Literary Voice

A Peer Reviewed Journal of English Studies
U.G.C. Care Group II Journal
ISSN 2277-4521
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Special Edition Number 16 January 2022

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SEMINAR PAPERS

Enhancing English Language Proficiency through Social Media Communication: Issues and Concerns
Dr. A.V. Bharathi 5

Managing Online Classes in the Post-COVID-19 Era: Choices and Challenges
Dr. Abhilash Nayak 16

Students' Perceptions and Attitudes of Autonomous Learning through Technology
M. Kiran Babu
Dr. Joy Anuradha Muthyala 23

Effective Strategies for Active Participation of the Students in the ESL Context
Dr. Krishna Chaitanya E.
Dr. V. Aaprna Reddy 31

Empowering Classroom Pedagogy by Investigating Formative Assessment: Some Preliminary Observations
Kranthi Priya Oruganti
Sundeep Maneri 38

Effectiveness of Classkick as an Online Tool to Enhance the Writing Skills of Students in EFL Classrooms
Dr. Lekha G. Nair
Dr. Justin James 45

Speaking Assessment-from Learning Process to Feedback
Dr. Meenakshi Barad Sirigiri/52

E-Learning in Foreign Languages: Challenges and Opportunities During COVID-19
Nidhi Singh Kavia 57

Contemporary v/s Virtual Teaching-Learning Methods: A Boon or a Bane
Dr. Priyanka Angiras 63

Conscientization on Digital Initiatives of the Government of India
for Educational Development of Tribal Girls
P. Nandini
Dr. P.S. Sreedevi 69

Effective Classroom Pedagogy: A Requisite of the Time
Dr. Ritu Pareek 77

Some Reflections on Critical Pedagogy and Intertextuality
Dr. Saumya Sharma 82

Reviewed and Recommended Out-Class and In-Class Activities
for Planning Flipped Learning
M. Sarpparaje
Dr. V.R. Jeyasala 89

Traditional Classroom Vs Flipped Classroom: Finding A Better Way
Shivam Jhamb
Dr. Manoj Kumar 98

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FROM THE EDITOR'S DESK

Covid-19, like any other catastrophe, has caused severe damage to all the spheres of life with long lasting consequences for the individual, society and the world at large. The educational domain too has suffered a severe blow due to the closure of all educational institutions, thus paralysing the traditional pedagogical techniques that depend on face to face communication for effective education. Nonetheless, to cope with the crisis, there has been a surge in e–learning techniques where teaching is done on digital platforms. The dissemination of knowledge through the digital mode and the related teaching practices have helped sustain the system of imparting instructions in the harsh conditions triggered by the pandemic.

The Special Edition 2022 of *Literary Voice* comprises select seminar papers presented at the Two Day International Virtual Conference on "Shifting Paradigms in the Teaching-Learning Scenario Post-COVID-19" organized by D.A.V. Centenary College, Faridabad, on 8-9 July, 2021, in collaboration with *Literary Voice*, under the enlightened leadership of Dr. Savita Bhagat, Officiating Principal. The avowed objective of the conference was to bring the teaching fraternity on a common platform for their innovative and constructive ideas to assimilate the new normal and to change passive learning into active participation of the students. Besides the wonderful contribution by the illustrious expert speakers from India and abroad, 75 research papers embracing various facets of ELT were presented. The eminent external experts eventually shortlisted 17 papers for publication after a couple of reviews and revisions. The panel of reviewers in the *Literary Voice* after their own rigorous review finally approved 14 research papers for publication as these will contribute to the needs of the teaching-learning process during the pandemic as well as in the post-Covid-19 scenario and encapsulate prudent and pragmatic pedagogical ideas for the growth of teachers and learners by shifting the focus from teacher-centric to learner-centric education . Besides the focus on the prolific themes and sub themes of e-learning including the merits and demerits of online/offline education, the articles investigate concepts ranging from Flip learning, Intertextuality and Virtual classrooms to the changing paradigms in modern education.

Hopefully, the Special Edition 2022 of *Literary Voice* will be of tremendous help to the academia, specially for inculcating the higher and lower order cognitive skills among diverse learners and for facilitating and encouraging a vital discussion on the various domains of teaching and learning.

T.S. Anand

Introduction

The Covid pandemic rattled the entire world with hundreds of lives being lost every day during its peak. There is no single sector that has not been affected adversely by the deadly Corona Virus . The economy crumbled due to the collapse of many sectors including the corporate world, the tourism industry, entertainment, education and many more. The unprecedented lockdown confined millions to their homes, leaving them jobless, helpless and the worst, hopeless. Sensing the gravity of the situation, the educational world immediately shifted to the Online mode to counter the adverse effects of the pandemic, though it meant encountering challenges of immense proportions.

D.A.V. College, Faridabad, established by the prestigious DAV College Managing Committee, New Delhi, way back in 1985 and accredited with 'A' Grade by NAAC , has since its inception carved out a niche for itself in the academic world by scaling new peaks of excellence with an eye on the holistic development of its scholars. So, under the enlightened guidance of the Officiating Principal, Dr. Savita Bhagat, the college, without losing any time, engaged itself in taking effective steps to ensure that the scholastic interests of its students were not adversely affected in the radically altered situation arising from the pandemic. And that is how, even in the midst of that gigantic health crisis, it organised a Two Day International Virtual Conference on 'Shifting Paradigms in the Teaching-Learning Scenario Post-COVID -19' in collaboration with *Literary Voice: A Peer Reviewed Journal of English Studies* and AINET on 8th and 9th July, 2021. To discuss the challenges arising from the paradigmatic shift to the online teaching learning mode as well as to dwell upon the future scope of the online approach, the conference provided a timely and fertile platform on which a number of participants from the domains of academia and industry came together to share their valuable views and experiences .

The inaugural session of the conference was followed by two Interactive Sessions in which three 'Breakout Rooms' were set up for presentations on various sub-themes by the delegates from all over the country. The second day of the conference began with the Hands On Session followed by three more vibrant sessions wherein eminent speakers representing renowned institutions enriched the ongoing deliberations with their expertise. All this is reflected in the *Special Edition* comprising select papers of the conference. Hopefully, our modest endeavour will prove significant for academic pursuits through the digital mode of education in the prevailing circumstances and even in the post-pandemic era.

Shivam Jhamb
Associate Editor
Special Edition

Enhancing English Language Proficiency through Social Media Communication:Issues and Concerns

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Abstract

Today's smart graduates need English language ability to compete in today's employment market and obtain a more secure career. English, as the global language, has become a daily component of our personal and professional lives. The information-driven 21st century has revolutionized communication media. The emergence of social media has created new channels for quick communication. We can't deny the popularity of social media apps like WhatsApp, Facebook, and YouTube for exchanging information. These sites are now widely used by young and sophisticated netizens. In today's work environment, new graduates must also have fluency in English, communication, and presentation.

Language and communication skills are vital to our personal and professional growth. However, mastery in English requires understanding of all four language skills: listening, speaking, reading, and writing. To determine whether social media communication has a good or detrimental impact on contemporary undergrads' communicative competence, the researcher surveyed 231 commerce undergraduate students. A questionnaire was created and distributed. The data was analyzed both qualitatively and quantitatively. The demographic data were analyzed using frequency counts and percentages, while the study hypotheses were tested using the Chi-square test.

Keywords*: Social- media, Undergraduate Students, Writing Skills, Academic performance, communicative competence.*

Introduction

English language proficiency is highly demanded today. Being a means of global communication, it has become imperative as it ensures success in personal, occupational and academic fields. Communication skills are essential for any progressive career. The ICT revolution has added many avenues to facilitate communication even educational communication. Writing is perhaps one of the most demanding academic skills. All writing aims at clear and efficient communication. Writing holds a special position in the prevailing pattern of education. Sometimes, it also remains the only way of assessing and evaluating the students' academic performance. Accordingly, the ability to write determines academic achievement/failure.

Social Media

Social media is a tool that uses web and mobile technology to create an interactive discussion. It can be found in periodicals, internet forums, weblogs, social media, wikis, podcasts, and images. Social media is now widely used for information exchange in all fields,

including academic and professional. These social media tools have enabled smart generations to interact virtually/online. Many students used to do texting on social media sites like Facebook, Instagram, Twitter, and WhatsApp. These sites promote free writing. While texting, they appear to use words carelessly, disregarding appropriate writing mechanics. Facebook is a communication and information exchange social network. It is now used for educational purposes and has been studied in this regard. YouTube is a great web tool. It is one of the most often used social services, irrespective of age, gender, socioeconomic or mental aspects. Blogs or Weblogs are websites where anyone can write whatever they want, whatever they want. Blogs allow readers to communicate with the writer by leaving comments. Podcasts can improve speaking and listening abilities.

Review of Literature

Many studies examined the relationship between students' use of social media and its impact on their academic performance. Some studies substantiated that the students consistent use of social media network may damage their genuine writing efficiency and other studies found that this channel can enhance the communicative abilities of the smart generation.

(Belal) studied the impact of digital social media on tertiary students' writing and speaking skills and found that social media improves their writing and speaking skills. In their formal writing and speaking, students unconsciously employ short words, improper syntax, and sentence structure.

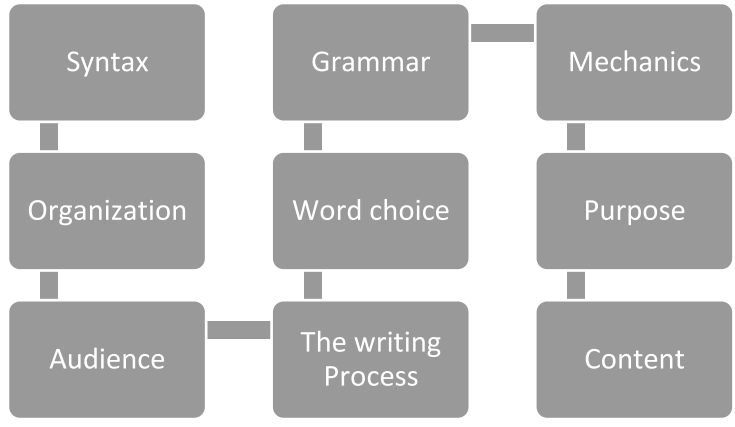
(Quader) discovered a link between students' social networking use and their academic performance. According to "(Asad et al.) students' academic learning outcomes may improve when their social learning outcomes are heightened. (Herring), claims that chat takes place in textual form (typing words on the keyboard and reading words on a screen), but that is generally consists of shorter, incomplete, grammatically simple and often incorrect sentences.

'(Gillett-Swan) found that learners may adopt the informal contractions and apply them in their formal writing. It may affect their grammar and spellings. ' (Adi Kasuma) revealed that social media introduces discourse functions and thus improves language abilities. (Dhanya G) revealed that social media provides opportunities to learners for enhancing their language skills. (Derakhshan and Hasanabbasi) found that Face book has greatly impacted the second language learning. (Al Rahmi) found that using social media in the classroom makes students more engaging and engaged. (Milana Abbasova) found social media messaging negatively impacts students' writing skills, it positively impacts their vocabulary and literacy.

Rationale

Though there is constant increase in the expected levels of their communicative abilities, very few learners attain that optimal level. But today even students from the rural back ground with average language proficiency are also actively participating in social media chatting. They are getting exposed to new language terminologies, which consist of web slang, short and contracted form of words. This paper attempts to know about students' use of social media and its impact on their skill enhancement and academic performance. It discusses about its various possible influences on their communicative abilities.

Fig 1 Producing a Piece of Writing



(Raimes)

Formal written communication demands all the above aspects shown in the diagram. The National Employability Report substantiates that most of the graduates in various disciplines lack the basic communication skills in English. The researcher attempted to study the impact of social media on students' communication skills.

Research Questions

- Ø Is there any impact of social media on students' social media texting?
- Ø Does the social media networking influence the learners 'academic performance?
- Ø Does this social media practice improve their communicative abilities?

Objectives

- Ø To study students' opinion on their social media texting habit and its impact on their writing skill,
- Ø To know whether the social media texting has any influence on students' writing skill or not
- Ø To find out whether students' social media texting habit enhances their language proficiency or not

Hypothesis

1. There is no relation between the means of the students' frequent use of social media on their writing skills
2. There is no relation between the means of students' perspective on the influence of social media texting on their communicative performance.

Methodology

The research design was a descriptive survey which enabled the researcher to generate data through the standardized collection procedures based on structured research

tools and well-defined study concept and related variables.

Population and Sample

The population consists of 726 B. Com final year students enrolled at Tolani Commerce College located at Adipur, during the academic year 2019-20. The sample of the study consisted of 32 % (231) students. The researcher considered cluster convenience sampling for the study. It includes 156 girl students (67.5%) and 75 boys (32.5%). 124 of them (55%) studied through Gujarati medium instruction at school. Another 52 (23%) students studied through English medium and the remaining 23% studied through Hindi medium.

Delimitation

The study is delimited to the final year undergraduate students in Commerce discipline only

Research Tool

A structured questionnaire was prepared to gather information from the students. The questionnaire was consisted of respondent's demographic details and of relevant questions pertaining to the theme that elicited responses from the respondents.

Data Collection

Data were collected personally by the researcher and the researcher explained the purpose of the study and shared the link through Google forms.

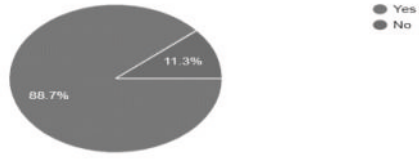
Data Analysis

Data collected in the form of responses were analyzed using the descriptive statistics of frequency counts and percentage and inferential statistics. The collected data is analysed using appropriate statistical tools like mean, Chi Square and ANOVA test. Chi square was used to test the stated hypothetical statements at 0.05 and 0.01 level of significance.

Fig.2 Use of Social Media

While responding to this item on their social media usage, 94% of them reported that they use social media channel quite frequently and the remaining 6% of them responded in negation.

