language skills by E-learning tools. The use of E-learning tools is possible whenever and where-ever.*

To analyze all the respondents above, I found class 12 major English students use E-learning resources quite different ways i.e., downloaded, visualized, read and watch. They said that using E-learning resources create positive feeling in them towards English language skills and such learning tools help them to make their learning more effective. More importantly, they reported that using E-learning tools provide them easy move with the time, and do things easier and quickly.

### **E-learning tools used for language fluency**

Language fluency refers to the ability of an individual to speak confidently in language. It is the ability to use the language in real world situation in appropriate and

acceptable way. According to Tafani (2009), electronic media provides learners with a lot of language practice through internet and those tasks develop reading, writing, speaking and listening skill. It is reported that the E-learning tools can be utilized for language fluency in English language learning, as well as personality.

Use of E-learning tools means to develop the learner's language skills as well as language through which they can learn actively and consciously.

**While taking interview with the learner about the role of E-learning in their academic learning**

Respondent A said:

*Generally, I watch English videos listen to English language speech more often to practice English for good fluency. Similarly, I practice the vocabulary used on the video and movies, and can improve proficiency in communication.*

By analyzing the excerpt, I found that using E-learning tool is all accepted habits. He consults E-learning tools to clarify himself with different knowledge, including practice of word meaning, concept and so on.

Similarly, Respondent B said:

*I used E-learning tools to watch foreigner English speech and practice pronunciation of words and search word meaning from Google dictionary. I watch and listen different English programs to get mastery over English language.*

From his opinion, we can conclude that he is the good user of E-learning tools. He gets engaged in E-learning tools for learning purpose and practice pronunciation of words and listen different English program for developing language skills.

In the same way, Respondent C said:

*I go through the E-learning tools to download dictionaries and practice pronunciation of word meaning and watch English songs to get entertainment and word vocabulary. We have the group of ELL association in Facebook use English language and talk to each other about our problem and share ideas with each other.*

This expert shows that students used E-learning resource for different purposes and ways. He makes to association group in Facebook and practices English language to each other and improve the language skills.

Respondent D said:

*I watch English movies for understanding the language and watch videos on You-Tube to practice with English language speaker.*

His opinion indicates that he uses E-learning resources for improvement of language and its fluency. He watches English speakers' videos on You-Tube to improve pronunciation and vocabularies.

Respondent E said:

*Likewise, instead of regular classes of course, we watch videos as well as teacher display the video while they teach in classroom. When we watch the video, we can easily understand the subject matter. Therefore, using E-learning resource is important for English language learning and to develop its skills as well as language fluency, too.*

While interpreting their voice it can be assumed that the ELL student motivation is encouraged by the use of E-learning tools for learning language fluency. Similarly, the use of E-learning tool has created a motivation for learning language and to get mastery over language. Likewise, the ELL students, association group has highly benefited or discussed the problem and solving related context thoroughly.

### **Benefits of E-learning Tools**

In order to obtain, depth ideas on benefits of use of E-learning resources, I used interview data. To obtain information from the English language learners about the use of E-learning resources under the following themes:

Resources used by teachers/Respondents:

Learning English language cannot sustain unless adequate resources are provided. So, the teachers need to use and practice varieties of resources for developing their language skills. In this regard, I questioned them why do E-learning resources were valuable for learning English. The common information obtained from them was, developing their language proficiency.

In this regard, Respondent A said:

*Really, I often use E-learning resource, it plays very important role for pronunciations and adequate language exposure. Mostly, I consult and visit E-learning tools for*

*above reasons and on the other hand I go through them for covering the contents which are not covered by textbook. I used Google, it can help me to search related article, books and Journal which are relevant for my study.*

His opinion indicates that the use of E-learning resources for his language proficiency and development of language skills.

Similarly, Respondent B viewed:

*Yes, I have been using E-learning resource for English language learning so, I consult and visit E-learning tools for those areas, which are not much covered by the textbook. So, I tend to be selective and use E-learning resource not for all topics so I used selectively.*

Regarding her opinion, she is in the habit of using E-learning resources. Whenever she finds insufficient content in the textbook, she consults E-learning tools for enlarging listening and speaking capability.

