

**Volume-1, Issue-VI, Sept- 2017**

# **Research maGma**

**An International Multidisciplinary Journal**

**CONFERENCE**

**of**

**Thiruvalluvar University  
College of Arts & Science, Arakkonam.**

**on**

**"EMERGING TRENDS IN ENGLISH  
LANGUAGE & LITERATURE"**



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## An International Multidisciplinary Journal

ISSN NO- 2456-7078 IMPACT FACTOR- 4.520 VOLUME-1, ISSUE-7, SEPT-2017

### COMPUTER AS A TEACHING TOOL OF E-LEARNING AND FLIPPED CLASSROOM

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#### ABSTRACT

Computer technology is pervasive in all aspects of modern life. In the last few decades, computer technology has made tremendous progress in the world of communication to benefit people. One of the benefits of computer is to help the teachers and the students in teaching learning process. The internet and its user-friendly interface the World Wide Web provide versatile opportunities for language learners. The World Wide Web has opened new vistas of language teaching, and since its language is English it provides an unlimited resource of vocabulary. Moreover, as children are highly motivated by computers, language learning is conventional methods. Children are highly motivated by computers and language learning is more enjoyable with the Internet. Social networking can serve as a fantastic educational tool both for teachers and students if they understand that the site is used for educational purposes, and is not for personal use, E-mail offers students a practical opportunity to interact with others in the target language. New generation is crazy about the internet and computers. Computers provide with lot of information and given the individual guidance in learning. In the computer environment students have the pleasure to discover new knowledge easily? At the same time they will always need their teachers help the guidance. This new situation requires developing new skills, both on the part of teachers and students.

#### KEYWORDS:

ELT Class Room, E-Mail, Facilitator, Internet, Orkut, Skype, Twitter

#### INTRODUCTION

The advent of the World Wide Web changes the way we do things. It also greatly changes how computer software is built. While this profound evolution of software development has caused many in the software industry to change their way of developing software, it has not caused many in the academics to change their way of teaching computing. This paper describes a course that teaches web

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development technologies and to keep student abreast of the state-of-the-art web development technologies. The contents of the course, the experience gained, and related educational resources are presented.

The internet is occupying an important position in the ELT classroom. The World Wide Web can be used very effectively in teaching English as a second language interactively. Preparing for an internet-based language lesson may be demanding because looking for information on the World Wide Web requires a considerable amount of time and concentration. However, it is absolutely rewarding using it in teaching languages, as students benefit from it enormously. In addition, the range of educational materials that are available in internet constantly increases and new resources appear on the internet, which has to be exploited. The World Wide Web should never be used in the language lesson just for the sake of novelty. It should be used to develop purposeful interaction in the language classroom.

### **ROLE OF TEACHERS IN THE DIGITAL CLASS ROOM:**

Language teachers can post the target materials on the social network site and students can write their comments and can also have a discussion on the target topics. Students can be encouraged to share their ideas, difficulties, etc. Social networking can serve as a fantastic educational tool both for teachers and students.

The speaking exercise on the Internet give the learner and the teacher the opportunity to engage in an online, simultaneous atmosphere with the help of applications such as Messenger and Skype. Skype provides a real-time speaking opportunity with a group of students in a virtual classroom. The teacher can open a pop up window to write messages, to show the spelling of certain words. Everyone in the group has the opportunity to write something on the message box. The students have the opportunity to write on a separate window individually. This is a chance for the shy or timid students who are hesitant and do not want their comments or questions to be seen by others. Such students can open a new private window and get into communication with the teacher personally. It enables the user to continue their learning process online without the need for physical presence in class. In language teaching not all areas lend themselves readily for online teaching. Solving well as at school and this presents teachers with a range of useful options in terms of setting writing tasks, communicating with learners by e-mail, giving them research tasks and setting up project work based on researching the internet.

Language learners who have an internet connected computer at home spend lots of time in front of the computer and they are to be guided rather than instructed, as they can find necessary information on the World Wide Web, and they keep in touch with their teacher and classmates by e-mail. Certainly, teachers have a great responsibility in giving their students the right amount of help.

### **SIGNIFICANCE OF E-MAIL:**

Computers' role in education is growing, and they are becoming important aids both for students and teachers.

Net based lessons are motivational, a source of authentic language and retain a certain "cutting edge" feel. One of the most important roles of the tests or doing exercises based on already familiar grammar items is easily transferrable from a classroom setting to online teaching via Skype.

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E-mail offers students a practical opportunity to interact with others in the target language. Students can create their own mailing lists or the teacher can set up a class e-mail list. When e-mail communication is kept within one class, the teacher can easily connect communicative tasks to the topic currently being covered in class and thereby extend the learners' communicative time and involvement with that topic. Instructors can design e-mail assignments pre-class, post-class, or supplementary activities.

### **THE USE OF WEB 2.0 TECHNOLOGIES IN THE CLASS ROOM:**

The term web 2.0 is associated with web applications that facilitate participatory information sharing, interoperability, user-centered design, and collaboration of the world wide web. A web 2.0 site allows users to interact and collaborate with each other in a social media dialogue as creators of user generated content in a virtual community, in contrast to websites where users are limited to the passive viewing of content that was created for them. Examples of web 2.0 include social net working sites, blogs, wikis, video sharing sites, hosted services and web applications.

