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EVALUATING E-LEARNING AND TELE-EVALUATION IN SPEAKING AND WRITING: THE CASE OF THE STUDENTS OF THE DEPARTMENT OF ENGLISH, UNIVERSITY OF YAOUNDE 1

A dissertation submitted in partial fulfilment of the requirements for the award of a Master's Degree in English Language Studies

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To my beloved mother, Emerencia Fotabong

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ABSTRACT

This research seeks to evaluate e-learning and tele-evaluation in speaking and writing in the Department of English, University of Yaoundé 1. The work focused on undergraduate learners in the Department of English during and after the COVID-19 period in Cameroon. As theoretical frameworks, Pavlov's Behaviourism and Garrison's Community of Inquiry (Col) were used. The methodology consisted in collecting data from 125 undergraduates in the department through Google Forms questionnaires containing both open-ended and closed-ended questions, and analyzing them using tabularization and the percentage count technique. Data also came from interviews with lecturers and university administrators, thus allowing for both quantitative and qualitative measurements. Findings established that e-learning and tele-evaluation negatively impact learners' enhancement and demonstration of their English writing and speaking skills, basically due to inadequate interaction between students and lecturers, a lack of immediate feedback from lecturers, insufficient opportunities for learning and practicing writing and speaking skills, lack of training in the use of the required technology and insufficient internet connection and funds for students to buy enough data for their phones or laptops affected language teaching and learning. Lastly, the study showed that more effective e-learning and the use of tele-evaluation in the Department of English may take place if participatory teaching and multiple evaluation methods are used, and if technological tools are improved with consideration of the context in which they are implemented.

RESUME

Cette recherche vise à étudier l'efficacité de l'apprentissage en ligne et de la télé-évaluation sur l'amélioration de certaines compétences linguistiques dans le département d'anglais de l'Université de Yaoundé 1. Le travail a porté sur les apprenants de premier cycle du département d'anglais pendant et après le COVID- 19 période au Cameroun. Comme cadres théoriques, le Behaviourism de Pavlov et la Community of Inquiry (Col) de Garrison ont été utilisés. La méthodologie consistait à collecter des données auprès de 125 étudiants de premier cycle du département via des questionnaires Google Forms contenant à la fois des questions ouvertes et fermées, et à les analyser à l'aide de la tabularisation et de la technique du pourcentage. Les données provenaient également d'entretiens avec des chargés de cours et des administrateurs universitaires, permettant ainsi des mesures quantitatives et qualitatives. Les résultats ont établi que l'apprentissage en ligne et la télé-évaluation ont un impact négatif sur l'amélioration et la démonstration par les apprenants de leurs compétences en écriture et expression orales en anglais, essentiellement en raison d'une interaction inadéquate entre les étudiants et les professeurs, d'un manque de retour immédiat des professeurs, de possibilités insuffisantes d'apprentissage et de pratique de l'écriture et les compétences orales, le manque de formation à l'utilisation de la technologie requise et une connexion Internet et des fonds insuffisants pour que les étudiants achètent suffisamment de données pour leurs téléphones ou ordinateurs portables ont affecté l'enseignement et l'apprentissage des langues. Enfin, l'étude a montré qu'un apprentissage en ligne plus efficace et l'utilisation de la téléévaluation au Département d'anglais peuvent avoir lieu si l'enseignement participatif et les méthodes d'évaluation multiples sont utilisés, et si les outils technologiques sont améliorés en tenant compte du contexte dans lequel ils sont mis en œuvre.

LIST OF ABBREVIATIONS

ARPANET: Advanced Research Projects Agency Network

CBT: Computer Based Training

CoI: Community of Inquiry

ICT: Information and Communication Technology

LANL: Local Area Network

MOOC: Massive Open Online Course

SDF: Social Democratic Front

TCP/IP: Transmission Control Protocol/Internet Protocol

WAN: Wide Area Network

WWW: World Wide Web

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GENERAL INTRODUCTION

Introduction

This work is an evaluation of e-learning and tele-evaluation in speaking and writing among students of the Department of English of the University of Yaoundé 1 in Cameroon. This first chapter, which is a general introduction of the whole research project write-up, presents information about the motivation for research into this topic, the research problem and its questions, the objectives and significance of the work, a brief explanation of how the research will be done, definition of some key terms, and the structure of the dissertation. In addition, general background information to the research topic will be provided so as to place the reader in the domain to which this research belongs.

Research Motivation

The conduct of this research is motivated by the observation of the falling standards which students exhibit in their actual linguistic performance in day-to-day interactions in the university milieu, in general, and the Department of English Modern Letters, in particular. From the researcher's personal observation, during the covid-19 period when classes were no longer taught with students and lecturers being physically present but were taught online, students of the Department of English Modern Letters had excellent grades at graduation, unlike in previous years when teaching was not by e-learning and testing or examination was not by tele-evaluation. However, their speaking and writing skills at the Masters level did not reflect the grades they previously had at the degree class. In our class discussions and other out-of-class interactions (I being one of these students), it was obvious that students, even in these post-graduate classes, were unable to write official letters. However, these students have been taught English for over three good years. Consequently, I decided to conduct this research to examine what caused such differentiation between excellent grades and poor speaking and writing performances. It intrigued me to ask if it is the method of teaching and evaluation which is at fault. The motivation in this study is therefore to seek a solution to this enigma which is plaguing the English Department.

Statement of Research Problem

Teaching, particularly in the education sector, must be understood as an exchange between instructors and students, with the goal of improving the learning experience and creating a positive environment. Based on observation of the teaching/learning context of the Department of English in

the University of Yaoundé 1 during the Covid-19 pandemic, this process was reshaped by a change in learning and evaluation methods and educational outcomes. This moment saw a shift from traditional face-to-face classroom classrooms learning and paper writing exams to distant and hybrid learning and tele-evaluation. This necessitated the need for English writing and speaking skills to be taught online and evaluated through remote evaluation. Despite the fact that the media and education are inextricably linked in positive ways, in this department, it has had a variety of effects on education and the transmission and enhancement of linguistic knowledge. Students, after this period of learning still display language lapses at the level of writing and speaking. This is intriguing, given that the goal of teaching and evaluation is the output on learners. When the media for lesson delivery and assessment poses hindrances to learner absorption of knowledge, there is the need to investigate this situation. That is what the researcher in this work sets out to achieve: finding out whether the learning methods in the Department of English in this institution contribute to learners' linguistic evolution and whether or not tele-evaluation helps learners to demonstrate the English writing and speaking skills.

Research Objectives

This study had the following objectives;

(a) Assessing the perception of e-learning and tele-evaluation methods used in the Department of English Modern Letters, University of Yaoundé 1;

(b) Examining whether students' performance in examinations (in language courses) reflect their actual linguistic competence; and

(c) Examining teaching and evaluation methods which can enhance students' language skills (writing and speaking). The findings revealed that:

Purpose of Study

From the observation that there is an imbalance between the students' performance in examinations and their actual linguistic competence, we decided to conduct this research to find out why such is the case. It is observed that students perform better in their examinations than they do when asked to perform a written task or when they are found in a position when they must defend themselves verbally. The purpose of this study is to find out what has caused a drop-in students'

linguistic performance and suggest alternatives to the current mode of learning and evaluation. It also aims at assessing the perception of e-learning and Tele-evaluation methods used in the Department of English Modern Letters, University of Yaoundé 1. Moreover, this work examines whether students' performance in examinations (in language courses) Yaoundé reflect their actual linguistic competence and performance. Lastly, the work evaluates teaching and evaluation methods that enhance students' enhancement of English writing and speaking skills.

Research Questions

In scientific research, the research question stands as a fundamental guide to the direction of the research process. To understand whether the researcher is on point or following the right direction in their research, it suffices to look at the research questions and the findings at the end. As such, it is important that the researcher should spend some time in developing well-structured research questions which will elicit answers which will help is resolving the enigma which the research aims to unravel. As such, we designed the following research questions which will help us in achieving our goals in this research:

- What are learners' perceptions on e-learning and Tele-evaluation methods used in the Department of English Modern Letters, University of Yaoundé 1?
- Do students' performance in examinations (in language courses) reflect their actual linguistic competence and performance?
- Which e-learning and Tele-evaluation methods can enhance students' enhancement of English writing and speaking skills?

Research Hypothesis

This work is based on the hypothetical contention that since the advent of E-Learning and Tele-evaluation in the Department of English in the University of Yaoundé 1, online learning methods do not enhance students' linguistic levels and their performance in examinations does not match their linguistic competence. This is a result of the evaluation system, which allows the student to pass with relative ease. Also, given that the students are simply to tick a box, a smart student who has not studied can copy from their neighbour without the examination invigilators even noticing. This is made even more difficult when the students decide to collaborate. Despite the challenging nature of situation, if the students are taught to adapt to new technological learning tools at their disposal, if appropriate methods can be put in place by lecturers and if hybrid learning and evaluation methods

can be adopted by the department, students would have maximum opportunities to study language and demonstrate their competence in not just exams but their writing and speaking.

Research Significance

For any piece of research to be considered scholarly, it must have an impact on the society. It is very important that a researcher should endeavour into something that can bring a positive change to their society and to the lives of individuals in a specific domain. Otherwise, there is no need for research. If a piece of research will not provide answers to an existing problem; if it will not suggest an alternative route to finding the underlying cause of a problem, then such research is insignificant and unnecessary. The work will be significant in several ways to the world of scholarship. First, the study suggests possible alternative teaching and evaluation methods which can help students in mastering English writing and speaking skills better. Second, the study will open an avenue for students as well as lecturers to judge the current teaching and evaluation methods. Third, the study will help students understand the need for actual language skill enhancement, which is what makes them stand out from the rest of the speakers of the English language. Fourth, if the study reaches completion, it will be a revelation to the student as well as to the evaluator that more needs to be done for students to be more competent in the language. Fifth, aside the language evaluation in classroom or examination hall, the study will highlight the need for the actual implementation of the skills learned. This will come with internships and more students-hands-on activities.

Scope and Delimitation

For clarity, significance, and comprehensibility as far as the results of a study are concerned, it is paramount that the researcher highlights the scope and delimitation of the study. For that reason, it is important to highlight that the current research endeavour is bound by space and language. Geographically, the study focuses on the University of Yaoundé 1 with an interest on the Department of English Modern Letters. Linguistically, the study is concerned with the speaking and writing skills. Also, it focuses on the courses taught in the Department of English. Our interest is in the nature of the lectures and the nature of the evaluation and how these might impact on the students' performance in the language they have learned. We are not interested in who teaches the students but in the outcome of the teaching and Enhancement of English writing and speaking skills via e-learning and Tele-evaluation.

Definition of Key Terms

The definition of key terms is a fundamental aspect of every research. For clarity and accuracy in both writing and reading, it is important for the writer to clarify certain notions as he or she will apply them in the research. The notion of definition is effusive because different individuals will define the same term in different ways. That explains why every researcher is advised to define the key terms in the way they have applied it in their research and make the clear difference with other researchers. In this section, therefore, some key terms which we deem vital for the understanding of this work are discussed. Notions like: E-Learning, Evaluation, Tele-evaluation, English writing and speaking skills, Innovative Teaching, Innovative Learning, and English Language Teaching and Learning, etc., are defined.

E-Learning

E-learning is multidimensional and dynamic, changing according to context, circumstances and interest. As a matter of fact, it is difficult to define the term e- learning. Naidu (2003) defines e-learning as "the systematic use of networked information and communications technology in teaching and learning". On their part, Ding, Gu, and Zhu (2005:64) argues that e-learning is the integration of E-Learning and Tele-evaluation with curriculum reform and pedagogical innovation in teaching and learning for all sectors of formal education, continuing education, in-service training and lifelong learning. According to COL (2006), e-learning and online learning are terms that have emerged to describe the application of Information and Communication Technologies (tele-evaluation) to enhance distance education, implement open learning policies, make learning activitiesmore flexible and enable those learning activities to be distributed among many learning venues. Moore (1993) as well as Lorillard (2000) holds that e-learning has the capacity to support interaction as "the true uniqueness of e-learning lies in its multidimensional forms of communication and interaction

In addition, Perkinson (2005) defines e-learning as "instructional content or learning experiences delivered or enabled by electronic technology". He further argues that the term covers a wide range of applications and processes, such as Web- Based Learning, Computer Based Learning, Virtual classrooms and digital collaboration (Perkinson, 2005:104). In the same light, Noe (2002) maintains that e- learning is instruction and delivery of training by computer online through the Internet or the Web. Rosenberg (2001:28-29); Govindasamy (2002:288); Garrison &

Anderson (2003:2) stresses that e-learning is teaching and learning that is web-based. They further explain that e-learning helps learners to assume control of the Enhancement of English writing and speaking skills via e-learning and Tele-evaluation and directly influence outcomes (Garrison and Anderson, 2003:115). LatEnglish2 (2012:12) points out that "e-learning, or online learning, involves the use, wholly or in part, of the Internet, an intranet (local area network, or LAN), or an extranet (wide areanetwork, or WAN) for course or service delivery, interaction, support or facilitation, assessment and evaluation".

It can be deduced from the above definitions that the term e-learning covers a wide range of applications and processes such as Web-based learning, computer – based learning, virtual classrooms and digital collaboration. E-learning can be used to describe the delivery of content via the Internet, intranets, audio and videotapes,interactive television (TV), CD-ROM and other electronic means. Also, it may include educational animation, simulations and games, learning software, electronic voting systems and more, with possibly a combination of different methods being used. Francoise Caillods in Bates (2001:9) contents that e-learning is more than just online distance education. He argues that any programme which uses information and communication technology to enhance the Enhancement of English writing and speaking skills via e-learning and tele-evaluation may be considered to fall into the category of e-learning. E-learning is a modern method of teaching and learning generally used to refer to the use of new technology in learning in a broader sense than Computer-Based Training (CBT) of the 1980s. It is also broader than the term online learning, which generally refers to purely Web-based learning. E-learning which is online or Web-based can be used in conjunction with face-to-face teaching. Inthis case, the term blended learning is used.

Blended Learning

Lat (2012:13) asserts that blended learning combines the traditional "classroom" or "face-to-face" methods of teaching and learning with CD-ROM, Internet-based or mobile-learning (m-learning) to achieve the most appropriate mix of presentation, interaction and "hands-on" learning.

Noe (2002:263) defines blended learning as "the use of a combination of online learning, face-to-face instruction, and other methods for distributing learning content and instruction". Throughout the phase of blended delivery, lecturers introduce changes in pedagogical strategies to support thechanging requirements of online students. In fact, blended learning is the most

popular form of e-learning delivery today. A survey of traditional and blended learning at the National University of Rwanda carried out by Rwagasana and Stucki (2009:67) show that many traditional lecturers much prefer the use of the blended learning approach. The choice of this mode was due to the problem of limited data transmission capacity which proves as a great obstacle to foster pure online e-learning. More still, where mobile technologies are used, the term mobile learning has become more common.

Tele-evaluation

One of the most important terms in this study is Tele-evaluation, which is understood, from a general standpoint as a form of evaluation using the television. From an etymological perspective, Tele-evaluation comes from the combination of Tele, a shortening of television and evaluation. This combination gives birth to the understanding that Tele-evaluation means evaluation through the television.

In the current research, we use the term to mean the form of evaluation through which students understanding of a subject matter is measured through computer-assisted technologies. Through this method, the evaluator needs a computer, a projector, a whiteboard for projection and enough remote controls to connect students to the server. Equally needed is internet connection which will permit the students to connect to the server or evaluation platform. Through this form of evaluation, the questions are projected and the students are expected to choose the correct answer and submit to the platform. At the end of the process, the system automatically generates the results.

However, with the passage of time, the system has witnessed some twists as network and shortage or even the damage to the remote controls has led to a change in orientation. In the Department of English Modern letters, there has been a change in orientation with the questions projected while the students write their answers on a sheet of paper. In fact, the students are expected to just tick the box or letter corresponding to the correct answer. As such, though the students are said to be evaluated through the Tele-evaluation system, it is a modified and less modern version.

English writing and speaking skills

English writing and speaking skills are the ability to use language appropriately and effectively. This includes both oral and written skills, as well as grammar and vocabulary. It is equally worth saying that the term "English writing and speaking skills" refers to the ability of a person to understand what someone else is saying or writing, and to express their thoughts clearly in speech or

writing (Oxford Advanced Learner's Dictionary-Learning and Tele-evaluation). According to Muna (2007), "English writing and speaking skills can be defined as knowledge of the linguistic system". According to Adeleye (2003), "English writing and speaking skills include reading comprehension; writing and speaking abilities which enable one communicate effectively". To Nwosu (2004), "English writing and speaking skills refer to the knowledge of the English language which facilitates communication among people."

Innovative Teaching

Innovative teaching is a process that involves a change in the way lecturers teach, as well as in the way students learn. It aims to produce better results than traditional teaching methods by bringing about changes in both learning and teaching practices. In this case, innovative teaching is carried out through e-learning which includes two main components; Tele-evaluation and Tele-mentoring. The former is a form of online assessment that allows students to be assessed remotely via computer or smart phone devices (Ogbuagu 2014) while Tele-mentoring on the other hand is a form of mentoring whereby mentors provide support to learners via online communication tools such as email, chat rooms or blogs (Krashen 2012).

Innovative teaching involves using new approaches, methods and strategies that go beyond traditional ways of teaching (Tobias & Renninger, 2004). Innovative lecturers are always looking for new ideas that will make their classroom more interesting and meaningful for their students. These lecturers have a passion for their subject area and they want their students to feel the same way about it. They believe that each student has something special to offer and they try hard to bring this out in each student. They want their students to enjoy what they are doing so much that they continue doing it even after school hours!

Innovative Learning

The term "innovative learning" has been used in education since the 1960s. It refers to a range of pedagogies that draw on new or emerging technologies and theories, which can be implemented with the intention of changing teaching and learning practices.

Innovative learning is equally “any attempt to apply the best available evidence about how people learn to improve teaching and learning" (Beach & Oliver, 2011, p. 3).

English Language Teaching and Learning

It is a process that involves communication between lecturers and learners to help them communicate with each other effectively in an academic setting (Rajagopal, 2004). The aim of English language Teaching is to teach students how to communicate effectively in English so that they can carry out their academic work effectively. There are many types of English Language Teaching which comprises: traditional face-to-face teaching; audio-visual teaching; computer assisted instruction; distance learning; self-accessed materials and independent learning. Another definition worth considering is, English language teaching is a dynamic process that requires constant innovation to keep up with changing times (Suleiman & Salameh, 2017). It is important for lecturers to be able to adapt their teaching methods to suit their students' needs, interests, and expectations.

Structure of the Work

This dissertation is consisted of five chapters. The first chapter constitutes the general introduction, the goals or objectives, the motivations, the research questions, the relevance of the study and the research design for the study. Chapter Two is a discussion of the theoretical considerations and the review related literature. In Chapter Three, the research methodology is outlined and the method of the data collection is explained. Chapter Four presents analyses of the data and interprets the results. Chapter Five is made up of the conclusion and the discussion the key findings. It states the limitations of the study and indicates areas for further research.

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

Over the past few years, online learning has presented itself as a growing educational alternative for students and lecturers in the Department of English Modern Letters, who, due the Coronavirus pandemic and due to time and space constraints cannot attend face-to-face classes on a regular basis. According to Estevez, Castro Martinez and Rodriguez Grenobles, (2015), since its beginnings, online education has maintained a crescent demand and it has evolved as technology itself has more to offer in terms of educational tools. To Alvarado and Calderon, (2013), one reason online education has become popular is because it offers the possibility to attend remote universities without having to move to new cities or countries.

Increased colleges and universities are going beyond their English frontiers to offer quality education to distant learners. Despite all the advances, however, there are many who are still sceptical about the quality and the outcomes of online education. However, the University of Yaoundé 1 factor of online teaching and learning seems to be a result of the coronavirus pandemic. This is so because there seem to be no real facilities to assure quality teaching and learning.

With the outbreak of COVID-19, many countries have experienced a transition from the traditional classroom to e-learning and this mode of study seems to be growing exponentially. E-learning in academia has gone from an experimental novelty to a nearly omnipresent teaching tool during the coronavirus pandemic. According to Taylor et al. (2011), over three-quarters of college presidents (77%) report that their institution now offers online courses today. Allen and Seaman (2010) input that online learning enrolments are growing ten times faster than traditional enrolments, and thirty-one Percent of all higher education students now take at least one course online. Given the growth of e-learning, it is likely that both current and future faculty will be engaged in some form of e-learning at some point in their career.

Based on years of experience and research, entities such as Quality Matters (QM) have developed models and standards for the design and implementation of online courses that meet the minimum quality requirements in terms of educational attainments and goals. To Martin, Ndoye and Wilkins, (2016), courses that follow these standards are thought to be comparable to face-to-face courses of the same subject matters and can, therefore, guarantee comparable educational outcomes.

Although the overall impact of e-learning on higher education in University of Yaoundé 1 has yet to be assessed, it is increasingly apparent that this impact is transformative. Given the current ecology of higher education, it is likely that higher education institutions (and students) will continue to take advantage of the many mixed effects of studying online. From an institutional standpoint, e-learning maybe an affordable way to increase student enrolment and revenues without having to make corresponding investments in infrastructure. In addition, by removing the need for English1ical presence in the classroom, e-learning has the potential to make education accessible to a much larger population, while accommodating the demands of a fast-paced and global society. Students may benefit from the flexibility of online and hybrid degree programs that allow them to integrate their professional and personal lives, while remaining competitive in rapidly evolving professional landscapes.

Muilenburg and Berge (2005) inform that as the popularity of the internet grows, the same happens with the potential for online learning. However, they note that much evidence shows that no significant differences should be expected regarding the effectiveness of well-designed online learning compared with well-designed in-person learning. The input is that despite this observation, significant differences still exist in the way students perceive their online experiences during learning. It is evident to the extent that these students' perceptions are negative regarding their past, present, or future online learning experiences; the students' perceptions may contribute to such outcomes as higher dropout rates (Carr, 2000), low motivation of students to learn (Maltby & Whittle, 2000), and lower student satisfaction with the learning experience (Kenny, 2003). Still, these outcomes are not true for all students, in all situations, and always.

Muilenburg and Berge (2005) determined the underlying constructs of student barriers to online learning. They found that eight factors constitute the major barriers to students' online learning, viz (a) administrative issues, (b) social interaction, (c) academic skills, (d) technical skills, (e) learner motivation, (f) time and support for studies, (g) cost and access to the internet, and (h) technical problems. Independent variables that significantly affected student ratings of these barrier factors included: gender, age, ethnicity, type of learning institution, self-rating of online learning skills, the effectiveness of learning online, online learning enjoyment, prejudicial treatment in traditional classes, and the number of online courses completed. Also, Hasifa Binti 2020 explains literacy as an important tool in online studies with new technology. Setzer (2005) emphasizes on distance education keeps learning effective, while Thomson (2010) explains how online learning can

meet the needs of gifted students to continue their studies. Savenye (2005) improving online courses to fit the learning process, Schneider. S, L (2020) Distance learning during covid-19 explaining its benefits. Pasani C.F (2020) challenges expressed on online learning, Mohammad. K, & kanait (2020) challenges Amid Covid-19. Soliman (2014) informs that available literature shows that there are five types of e-learning, viz learner-led, instructor-led, embedded, facilitated, and tele mentored (Horton and Horton, 2003; Ilie and Pavel, 2006; Kokkosis, Charitopoulos, Prekas, and Athanasopoulou, 2006; Gulbahar, 2009).

Soliman follows that while Learner-led e-learning provides course material to students (Horton, 2006 as cited in Esgi, 2013), facilitated e-learning allows student discussion via forums and chats related to an assignment (Ilie and Pavel, 2006). As for embedded e-learning, Soliman states that it is when teachers embed videos and web pages to enhance students' learning. The latter is different from instructor-led e-learning, which consists of instructors' presentations via real-time webcast technology, which could include audio and video conferences, speaking, screen sharing, and whiteboard applications. Students' direct participation here is via audio, video or instant messages (Ruiz J.G.; Mintzer M.J.; Leipzig 2006 as cited in Esgi, 2013). Finally, is the tele mentored e-learning, which involves a combination of distance learning and the use of technology, for example, students are given printed material, and instructors provide extra guidance and information about this material via video conferences, instant messages, and internet phones (Gulbahar, 2009). Datnow (2020) explains the role teachers play in online learning.

Online learning has become an important component in education, and it is believed to provide unique advantages in the learning process (Appana, 2008; Dolence & Norris, 1995; Katz, 1999; Shopova, 2014). Therefore, in many countries, instruction has begun to shift from traditional or face-to-face classroom settings to online learning environments. This shift has been occurring in all fields of education, including English language instruction (Vovides, Sanchez Alonso, Mitropoulou, & Nickmans, 2007). Clarke and Hermens (2001) posited that online learning is student-cantered because students can control their own learning pace, and activities can be flexible to better suit a student's preferred learning style. Online learning also creates opportunities for active learning (Dolence & Norris, 1995). In addition, with good online learning applications or software, students have opportunities to participate in the discussion, express opinions, and share knowledge equally regardless of classroom size and time (Harasim, Calvert & Groeneboer, 1997).

The aim of e-learning is the same as that of the traditional face-to-face teaching and learning: bonding; exchanging information; being heard and being understood. Fostering a sense of community in online classes will make the students' learning experience more meaningful and it can help them stay connected during the course life. When instructors communicate with students, whether in a face-to-face class or an online class, they communicate for the purpose of offering knowledge or having information to gain understanding and develop relationships. Teaching students in an e-learning environment requires a little more thought and planning than teaching students in the traditional environment because the e-learning environment lacks body language. Instructors have the advantage of using body language and facial expression in a face-to-face class to help them connect and get their message across to their students. When interacting in an online class, instructors do not have the advantage of using body language to help their students communicate. Knowledge of communication weaknesses within e-learning environments can help the lecturers decide how to establish timely and appropriate messages, and how to interact effectively with their online students.

In recent years, teaching and learning has witnessed a major shift in method and procedure not less influenced by the coronavirus pandemic. With the advent of covid-19, the teaching and learning of English writing and speaking skills in the Department of English Modern Letters of the University of Yaoundé 1 has seen a shift from the traditional classroom to a blended or hybrid classroom. This means that English writing and speaking skills are taught in the classroom and through e-learning platforms.

Despite the benefits of online teaching and learning environment, students taking online courses could face difficulties that they might never have encountered in a traditional teaching and learning environment (Tsai, 2009), and these difficulties could have a negative impact on their learning performance (Davies & Graffs, 2005). These difficulties can be classified into four major areas of challenges: cognition, metacognition, technical anxiety, and learning styles and preferences.

In the area of cognitive challenges, learners need higher cognitive ability to deal with the more multi-dimensional learning tasks and complex content (Tyler-Smith, 2006). Normally, online courses are equipped with dynamic functions, such as online exercises, text downloads, and video. Students learning online must know how to click, drilldown, open new windows, and save files (Tsai, 2009; Wang & Chen 2007; Wu, Fitzgerald & Witten, 2014).

Regarding metacognitive challenges, online learners have great freedom of learning as there are no specific class schedules, and classroom attendance is not required (Tsai, 2009). Learners then need to monitor and self-regulate their learning by setting up a learning schedule to ensure they can complete all the lessons. According to Chang's (2013) study, students who adopted the self-monitoring preformed academically better than those who did not on the test of general English proficiency. The third challenge involves computer and Internet anxiety. According to Aydin (2011), computer anxiety has a significantly negative impact on learners' achievement. When a computer system or network system is down, students feel frustrated because they might not be able to follow the lessons. This causes anxiety among lower Internet skilled students (Ekizoglu & Ozcinar, 2010; Saadé & Kira, 2009).