In the same way, Respondent C reported:

*Well, frankly speaking I do use E-learning resource for my English language learning skill development. I use You-Tube and watch videos to practice English language speaking.*

His opinion indicates that E-learning resources are important for learning English Language. He uses You-Tube videos and improve the language skills.

Likewise, Respondent D said:

*Well, I used them for various purpose basically, for the purpose of communication and social networking but also definitely for purpose of my sharing some learning ideas of English language and I use E-learning for assessing information that are available through E-learning tools. I use Google, search authentic materials, journals, article, news and online bilingual dictionaries for language learning which is available on the Google.*

His opinion indicates that he uses E-learning for multiple purposes. He finds many things for learning English through E-learning tools. He searches learning materials with the help of E-learning tools. He has habit of downloading books, article, journals so on.

Respondent E reported:

*Yes, I used E-learning tools and I think E-learning tools are the most important things for English language learning. It provides more information and provide facilities to students and teachers regarding language skills.*

Her opinion indicates that she used E-learning tools for multipurpose. She uses E-learning tools for communication and social networking. It means for day-to-day communication and sharing experience partly. She uses the E-learning for academic learning as well as get access of information about language skills. Now, it is apparent and all English language learners used E-learning resources like, Google, You-Tube, Blog, Face-book pages and Twitter for their language learning.

From the evidence above it could be concluded that the entire English language student used E-learning resources, for language learning, language proficiency, get mastery over language skills, to share some English learning ideas for communication and social networking, sometimes for academic learning and for development of language skills, so on.

### **Role of E-learning Resource for English language learning.**

In order to find out the role of E-learning resources in English language learning, I asked them, "What role do E-learning tools play in English language learning?" As response to this question all, the students revealed that there was a significant role of E-learning resource for their language learning. In this regard, respondent A stated:

*At present situation, E-learning plays vital role in English language learning, using the E-learning tools bring the native world in the classroom and gives to students an opportunity to explore learning in a different way and it is very important to practice like native speakers.*

Regarding her opinion, she is strong supporter of using E-learning, E-learning tools play vital role in her carrier. She learns more with the help of E-learning tools.

Respondent B added:

*When I use E-learning resource, I feel enriched in ideas, concept and the matter become clear from the E-learning tools. When, I become confused in subject matter I ask with colleagues through the connection of Face-book to gain the solution and root out the problems at a short time. Regarding her opinion, she solves the problem*

through the use of E-learning tools. With the help of such tools like Facebook, solves the problems at a short time.

Likewise, respondent C said:

*Yeah, it has an effective role. There is competition among the students, we need to download books, article, journals and watches English movies. We gain our knowledge from the websites, share idea through Facebook within minutes. That is how E-learning tool helps us a lot in our learning of English language.*

By analyzing his ideas, E-learning tool is a lifeline for the students. There is a keen competition among the students. Both students and teachers used E-learning tools equally.

Similarly, respondent D state:

*Well, E-learning tool is becoming like a daily need so we cannot go to class for week continuously without having consulted some E-learning resources related to different topics, subjects or concepts. That's why, it is a kind of necessary element for making day-to-day learning effective.*

To be a competent student E-learning tool is necessary. It becomes the part of day-to-day learning. Our learning career solely depends upon E-learning and it is bread and butter.

Likewise, respondent E said:

*E-learning tool is useful for language teachers and student. While I used E-learning, I got sufficient materials for my study. In present day, it is daily useful tools for all learners and teachers.*

By analyzing his ideas, I found that the E-learning tools are the most useful medium when we find different kind of site for searching new vocabs, ideas and contents related to language skills. The above statement clearly indicates that most of the students use E-learning resource for language skills. As well as, it makes classroom learning easier so we can say that there is quite effective role such as it makes students active, creative, updated about the adequate exposure of language skills, for learning language confidently and so on.

Questioned them about the type of resources, I asked them questions like, what kind of E-learning resources, they used in their academic learning. All students reported common answered they use different kind of E-learning resource for their academic learning and so on.

In this regard, respondent A said:

*Different tools such as Google, I often consult different article and journals published by different English Language Learners sometimes I consult videos on You-Tube, I often search different kind of materials in Google.*

By analyzing this excerpt, it is clear that the student consult E-learning tools for written and visual materials like book, article, You-Tube videos and ELL speaker speech.