Fig 3 Social Media and Skill Enhancement



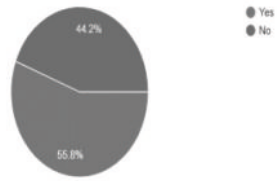
While attempting the above question on whether they believe that their communication through social media network enhances their communicative abilities or not, 89% of them responded positively and the remaining 11% responded in negation.

In the next item, majority of the respondents (59%) conveyed that they use WhatsApp channel for this and another 31% of them mentioned that they use Instagram for their social communication. Yet another 5% of them reported that You Tube is their preferable choice for this. Only 3% of them reported that use Google for this purpose.

Fig 4 Social Media and Communicative Abilities

In response to a question on whether they believe that social media network enhances their communicative abilities or not , 89% of them strongly believed that it will definitely improve their communicative efficiency.The remaining 11% of them firmly responded that it won't effect their communicative abilities at all.

Fig 5 Adoption of Mechanics of Writing



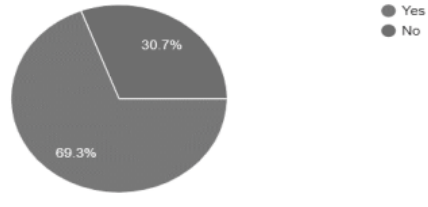
While attempting a question on whether they keep all the mechanics of writing skills in mind while texting or not, 56% of them mentioned that they do care those fundamental aspects while writing. But the remaining 44% of them confessed that they don't adopt all those rules and regulation in their social media communication.

In the next four successive questions , students were asked to mention whether they follow all the rules regarding grammatical aspects, sentence construction, appropriate

spellings or not.They were also asked to mention whether they use acronyms and short forms in their regular chatting. While responding to these questions, 71% of them reported that they do care about the grammatical aspects while chatting.Remaining 29% of them mentioned that they don't bother about grammatical aspects while texting with their friends.In the same way ,while attempting a question on proper sentence construction ,70 % of them mentioned that they considerthis while texting on social media. But the remaining 30% of them reported that they don't bother about those things at all.In the very next item they were asked to mention whether they do spell check their words while texting, 76% of them responded positively and another 25% responded in negation.When they are asked to mention about the use of acronyms and short forms in their texting, 68% of them mentioned that they use acronyms in their texting. Another 32% of them responded in negation.

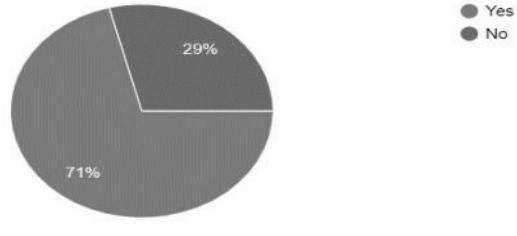
In the next item the researcher listed some acronyms and contracted forms which are quite frequently used in social media texting and asked them to mention whether they use any of those acronyms in their regular communication. It is interesting to note that none of those given words is left untouched. Their responses confirmed the present-day social media texting trends in general.

Fig 6. Social Media and Formal Writing



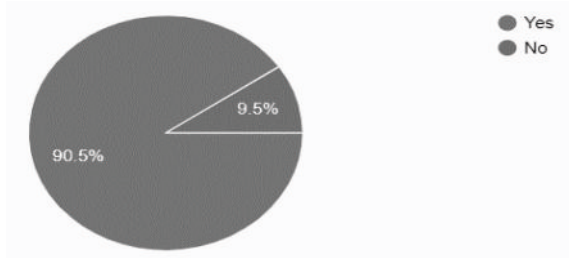
69% of them opined that their social media texting has got some effect on their formal academic writing skills, as it may influence their learning output. This is where the researcher focuses her study to know the impact of social media on students writing skills particularly in Academic/formal writing. 31% of them mentioned that they don't bother about rules and regulations of writing skills in English.

Fig .7 Teachers' Use of Social Media



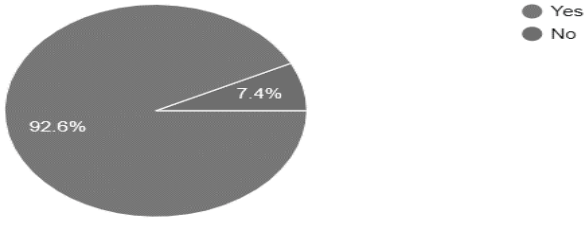
In the above item when they are asked to mention whether their teachers use social media channels for academic teaching purposes, 71% of them revealed that their teachers also use social media to teach them their lessons. The remaining 29% of them responded in negation.

Fig. 8. Social Media for Educational Purposes



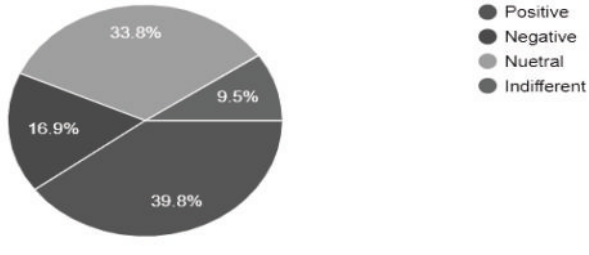
When they are asked to mention whether they use social media portals for educational purposes or not, 91% of them responded positively. The remaining students responded negatively.

Fig 9 Impact of Social Media on Communication



In the next item, they were asked to mention whether they opine that social media platform help them to communicate quickly, effectively and efficiently.93% of them gave their consensus that these social media platforms help them to improve their communication skills. The remaining 7% of them didn't feel like this. They responded negatively to this question.

Fig .10 Impact of Social Media on Communication



While attempting the last question, they were asked to mention whether social media language, short forms and acronyms have any positive or negative impact on their English language writing, particularly in word spellings.40% of the respondents responded positively and another 17 % of them responded negatively. However, yet another 34% of them couldn't express their opinion clearly and gave neutral response to it. The remaining 10% of them firmly conveyed that their social media interaction doesn't impact on their word spellings.

Hypothesis testing

1.Ho: There is no relation between the means of the students' frequent use of social media on their writing skills

Table No 1. Students' Perspective of Using of Social Media and its Influence on their Writing

	Do you frequently use social media portals to communicate with your friends?	Do you text message, keeping in mind the rules and regulations of mechanics of writing skills in English language?	Do you think that there is relation between your social media texting skill and your formal academic writing skills?
Chi-Square	174.896[a]	3.156[a]	34.290[a]
Asymp. Sig.	.000	.076	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 115.5.

Table No 2 ANOVA Students Perspective* of Social Media Texting and Skill Enhancement

		Sum of Squares	df	Mean Square	F	Sig.
Do you believe that social media network enhances your communicative ability in English language?	Between Groups	1.340	1	1.340	14.117	.000
	Within Groups	21.734	229	.095		
	Total	23.074	230			
Do you feel that social media enhances English language proficiency?	Between Groups	3.874	1	3.874	27.411	.000
	Within Groups	32.360	229	.141		
	Total	36.234	230			

The mean value of independent variable social media and its influence on communication skills enhancement is confirmed. There is association between social media texting habit and English language proficiency. It is explained that as it is significant at 0.05 level of significance and it concludes that there is significant impact between frequent use of social media with communication and English language proficiency based on ANOVA test.

2. There is no relation between the means of students' perspective of the influence of social media texting on their communicative performance.

Ho: There is no relation between the means of influence of social media texting on students' academic performance.

Table 3. Chi Square Test Students Perspective of Social Media Texting* and its Influence on their Communicative Performance			
	Do you think that you have enriched your vocabulary levels due to regular social media texting?	Do you believe that social media network enhances your communicative ability in English language?	Do you feel that social media enhances English language proficiency?
Chi-Square	59.260[a]	138.706[a]	86.065[a]
Df	1	1	1
Asymp. Sig.	.000	.000	.000
a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 115.5.			

Table No 4 ANOVA Students' Perspective of Social Media Texting and its Influence on English Language Proficiency and Communicative Efficiency

		Sum of Squares	df	Mean Square	F	Sig.
Do you believe that social media network enhances your communicative ability in English language?	Between Groups	1.340	1	1.340	14.117	.000
	Within Groups	21.734	229	.095		
	Total	23.074	230			
Do you feel that social media enhances English language proficiency?	Between Groups	3.874	1	3.874	27.411	.000
	Within Groups	32.360	229	.141		
	Total	36.234	230			

The p value based on Chi square test for three variables are found significant at 0.05 level of significance (p value is less than 0.05). It is found that the social media texting habit has a relation to enhance English language proficiency and communication ability of students. ANOVA test showed that null hypothesis is rejected and alternate hypothesis is accepted as significant value is less than 0.05. The results confirmed that there is significant influence between students' social media texting and their English language proficiency.

Conclusions

Students use Face book, Instagram, WhatsApp platforms regularly networks for their communication.

Students believe that social media network enhances their communicative abilities in English language.

The study confirmed that there is relation between their social media texting and their formal communication skills.

Students' freely text messages without thinking of mechanics and benchmarking aspects like proper sentence structures, spellings.

Their regular use of short forms and acronyms in their texting may affect their academic output.

Social media platforms help them to communicate quickly, effectively, and efficiently.

The study confirmed that social media texting adopts nonstandard forms of English.

Skill Enhancement through Social Media

Students can learn to exchange information and expertise among different groups by using social media often. They discuss ideas, events, hobbies, and information within their social circles. These exchanges let them converse autonomously, improving their skills and knowledge.

They learn to communicate fast without any hesitation through chatting and learn many technical skills and presentation skills indirectly through this. All of these exercises will improve their communication skills. Tech-savvy people are in high demand in all fields. So, besides theoretical knowledge, texting increases their functional knowledge.

Many qualified graduates lack the confidence to face an interview panel or properly introduce themselves. They overcome their psychological limitations by messaging in English.

Social media, when utilized properly, can help to develop all four language skills. They learn to pay attention to a lecture, a slide show, a movie, a song, etc. Listening helps them read, write, and speak appropriately.

Negative Effect

With many advantages, the smart generation's casual, regular texting habit may harm the genuineness of English language, especially in academics. Language proficiency in English is required for personal, professional, and academic objectives. Thus, the capacity to write still determines academic success or failure. It's spontaneous because someone is always online. They employ improper terminology without regard for the mechanics of writing. This may hinder their language development. They don't care about spelling. They overlook good sentence construction.

Suggestions

Teachers can help students who don't comprehend the complexities of instant messaging. They should warn them about using bad language. They should make students aware that their social media posts can affect their formal writing skills in English. This activity may help them reflect on their communication and personality development. Their analytical thinking skills will improve. During the Corona crisis, social media helped them teach online. These technologies help in teaching and learning. This social media network can be a great tool if properly led and used

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Managing Online Classes in the Post-COVID-19 Era: Choices and Challenges

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Abstract

In the pandemic period, there has been a paradigm shift in the teaching-learning strategies, due to the ever-increasing importance and intervention of technology in the curriculum at all the levels. Both the learners and teachers have been forced to adopt the new strategies and adapt to the changing needs in the transaction of curriculum. However, in a country like ours, where nearly 70% of the population live in the rural or semi-urban with limited or no exposure to ICT-enabled teaching-learning infrastructure and majority of the population cannot afford expensive smartphones, planning, conducting, and managing online classes on a large scale is a great challenge. In the COVID-19 scenario, when the physical congregation of the learners and teachers is either prohibited or constrained with SOPs, the online platform has become the most suitable alternative. As many of the teachers and learners are new to this new mode of teaching and learning, they need to be aware of the skills as well etiquette to make the teaching-learning transactions effective and successful. In spite of the tall claims that institutions and governments make, the internet bandwidth available with learners in most of the rural and inaccessible pockets of the country is often inadequate to support live-streaming of the online classes and the storage facility available with the mobiles is not enough to help the learners download the classes and watch them at their convenience. In a situation like this, the challenges encountered by the teachers while conducting and managing the online classes are more than the choices available. The present paper proposes to discuss the choices available to the teachers, the challenges they are likely to encounter and the innovative pedagogies and skills they need to exhibit to make such online classes effective, engaging and successful. The paper is based upon the findings of a survey conducted during the pandemic period on the effectiveness of online classes for teaching and learning.

Keywords*: pandemic, paradigm shift, teaching-learning strategies, technology, challenges*

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Introduction

The spectacular success of open and online education is attributed to its flexibility, adaptability and innovativeness. Over the last century the need for and importance of open, online and distance education has increased manifold across the world, particularly in countries where education gets only 2-3% share in the Annual Budget. Due to the absence of adequate human resources and physical infrastructure, the conventional universities in India have not been able to contribute much to the growth of GER in the country. Consequently, Government of India has urged universities and institutions of open and distance education to come forward and introduce affirmative interventions for enhancing GER.

Due to the increasing intensity and impact of Corona Crisis, normal life across the whole world has been paralyzed. As of now, almost 35 crore people across the world have come into its clutches and nearly 56 lakhs have succumbed to it. In our country, so far it has affected roughly 4 crore people and approximately five lakh people have lost their lives but we have been able to overcome its devastating impact. The undaunted spirit of humanity refuses to admit defeat and is ready with innovative means and modes in every walk of life to face this pandemic, to let life and livelihood go hand in hand.

Education has been worst hit during the first as well second wave of the pandemic. Over the last one year, there has been a paradigm shift in the teaching-learning strategies, due to the ever-increasing importance and intervention of technology in the curriculum at all levels. Both the learners and teachers have been forced to adopt the new strategies and adapt to the changing needs in the transaction of curriculum. However, in a country like ours, where nearly 70% of the population live in the rural or semi-urban areas with limited or no exposure to ICT-enabled teaching-learning infrastructure and majority of the population cannot afford expensive smartphones and other gadgets to take advantage of the online counselling sessions, planning, conducting and managing online classes on a large scale is a great challenge. In the COVID-19 scenario, when the physical congregation of the learners and teachers is either prohibited or constrained with SOPs, online platforms like Facebook, Gyandarshan, Gyanvani, Google Meet, Zoom, Webex, Microsoft Teams have become the most suitable alternative for conducting the academic sessions. As many of the teachers and learners are new to this new mode of teaching and learning, they need to be aware of the skills as well etiquette to make the teaching-learning transactions effective and successful. In a situation like this, the challenges encountered by the teachers while conducting and managing the online classes are more than the choices available.