In terms of learning styles and preferences, Lee (2001) posited that in new learning environment students need time to adapt to some of the new challenges they will face. For some learners, these challenges might arise from the need to deploy a different learning style. For learners who are less skilled in the use of technology, this lack of skills may be problematic (Kearns, 2012; Lee, 2001). Most of the young and teenage learners prefer and are more familiar with studying with peers (Crim & Reio, 2011, Vonderwell, 2003). Without teachers and peers, when students need their immediate assistance to clarify the problems that may arise, they might get frustrated and experience a level of anxiety (Arbaugh, 2002; Heirdsfield, Walker, Tambyah, & Beutel, 2011; Petrides, 2002; Thurmond, Wambach, Connors & Frey, 2002). The findings of Surjono's (2015) study revealed that students in which their multimedia preferences and learning style matched with the online course materials were likely to be successful in online learning.

Previous studies have revealed that learners' use of effective and appropriate online learning strategies will lead to successful academic achievement (Artino, & Jones, 2012; Fuller, Chalmers, & Kirkpatrick, 1994; Hattie, Biggs, & Purdie, 1996; Pintrich & Johnson, 1990; Shih, 2005; Zimmerman, 1998). Additionally, Solak and Cakir (2015) argued that employing effective online learning strategies is essential because, in doing so, students learn faster, have more pleasure, and learn more efficiently and effectively.

1.1.1 Different Approaches to Teaching and Learning English writing and speaking skills

The teaching and learning of English writing and speaking skills have traditionally followed the face-to-face or in-person approach. This involves the lecturer and the learner meeting each other in the same English1ical space and interacting on chosen subjects. Over the years, different approaches have emerged, most notably, the e-learning approach. Through the e-learning approach, the learner has no English1ical interaction with the tutor as they only meet online through a computer assisted program. Due to obvious limitations to the online and the traditional approaches, some language teaching and learning programs have adopted the hybrid or blended approach which brings together face-to-face and e-learning approaches for a better outcome. In the following section, these approaches are discussed in context with the scope of the current research endeavour.

1.1.2 The Traditional Face-To-Face (In-Class, In-Person Approach)

The traditional face-to-face (in-class, in-person approach) is a learning environment in which students attend classes at designated times and places. The lecturer provides instruction through lectures and demonstrations, and students take notes. After class, students prepare for exams by reviewing their notes or by reading assigned texts. Some disadvantages of this approach comprise the following

- Students may not be motivated to learn new material because they do not see immediate results from their efforts.
- Students may become bored if they do not feel challenged enough by the material being presented. In some cases, boredom can lead to decreased attention English4s and increased levels of anxiety among learners.

It is equally worth mentioning that the traditional Face-To-Face (In-Class, In-Person Approach) offers many Benefits as well as listed below.

- Instructors can correct students' mistakes immediately and reinforce correct responses so that students understand how to perform tasks correctly in the future.
- Instructors can provide individual assistance for students who need help understanding course material or completing assignments on time.
- It is easy for students to understand their lecturers’ instructions because they can ask questions during class time.

- Students learn better when they can see the material being taught visually by watching illustrations or demonstrations by lecturers. This happens when lecturers use props, models or demonstrations while explaining concepts or tasks that students must complete during class time.
- Lecturers can easily identify areas where students need extra help because they can see how well they understand what is being taught by observing how much effort they put into completing assignments and taking exams

1.1.3 Digital Teaching and Learning (E-Learning)

1.1.3.1. E-Learning

E-Learning was defined by many researchers. Waterhouse (2003) defined it as a medium of computer technology that could be utilized to develop the application of learning and teaching. Moreover, The European Commission (2001) defines e-learning as "the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration". Using a narrower concept, Rosenberg (2001) stated that e-learning permits data saving, sharing and updating while Horton (2006) believes that e-learning allows the building up of "learning experiences of information and computer technology". It is important to note that all definitions agree to the fact that e-learning involves using computer technology to facilitate and enhance learning. E-Learning in this paper refers to the E-Learning Moodle that is used by institutions to enhance teaching and learning and to motivate students' independent learning.

1.1.3.2 Types of E-Learning

The literature acknowledges five types of e-learning. The five categories comprise, learner-led, in-structure-led, embedded, facilitated, and Tele-mentored (Horton & Horton, 2003; Ilie & Pavel, 2006; Kokkosis, Charitopoulos, Prekas, & Athanasopoulou, 2006; Gulbahar, 2009).

While Learner-led e-learning provides course material to students (Horton, 2006 as cited in Esgi, 2013), facilitated e-learning allows student discussion via Forums and Chats that are related to an assignment (Ilie & Pavel, 2006). As for embedded e-learning, it is when lecturers embed videos and web pages to enhance students' learning. The latter is different from instructor- led e-learning which consists of instructors' presentations via real-time webcast technology which could include audio and video conferences, speaking, screen sharing and whiteboard applications.

Students' direct participation here is via audio, video or instant messages (Ruiz J.G.; Mintzer M.J.; Leipzig 2006 as cited in Esgi, 2013). Finally, is the Tele-mentored e-learning which involves a combination of distance learning and the use of technology. For example, students are given printed material, and then instructors provide them with extra guidance and information about this material via video conferences, instant messages and internet phones (Gulbahar, 2009). E-Learning in this paper refers to the E-Learning Moodle. The word MOODLE "was originally an acronym for Modular Object-Oriented Dynamic Learning Environment" (Nedeva & Dimova, 2010). It includes a mixture of learner-led, facilitated and embedded types of E-Learning as will be explained below in the components of the E-learning Moodle.

1.1.3.3 The Components of the E-Learning Moodle and Their Effect on Language Proficiency and Independent Learning

The E-learning Moodle has two main components, namely activities and resources. The activities include assignment, chat, choice, Database, External Tool, Forum, Glossary, Hotpot, lesson, Quiz, SCORM Package, Sur- vey, Wiki, and Workshop. The following is a brief explanation of each activity and resource component according to the British University of Egypt's (BUE) E-Learning Moodle:

1.1.3.4 E-Learning Activities

The following E-learning activities could be used to enhance students' language proficiency and independent learning as will be explained at the end of each activity.

Chat: The chat activity module enables participants to have text-based, real-time synchronous discussions. These discussions develop students' fluency and are a springboard for exchanging ideas and experiences. Thus, students' independent learning develops as they are engaged in acquiring information from others without the help or intrusion of instructors.

Choice: The choice activity module enables a lecturer to ask a single question and offer a selection of possible responses. It is useful when lecturers want to stimulate students' thinking via a poll or would like to test their understanding. This again allows them to use the language and to be exposed to their peers' views through votes. Independent learning here is acquired through students' accessing these polls and being able to analyse their results outside class whenever it is convenient and at their own pace.

Database: The database activity module enables participants to create, maintain and search a collection of entries (i.e. records). The structure of the entries is defined by the lecturer as several fields. Field types include checkbox, radio buttons, dropdown menu, text area, URL, picture and uploaded file. Students could gain information via different means that could tailor for different learning styles. By reading text their vocabulary and grammar improves and while listening to audio material their pronunciation develops. The database material could be accessed at any time according to the students' preferences which encourages independent learning.

External Tool: The external tool activity module enables students to interact with learning resources and activities on other web sites. For example, an external tool could provide access to a new activity type or learning materials from a publisher. This interaction has a positive effect on students' English writing and speaking skills as it makes them read the available resources independently.

Forum: The forum activity module enables participants to have asynchronous discussions i.e. discussions that take place over an extended period. The Forum effect is like the Chat in its allowing students to share and exchange their ideas and experiences independently, with or without their instructor's participation. Moreover, E-learning Forums and Chats develop students' personal identity (Bing Wu, 2012) as they become familiar with their own identity and the personality of others.

Glossary: The glossary activity module enables participants to create and maintain a list of definitions, like a dictionary, or to collect and organize resources or information. Students can compile new vocabulary which could be shared with others; this could eventually lead to building up the students' vocabulary. They could brain- storm ideas for a project or class essay and become exposed to their classmates' ideas which stimulate interest in the topic that is discussed. This glossary could encourage students to work independently on enlarging it with all the new vocabulary and definitions that they learn throughout and after their university stage.

Hotpot: The Hotpot activity allows lecturers to distribute interactive learning materials to their students via Moodle and view reports on the students' responses and results. The e e-learning exercise may be a static web page or an interactive web page which offers students text, audio and visual prompts and records their responses. This motivates independent learning as students get to attempt the exercises and get instant feedback. The prompts push them to use the language as they read, watch and listen. Lecturers could ask students to write after going through the text, audio and visual prompts.

Thus, they practice the four English writing and speaking skills which improve their proficiency and simultaneously, motivates their independent learning.

Lesson: The lesson activity enables a lecturer to deliver content and/or practice activities in interesting and flexible ways, such as, multiple choices, matching and short answer questions. The activity could be done by students independently and it will test their understanding of the content. Depending on the students' choice of answer and how the lecturer develops the lesson, students may progress to the next page, be taken back to a previous page or be redirected down a different path entirely and this solidifies independent learning.

Quiz: The quiz activity enables a lecturer to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical. The lecturer can allow the quiz to be attempted multiple times, with the questions shuffled or randomly selected from the question bank. A time limit may be set and the students could access the quiz independently and learn from their mistakes if the lecturer provides them with answers.

SCORM Package: A SCORM Package is a collection of files and content is usually displayed over several pages, with navigation between the pages. There are various options for displaying content in a pop-up window, with a table of contents and navigation buttons. Furthermore, content could be uploaded as a zip file and added to a course.

A SCORM Package may be used for presenting multimedia content and animations as well as an assessment tool. This could be accessed by students at any time and they will be able to watch, read and listen to the content material which will improve their English writing and speaking skills and encourage them to work independently.

Survey: The survey activity module provides several verified survey instruments and these survey tools are pre-populated with questions.

Workshop: The workshop activity module enables the collection, review and peer assessment of students' work. Students can submit any digital content (files), such as word-processed documents or spreadsheets and can also type text directly into a field using the text editor. Students are given the opportunity to assess one or more of their peers' submissions. Submissions and reviewers may be anonymous if required. This helps them learn independently from their peers' errors and their submission of digital content improves their writing skills.

Wiki: The wiki activity module enables participants to add and edit a collection of web pages. A wiki can be collaborative, with everyone being able to edit it, or individual, where everyone has their own wiki which only, they can edit. Participating in a wiki encourages students to read another students' writing and motivates them to write independently.

As we already suggested above, the e-learning approach involves the use of computer assisted programs to enable a lecturer to get in contact with students and dispense knowledge on a topic. Increasingly, the English writing and speaking skills of students of the Department of English Modern Letters are becoming an issue of paramount concern because the contact hours in traditional face-to-face classes are not enough to help students develop their English writing and speaking skills, most specially their writing skills. The E-Learning model adopted to accompany the traditional face-to-face model is an interactive tool that can be useful to address this issue only if the traditional approach has a much significant quota of the teaching and learning hours. Equally, it may be right to suggest that given the resources at the students and lecturers' disposal, the learning of English writing and speaking skills may be hardly successful. In other contexts, the e-learning is very suited as it could activate and increase students' English writing and speaking skills as they are exposed to the language outside the classroom and work independently on improving their English writing and speaking skills. In this case, we are concerned with the use of the e-media to teach English writing and speaking skills to students in the Department of English Modern Letters in the University of Yaoundé 1. In what follows, therefore, we examine the use of the e-learning and e-teaching model in the Department of English Modern letters in teaching English writing and speaking skills to undergraduate students.

1.1.4The Case of the University of Yaoundé 1, Department of English Modern Letters

The last few years have witnessed a revolution in the teaching and learning landscape in the University of Yaoundé 1. With the new reality at hand, educational institutions have sought new ways of maintaining and enforcing educational activities. As such, the University of Yaoundé 1, in general and the Department of English Modern Letters has sought to benefit from the presence of internet facilities. This means that they have adopted new teaching methods, which may, one way or the other ensure that all students, or at least most of the students, have access to lectures despite the difficulties brought about by COVID-19.

1.1.5Learning a Language Online

Hockly (2015) presents the term 'online language learning' to refer to language learning that takes place fully online, via the internet, with no face-to-face component, within the context

of both formal language courses and more informal learning scenarios. Hockly also states that early opportunities for learning a foreign language online were at the tertiary level at first, but with the development of technology these opportunities increased. Formal courses have been offered by schools and universities where students are assessed and credited. These courses use a learning management system for delivery.

These learning management systems can contain instructional material and content developed by the institutions or packages of learning materials developed by publishing houses. The material in these courses is usually designed to develop and strengthen all four English writing and speaking skills: reading, writing, listening, and speaking. One of the advantages is that learners can replay, revisit, and revise content easier than in face-to-face settings. However, it requires a lot more from the learner who will need to be active and ambitious and may need the support of their CoI.

Research studies about online language learning in higher education have reported that the outcomes are comparable and sometimes slightly superior to the ones from face-to-face courses (Blake, Wilson, Cetto & Pardo-Ballester, 2008; Chenoweth & Murday, 2003; Despain, 2003; Isenberg, 2010). Despain (2003) conducted a two-and-a-half-year study on achievement and attrition rate differences between a Spanish class delivered online and one with the same characteristics delivered in the traditional classroom. The results suggest that the online course can provide an experience nearly identical to that of the classroom setting; the achievement was not significantly different between both classes, but the attrition rates were significantly higher in the online class, which is comparable to the results of other studies (Carr, 2000; McLaren, 2004; Ni, 2013). Chenoweth and Murday (2003) compared two beginner French classes at Carnegie Mellon University with the purpose of determining if there were any differences in achievement, satisfaction, and time spent on the course between the students in an online course and those in a conventional face-to-face course. They measured students' background, language experience, technology experience, and individual differences in learning styles. Students were compared on measures of grammatical knowledge, written production, oral production, listening comprehension, and reading comprehension. The results showed that the online French students outperformed their traditional face-to-face counterparts in written production and achieved comparable results in listening comprehension, reading comprehension, grammar, and oral production. Interviews showed that the levels of satisfaction were mainly positive in both environments, with some online students expressing some frustration related to the course

programming. Students were asked to complete faculty course evaluations at the end of their courses; the Likert-scale questions on this instrument showed a difference in general satisfaction in several areas. The instructor in the face-to-face class was rated as 4.8 on a scale of 1 to 5, while the online instructor's average rating was 4.3. The face-to-face course received a mean rating of 4.8 while the online students rated their course with an average of 3.8. These students also reported spending less time learning French than did their face-to-face peers. This result differs from other studies in which online students report spending more time on task (Harasim, 2000; Means et al., 2009).

Isenberg (2010) also used a traditional face-to-face class and an online German class to conduct a comparative study at Pennsylvania State University. Most aspects of instruction (automated grammar exercises and mobile immersion activities) were the same across both conditions. Learning was measured by a variety of pre- and post-tests. On all measures, they found that the online and the classroom-based classes showed comparable results. Previously, Uschi Felix (2004) had conducted two large-scale studies about the potential of using the Web as a medium of language instruction both as a complement to face-to-face classes and as the foundation of fully online courses. The first study in 2001, focused primarily on adult language learners enrolled in colleges in New York and Melbourne, Australia. The 2004 study was a replica of the first one, but the focus was on secondary students. Results of both studies concurred in that students perceived working with the Web very positive and useful, although the majority indicated that they preferred to use the Web as a complement to the face-to-face setting. The author reports that the advantages in both studies outweighed disadvantages.

The secondary students felt significantly more comfortable working online, they reported working longer hours and reported more evenly distributed study preferences. They appreciated that the online setting favoured different learning styles. In a study specifically designed to compare vocabulary enhancement in a second language in an online setting versus a traditional setting, Kilickaya and Krajka (2010) found that the students learning the new words via the Internet outperformed the students in the traditional setting. They assessed vocabulary enhancement through a post-test given 3 months after the study began.

One of the most common questions regarding online language learning is related to oral proficiency. According to Blake et al. (2008), many educators and institutions still harbour doubts that oral skills in a foreign language can be developed in online courses. In their study, Blake et

al. examined a first-year language course offered at the University of California-Davis, called Spanish Without Walls. To address the development of oral proficiency, they compared the results from face-to-face, hybrid, and online students who took the 20-minute Versant for Spanish test, which is delivered by phone and automatically graded. The results showed that classroom, hybrid, and distance foreign language learners reached comparable levels of oral proficiency during their first year of study. The researchers also suggested that online foreign language education may be a good solution for teaching less commonly taught languages such as Arabic or Punjabi which suffer from "teacher shortages, low enrolments and the concomitant financial constraints" (Blake et al., 2008, p. 105).

1.1.6Language Proficiency

According to Lin and Warschauer (2015), "most studies measuring language learning in online environments focus on achievement, not proficiency" (p. 395). The authors suggest that one reason may be the cost and organizational difficulties to perform standardized proficiency tests. Most proficiency tests are expensive and usually students must pay for them. Using these types of tests to evaluate the results of instruction is ideal, but it costs money. Research studies not using proficiency tests (Chenoweth, Ushida, & Murday, 2006; Despain, 2003; Isenberg, 2010; Ushida, 2005) focus on what was taught rather than overall proficiency and this can be seen as a limitation. This is consistent to what Deusen-Scholl (2015) reports about assessing outcomes in online foreign education. She states that few data are available on standardized proficiency assessments and most studies rely on more subjective outcome measures such as learners' self-perceptions and different studies have evaluated the impact of certain technological tools but have not addressed language proficiency.

It is important to define language proficiency. Lord (2015) considers that comparing student outcomes between online and face-to-face classes would be a reasonable exercise if professionals of the field knew beforehand how to measure language proficiency rigorously and understand what it entails. Language proficiency is not just about "knowing words, phrases, and verb conjugations, but being able to put those together to form coherent meaning and to use that meaning appropriately to engage in real or realistic communication with other speakers of the language" (Lord, 2015, p. 401)

1.1.7Online Language Teaching and Learning in the University of Yaoundé 1

The study focuses on the use of innovative teaching-learning strategies in the teaching and learning of English in the Department of English, University of Yaoundé 1. The aim is to assess the

effectiveness of online language teaching and learning as a tool for promoting language learning among students. The researcher uses a mixed methods approach for data collection and analysis. This approach combines quantitative and qualitative methods to ensure that all relevant information is captured and analysed. The results indicate that online language teaching has been effective in promoting learner autonomy, language enhancement and positive attitudes towards English among learners.

The findings show that online language teaching has been effective in promoting learner autonomy, language enhancement and positive attitudes towards English among learners. Online language teaching provides students with opportunities to develop their skills independently through specific activities such as peer interaction, group work, self-assessment and collaboration among other things (Krashen & Terrell 1983). Learners are also encouraged to reflect on their own Enhancement of English writing and speaking skills via e-learning and Tele-evaluation through constant interaction with one another which helps improve their oral proficiency level (Baker 2011).

Conclusion

This section has provided a general overview of the work and has provided the background knowledge to the study. The case study has been highlighted in the background. The different trends in language teaching and learning have been discussed. Key issues relating to the subject have been discussed to show their relatedness to the current work. Concisely, the fundamental elements of this work have been discussed.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

Introduction

A lot of research has been carried out in most countries of the world on the future potentials of e-learning and tele-evaluation in the development process. To date, however, we know very little about the role of e-learning on students' enhancement of language skills. This chapter attempts to review related literature on the role of tele-evaluation and e-learning on the language teaching/learning environment. But before that, the chapter studies some theoretical frameworks that would help in the analysis of data collected for this research.

2.1. Theoretical Framework

The central ideology of e-learning and tele-evaluation theories is that learning occurs inside a person (Kelly, 2007). Over the years, these theories have been extensively studied and debated upon by pedagogical experts and educational psychologists, as light will be thrown in this dissertation. Such theories include *Behaviourism* and *Cognitive Load*. These theories exemplify the learning process through which students construct knowledge within an environment. It is therefore thought adequate to use them as framework for the analysis of data for this research.

2.1.1 Behaviourism

Behaviourism is a branch of psychology that focuses on how behaviour is affected by controlled environmental changes. Behaviouristic teaching techniques aim to alter a subject's surroundings, whether it be a human or an animal, in an effort to alter the subject's perceptible behaviour. According to behaviourist theory, this modification in the subject's visible behaviour serves as the sole measure of learning. The subject's function during the learning process is to be responsive to the environment; the subject makes connections between stimuli and modifies behaviour as a result of those connections. The teacher's job is to influence the environment in an effort to promote the necessary behavioural modifications. The principles of behaviourism were not formed overnight but evolved over time from the work of multiple psychologists. As psychologists' understanding of learning has evolved over time, some principles of behaviourism have been discarded or replaced, while others continue to be accepted and practiced.

Behaviourism has been extensively studied by prominent educational psychologists such as Skinner, Pavlov, Thorndike, and Watson. These four built on each other's work rather than developing behaviourism's tenets independently.

Behaviourism posits that e-learning is an observable change in behaviour. Consequently, behaviourists assume that behaviours are observable and can be correlated with other observable events. Learning focuses on stimuli, i.e. what has an impact, and response, i.e. how the behaviour of organisms changes.

—basic knowledge of behaviourism can be attained. Ivan Pavlov is perhaps most known for his work training dogs to salivate when they hear a tone after repeatedly associating food with the sound. According to the notion of classical conditioning, which holds that the brain can learn new responses by associating stimuli together, Pavlov's research is recognised as the first to investigate this idea. He also looked at how particular factors, including the interval between two stimuli, altered these linkages in the brain. Future research in the study of human and animal behaviour were built on his investigation of the stimulus-response model, the linkages made in the brain, and the effects of specific factors on generating new behaviours. (Hauser, 1997).

When doing his most well-known experiment, Pavlov first looked at how much saliva was produced by various dog breeds during digesting. He soon realized, though, that the dogs would begin salivating before being given food.

He later understood that the dogs had learned to associate his sound as he descended the stairs with the arrival of food. He then put this idea to the test by playing a tone while the dogs were being fed. Over time, the canines learnt to salivate at the sound of a tone even when no food was being given. Through stimulus association, the dogs picked up a novel reaction to a known stimulus. The learnt response was referred to as a conditional reflex by Pavlov. In multiple iterations of this experiment, Pavlov tested how frequently he could play the tone before the dogs lost the association between it and food or whether randomization playing the tone occasionally when feeding the dogs but not other times had any impact on the outcome. (Pavlov, 1927). Pavlov's research on conditional reflexes had a significant impact on behaviourism. His research demonstrates three core principles of behaviourism:

a. Behaviour is learned from the environment. The dogs learned to salivate at the sound of a tone after their environment presented the tone along with food multiple times.

b. Behaviour must be observable. Pavlov concluded that learning was taking place because he observed the dogs salivating in response to the sound of a tone.
c. All behaviours are a product of the formula stimulus-response. The sound of a tone caused no response until it was associated with the presentation of food, to which the dogs naturally responded with increased saliva production.

These principles formed a foundation of behaviourism on which future scientists would build.

Edward Lee Thorndike is regarded as the first to study operant conditioning, or learning from consequences of behaviours. He demonstrated this principle by studying how long it took different animals to push a lever in order to receive food as a reward for solving a puzzle. He also pioneered the law of effect, which presents a theory about how behaviour is learned and reinforced. One experiment Thorndike conducted was called the puzzle box experiment, which is similar to the classic "rat in the maze" experiment. For this experiment, Thorndike placed a cat in a box with a piece of food on the outside of the box and timed how long it took the cat to push the lever to open the box and to get the food. The first two or three times each cat was placed in the box there was little difference in how long it took to open the box, but subsequent experiments showed a marked decrease in time as each cat learned that the same lever would consistently open the box.

A second major contribution Thorndike made to the field is his work in pioneering the law of effect. This law states that behaviour followed by positive results is likely to be repeated and that any behaviour with negative results will slowly cease over time. Thorndike's puzzle box experiments supported this belief: animals were conditioned to frequently perform tasks that led to rewards. Thorndike's two major theories are the basis for much of the field of behaviourism and psychology studies of animals to this day. His results that animals can learn to press levers and buttons to receive food underpin many different types of animal studies exploring other behaviours and created the modern framework for the assumed similarities between animal responses and human responses (Engelhart, 1970).

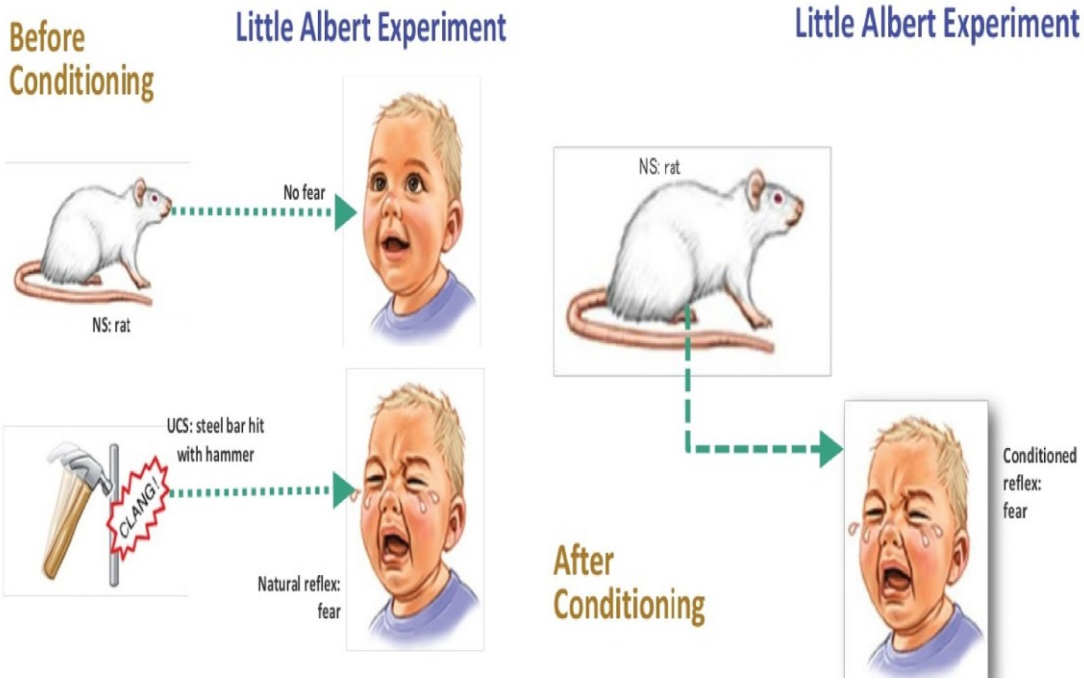
In addition to his work with animals, Thorndike founded the field of educational psychology and wrote one of the first books on the subject, Educational Psychology, in 1903. Much of his later career was spent overhauling the field of teaching by applying his ideas about the law of effect and challenging former theories on generalized learning and punishment in the classroom. His theories and work have been taught in teaching colleges across the world.

John Broadus Watson was a pioneering psychologist who is generally considered to be the first to combine the multiple facets of the field under the umbrella of behaviourism. The foundation of Watson's behaviourism is that consciousness — introspective thoughts and feelings — can neither be observed nor controlled via scientific methods and therefore should be ignored when analysing behaviour. He asserted that psychology should be purely objective, focusing solely on predicting and controlling observable behaviour, thus removing any interpretation of conscious experience. Thus, according to Watson, learning is a change in observable behaviour. In his 1913 article "Psychology as the Behaviourist Views It", Watson defined behaviourism as "a purely objective experimental branch of natural science" that "recognizes no dividing line between man and brute." The sole focus of Watson's behaviourism is observing and predicting how subjects outwardly respond to external stimuli.