In the same way, respondent B viewed:

*Sometime, I use videos found in Google to get the ideas and concept regarding practice of English language activities. That can be used in language learning.*

From her opinion, I can conclude that she is a good user of E-learning tools. She consults E-learning tools for learning purpose and read journal and article for language learning.

Similarly, respondent C presented:

*These days, E-learning tools have become quite widespread, it is easily accessible to learners as well as teachers, and I prefer using You-Tube and some blog likewise, journal articles published in Google and Blogs. It is for the development of Language skills, especially vocabulary and pronunciation.*

Concluding her ideas, it is clear that successful learning is incomplete without using E-learning tools. She uses the E-learning tools often for updating herself in daily learning activities.

Likewise, respondent D added:

*Well, for English language learning if we use E-learning tools, we can get information about the update's contents and exposures of language. Next, we can use E-learning tools for downloading learning materials. We can download article, free access book, E-book and native speaker English videos or we can just watch English*

*video or movie like to know the different of particular word concept and we watch in the Google so, that/s how we can get help ourselves or keep ourselves informed.*

From his excerpt, I came to know that he is a regular E-learning tools user. He wants to keep himself updated with recent happening around the world and recent learning activities. He consults E-learning tools to clarify himself with different knowledgeable things including word-meaning, pronunciation of word, concept and so, on.

Furthermore, respondent E said:

*E-learning is very useful in this twenty-first century, which is the age of information. Therefore, we have to familiar with methodologies and techniques, as they are useful for learning English language skills.*

From this excerpt, I came to know that twenty first century is the age of E-media. Recent learning skills are delivered through E-medias, it is the need every day.

From the above discussion, I came to identify that student used different E-learning resources including Google, You-Tube, Blogs, online journal and articles for the English language learning and academic learning. The learners are quite familiar with these resources, which help them in their everyday learning. They also visit website of different universities and colleges to get information. The students often consult journals, article published by different scholar on E-media.

### **Suggestion towards English language learners for focusing E-learning resources in their learning.**

At the end of interview, the learners were asked to point out the ideas and suggestions to those learners who heavily focused on textbooks. These comments are regarding those learners who heavily focused on text book.

Respondent A said:

*Yes, all right focusing on textbook is not had bad thing you know. However, apart from textbook, student should consul E-learning resources, You-Tube, Google, Facebook, Blogs and different kind of information, to obtain newness in knowledge and ideas.*

From the excerpt, I came to know apart from textbooks learners have to consult E-learning resource to update their learning.

Likewise, respondent B viewed:

*Yes, my suggestion is towards the use of E-learning resource because E-learning keeps the learner up to date and for successful English Language Learning.*

Regarding his suggestion E-learning resource keep the learner update and successful in learning.

Furthermore, respondent C articulated:

*If the learners only focused on textbook and do not get extra knowledge for the students, they became outdated. The learners became outdated so, if you want to be quite updated, you need to use E-learning. It gives entertainment, too.*

From her suggestion, it is clear that E-learning is the demand of time. The learner can move with the time. A successful English learner must consult E-learning for their career and learning.

In this regard, respondent D said:

*The suggestion we can provide them, if textbooks are available with all the reference books in the market, it is fine but only those books would not be sufficient in present world of language learning. So, they may have been updated with new information's of language skills. We better start learning by using E-learning tools. If we are not using it, textbook may be the basic sources of knowledge.*

Another respondent E said:

*Yes, my suggestion towards making E-learning tools usefulis for English language learning. It gives us real world for learning English language and helps to share information with each other. In this year because of covid-19, it becomes most important to use E-learning resources for learning. We can share our idea safely from our home. We join online class from everywhere and anywhere easily. Therefore, it is important for all learners.*

By analyzing his suggestion, it is clear that E-learning tools are helpful for day-to-day life and learning for improving English language learning.

In this way, most of the learners suggested that they should use E-learning tools for their English language learning as well as for effective academic learning. Similarly, they also suggested to be updated with immediate information regarding language. Thus, they should not limit their knowledge and understanding within the textbooks. Furthermore, they are suggested that in today's era everything is changing day by day, so the textbooks may not be sufficient for getting proficiency in language skills.

## Chapter 5

### Findings, Conclusion, and Implications

This is the final chapter of this research study which deals with findings, conclusion, and recommendations related to policy, practice and further research.

