



Examine the E-Learning's impact on the interest towards improving listening skill

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DOI: <https://doi.org/10.66856/ijerd.2025.7.3.8029>

Abstract

E-learning has influenced students' attitudes, motivation, and proficiency in listening. The study concludes that the best approach for improving English listening is an approach to education that draws from internet resources. In order to make online language classes more effective, it suggests further study into adaptive learning technologies and AI-driven evaluation systems. This study adds to the continuing conversation on digital learning and how it has influenced contemporary teaching methods. For educators, legislators, and curriculum designers looking to maximize e-learning, it offers insightful information strategies for English language learners.

Keywords: AI-driven, E-Learning, language and listening

Introduction

A student's learning performance may suffer if, despite the advantages of online learning, they encounter challenges in their online courses that they would not have encountered in a more conventional classroom setting. Learning styles and preferences, technical anxiety, thoughts and metacognition are the four main categories into which these problems fall. To overcome the cognitive hurdles of increasingly complex information and multi-dimensional learning activities, students need enhanced cognitive abilities. Interactive features including Many online courses include video, text downloads, and tasks that students do online.

Listening comprehension is as important as speaking fluency when teaching English as a second language. A further consideration is the acquisition of comprehensible input, an essential component of language acquisition. Students who excel at understanding what others are saying in class are more likely to participate actively. Teachers of languages should therefore make more of an effort to help their students improve their listening comprehension (Lin, 2002). Some 9% of the population engaged in written communication, 6% in reading, 30% in speaking, and 45% in listening. The significance of good listening skills to effective communication is seen here. The It is clear that having strong listening skills is crucial for efficient communication.

The ability to hear is essential to language. acquisition because it facilitates both the production and reception of spoken and written language. Students must incorporate new information into their existing knowledge in order to fully comprehend the complex process of listening. Listening and speaking go hand in hand. Listening properly involves deciphering the speaker's meaning. This means that taking in what the speaker has said requires some effort on the part of the listener. Besides being good communicators, good listeners also need to be able to anticipate and adapt to the unexpected and reciprocal dynamics of speech. Students have shown When these abilities were taught to them, their listening comprehension significantly improved online.

The pupils' proficiency in both speaking and listening goes hand in hand. Assuming they are paying attention in class,

students will be able to contribute meaningfully and keep the debate moving forward. Learning to listen attentively is a crucial component of learning English as it aids students in remembering the content of their instructors' lectures. Mutia published a study in 2020. English language teaching (ELT) researchers have focused extensively on this issue, and the current research intends to investigate how online vs traditional education affects EFL students' academic performance students.

Literature Review

Ahmet Erdost Yastibas et.al (2015) ^[1] Students' writing skills have been assessed and improved in ELT via the use of electronic portfolios. Oratory talents may be evaluated and enhanced with their help. As far as anybody can tell, students have nothing but good things to say about using e-portfolios in public speaking seminars instructors feel about this strategy. Therefore, the goal of this study is to ascertain how instructors feel about incorporating e-portfolios into public speaking courses. Four instructors of hearing and speaking who use e-portfolios into their lessons participated in semi-structured interviews for this small-scale qualitative research. Content analysis was performed on the interviews. Despite some obstacles, the findings showed that both students and instructors are generally supportive of using e-portfolios in public speaking seminars.

Biddika Sankar (2021) ^[2] The ways in which technology-mediated learning settings have influenced contemporary teaching strategies. The study's mixed-methods methodology consists of a large-scale mixture of qualitative interviews and quantitative surveys. To uncover correlations comparing the time spent studying online to the improvement of one's perspective on the importance of speaking and listening actively, statistical methods are used to quantitative data. Conversely, qualitative analysis sheds light on the underlying processes, shedding light on a variety of subjects, including learner agency, interaction, and instructional design. The results of this research provide insight into the many ways that online learning might affect students' perceptions of the value of improving their listening and speaking abilities. Anecdotal evidence

indicates that exposure to e-learning is associated with more favorable attitudes, and that interactive and learner-centered e-learning modules positively affect students' opinions on the significance and use of such language abilities.