John Watson is credited as being the first psychologist to conduct studies on classical conditioning using human test subjects. He gained notoriety for the Little Albert experiment, in which he used Pavlov's concepts of classical conditioning to educate a baby to be scared of a rat. The nine-month-old new-born Albert was exposed to a variety of novel stimuli before the experiment, including a white rat, a bunny, a dog, a monkey, masks with and without hair, cotton wool, burning newspapers, etc. He responded with no sign of dread. Through more testing, scientists learned that Albert reacted fearfully when a steel bar was hammered with a hammer to make a sharp sound.

During the experiment, Albert was presented with the white rat that had previously produced no fear response. Whenever Albert touched the rat, the steel bar was struck, and Albert fell forward and began to whimper. Albert learned to become hesitant around the rat and was afraid to touch it. Eventually, the sight of the rat caused Albert to whimper and crawl away. Watson concluded that Albert had learned to be afraid of the rat (Watson & Rayner, 1920). By today's standards, the Little Albert experiment is considered both unethical and scientifically inconclusive. Critics have said that the experiment "reveals little evidence either that Albert developed a rat phobia or even that animals consistently evoked his fear (or anxiety) during Watson's experiment" (Harris, 1997). However, the experiment provides insight into Watson's definition of behaviourism he taught Albert by controlling Albert's environment, and the change in Albert's behaviour led researchers to conclude that learning had occurred.

Figure 1: Little Albert Experiment



Adapted from https://hermananis.com/teori-belajar-watson/. accessed on April 06, 2023.

Behaviourism was further developed under the influence of psychologist Skinner. His definition of operant conditioning and introduction of the concept of radical behaviourism were his two most significant achievements. In contrast to Watson, Skinner claimed that interior factors like thoughts and emotions should be taken into account while examining behaviour. Radical behaviourism combines thoughts, feelings, and behaviours. He held the view that outside factors might influence internal processes, such as observable behaviour, allowing for scientific analysis. Applied behaviour analysis is the process of putting the radical behaviourist principles into practise.

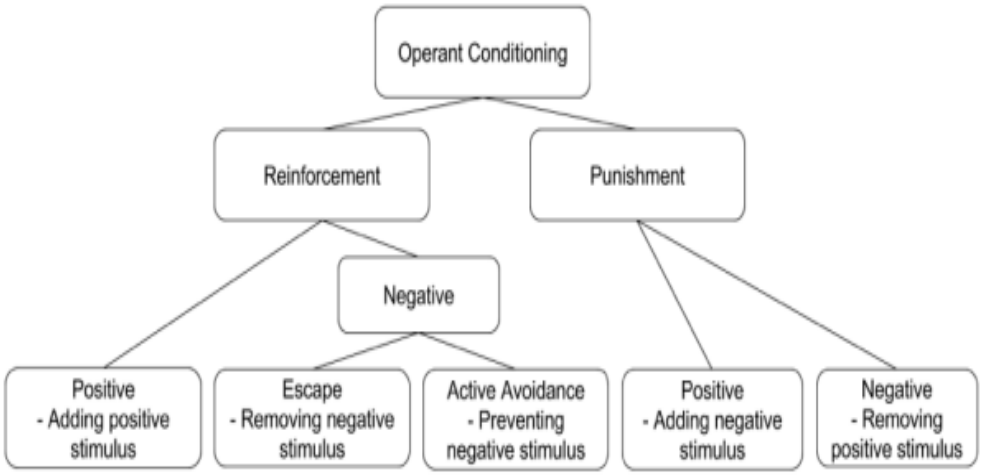
In 1938, Skinner published *The Behaviour of Organisms*, a book that introduces the principles of operant conditioning and their application to human and animal behaviour. The core concept of operant conditioning is the relationship between reinforcement and punishment, similar to Thorndike's law of effect: Rewarded behaviours are more likely to be repeated, while punished behaviours are less likely to be repeated. Skinner expounded on Thorndike's law of effect by breaking down reinforcement and punishment into five discrete categories (see the figure below):

a. Positive reinforcement is adding a positive stimulus to encourage behaviour.
b. Escape is removing a negative stimulus to encourage behaviour.

c. Active avoidance is preventing a negative stimulus to encourage behaviour.
d. Positive punishment is adding a negative stimulus to discourage behaviour.
e. Negative punishment is removing a positive stimulus to discourage behaviour.
f. Reinforcement encourages behaviour, while punishment discourages behaviour.

Those who use operant conditioning use reinforcement and punishment in an effort to modify the subject's behaviour.

Figure 2: Categories of Operant Conditioning



Positive and negative reinforcements can be given according to different types of schedules. Skinner developed five schedules of reinforcement:

I. Continuous reinforcement is applied when the learner receives reinforcement after every specific action performed. For example, a teacher may reward a student with a sticker for each meaningful comment the student makes.
II. Fixed interval reinforcement is applied when the learner receives reinforcement after a fixed amount of time has passed. For example, a teacher may give out stickers each Friday to students who made comments throughout the week.
III. Variable interval reinforcement is applied when the learner receives reinforcement after a random amount of time has passed. For example, a teacher may give out stickers on a random day each week to students who have actively participated in classroom discussion.

IV. Fixed ratio reinforcement is applied when the learner receives reinforcement after the behaviour occurs a set number of times. For example, a teacher may reward a student with a sticker after the student contributes five meaningful comments.
V. Variable ratio reinforcement is applied when the learner receives reinforcement after the behaviour occurs a random number of times. For example, a teacher may reward a student with a sticker after the student contributes three to ten meaningful comments.

Different reinforcement schedules were tested by Skinner in order to determine which schedules worked best under various conditions. He discovered that the variable ratio reinforcement plan is the most successful because ratio schedules are often more resistant to extinction than interval schedules and variable schedules are more resistant than fixed schedules.

Skinner was a fervent advocate for education and had a significant impact on numerous educational ideals. He thought that there were two purposes for education: to teach both verbal and nonverbal behaviour, and to motivate students to keep learning. Based on his theory of reinforcement, Skinner advocated that students should actively participate in the learning process rather than simply be passive recipients of instruction. According to his theory, kids who are educated through punishment only learn how to escape punishment. Despite Skinner's scepticism about punishment, which is crucial to the discipline in education, it is still very difficult to discipline in other ways, therefore punishment plays a significant role in the educational system.

Skinner points out that teachers need to be better educated in teaching and learning strategies (Skinner, 1968). He addresses the main reasons why learning is not successful. This biggest reason teacher fail to educate their students are because they are only teaching through showing and they are not reinforcing their students enough. Skinner gave examples of steps teachers should take to teach properly. A few of these steps include the following:

I. Ensure the learner clearly understands the action or performance.
II. Separate the task into small steps starting at simple and working up to complex.
III. Let the learner perform each step, reinforcing correct actions.
IV. Regulate so that the learner is always successful until finally the goal is reached.
V. Change to random reinforcement to maintain the learner’s performance (Skinner, 1968).

Behaviourism led to the development of taxonomies of learning because it emphasized the study and evaluation of multiple steps in the learning process. Behaviourists repeatedly studied learning

activities to deconstruct and define the elements of learning. Benjamin Bloom (1956) was among the early psychologists to establish a taxonomy of learning that related to the development of intellectual skills and to stress the importance of problem solving as a higher order skill. Bloom's (1956) Taxonomy of educational objectives handbook: Cognitive domains remains a foundational text and essential reading within the educational community. Bloom's taxonomy is based on six key elements (see Figure 1) as follows:

Creating: Putting elements together to form a coherent or functional whole, and reorganizing element into a new pattern or structure through generating, planning, or producing.

Evaluating: Making judgments based on criteria and standards through checking and critiquing.

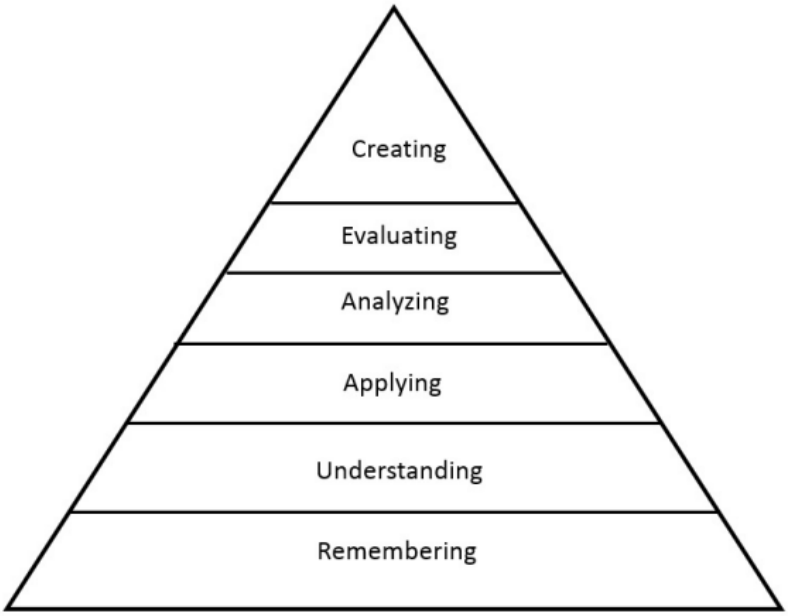
Analysing: Breaking material into constituent parts, and determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

Applying: Carrying out or using a procedure through executing or implementing.

Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory

Figure 3: Bloom's Taxonomy



Bloom, in developing his taxonomy, essentially helped to move learning theory toward issues of cognition and developmental psychology. Twenty years later, Robert Gagne, an educational psychologist, developed another taxonomy (events of instruction) that built on Bloom's and became the basis for cognitivist instructional design (Harasim, 2012). Gagne (1983) emphasized nine events in instruction that drive the definitions of objectives and strategies for the design of instructional material.

1. *Gain attention*: Use media relevant to the topic.
2. *Describe the goal*: Provide clear objectives to the overall course goals.
3. *Stimulate prior knowledge*: Review previously presented material and concepts and connect them to the material to be addressed in the current module.
4. *Present the material to be learned*: Readings, presentations, demonstrations, multimedia, graphics, audio files, animations, etc.
5. *Provide guidance for learning*: Discussions to enable learners to actively reflect on new information to check their knowledge and understanding of content.
6. *Elicit performance*: Activity-based learning such as group research projects, discussion, homework, etc.
7. *Provide feedback*: Immediate, specific, and constructive feedback is provided to students.

8. *Assess performance*: Assessment activity such as a test, research project, essay, or presentation.
9. *Enhance retention and transfer*: Provide opportunities for additional guided practice or projects that might relate learning to other real-life activities.

As can be seen from the above discussion on behaviourism, it is clear that e-learning which has been introduced in the University of Yaoundé in general, and the English Department in particular, can very well make use of this theory to analysis the data collected for this research. This will be explained in detail in the data analysis chapter. Another theory which is related to e-learning is the Community of Inquiry Theory.

2.1.2 Cognitive Load Theory

Cognitive load theory is one of the many ways of understanding how people learn and thus should help inform how we design simulation. There is a limit to how much information people can process simultaneously, and this impacts how information is stored. Too much information or too difficult a task, presented in an ill-considered or unstructured way, can result in cognitive overload for the learner. The inherent difficulty of a task is considered to be its intrinsic load; some of which can be appropriate to the task at hand and thus is referred to as germane load.

In e-learning setups, the concept of cognitive overload is involved with the amount of content rather than its inappropriately personal nature. There are three main types of cognitive load to keep in mind when developing e-learning courses; intrinsic, extrinsic, and germane. Individually, they each have the power to hinder knowledge retention. But if the course design inflicts all three, learners are likely to walk away more confused and overwhelmed than ever. The types of cognitive load include; intrinsic, extrinsic and germane. They will be discussed below.

Intrinsic loads are driven by the material itself. The more complex the subject is, the heavier its intrinsic cognitive load. Some subject matter is inherently for involvement, and more challenging than others, regardless of a learner's level of experience or background. However, one can make it easier to consume by shortening seat time for each training session and using more interactive resources. For example, simulations that show the learner how to apply a skill instead of telling them how it is done.

Extrinsic loads are involved with explanations, elaborations, diagrams, and study aids. While they are helpful, they are not essential to learning. The teacher's content would still make sense

without them. This type of load has more to do with the delivery format and design. For instance, instead of simply creating a demo video to walk learners through the task, the teacher can use an overly complicated diagram.

Germane cognitive loads express the weight of converting knowledge into long-term memory through schemas and automation. It pertains to how the learner processes the information and how well they are able to manipulate and organize concepts.

This theory therefore, shows how technology can be used and designed to create new learning opportunities thus, a very suitable theory for this study.

2.2 Literature Review

A lot of research has been carried out in most countries of the world on the future potentials of Tele-evaluation in the development process. To date, however, we know very little about the role of e-learning on Students' enhancement of language skill. This chapter attempts to review related literature on the role of Tele-evaluation and e-learning on the teaching/learning environment.

E-learning has become the protagonist for change in education sector. Naidu (2003:12) states that the use of the term e-learning is growing rapidly and is often used interchangeably with terms such as online learning, virtual learning, distributed learning, networked learning, web-based learning, and open and distance learning.Naidu (2003:12) further stressed that despite their unique attributes, each of these terms fundamentally refers to educational processes that utilize information and communications technology (e-learning and tele-evaluation) to mediate asynchronous as well as synchronous learning and teaching activities. On their part, Garrison and Anderson (2003:18) aswell as Cornish (1996:157) contended that knowledge development in the information age is a technologically aided activity. There is an increasing need to do more research on Tele-evaluation and most especially e-learning, as the development of human capital is crucialif University of Yaoundé 1 and African countries are to be competitive in the global information society. Ultimately, education must prepare students to be continuous learners. In this section, the themes that form the basis for the literature review for e-learning are elaborated.

2.2.1 Literature Review on Student Approaches to E-learning and Tele-Evaluation

Student approaches to E-Learning and Tele-evaluation (Marton & Säljö, 1976) is the theory that looks at how students take on different approaches to study depending on the perceived objectives of their course which involves promoting the enhancement of English writing and speaking skills by students in the department of English from the University of Yaoundé 1 as case study. Students approach E-Learning and Tele-evaluation with either a surface (instrumental, reproductive and minimalist) or deep (striving for meaning and understanding) orientation (Marton & Säljö, 1976; Wilson & Fowler, 2005).

Biggs, 2001; Entwistle et al., (2001) think that students with a deep approach tend to conceive of E-Learning and Tele-evaluation as transforming information, to be intrinsically motivated and to use strategies focusing on the meaning of the material to be learned. On the other hand, students with a surface approach conceive E-Learning as reproducing knowledge, are extrinsically motivated and use strategies focusing on the reproduction of those materials This implies that surface learning is associated with the idea that E-Learning and Tele-evaluation is about acquiring facts whereas deep learning relates to understanding the subject matter and personal development. Rodríguez and Cano (2006) affirm that students adopting deep approaches tend to have higher-quality learning outcomes.

2.2.2 Literature Review on Distance and Online Education

Distance education started as an alternative for many individuals whose lifestyles, location, or time constraints prevented them from attending face-to-face educational programs. According to Courtney and Wilhoite-Mathews (2015), distance education took its earliest form in the shape of correspondence teaching and learning using print-based materials. This method, however, had many limitations. One of these limitations was the slow physical delivery of materials and the lack of valuable feedback and communication.

The 1960s, a second generation of distance education emerged when broadcast media was used to complement the print-based material. Nevertheless, there was still little or no direct interaction between the instructor and the learners or among the learners themselves. Communication and delivery of knowledge and information remained mostly unidirectional and with a lack of timely feedback (Courtney & Wilhoite-Mathews, 2015). However, due to the purpose it served, distance education has never disappeared. With the advance of the Internet, distance education has evolved to the point where it is now. Online education has increased the

number of people opting for distance education in the last decades and has promoted new kinds of interactive education (Collins & Halverson, 2010).

Linda Harasim (2000) indicates that some of the first approaches to online education were given by network communication in the classrooms in the 1980s, where students and teachers worked together in collaborative writing and research projects. The Reseau d'Ateliers Pédagogique Pilote from Canada, was one of the first initiatives in this respect. It connected students and teachers in more than 70 secondary schools in Canada, England, France, and Italy. RAPPI used the computer conferencing system at the University of British Columbia, Canada, to facilitate information exchange. The curricular focus was social studies and writing, and through the network, students learned about other cultures, lifestyles, and perspectives; in the process, they gained increased knowledge about themselves and how they fit into a larger global community (Harasim, 2000, p. 44)

With the boom of technological tools, the massification of the Internet and the arrival of the Web 2.0 during the 2000s (allowing the editing, interaction, and publishing of material from virtually anybody), technology has become one of the most valuable resources in educational settings, with the potential to transform the way that content and information are presented to learners. There are three ways technology is being used for educational purposes: design and implementation of fully online courses, blended or hybrid courses that combine online content with traditional face-to-face classes (B-learning and Flipped Classrooms, for example), and technology-enhanced face-to-face classes (Powell et al. 2015).

Means et al. (2009) define online learning as the "learning that takes place partially or entirely over the Internet. This definition excludes purely print-based correspondence education, broadcast television or radio, videoconferencing, videocassettes, and stand-alone educational software programs which do not have a significant Internet-based instructional component" (pg. 9). For this study, the focus was given exclusively to online learning as it was compared to traditional face-to-face learning.

2.2.3 Comparing Online Learning with Traditional Face-to-Face Learning

Some studies have indicated that, given the same conditions, students in online settings outperform their face-to-face counterparts (Bourelle et al., 2016; Means et Al., 2009; Zhang et al., 2004), while others demonstrate that either there are no significant differences in the outcomes of

face-to-face students when compared to online students (Ni, 2013), or that face to face students performed better than online students (Heppen et al., 2017). Bourelle et al. (2016) analysed the assessment scores from three sections of English 102 (two online and one face-to-face) at the University of New Mexico to compare student learning of multimodal literacies in online and face-to-face courses. For this, the authors used a mixed method approach in which the quantitative part used the scores students received in their portfolios and the qualitative section included the analysis of students' quotes and reflections to identify potential reasons for the differences. They found that the online students obtained better results than the face-to-face students, and stated that a possible cause for these results may be the quick formative feedback students in the online settings received from their instructors, which was more difficult to do for the face-to-face classes due to time restrictions. Similar positive outcomes from online students had previously been obtained by Zhang et al. (2004).

To assess the effectiveness of an online program, Zhang et al. (2004) conducted two experiments comparing traditional classroom instruction to online instruction with undergraduate students from 10 majors at the University of Arizona. For both experiments, students were randomly assigned into the experimental group or control groups. For the first experiment, the researchers placed 17 students in a traditional face-to-face classroom and 17 in the online setting. For the second experiment, there were 34 students in the traditional classroom group and 35 in the online group. The same instructors who taught the classroom groups also prepared the course materials for the online groups to ensure the content was consistent across all groups. The effectiveness was assessed through both test grades and students' satisfaction. The test grades of students who were in the online settings were significantly higher than those of students in traditional classroom groups. In contrast, the satisfaction levels of students in all groups did not show any statistically significant difference. In this study the delivery method had an impact on student outcomes. These results are also consistent with the results of the meta-analysis conducted by Means et al. (2009), which is one of the more comprehensive studies found now.

Means et al. (2009) conducted the meta-analysis for the United States Department of Education. They analysed a total of 176 studies: 99 contrasted online or blended learning and face-to-face instruction. Of these 99 studies, 28 referred to fully online programs. Only two favoured the traditional face-to-face approach. The researchers found that students who took all

or part of their class online performed better, on average, then those taking the same course through traditional face-to-face instruction. Learning outcomes for students who engaged in online learning exceeded those of students receiving face-to-face instruction, with an average effect size of +0.24 favouring online conditions (Means et al., 2009, p. xiv). Another important finding in this meta-analysis relates to the type of student population: The effectiveness of online learning approaches appears quite broad across different content and learner types.

Online learning appeared to be an effective option for both undergraduates (mean effect of +0.35, $p < .001$) and for graduate students and professionals (+0.17, $p < .05$) in a wide range of academic and professional studies (Means et al., 2009, p. xv). They also found that in studies where curriculum and instruction were identical or almost identical in both the online and face-to-face classes, size effects were smaller than in those studies where the two conditions had variations in multiple aspects of instruction. Some other studies have found that there is no difference in the outcomes for students who took their courses online and those who took them face-to-face. Ni (2013) conducted a 2- year study for the purpose of comparing student performance in online and face-to-face classes in terms of interaction and efficacy in a public administration class. She used a total of six classes to compare learning effectiveness. Three classes received online instruction while the other three attended face-to-face classes. The program used was the same for all online and face to-face classes and they were taught by the same instructor.

The results obtained through student performance records and surveys indicated that student performance is independent of the method of instruction. Also, results show that 10 % of students failed in online classes as compared to only 4% in face-to-face classes and failure in the online courses came mostly from students who dropped out. Ni's (2013) research found this to be consistent with the research results of Carr (2000) and McLaren (2004) where dropout rates are found to be higher in online settings. Ni's results support the idea that the outcomes do not vary significantly between methods, the differences reported had to do with students´ characteristics rather than with the method of instruction.

Heppen et al. (2017), did not obtain such positive or neutral results. Their experimental study compared the impact between online Algebra I for credit recovery and the face-to-face version of the course for students in Chicago public school students who failed the course during their first year in high school. They concluded that online students found the course to be more

difficult and had more negative attitudes about mathematics than their face-to-face counterparts. Additionally, online students had lower algebra assessment scores, grades, and credit recovery rates than the face-to-face students, but they also found that longer-term academic outcomes were not significantly different for online or face-to-face students. Despite the difficulties, the authors suggest that both online and face-to-face credit recovery courses allow students to recover credit, and that the continuous improvement of online courses is essential to fulfil the great need for flexible alternatives for many students.

Interested in the role of students' characteristics in the success or failure of students enrolled in online courses, Xu and Jaggars (2014) examined the performance gap between online and face-to-face students and the variation of the gaps based on student subgroups and subject areas in students enrolled in over 500,000 courses from over 40,000 community colleges in Washington State. They found that the typical student had more difficulty succeeding in online courses than in face-to-face courses and that the size of the gap varied significantly across subgroups: male, Black students, and students with lower levels of academic preparation had stronger performance gaps. The researchers also found that students of the social sciences and applied professions such as nursing or law had wider performance gaps. These results suggest that variables such as socioeconomic strata, students' backgrounds, and lower academic performance may have an effect in the overall performance in online courses. This conclusion is related to the rational sought here on the causes of the failure of online learning during the Covid-19 period in Cameroon.

Recently the development of Information and Communication Technology (ICT) is rapidly increasing; the necessity for a concept and mechanisms of learning (education) based IT becomes inevitable. The concept was then known as *e-Learning* bring the influence of conventional education transformation process into digital form, both contents and the system. It is leads to the usage of ICT in learning process.

Some researchers have done their studied by using e-Learning media inn teaching. Safia Mujtaba Alsied (2013) in her *Research the Use of Computer Technology in English Foreign Language Classroom Advantages and Implication in Libya* found that using computer technology had effective and have many advantages. The student was interested because by using computer with internet. It was giving them benefits with all the materials in websites. Hardik Patel (2014) in his research *The Impact of E-Learning in The Development of Student Life, in India,* found that using E-

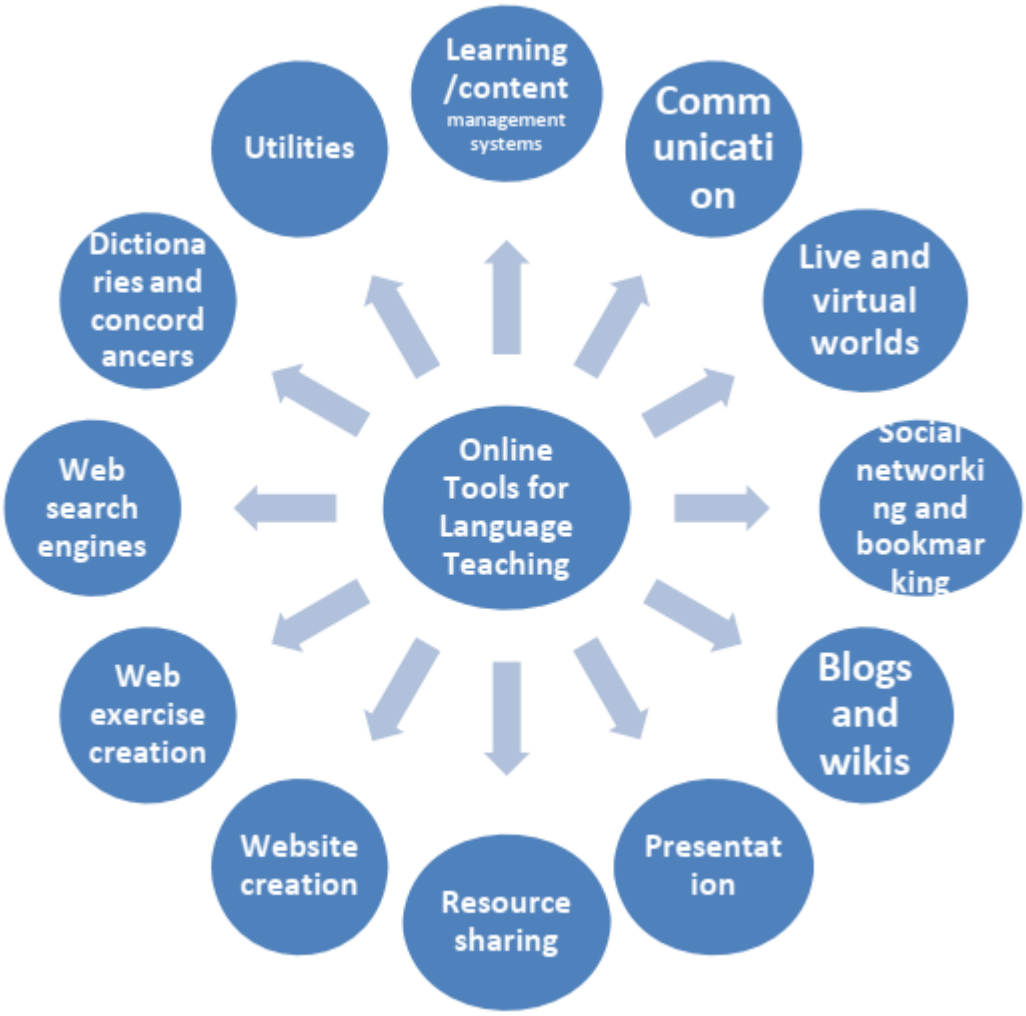
Learning tools can tremendously improve learning process and earn learn in very easy hassles free environment. Another major benefit of the e-Learning is that it can make learning always ON. E-Learning is not restricted to any place and environment. In other cases, Hastomo (2013) in her research, *The Effectiveness Of E-Learning Instructional Media on Student Achievement in Islamic Education* at Sma Negeri 1, Yogyakarta, found that the implementation of e-learning media is significantly effective in teaching Islamic education. The students were excited at studying using e-learning which can be observed with the increasing of students' achievement. In addition, Wiwi Mulyani (2013), in her research, found that, the class that uses e-Learning is better than the class that only uses convention materials.