Objectives

The main objectives of this study are to:

- Critically examine the skills/strategies used by teachers for successfully managing online classes;
- Identify the best practices/strategies adopted by the teachers to effectively handle the online counselling sessions, and
- Recommend skill sets/strategies to teachers to enhance their effectiveness in the online classroom environments

Research Methodology

The study has been mainly based on a feedback survey conducted by IGNOU Regional Centre, Patna for teachers of January 2020 and January 2021 cycles who conducted online counseling sessions organised by Regional Centre, Patna and Learner Support Centres under its jurisdiction. Out of the target population of more than 100 teachers taking the online counseling sessions, responses of 20 teachers have been analysed and interpreted in the study. The structured survey questionnaire included both close-ended and open-ended questions.

The close-ended questions for teachers included questions on their experience in conducting online counselling sessions, quality of the audio-visual output in the online classes, platform chosen for conducting the online class, suitability of the platform chosen, academic support given to students for the online counseling session and scope for feedback,

difficulties faced by the learners during the online sessions, difference between teaching in a conventional face to face class and an online class.

Analysis of Data

Teachers taking online classes have various kinds of experiences. Fifty six percent of the teachers are happy with the way they take the classes, 33 percent of the teachers are not very comfortable with the use of technology while taking the classes and 11 % don't know how to operate the online platforms and take help from others. Fifty nine percent of teachers are happy with the quality of audio-visual output, 37 % of them are not satisfied with the quality of output due to poor internet connectivity, multiple log ins or lower versions of the phones or computers and 4% have nothing to say about it. Seventy five percent of teachers use Google meet, 21 % teachers use Zoom and the rest use other platforms. Forty six percent of the teachers use PPTs, 37% teachers use pre-prepared notes, 12 % use readily available reading materials and the rest teach without any supporting materials. Seventy one percent of the teachers are happy that they can give feedback to the learners, 17 % teachers give feedback to the learners, but they find it very burdensome and stressful and 12 % don't give any feedback to the learners. Teachers who are comfortable with the new technology find the online classes more enjoyable than the conventional classes; on the other hand, teachers who are used to teaching in the conventional face to face classes with the chalk and the blackboard are resistant to the introduction of online teaching. Resultantly it becomes very difficult to find teachers who can successfully manage the online classes.

Choices

Teachers can keep the learners engaged in multiple ways by asking them to put their queries in the chat box and respond to them in a systematic manner or encouraging them to make small presentations on topics from the syllabus.

As learners in the online classes are more self-disciplined than the learners in the conventional classes, teachers are not required to spend their time and energy in taming the unruly and mischievous guys. In case anyone tries to create disturbance, the teacher or Admin can remove the student.

Teachers enjoy more flexibility in regard to teaching location and hours; being able to reuse and immediately update the learning materials; increasing the number of ways to individually communicate, supervise, and direct learners; and enhancing their ability to determine learners' educational needs and design personalized learning experiences accordingly.

Online teaching helps the teachers expand their professional community, exchange best practices and feedback, and enhance their teaching and career portfolios (Alman and Tomer)

Challenges

> Online teaching cannot be a complete replacement of traditional face-to-face teaching

> Online teaching is more demanding as it requires facilitating interaction, not simply presenting content

- Non-Availability of adequate number of counselors to conduct the online counseling sessions
- Lack of smartphones with the learners from poor socio-economic backgrounds
- Lack of adequate net bandwidth with the learners and teachers for accessing and conducting the online classes
- Low participation of learners in the online counseling sessions.
- Deliberate disturbance or nuisance created by outsiders when links for the classes are displayed on the website or available in the public domain
- Poor network connectivity and poor audio-video quality due to poor connectivity
- High rate of attrition or dropout rates in online courses than face-to-face ones. This is primarily due to technical and access problems (Bell and Federman 165-185).

Skills for Online Teaching

Pedagogical Skills: Effective online instructors should understand the fundamentals of online teaching and pedagogy. They must demonstrate this understanding through applying a large number of principles and strategies. These principles and strategies include:

- Designing and implementing appropriate instructional strategies, as well as classroom assessment and student engagement techniques;
- Organizing and facilitating students' participation and providing guidance and support as needed;
- Motivating students and showing enthusiasm and interest;
- Encouraging knowledge construction based upon learners' prior knowledge and life experience;
- Fostering learners' self-assessment and reflection; and
- Promoting group interaction, collaboration, and teamwork.

Content Skills: Online instructors must be able to:
- Master extensive knowledge of the content;
- State learning goals and objectives that coincide with learners' levels and characteristics;
- Draft and develop learning and assessment activities in line with learning goals and objectives;
- Develop and select appropriate and varied learning resources that accommodate different learning styles and preferences;

Design Skills: Online instructors must be able to:
- Understand and apply the instructional design principles, models, and theories;
- Organize and present the learning materials in different formats;
- Cooperate with the production team to design learning activities and select appropriate tools and techniques to present these activities; and

Technological Skills: Online instructors have to possess adequate technological literacy skills to:

> Access various technological resources and tools, such as email, Internet browsers, LMSs, text and video chat applications, and productivity software and applications;
> Be aware of the technical potential of, and procedures used to create, e-content, such as e- books and instructional videos; and
> Be alert to the latest updates and renovations of educational technology and software.

Management Skills: Online instructors have to possess managerial skills to:
> Clarify the roles and expectations of the instructor and the learners;
> Manage the course time and applying time-saving techniques;
> Demonstrate leadership, management, mentoring, and coaching skills,
> Establish rules and regulations for participation, timeliness, sending and seeking feedback.

Social and Communication Skills: Active communication and social presence are vital to engaging online learners. Using different communication tools (e.g., email, video chat, text messages, etc.), online instructors have to efficiently communicate and promote interactivity among the learners. The online instructors need to:
> Facilitate and maintain interactive discussion and information exchange;
> Use commonly understandable language;
> Ask questions and respond to questions in clear ways;
> Give feedback to the learners on their performance and progress;
> Personalize messages and feedback and making them more lively by adding the appropriate sense of humor when possible;
> Ensure accessibility among the instructor and learners, and the learners with their peers;
> Maintain a warm, friendly, and inviting atmosphere;
> Humanize the online environment as much as possible with personal inputs
> Create and develop respectful relationships and a sense of community among the learners;
(Abdous 60-67; Alan and Tomer; Bailey & Card 152-155; Craddock & Gunzelman 26; Fuller & Yu, 33-38; Munoz Carril et al., 462-487).

Solutions recommended for the challenges faced by Online Teachers

Sl No	Challenges and Concerns	Solutions/Pedagogy
1	Online teaching is different Lack of visual cues Online teaching lacks the synergy of face to-face teaching Online teaching is not relational	Need to humanize the learning environment, personalize interaction by using multimodal technologies
2	Lack of interaction Strategies from face-to-face do not work online Students lack confidence and skill using technology	Allow for choice and flexibility Know the affordances of the technology Use discussion boards for peer interaction

3	Students not familiar with virtual teaching Students lack self-regulation skills Students focus only on assessment, do not interact at deep level	Be clear about expectations about participation Use focused communication, Learn to moderate discussion
4	Students not engaged in tasks Quality of interaction is limited procedural mostly Students may have learning difficulties but remain invisible	Personalise the learning environment by getting to know students Monitor student progress, provide individual feedback
5	Time and workload to develop courses Advance preparation is necessary Need know-how in the best technologies for the pedagogical purpose	Design relevant and interesting activities Create advance organizers for students Use multimodal resources to convey concepts and meet learning outcomes

(McLoughlin and Northcote 1124)

- Faculty, students, and administrators must be educated about the pedagogical, administrative, technological, and technical aspects of online learning to face and solve any problems and concerns they may encounter (Palloff & Pratt).
- Online instructional staff will better understand their role as online faculty if they are introduced to examples of exemplary online instructors and consider them role models (Baran et al 1-41)
- Recorded versions of classes should be uploaded on the website to help learners who miss the classes. Moreover, Higher Educational Institutes should focus on uploading videos of practical sessions demonstrating processes, creation of own LMS by the university, dedication of special sessions for clearing doubts, inclusion of PPTs in all the sessions and humanization of the process by creating more space for interaction between the teachers and the students to make the online sessions interactive, engaging and useful. .
- Higher Educational Institutes should have one room dedicated as the studio for the delivery of online counseling sessions/recording of good counseling sessions by experienced and expert academic counselors which can be later uploaded on the websites of the respective institutes/universities for viewing by the students.
- Higher Educational Institutes should have provision of lease lines/optical fibres for uninterrupted high bandwidth internet connectivity
- Online instructors must pay attention to what they need to create, develop, and manage their online courses and how to effectively communicate with the learners in the absence of physical presence and interaction.
- Teachers need to transform their pedagogy when teaching in virtual spaces and this includes new roles, modes of interaction and discovery of engaging ways of teaching online that increase connectivity and interaction with students.

Conclusion

Online support services have undoubtedly paved a new direction to the teachers and educational administrators to keep the learners connected to their curriculum and keep pace

with the academic activities of respective universities or institutions of higher learning during this great crisis, but the challenges would continue to be there in a country like ours where nearly 70% population live in the villages and the digital divide still divides the youth both in the rural and urban areas. Governments at the Centre and states should come forward to create adequate ICT infrastructure at all the levels and orient both the learners and teachers in ICT tools so that online support services can be a reality. This could be done in collaboration with Public Sector Undertakings or big corporate houses through the PPP mode so that the youth of future would be really ready to contribute to national growth.

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Students' Perceptions and Attitudes of Autonomous Learning through Technology

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Abstract

Over the past three decades, learner autonomy has been a significant concept in English Language Teaching. Autonomy is about people taking more control over their learning in classrooms and outside. It is also described as ability to take responsibility for one's own learning (Benson 23).The aim of the study is to examine the perceptions and attitudes of the Engineering college students regarding their responsibilities, abilities and technology concerning autonomous learning, and to see whether learners view themselves as autonomous or not when language learning and technology go hand in hand. While new technologies have provided the learners with new opportunities to develop their learning abilities, several technical tools like social-networking sites, forums, blogs, Google suite, etc., have revolutionized the way learners learn the language. The 36-item questionnaire was made through Google forms to collect the data online from tech-savvy Engineering students from both Andhra Pradesh and Telangana states with a 5-point Likert scale. Results indicated that though most of the engineering students demonstrated positive perceptions & attitudes towards learners' autonomy and computer technology, half of the students expressed their dependency on teachers regardless of their autonomous levels in choosing course content, materials, and assessing their learning indicated that they weren't completely ready for learner autonomy. The ultimate goal of the learner is to take control of his or her own learning to become an autonomous learner.

***Keywords**: Learner autonomy, Engineering students, Perceptions, and Technology.*

Introduction

A substantial body of research on learner autonomy (LA) in language learning demonstrates interest in assisting students to learn autonomously (Benson 34; Cotterall 195; Little and Leni.1). To promote LA in the classroom, a gradual change from teacher-centered to learner-centered classrooms is needed (Yasmin et al.146). In teacher-centered classrooms, the teacher has complete control over how students learn and acquire knowledge. However, these traditional learning environments have changed with the advent of computer technology (CT), which enables learners to direct their own learning with access to resources, peer

interactions, and sharing of experiences. These technologies remove impediments to self-directed learning and enable the possibility of autonomous learning. However, creating a connection between learner autonomy and computer technology and empowering language learners in Indian classrooms presents a challenge.

Review of Literature

A wide range of research on learner autonomy (LA) has generated interest to help students learn autonomously (Dickinson 165; Cotterall 195; Little and Leni.1).Henri Holec defined autonomy as 'the ability to take charge of one's own learning (3, stated in Little 16) meaning learner taking responsibility and making decisions about learning. Dickinson defined autonomy as "...complete responsibility for one's learning, carried out without the involvement of a teacher (11, stated in Finch 21)." For Legutke & Thomasautonomy is "...the ability to act in a situation in which he is completely responsible for all the decisions concerned with his learning and the implementation of the decision(270, stated in Finch 21)." Therefore, autonomy is nothing but a learner's ability to take responsibility for his/her learning, make decisions, and implement themeffectively.

To develop LA in traditional classrooms, shift from teacher-centered to learner-centered ones and exchange of teacher-learner roles are required (Little 178). Learners must change their roles to become independent learners. In that regard, a few studies examined whether learners can exchange roles with teachers or perceive themselves as autonomous. Firstly, learners should be aware of their roles in the learning process. Cotterall's study examined six factors that influenced learners' awareness of their roles and how critical their roles and decisions were in the learning process. In other words, learners' importance can be increased based on their roles, which influences their learning decisions (203).

Second, learners should have some role expectations to complete their assigned tasks and make and implement decisions in classroom learning situations. Ceylan discovered that, while students have some role expectations that influence their perceptions of responsibility both inside and outside the classroom, they continue to view the teacher as the authoritative figure, who bearsthe major responsibility and makes decisions regarding their learning (90). Gamble et al. discovered that while learners are capable of taking responsibility for their learning, they lack confidence in assessing their learning, setting learning goals, and carrying out tasks independently (33). However, their willingness to share these responsibilities equally with their teachers indicates they are semi-autonomous.