P. Rodrigues (2015) [3] This study compares the outcomes and feedback in order to compare the speaking performance of students in the English Proficiency in Conversation (EPiC) group to that of students in the non-EPiC group throughout a 12-week Intensive English Program (IEN). The research included 19 students ranging in proficiency from Lower Intermediate to Intermediate, and it used quantitative and qualitative methodologies to gather data. The EPiC assessment scores and the IEN speaking marks were quantitative methods used to show the results of the speaking comparison. To investigate how well EPiC online learning helped students, improve their public speaking abilities, researchers employed semi-structured interviews and learning diaries. This study's findings suggest that ESL students who participate in this online learning program improve their language competence and self-confidence as they work to hone their public speaking abilities. These consequences are further upon, and recommendations for more study are included.

Research Methodology

Study Design

Our educational system's Looking into how students' performance and competency are impacted by the use of technology in language classes in English is the primary goal of this study.

To find out how online learning influences the growth of the four communication skills listening, qualitative research is carried out utilizing the information gathered from the quantitative poll. In order to collect qualitative evidence, interviews are held with students.

Sample

A random sampling process was used to pick 400 first-year students from each of these schools. (city-200, suburban-200). Because of their greater familiarity with online education and the prevalence of English-medium schools in urban areas, we have opted to recruit students from these areas. In contrast, compared to urban students, those from semi-urban areas (i.e., rural areas) are less likely to have attended schools that use the English language and have had less experience with online education. That is why I've decided to zero in on students living in urban and semi-urban areas for my research on how online courses affect second language acquisition.

Statistical Technique Used

Mean, Chi-Square, standard deviation, several statistical approaches are used to analyze the data, including the t-test.

Analysis and Interpretation of Data

Comprehending Online Education

In order to find out how well people understand online education, we offered them a selection of definitions, forms, and varieties of the term along with the shared characteristics found in each. According to the results, over half of all respondents (48%) define e-learning as taking classes online. Table 1 has the tabulated answers.

Table 1: Gender Differences in E-Learning Understanding

Gender	Description of e-learning						Total
	Have no idea	Learning at own pace	Online learning	Watching pre-recorded videos	Having live lectures via the internet	All: learning at own pace, online learning, watching pre-recorded videos and live lectures	
Female	18%	7%	46%	4%	18%	7%	100%
Male	6%	15%	50%	0%	14%	15%	100%
Average	12%	11%	48%	2%	16%	11%	100%

In addition, F 1 shows that 11% of people think of e-learning as studying at one's own speed.

Advantages of Online Education

In Table 2, you can see the comments made on the various aspects of online education. The results suggest that 81% of people think e-learning platforms are OK for giving exams and homework online, while 14% are still unsure and 5% are against it. Another interesting finding is that 79% of participants who took the survey believe that people may study at their own speed and convenience using e-learning. On the other hand, 11% disagree and 10% are unsure.

Table 2: Characteristics of Online Education

Features of e-learning	Agree	Undecided	Disagree	Total
Tests and assignments can be completed electronically	81%	14%	5%	100%
Students can learn at their own pace	79%	10%	11%	100%
People can study from anywhere in the world	78%	8%	14%	100%
Interaction between instructor and students is possible	55%	27%	18%	100%
Interaction among students is possible	47%	34%	19%	100%
Average	68%	19%	13%	100%

In addition, even though 78 percent of individuals believe that international students can participate in online courses, 14% think otherwise, and 8% are still unsure. Table 2 also shows that 27% of respondents were unsure and 18% were against the idea of contact between teachers and students. This leaves 55% of respondents in agreement. Finally, 47% of people are in favor of the idea of student contact in online courses, 34% are unsure, and 19% are against the idea. Table 3 below displays what the Chi-Square Test found, was used to conduct this comparison.

Table 3: Tests of Chi-Square for Gender and Perceptions of Student Interaction

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.314 ^a	2	.001
Likelihood Ratio	13.754	2	.001
N of Valid Cases	80		

The predicted count is fewer than 5 in 0 cells (or 0%). A count of at least 5.25 is anticipated.

Gender plays a significant role in the belief that online education promotes interpersonal connections. The results of the Chi-Square Test are shown in Table 3. They reveal that, for the student population, $\chi^2 (2, N = 80) = 13.31, p = .001$.