2.2.4 Literature on E-learning Tools that Facilitate Learning Language

Today, several e-learning tools exist, which are broadly categorised into nine: photo-editing (Pixir), audio-recording and editing, Clear's rich internet applications (multimedia projects), video-conferencing (skype), video-production, vocabulary learning, presentation (Prezi), word reference (collaborative working and dictionaries), editing (Amara), e-portfolios (Weebly), and websites. This information was obtained from the Yale Centre for Language (2015). Other online tools were listed and grouped into twelve categories by Jeong-Bae Son (2014) as communication content/learning management systems, live and virtual worlds, Web exercise creation, Website creation, resource sharing, wikis and blogs, dictionaries and concordances, Web search engines, and utilities. These tools have been identified as facilitators of e-learning. They are believed to contribute to the effectiveness of e-learning. For example, Lee et al. (2003) argued that Web-based instruction (WBI) programs improve oral proficiency and communicative skills by exposing learners to a realistic language learning environment and make the learning of language livelier and more interactive. As acknowledged by Lee et al. (2003) a language learning program facilitated by WBI offers practice in speaking, listening, reading and writing skills.

Based on their main functions and features, Son (2011) has grouped online tools into twelve categories of learning/content management systems; communication; live and virtual worlds; social networking and bookmarking; blogs and wikis; presentation; resource sharing; Website creation; Web exercise creation; Web search engines; dictionaries and concordances and utilities.

Figure 4. Son (2011) Categories of Online tools of Language Learning



Lee et al. (2005) reviewed literature on learning language through the online system and noted that, as suggested in the situated learning theory, the online learning environment should:

a) provide authentic activities within context;
b) provide multiple points of views and abundant information;
c) benchmark experts' performance and thinking;
d) provide cooperative construction of knowledge;
e) offers the opportunity for practical reflection; and
f) facilitate coaching and allow for clarification of thinking.

Other researchers (Lee et al., 2005; Beauvios, 1997; Pelletieri, 2000; Chun, & Plass, 2000)

have indicated that computer-mediated communication (CMC) and WBI provides authentic language learning environment for e-learners. According to Chun, and Plass (2000), CMC and WBI provide an environment that increases motivation, social interaction and collaborative learning for learners learning via e-learning mode. Sullivan and Pratt (1996) revealed that CMC tends to impact on learners' writing proficiency and that is better than the classroom mode. Similarly, Lee et al. (2005), and Lee and Pyo (2003) revealed that writing abilities of learners improved in classes involving the use of WBI than in traditional classroom mode.

2.2.5 Literature Review on E-learning in Tertiary Education

Various reasons have been identified by different researchers and documented in the extant literature as compelling universities to embrace e-learning (Rosenbaum, 2001; Kamal & Eid, 2004; Katuk, & Ali, 2008; Mangan, 2001; Smith, 2001; Westberry, 2009; George-Palilonis, & Filak, 2009; McCombs & Vakili, 2005; Hartnett, George, & Dron, 2011). Kamal and Eid (2004) identified advantages of e-learning: easy to monitor e-course than traditional classrooms; allows online learners to utilize electronic mails to communicate with faculty members, and it offers a cost-saving advantage to learners. Cai (2012) investigated the use and merits of using e-learning platform to teach English. Merits of e-learning English via e-learning platform were identified as the ease of access to information, boosting learners', improvement learners' comprehension skills, and enabling students to master English. It was further noted that pedagogy strategy that focuses on e-learning's strengths might yield many rewards to the students.

Qugley (2011) sought to develop a model that offers support to teachers who tend to show reluctance in implementing the e-learning platform and assessing the effectiveness of e-learning as a learning platform for English in Thailand. It was revealed that e-Learning mode helps meet the diversity of teachers and students. Qugley (2011) further examined the obstacles to the implementation of e-learning. Obstacles were identified as scant internet resources, limited awareness of using e-learning platform, and limited resources to facilitate e-learning.

Katuk and Ali (2008) identified the associated advantages of e-learning as accessibility; flexibility; and convenience. They noted that it is less expensive to access content via e-learning platform than in the traditional classroom system. It was further indicated that e-learning results in more enriching and engaging learning experiences by promoting collaborative learning. For Hjeltness et al. (2004) advantages of e-learning include cost effectiveness; cost efficiency, easiness

of learning; long life education; saving on the part of the student and teacher; less geographical barriers; greater flexibility; and better administration. In a similar study, González (2010) suggested that e-learners provide information to learners; offer occasional communication among learners; support knowledge building tasks, and engage learners via the online discussions.

Other researchers (e.g., Rosenbaum, 2001; Mangan, 2001; Smith, 2001) hinted that e-learning mode is more interactive than the traditional classroom mode. According to Smith (2001) e-learning makes education to be easier for slow learners as these learners require more response time to participate. In view of Westberry (2009), the associated benefits of e-learning include fostering learner reflection; supporting higher levels cognition; levelling the playing field for learners; and fostering information processing. Others (e.g., George-Palilonis, & Filak, 2009; McCombs & Vakili, 2005) identified reasons that compel many universities to embrace e-learning. First, e-learning platform provides a consumer-centric approach to knowledge delivery, and this allows leaners greater control of their learning process. Secondly, online technologies and digital learning tend to stimulate rich interactive and highly simulative experiences for learners. Third, e-learning can be broadened and allow many students to learn within physical boundaries like classrooms. E-learning is also considered appropriate in meeting the needs the needs of the complex and changing world.

Hartnett, George, and Dron (2011) see online learning as affording several benefits to learners. First, e-learning is thought to help students overcome spatial and temporal restrictions that characterize the traditional education settings. Second, e-learning offers learners the freedom of constraints, including freedom of space, access, medium, and relationship development. Elsewhere, O'Donoghue and Groves (2009) opined that the e-learning several benefits: (1) the ease of adaptability to a variety of learning techniques; (2) being learner centred; (3) offering pressure-free zone that allows learners to be in charge and learn at a comfortable pace; (4) easily personalized by learners and can be tailored to meet learners' needs; (5) affordable; (6) productive; and (7) mobile and global.

Despite the overwhelming support for the adoption of the e-learning system, barriers to its adoption by institutions of higher learning have been identified and reported to be affecting its rate of adoption and effectiveness. For example, Jenkinson (2009) identified the following as barriers to the adoption of e-learning: costly to produce; new skills required; unaffordability; and minimal social interaction.

Other studies revealed that sometimes learners' outcomes tend to be slightly higher when learning using online platform than traditional classroom mode (Hubbard, 2000; Johnson et al., 2000; Ramage, 2002; Carr-Chellman, 2006; Iverson, Colky & Cyboran, 2005; Suanpan & Petocz, 2006). Colky and Cyboran (2005) and Suanpan and Petocz (2006) examined the effectiveness of e-learning by observing students' outcomes. The outcomes of course and grade evaluation of students revealed that outcomes for students that studied under the online platform were better than those who studied under the traditional classroom mode. These two studies demonstrated that students under the online platform had superior learning outcomes based on their level of utility and satisfaction, grades, as well as the attention to transfer learning.

Some studies have also demonstrated the effectiveness of e-learning against the traditional face-to-face classroom system. Khan (2016) investigated the effective of teaching English via the e-learning mode. Khan also investigated the utilization of e-training for teachers; the utilization of e-resources; and the relevance of e-learning within the Saudi context. Results confirmed that e-learning was effective in teaching English. It was noted that online resources attract the attention of learners, including passive learners. Al-Magtri (2014) investigated the use of e-learning platform by English tutors in Saudi Arabia's King Khalid University. Results revealed that both female and male teachers see e-learning as effective. However, female and male students see e-learning as ineffective. Female students were more positive towards e-learning than male students. It was noted that students were not motivated to learn through e-leaning platform citing the lack of access to the internet as the key barrier.

Facharzt et al. (2013) compared blended learning, which involved a combination of e-learning and the face-to-face learning mode, to face-to-face learning mode among medical students taking the English for Specific Purpose course in a Saudi college. The aim was to evaluate the effectiveness of blended leaning compared to the traditional classroom system. A total of 120 students were randomly categorized into two: traditional approach group and blended learning group. Blended learning was found to be statistically significantly better in all domains of education as well in written, case scenarios, and objective structured clinical examinations.

Alshehab (2013) investigated the impact of e-learning methods and the internet on the learners' ability to translate from English to Arabic within the Jordan context. A sample consisted of 40 students from Irbid National University in Jordan categorized into two: control and experimental group. The experimental group had statistically higher ability to translate between

English and Arabic than the control group.

Alasraj (2014) compared the effectiveness of traditional classroom-based approaches and blended learning strategies in learning Arabic within the Saudi context. Results revealed significant differences in the learning outcomes between the two methods in favour of blended learning approach. It was noted that blended learning was more effective than the traditional classroom mode when it comes to impacting knowledge in students and that blended learning can enhance teaching.

Al-Abdullatif (2011) investigated the effectiveness of e-learning learning environment within the context of Saudi Tertiary Setting. Results revealed that e-learning platform has the potential to enhance educational outcomes and quality and optimize teaching practices. It was concluded that e-learning platform could potentially provide an excellent teaching and learning experiences in higher education.

The literature on e-learning extending to mobile learning (M-learning) LatEnglish (2012:12) states that m-learning, or mobile learning, involves the use of handheld or wearable technologies, thus making learning accessible virtually anywhere. This means of delivery holds great promise for bridging the digital divide because mobile devices are far more common and cheaper than computers in developing and middle-income countries. Traxler and Kukulska-Hulme (2005:5) points out that, m-learning devices are lightweight and handheld, including: Personal Digital Assistants (PDAs), Palmtops or handheld computers, Mobile phones also called cell phones or hand phones. Bakari, Ishaq, Miyedu, Nykvist and Deutschmanm (2009:17) postulate that mobile devices can provide almost all the services that were provided by the stationary personal computers in the past. The cost associated with these handheld devices is also decreasing. An added advantage is that they have lower power consumption usually operate from batteries which makes them less dependenton an uninterrupted power supply. Increased access to learning materials and mobility are two main features of mobile devices that can enhance the Enhancement of English writing and speaking skills via e-learning and Tele-evaluation. Teachers can provide learning experiences to students irrespective of geographical constraints and the student can learn what and where they want to.

In addition, mobile technologies have the potential to support the learning experiences that are collaborative, accessible and integrated with the world beyond the classroom. Traxler and

kukulska-Hulme (2005:5) points out that the University of Wolverhampton in the United Kingdom uses mobile devices to support staff anddisadvantaged students in teaching, learning and administration. They mentioned that several pilot studies have been carried out to help a group of students with deadlines, revisions and timetabling using Short Message Service (SMS) text messaging; and another pilot study issuing a group of students with Sony key PDAs tohelp personal organisation, and mobile access to course material. These pilots have led to larger sEnglish2es in the university, and to a staff training and support sEnglish2e. In the same light, Traxler and Kukulska-Hulme (2005:5) points out that thanks to funding from the Department for International Development (DFID), U.K. through "Imfundo", the Kenyan government is starting a pilot study that will use bulk SMS text messaging as in-service training to primary school teachers and local support staff across rural andurban areas, linking into other media used in their courses.

E-mail stands for "electronic mail" and is another valuable way that the Internet can be used. Quin (2006:29) states that e-mail are systems used for theelectronic bulk transmission of reports and memos from one user to many others. In addition, they allow the user to receive and transmit informal note to other users on thenetwork. Memos, reports, and notes are stored in user-specific "mailboxes" which normally are only accessible by the designated owner. Messages can be sent to and received from individuals as well as large numbers of people at once. Students, teachers and experts in the community can communicate with one another through the process of e-mailing.

On his part, Semenov (2005:128) view that computers have redefined the way that we communicate. According to him, e-mail has evolved from being a "transporter" of simple text messages to being a document sharing and routine facility.

Through e-mail, Internet communications have increased dramatically in many organizations. As a matter of fact, Information and Communication Technologiesmake possible new forms of teacher – student communication. E-mail sometimes helpsintroverts who find it hard to express themselves fluently during face to face. It has the capacity to facilitate the teaching and Enhancement of English writing and speaking skills via e-learning and Tele-evaluation it offers every student the possibility to answer the teacher's question unlike in a traditional classroom whereonly one or two students are allowed time to answer.

Quinn (2006:25) explains that today, there are several mobile devices which can provide

almost all the services that were provided by the stationary personal computers in the past. The cost associated with these handheld devices is also decreasing. An added advantage is that they have lower power consumption and usually operate from batteries which make them less dependent on uninterruptedpower supply. Some mobile phones or cell phones provide direct access to the wirelessInternet, also known as Wireless Application Protocol (WAP). Web pages designed use mostly text and very few images. Also, some cell phones provide a port connecting a cable to your Laptop, PDA, or handheld –computer. You can access a site you like without being limited to the small display of your cell phone. The cell phone has given way to what is now commonly called teleconferencing. Increased access to learning materials and mobility are two important features of mobile phones that can enhance the Enhancement of English writing and speaking skills via e-learning and Tele-evaluation. Teachers can provide learning experiences to students irrespective of geographical constraints and the student can learn what and where they want to. Moreover, mobile technologies have the potential to support learning experiences that are collaborative, accessible and integrated with the world beyond the classroom.

Bakari, Ishaq, Miyedu, Nykvist and Deutschmanm (2009:18) report that in January 2009, a survey (pilot group) of 13 students, using qualitative questionnaires and focus group discussion, were conducted in Tanzania to get a view of students' attitudes towards technology and the use of mobile phones in their studies. Results revealed that of these, twelve had more than three years' experience of mobile phones. All the students agreed or strongly agreed with the statement "learning through mobile phones is feasible and productive". Twelve (12) of the thirteen (13) thought that the use of SMS for quizzes and assignments was useful or very useful, eleven (11) students out of thirteen (13) found the text material in the mobile phones easy or very easy to read. All the 13 agreed that the mobile phones would increase their possibilitiesto be successful in their studies. Some of the reasons mentioned were:" course materialis now "close to me", available on time as text, voice and media files, communicationis improved and updated course information can be communicated, the Internet access possibility in the mobile phones makes it easier to find material, continuous assessment is made possible and networking with fellow students is improved".

Apart from M-learning, studies have also focused on internet leaning. According to Quinn (2006:29), the internet started as the network of networks that communicated using TCP/IP, but today has unquestionably become a new medium or new collection of media, and each medium

has its own set of genres. He further explains that January 1st, 1983 could be call the birth day of the Internet, because that was the date on which all ARPANET hosts converted to TCP/IP. Singh (2004:79) holds that the Internet is the core of computer-mediated communication. Asa matter of fact, it is the first medium that has technological tools to support multiple forms of intelligence. Jensen (2003:51) argues that the use of the Internet in Africa is growing very fast. In the area of content, Jensen (2003:61) remarked that the African web-space is expanding rapidly and almost all countries have some form of local or internationally hosted web server, unofficially or officially representing the country with varying degrees of comprehension.

Worthy of note is the fact that the Internet is available in every capital city. There are many mobile phones as there are fixed lines. Hundreds of new local and community radio stations have been licensed and satellite Television is now also widely available. It is also interesting to note that the Internet system is worldwide and connects thousands of computer networks, providing an incredible array of informationthat students can access quickly and inexpensively. Noe (2002:255) highlights that the World Wide Web (WWW) is a user-friendly service on the Internet that links a variety of Internet materials: it includes texts, photos and graphics. Web indexes or browsers and search engines such as Google, Yahoo! GoTo, Info seek, ERIC, InfoPsych, can help students find the information they are seeking by examining and collecting a variety of sources.

Also, Semenov (2005:131) presumes that learning on the Web is one of the most promising and rapidly developing areas of e-learning and Tele-elevaluation in education. He argues that at thesame time, learning on the web is one of the most complex psychologically and socially controversial fields. Today, computer and internet can provide all the benefits of several media including Radio, Television, CDs and VCDs. Gralla (1999:2) points out that the Internet has become an information superhighway that can do almost everything people imagined could be done by using cable TV in the 90s. The computercan provide a truly interactive environment including simulation. The computer can also be effective in teaching specific subjects. Perkinson (2005:114), reports that the Policy Institute and Leadership Studies Group at the National Institute of Education (NIE) in Singapore, has designed a computer simulation to teach education managers and leaders how to structure an organization. Students go through online processes of planning, implementing, gathering, feedback and reflection and are then able to see theresults of their organizational strategies.

More still, in certain settings, e-learning is also being conducted via digital games. Perkinson

(2005:112) points out that the U.S military uses games to train Soldiers, Sailors, Pilots and tank drivers to master expensive, sensitive equipment. However, many action games teach essential skills like teamwork, communication as well as concepts of command and control. Games are very important for experientialteaching and learning strategy.

Semenov (2005:136) points out that "in the new paradigm, there is much more space for class discussion with many students participating". Social media are media for social interaction using highly accessible and scalable publishing techniques. They are relatively inexpensive and accessible to enable anyone to publish or access information. Yassine (2010:14) defines educational discussion forum as "a space open to a small group of learners on an online teaching platform where the latter are expected to communicate among themselves, provide contributions to a topic, andreact to messages posted by other participants and share knowledge". Bezuidenhout (1999:30) reports that a survey to determine whether students access discussion forums and if so whether they benefitted from using these forums show that students felt they had benefitted from the Open Discussion Forums (ODFs) as: some questions resulted in them becoming aware of their own lack of understanding; questions could be posted from the relative anonymity and safety of a computer; forums raised an awareness of areas which needed additional work; students were forced to put their queries into words; a virtual academic presence was available after hours and over weekends, or when either students or lecturer was off campus.

Gralla (1999) postulates that one of the most immediate ways to communicate with others via the Internet is to participate in live "chat". Chat rooms can equally beof help to students as well as teachers just like e-mails and e-groups. Students can share their experiences through chat rooms. Chat rooms provide opportunities for students to ask questions and receive feedback immediately. Exampleof chat rooms includes: Yahoo Messenger, Hotmail messenger, "Skype messenger", Facebook. These social networking sites are good in connecting friends, family members, organizations as well as other people. Facebook for example is one of the most popular social media used by different categories of people ranging from students, teachers, parents to politicians. Others like Skype offers possibilities for teleconferencing and videoconferencing at a cheaper rate.

In addition, electronic communications are being increasingly used in problem- based learning. According to Adeoye, Udeani and Oni (2009:15) social networking websites such as "Chat rooms", "Myspace", "Hi5" and "Face book" are part of the networks of virtual

environments and they allow participants to exchange real live communication. The users of these forums carry on conversations as they would on the telephone, but instead of talking and responding, they type in messages to which others immediately respond.

More still, Adeoye, Udeani and Oni (2009:16) reports that a survey designed to understand how social reality is created and constructed through virtual communication forms and its application among the students in Nigeria Universities show that 37.5% of students use social networking websites regularly while 25% use it sometimes, 17% indicate that they regularly request personal information online, while 43.5% use instant messaging regularly and 30% use instant messaging sometimes. Only 12% of the respondents use the internet to discuss sexual matters while majority 57% disagree. 50% of the respondents indicate that they chat online with strangers on academic work, 25% indicate for personal information, 24% indicate sports, 27% indicate relationships, 20% indicate business and making money and 30% indicate entertainment, 26% religion. In general, participants overstated their satisfaction with the use of virtual environments. However, due to a lot of non-academic activities online, the usage may hinder teaching and learning and encourage dubious activities

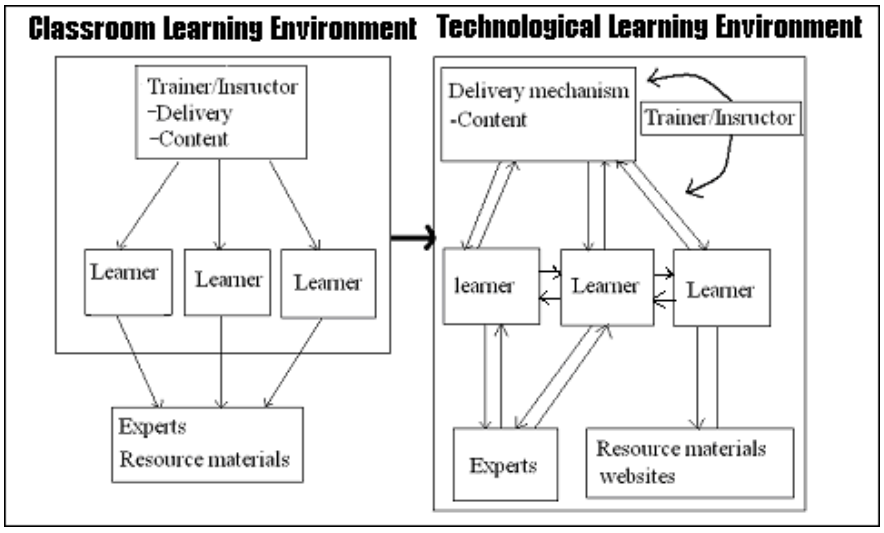
Perkinson (2005:115) points out that teaching teams at the Law department of Temasek polytechnic in Singapore have, for example introduced on-line inquiry and routine discussion forums into paralegal training. Students collaborate in teams to conduct a series of online inquiries and client interviews. Using online forum, students post questions and probe their clients who are online twice per week.

2.2.6 Literature concerning the Influence of Modern Technology on The Learning Environment

Noe (2002:250) demonstrated that the Internet is primarily responsible for creating our revolution on learning. Internet technology has permitted the development of electronic networks that integrate voice, video, and data connections among learners, instructors and experts. Halimi (2005:16), remarks that the Internet has had a major impact on the learning environment. She argues that with the mass of information available on Web, teachers must acquire a new skill, that of guiding students to learn how to learn. Nevertheless, Glickman (1985:5) states that research findings on the effectiveness of schools show that most schools simply do not make much difference in their students' lives. He also argues that "effective schools have faculties with a

clear, collective purpose toward which they work" (Glickman, 1985:16). Beebe (2003:72) holds that traditional academic institutions are being challenged to search for innovative solutions to better create and apply knowledge. Thefigure below shows how the learning environment has changed.

Figure 5: How technology has changed the learning environment. (Adapted from, Noe, 2004:250)



Learning was a very linear process as shown on the left side of the figure above. That is, instructors or teachers presented information to the learners, practice and applications then occurred after instruction was completed. Here teachers speak and learners listen. In practice, Semenov (2005:101) states that traditional schools are teaching institutions. According to him, in such schools, teachers and administrators have little time to think about schools as learning institutions and do notconsider it a pressing priority. The learning environment includes only the instructor or trainer and the learners. In addition, Bezuidenhout (1999:28) points out that in teaching large classes in a conventional set up, the educationally beneficial informal interaction between students and between lecturers and students is generally reduced, while effective use of both students and lecturer's time is often a challenge

In addition, Sun, Shirley and Liu (2003:1) share the view that in the traditional classroom, students learned to depend on tutors for their motivation, direction, goal setting, progress monitoring, self-assessment, and achievement. A fundamental limitation is that students have

little opportunity to conduct and manage their learning activities, which are important for knowledge construction. Students played a passive role in learning. Communication on course content was one-way from the instructor to the learner. Experts and resource materials were separate from the learningenvironment.

However, technology has allowed learning to become a major dynamic process. As shown on the right side of the figure above, the learning environment has expanded to include greater interaction between learners and the learning content as well as between learners and the instructor. Also, learning occurs as well through interaction with experts (engineers, managers, educators). Hyperlinks take the learnerto other websites. Experts and resource materials are part of the learning environment. Palloff and Pratt (1999) conclude that interaction in all its forms (between and among learners, learners and educators, learners and information on content) is an essential element in the Enhancement of English writing and speaking skills via e-learning and Tele-evaluation. Muyinda, Jude, and Lynch (2009:31) emphasized thatteachers and textbooks are no longer the sole fountain of knowledge. What the students need is empowerment to be able to choose from the multitude of information around them. This empowerment is possible under the constructivist learning paradigmbecause it promotes independent learning.

Also, Semenov (2005:91) postulates that the use of Tele-evaluation potentially offers increased possibilities to positively impact teaching and learning in a world where the number of technically savvy students with a preference for using new technologies for 'anywhere' anytime learning will continue to grow. This newer breed of learner is better adapted to distance learning based on Tele-evaluation that promote learner – centred, self – passed learning. Without doubt, face – to – face exchange remains important in most forms of educational delivery. However, the use of new technologies increases the capacity for new and better ways of knowledge – sharing and teamwork. According to Gurtas (2009:7), students need to develop twenty first century skills (technology and media literacy: effective communication; critical thinking; problem solving; collaboration) today to be able to become tomorrow's innovators. They must use those skills to work their way up the knowledge chain – to move from simply accessing and memorizing information to analysing and utilizing that information to innovate. This also provides the ground work for lifelong learning.

In addition, Glickman (1985:19) postulates that effective or modern schools have: a particular instructional focus; student time spent on work corresponding to that instructional focus; continual

monitoring and checking of students' work by teachers; teacher time spent on instruction rather than peripheral duties; consistent classroom rules; teacher reinforcement of correct behaviour and avoidance of punishment; teacher expectations that students will succeed; homework assigned and corrected daily by teachers.

More still, Perkinson (2005:114) reports that in a recent study of 30 universitiesin the United States that have introduced e-learning, preliminary results showed that allinstitutions had reduced their costs by about 40 percent on average (the range between 20 and 84 percent). The study projected that the estimated savings of the Universities involved would be close to US$3.6 million each year. Also, this study, that involved more than 50.000 students nationwide, concluded that online instruction improved student attitudes toward learning, attendance, and mode of instruction and completion rates. Today, many US corporations are putting greater demands on institutions of higher education to produce graduates who can easily use new learning technologies (e-Learning) in the work place.

Also, according to Perkinson (2005:108), between 2000 and 2002, training in US Companies delivered in a classroom dropped by almost 10 percent, while training delivered via learning technologies especially e-learning increased by 12 percent. Morestill, most students enrol in the University and begin employment with the expectation of using the internet both in their everyday lives and to support their daily work activities by accessing specific resources or acquiring work-related knowledge.

Likewise, Ezendu and Rui (2005:4) carried out a study on the impact of e-learning on China education and Research Network (CERNET). This study which comprised81 students (71%), 25 teachers (21%), 3 educationalist (2%) and 7 others (5%) in some10 higher institutions, reported that 37 out of 120 respondents (31%) use Internet for research, 16 out of 120 (13%) use Internet for the purpose of entertainment, 41 out of 120 (34%) use it as information provider and the other 12 people (10%) say it helps them to connect with others. Also, 67% (80 out of 120) respondents use Internet for thepurpose of education. More still, 79% (95 out of 120) of all respondents say they surf on the Internet daily, 8% of the previous proportion is hanging on the net every day. A further 50% use the Internet at least once a week while another 7% use it monthly. In addition, most of the respondents showed an amazing familiarity with internet: 35% of them have used it for more than 3 years and 29% have used more than 2 years but less than 3 years. Also, 33% of them have used Internet as a tool for more than 1 year but less than 2 years. Only 3% of them have

used it less than I year.

Moreover, in an international conference on “e-learning for knowledge-based society” in Bangkok, Thailand, Guunawardana (2005:1) explains that in a survey of some 24 institutes selected from different specialization areas in Sri Lanka, the awareness of e-learning is very high but investment to develop an e-learning application is very poor. Also, most of them use Internet related e-learning sites justfor the sake of it and not to do on-line learning. Further findings reveal that these institutes have also been using e-mail and Internet in addition to developing web pages for transaction with students. They have also planned to invest funds in future in the selected areas of the e-application.