As long as the learners depend upon their teacher, learners aren't ready for autonomy. According to Dickinson'autonomy' and 'self-direction' referred to the learning situation in which the learners express their attitude and responsibilities (stated in Oxford 75). Two studies examined the learners' readiness, attitude, and perceptions towards autonomy. Breeze's study revealed that though learners were responsible and enjoyed some independent work, they exhibited a high degree of teacher dependence and felt that they couldn't improve without a teacher (31). Similarly, Chan'sresearch study shows that though the learners came from a traditional teacher authoritative background, they gained awareness of teacher-learner roles and demonstrated positive attitude towards LA. Students' responsibility occurs only when students take an active role in their learning by recognizing they are accountable for their decisions about their learning (514). Students who are willing to take responsibility for their learning likely to Learners who accept responsibility for their learning are more likely to accomplish their learning goals and may maintain positive attitude for learning in the future (Little 176).

The concept of autonomy didn't change much until the mid-90s when the expansion of computers invaded language learning. Many institutions identified autonomy as an important educational goal and started using computer technology and soon it became a standard feature of language learning (Söntgens 413).

Computer Technology, according to Kessler provides more opportunities and stimulates language users to become autonomous (79). Moreover, learners become self-reliant and have a positive impact on learner autonomy when Computer Assisted Language Learning (CALL) provides proper guidelines (Rahman 23). To know how technology makes it possible for learners to adapt to their own pace of learning in the blended setting a large-scale study of Steel and Mike Levy revealed, students became more autonomous and independent in blended settings. Moreover, they demonstrated superiority in their use of online tools and technologies purposefully to meet their learning goals (306). And the study of Conole et al. demonstrated that the students not only had immersed in a rich, technology-enhanced learning environment but also selected and used appropriate technologies for their personal learning needs. Therefore, it's very clear that students can take decisions about their work and choose their own online tools for the development of their learning needs representing the autonomous way of learning (519-20). Moreover, technology extends the boundaries of classrooms and leads the learners to greater engagements that help them work independently.

Since the idea of LA evolved in the West, it is essential to determine if students from traditional Indian contexts are ready to direct their own learning without relying on the teacher.This study attempts to explore the perceptions and attitudes of engineering students' towards LA. These learners are familiar with technology-based environments. In view of the above review of literature the paper attempts to explore the research questions a) What is the students' acceptance of responsibility in their own learning? b) What are the students' perceptions and attitudes of using technology for their learning? c) Do the learners develop learner autonomy through technology?

Methodology

Participants & Questionnaire

Broady's questionnaire (cited in Breeze 25) was adopted and slightly modified to apply to the current study (Appendix-A) to collect data online from engineering students in Andhra Pradesh and Telangana. There were 36-items on a 5-point Likert scale from 'strongly disagree'to 'strongly agree' to investigate learners' perceptions and attitudes toward autonomous learning. The questionnaire had two parts. Part-I sought relevant personal information and Part-II had 36-items testing four factors related to LA. The factors are:

1. General readiness for self-directed learning
2. Independent language learning, language activities, and selection of content.
3. Importance of teacher and learner
4. Attitude towards assessment and evaluation

Results & Discussion

The data was obtained through the questionnaire and analyzed by using MS-Xcel and then listed the four factors which were clustered together by common underlying explanation. For easy interpretation, the data for 'strongly disagree'(SD) & 'disagree'(D) and 'strongly agree'(SA) & 'agree'(A) were merged and labeled as 'disagree' and 'agree'. Learners' responses

were analyzed descriptively by calculating percentages to determine the answers to the research questions about learners' perceptions and attitudes on LA, and the role of technology in promoting LA.
Each factor is discussed individually below.

Factor-1: General Readiness for Self-directed Learning

Learner Autonomy

The data for items 1, 2 & 3 related to factor-1 from Table.01 demonstrated that the majority of students (62%, 82% & 65%) were willing to take responsibility for their learning, determine to complete their works and clarify their doubts.Their good grades too indicated that students were ready to direct their own learning rather than relying on their teacher. According to Little students who take responsibility for their learning have a better perspective on their learning in the future (176). It's probably they lack confidence in their ability to choose what to learn and showed a favorable attitude towards learning. Students who demonstrated a positive attitude toward their learning are ready to continue learning even after the course (Lee 285).

The data from item-4 revealed that only 24% of the students agreed to the statement that they would not bother about the doubts, even after they got good marks. It reveals that these students are concerned about their marks than clarifying their doubts. This showed that these students were not taking responsibility of their learning and were not bothered about their learning. It indicates these students were not autonomous anymore. However, 57% of the students disagreed with the statement revealed that students were ready to take responsibility towards their learning and wanted to clarify their doubts even after they got good marks. Those students who are willing to take responsibility towards their learning are autonomous.

In terms of general readiness about computer technology, data from Table.02 confirmed that the majority of the students from items 5-9 believed that they can easily gain knowledge (75%), develop critical thinking (65%), share information and ideas (81%), learn new things on their own (81%) and make their work easier (86%). The majority of students displayed a positive attitude about computer technology and expressed trust in their ability to obtain, share, and exchange knowledge and information to improve their learning.

According to Kessler, technology has altered the classroom environment by facilitating comprehensive interactions and to access resources, tools, interactions, share experiences, and collaborate (80). Moreover, technology expands the boundaries of classrooms and enables students to learn new things independently as autonomous learners.

Factor-2: Independent Language Learning, Language Learning Activities, and Selection of Content.

Learner Autonomy

Table.03 shows that data for items 10-13 pertaining to learner's independent way of learning by choosing and doing classroom activities and finding solutions. The data revealed that learners exhibited independent learning and realized self-learning was required to learn the language (82%), enjoying tasks where there's a scope for learning (88%), choosing their own materials and activities (68%), and addressing their language problems (51%). Learners'

involvement in these classroom aspects of learning denotes that they are ready to adopt learner autonomy. These results substantiate previous research (Balcikanli 98; Yigit and Yildirim 86) and reaffirm that learners should involve in decision-making on these aspects of learning to contribute to the development of learner autonomy.

The items from 14 to 20 were about independent language learning, selection of tasks or content, majority of the students about CT in Table.04 exhibited that they're working more autonomously (72%), absorbing material meaningfully (67%), and practicing language tasks independently (66%). Moreover, they're also utilizing additional computer technology sources to enhance language learning (74%), exploring learning activities (83%), accomplishing more learning tasks (78%), and increasing their interest in online language tasks (64%).

The data revealed that most students showed a positive attitude towards CT and thought that implementation of CT in classrooms expands the boundaries of class and provides multiple ways for learners to work independently. According to the research conducted by Rahman, learners become self-reliant and have a positive impact on LA when provided with Computer Assisted Language Learning (CALL) guidelines (23).

Factor-3: Importance of Teacher and Learner

Learner Autonomy

The majority of students agreed with all the statements about LA as seen in Table.05. The majority of students agreed with all the statements (21-27) in Table.05 and most of the responses emphasized the critical role of a teacher in language learning. For 21, &26 items, nearly 49% & 34%responses indicated students' lack of confidence in their ability to learn a language and language topic without a teacher.Only 26% & 30% of the students disagreed with it and exhibited their autonomous behavior. The responses for items 22, 24 & 27 were 85%, 68% & 39% revealing their steadfast dependence on teachers to tell about their mistakes, progress, and course content demonstrated that they are not yet prepared for autonomy.Gamble et al. agreed that though learners are capable of taking responsibility for their own learning, the conventional teacher-centered classrooms prevent them from moving toward more autonomous behavior (33).

But 23 & 25 items, the responses (69% & 89%) revealed the majority of students exhibited their independent way of learning in finding out their own mistakes and wanted to clarify their doubts with the teachers. If learners have a positive attitude about their learning, there is a possibility of taking responsibility for their learning and eventually becoming autonomous.

In terms of Computer Technology, a teacher should support his/her students for the development of their learning. The responses for items 28 & 29 (see Table.06) showed that the majority of the students (79% & 73%) responded that teachers should share the links for online resources and use CT in the classroom. A teacher should create an environment where learners can become autonomous. Little stated that the development of LA depends on the development of teacher autonomy (179). Unless the teacher developed his professional skills and knowledge of using technology autonomously, he is unable to impart or make learners autonomous (Little 27).

Factor-4: Attitude towards Evaluation and Assessment

Learner Autonomy

Table.07 shows data about learners' attitudes towards evaluation and assessment.The responses for items 31 &34 indicated that the majority of students (51%&52%) exhibited autonomous attitudes. Without the teacher dependency, they were willing to evaluate language courses, mark language exercises, and identify errors. It will help them track their progress that lead to autonomy.

But the responsesfor items 30, 32& 33 showed that students were uncertain to assesslanguage work (33%), Exams and gradesare motivating for language learning (46%) and language exercises were only worth doing if it's marked by a teacher (34%). This shows that they were agreed that they were incapable of assessing their work and they need exams and grades for motivation to learn. The students who weredisagreed with these items revealed that the autonomous learners are always ready to assess their language work to overcome their weaknesses as well as to improve their language learning.

Just like Dickinson says, the success of their education depends on their own learning efforts who are willing to take responsibility for their own learning (166). Previously, it was teachers' effort to evaluate students' progress by assigning various tasks. However, with technology, students can monitor their learning and evaluate their progress by accessing online resources and activities at any time and from anywhere.

Data for 35&36 from Table.08 indicates that the majority of students (67%&76%) acknowledged that they regularly assess their progress by using computer technology to complete language tasks and they believed that online tools assisted them in evaluating their language learning. This type of behavior eventually assists students in becoming autonomous. Traditional classrooms limit what students can learn, whereas computer technology allows them to learn, assess, and evaluate anything using online tools. Evaluation and self-assessment are critical for becoming independent because they give learners a true understanding of themselves and encourage learners to examine their own learning, thereby enabling them to become autonomous learners (Breeze 31-32).

Conclusion

The study produced a moderate amount of qualitative data, which must be interpreted clearly by combining it with quantitative data obtained via interviews to better understand the students' reasons for their perceptions and attitudes. The study's main goal is to ascertain students' perceptions, attitudes, and readiness for learner autonomy and the use of computer technology to help students move from teacher dependency to independent learning. It can be concluded that, while the majority of engineering students demonstrated favorable attitudes and perceptions toward learner autonomy and computer technology, the fact that half of them relied on the teacher for course content, material selection, and assessment indicates that they were not yet fully ready for learner autonomy. It is the teacher's responsibility to train and provide an environment that encourages them to take greater control of their learning to become autonomous.

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Effective Strategies for Active Participation of the Students in the ESL Context

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Abstract

Active participation of students and teachers is the key to effective classroom management, and it initiates them into innovative ways to engage themselves in classroom activities. It is collective responsibility of the class rather than individual participation that makes the classes lively. To turn a classroom into a vibrant and happening place, multiple active learning strategies can be used. To create such atmosphere, teachers should adopt the role of facilitators to stimulate students' quest for knowledge. Active participation of the students enhances learning and sustains their interest in taking part of classroom activities. The shift of teacher centric to learner centric has brought the teachers and students in collaboration to explore various realms of knowledge leading to meaningful, enriched, and empowered classes.

The study focuses on the need of activities in today's class to make learners from passive recipients of knowledge to active explorers and seekers of knowledge. Further, LSRW skills are important study skills which promote better learning, but unfortunately, they have taken a back seat in the current classroom scenario. Therefore, it is imminent to involve students in various activities to develop their cognitive skills.

The aim of the paper is to make classes collaborative, exploratory and innovative through active participation of students. Further, it explores the significance of active participation among teachers and students. It presents various strategies that ensure collaboration, teamwork, and shared responsibility. It concludes with the advantages of active participation in the classroom.

Keywords*: Active participation, LSRW skills, Study skills & Learner centered classroom*

Introduction and Background

The process of engaging students in the effective learning process requires active collaboration as well as regular interaction between teachers and students. It also ensures discussion and execution of the classroom activities pertaining to teaching and learning. Further, teacher student collaboration helps in developing a healthy atmosphere in the class

and stimulates the thinking process as it is a prerequisite for learning as well as mutual respect and rapport between teachers and students. Effective participation takes place when teachers and learners share the load/responsibility. In fact, both of them are active performers in the classroom replacing the traditional concept of Teacher centric class.

Participation is an integral part of learning which orients the learner to explore further and contribute meaningfully to the classroom dynamics. De Jong and Ferguson-Hessler stated that students who actively participate have better academic achievements than that of the students who remain passive in classroom participation (290). Moreover, students who involve in discussions and participate actively have greater satisfaction and positive development compared to those who do not. Further, sharing and presenting the thoughts regularly makes the students become confident and overcome fear and anxiety. Participating in such activities always encourage students to be on the move all the time to think, cooperate, co-ordinate and collaborate with their peer group and teachers. In this process, teachers should adopt the new roles of being a facilitator, a guide, and a partner to learn and unlearn from time to time.

In order to make the process of learning meaningful, teachers should be aware of their students' pace and style of learning. Having such awareness generally promotes learning to the next level and it equips teachers with necessary expertise and abilities to support their students' learning as well as making the process of learning a joyous and memorable experience. In addition to this, active learning introduces the concept of cultural elements which generate curiosity and passion among the students for the second language (L2) learning. Culture being the common trait in the life of humans, it would be a major driving force for learners to show willingness and initiative to make attempts to acquire proficiency in L2.

The background of family and society plays a pivotal role in shaping the personality of individual learners and equipping them with necessary information in linguistics as well as culture. To explore this further, the study intends to seek information about the kind of resources and knowledge students carry from their homes. The present research recommends necessary suggestions in restructuring the existing teaching instruction as well as the curriculum with a special focus on engaging and ensuring learners' active participation in the classroom activities. While doing this, teachers can make the best use of the background and knowledge that the students carry to their regular classrooms. This is another reason why there is a lot of focus on employing strategies of effective learning i.e. integrating culture into curriculum and making the process of learning sensible and motivating to the taught.

Furthermore, there is an immediate need to take up more research in employing active teaching strategies to improve students' engagement and there by developing their English language skills. Most of the studies in the last few decades focused on the target group that belonged to young learners studying in primary and high schools (Pratama, 20 and Smith, 25). Therefore, it can be stated that it is essential to explore the significance and practicality of these approaches in the context of a target group of adult participants.