#### Findings

Based on the analysis and interpretation of the data, following findings about the use of E-learning tools for enhancement of language skills. In this study intended to find out the role of E-Learning tools for enhancing English Language skills. So, does it also aimed to suggest some pedagogical implication. After analyzing and interpreting the data, this study has come up with the following findings.

- a. It was found that all English language learners have positive attitude towards using the E-learning tools and accepted those tools as a reference in learning English language. Similarly, E-learning eases in clear and better understanding the context and content. So, it makes learning environment efficient, productive, lively, interesting and participating as motivation for me.
- b. Use of E-learning tools for language proficiency by the students and teachers for developing learning skills.
- c. Likewise, it was found that all the learners has made real use of E-learning tools for their language learning in the real-world situation. The students and teachers could discuss the problem related to English language learning and solve them.
- d. Generally, use of different types E-learning resources for language learning to communicate easily, fast and applicably. So, it enhances learners networking for providing message, information and notification through the use of internet. E-learning tools used as a useful and friendly key to share knowledge information and confusion with in short period. Quality of education has been enhanced by the use of E-learning resource during learning activates.
- e. Quality of education has been enhanced by the use of E-learning. On the other hand, only few have attended via notice published on media, on online resource and on notice Board.
- f. Regarding the use of E-learning tools for applying new strategies and technique, the students are motivated to be update with recent media and technologies. Likewise, the

adoption of new strategies i.e., learning with E-learning tools could improve the skill and speak English language similarly, it could benefit. It is in learner's good choice and applying new resource for learning language. By the use of E-learning tools, the learners could communicate with each other and share their problems, experiences and so on.

g. All the respondents use Google to explore the topic of their interest, keep up progress to field of their expertise and learn new things interacting with other internet users.

h. Regarding the enhancement of English Language Learners through the use of E-learning tools, it seems useful to explore the new ideas and get appropriate vocabulary. Similarly, students get motivated to learn English language for further studies.

i. From the interview with respondent, I came to know that students preferred to use a wide range of E-learning resources. E-learning resources like, Google, You-tube, Blogs, Face-book, twitter and Wikipedia are the most useful resources. To share learning ideas and assessing information to make their learning and teaching effective and meaningful, students use E-learning resources.

j. Learners use E-learning resources like Google, You-tube, Face-book videos, share ideas to each other by the via face-book pages, they also submit their assignment through the use of internet/Electronic media on their laptop and mobile.

k. To suggest the use of E-learning tools for the enhancement of their language skills. It was found that learners and teachers were curious to start using newly developed media tools, accommodating and assimilating according to the demand of time and context to learn English language learning.

### **Conclusion**

This present study is an interpretative qualitative study conducted to explore the experience of role of E-learning tools for enhancing English language skills. The study revealed the reality that the learners are adopting E-learning tools for their language learning. The use of E-learning tool is regarded as the best tools for taking out the information that is required in their field. E-learning tools are found to be one

of the best sources for learners and teachers to enhance the knowledge and develop their language skills.

However, the study showed that the learners and teachers used wide range of E-learning resources including: Google, You-tube, Facebook pages, Blogs, Twiter and Wikipedia,etc. to enhance their English Language Skills. They used E-learning resources for sharing assignment through email, sharing learning problems from Facebook group chat, share learning ideas, practice of English language learning speaking skill with native speaker, developing positive attitude, promoting knowledge skill and attitude.

The findings help me to realize that all learners and teachers appreciate that E-learning resources were helpful for them to get everything they needed easily, quickly as per their own time. Based on this, every learner should highly focus on using E-learning resources for practice and developing English language learning skill an effective manner.

Likewise, regard the role of E-learning for language learning skills of learner found that E-learning tools made learner creative informative, update and active. It helps to familiar with new method, technique and approaches in their teaching and learning. Before the study, I thought that if learner had textbook and some guides would be enough. However, after getting the response from learner and teacher now, I get that E-learning tools become the cup of tea of everyone.

In this regard, E-learning resources create positive feeling for the learner and teacher towards the learning and language competency. E-learning resources also helped to become a competent learner and teacher in their related field that's why every learner and teacher should be creative, explorative, confident and enthusiastic, beyond the boundaries of the textbook.