A survey of traditional distance learning students at Makerere University using a questionnaire sectioned along the constructivist learning paradigm components andan interview through e-mail prompts sent to the respondents by the lecturer, indicate that there was good learner-learner and learner-lecturer collaboration through either electronic or non-electronic media (Muyinda, Jude, and Lynch, 2009:32). Electronic communication employed e-mail, cell phones, and the discussion board. Fifty two percent (52%) of the learners confessed having received updates on the IT II course from their course leaders during residential sessions. 88% had an e-mail address prior to the commencement of IT II online course. Sixty four percent (64%) sent at least one email to their classmates, while 62% sent to their lecturer. The mobile phone was used for learner-learner collaboration by (38%) of the learners while the discussion board was used by 42% of the learners to discuss topical issues posted in the BBLMS by the lecturer or learners. there was constructivist learning. Also, Muyinda, Jude, and Lynch (2009:33) revealed that learners (81%) concurred that the face to face tutorial and the one-page step by step guideline on how to use the BBLMS (Blackboard Learning ManaEnglish3ent System) were enough to let them participate in online learning. Consequently 58% were able to construct their own knowledge by discovering new features of the BBLMS that were neither taught in the face to face tutorial nor specified in the one-page guide. From the knowledge constructed, 84% of the learners were able to improve their e-learning and tele-evaluation skills level.

In addition, Rwagasana and Stucki (2009:68) reports that a survey carried out in the National University of Rwanda in 2008 and 2009 of first year students in computer science and by students in other departments show that students taught in blended learning mode coupled with usage of Open Educational Resources (OERs) obtained an average note of 13.5/20 while the average for

those taught with traditional model was 11.2/20. Increased student's motivation, interest and better understanding of English1concepts were obtained. 65% of students taught in the blended learning mode with OERs placed English1at the first choice among all subjects while only 41% of students taught with traditional method made it their first choice. 85% of first year computer science students expressed their satisfaction and preference of the new method of teaching and learning. Results also show that students taught in a blended learning mode coupled with the use of OERs gained new e-learning and tele-evaluation skills and knowledge that they can use in many other conditions.

2.2.7 Literature on the Advantages and Challenges of E-Learning

To begin with advantages, COL (2006) presumes that the growth of e-learning will have a transformative effect on open and distance learning that may be difficult at first, but more profound and positive in the longer term. It further explained that this will help overcome English1ical distance, solve time or scheduling problems, expand the limited number of places available, accommodate low or dispersed enrolments, make best use of limited number of teachers available and deal with individual differences. This will lead to cost savings.

According to Jelmam (2009:153), e-learning courses delivered online as opposed to on-campus classes have a multiplicative factor: one e-learning course well prepared and designed can be delivered in several campuses or Universities in aflexible manner. The problem of inadequate qualified teachers can be overcome in part by computers and other forms of distance education that deliver instruction in a cost-effective manner. In addition, e-learning can facilitate contact between schools, prepare students for high-skilled employment, deliver staff development programs and provide specialized courses. Terry and Daryl (1996) comment that there is scarcely a modern University that is not significantly involved in distance education. Distance education is distance from the classroom, distance from sitting at the foot of the professor, and distance from the English1ical campus.

Perkinson (2005:114) postulates that e-learning facilitates access to international faculty and peers, provides flexible access to materials and other resources, enhance face-to-face sessions, and improve communication between faculty and students and increased peer learning. Also, Noe (2002:261) holds that e- learning is accessible at anytime and anyplace. He equally mentioned that training can be delivered faster to geographically dispersed learners and that practice,

feedback, objectives, assessment, and other positive features of a learning environment can be built into the program. It can also link learners to other content, experts and peers.

Bates (2001:126) points out that the benefits of an online learning courseinclude: Increased access for part-time students, and for full-time students with timetabling or part-time work on Tele-evaluation; improved access to out-of-province and international students; improved written communication skills; much increased participation by students in discussion through the on-line discussion forums comparedwith print-based distance education; greater interaction with the instructors than print- based distance education; by widening the market beyond the province, the course comfortably covered its direct costs from student fees, although it is not clear whether all overhead costs would have been covered as well. Indeed, he argues (Bates, 2001:72) that it is not surprising then that governments in several countries are looking at e-learning as one possible means for making post-secondary education morecost-effective, more learner-centred and more economically relevant.

Adebo and Fasuyi (2009:226) asserts that Information and Communication Technologies enable new types of development solutions and thus allow countries and communities to pursue their development goals more effectively. Kangandji (2009:250) revealed that in a survey of 76 faculty members in the University of Namibia, results showed that faculty is in favour using e-learning but need manaEnglish3ent to recognize that using e-learning will change the current institutional framework. Workload implications for using e-learning, infrastructure, and access to the technology, training, user and technical support are all areas that need to beaddressed before faculty will be willing to embrace e-learning. Faculty is the driving force of teaching in an academic institution. Their support in any new teaching initiative is vital to its successful implementation.

Some advantages exist, according to Semenov (2005:161), for individual learners. These are:

1. Facilitating learning for children who have different learning styles and abilities, including slow learners, the socially disadvantaged, the mentally and English1ically handicapped, the talented, and those living in remote areas;

2. Making learning more effective, involving more senses in a multimedia contextand more connections in a hypermedia context and

3. Providing a broader international context for approaching problems as well as being more sensitive response to local needs.

As for Long (2004:10), he calls what Semenov (2005:161) calls *individual learner advantages personal learner advantages*. He thus describes these as follows:

1. Reduced travel time and costs for learners: E-learning addresses the problem oflack of time and lack of money. For example, it may be less difficult to go to your computer desk at home or work place than to travel across town or even toanother building in your work complex. As a result, you may save time and the expenses associated with travel.

2. Self-paced learning whereby learners can control their schedules.

3. Convenience of any time and any place: Learners are not obligated to meet with an instructor or trainer at a specific time.

4. Opportunity for repeated practice: This advantage depends on specific formats and content. For example, computer software, training packages based on CDs provide unlimited opportunity to practice different applications.

5. Ease of review: Like opportunity for repeated practice, depends on the kind of e-learning you choose.

6. Self – responsibility: E-learning encourages and requires self-responsibility.

7. Freedom: A highly motivated learner, who is comfortable with the asynchronous mode, can use e-learning in and autodidactic manner. The learnerchooses the topic; determine time, set the criteria for success and so forth.

Beckman and Rathswohl (1999), as well as Somekh and Niki (1997), affirm that information technology has become part of our society: the so-called information society of the late twentieth century. It is a statutory right for students with special educational needs where it can give them access to the curriculum of which they were previously deprived. Consequently, it is necessary that teachers and authorities consider how to use information technology effectively in teaching and learning.

Governments in Europe, US and around the world have already recognized the need toreview traditional educational practices and how to incorporate new technologies.

2.2.8 Literature on Challenges for E-Learning

McIntosh (2005:3) argues that although the Internet and e-learning are enabling higher education to reach out, on a hitherto unprecedented scale, both to geographical areas and to sections of the population previously unreached, at the same time Tele-evaluation give rise to new problems, not least the so-called digital divide. According to him as things stand at present, a new divide, between the "info rich" and the "info poor" is added to the traditional divide between the "haves" and the "have-nots". Semenov (2005:121) points out another divide (digital divide) between the world at large and theschools teaching children to enter it. On their part, Mahmoud and Wilks (2009:219) view that there is an abundance of educational tools and services to be found on the web. Unfortunately, many of them are not open and free. Of the ones that are, they lack usability, accessibility, mobility, and sociability. To add, there is a lack of well-structured and organized educational content and resources.

Also, Ding, Gu and Zhu (2005:70) identified the following problems of e- learning relating to learners, teachers, learning resources and education quality.

- Learner isolation: loneliness and lack of self-motivation.
- Inexperience of teachers: Among teaching personnel there is a widespread lack of understanding about e-learning and how to design and conduct e-learning and Tele-evaluation-based courses.
- Lack of quality resources: There is also a lack of materials suitable for online learning.
- Difficulties of quality assurance:

While e-learning is reaching out to increasingly large masses, it is important to pay attention to the qualitative as well as the quantitative aspect. Some institutions tend to neglect the quality of teaching and learning. How to define the quality of e-learning is, therefore, a challenge for e-learning institutions. Equally difficult problems are involved in the practical application of quality assurance, especially at a time of rapidly expanding enrolments in e-learning (Ding, Gu and Zhu, 2005:71). Another important challenge for e-learning is teacher perception of the teaching

profession. Studies carried out by Dan Lortie's School teacher (1975), based on personal interviews of public school teachers in six schools in the United States of America stated in Glickman (1985:27) show that must teachers consider teaching an honourable but menial profession, un-staged in career unlike other professions, "easyin easy out", work environment routine, isolated, characterized by multiple psychological encounters and perpetual tension. Also, over the years in University of Yaoundé 1, requirements for students majoring in education have been lower than for those majoring in engineering, medicine or science. Teacher preparation has been less rigorous than training for high-status profession. Teaching has allowed relative ease of entry into its ranks. With the presence of Tele-evaluation in most of our schools, Semenov (2005:134) suggests that it is imperative to rethink the goals and values of education and to re-examine existing practices. Based on this, we can conclude that teacher - perception of the teaching profession must be addressed for any meaningful e-learning program

Notwithstanding, Ding, Gu and Zhu (2005:71) stressed that the above- mentioned problems can best be solved within a holistic learning system by embracing all phases of life, all sectors and all levels of education. They suggested that theconcept of e-learning should be presented not as a complete alternative to campus- based formal education, but rather as a good modality for adult education and as one constituent in a lifelong learning system. According to them, promoting this concept of e-learning would do much to remove the misunderstandings about lifelong learning that are common among both learners and teachers.

In addition, Zembylas and Vrasidas (2005:66), postulate that "Tele-evaluation in themselves, cannot serve as an end in education but that the demand for criticaleducation involving e-learning and Tele-evaluation is pressing as the effects of globalisation are experienced". They further explained that critical education requires students and teachers to become critically literate. According to them critical literacy can be promoted by ensuring: critical emotional literacy. That is knowledge of how e-learning and tele-evaluation work, how they construct meanings, how they serve as a form of cultural and emotional pedagogy or heEnglish3ony; collective witnessing. That is learning to become a 'witness' and not simply a 'spectator' and finally collective intelligence. Collective intelligence is a 'universally distributed intelligence' in which no one knows everything or a continuum developed through collective discussion, negotiation and imagination.

Moreover, Hennessy, Ruthven and Brindley (2005:183) interviewed teachers in English schools who have begun to integrate e-learning and Tele-evaluation into their practice and found

out that they tend to “assimilate” or accept use of e-learning and Tele-evaluation into existing practices rather than to “accommodate” in terms of changing their subject content, goals and pedagogy. On hispart, Driew (2001) suggests that the most important task for our teachers is to utilize technology as an essential tool for developing a deep understanding of the subject matter and the pedagogy. This underscores the importance of learning with technology instead of learning from technology. Consequently, there is a need to help teachers andstudents develop the ability to make proper use of modern technology by effectively integrating it into the teaching - Enhancement of English writing and speaking skills via e-learning and Tele-evaluation.

More still, Towndrow (2005:520) believed that teachers could be helped to appreciate that IT makes it possible for them and their learners to play larger and more significant roles in planning and executing tasks that are centred on, and controlled, by them. Therefore, teachers need to monitor what they do in class and reflect on their actions and how to support learners in their work. He later proposed four interrelated stages through which teachers develop as learning task designers. These include:

4. Adoption: Teachers design and implement teacher centred tasks
5. Adaptation: Teachers start using IT to their advantage but also begin to embrace student-centred and higher-order orientations.
6. Appropriation: Teachers personal attitudes to IT change and they are well on the path towards being confident experts and willing learners in task design.
7. Invention: Teachers are able to design, implement, modify, and evaluate tasks that involve multiple solutions, strategies and perspectives either in advance or during their execution if necessary.

In the same light, Beebe (2003:83) states that “human resources are needed to lay a strong foundation for e-learning”. He points out five levels of technology professional development for teachers as follows:

1. Entry: Teachers teach students to use technology;
2. Adoption: Teachers use technology to support traditional instruction;

3. Adaptation: Teachers use technology to enrich the curriculum;

4. Appropriation: Teachers integrate technology in their teaching and use technology for its unique capabilities;

5. Invention: Teachers develop new learning environments that use technology as a flexible tool. Learning becomes collaborative, interactive and customized (Beebe, 2003:83).

Coleman and La Place (2002:2) in Beebe (2003:84) points out that, transitioning an organization towards any platform of e-learning should consider the following:

- Make learning a continuous and measurable process, not a one-time event;
- Make up-to-date information instantly available to all users when and where they need it;
- Training should continuously assess the performance of both the information and all learners;
- Develop employees for greater responsibilities through skill-gap analysis;
- Develop course content or use pre-existing courses;
- Publish content in all the formats needed (online, CD-ROM, and print) for a complete training and development program;
- Seamlessly support 'blended' training- the powerful combination of online and instructor-led courses proven to be the most efficient and effective way to train;
- Easily update and re-use information.

Beebe (2003:84) holds that "readiness factors" for e-learning at the student level include;

- Greater responsibility on the part of the learner to be self-motivated for online participation and interactivity as well as computer literacy, reading and writing, and online research skills.
- Computer experts are needed to deal with the technical aspects of e-learning and Tele-evaluation, the back-end of programs, the database aspects, the networks, the computer hardware, the ones and the zeros. Software developers, network administrators, hardware developers, computer makers, and other highly trained technical personnel are all needed in order for a student to make use of a computer and the Internet for learning.
- Finally, leaders with vision and with reformed institutions are key determinants

- of success in the information age.

Also, on his part, Nagy (2008:32) argues that successful e-learning and Tele-evaluation development projects require good practices in their design and implementation practices. According to him, such projects should:

- focus on meeting a need or solving a problem-rather than delivering a technology;
- identify low-cost solutions to the problem;
- be demand-driven not supply-driven, so that the solution is adapted to theproblem;
- take advantage of complementary growth in infrastructure;
- understand the target group and design the project accordingly;
- work actively to include all categories of the target group in the project;
- focus on sustainability from the beginning;
- plan for evaluation of outcome and impact from the beginning;
- include a demonstration and dissemination plan (Nagy, 2008:32)

In addition, Long (2004:12) views that learners may find it more challenging tostudy and practice when there is no set meeting time. However, legitimate or reputable e-learning programs especially those related to some form of certification or diploma require comparable time for study and practice as is required in traditional face – to – face instruction. Strong evidence indicates that successful e-learning requires a high commitment and drive as well as acceptance of responsibility to work alone. Furthermore, learners who do not have the requisite personality and knowledge level for e-learning are likely to experience problems. E-learning requires learners to make their own arranEnglish3ents to gain hands-on experience including accessing equipment and software, and to make the effort to find support when needed. Brown (2002:59) concludes that the challenge of e-learning is to find ways to respect the fact that much learning takes place inside the classroom as well as outside the classroom on campus or off-campus.

Finally, Mayes (2005:329) concludes that "for those who feel 'called' to teach, it is essential to their personal and pedagogical growth that they periodically examine, refine, and articulate anew their understanding of that calling". In this process, teachersmay probe key past events in their lives, their current psychodynamics and their ongoing existential commitments in order to understand how these influences have shaped their identity and practices as teachers. In sum, Tele-evaluation and e-learning enable teachers and students to construct rich multisensory, interactive

environments with almost unlimited teaching and learning potentials.

2.2.9 Literature on E-Learning Models

According to Engelbrecht (2003:1), e-learning models are attempts to develop frameworks to address the concerns of the learner and the challenges presented by the technology that is required so that teaching and learning can take place effectively. Perkinson (2005:105) presumes that successful models in the developed world are likely to determine the models adopted in developing countries. In the strategic planning process, these models provide useful tools for evaluating existing e-learning initiatives or determining critical success factors. Engelbrecht (2003:4) holds that e- learning models have evolved from classroom replication toward models that integrate technology and pedagogical issues. According to her, the first e-learning models emphasized the role of the technology in providing content (information), delivery (access) and electronic services; more recent models focus on pedagogical issues such as online instructional design and the creation of online learning communities. The following e-learning models illustrate this evolution.

2.2.9.1 Content, Service and Technology Model

This model is also called "technology manaEnglish3ent systems Vendors' model." Engelbrecht (2003:4) points out that in the growth and experimentation phase of e- learning in the 1990s, Universities; public and corporate institutions based their e- learning initiatives on an e-learning model comprising three elements: Service to the customer (learner), content and technology. An example of a "technology manaEnglish3ent system Vendors' model" is "the demand driven learning model" (MacDonald et al, 2001:19)

According to MacDonald et al (2001:19), the demand driven learning model was developed in Canada as a collaborative effort between academics and experts from private and public industries. In this model technology is seen as support or a tool to achieve the desired learning outcomes in a cost-effective way. Engelbrecht (2003:5) asserts that the primary purpose of this model was to encourage academics to take a proactive role in the development and use of technology in the teaching process. It emphasized the three consumer demands: high quality content, delivery and service. For content, it should be comprehensive, authentic and researched. Concerning delivery, the interface of e-learning programs should be user – friendly with communication tools to support interactivity. Service should include the provision of resources

needed for learning as well as any administrative and technical support needed.

In addition, Engelbrecht (2003:5) points out that another interesting thing aboutthis model is the provision of a valuable framework for understanding the importance of investing in e-learning and Tele-evaluation infrastructure to support content, delivery and service. However, it also highlights the importance of realizing the changing needs of learners and their employers and the pedagogical changes that must be made to content and services to meet these needs.

2.2.9.2 Instructional Design Model

Engelbrecht (2003:6) postulate that Instructional design models for e-learning based on the curriculum processes of development, designing and delivering of material are usually closely aligned with traditional classroom learning models that specify some combination of planning, implementing and evaluation to organize and present curriculum content. Alexander (2001:240) concludes that successful e-learning takes place within a complex system involving the students' experience of learning, teachers' strategies, teachers' planning and thinking and the teaching/learning context. However, Engelbrecht (2003:6) emphasized the following issues for instructional design models:

- Needs analysis that investigates issues such as: Demand for instruction in the specific subject, demand and need for an online course, equivalence of anonline course with face–to–face programs and costs;

- Student profiles that identify their needs and expectations: For example, age, gender, culture and work experience, prior knowledge, prior experience with e- learning, goals and motivation, attitude towards e-learning, learning patterns and styles, computer literacy, access to computer and the Internet;

- Institutional support for e-learning initiatives investigates aspects such as: The vision and mission of the institution, lifelong learning as a goal of the institution, implementation costs and sustainability, experience of the lecturers and web designers, training for the lecturers, technological infrastructure, hardware, software and staff training in the systems and equipment;

- Pedagogical choices that meet the requirements of the subject and the needs of the target learner group: this include aspects such as: Learning models, learning

objectives, delivery methods, assessment and Interaction.

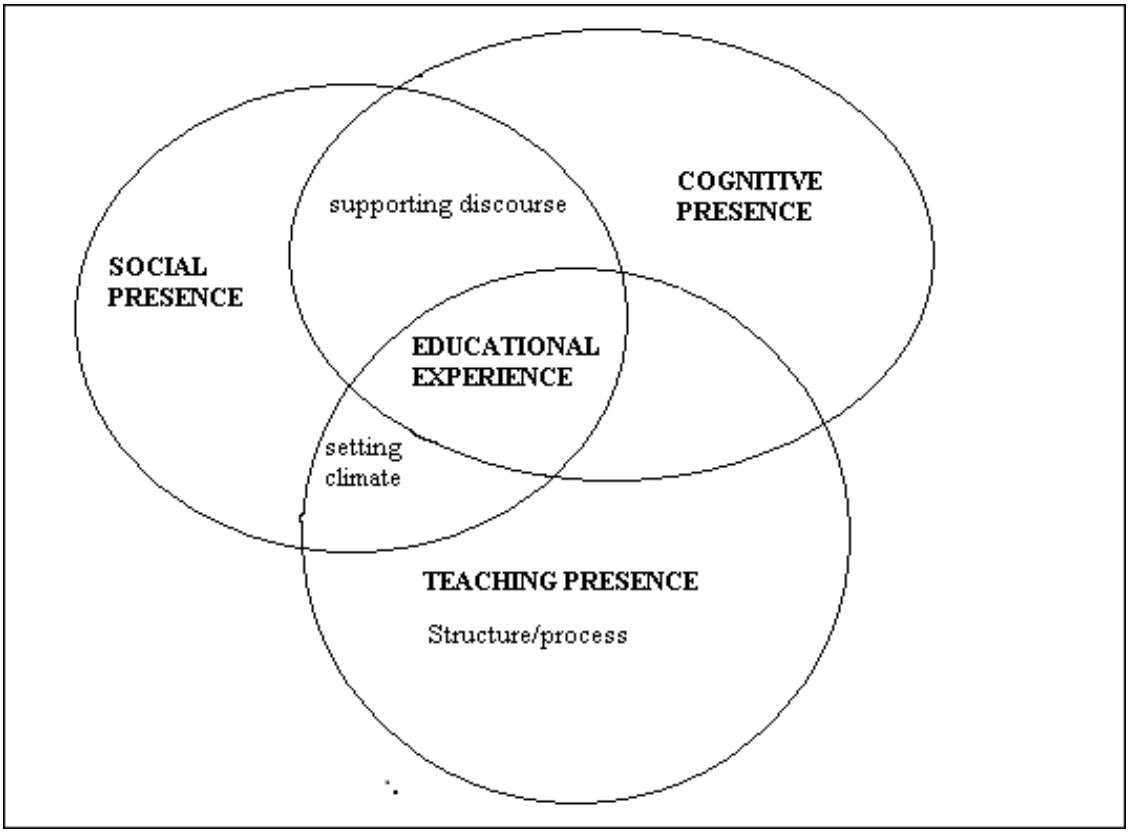
Engelbrecht (2003:6) concludes that "Instructional design models" provide valuable frameworks for those responsible for developing e-learning materials.She further explains that these models are valuable for strategic planning, because theyemphasis the issue of quality: quality of learning materials and quality of learning support.

2.2.9.3 Community of Inquiry Model

The community of inquiry model developed by Garrison and Anderson (2003:28) is an attempt to give educators an in-depth understanding of the characteristics of e-learning, direction and guidance to facilitate critical discourse and higher - order learning through the use of e-learning. In this light, Garrison and Anderson (2003:4) maintains that institutions of higher education have slowly begun to appreciate that the content of an educational experience will not define quality learning but that the context; how teachers design that experience, and the interactions that drive the learning transaction will ultimately distinguish each institution.

Also, the "community of inquiry model" provides the environment in which learners can take responsibility for and control of their learning through interaction andis a requisite for higher – order learning. Semenov (2005:91) defines interactions as "processes where two or more actors influence and affect each other's actions and behaviour while striving to reach their goal, doing some common work, or performinga joint task". According to him, any interaction generates information. Given the information access and communication facilities of the Internet, an e-learning environment has distinct advantages as a means of providing support to communities of inquiry to promote higher – order learning. Verbal communication such as in oral discussions or telephone conversation and written communication as in text supported by E-Learning and Tele-evaluation oral illustrations and graphs are being rapidly improved by Information and Communication Technologies and e-learning.

Figure 6: Community of Inquiry Model (Adapted from Garrison& Anderson, 2003:28)



The community of inquiry model has three key elements that must be considered when planning and delivering an e-learning experience. These include cognitive presence, social presence and teaching presence.

2.2.10 Literature on Student Characteristics as far as E-learning is Concerned

Alberth (2011) suggests that students' personal characteristics influence their perceptions towards online courses, which in turn may have an impact on their performance and outcomes. He states that the teacher's physical absence can be detrimental to some students' motivation. In his study some students reported that they just could not stand being exposed to a computer screen and would prefer to read course materials from course books. Some others said that even though they had enjoyed the dynamic interaction of the online courses, they still believed that they would learn more effectively in a conventional classroom.

On the contrary, other students reported that they had enjoyed working and interacting online using both synchronous and asynchronous communication and expressed their strong interest in taking future online classes. These same students said they appreciated the flexibility in terms of time and space that the course offered. Alberth argues that the differences in students' perceptions of online learning may be partially attributed to students' individual characteristics. Those students who are more independent and/or have been previously exposed to technology are more likely to take advantage of online classes than those who have not been working with technology or rely on the presence of a teacher for confidence. Some research suggests that there are certain characteristics often found in successful online students (Bell & Akroyd, 2006; Blocher, de Montes; Vrasidas & Glass, 2002; Wang, Newlin & Pressley, 2000; Willis & Tucker, 2002). These students usually have an internal locus of control, self-motivation, and are independent. They establish how much interaction they need with the instructor and seek clarification in advance of deadlines. In addition, Mehrotra and McGahey (2012) suggest that students who engage in metacognitive monitoring (which includes tracking the extent to which they have or have not acquired the skills and knowledge) can be as important as the actual levels of skills and knowledge. Successful online students demonstrate self-regulation and show a positive attitude. The concept of self-regulation is found in almost all these studies examining student characteristics. According to Zimmerman (2002) Self-regulation is not a mental ability or an academic performance skill; rather it is the self-directive process by which learners transform their mental abilities into academic skills." (p. 65)

Similarly, as one of the conclusions in her study, Kirovska-Simjanoska (2016) stated that digital learning depends on students' initiative and motivation, and she added that learning can be affected by distractions that students are facing when studying at home. In regard to the impact of learners' attitudes while learning online, Cinkara and Bagceci (2013) conducted a study about learning English online, at a state university in south-eastern Turkey. The purpose of their study was to discover the learners' attitudes toward the online courses and determine if these attitudes correlated with their success in the classes. The study used data from 1,783 first-year undergraduate students. The researchers found that students who exhibited high levels of motivation and positive attitudes towards the online classes obtained better scores at the end of the courses.

2.2.11 Literature on the Role of the Instructor

Panckhurst and Marsh (2011) refers to the shifting role of the instructor as control has been replaced by influence. Teachers no longer control a classroom, but now influence a network. Hampel and Stickler (2015) argue that online language teaching is a socio-constructivist endeavour, but despite being aware of this theoretical trend, many educators still use technology to adapt the new tools to their own old teaching style. Instead, they should be acquiring new skills to use pedagogically transformative practice with the potential to empower both online teachers and online students. They add that this may have happened because previous literature about training teachers to become online instructors focused mainly on the technical aspects of the role. More recent approaches, however, consider the Community of Inquiry (CoI) framework (Garrison, Anderson & Archer, 2010; Murphy, 2015) to develop online teaching and learning. This framework implies three important elements for teachers within the online environment: (a) social presence, (b) cognitive presence, and (c) teaching presence. The visibility of instructors in the traditional face-to-face education is absent from online settings.

Researchers have linked the concept of visibility to the concept of social presence (Fabro & Garrison, 1998; Garrison, & Archer, 1999; McIsaac & Gunawardena, 1996; Rourke, Anderson, Garrison, & Archer, 1999; Savery, 2010). Savery defines social presence as the "degree of feeling, perception and reaction of being connected to another intellectual entity" (Savery, 2010, p. 142). Garrison et al. (2010) offered a more expanded, yet similar definition, "the ability of participants to identify with the community, communicate purposefully in a trusting environment, and develop interpersonal relationships by the way of protecting their individual personalities" (p. 32). The second concept of the CoI framework is cognitive presence, which involves information exchange, connecting ideas, and applying new ideas (Garrison & Arbaugh, 2007).