Literature Review

Many research articles, surveys and books examined the significance of employing active learning strategies and their impact on teaching English in the ESL context irrespective of the cultural background. Devita meticulously explored and compiled his self-reflection, personal experiences apart from theory-based practices with a special reference to the aspects

of classroom participation and communication in the multicultural classroom of business management education (170). Major issues related to the learning experience of students of international background were found and investigated. Moreover, recommendations pertaining to the implementation of comprehensive approaches to effective classroom participation and communication in a multicultural class of business management of international background were presented.

Chen & Yang (84) explored the significance of active teaching strategies that were employed in a culturally responsive adult ESL classroom context. Moreover, the research that was published earlier reported that teaching instructions which lack respect for cultural elements of either the native or the target language does not motivate students with ESL background for active learning and acquisition of a language. This study was conducted on three participants belonged to the countries of Asian continent. The purpose of the research was to enhance competency and ability in using English language for a variety of purposes. They made observations, recorded and counted students' classroom participation during classroom discussions employing a research design i.e. ABAB. The outcome of the research indicated that employing culturally sensitive and responsive teaching strategies promoted students' active engagement and regular participation in classroom activities. Furthermore, it was mentioned that the students' engagement and participation in the language learning activities would be considerably increased along with their ability to communicate and use English language in academic and professional fronts when the teaching instructions are culturally relevant and responsive.

Zhang (320) examined the advantages of feedback on writing when students are actively engaged with it. It was a case study focusing on active involvement of the EFL students employing Automated Writing Evaluation (AWE) feedback i.e. feedback generated through computer technology. This was a unique study and it investigated students' involvement using automated writing evaluation system which is accessible for free of cost. Further, it identified_behavioral, emotional, and cognitive i.e. three major interconnected dimensions. Keeping this in view, the design and execution of student engagement was materialized. Data pertaining to the research was gathered employing ten written assignments attempted by the selected participants of the study with a special focus on AWE feedback on every assignment along with individual retrospective interview with each student. The results of the study indicate that AWE feedback is proved to be one of the best methods that can leave positive impact on the EFL Writing. All of this generally depends on the extent to which individual students engage with the feedback in terms of behavior, emotion, and cognitive.

Apart from these, the study carried out by Su, in her portfolio research on culture, investigated the impact of cultural awareness and change in sensing and inferring the cultural elements of the native speakers of English. In addition to this, she has drawn exclusive views of the participants on whether awareness of culture and change improves their knowledge in the culture of native speakers (235). The researcher also focused on student participants' change and perspective on the cultural learning. The outcome of the cultural project portfolio indicated that it supports in enhancing students' knowledge and awareness of English culture with a special focus on awareness of particular culture besides their perspectives on culture of the target language. Thus, this project is highly relevant in the context of using ESL and EFL strategies to promote culturally appropriate and responsive teaching.

Additionally, the research of Collier (190) and Dewi (63) reported similar positive findings. In fact, they have employed games and activities as the strategies to generate interest among the students in the EFL classroom context. Further, they explored the effectiveness of

games, group, pair and individual activities in fostering language learning. The findings of the studies indicated that activity based learning and game based strategies helped learners to a great extent in engaging them in language learning besides motivating them to learn better.

The information presented above deals with review of some scholarly research works on employing active teaching strategies to motivate learners and engaging them in the process of language learning. Keeping this in view, the researchers intend to present some of the following activity/task-based active learning strategies which they have used successfully in their classrooms.

Active Learning Strategies:

Questions

Questions are effective teaching tools useful in large classes and promote active learning and gauge students' level of interest and comprehension. Questioning is a sign of thinking and contemplating which should be part and parcel of classes. Questions should be asked from the first day of class to set a precedent. The importance of 'wh' questions should be discussed at the beginning of the class. Questioning should be an integral part of learning and it generates curiosity among learners. This helps learners to learn the subject better. Students should be encouraged to pose questions to overcome fear, shyness and passive shyness and passive attitude.

Brainstorming

Brainstorming is one of the techniques to generate ideas useful for both written as well as oral presentation. The activity helps in conducting a review either before initiating a new topic or closing a topic. During this process, teachers can make use of students' opinions to determine sub-topics and understand students' learning styles; promote active participation and engagement in the classroom activities. It is one of the strategies to stimulate thinking to help in generating ideas and to make classes active and lively. It helps in overcoming writer's block.

Debate

A debate is a good way to encourage students to remain active and alert, continuously thinking and using oratory skills, participation in groups without losing control, and they can work in any discipline – not just the English language learning and social sciences. Students get a valuable opportunity to learn and fine-tune their argumentative, analytical, and critical thinking skills apart from negotiating, persuading and emotional intelligence skills. Further, they can improve their awareness of current issues at National and International level to express their point of view with ease and confidence.

Role-Play

This activity helps students to overcome stage fear, shyness and it motivates them to be empathetic. It is helpful not only in problem finding, analysing and solving, but also in

improving communication skills. It is quite challenging and interesting for students to go through a case study/problematic situation. The real problem lies in brainstorming the case-study and enacting it with appropriate solution in front of the class. Moreover, individual groups can come up with different kinds of solution for the same issue/problem given to them using their creative thinking. Therefore, employing role play in classrooms promotes enthusiasm among the students, makes the classroom atmosphere lively and creates a joyous learning experience for everyone.

One-Sentence Summary

This activity empowers writing skills as it enhances summarising. One-sentence summary can be used as a classroom activity and it equips students' ability and skills in writing a variety of academic related reports as well as comprehending a variety of texts. Further, this activity results in giving required feedback for students for improvement and encouragement. It is generally used at the end of the class to summarise the lecture of the same day or of the previous day. At the beginning of the class, it can be a recall of previous day's lecture and it serves as a starting point for the lecture of the day. The one-sentence summary can also be used to enhance general writing ability of the students. It helps students being precise and brief in their expression instead of using roundabout language apart from that it improves summarizing skills of the students.

Group Discussions

It is an activity which improves listening and speaking skills. It helps students learn to identify and improve Leadership skills, Team Management, Communication Skills, Interpersonal skills etc. There are several advantages of this activity i.e. improving content knowledge and communicative competence, researching and analysing issues of current significance, balancing team's emotions and coordinating with everyone etc. Participating in group discussions significantly improves students' confidence and analytical skills which will further positively influence their personality. Therefore, group discussion has been a key criterion of selection process in several MNCs, B School and University interviews in India and abroad for a long time.

Case Study

Case study is considered to be one of the active learning strategies because it involves and engages students in brainstorming an issue in collaboration with their peer group. This activity gives an invaluable opportunity for everyone, irrespective of shy or active students, to share their perspective and recommend a solution to a problem. Moreover, students not only arrive at a conclusion on their own but also get a chance to listen to the perspectives of other teams on the same issue. Further, it motivates them to question other teams for justifying their stand or viewpoints on the issue given besides developing critical and higher order thinking

skills.

These are some of the active learning strategies successfully employed by the researchers in their classrooms. In fact, these strategies have positively reinforced students' motivation and engagement in classroom discussions. The effectiveness of these strategies purely depends on the kind of understanding, trust and coordination that teachers and the students have on each other.

Conclusion

Active classroom participation aims at improving critical and higher-level thinking skills. Moreover, students who participate in classes have studied the material well enough to introduce new concepts to their peers. Further, it can also help students learn from each other, increasing comprehension through cooperation.

For decades research has shown that Active Student Response in classroom discussions promotes Learning. Active learning strategies have drawn inspiration from the constructive philosophy of John Dewey. As a matter of fact, his philosophy of teaching promotes practical aspects of learning i.e. "Students learn by doing". Thus, the activity-based learning ensures contribution to the classroom by utilizing 'LSRW' skills not only in Language classes, but also in other Subjects. Students would be introduced to self-evaluation, and peer-evaluation which encourage each student to evaluate the participation of everyone in the class. Furthermore, it helps reticent students to be heard, to reiterate learning, to reinforce and build a congenial atmosphere. It helps students explore topics, to learn to recognize and investigate assumptions. Therefore, active discussions inspire students learn to think on their own while absorbing new information and ideas.

The main purpose of education is to encourage self-thinking, self-exploration and self-enquiry in every student. Contrary to this, the present education system promotes rote learning and consequently students mug up chunks of the text and reproduce them in examinations without realizing its practical applications which have a negative impact on the essence of Learning. Therefore, it can be stated that teachers should take up the responsibility of the present-day education, make use of several active learning strategies and reinforce it in classes for students' development. It will be possible when 'What' has to be replaced by 'How' and Teachers have to be Facilitators rather than Instructors to create conducive learning atmosphere for their students.

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Empowering Classroom Pedagogy by Investigating Formative Assessment: Some Preliminary Observations

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Abstract

The research in formative assessment has evolved a great deal over the years. Whenever a challenge of advancing effective learning has occurred, the opportunity for better formative assessment has also transpired. It is through formative assessment that both teachers and students are involved in gathering information so that remedial measures can be taken to keep learning moving forward to meet the desired learning goals. This paper tries to present a brief history of formative assessment. This paper also tries to present the comprehensive framework for formative assessment suggested by William and Thompson (2007), an analysis of the tools and strategies of formative assessment suggested by NCTE, and the common procedures of formative assessment. As part of an observation made to understand the present-day practices of formative assessment and to advance learning this paper attempts to suggest a few strategies for effective formative assessment that can empower classroom pedagogy.
Keywords*: Evaluation, formative assessment, washback, teaching, learning, classroom pedagogy.*

Introduction

The overall aim of Education is to facilitate learning by improving the teaching-learning process. One of the ways of improving the teaching-learning process is investigating the information gathered from assessment (either formal or informal). Earlier, the focus was more on teaching and learning, and evaluation was viewed as the end of a program. Evaluation was directed towards the measurement of performance rather than being constructive and developmental. Thus, the use of evaluation, traditionally speaking, has been limited in the way that it has been viewed as an end of a learning program rather than as a constructive tool to understand the learner and their learning abilities.

Evaluation provides opportunities to teachers to know about their learners in terms of what they learn; how they learn; what type of difficulties/limitations they face in realizing learning objectives. It is during formative assessment that the teacher can know the learner better, based on which further instruction can be modified to suit the learner's needs. Based on

learner performance in formative assessment, the teacher can accommodate creative teaching methods to help the learner overcome any learning difficulties.

The purpose of all assessments is to know the needs and learning styles of every learner and to devise a teaching-learning plan that is suitable to the learner's needs and learning styles. It is a well-known fact that assessment influences teaching and learning. McEwen (1995), in this context highlights "What is assessed becomes what is valued, which becomes what is taught" (42). Also, existing work done in the area of testing and evaluation has stressed the importance of formative assessment in pedagogic practices. To understand the importance of formative assessment in improving learning and teaching, the next section presents a brief history of formative assessment, purposes of administering formative assessment over other forms of assessment and common procedures of conducting formative assessment. Besides, the framework of formative assessment and a few strategies for conducting formative assessment will be discussed to present a comprehensive discussion on the impact of formative assessment on planning instruction and fostering learning.

Formative Assessment

Formative assessment is a continuous process in the teaching and learning process. It is a process that is employed by teachers and students to recognize and respond to learning. It is through formative assessment that teachers can initiate towards realizing learner progress and identifying the necessary steps that are needed to be taken.

Shepard et al., (2005), states "Formative assessment is defined as assessment carried out during the instructional process for the purpose of improving teaching or learning" (275). It is a continuous process used by teachers and students to recognize and respond to learning to enhance it and identify next steps and takes place continuously during teaching and learning to provide teachers and students with feedback to close the gap between current learning and desired goals. It is used to make changes to alter the gap between current learning and desired goals. Formative assessment is intended to help the learner and the teacher to know the progress of the student in an informal way and take remedial action in case of any difficulty. Formative assessment is student-focused and is instructionally informative and outcomes-based.

The focus of all assessments should be more of a constructivist approach aiming at fostering learning and more student-centered. To have a student-centered approach to assessment, there is a need for the teacher to monitor every learner's level of learning, learning progress, and learning goals. For conducting such a successful learner-centered assessment, the results have to be used to adjust teaching and learning.

In addition to this, formative assessment is something that is integrated into everyday classroom instruction to gather evidence about how student learning is progressing towards the desired teaching and learning goals. Therefore, formative assessment is intended to help the learner and the teacher to know about the learner's progress in an informal way, based on which remedial action can be taken (in case of any learning difficulty).

Purposes of Administering Formative Assessment

One of the objectives of assessment is enabling effective learning to take place and formative assessment, in particular, is viewed as assessment done 'for' learning rather than 'of' learning. By collaborating with teachers and minimizing the gap between the learners' current

levels of understanding and the desired learning goals, formative assessment encourages students to assess themselves to know more about their learning so that they can become more conscious learners. Hence, the notion of assessment for learning is one method that has been emphasized in recent years. The focus here is majorly placed on the quality of learning and on the feedback given to the learners which are aimed at improvement. Furthermore, assessment for learning focuses more on the student's ability to clearly understand their learning goals and what is expected out of them. Along with it, the emphasis on feedback given to the students about the quality of their work and the advice about how to advance further is also a part of this sort of assessment, it also stresses involving students while deciding on the next plan of action.

Moreover, formative assessment involves teachers in diagnosing learner problems and in gathering required information that can be useful in planning and executing remedial steps to meet the desired teaching goals. Thus it can be said that Formative assessment is an instrumental tool for teachers to modify their instruction to cater to the learner needs and to assist the learners to determine the changes they need to make to enhance learning.

Bloom, Hastings & Madus (1971) argue that formative assessment has been used consciously for a very long time now. It can be said that Benjamin Bloom was the first person to apply the concepts of formative and summative assessment to educational assessment. It was this that had helped in laying down the foundations for the concept of mastery learning for which, Guskey (2005), based on Bloom's argument on mastery learning, highlights that learners might be expected to learn well and truly master their learning goals and it is only after students demonstrate mastery of the learning goals that they move forward to the next level of learning. 'Further, it would drastically reduce the variation in students' achievement levels, eliminate achievement gaps, and also yield a distribution of achievement' (4).