### **Implications**

Every study allows its own kinds of recommendations so this research also have certain recommendations. It is hope that the findings of the study will have implication at different level. The recommendation has been presented separately below.

### **Policy Related**

In our context, E-learning based education is not focused in practice as well as in governmental policies so the use of E-learning Tools should be integrated in the language pedagogy. Through the E-learning Tools learners should get chance of good exposure for learning and opportunity to know the world's scenario organize and participate workshops and seminars with the help governmental policies.

### **Practice Related**

In the context of Nepal, mostly policies are limited within smooth loose-sheet of paper. So, there should be successful implementation of them. The policies should be reliable and acceptable, too, which I found after this research. I have already drawn some practice related recommendations. While talking about practice, we must allow learners to participate in seminar and workshops according to their level, need and interest. Next things are that student should actively participate in discussion programs which can make them fluent speaker as well as good listener. Similarly, they must get chance of organizing seminar and works which help them to create contents and deliver to the large number of people.

### **Further Research Related**

Each research has its own purpose and findings. The present research was conducted to explore the role of E-learning Tools for Enhancement of Language Skills. The delimitation of my research had been limited to the secondary level English Language learners and English Language teachers of Kathmandu district. After the completion, this research successfully, I would like to suggest some areas for further studies which are follows.

1. The attitude of learners on use E-learning Tools for Enhancing language skills.
2. English language learners experience on using E-learning Tools for the development of language skills.
3. Use of E-learning tools for fluency development.
4. Similar research can be conducted by including importance of E-learning tools for Graduate or Masters level students/learners.

In addition, I hope that this study will be a guideline study for other researches on similar topics. Therefore, it will be highly beneficial, as it will provide a valuable secondary source of data for researcher who is interested in conducting further research.

## References

- Adhikari, S. (2019). *Teacher use internet-based resource for their professional development*. An unpublished M.Ed. thesis, Department of Education, T.U. Kritipur.
- Clark, R. C., & Mayer, R. E. (2016). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. Wiley.
- Creswell, J. (2013). *Education research: Planning, conducting and qualitative and quantitative research*. New Delhi: Printice Hall of India.
- Creswell, J. W. (2013). *Qualitative Inquiry and research design choosing among five approaches ( 3rd edition)*. Losangels: Printice Hall.
- Czarniawska, B. (2004). *Narratives in social science research*. London: Sage.
- Downes, S. (2005). *E-Learning 2.0*. ACM eLearnMagzine.
- Governors State University, Center for Online Learning and Teaching. (2008). *E-learning glossary*. Retrieved from [www.govst.edu/elearning/default.aspx](http://www.govst.edu/elearning/default.aspx).
- Guri-Rosenblit, S. (2005). 'Distance education' and 'e-learning': Not the same thing. *Higher Education*, 49(4), 467-493.
- Malla, D.(2017). *Major English student's perception towards the use of Google in their Study*. An unpublished M.Ed thesis, Department of Education, T.U., Kritipur
- Pandit, H.P. (2013) "Impact of Internet as language learning". An unpublished M.Ed. thesis, Department of Education T.U., Kritipur.
- Rokaya, G.(2018). *Use of information communication technology in English language learning*, An unpublished M.Ed thesis, Department of Education, T.U.Kritipur.
- Rosenberg, M. J. (2001). *E-learning: Strategies for delivering knowledge in the digital age* (Vol. 9). NY: McGraw-Hill.
- Shakya, et. al. (2017). *State Education System with E-learning in Nepal, Impact and Challenges*.

Ojha, L.P. (2013). Research methodology in language education. Kathmandu:  
Intellectuals' Book Palace.

Thapa, (2019). The Role of Facebook on students' language learning. An  
unpublished M.Ed. thesis, Department of Education T.U., Kritipur.

Tafari, V. (2009). *Teaching through mass (electronic) media*. Act Didctic  
Npocensia.2 81-96

YouTube Lebihdari TV.docx - YOUTUBE By:

DinaPratiwiNurulHikmahShindySatiaDestiTheofanySabtiandy R. Ulan Nena |  
Course Hero

## **Appendices**

**Dear sir/Madam**

This questionnaire, are major tools prepared to accomplish the study entitling the **Using E-learning Tools for Enhancing English Language Skills**. The study is concluded under the supervision of Lecturer Dr. Renu Singh of department of English Education, Tribhuvan University, Kritipur. The study attempts to discuss and identify the use of E-learning Tools in English Language Learning experience on English language learner of class 12 major English students of Madan Bhandari Memorial College, Anamnagar Kathmandu. A kind of co-operation, significant and fair response based on your real-life experience un-doubtly assist in order to make this study more valid and purposeful. That is why; do free to put your fair words.