Teaching presence also defined by Garrison et al. (2010) as "the design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes" (p. 32) is an important element in online education. For online learners, not feeling that presence from the teacher can lead to frustration. Instructors need to implement strategies to maintain effective communication and visibility within the virtual classroom to prevent discouragement in the students (Murphy, 2015).

Linda Murphy (2015) and her colleagues found that teacher presence is important in terms of the systemic, affective, and cognitive functions of the teacher's role, and it helps to create

a constructive teacher-student relationship. In addition to maintaining fluent communication and an online presence, there are specific characteristics that determine the performance of online instructors: (a) attitude towards technology, (b) teaching style, and (c) control of the technology (Alberth, 2011; Hampel & Stickler, 2005; Murphy, 2015).

Alberth (2011) suggests that while some instructors may have positive attitudes, others may have strong reservations about online education. Teachers who believe in the use of technology have greater enthusiasm and motivation when teaching online and a greater capacity to face the challenges of online learning. These attitudes may be transferred to students. Also, the instructor's facilitating skills have an impact on students' motivation, participation, and engagement in online activities.

In a study conducted by Lin, Zheng and Zhang (2017), the results of multiple regression showed that learner-instructor and learner-content interactions had significantly positive effects on satisfaction, whereas learner-learner interaction did not affect satisfaction. Based on these results, the role of the instructor is still valued and desired by the students as they can make a difference in the overall satisfaction and motivation.

Furthermore, instructors need to be prepared to do troubleshooting or make modifications to course content or quizzes when necessary and for that, they need to feel comfortable manipulating the hardware and software. Ushida (2005) showed that each teacher's style affects students' motivation and attitudes toward studying a second language online. His findings reinforced the importance of students' attitudes, but also the critical role of the instructor in technology-enhanced teaching.

Compton (2009) created a model for teaching skills needed for online settings. This model includes three sets of skills: (a) technological skills, which include the knowledge and ability to handle hardware and software issues; (b) pedagogical skills that relate to the ability to facilitate teaching and learning activities; and (c) evaluative skills which refer to the ability to assess tasks and make the adjustments and modifications necessary to ensure the achievement of the language learning objectives (Compton, 2009).

Additionally, for Senior (2010), one essential quality that teachers must possess is their ability to develop a relationship with their students. She argues that regardless of their age, maturity or ability level—whether they are children in primary school or adult students in tertiary

institutions—students are more responsive and engage more readily in learning tasks if they sense that their teacher is 'with' rather than 'against' them: that some kind of a connection exists between themselves, the learners, and the person in charge of their learning, the teacher (p. 141).

2.2.12 Literature on Tele-evaluation and Cognitive Load

There is some evidence in the literature that online exams may impose a greater cognitive load on students compared to a traditional paper-based exam (Prisacari & Danielson 2017). Students must demonstrate that they have met their course objectives as well as deal with navigating technology and the added complexity that an online exam brings (Jarodzka et al. 2015). If the online format creates high cognitive load then students' ability will be hampered, resulting in lower exam results. Cognitive load theory suggests that learning is impacted by the amount of cognitive resources required to process the demands of a particular activity (Paas, Renkl & Sweller 2004; Schmeck et al. 2015).

Learning is thought to be more successful when the amount of cognitive resources (e.g., working memory) available is sufficient for the amount that is needed to process the thinking (Paas, Renkl & Sweller 2004; Prisacari & Danielson 2017). As a result, learning activities such as exams should be designed to reduce unnecessary load on working memory so that more is available to focus on the exam (Jarodzka et al. 2015; Parshall et al. 2002; Schmeck et al. 2015, p. 94). The concern with RIOEs is that students would consume cognitive resources in a variety of ways, including validating their identity via the RIOE service, accessing the LMS, using spreadsheet software to answer quantitative questions, and dealing with any technical problems on their own device. All of this draw on the cognitive resources available to interpret and answer the exam questions.

Prisacari and Danielson (2017) explored the relationship between taking an exam on paper or via a computer and the impact on cognitive load. They measured cognitive load using two self-reporting questions on "perceived mental effort" and "level of difficulty". The exams included algorithmic, conceptual and definitional chemistry questions. They found that the computer-based exams had no more impact on cognitive load than the paper-based ones regardless of the type of question. They concluded that computer-based exams did not increase students' cognitive load. This paper is concerned with avoiding the distraction of students by the technical tasks that surround the process of taking an exam online as this may "waste" students' cognitive resources (Schmeck et al. 2015, p. 94) so that they are not available to focus on the aim of successfully answering the exam questions. As Parshall, Spray, Kalohn and Davey (2002, p. 5) suggest: "The

more ‘intuitive’ the computer test software is, the less the examinee needs to attend to it, rather than to the test questions”. As Paas, Renkl and Sweller (2004, p. 1) suggest performance “degrades” with excessively high cognitive loads so it is important to consider the impact of the exam design on students. The way the online exam is designed imposes “extraneous” load on learners (Paas, Renkl & Sweller 2004, p. 3). While online exams are a new phenomenon to students, they are likely to experience greater use of cognitive resources as they have to control far more of the exam situation than a traditional paper-based exam where the invigilators ensure that everything is organised for the students in real time.

Jarodzkda et al. (2015, p. 805), using eye tracking, tested whether splitting the screen to have the exam questions and information required to answer them on one side and the answers done on the other, led to unnecessary searching and thus increased mental effort and cognitive load compared to an integrated format. Contrary to what they expected, the students performed more efficiently with a split format. There are many variations on how exams can be organised; the more each of these vary from the traditional paper-based format with which students are familiar, the more likely the increased impact on cognitive load. It should be noted, however, that as RIOE uptake becomes more commonplace and students adapt to this approach, the cognitive load is likely to be reduced and may in fact become less than for the paper-based exams.

Several studies have noted that the online element of blended learning education has important implications for students’ experience of the learning setting (c.f. Saghafi, Franz and Crowther, 2014), the learning community and their own learner identity (Baxter and Haycock, 2014). Despite the value that is still attached to face-to-face communication in the learning process for students, some research highlights the extent to which the absence of the F2F environment in asynchronous online teaching reduces the likelihood of in-person interaction between students and instructors (Saghafi, Franz, and Crowther, 2014). (Tambouris, Zotou and Tarabanis, 2014; Israel, 2015; Bolsen et al., 2016). However, the same research as well as other studies have highlighted the benefits of the online teaching environment, such as "shifting the learning environment to a more social, flexible and personal space" and supporting a student-centered, problem-solving, and social constructivist approach to learning (Westermann, 2014; Saghafi, Franz, and Crowther, 2014; Gonzàles-Gómez et al., 2016). The latter is, moreover, increasingly becoming a feature said to characterize contemporary learning settings in general.

According to Saghafi, Franz and Crowther (2014), the online learning setting will not,

however, replace activities taking place in F2F environments in higher education. Rather, their research shows that both the F2F and web-based learning environments have their respective uses – but also their limitations. Therefore, they conclude that both settings work together in complementary ways for students if a holistic model for blended learning is adopted. Especially in professional education, opportunities for practice-related workshop activities are important for students' learning experience. Principally, it is the accessibility and flexibility of workshop spaces 24 hours – virtual or F2F – that is recognized as critical for students. According to Saghafi, Franz and Crowther's comparative study, the F2F synchronous workshop provides a learning space for students supporting hands-on skills training, peer learning and spontaneous feedback, while the virtual asynchronous workshop turns out to be better suited for constructive discussion, archival of design development and review of individual or peer progress.

Studies by Westermann (2014) and Gonzàles-Gómez et al. (2016), which remark that one benefit of the dual classroom setting including both online and face-to-face learning, is that it fosters the development of specific abilities, have produced similar insights. Students in Westermann's study felt that their critical thinking abilities were enhanced as a result of the online environment being utilised to prepare oral peer discussion in the F2F classroom environment through the publication of written peer and teacher response in an online discussion forum. (Westermann, 2014). In Gonzàles-Gómez et al.'s study, students found themselves better equipped for solving general science problems during F2F classroom and laboratory activities when online video lessons and instructions outlining the theoretical and practical aspects of laboratory work can be watched at any point in time prior to or after in-class sessions.

Studies by Tambouris et al. (2014) and Olsson, Mozelius, and Collin (2014) explore the visualising potentials of the online component in blended learning. (2016). Both studies emphasise how much online technology may be used to build a learning environment that, thanks to visual support, adds value to the educational process for students. For instance, using Web 2.0 tools in an online learning platform, it is demonstrated that graduate students' execution of the many processes in a problem-based learning project is experienced as cognitively enriched. (Tambouris et al., 2014).

The online component of blended learning education appears to have a major impact on students' perceptions of the learning community and their own sense of self as learners. According to a number of studies, "the incorporation of information and communication technologies into

the learning and teaching experience" is fraught with contradictions. (Joksimovic et al., 2015, p. 638). On the one hand, it is noted that online LMSs, which are frequently utilised in online and blended learning, provide up new chances for interaction between students and instructors.

ACPIL content, communication between students and teachers, and among students themselves are all included in The Electronic Journal of e-Learning Volume 16 Issue 1 2018 at www.ejel.org 50. (Cheng and Chau, 2014). On the other hand, the digital learning environment offered by LMSs is also one in which students' geographical dispersal, asynchronous participation and limited visual contact are taken for granted (Joksimovic et al., 2015). Therefore, the sense of belonging to a meaningful learning community is stressed as an important factor in online/blended learning students' learning experience especially because it is difficult to make their social presence perceptible in the online environment (Joksimovic et al., 2015; Barber, King and Buchanan, 2015; Fletcher and Bullock, 2015). Moreover, studies have related students' sense of belonging to meaningful online learning communities to their engagement and learning achievement (Joksimovic et al., 2015; Tomas et al., 2015). Nevertheless, although seen as a crucial factor, student-student interactions and collaboration activities are not necessarily the sole prerequisite for online/blended learning students to feel part of a learning community. The presence of engaging academic content and a strong teaching presence are considered just as important for creating this feeling (Tomas et al., 2015; Joksimovic et al., 2015).

Many studies have looked at how and to what extent digital learning technologies can be used to support students' sense of belonging to a community of learners because the creation of meaningful learning communities is a distinct challenge in online/blended learning education due to the partial or complete lack of F2F interaction between students and teachers and among students.

Closely related to the question of students' sense of belonging to a meaningful learning community in online and blended learning environments is the question of students' experience of their own learner identity (Baxter and Haycock, 2014). According to Baxter and Haycock building on Lave and Wenger (1991), the formation of learner identity is bound up with agency and feelings of being in control resulting from feelings of belonging to a learning community. They further claim that the development of a strong and salient online identity" plays an important role for student retention and motivation in online learning programs. For the same reason, their study looks into how successful online learning forums contribute to social and academic

integration as a means of consolidating students' learner identities. Their findings reveal that students' prior experience with social media sites such as Facebook tended to be transferred to the academic online learning forum and thus to impact both negatively and positively on their learner confidence and agency. For instance, the public nature of the online forum made some students feel their postings assume an air of authority and expertise, which, on the other hand, led other students to refrain from posting due to feelings of lacking knowledgeability. Finally, lack of peer response or teacher moderation seemed to be detrimental to students' learner identity because they felt isolated from and peripheral to the academic community of the forum.

2.2.13 Literature on E-Learning in Cameroon

In a survey of eight secondary schools in University of Yaoundé 1 to better understand how the nature of the conditions in the integration of African countries, favour the successful integration of information and communication technology in the school system: to ensure quality education, Tchombe in Fonkoua (2006:40) concludes that theintegration of e-learning and tele-evaluation has had a motivating effect on students as evident in the responses obtained from principals, students, teachers and parents. For example, the principals referred to the influx of students during the hours of use and other hours. They also mentioned the fact that computer excited the students and generated more interest in school among them; the cybercafé attendance and afternoon computer classes were evidence of this interest. Also, reduced absenteeism demonstrated the positive effect ofthe integration of e-learning and tele-evaluation as a result of the manifested interest of the students. More still, 71% of the students: boys (38%) and girls (33%) affirmed that e-learning and tele-evaluation greatly facilitates the production of schoolwork. Also, 80% of the teachers contended that the students focus more on learning task when working with the computer. Parents interviewed mentioned that their children talk about the computer and Internet and they find that they were very interested.

Notwithstanding, Mbangwana and Mambeh (2004:161) carried out a survey on"University of Yaoundé 1 State University students and teachers' instructional use of e-learning and tele-evaluation". The study, which comprised 584 students and 111 teachers of the University of Buea, Douala and Yaoundé, showed that:

- University teachers significantly use computer and Internet based resources to support traditional teaching approaches than new teaching approaches. T-Test results were Z-

calculated (10845) and Z-critical (1.645).

- Students infrequently use computer and Internet based resources to support traditional learning approaches than new learning approaches. T-Test results were Z – calculated (0.733) and Z- critical (1.645).

- Students frequently use computer and Internet based resourced for instruction more than teachers: Z-calculated (9.78) and Z-critical (1.645).

- Students are more confident and knowledgeable about the instructional use of computer and Internet than their teachers: Z – calculated (0.775) and Z – critical (1.645).

Still in Cameroon, Kibinkiri (2014) examined the role of e-learning on the professional development of student-teachers in Cameroon. His concern was to find out challenges faced by student-teachers in the implementation of e-learning. The study involved a mixed methodological approach. In this respect, a survey of 796 student-teachers drawn from eight (8) Primary Government Teacher Training Colleges and three (3) Higher Teacher Training Colleges was carried out. Also, an experiment with 191 student-teachers of the Higher Teacher Training College was conducted using blended learning. His study offers evidence that e-learning has a significant influence on the professional development of student teachers in Cameroon. Findings revealed that slow Internet lines or access speed constitute a serious challenge to effective e-learning in Cameroon. Also, his findings further suggested that Internet-Based Problem Solving and Computer-Based Direct Instruction have an unprecedented role in fostering the professional development of student teachers in Cameroon. This view goes in line with the deductions made in this study on the importance of online studies in the Department of English in the University of Yaoundé one.

A similar study was conducted by Anyinyong and Bayraktar (2022) on the use of social media platforms -- WhatsApp and telegram -- as educational tools during covid-19 in Cameroon. These researchers targeted the university of Yaoundé 1 with focus on 40 level threes students in the department of English. Their analysis revealed that the lecturers effectively use WhatsApp and Telegram as educational tools. Students are happy with using these two platforms even though they would have preferred others like zoom meeting, skype, and google classroom. The results also showed that students claimed that classes or lectures are not very effective. It shows that even

though they accept the use of these media, their preferred choices would have been other tools that allow for more interaction between teachers and students. Their choice of WhatsApp and Telegram would be down to the fact that these platforms are accessible and do not consume a lot of internet data. This research converges with this one on the investigation on level three students. However, this one evaluates all undergraduate levels with focus on not just online classes but tele-evaluation.

In sum, the above reviews have shown that multiple studies have been carried out in the field of e-learning more than tele-evaluation. Those on e-learning out of Cameroon show the challenges faced by teachers and students in the process of holding classes online. Again, studies show that online platforms could be beneficial to academic stakeholders, if they are well managed. This research is a step ahead of the previous ones in that while they focus on benefits and challenges of online learning, the present research endeavour extends itself to the examination of the impact of online learning on English language students' language proficiencies. Lastly, this study also investigates whether tele-evaluation is an appropriate medium through which English language learners can demonstrate their English writing and speaking skills.

Conclusion

In conclusion, this chapter has focused on different learning theories that help as scaffold to the examination of e-learning and tele-evaluation in Cameroon. Online learning communities, behaviourism, constructivism and connectivism have been examined in relation to the interactional patterns that exist in online platforms. Further, this chapter has presented and discussed literature on e-learning, tele-evaluation, language learning online and online studies in Cameroon. The next chapter is the research methodology.

CHAPTER THREE

METHODOLOGY

Introduction

This section describes the research methods adopted for this study. A research design refers to the overall strategies that a researcher chooses, to integrate the different components of the study in a coherent and logical way. It constitutes the totality of the methods of data collection, presentation and analysis. Kothari (2005, p.31) states that a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such, the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data. This chapter describes procedures applied in carrying out the study. These include the research design, geographical location, population, sampling technique, instrumentation, and data analysis plan. In this study, both the qualitative and quantitative research approaches were used. The reason for selecting these approaches was the fact that they involve direct experience during field work in order to be able to understand and interpret the setting, as well as they involve dealing with numbers and percentages.

3.1 Research Design

A research design can be defined as a plan, format or layout which is used to acquire data relating to a given problem. A research design is the "procedures for collecting, analysing, interpreting and reporting data in research studies" (Creswell & Plano Clark 2007, p.58). It is the overall plan for connecting the conceptual research problems with the pertinent (and achievable) empirical research. In other words, the research design sets the procedure on the required data, the methods to be applied to collect and analyse this data, and how all of this is going to answer the research question (Grey, 2014). Data is necessary to verify hypotheses or answer research questions in a particular study. This study will involve a mixedmethodological approach. It involves the mixing of qualitative and quantitative approaches at many phases in the research process, from the initial philosophical assumptions to the drawing up of conclusions. Thus, the research design for this study includes the area of the study, the population of the study, research instruments, the method of data analysis, and the limitations to the study.

3.1.1Area of the Study

The area of study refers to the location where this study was carried out. This study was carried out amongst students in the department of English in the University of Yaoundé 1. This University was chosen because it is the biggest in the country. Again, it is located in a metropolitan area where it is assumed that students there come from all over the country. Due to its importance and status, when innovations come in, it is one of the first to benefit. That is why the tele-evaluation method was first introduced and tested there. In this university, the Department of English is the selected department for this work, since the study is in English and the aim is to evaluate the relationship between learners' linguistic performance and evaluation methods.

3.1.2Population of the study

Amin (2005:6) defines a population as "the complete collection (or universe) ofall the elements (units) that are of interest in a particular investigation". The population of the study defines the limits within which the researcher's findings are applicable or are generalized. Thus, the population of the study was made up of students in the department of English in the University of Yaoundé 1. The tele-evaluation method in this department is applied to about 80% of its students, since it applies to the undergraduate levels: levels one, two and three.

3.1.3 Sample and Sampling Technique

Sampling is the process of selecting a statistically representative sample of individuals from the population of interest (Kamangar F, Islami F. To, 2013). Sampling is an important tool for research studies because the population of interest usually consists of too many individuals for any research project to include as participants. A good sample is a statistical representation of the population of interest and is large enough to answer the research questions. To obtain a representative sample for this study, the purposive sampling technique was employed (Browner WS, Newman TB, Cummings SR, Hully SR, 1988). Purposive sampling was used to select the target population. The researcher sought the opinion of her classmates and used her own personal judgment to select the level and classes that she believed would provide data needed for the study based on their prior experiences and knowledge of tele-evaluation. The researcher being a student in the target institution conducted an experiment on e-learning and students' enhancement of language skill with students in the department of English in the University of Yaoundé 1.

Table 1: Distribution of Sample Population of the Study

Levels	Number of Respondents
One	51
Two	56
Three	18
Total	**125**

The levels below represent the population of the study. Those labelled level one are learners that succeeded to level two. Those classified as level two are those that passed to level three and those named level three are those that were admitted into masters one.

3.2 Instruments for Data Collection

The main research instrument for this study was a questionnaire that was carefully designed with respect to the variables under study and administered to students in the department of English. Google forms (online questionnaires) were also used in obtaining data from the respondents. The researcher contacted different admins of the WhatsApp groups and the links to the Google forms were sent to the students. The forms carried open and closed ended questions on e-learning and tele-evaluation. The table below shows the nature of the questions administered:

Table 2: Number of Questions Administered

<table>
<tr><th>Type of Question</th><th colspan="3">Number</th></tr>
<tr><td rowspan="2">Closed</td><td>Tele-evaluation</td><td>5</td><td rowspan="2">7</td></tr>
<tr><td>E-learning</td><td>2</td></tr>
<tr><td>Open-ended</td><td colspan="3">2</td></tr>
<tr><td>Total</td><td colspan="3">9</td></tr>
</table>

Five closed questions were administered on e-learning and two were administered on tele-evaluation. Further, two were administered on both tele-evaluation and e-learning. On the whole, nine questions were administered. The seven closed questions were tailored based on the Likert scale.

Further, the researcher used interview to collect data from respondents. The aim was to gather information on the use of technology in education. It included questions about the challenges and benefits of using tele-evaluation and e-learning in language teaching. Interview was used because it provided a structured and systematic approach to data collection, ensuring that the researcher could gather relevant and reliable information from participants. The interview allowed the researcher to gather detailed and relevant information from participants, enabling them to answer their research questions comprehensively. In summary, they enabled the researcher to explore research questions in a systematic manner, providing valuable insights into e-learning and tele-evaluation.

3.3Validity of the Instrument

The researcher collected content related evidence to check the validity of the instrument. The first draft of the instrument (questionnaire) was prepared by the researcher and sent to the supervisor. The questionnaire was given along with the objectives and research questions. A concept mapping, which clearly defines the variables to be measured and a description of the sample, was attached to the instrument. This was to ensure that the content of the instrument was appropriate, comprehensive, and capable of measuring the variables. After reviewing the instrument, the supervisor made some corrections and suggestions. The researcher effected the corrections and incorporated suggestions for improvement in to the final instrument.

3.4Method of Data Analysis

In this study, data analysis involved a combined statistical tool used to analyse data obtained from the experiment and the survey. Both descriptive and inferential statistics were used to analyse the responses of the students. The data was tabularized, presented in charts and analysed with the help of the Likert scale to measure quantity of the variables verified. The responses were first classified under similar labels and the frequencies of occurrences were calculated as well as the percentage. Lastly, the data were interpreted in order to answer the research questions and attain the objectives of the research.

The data is analysed here following the descriptive statistical method. Here, basic features of the data will be described, summarised and quantified. This is done with respect to the guidelines of Behaviourism and the Community of Inquiry. In this respect, the responses of the learners are examined in relation to their attitudes towards technologies in language enhancement, the quality of interaction with lecturers in online learning platforms and their enhancement of language through these platforms.

3.5Problems Encountered

This work faced a number of difficulties at the level of the time of data collection, the nature of participants and the medium of data collection. In relation to the time, the data is collected at a moment when Covid-19 is a major threat to learners. These learners had more preoccupations with their health and not the response to questionnaire. Again, the Google forms were new to learners who did not master online questionnaire. More to that, some of the learners were those that have never created emails. Hence, they had to first of all create the mails before filling in the forms. Lastly, some respondents were reluctant to fill in forms online, since they thought their images and answers will be made public. On this, the researcher assured them about the privacy of their personal information and the strict nature of the research. However difficult this data collection process was, it was successful, given that respondents prioritised this research and took off some time to fill in the forms.

Conclusion

This chapter set out to discuss methodological considerations that have been adopted for this work. The chapter shows that the target population were the undergraduate learners of the department of English in the University of Yaoundé 1. The primary data was obtained from this community of learners through the questionnaire set on Google forms. Concerning the data analysis, the method adopted for it is the descriptive statistical method which quantifies data into statistical units. The next chapter presents and analyses the data.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Introduction

This chapter is dedicated to the presentation and analysis of data obtained through the online survey. In it, we present the data showing the different percentages as the respondents answered the nine questions in the survey. This presentation aims at answering the questions highlighted at the beginning of the work. We present the closed and open ended questions given on e-learning followed by the ones given on tele-evaluation. In each case, the presentation is done in charts and tables showing the frequency of occurrence of each variable.

4.1 Data Presentation from Questionnaires

We start with the data from the closed questions before looking at data from open questions.

4.1.1 Answers from Closed Questions on E-Learning

Question One*:* Which platforms did you use for studies during the Covid-19 period in your class?

Social Media Platforms	Number of Respondents	Percentage
WhatsApp	125	100
Telegram	60	48
Zoom	0	0
Google Classroom	0	0
Skype	0	0

The data above shows that WhatsApp and Telegram are the two platforms used in the Department of English during the pandemic for studies at the undergraduate levels. Other learning platforms

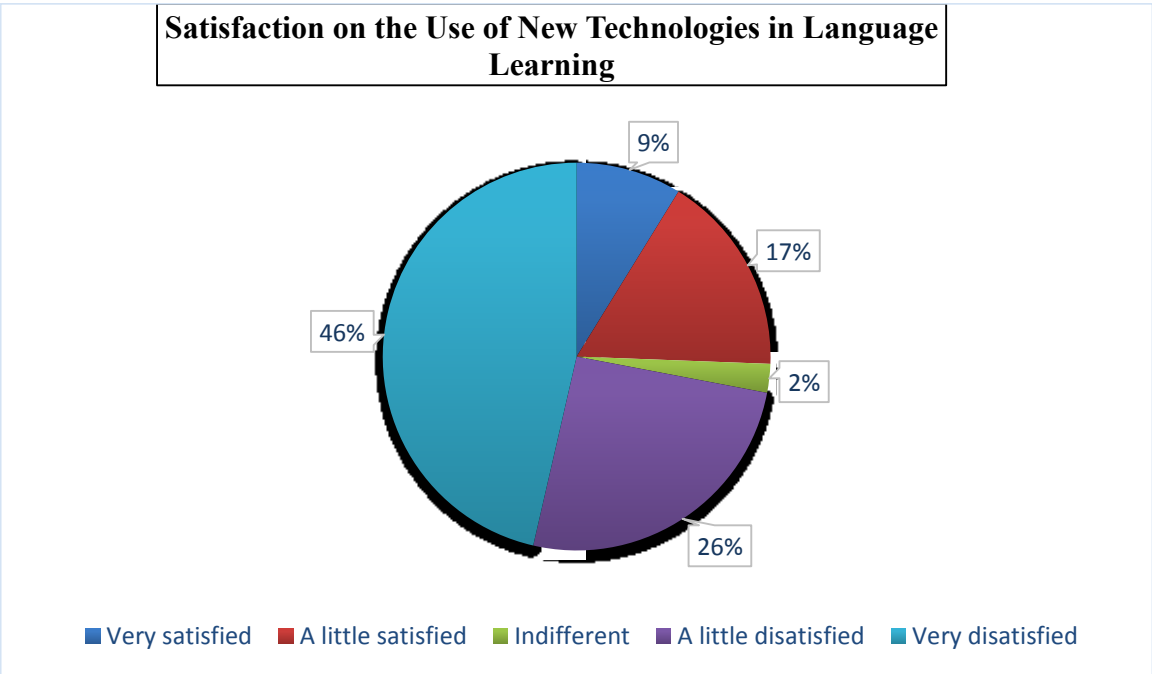
like Zoom, Google Classroom and Skype were not used. Thus, lecturers preferred the first two mentioned above.

Question Two: How satisfied are you on the use of new technologies in relation to the enhancement of language?

Level of satisfaction	Number of respondence	Percentage
Very satisfied	11	9
A little satisfied	21	17
Indifferent	3	2
A little dissatisfied	32	26
Very dissatisfied	58	46

The information on this table is again given on the pie chart below.

Figure 7: Distribution of Data on Satisfaction on New technologies



The chart above shows that a majority (46%) of the learners are very dissatisfied with e-learning studies that they had during the Covid-19 pandemic. This may be an indication that e-learning was not effective, since dissatisfaction with a method of teaching can create frustration in the learners which would entail a lack of motivation for the learning.

Behaviourism theory is based on the idea that all behaviours are learned through interaction with the environment, and this learning theory states that behaviour can be shaped and reinforced through positive or negative reinforcement. This is where the behaviourist theory outlined in the previous chapter applies. When there is positive reinforcement, students learn well; when there is negative reinforcement, learning is limited or hindered.