In addition to this, Bloom (1977), also argues feedback for students and corrective conditions for all important components of learning as the two fundamental elements of formative assessment. Furthermore, it was Black and William's (1998) meta-analysis of more than 250 research studies on formative assessment that directed to the findings which were published as “Inside the Black Box.” The implications from this analysis have been useful for many educational experts to define and apply formative assessment into classroom instruction. It can be said that “Inside the Black Box” in many ways has been very useful for many educational researchers to define and implement formative assessment in classrooms.

Based on their research findings, Black and William (1998) determined that effective formative assessment occurs when teachers make modifications to teaching and learning in response to assessment information; when students get feedback on their learning, with suggestions on what they can do to improve learning; and when students are a part of peer and self-assessment.

Common Procedures of Formative Assessment

A discussion on the common procedures of formative assessment that elaborates on the basic purposes of formative assessment is necessary to further discuss the framework for conducting formative assessment. The two most common and useful procedures of formative assessment include washback and feedback. According to Hughes (2003) washback or backwash defined as “The effect of testing on teaching and learning” (1), is extensively discussed in the fields of education. While formative assessment, by definition provides washback in the form of information to the learner on how to progress towards the desired

goal, the way to enhance washback is to comment generously and specifically on test performance.

On the other hand, formative assessment also provides scope for feedback to teachers from the evidence they collect in the course of teaching and learning. It is widely agreed that feedback that helps learners to move forward in learning is what is central to formative assessment. If formative assessment is well planned with feedback and executed in assessment practices, effective learning can be made possible in classroom activities.

Feedback not only aims at clarifying what good performance is but also facilitates the development of reflection on learning. In addition to this, it also provides opportunities for the teachers and the learners to close the gap between current and desired levels of performance. Further, it also provides information to the teachers that can be used to shape the teaching and learning environment.

With the growing significance, it is indisputable that formative assessment can be used by the teacher to continuously monitor student progress in a supportive environment in a non-threatening way. While it is mostly agreed that the outcome of all formative assessments should aim at ultimately helping the learning by familiarizing the learners with the expected levels of performance, it is also essential to inform the learners how to minimize the gap between their current and expected performance. It is through a formative assessment, that informs the teacher about the learner, and the feedback that could be given to the students that there occurs a possibility for the teacher to devise new methods of teaching as part of remediation.

Moreover, in recent years, it can be said that much emphasis has been laid on formative assessment. It is with the recommendations of highlighting the importance of formative assessment, the introduction of Continuous Comprehensive Evaluation (CCE) into schools, (which stresses the potential of formative assessment) is one such example that substantiates the role of formative assessment in pedagogy.

Framework for Conducting Formative Assessment

In addition to this, based on what William and Thompson (2008) have stated that three essential processes are necessary to construct a comprehensive framework for conducting formative assessment which are establishing where learners are in their learning, establishing where they are going, and establishing how to get there (53). For the teachers to conduct assessment successfully, the National Council for Teachers of English (NCTE, 2013) groups formative assessment into four categories which are:

Observations – which include field notes, running records checklists, and observation guides;
Conversations – which include surveys, interviews, and conferences;

Student Self-Evaluations – which include exit slips, rubrics and checklists, process reflections, and student-led conferences;
Artifacts of Learning – which include collecting information, review of the class, looking back on important points, and analysis of tools and strategies.(4-5)

To summarize what NCTE has to say about formative assessment, it can be said that formative assessment highlights the needs of each student and offers immediate useful feedback to students and teachers. While focusing on learner progress, it also supports goal setting within the classroom curriculum and answers questions that teachers have about

students' learning. It also reflects the goals and intentions of the teachers and the students and occurs in the context of the classroom. It also allows the teachers and learners to understand better the learning process and encourages students to take responsibility for monitoring and supporting their learning.

According to the NCTE (2013), "Formative assessment is the lived, daily embodiment of a teacher's desire to refine practice based on a keener understanding of current levels of student performance, undergirded by the teacher's knowledge of possible paths of student development within the discipline and of pedagogies that support such development" (2).

Based on the argument presented by NCTE 2013, it can be said that formative assessment necessitates students to take responsibility for their learning; communicates clear, specific teaching and learning goals; focuses on those goals which embody valuable educational outcomes; identifies the student's current levels of learning and the necessary steps required for realizing the desired goals; encourages students to self-evaluate and monitor their progress; provides continuous and regular assessment; provides feedback which can be helpful for the learners revise, modify and improve learning and; promotes meta-cognition and reflection by students on their work (3).

The above discussions highlight that formative assessment should focus more on learner development i.e., on the learner and the learner's progress from one level to the other. It should also draw attention to the development of the quality of learning and the learning goals rather than on the mere measurement of learning in the form of grades or percentages. This implies that strategically planning for formative assessment can be useful in advancing learning and learning opportunities in a more informed way. The next section presents a few strategies for governing formative assessment effectively.

Strategies for Effective Formative Assessment

As mentioned earlier, to successfully execute formative assessment as a device to enhance learning, the implications from assessment are to be used for multiple purposes which include not for documentation purposes but for providing feedback to the learners and for planning remedial teaching as a part of washback. Hence, it is through planned formative assessment that teaching can be adapted to meet the learner's needs. Moreover, this assessment-elicited evidence of students' level of learning can be used by teachers to adjust their methodology to enhance learning. This implies that the process of planned formative assessment starts with the teachers identifying the learning goals and formatting the criteria for successful learning.

Thus by taking into account the role of teachers and learners, formative assessment could be said to be effectively built up to form a number of strategies with the implementation of which successful learning progress can be ensured. The following are a few examples of such strategies which can be useful for aiming at effective formative assessment:

I) Ascertaining a set of teaching and learning goals;
ii) Clarifying, sharing, and realizing the criteria necessary for successful learner's progress with the learners;
iii) Devising suitable effective classroom strategies and tasks/activities that can verify students' learning;
iv) Providing scope for positive washback where teachers can build upon their methodology;

v) Devising new strategies as part of remediation to help learners overcome learning difficulties;

vi) Device a remedial teaching plan that can motivate the learner and thus move learning forward;vIi) Providing feedback that can help the learner in realizing their learning difficulties and helping the learner in overcoming these difficulties;

(viii) Motivating students to become autonomous by helping them become independent learners;

(ix) Stimulating students as learning sources for one another.

Conclusion

Research in the area of testing and evaluation suggests that formative assessment provides more scope for learner progress and involves the teacher and the student in a more shared way to realizing their teaching and learning goals respectively. However, it is only when teachers and students collaboratively work towards realizing these goals that successful formative assessment can be said to be introduced into the teaching-learning program.

Hence, formative assessment should aim at improving learning through informing the teacher about the learner, learning styles, learning difficulties, level of the learner, and so on and familiarizing the learners about the required measures to be taken consciously to move forward. It is through formative assessment that teachers can advance learning by providing feedback and creating scope for positive washback in the form of remedial teaching which in turn empowers classroom pedagogy in a more meaningful way.

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Effectiveness of Classkick as an Online Tool to Enhance the Writing Skills of Students in EFL Classrooms

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Abstract

Incorporating digital tools into the curriculum to enhance the usefulness of online classes is the demand of the present times. Writing skill being the most difficult one, teachers are on the run to find practical tools to meet the challenge of improving the students writing online. Research studies prove that students have a positive attitude towards using technology in online classes, so they are interested and engaged in the class. Classkick is a helpful tool in augmenting writing online by providing real-time and one to one error correction possibilities and immediate feedback. This personalized approach can motivate the students, help them understand their problems, and correct them while writing. It can also help in self-learning and critical thinking. Classkick provides a solid ground for students to rectify the problems in their writing and retain what they have learnt. For teachers, this tool helps to ease the burden of online correction.

***Keywords**: Academic Writing, Blended Learning, Classkick, Online Tools, Technical Writing.*

Introduction

> "Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event."
>
> — Heidi-Hayes Jacobs

The pandemic has badly obstructed the face-to-face teaching and learning scenario in most educational institutions worldwide. This situation has pushed educators to cater to the learning needs of the students online. In this digital age, the challenges faced by both teachers and students in the teaching-learning process are unique, especially if it concerns the EFL scenario. Teachers struggle to understand students' difficulties while delivering a lesson to them. They are not able to check the understanding of the students in real-time. As a result, the student's situation is not as good as the prior generations. The teachers are equally challenged regarding teaching writing in the digital age. Students do not get immediate feedback, as the teachers do not directly monitor their work. As Anant Agarwal claims, "There is a huge value in learning with instant feedback."

Even though we say that online learning is a substitute for real classroom learning, we need to bridge the gap between the two. Presenting the content and accessing it are equally important in online learning as it has a lot of limitations compared to face-to-face classes. It is a techno-savvy era where the interests and the learning styles of the students are different, and the pedagogical framework should be in such a way that the student's interests are sustained throughout. Half the problem is solved as they become highly social beings and have positive opinions and attitudes towards using technology in learning.

Online writing refers to writings created with a digital device such as a computer to be viewed and assessed online. Online writing tools are programs, apps or technology that can be accessed via the internet and are designed to enhance the writing skills of the students and empower teachers to guide, monitor and motivate them virtually.

With the advent of online education, there are many tools to teach language skills in ESL online classes. For example, to enrich or improve online writing, various tools like Google Docs, yWriter, FocusWriter, WerdSmith, Notes App, Evernote App, Grammarly, Hemingway, can be used. An ideal writing tool helps fix grammatical errors, help word choices, and fix similar writing issues. In an institution where ESL learning is skill-based, there is a need to use educational tools to help students be wholly engaged in the learning process online without boredom. Especially in teaching post foundation, where the students learn technical writing, the teachers must resort to writing tools that are interesting and effective.

Related Literature

Fergal and Anna (2015), in their article "Teaching process writing in an online environment", claims that in the digital world, there is a growing awareness of becoming good writers. Still, at the same time, they face a lot of problems. The students have a preconceived notion that online writing is difficult, and there are added obstacles in writing in an interdisciplinary and intercultural environment. Acquiring strategies for independent and self-directed learning can help to overcome the problems. The study is mainly an insight into teaching an interdisciplinary academic writing course promoting process writing. The study reflects on students' acquisition of writing skills and the teacher's support practices in a digital writing environment.

According to Godwin Jones (2018), incorporating multimedia into writing is commonly found in multimodal projects like digital storytelling. Now online writing tools are widely used in marking online texts and automated writing evaluation (AWE) software, as there is immense progress in corpus linguistics and natural language processing (NLP). In addition, the new information generated from analyzing the data sets reveals the importance of writing tools for evaluation.

Amani (2016), in her study, observes that traditional corrective methods are not at all worthwhile now. Therefore, they should be substituted by novel online methods for corrective feedback through email. She used an experimental design with a control group and an experimental group of L1 Malay learners pursuing an academic writing course at the tertiary level. The method was used to check the effectiveness in teaching and learning academic writing. Interviews were also conducted as part of the data collection. Thus, the results showed

that online corrective feedback should be potentially helpful when integrated into the teaching and learning of academic writing.

Kateřina (2019), in her study, observes that there have been several studies related to an ideal error correction method in EFL classroom teaching. Three different error correction methods were compared: explicit, implicit and error-code, in terms of their advantages and disadvantages, and to what extent those methods are effective within grammatical and lexical accuracy for learners of an intermediate level. It is completed through a comparative examination of the total number of errors between a pre-test and post-test in writings that the participants accomplished. Error code correction and explicit correction were not found to be effective. However, the implicit method proved to be relatively effective in improving accuracy within language development for intermediate learners. This paper also reveals the need for researching different methods for learners' level and needs and avoiding generalizing the effects of error correction on all EFL learners.

In her experimental study, Soo Kum Yoke, et al., to investigate an alternative method of giving online, which is through email, clearly notifies those students to prefer receiving feedback via email than written comments through pen and paper. The study involved an experimental group and a control group of L1 Malay learners doing an academic writing course at the tertiary level. Such students who received corrective feedback online performed better. The user-friendly facilities of electronic devices appealed to them and acted as a better motivating factor than the conventional methods. Furthermore, students could do away with the hectic work of rewriting the whole essay as they could correct only the portions that needed amendment. The statistical analysis used in this research showed that online corrective feedback seems to be an effective way to improve learners' writing skills and save time.

Need for online writing tools

Teaching strategies need to change according to the current environment. While bringing out changes, it is imperative to check how beneficial they are. The usual writing tools we come across are good platforms to practice writing. They help to measure the progress of the students. Students receive personalized instruction while writing online, which helps build their confidence, self-learning, self-correction, and critical evaluation of one's work. The teacher can also measure the students' progress against specific writing goals. Relevant and real-time feedback is also a sound reason to use these tools.

While teaching the technical communication course at UTAS, Nizwa, we have noticed that students make a lot of errors when they write sentences in part-by-part technical descriptions of objects. Much importance is given to grammar and vocabulary in this course, so the students need to produce error-free writing to score good marks. To achieve error-free writing, the students must be warned instantly as they make their mistakes. Microsoft Teams is the online platform used to teach online in the English Language Centre. While teaching writing online, initially, students were asked to respond to questions in the chatbox, but later it was found out that there is a tendency to cheat, and the teacher cannot directly correct the students' work. The students can not correct their work once it is sent to the chatbox. If sent via email or uploaded in google drive, the feedback wouldn't be immediate and fruitful. In this problematic scenario, Classkick online writing software came in handy to teach technical

writing effectively.

Description of the Tool

There are many platforms where students can interact directly or indirectly with the teacher or content. The Classkick is one such platform like Google Document where teachers can directly monitor the students' writings and correct their work as they write. It is very well focused and ready to meet the basic needs of the teachers while monitoring writing and guiding a writing lesson. Furthermore, it is effortless to use it as it does not involve any complicating steps. Therefore, it is the best tool to be used in writing, either guided or free writing.