Student Attitude Towards Electronic Credentials

There is a lot of anxiety around online education regarding whether or not students will accept the credentials earned and whether or not they will be treated differently than their in-person counterparts. Regarding this matter, a question was posed to get respondents' opinions on the matter. Nearly half (47%) of respondents do not anticipate experiencing prejudice, while a quarter (20%) are unsure and a third (33%) are certain it will happen to them. To get a better sense of what men and women believe, we compare their responses to this one. You can see the outcome in Table 4.

Table 4: Students' Worries About Gender-Based Discrimination

Gender		Afraid of students' discrimination against e-learning			Total
		Agree	Undecided	Disagree	
Male	Count	18	5	29	52
	% within Gender	35%	10%	55%	100%
Female	Count	8	11	9	28
	% within Gender	29%	39%	32%	100%
Total	Count	26	16	38	80
	% within Gender	33%	20%	47%	100%

In Table 4., it is shown that 55 percentage of male respondents who were adamant about their intention to not be subject to discrimination. Among men, 35% find this bias acceptable, while 10% are unsure. However, when asked about this matter, 39% of the women who participated in the survey were unsure, 32% believed that they would not face prejudice, and 29% believed that they would.

The link between the correlation between gender and students' worries about discrimination among e-learners was found to be statistically significant according to the Chi-square test ($\chi^2 (2, N=80) = 10.35, p = .006$). This outcome is detailed in the table.

Table 5: Chi-Square Tests on Students' Worries About Gender-Based Discrimination

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.354a	2	.006
Likelihood Ratio	10.017	2	.007
N of Valid Cases	80		

0 cells (.0%) are anticipated to have a count below 5. We anticipate a minimum of 5.60.

Table 6: Reviewing the Content Following the Instructor's Presentation

Item	Category	F	Percentage (%)
25	Strongly agree	6	15%
	Agree	21	52,5%
	Disagree	11	27,5%
	Strongly disagree	2	5%

Table 6. displays the results for a sample of 40 students, twenty-one agree and six strongly agree that, after listening to a lecture online, repeating the material backwards aids comprehension. The majority of students (two out of eleven) believe that learning to speak online requires more than merely paraphrasing what the teacher says notion.

Table 7: Engaging in dialogue

Item	Category	F	Percentage (%)
26	Strongly agree	5	12,5%
	Agree	20	50%
	Disagree	15	37,5%
	Strongly disagree	0	0%

The results demonstrate that out of 40 students, 20 agree and 5 strongly agree think the online speech instruction's conversational approach is enjoyable. At the same time, fifteen students disagree and zero strongly disagree, suggesting that the conversational approach to online speech instruction is uncomfortable.

Table 8: Using video lessons for education

Item	Category	F	Percentage (%)
27	Strongly agree	6	15%
	Agree	25	62,5%
	Disagree	9	22,5%
	Strongly disagree	0	0%

Table 8. Results demonstrate that 25 out of 40 students agree and 6 out of 40 students highly agree that studying speaking via internet videos makes students happy. In the meanwhile, nine pupils don't agree and zero strongly disagree, suggesting that online speech instruction isn't fond of videos.

The 't' test has been used to determine the difference between variables.

Table 9: Attitudes on using online education to hone interpersonal and presentational competence vary significantly between urban and semi-urban students

Metacognition	Urban (N=200)		Semi-urban (N=200)		Calculated 't' value	Remarks at 5% level
	Mean	SD	Mean	SD		
Listening	17.21	2.28517	16.135	2.73389	4.266653	S

Table 10: shows that urban and semi-urban pupils vary in their interest in enhancing their communication abilities via online learning

Metacognition	Urban (N=200)		Semi-urban (N=200)		Calculated 't' value	Remarks at 5% level
	Mean	SD	Mean	SD		
Listening	17.335	2.57943	15.735	3.03328	5.6828	S

Conclusion

Most urban students, regardless of gender, have a good attitude toward utilizing e-learning to learn English because of the language's relevance in everyday life for communicative reasons, according to the study's results, which test the premise. To get the relevant outcome, statistical methods are used. Scores on many factors, including attitude and interest. The results also show that pupils in semi-urban areas don't have a good attitude or much enthusiasm in using online resources to improve their listening abilities. For several reasons, fewer students have had the opportunity to engage in online learning. In order to foster attention, seriousness, and improved learning habits in their students, instructors should encourage them to explore a range of real online resources that enhance the English language.

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