Question Three: Which methods do teachers use to transmit English Language lessons in these platforms?

Methods	**Number of Respondents**	**Percentage**
Audio-notes (voice messages)	107	86
WhatsApp messages	125	100
Telegram messages	125	100
Video-lessons (taken from U-tube)	18	14

The table above demonstrates that through WhatsApp and Telegram, the major platforms revealed in the previous question, WhatsApp and Telegram texts occupied the first position on the format of learning. This was followed by audio-notes that was predominantly answered by respondents from Levels One and Two. Lastly, the data shows that video lessons occupied the last position, as they were used only in the upper undergraduate class, level three. From this data, it is evident that few students had the opportunity to watch videos or interact with lecturers through video-conferencing. Since the above-mentioned platforms were the ones identified by learners in a world were versatile platforms of learning exist, another question aimed at finding out if learners preferred using other platforms to study.

Question Four: Are there other tools/platforms you would prefer using? Name them.

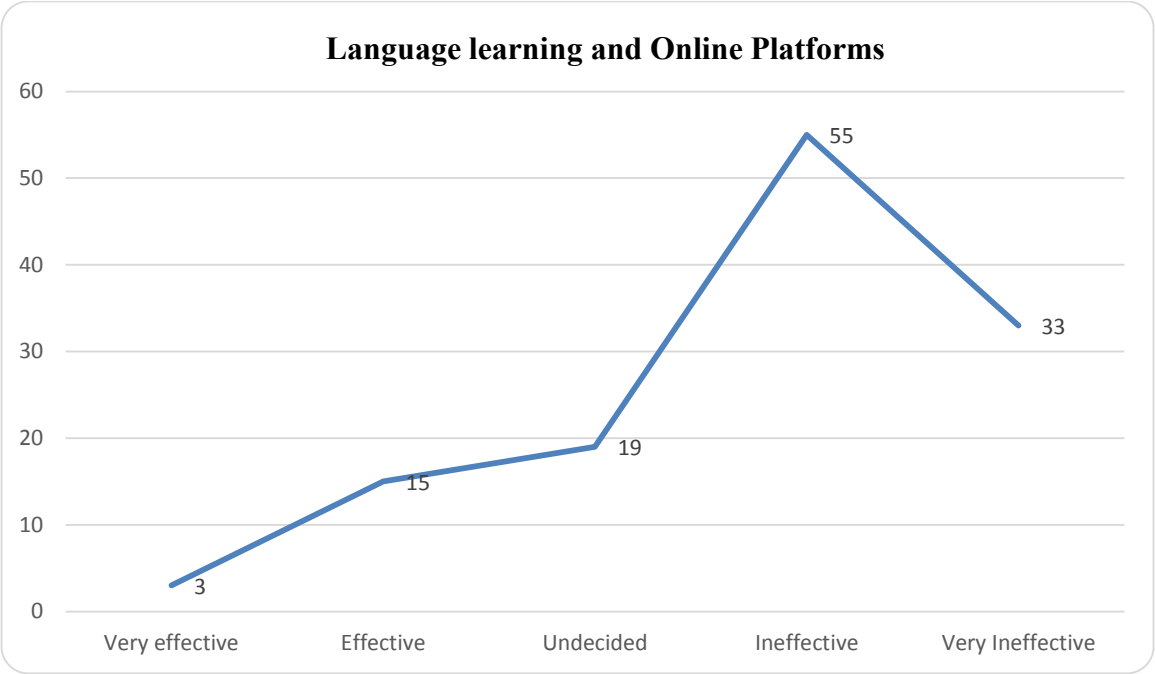
Other Platforms Students prefer	**Number of Students**	**Percentage**
Face-to-face learning	125	100
Zoom-lessons	75	60

All the learners said they preferred face-to-face learning as compared with the other platforms identified in *Question Three*. 75 of the respondents also indicated that classes on zoom are preferable to other E-learning methods. It is worth noting here that face-to-face learning is the method these learners have been used to since primary education. They all preferred this method because it gives them room for socialisation and physical contact. It is also a medium through which interaction between students and teachers is clear and accurate, since students can interact with each other and can ask direct questions to the teachers. More to that, this platform gives students the opportunity to embrace a livelier class with teachers and other students. This results from the fact that social interaction is an integral part of human growth and face-to-face classes provide such opportunities. It is understandable that Zoom, though a new technology, learners like it since it gives them an opportunity to see one another (teachers as well as other students), thereby simulating reality. Zoom permits the classroom environment to move from lecture, small group discussion to other methods that are present in the real classroom.

The last open-ended question was on the link between language learning and online platforms.

Question Five: Is language learning effective through online platforms?

Figure 8: Distribution of Data on Language Learning and Online Platforms



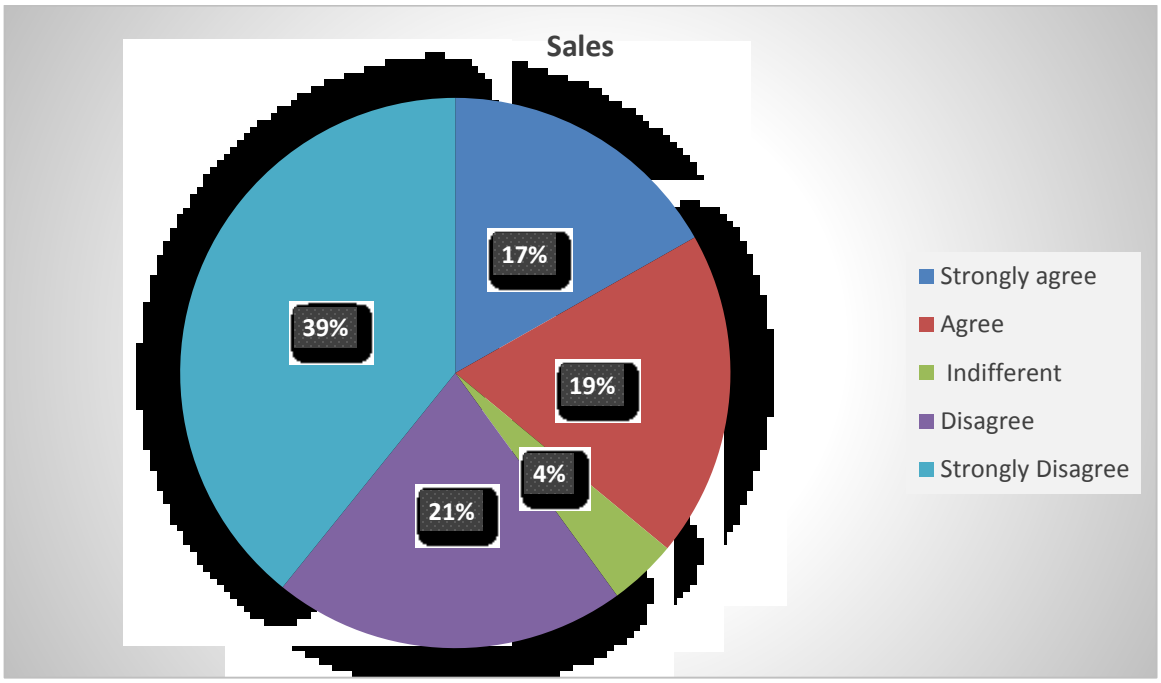
This data shows that as regards the correlation between language learning and online platforms during the pandemic in the Department of English, learners thought they could not effectively learn language through the platforms that were selected by their lecturers. Fifty-five students believed that, these platforms were ineffective in language learning while thirty-three of them thought it was very ineffective. Summarily, eighty-eight students, contrarily to the eighteen that thought the platforms were effective, thought that these platforms did not enhance their language skills. Fifteen students were undecided on whether their language enhancement was affected positively or negatively by the learning platforms during the pandemic.

If these learners have negative views towards the platforms that were used as media of instruction, it is worth examining the data that was collected in relation to the end-of-term evaluation they had. Tele-evaluation was the method used. Therefore, the next question is to find out from students what they feel about this new technology.

Question Six*:* Does tele-evaluation permit you to demonstrate your language skills?

Responses	Number of respondents	Percentage
Strongly Agree	21	17
Agree	24	19
Indifferent	5	4
Disagree	26	21
Strongly Disagree	49	39

Figure 9: Distribution of Data on Liaison between Evaluation Method and Language Potentials



While 36% of students are for the fact that their language performances are enhanced by tele-evaluation, 60% of these students differ or say that their actual language skills are not reflected through this method of evaluation. This may be the case because in tele-valuation, answers have already been given and students just have to select the right one of their choice. They have no room to express themselves and thereby demonstrate their writing skills which should include their mastery of grammar, punctuation, sentence structure, arrangement of ideas, paragraphing, and the like. The lower percentage (4%) of student were neutral on the subject. Although the Department has its

courses designed to meet particular objectives, the students do not seem to agree with the fact that what they acquire is demonstrated during tele-evaluation.

Putting aside the quantitative data above, the next set of data presented here shows the qualitative nature of this research. Two questions were asked in this set to give room to students to freely express themselves as to their opinions about tele-evaluation.

4.1.2Open-ended Questions

Open-ended questions were set to collect qualitative data, since the qualitative analysis helps us to identify important categories in the data, as well as patterns and relationships through a process of discovery. The social context of the respondents, thoughts and actions become essential for interpretation in this case. Berg and Howard (2012) characterises qualitative research as meanings, a concept, a definition, metaphors, symbols and a description of things. This definition clearly shows that qualitative research contains all necessary instruments that can aid problem-solving. Here, the questionnaire helped us to ask a series of questions and get insightful answers from students. That explains why the questions are open-ended questions that require the students to explain or describe their attitudes towards learning platforms and language enhancement.

Question Eight: What reasons support your satisfaction or dissatisfaction with the teaching and evaluation platform or methods mentioned in Questions 3 and 4 above?

The responses on this question were two-fold: some were in support of offline teaching platforms while some thought that some online platforms were helpful. The noticeable phenomena on the data was the uniqueness of answers provided in favour of or against WhatsApp and Telegram and the ones provided on face-to-face classes.

Table 3: Reasons for Students' Satisfaction or Dissatisfaction with E-Teaching/Learning and Tele-Evaluation Methods

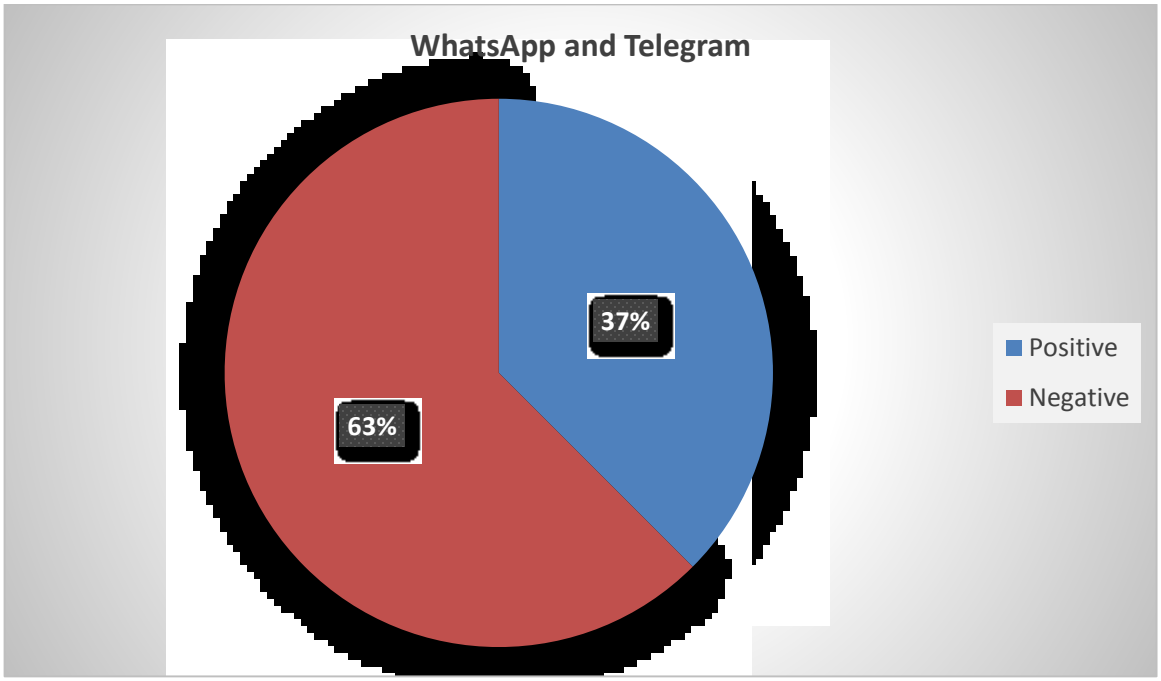
Platform and Method	No. of Responses	Reasons for Satisfaction	
WhatsApp and Telegram	87	**Positive** 1.We study while at home 2.It is fun to use 3.One can easily get help	**Negative** 1.Many students do not have smart phones 2.Too many distractions on the internet 3.No data to come online 4.Too many unrelated messages 5.Difficult to learn phonology and poetry online
Face-to-face	94	**Positive** 1.High level of interaction 2.teacher makes us respectable 3.lectures are comprehensible 4.we collaborate with friends	**Negative** 1. crowdy class 2.costly to travel to school

		5.we can participate 6.the lecturer demonstrates 7.one can ask a question and have immediate feedback 8.everyone can be present	
Tele-evaluation		**<u>Positive</u>** 1.It does not require too much reading 2.not time-consuming	**<u>Negative</u>** 1.it promotes guess and cram work 2.network disturbs 3.cheating is very possible 4.no opportunity for us to write 5.less time is given to answer a question 6.no time for reflection 7.people have underserved marks 8.questions do not give use possibilities to discuss what we know 9.it creates confusion

The data gotten from students' reasons for embracing or rejecting different learning platforms is presented in the following charts:

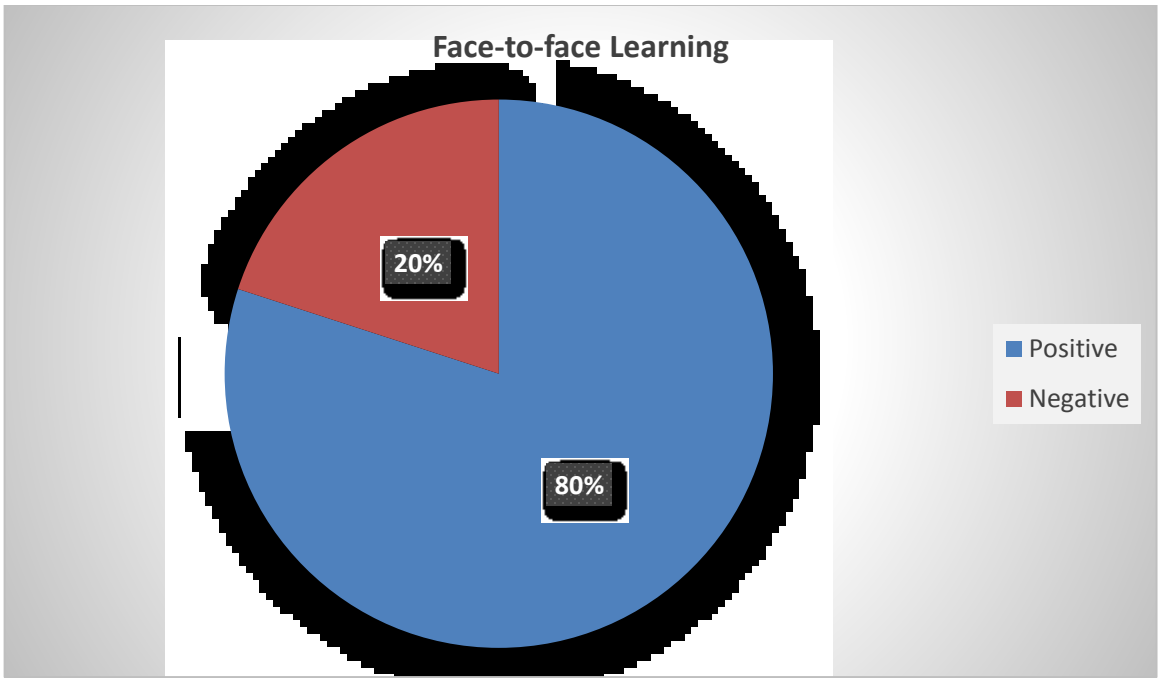
a) *WhatsApp and telegram*

Figure 10: Distribution of Data on Views on WhatsApp and telegram



Although 37% of students appreciate the use of WhatsApp and telegram for online studies, 63% of them advance negative responses. On the one hand, students believe that these two platforms are beneficiary because they do not need to displace themselves, they have fun with friends when they are connected online and they can easily receive help. From the data collected, however, on the other hand, it was found that these two forums pose more problems to learners of language who think that they do not comprehend phonology and poetry when courses related to them are taught online. Also, the students say that not only do they lack data to come online and not all have smart phones, these forums have many distractions and unrelated messages.

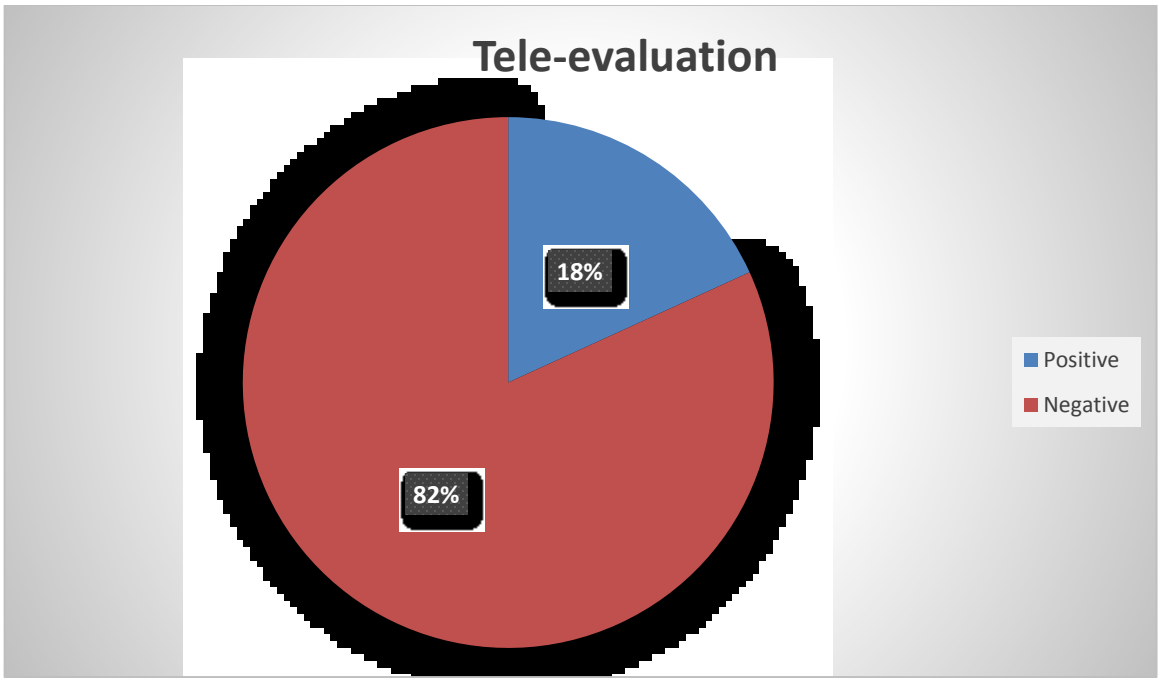
Figure 11: Distribution of Data on Views on Face-to-face Learning



The data on face-to-face learning shows that 80% of students appreciate this type of learning. 20% percent of students advanced two disadvantages of this system which are; crowdy nature of the classrooms and lack of money for transportation. However, disadvantageous that is, the positive sides of it overshadow the negative sides. Learners admire this forum because of (a) high level of interaction*; (b)*teacher makes us respectable; (c) lectures are comprehensible; (d) we collaborate with friends; (e) we can participate; (f) the lecturer demonstrates; (g) one can ask a question and have immediate feedback and (h) everyone can be present. These reasons account for students' preference of the face-to-face type of learning.

Not only were open-ended questions given on the value of WhatsApp and telegram and face-to-face learning, they were also administered on the correlation between English writing and speaking skills and tele-evaluation. The chart below represents the data on tele-evaluation:

Figure 12: Distribution of Data on Tele-evaluation

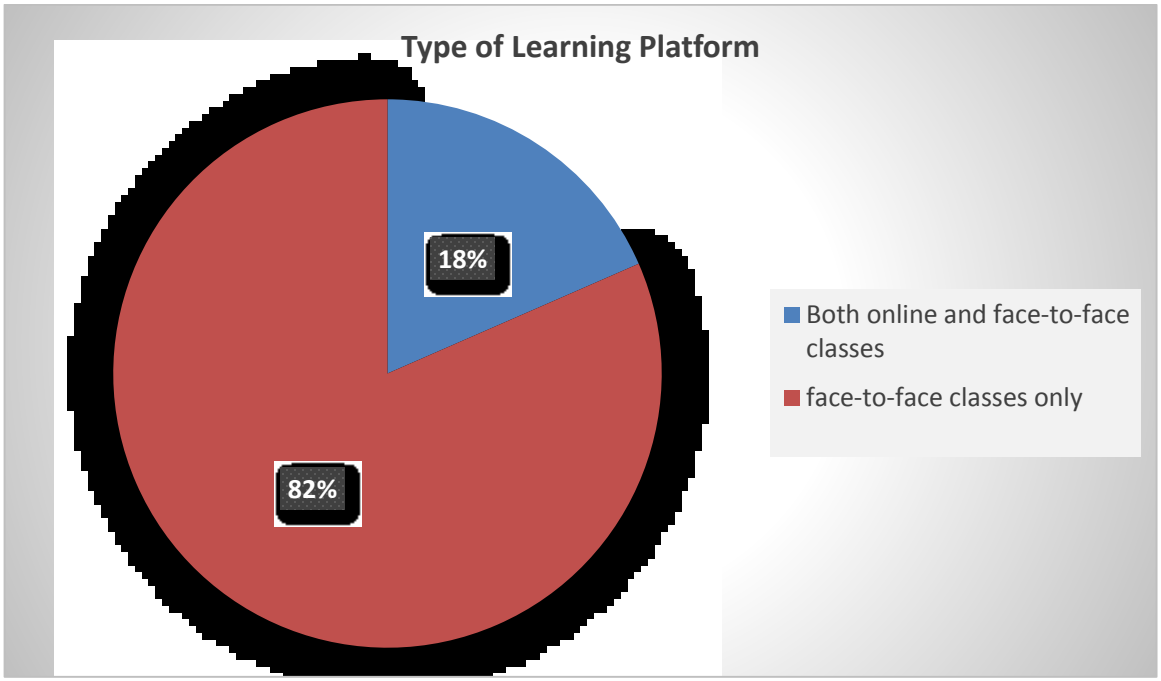


Tele-evaluation received 18% positive responses from learners who said that they do not need to read much and it takes less time to write than other forms of evaluation. Contrary to these views, 82% of respondents disregard tele-evaluation as a means of evaluation, since it promotes guess and cram work. This form of evaluation as the data shows, confuses learners who do not have opportunities to write and demonstrate their language abilities. Again, the MCQ format of questions do not give student the opportunity to argue and discuss or give their points of views on what they know. Furthermore, another negative response from the students is that this form of evaluation permits cheating and the time provided is not enough for them to answer questions. Lastly, the students unanimously complained on the poor nature of the network that disturbs them during the answering process. With these challenges, they think, their score does not reflect their language abilities. Based on these difficulties, the next open-ended question was on students' proposal on solutions to the difficulties.

Question Ten: What do you think could be done to improve e-learning and tele-evaluation?

On this question, out of the 125 respondents, 103 responses were given. Some were explained while some were single sentences. After categorising the responses, the researcher united them in the following strata:

Figure 13: Distribution of Data on Preference on Learning Platforms



To begin with, 18% of students proposed that lectures should be given in face-to-face classes only. In contrast, 82% of students think that a blend of online and face-to-face platforms is necessary. On the type of evaluation strategy all responses pointed to the fact that students needed opportunities to demonstrate their language abilities through writing. Again, they are of the opinion that MCQs alone are not enough, since they pose challenges in tele-evaluation. Consequently, they propose that both MCQs and essay-type questions should be given during exams.

4.2. Interview

For proper authentication of inferences, we had to interview not only students but lecturers and administrators at the University of Yaoundé 1. This was for the sake of getting full information, avoiding lopsided responses and getting the perspectives of the initiators, implementors, and benefactors of e-learning and tele-evaluation. For this, we focused on getting the objectives, perceptions, effectiveness and, challenges of e-learning and tele-evaluation at the university. All questions asked explored these focal areas.

4.2.1 Interview with students

Among the three questions posed to students, the major challenges of e-learning are spotlighted in this section.

a. Poor internet

All the interviewees agreed that poor or lack of internet connection is a huge challenge for the implementation of online education in the Department of English in the University of Yaoundé. One thing that seemed to disturb participants the most was poor quality of the internet. Besides, students could not afford the high prices that some companies set. One of the responses is:

One of the problems with the Internet is that not everyone has access to it the same way. In some quarters, the Internet is good and well-connected but in others, the network disturbs. Some people cannot access the Internet because they do not have enough money.

The use of online learning during the coronavirus epidemic is severely hampered by poor internet quality or a lack thereof. As a result, online sessions had to endure pauses due to the slow internet. Due to financial constraints, several families were unable to purchase internet services. A participant remarked:

There were a lot of problems with the way the online class was conducted because the Internet wasn't working well. Only few students were present because the Internet was not working well.

This finding is in line with numerous others drawn from research conducted in Iraq and elsewhere. For instance, Amin (2021) conducted study to assess the COVID-19 pandemic's impact on changes to educational policy in the Iraqi Kurdistan region.

b. Lack of Technological Devices

The issue of lack of technological devices among the students of the Department of English was unanimously agreed. They all believed that it was among the main hindrances of online learning. A student said:

Due to poverty, some students lacked android phones to come online and even those with android phones did not have money to get data.

The pandemic's effects on Cameroon's economic situation caused the average family income to plunge, which made family life more difficult as a result of the decline in individual salaries. Overall, the data conducted through interview shows that lecturers had to quickly modify their strategies to suit the online environment, ensuring that students remained engaged and motivated. Some of them found success through interactive content and live sessions, while others faced challenges in maintaining student participation and interaction. Secondly, the importance of technology infrastructure was underscored. Access to reliable internet connections and devices became crucial for students. Lastly, the overall impact on the learning experience was mixed. Some students appreciated the flexibility and accessibility of e-learning, while others struggled with self-regulation, time management, and social isolation. The lack of face-to-face interaction also limited opportunities for networking and collaboration, affecting the overall educational experience. In conclusion, the COVID-19 pandemic in Cameroon forced a swift and massive shift to e-learning. While the transition highlighted the potential of technology in education, it also exposed the challenges and disparities that need to be addressed in order to create a more inclusive and effective online learning environment.

The findings above show that learning outcomes can be obtained, if learning environments are modified to trigger positive behaviour in learners. The findings align with behaviourism, since it can help lecturers to design effective instructional materials that focus on reinforcing positive behaviours and eliminating negative behaviours. For instance, positive reinforcement can be used to encourage learners to participate actively in online discussions or to complete online assignments on time. On the other hand, negative reinforcement can be used to discourage learners from engaging in disruptive behaviours during online classes or assessments. More so, Community of Inquiry (CoI) applies to the data obtained from the study because it provides a comprehensive approach to understanding how students learn in an online environment and how to best evaluate their

performance. This theory focuses on the three essential elements of learning: social presence, cognitive presence, and teaching presence. By focusing on these elements, CoI theory implementers or educators can create an effective online learning environment that encourages collaboration, critical thinking, and knowledge-building among students.

