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## **E-Technology-Based Learning Tools versus Non-Electronic Learning Tools in the ESL Classroom: An Action Research**

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### **Abstract**

This is a study of an action research designed to examine the effectiveness of using e-technology in the ESL classroom, e.g., Vizia for reading, TED talks for listening, Zoom Breakout Rooms for speaking, and Padlet for writing in place of non-electronic learning tools. It involved two tertiary level 20-member ESL classes; one as the experiment group and the other as the control group. The control group used non-electronic learning tools in carrying out classroom activities in writing, reading, listening and speaking, and, in doing the same activities, the experiment group used only the above e-learning tools and applications which are generally used both in asynchronous and synchronous learning. These web tools and applications that address each respective language skill were selected considering learner needs, learner profiles, learning styles and course goals particular to this situation. Thus, this mixed study was conducted for a period of one month and, finally, a summative assessment representing each individual skill area was given to both classes to evaluate the progress they made with the two respective types of learning tools. The order in which the answer scripts were collected indicated that 75% of the experiment group finished the test earlier than the allocated time, whereas 55% of the control group needed even an extra allocation of time (5-10 minutes) to finish it. In addition, the majority of the experiment group scored better than the control group. Thus, it was discovered that the use of e-learning tools and applications facilitated the learners to build competence in all four language skills in a virtual background. Moreover, it was noted that the students had a positive response to e-technology-based learning.

**Keywords:** *E-learning tools and applications, ESL classroom, Four skills, Students' perception*

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