**Thank you!**

Please mention your personal details below:

Name:

Signature:

Institution:

Qualification:

**BhawanaKumariJha**

(Researcher)

bhawanajha88@gmail.com

## **Appendix-A**

### **Interview Questions**

The following questions or interview guidelines will be followed to collect story/data for my study.

- a. What is e-learning?
- b. How does the e-learning tools help you in English language learning?
- c. Can you see any relation between e-learning tools and language learning?
- d. What is your experience on using e-learning tools in English language learning?
- e. What role does e-learning play in English language learning?
- f. How can you improve your English learning by using e-learning tools?
- g. What kinds of benefits could be achieved by the use of e-learning in English language skills?
- h. Why e-learning tools are important for English language learning on your own life experience?
- i. Suggestions that you want to convey to the learner those who have not yet used e-learning and in their English Language learning activities.

Thank You !

## **Appendix-B**

### **Transcription of Interview with Student A**

**Me: What is E-learning?**

**Student:** E-learning is a vast network that connects learners all over the world. Through, E-learning, people can share information and communication from anywhere with an E-learning tools.

**Me: How does E-learning help you in English language learning?**

**Student:** I think E-learning is the most important part of language learning, E-learning provides more information and facilities to students in learning. It also provides ideas, thoughtand videos of English language learning.

**Me: Can you see any relation between e-learning tools and language learning?**

**Student:** Yes, E-learning and English language learning both are interrelated to each other. E-learning gives method, ideas, materials about English language skills.

**Me: What is your experience on using e-learning tools in English language learning?**

**Student:** I think E-learning is the powerful way of learning all over the world to collect the information regarding language skills. So, I can use E-learning to include the views, methods; technique and materials, E-learning is a great starting point for research in any field. We can collect the more information about research through E-media as well, it became a daily cup of tea, because of time and situation if we cannot attend real class, wecan go through the E-learning tools to collect the materials regarding our classroom contents and even share our ideas to our friends through E-learning tools.

**Me: What role does e-learning play in English language learning?**

**Student :**Of course, E-learning is a valuable source for English language learning, it allows the teacher and students to improve the quality of English language learning, E-learning has been emerging as one of the most important tools in the era of English language learning. It plays as the most powerful weapon of getting mastery over language learning.

**Me: How can you improve your English learning by using e-learning tools?**

**Student:** At present situation, E-learning shows significantrole in English language learning. UsingE-learning bring the real world in the classroom and gives students an

opportunity to explore learning in different way and it is also very practical to learn English language. E-learning tools have become quite widespread and it is easily accessible to learner. I prefer using E-learning tools like Blog to get journal, article published by the latest researcher for my language skills and learning.

**Me:** What kinds of benefits could be achieved by the use of e-learning in English language skills?

**Student:** E-learning specially provides more knowledge about language skills, it also provides direction how to learn English language to student and teacher. It saves my time, energy and provide me easy access of language learning. It creates native like world while I use videos from You-Tube. If we are confused in our study at night time anywhere we can share our problem own place share with friends Facebook chat group. I watch English videos on You-Tube and practice pronunciation of English language learning it makes fluency in speaking.

**Me: Why e-learning tools are important for English language learning?**

**Student:** I think, E-learning tools are most important tools to improve English language learning. I go through E-learning tools to watch You-Tube videos of foreign speech and practice speaking English language pronunciation. They provide feedback, information and ideas of English language learning. Similarly, I connect internet on my mobile and download dictionaries and practice pronounce word meaning and watch English songs.

**Me: Suggestions that you want to convey to the learner those who have not yet used e-learning and in their English Language learning activities.**

**Student:** The suggestion which I want to convey to those learners who have not yet used e-learning tools in their language learning activities is they must be familiar with today's world where English becomes one of the element of success so they have to be practical with E-learning tools which provides them easy access of English language learning as well as mastery over language skills and so on.