4.2.2 Interviews with University Lecturers and Administrators

We also carried out interviews with some Lecturers and Administrators to find out what, basically, the objectives of switching over from written examinations to tele-evaluation were. We start with Lecturers.

4.2.2.1 Interviews with lecturers

Three Lecturers were interviewed to get their opinions on e-learning and tele-evaluation. The reason for choosing these respondents is because they are directly involved with the use of this method of teaching and evaluation. The following questions were asked:

1) What are the objectives of tele-evaluation?

2) What are your perceptions of e-learning as a method of teaching in the Department of English of the University of Yaoundé 1?

3) Is tele-evaluation an effective method of testing students in the Department of English?

4) What are some of the challenges of tele-evaluation?

Question 1: What were the objectives of tele evaluation?

Respondent 1 said that tele-evaluation was introduced in 2015 in the University of Yaoundé 1, and its main aim was to ease the workload of the Lecturers. Evaluating thousands of students and correcting their scripts on time for holidays to start was a very tedious task. This method of evaluation was therefore introduced in order to curb the load on teachers.

Respondent 2 said that this was a question to be asked to the administrators who decided to introduce tele-evaluation in the university. Lecturers were not consulted; they were only to execute the instructions from hierarchy, so he had nothing to say to me.

Respondent 3 said that he could not really tell what the objectives were; he did not know them.

Question 2: What are your perceptions of e-learning as a method of teaching in the Department of English of the University of Yaoundé 1?

Respondent 1 said e-learning is a very good innovation, especially as the world is moving towards a more digital space. The circumstances surrounding it in Cameroon, in general, and the University of Yaoundé 1, in particular, are not ripe enough to accommodate such a move. Constant internet failure, lack of gadgets, lack of access to internet by some students are indications that e-learning is somehow coming prematurely in the Cameroon and the University of Yaoundé 1 in particular.

Respondent 2 said that e-learning is an interesting move and it came about in the university as a result of the covid-19 pandemic. As the world moves towards a very advanced technological phase, Cameroon should be in that train as well. The problem is that our University is not well equipped to effectively accommodate the e-learning because of network issues, poor internet facilities and much more which hinder its smooth functioning. In the Department of English, it is even more complicated. There are courses which will require the traditional face-to-face method for students to actually understand. It becomes quite difficult to teach a course like phonology online. These students need to see the teacher articulate. How then can this be possible when notes are simply forwarded to students through the WhatsApp platform? Effective teaching and learning is never possible with e-learning.

According to Respondent 3, e-learning is not bad but Cameroon is imitating things the wrong way. The developed countries have put in place good facilities which can accommodate any technological innovation. Cameroon is busy copying without thinking. Our students here are barely managing to survive. How do they get the gadgets or money to activate data? Even if they succeed to get them, the network issue in the country is horrible. A teacher may be having an online lesson and some students may not get that lesson on time due to the poor network condition in a particular environment. There is little or no interaction between the teacher and the learner, thus understanding becomes a problem.

Question 3: Is tele evaluation an effective method of testing students in the Department of English?

Respondent 1 said that any method of evaluation which cannot fully allow students demonstrate mastery, can never be effective.

Respondent 2 said this method only favours the teachers, at the detriment of the students. It is not an effective method of evaluating students.

Respondent 3 said that students are limited. In the science of language there are four skills; listening, speaking, reading, and writing. With the tele-evaluation method, there is no possibility of effectively testing these skills. Therefore, this method of evaluation is too faulty.

Question 4: What are some of the challenges of tele-evaluation?

Respondent 1 declared that Lecturers are not trained on how to use the tele-evaluation system and due to technological issues, the remote controls used by students may malfunction.

Respondent 2 believes that there are no standby generators in the university. In case of power failure, there would be serious distraction as students will use that as an opportunity to communicate answers and so cheat in the examination. The teacher too would have to dictate the questions, making the whole process stressful and disorganized.

Respondent 3 said, "As a lecturer, I do not know how to run or manage the tele-evaluation system. Therefore, lecturers need to be trained on how to use it. Power failure is another issue. When this happens, the whole examination process becomes bizarre. There is therefore need for generators.

Pertaining to question one, the respondents revealed that, the main objective of tele-evaluation was to ease the work load of the lecturers since it is a fast method of evaluation. This is because, with tele-evaluation, the lecturers do not spend time correcting scripts since the tele-evaluation system performs that duty. The aim therefore has actually been achieved to a great extent since the work load of lecturers is actually reduced. However, the attainment of this objective is at the detriment of the students. "Tele-evaluation sacrifices quality for economy", remarked one of the respondents.

With regards to question two, respondents explained that, e-learning is a good innovation since the world is moving towards a more digital space. However, as one of the respondents stated; "our context is not ripe enough to accommodate this move". Issues like; constant internet failure, high cost of internet, lack of gadgets, makes it difficult for e-learning to be effectively implemented in the department of English.

With regards to question three, the responses gotten revealed that, it is a very poor method to use in evaluating language. A respondent remarked; "we in the languages think that, our students need to be able to communicate in writing but when they have to choose from A, B, or C and things

like that, it does not develop their communication skills." This ties with the hypothesis for this study which holds that students' excellent performance during exams and their low linguistic competence is as a result of the nature of the exams which allows them pass with relative ease.

Responses on question four revealed that, tele-evaluation has so many challenges. First, lecturers have not been trained on how to use the tele-evaluation system. Also, there is no standby generator in case of electricity failure. Due to the unavailability of standby generators, lecturers tend to dictate questions when there is a power failure. In this case, students are supposed to write down the answers on sheets of papers. This may thus create disorder in the examination hall.

4.2.2.2 Interviews with Administrators

Two person were interviewed from this category, and three questions were asked.

? **Question1: Why was the tele-evaluation method introduced in the University of Yaoundé 1?**

Respondent 1

"The number of students is increasing at a geometric rate every year. Marking scripts for such number of students is not an easy task for the teachers. For example, Geography level 1 has about 3000 students. If a lecturer has to test say levels 1-5, the work will be so cumbersome. School officially ends on the 31st of July. It's not easy for lecturers to correct CA's, then exams, and meet up with the deadline. In most developed countries you find at most 30 students in class but in Cameroon the case is different. In the University of Yaoundé 1, for example, you get into a classroom and the number of students are more than the classroom can take. In this kind of situation, students cannot really relax and write with ease since the population is more than the classrooms can take. This is why the tele-evaluation method was preferred since it does not require writing and is not time-consuming."

Respondent 2

"It was noticed that the university system was not very effective with the normal evaluation system that had to do with writing examinations using paper and pen, given that the population of the students was quite high. Tele-evaluation was therefore seen as an easier way of evaluating students and making the task of marking and recording the marks less cumbersome for the teachers. The objective was therefore to facilitate evaluation and putting out results on time for the students."

Question 2: Is the tele-evaluation method an effective way of evaluating students?

Respondent 1

"No, it is not. The tele-evaluation method limits intelligence and it increases laxity, and it kills writing skills. Since students are already aware its MCQ on tele-evaluation, they feel there is no need to study. This method does not help students demonstrate their writing skills since it only involves punching of some remote control buttons. A course like phonology cannot be effectively tested with such a method. With this method, students do not really have the time to reason out their answers, thus limiting their intelligence. Because of this, most students graduate without knowing anything."

Respondent 2

"To an extent, it is. This is because the results are given on time and the school year goes very smoothly, with very little paper work; and it's less costly. So, in terms of reducing the workload for the teachers, tele-evaluation is very good. However, this method does not work for the good of the students. There are some courses which cannot be effectively tested using this method of evaluation. Phonology for example becomes very complicated when a teacher has to test pronunciation using tele-evaluation. Writing skills equally becomes difficult to test, since it is not easy to get the best out of students with the tele-evaluation method. With the tele-evaluation method, students are made to become robots, since all they do is punch buttons."

Question 3: Is there any difference between the tele-evaluation and the normal MCQs on paper?

Respondent 1

"Yes, there is. With tele-evaluation, the time is limited (30 seconds per question) and students see the time going which creates some kind of tension in them. When this time exceeds and the student has not answered that particular question, there is nothing he\she can do about it. The normal MCQs on the other hand gives students time enough to read and understand the questions over and over again. It gives them the opportunity to make corrections if need be."

Respondent 2

"MCQs on tele-evaluation gives no room for reflection, but the MCQs on paper permit students to reason out their answers before they tick with the pen."

The responses for question one revealed that tele evaluation came into being for the benefit of the lecturers. Lecturers were now able to meet up with deadlines thus a smooth running of the

academic year. A method of evaluation which is teacher centred will definitely be at the detriment of the students. Tele-evaluation therefore was successful for the smooth running of the academic year, but it left a vacuum in the students, since there is no room for them to express themselves in English, thus showing their competence in the language. They are limited and cannot operate in their full capacity.

Pertaining to question two, the respondents revealed that tele-evaluation is not an effective method of evaluating students. One may clearly state that, a method of evaluation which cannot allow students demonstrate full mastery of what they have been taught is definitely not an effective way of testing students. Some students may have an answer correct just by pure chance, and not because they actually knew the answer. Then cheating can make some students pass, that is, getting the correct number to punch from their class mates.

The responses from question three is a clear indication that tele-evaluation might not be the best method of evaluation in the Department of English since it greatly limits the students in the sense that they do not have enough time to reason out their answers before punching the remote control, and also because they cannot come back to correct a wrong answer.

Overall, the data collected through interviews show that lecturers had to quickly modify their strategies to suit the online environment, ensuring that students remained engaged and motivated. Some of them found success through interactive content and live sessions, while others faced challenges in maintaining student participation and interaction. Secondly, the importance of technology infrastructure was underscored. Access to reliable internet connections and devices became crucial for students. Lastly, the overall impact on the learning experience was mixed. Some students appreciated the flexibility and accessibility of e-learning, while others struggled with self-regulation, time management, and social isolation. The lack of face-to-face interaction also limited opportunities for networking and collaboration, affecting the overall educational experience. In conclusion, the COVID-19 pandemic in Cameroon forced a swift and massive shift to e-learning. While the transition highlighted the potential of technology in education, it also exposed the challenges and disparities that need to be addressed in order to create a more inclusive and effective online learning environment.

Conclusion

To summarise, this chapter had as objective to present the data collected through a questionnaires and interviews. The closed and open-ended questions within reveal a number of key issues. First, the students love the inclusion of new information technologies into the bulk of educational tools that are available at their disposal. Second, they reveal that despite the acceptance of WhatsApp and Telegram as means of transmission of knowledge in their university, if they had the opportunity, they would be using other platforms. Further, the data also demonstrates that network is a key factor in choosing educational tools for the respondents. Lastly, the results suggest that students will prefer to remain in the traditional face-to-face classroom despite technological advancements. This, we suppose, is a result of the economic situation of the country, as most students cannot afford high debit internet connection to use learning tools like WhatsApp or telegram which allows video notes and video-conferences as interactional facilities, despite the distance between students and their lecturers.

CHAPTER FIVE

GENERAL CONCLUSION

Introduction

This chapter presents a discussion of the overall findings of this research endeavour; some implications of these findings as far as the theoretical frames used and the literature reviews discussed are concerned, not forgetting the hypotheses earlier stated at the beginning of the write-up. It also seeks to suggest recommendations to stakeholders, and provides possible topics for further research. Limitations to this work will be discussed, as well as a final conclusion given.

5.1 Overall Research Findings

The major findings obtained are discussed with respect to the variables under study. The first discussion is to verify the hypothesis earlier stated, which is that students' performance in written examinations does not match their actual linguistic competence as a result of the evaluation system that makes students pass well or score highly with relative ease, even when they do not merit it.

5.1.1 Weaknesses in the Tele-Evaluation MCQ-style of Examination

From informal conversations with students of the Department of English, I being a student in this Department myself, it can be said that the MCQ-styled examination has its loopholes. With this style, students can pass examinations without necessarily studying hard and mastering the subject matter of their courses. This is particularly true in the context of this study because of the crowded nature of classrooms or examination halls which makes it practically impossible to stop students from copying answers from their mates either directly, or by being informed by other classmates of the correct answer to choose simply by indicating with their fingers.

In the first scenario, since there are usually four questions to choose from numbered 1, 2, 3, 4, a student who is sure of the correct answer would just indicate to his or her mates the number to choose by placing an equivalent number of fingers on his or her jaw. Exam invigilators do not know this trick yet, so it is difficult for them to detect cheating. I happen to know it because I was

informed by students when I wondered aloud how it happened that some students who were not expected to pass or to score so highly actually did it.

The second scenario happened when the tele-commands broke down and students were made to answer MCQ questions by ticking a box in front of the correct answer. The cheating continued. Given that the students are simply to tick a box, a lazy student who had not studied could copy from his or her neighbour without the examination invigilators even noticing. This cheating is made even easier when students decide to collaborate, saying they are "helping" one another. A student sitting in the middle of the class is almost off the view of the invigilator who is at the extreme end of the class and can therefore leave this or her paper open for the friend or neighbour to copy from.

5.1.2 Findings linked to Initial Objectives of the Research

The following initial objectives were stated:

(a) Assessing the perception of e-learning and tele-evaluation methods used in the Department of English Modern Letters, University of Yaoundé 1;

(b) Examining whether students' performance in examinations (in language courses) reflect their actual linguistic competence; and

(c) Examining teaching and evaluation methods which can enhance students' language skills (writing and speaking). The findings revealed that:

- Face-to-face learning enhances students' mastery and competence in English language writing and (by extrapolation) speaking, according to the students.
- The use of e-learning may have significant positive or negative influence on the performance of students depending on how it carried out and what tools and expertise are implored.
- In the context of the Department of English of the University of Yaoundé 1, tele-evaluation negatively impacts learners' demonstration of their English writing (and speaking) skills, as students cannot practise expressing themselves freely in prose form.

- There is the problem of slow internet connection or even the lack of it, since some students live in neighbourhoods where Internet connection is very unstable.
- There is the problem of the lack of ICT tools such as computers, internet routers for mass distribution, effective tele-evaluation gadgets, lightening, and so on.
- There is insufficient knowledge about e-learning tools, for most of the students from rural areas are unfamiliar with even an Android phone.
- Learners are not very engaged or interested with the e-learning method, especially as it is costly to have enough data credit to listen to long lectures of about two hours per class.
- There is recurrent electricity failure.
- There is a lack of E-Learning and Tele-evaluation-based curriculum development programme to instruct and so encourage students about e-learning.

All these constitute the greatest impediments to effective e-learning in the Department of English in the University of Yaoundé 1.

5.1.3 Other Findings from the Research

Looking back at the findings, it can be concluded that effectiveness of online learning is not at par when compared to learning with the help of an instructor. The study showed unsatisfactory results of online learning and unexpected preference for face-to-face delivery. The students cited several reasons for not favouring online delivery, as mentioned in the two previous sections. The other limitations of this method were the inadequate interaction between teacher and learner, lack of immediate feedback from lecturers after an e-learning class, insufficient opportunities for learning and practicing the language skills, and lack of training in using the required technology. It was observed that the overall effectiveness was much higher when students learnt under the physical supervision of instructors.

Another key factor affecting the development of speaking particularly was the lack of speech practice tools online phonology and poetry courses. The data reflected an unsatisfactory improvement of speaking skills, which is a matter of great concern. Finally, students say that the context in which e-learning and tele-evaluation have been imposed are not appropriate. The fact that each student is sitting in his or her home in different parts of the city to attend an online class

is something not very practicable in a developing country or third world environment like Cameroon

Based on these findings, the implications of the study are presented below.

5.2 Implications of the Study

Behaviourism and Cognitive Load are the theories that were used for this study. These theories exemplify the learning process through which students construct knowledge within an environment. Behaviouristic teaching techniques aim to alter a learner's surroundings, in an effort to alter the learner's perceptible behaviour. In the present research, we have seen how the new teaching environment of e-learning has altered students' learning behaviour and has produced attitudes to learning which have not been very encouraging. Disengagement has been the order of the day, for various reasons as already discussed, though students tend to pass their examinations and pass very well.

The learners' function during the learning process is to be responsive to the environment, so as to make connections between stimuli and modify behaviour. In the context of this research, the stimuli, which is the e-learning platform and the new method of evaluation, which is tele-evaluation, have not produced desirable results – that of enhancing students' competence in written and spoken English skills. Does this mean that behaviourism is not a good theory to have been applied in this research? Far from it. Other studies carried out in other parts of the world have seen the use of this theory in their study cases. The results obtained confirm findings by John, Aragon, Shaik, & Palma-Rivas (2000); Carr-Chellman (2006); Emerson & Mackay (2011); Hughes, McLeod, Brwon, Maeda, & Choi (200à); and Maltby & White (2000). These authors found significant differences in students' outcomes between the traditional and e-learning approaches. Particularly, Maltby and White (2000) claim that students prefer the face-to-face classes over the online learning platform. Thus, despite the importance of e-learning and tele-evaluation, if the context of application is not evaluated, e-learning will not be a good means for enhancing the language skills.

As for Cognitive Load theory, it suggests that our working memory is only able to hold a small amount of information at any one time and that instructional methods should avoid overloading it in order to maximise learning.

The main hypothesis that underlies the present research is that E-Learning and Tele-evaluation methods in the Department of English in the University of Yaoundé 1 do not enhance students' linguistic levels, and their performance in examinations does not match their linguistic competences. The research results have proven this hypothesis. This implies that a lot more has to be done to create more suitable environments for students to be able to use these new technologies profitably. Recommendations to stakeholders will inform the reader as to what needs to be done to achieve accomplishment of set goals when these new systems were introduced at the university.

5.3 Recommendations to Stakeholders

E-learning and tele-evaluation will continue to be a growing area of study in education. This is supported by the fact that despite its challenges, the University of Yaoundé 1 continuously uses it. Therefore, they should find a way to overcome such shortcomings as doing so would help make the teaching of English effective. By doing this, the university can facilitate learning of English by embracing e-learning platforms. Additionally, the strategies to address these problems must be viewed in a multi-dimensional or multi-faceted manner with respect to the context and the availability of means. Enhancement of the language skills should be the priority. Furthermore, the educational system will not be able to support the incessant growth and penetration of Tele-evaluation in education without an effective initial professional development of lecturers and students that is based on these technologies. This goes in line with Watkins and Verma (2008:19) who assert that institutions must begin to develop and nurture a culture of innovation and excellence.

Based on the objectives and findings of this study, the following recommendations are made to the university administrative authorities, to students, to lecturers and to the government.

5.3.1 Recommendations to Students

Students should try to develop a positive attitude towards e-learning and incorporate it into their learning activities. There is a great need for a change of mind set. Students need to change their

ways of seeing e-learning and tele-evaluation. They must understand that the whole world is going digital, and that Cameroon will not be left behind. The reasons they gave for not preferring e-learning must be overcome; they need to go an extra mile to accommodate all the difficulties they encounter. For example, they should make arrangements with their classmates to meet in homes which have better Internet connections to work together with them during class periods. After all, the timetables for classes are known before classes in a given semester start. Some can even plead with students owning good laptops or computers in their homes to work with them jointly, using their equipment. All they need is humility, a good character, and politeness to ask for help. E-learning platforms have come to stay. Students should also convince their parents about the new ways of teaching at the university and persuade them to provide them with enough money to purchase the necessary e-learning equipment.

5.3.2 Recommendations to University Lecturers

Lecturers, too, must develop a positive attitude towards ICT teaching methods, and make efforts to adapt to the new system of tertiary education. Universities in Cameroon must meet international standards, which include using ICTs to teach and dispense knowledge. Many are the lecturers for whom e-teaching and learning are very new. Hence, apart from the scanty, one-off session of brief training that the university provided for a handful of lecturers, the lecturers should teach themselves how to manipulate and use e-learning platforms. It is true that most of them were never taught using this new technologies and have never learned to use them themselves. However, learning every day is part of the university teaching profession. Lecturers should increase their technical know-how, just as they read and update their course contents.

Interesting and practical online course designs are very important for e-learning to be effective. Therefore lecturers should try to create such courses. Sufficient explanations for each lesson and exercise should also be provided. Additionally, the design and content of learning tasks must be evaluated and revised from time to time. More to that, online language learning strategies (OLLS) training should be conducted before the course begins and throughout the course to encourage students' motivation to learn online. Moreover, interesting and motivating orientation at the beginning of each lesson should be implemented.

Students' readiness for online learning should be measured before an online course starts. The measurement would include students' preference and style of learning, confidence, level of comfort and competency in using Internet and computers, ability to engage in self-directed learning, and positive attitude towards online learning. Findings on online studies show the need for lecturers to use participatory teaching methods because not using them may affect students' performance. On this, lecturers should embrace new strategies in teaching that have potentials to revolutionize the educational system, for example, by adopting alternative methods of teaching, being more effective in the setting of questions and being observant during tele-evaluation. Finally, the interaction between instructors and students must be increased in order to motivate students to take responsibility for and control of their own online learning.

5.3.3 Recommendations to University Administration

For tele-evaluation to be used, its design and environment should be considered. The timing of questions, the internet facilities, classroom sizes and the type of questions set should be taken into consideration. This method of evaluation could cover a percentage of the exam while other forms are used for others. This will permit learners to have opportunities to demonstrate their skills.

5.3.4 Recommendation to Government of Cameroon

It is necessary for Government to allocate a certain portion of her budget to improve Internet infrastructure in the whole country, even in cities like Yaoundé and Douala, the political and economic capitals of the country respectively. We are dealing with students of the University of Yaoundé in this research. Yet we can see their difficulties as far as Internet connectivity is concerned. This should not be happening, and it is Government which should solve that. The other parts of the country too, be they remote or not, have a right to enjoy the use of ICTs, which means having Internet connectivity and constant or stable electricity. E-learning is the same as distance-learning. There is no reason why a student should not be able to live with his or her parents in a different place other than Yaoundé and follow online classes of the English Department.

The high cost of electricity and the high cost of Internet data especially, are problems which lie in the hands of Government to solve. We strongly believe that Government has control over the telephone companies which provide these facilities in the country. For e-learning to be within

reach of every citizen without discrimination, the cost of these necessities should be brought down and controlled.

Further recommendations to Government include initiating short-term professional training programmes and Special English language courses/workshops for secondary school teachers of all subjects. The aim should be to train teachers on new learner-centred methods to improve their teaching skills, while the English courses workshops would help them improve their English language competence.

In addition, the government should support students by either providing them financial aid/assistance or distributing/providing the needed resources to them directly in order to help them attain education from the platforms of e-learning. Laptops were provided some years back, but new students who came after that time have not been given anything. And some of those who had the laptops said they were not good enough for e-learning; they were too weak. Perhaps a cash support to students to buy their own laptops obligatorily would help. This can only come from Government, maybe via University Administration

Finally, adequate technical support should be provided to students and instructors to improve the effectiveness and overall online experience of the stakeholders. For example, an ICT hall or room could be provided with good computers and Internet connection on the university campus where students could sit together and listen to the teacher together, and benefit from the questions and answers of their classmates and teachers. Tools such as video conferencing, Zoom, Skype could be added to the present WhatsApp and Telegram messages and voice, which are the only tools used for now by most lecturers, would certainly increase the efficiency of online teaching and learning in the Department of English and the university at large.

5.4 Limitations of the Study

No research endeavour of this nature, especially being the first of its kind done by a budding researcher, can end without some shortcomings.

It was a challenge trying to interview lecturers and university administrative authorities. This is because the idea of interviewing them came late in the day when data collection from the main actors of the research – students – had already been completed, and analysis of such data

finished. By the time it became clear that the decision makers who introduced e-learning and tele-evaluation into the university system needed to be questioned, these people were difficult to find. Because of online classes taking place, most lecturers worked from home and so it was not easy tracking them on campus. As for the administration, they were busy preparing for the selection of new lecturers to be recruited in Yaoundé 1 University, and thereafter were preparing to go for the 23rd University Games in Ngaoundere. Due to this, the interviews were hurriedly done. However, I could still get some facts from the very brief interviews.

Elsewhere, insufficient finances and administrative privileges posed great limitations to the data collection process of this research. While we gathered data from interviews and questionnaires, we could run a simulation of e-learning and tele-evaluation sessions with students and lecturers of the Department of English for the purpose of this research. Such sessions would be tailored to experimenting with both systems, learning firsthand what perceptions and challenges there are, and evaluating their effectiveness in relation to the initial objectives. It is clear that if we had all informants in one hall at the same time, plus some authorisations and access to the technology involved, we would have genuine information not only faster but easier.

5.5 Suggestions for Further Research

After carrying out this research with students of the Department of English of the University of Yaoundé 1, a similar one could be carried out in a different department of the same university to see whether e-learning and tele-evaluation pose problems in content subjects the way they do on language and literature. Another possibility could be carrying the same research with students of the same department in a different university in a smaller city of the country, and a contrastive study done with this research in a big city. Similarly, students' examination results could be compared when tested by tele-evaluation or by different types of testing methods like prose writing or essay writing of answers. Lastly, further research could be done on strategies to enhance English writing and speaking skills through e-learning facilities.

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APPENDICES

Appendix 1: Questionnaire for Students

Dear respondent,

This questionnaire is conducted as part of research aiming to improve the learning environment in schools. Any personal information provided during this study will be treated with confidentiality. You are being advised to fill the following information and please tick where it is appropriate according to your perception. It is divided into two sections: personal information and academic views.

Section A: Personal Information

Please tick (√) besides the choice(s) that best describes you.

Level of Studies

Level One	Level Two	Level Three

Section Two: Academic Views

E-learning

Please tick (√) besides the choice(s) that suit your platforms.

1. Which platforms did you use for studies during the Covid-19 period in your class?

WhatsApp	
Telegram	
Zoom	

2. How satisfied are you on the use new technologies in relation to the enhancement of language?

Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied

3. Which methods do teachers use to transmit English Language lessons in these platforms?

Audio-notes	
Text	
Video-lessons	

4. Are there other tools/platforms you would prefer using? Name them.

_____

_____

_____

5. Is language learning effective through online platforms?

Very effective	Effective	Undecided	Ineffective	Very ineffective

Tele-evaluation

6. What methods did your teachers use in evaluating you at the end of the semester?

_____

_____

_____

7. Evaluation through the method above permit you to demonstrate your language potentials.

Strongly agree	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**

8. What reasons support your satisfaction or dissatisfaction with the teaching and evaluation methods above?

_____

_____

_____

_____

_____

9. What do you think could be done to improve e-learning and tele-evaluation?

_____

_____

_____

_____

Thanks for your support.

Appendix 2: Interviews with University Lecturers and Administrators

I- Interviews with lecturers

Question 1: What were the objectives of tele evaluation?

Question 2: What are your perceptions of e-learning as a method of teaching in the Department of English of the University of Yaoundé 1?

Question 3: Is tele evaluation an effective method of testing students in the Department of English?

Question 4: What are some of the challenges of tele-evaluation?

II- Interviews with Administrators

Two person were interviewed from this category, and three questions were asked.

Question 1: Why was the tele-evaluation method introduced in the University of Yaoundé 1?

Question 2: Is the tele-evaluation method an effective way of evaluating students?

Question 3: Is there any difference between the tele-evaluation and the normal MCQs on paper?

Thanks for your support.