In the technical communication course, we noticed students making a lot of errors when they write sentences describing objects. To achieve error-free writing, the students must be warned immediately as they make their mistakes. Unfortunately, the online writing lessons were delivered through MS Teams, and it is not a very effective tool to handle writing classes and provide instant feedback to students. To overcome the challenges of effectively teaching technical communication, we looked for an effective online tool. The Classkick came to our rescue to solve the problem of correction and giving feedback in real-time. Classkick provides an opportunity for students to get instant help. It helps the teacher in formative assessment as well. Through this tool, we created a background in the form of questions or PDFs to which students can work on their devices at their own pace. The online software also helped us integrate images, videos, and audio into the assignments.

How does it Work?

The basic plan of Classkick is free, and it is sufficient to meet our needs. It is easily accessible to all internet users. First, we need to register as teachers using our email ID and password on Classkick online platform. Once the teacher logs in, an assignment can be created using the guidelines provided by Classkick. They are so easy to follow. Information can be provided in multiple mediums. Text, images, video, and audio can be easily integrated into the assignments. For example, each object can be assigned under one roaster when we teach part-by-part descriptions. If we choose to give guided writing, the image and the question can be uploaded in PDF format. Similarly, for freewriting, the question can be typed on the page. If the assignment is long, more pages can be added. A link is created to copy and send to the students by email when the task is assigned. Once the students click the link, they need to type their names to access the assignments. All the students in the class can work on their pages simultaneously. When the teacher clicks the view work option, each student's work can be viewed.

The teacher can view the page where the students are writing as they progress. Moving from one student to the other is also easy as all the pages are visible in one page in order. The teachers can call the students' names when they check their work. Thus, there is a smooth glide from one student to the other, providing instructions/suggestions on correcting their work. It simulates the effect of teachers roaming around to monitor the students' writing in a face-to-face class. The teachers, while correcting, can talk to the students and tell them where they went wrong. Students and teachers can communicate using multimedia like audio or text messages for clarification. The teacher can highlight or underline the mistakes made by students and write a remark so that the correction and the writing happen simultaneously

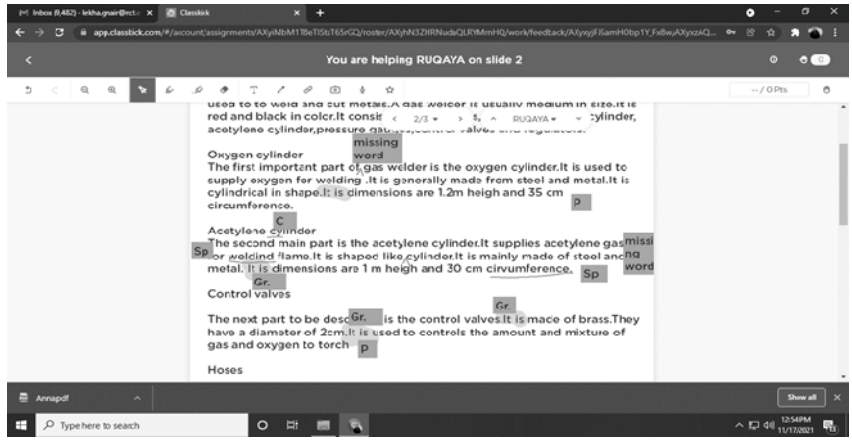

Figure 1: Teacher highlighted student errors in writing in real-time.

As in the class, the teacher can guide each student to correct their work. It helps the students better understand using the correct grammar and vocabulary in their sentences. The sentence structure and mechanics are also taken care of during the process. At times a few weak students need guidance even to write the structure of the description, and the teacher can provide help by scaffolding. One more advantage is that the time spent with each student depends on the student's level of proficiency. More time can be spent with slow learners in a mixed ability classroom. Teachers can comply with error correction modes like highlighting, using error correction codes or underlining mistakes and can use different colour pens to highlight the mistakes so that the students take note of them effortlessly and correct them. Students also benefit from choosing their style, and they have the freedom to work at their own pace. As they receive individual and immediate attention, they do not forget what they have learned and score better in their exams.

The teacher's comments can be viewed even when the students check their work outside the class. The teachers can also do the correction at leisure, and students can view it anytime, anywhere with any device.

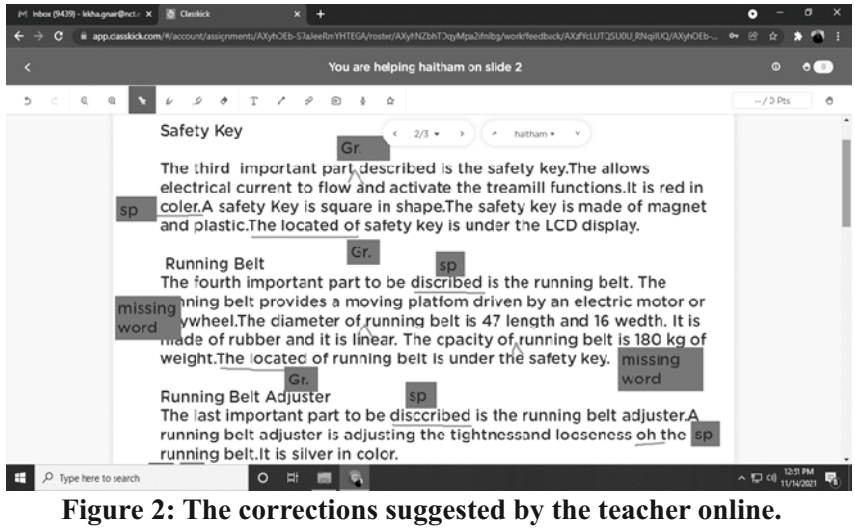

Figure 2: The corrections suggested by the teacher online.

Once the errors are identified, the students can correct their work. When the students finish their work, final feedback can be given as marks, stars, written comments, images, or audios. Giving instant effective feedback can motivate the students to be better at their writing. As they receive individual and immediate attention, they remain motivated to learn, and it, in turn, help them perform better in their exams.

Summing up

As the teaching mode has become online, the teachers have no other option but to depend on online tools to correct the students' online written work. Classkick is a simple online tool that any teacher can use to correct their student's work online. The simplicity of this tool makes it popular among teachers and students. The most important aspect of this tool is that correction happens in real-time the same way it happens in a face-to-face class. Therefore, the immediate feedback given to the students is a significant motivating factor for making their writing better. Our experience using the online tool positively affects our day-to-day teaching. It helps us sustain the learners' interest and motivate them to learn technical writing infrastructure in real-time. We are sure Classkick can be an effective tool in the hands of teachers who teach academic writing to students who are otherwise grappling with writing lessons. In conclusion, as James (2019) claims:

> When technology blends with teaching practices, students will be better motivated and engaged. Teaching can become more student-centered as students' participation is enhanced by the e-resources, which match their interests and learning style. In addition, technology equips them better to collaborate with teachers and peers inside and outside classrooms (9).

Incorporating online tools like Classkick and innovative blended learning strategies in current teaching practices, teachers can make teaching and learning language skills more learner-fronted, stimulating and above all viable and relevant to the times.

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Speaking Assessment-from Learning process to Feedback

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Abstract

The acquisition of oral presentation skills is crucial to success in an individual's career as well as in social life. However, it has been emphasised by the stakeholders in most industries that Graduates today lack the competence to communicate proficiently. Therefore, specific focus is required in describing the strategies in the teaching of Speaking. An important aspect to consider in the concept of Speaking competence is the interrelatedness of cognitive, affective and behavioural domains. Communicative competence, the central notion in sociolinguistics includes the four components of linguistic, sociolinguistic, discourse and strategic competence. In Speaking activities one of the conditions that can impact students positively and which teachers' control is Feedback. In formative assessment, providing students with specific Feedback can enhance their learning and achievement. This article addresses the teaching of Oral presentation skills from instruction to Feedback on speaking. It will start by laying down the fundamental theories related to communicative competence. Arguments to support the lowering of the Affective filter are related. The assessment strategy including key decisions that teachers have to make about the intensity and timing of Feedback is described. Specifically, it was found that Feedback is one of the crucial factors in the development of Oral presentation competence and will vary based on specific contexts.

***Keywords**: Feedback, Oral presentation competence, Assessment, Affective factors*

Introduction

Teaching is today more about facilitating, enabling the learner and ensuring the setting conducive for learning. The teacher's understanding of how learners learn is based on his or her philosophy of education, the approach and methods. For decades speaking has been taught as memorization and repetition of drills. With the move from structural language teaching methodologies to Communicative Language Teaching (CLT) the importance of focusing on the functional and communicative aspects of language was emphasized. The objectives of teaching speaking shifted from an emphasis on accuracy to fluency.

Thus, an important aspect to consider in the concept of Speaking competence is the interrelatedness of cognitive, affective and behavioral domains. Taking into consideration these areas it can be seen that for effective communication one needs both knowledge about a language as well as the ability to use language for the required purposes. 'Communicative competence' is a concept that was coined by Hymes in 1972 and was born out of a resistance to the then popular concept by Chomsky termed linguistic competence. Besides knowledge of grammar and lexis the learner has to acquire knowledge of when, with whom, what and where

to speak. These comprise the four components of communicative competence, ie. linguistic, sociolinguistic, discourse and strategic competences. Linguistic competence is knowledge of the code, the language; its grammar, vocabulary, phonetics, syntax and semantics. Sociolinguistic competence refers to communicating in the language appropriately. This appropriacy depends on the setting, the topic and role relationships of the participants. Discourse competence refers to cohesion and coherence in different types of texts, be it in the mode of listening, speaking, reading or writing. Strategic competence refers to the compensatory strategies employed by learners to avoid the breakdown of communication. Such strategies are of two types: those that relate to grammatical competence and those that relate to sociolinguistic competence. Thus, these are strategies that help solve any communicative problems that arise. In other words, to be an effective communicator it is not sufficient for the learner to be able to use the language grammatically accurately, he/she must know the rules of appropriacy also. So Social interaction and negotiation of meaning is the objective of language learning and the key thing to think about in teaching speaking is a focus on these principle communicative goals.

According to Krashen (1985, 27) when the affective filter is high, there can be a mental block that can prevent input from reaching the Language acquisition device. The teacher thus plays a crucial role in lowering the affective filter. One of the ways this can be done is by providing supportive feedback on their work.

The Teaching of Speaking

In the teaching of Speaking there are several considerations. The learning process, the environment including the affective factors and the learning outcomes including Feedback and assessment are vital factors. Communication can be seen as a three-pronged fork that comprises grammatical, sociolinguistic and strategic competences. (Sirigiri 72) Students' attention must be drawn to the effective use of strategies that help solve communication breakdown. Message adjustment strategies and resource expansion strategies can be taught to students to help cope with the limited language resources they have. Rephrasing, circumlocution, approximation can help learners continue speaking. Formulaic expressions and fillers give learners control over their performance which in turn helps lower the Affective filter.

In most language speaking courses Learners are given several opportunities to practice Speaking. These activities can be broadly divided into tasks that focus on accuracy and those that focus on fluency. Some examples of activities that focus on fluency are JAM sessions, oral presentations, role plays, debates and group discussions. Learning outcomes for such activities include gains in self-motivation and increase in confidence. Such activities also enable the learning of more complex language.

Literature Review

One of the main conditions for reaping benefits is administering Feedback on students work. This plays a crucial role in the learning cycle, be it on Writing or on Speaking.

Feedback is the specific information teachers provide to learners about their learning process and ways to improve the outcomes. It is proven to increase student learning. Behaviourist practitioners focused more on error prevention than on error correction. In the 1990s Truscott claimed that error correction can be harmful. However later research (Ellis and Shintani, 2013:257-268; Mackey et al., 2007) provides evidence to prove that Feedback is one of the major influences on successful learning of students. There is also research evidence to prove that students want and expect to be corrected. They also believe that teachers are the best people to provide feedback.

In his article 'Teaching Speaking skills' Eyüp Yaşar (45) examines speaking activities such as awareness raising activities, controlled activities and autonomous activities. He suggests that speaking strategies can be implemented in order to encourage unmotivated students to speak. In her article Sirigiri M.B (72) describes the importance of strategic, sociolinguistic and discourse competences and presents sample exercises used in the classroom to develop strategic competence. 'Teaching Speaking Skills in Communication Classroom' by Shafaat Hussain (18) highlights how speaking is taught in the communicative classroom. He examines the different tasks and activities associated with enhancement of communication skills and finally focuses on pronunciation of learners. The study by Tseng and Yeh,H (149) examined the difference in perceptions of students on different kinds of feedback like video and written feedback. They claimed that both video and written feedback was useful for students. However, students preferred written feedback due to its clarity and efficacy

Research Question

Previous studies have been supportive of the claim that positive feedback has supported L2 learning. Considering the importance of administering feedback for effective learning and assessment this action research aimed at answering the following research questions: How can students prevent communication breakdown? What are the key decisions that have to be made regarding the intensity and timing of feedback on oral presentations? How can the Affective filter be lowered?

Feedback can be described based on the context, explicity and intensity among other factors. Thus, the different kinds of Feedback on oral presentations of students are the following: Teacher feedback which can be either Direct or Indirect; Explicit or Implicit and Immediate or Delayed Feedback. Then there is Peer Feedback. Finally Self-assessment by learners themselves.

Results and Discussion

This action research was carried out in a class of Engineering students who were in the penultimate year of their undergraduate course in Technology. The research hypothesis was that learners must be taught some strategies to prevent communication breakdown. Learners also benefitted more from some kinds of feedback than by others.

Students must be made aware of the fact that spoken language has some natural features that they need to learn. These are interruptions, turn-taking, formulaic expressions and fillers which make communication sound natural. Social formulas and idiomatic phrases

along with discourse markers can also lead to more autonomous learning. As learners practise these strategies, a supportive, non-judgemental and motivating environment in the classroom can lead to lowering of the affective filter.