This teaching profession as a whole has much to learn from its digital native students, especially at the technological and social frontier of Web 2.1 (Wildner, 2000; Davis, 2002; Evans, 2004), It is highly encouraged that language teachers must develop awareness and competencies to effectively integrate internet in learning a language is having access to a large range of audiovisual materials. The internet provides the learners and teachers with such materials as listening to the news, radio, and / or TV programs, by recording and playing them back to see how native speakers use the language, phrases, and idioms, which also facilitates practice of pronunciation.

### **SOCIAL NET WORKING FOR TEACHING OF LANGUAGE:**

The "social networking site" is the 21st century term for "virtual community," a group of people who use the internet to communicate by voice, chat, message, blogs about everything and anything. The widespread examples of social networking are Facebook, Twitter, Orkut, YouTube, MySpace, etc. The ideas of using social networking in language classrooms seem to be challenging.

Technology in language teaching and learning. They need to equip themselves with the recent technological innovations to make learning process more relevant to the needs of the modern world. In our world, there are different kinds of English teaching methods. Students are to have fun while learning. Because of this reason the teacher can make his lesson more effective and enjoyable by web 2.0 technologies. They are up to date so they attract students' attention. Also they make teaching easier. The teacher can find a lot of visual or audio materials and games with the use of web 2.0 technologies in the classroom effectively.

### **FLIPPED CLASS ROOM:**

Some of the students are confused the name of Flipped Class Room but it is very interesting one. "Flipped", as in "Flipped classroom," is a buzzword often heard among the community of innovative educators.

High school teachers Aaron Sanns and Jonathan Bergman were the first to flip their classrooms. The Flip started when these teachers began supplying absent students with an online lecture they could watch from home or from wherever they had access to a computer and the internet, including school or

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the local library. They soon realized that if all their students could do this from home, then they wouldn't need to lecture in class. Instead, class time could be used for expanding upon the content through collaborative learning and mastery concept exercises.

While a traditional classroom is teacher-centered, a Flipped classroom is student-centered. Here the question is arise, How?. The answer is very simple. By taking the lecture out of the classroom and bringing homework into the classroom. Students and parents alike often suffer frustration during homework sessions because they do not understand the material. Instead of trying to apply concepts they learned in class at home by themselves, they watch a 5-7 minute lecture at home, write down any questions they may have, and apply the concepts in class with the guidance of the teacher.

In the traditional classroom model, teachers first explain each topic, and then assign homework. In the flipped classroom model, students first view the topics outside of class, and then use class time for inquiry-based learning, which in some ways resembles traditional homework assignments.

A flipped classroom uses educational technologies to leverage valuable classroom time. Once students have covered material traditionally covered in lectures outside of the classroom, teachers can focus on learning-based activities in the classroom, and also deliver more one-on-one, customized assistance.

As technology becomes increasingly common in instruction at all levels of education from kindergarten to college, the modern classroom is changing. The traditional teacher centered classroom is falling away to give students a student-centered classroom where collaborative learning is stressed. Teachers are effectively utilizing online learning and changing the way they teach is by flipping their classrooms.

In the flipped classroom environment, the teacher becomes the guide off to the side, acting as more of a facilitator, helping and guiding small groups and individuals toward learning success.

Flipped Classrooms are given many benefits both the teachers and students: it is

- 1.No longer, frustrating homework sessions. Students have more time for family, friends, play, and extracurricular activities.
- 2.A flipped classroom promotes student collaboration and concept mastery exercises.
- 3.Flipped your classroom will create a student-centered environment.
- 4.Video lectures are short – typically under ten minutes – keeping students engaged.
- 5.Teachers are available for more one-on-one interaction with students in a flipped classroom.
- 6.The flipped classroom provides flexibility – everyone works at their own pace.
- 7.Students take on the responsibility for their learning.

At the same time some of disadvantages are arise in flipped classroom: that is

- 1.Some schools or students do not have the technology needed for a flipped classroom to be successful, especially those from low-income school districts.
- 2.There is no guarantee students will watch the online lecture at home and come to class prepared. A flipped classroom's success is dependent on student participation.
- 3.Some parents may not like the idea of a flipped classroom. Teachers will need to be prepared to meet some resistance.

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4.Support for a Flipped Classroom may also be lacking from other teachers, school administrators, and students.

5.Although allowing each student to work at their own pace may be extremely beneficial for the students, it may lead to a larger workload for the teacher. Having to manage multiple students working on multiple assignments within multiple standards may become time-consuming.

6.Standardized testing can become problematic in a flipped classroom. A good portion of a teacher's instruction time needs to be set aside to be prepared for state mandated standardized testing, which interrupts the flow of the flipped classroom.

A Flipped Classroom will certainly look very different from a traditional classroom. Instead of students sitting in individual desks facing the front while their teacher lectures, students sit at tables or desks pushed together by themselves doing work. Students are out of their seats, accessing books, computers and others students for information. Although a Flipped Classroom may appear chaotic, loud, or even messy at first glance, the action and collaboration taking place in this non-traditional classroom is a direct result of student learning.

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