There are several important factors to be considered when making decisions about Feedback on Speaking. Some of these are - Should teachers give positive comments and praise the performance before focusing on errors and moving on to constructive criticism. Should there be a distinction made between mistakes, slips and errors. Corder (161) categorised errors into errors caused due to constraints of time or other such pressures, that are referred to as slips or mistakes and errors caused due to a lack of knowledge. Should feedback be explicit or implicit. Another factor is should feedback be immediate or delayed.

In fluency-based activities should feedback be administered during the activity or should it be given after the task is completed. Let's consider Feedback on aspects that relate to, for example, body language. If the learner is not making eye contact or has a low voice, feedback on such aspects can be immediate. Whereas aspects related to organization or content can be kept for after the presentation has ended. One of the disadvantages of providing delayed feedback is there is a possibility of both the learner and the teacher too forgetting the errors made. This can be avoided in the following way. The teacher can make notes on the various errors that have to be corrected, while the learner is making the presentation; which will help solve the problem of forgetting errors committed by the speaker. The emotional gains of providing either immediate or delayed feedback has to be weighed before making a decision.

It is effective to focus on errors that have a communicative effect. Thus, feedback on the overall organization of structures and errors that impede comprehension must be focused on. Local errors such as errors that do not cause communicative breakdowns can be passed over in Feedback. Though direct feedback minimizes anxiety and builds learners confidence, indirect feedback or reformulations seem to help in language development as it needs more processing on the part of the learner. It can also increase motivation and lead to more interaction in the classroom.

Though peers are reluctant to give feedback it should be encouraged because it provides an opportunity to learn from the performance of their classmates. The key point is that triangulating various kinds of feedback like teacher feedback, peer and self-feedback helps in reflective and collaborative learning and increases a sense of responsibility in learners. Receiving and giving feedback to peers increases opportunities of speaking which in turn reduces inhibitions and enhances oral presentation competence. One final thing to consider is self-correction. Self-correction helps students reflect on their own performance. It also enables a critical evaluation of their presentation. One of the best ways in which this can be done today is through the use of technology. Video recordings of students' performances can be captured on their mobile phones. They can later play back their presentations and self-assess their performance. This is a very good way of triangulating the feedback already received from their teachers and peers. It is a crucial way to capture and correct errors related to both presentation and content areas. Their eye contact, volume, intonation and other aspects of body language along with errors in language like vocabulary and grammar can be noticed. Problems in ideas and organization can also be self-assessed.

Conclusion

Teacher feedback has a major impact on learners' affective factors like motivation,

anxiety, self-confidence and interest in the subject. Teachers can lower the affective filter by creating a relaxed non-threatening atmosphere in the classroom. However, just saying 'very good' is not enough for students. Though it can make learners feel positive, mature learners require detailed explanation of their errors.

Communication apprehension can be reduced and confidence can be increased by giving learners as many opportunities for practice as can be feasible in a semester. Providing models of peers and experts through videos is very effective. This modelling can be used to develop the various skills and competencies required for giving effective oral presentations. One final thing to consider is that care must be taken to ensure that video recordings are not misused and consent is gathered from all the students.

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E-learning in Foreign Languages: Challenges and Opportunities During COVID-19

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Abstract

In the wake of the COVID-19 pandemic, the education sector has been disastrously affected. The quality of education has been severely deteriorated due to lockdown, cancellation of exams, social distancing, and shutting down of colleges and schools. However, it is noteworthy that the digital education has played a significant role by infusing creativity and innovation in the teaching pedagogy. The paradigm shift from offline to online classroom has been revolutionary in multiple ways. The advent of MOOC courses, ReadAloud, Accent Rosie, TeachVid and other innovative online tools has not only redefined learning for the students, but it has also strengthened the most difficult area of learning in foreign languages, i.e., listening skill. Undoubtedly, the digital era of learning has bolstered the teaching capabilities. However, it has raised a flurry of questions with regard to accessibility, affordability, psychological effects, family commitments, and isolated learning. This paper attempts to explore the opportunities and challenges in the foreign language courses that surfaced due to COVID-19. It also highlights the effective steps taken by various other countries to enhance the quality of education in digital era and how they can be integrated in our pedagogy. Lastly, it offers some suggestions and reforms to be incorporated in the foreign language courses to improve the online learning process.

Keywords *COVID-19, E-learning, Foreign Language, Listening Skill, Online Tools, Online Teaching:Pedagogy*

Introduction

Traditionally, teaching used to happen within the confines of classrooms where no emphasis was given on the listening component of the language, especially in foreign language courses such as French language. Traditional method of pedagogy largely included reading material and didn't provide enough opportunities to the students to listen to and speak the foreign language (Higgins, J.M.D., 1995). It lacked any video/audio files, which resulted in a lack of confidence in the students to communicate in the foreign language. Such methods offered less autonomy to the students.

Listening is the most difficult skill to master, especially when using traditional methods of learning. It comes with an array of challenges such as noise interference, lack of clarity, and unfamiliar accent (Mendelsohn, 1998). However, due to COVID-19, there has been an exponential growth in digital applications and online tools to improve the listening skill in the foreign languages and has made a significant impact in the lives of the students. It is safe to say that we are in a midst of an internet revolution, and not adopting the new technology can have far-reaching negative effects on the education industry.

Emergence of Online Tools for Effective Learning

The COVID-19 pandemic has deeply affected the education industry and led to shutting of colleges and schools. Such a global crisis has forced the teachers to shift from their traditional method of teaching to the technology-based pedagogy (Basilaia, et al, 2020). These uncertain times have exposed the importance of technology. E-learning has gained prominence due to its accessibility, flexibility, and affordability. Online learning tools such as MOOC courses, EdTech, Google Classroom, WebEx, and Google Meet have become very viable for effective learning. E-learning is an affordable way of learning as it has reached rural areas where there is internet connectivity. It is a flexible method of learning as it gives option to the students to learn effectively at their own pace. The learning pedagogy has become diverse due to online environment – it incorporates videos, audio files, and YouTube videos with embedded creative activities. This has spurred innovation and creativity among the students. It is considered as an affordable mode of learning as it has cut down on transportation, accommodation, college fees and other expenditures; for instance, MOOC and EdTech courses (Brianna, et al, 2019) which impart knowledge at affordable rates.

With the changing times, there has been a great development in online learning. This has led to an unprecedented increase in the usage of online tools, especially in foreign language learning which has given special emphasis on the listening component. Listen Notes is one such application. It includes a wide array of topics in a podcast. This podcast collection helps in listening activities as students can listen, download and use it repeatedly to understand the sound of the language. Accent Rosie is another interesting app to improve listening skills. It is connected with Facebook and sends audio files to the students. Students can listen to it and write what they have just listened. The teachers can evaluate the assignment and give valuable feedback. TeachVid and VideoNot.es help the students improve their listening skills by listening to YouTube videos. With these apps, special activities such as text reconstruction, translation, multiple choice/jumbled words and other features are added which makes the process interesting for the students. ReadAloud is another app which can be used as an extension on Google Chrome. This application helps the students to read any webpage with the help of ReadAloud. All the reading material and assignments can be read aloud to help the students understand the language and improve their listening skills.

Synth and Vocaroo are other interesting applications which enhance listening skills. With these, podcast which can be created by the teacher. The teacher can give the assignment in the form of an audio file and student can listen to it and reply to it in audio file. With SpeakPipe, PlayPosit, EdPuzzle teachers can make videos and share them with the students on Google Classroom. This is a great tool for preparing permanent record of all the topics discussed in the class which can be accessed by the students conveniently and at any time (Figurelli, & Franzi, 2015).

Challenges to Online Learning

The technologically-driven pedagogy has been revolutionary in many ways. However, it has its shortcomings. The challenges in the digital learning environment include internet connectivity, technical glitches, lack of interaction, and trouble in using new technology. The learning process becomes boring and non-engaging due to lack of class interaction.

Isolated Learner: This has been the biggest impediment of online learning. The learners who enrol in online classrooms are strange to the technology, teacher, and their classmates. The learning process becomes very individualistic. Due to this, students fail to perform better in group assignments. Students find it difficult to collaborate and work effectively with teams (Kebritchi, Lipschuetz, & Santiague, 2017).

Lack of Training to the Instructors: Due to the sudden shift in the teaching scenario, several teachers have been forced to adopt the new technology. There has been no training given to the teachers to adapt to the new environment. The transition has exposed the unpreparedness of the teachers for the new environment. The teachers face the issue of lack of training and skills to disseminate knowledge through online platform (Kebritchi, Lipschuetz, & Santiague, 2017).

Family Commitments: COVID-19 has moved the schools and colleges to home. This has blurred the lines of work and life. Students are juggling between classes and family commitments. Online learning has especially led to an increase in dropout rates of girls and adversely affected their studies as they are made to do household chores and attend to varied family commitments.

Technological Challenges: The biggest challenge faced during online learning is accessibility. It is an alarming limitation as people can benefit from online learning only when they possess a laptop. Impoverished families, living in rural households and earning meagre wages can't afford laptops. Even middle-class families, with more than one child, can't afford multiple laptops for every child. Apart from this, internet connection is another concern. The students live in different geographical locations with difficult terrains. These locations have bad internet connection and insufficient bandwidth which is the biggest impediment to the learning process.

Lack of Personal Touch: Due to lack of human touch, students find it hard to concentrate and show interest in the online classes. The classes turn into a one-sided monologue with no involvement from the students' side. It hampers the personal connection between the student and the teacher.

Psychological Effects: Due to increasing uncertainty in the wake of a raging pandemic, several students have reported severe mental health issues such as anxiety, clinical depression and other mental traumas. Online learning environment has exposed the disconnect among the students and the teacher. Students feel vulnerable and hesitant in sharing their thoughts and concerns with anyone. This can have far-reaching negative consequences on their studies and mental health.

Possible Solutions Adopted by Various Countries

Several countries have introduced MOOC (massive open online courses) (Saxena, 2020) to mitigate the risk of lack of effective learning in classrooms during the ongoing global crisis. The advantage of these courses is they are pre-recorded and can be accessed from anywhere. They are flexible, accessible, and affordable. As a large section of students is deprived of the education due to lack of connectivity and electronic devices, countries such as China have taken effective measures by providing free laptops and subsidies to continue the learning process. In France, measures have been taken to lend the devices to poor people. Japan and China have introduced teacher training courses and provided support to parents and caregivers. Chile has initiated teacher training webinars to enhance the digital skills of the teachers. Spain uses Edugestio which is a collaborative platform for parents and teachers

to supervise the learning of the students. Italy is sharing important material to sensitize the teachers to deal with the present times and provide support to the students. United States, China and Japan have set up psychological centres to provide psychological assistance to those in need. Moreover, social media platforms are being widely used by the teachers to bridge the gap and provide constant support and guidance to the students in such dire times.

Considerations for Effective Online Learning

COVID-19 has ravaged the education sector due to extreme measures such as lockdowns, social distancing, and shutting down of schools and colleges. In such times, there is a huge reliance on online tools. Increasingly, teachers are shifting online to adapt to the new change. However, the quality of education is diminishing. To enhance the quality of education, it has become pertinent for the teachers to keep important considerations in mind while teaching online (A. Martin, 2020). The teachers must provide detailed, organized and coherent instructions to the students in the online classroom, as due to lack of personal touch, the teachers fail to monitor the students and can't find out the issues faced by them. This makes it crucial for the teachers to sync their online lectures with suitable videos and audios to improve the listening skill in foreign languages courses (Vandergrift, & Goh, 2012). Apart from instructions, it is also important to share good amount of reading material with enabled audio to provide direction and guidance to the students. In the online environment, there is a high chance of students feeling lost or demotivated. It is the responsibility of the teacher to give creative assignments to keep the students attentive and provide deadlines and reminders to check their progress. It is crucial to teach students the significance of self-regulation and self-management in such times. The importance of communication becomes very significant in online teaching. Teachers should give proper feedback and address doubts of the students using all platforms, i.e., social media, email, Google Classroom, etc. The teacher needs to observe the online behaviour of the students, and if they need real-time assistance for mental health issues, the teacher should provide support and guide them towards appropriate professional help.

Conclusions

In conclusion, COVID-19 has definitely transformed the way people receive and impart knowledge. There has been a paradigm shift from traditional, non-creative method of learning to online learning which fosters creativity and innovation (Liguori, & Winkler, 2020). In foreign language learning, there has been a spurt of new online tools which specifically focus on the most difficult skill – listening. A wide array of online tools has facilitated and improved the language learning process. Undoubtedly, online learning methods in the field of language learning has gained prominence. MOOC courses, EdTech courses and various online tools have redefined the teaching pedagogy and enhanced the quality of education (Saxena, 2020). However, it comes with its own setbacks. Major challenges, such as lack of accessibility, technological difficulties, psychological issues, lack of proper training, lack of support to the parents and teachers, lack of personal touch and motivation, has adversely affected the students. It is important to address these issues by taking examples from other countries. Several countries have created robust IT infrastructure and provide free laptops and electronic devices for unabated learning. Various webinars and training courses have been organized for the teachers. Psychological centres have been set up

in schools. Sensitisation of teachers and parents has been attempted to be achieved by collaborating on various platforms to monitor the progress of the student. There has been an increasing reliance on audios, videos, and other creative assignments to keep the students motivated throughout the course.

Suggestions

We need high preparedness to deal with the present times. There needs to be sufficient availability of IT and infrastructure to provide equitable education to all. It is crucial to adapt to the changing times (McBrien, Cheng, & Jones, 2009)

- There must be an increased reliance upon the online tools, digital learning resources and detailed instructions to guide the students properly and enhance the quality of education.
- The instructor should be well trained and well equipped to deal with the technology-based pedagogy. The focus should be on detailed instruction, creative content, motivation of the students by regular feedback and creative listening assignments, and development of interpersonal skills by using social media and other online platforms.
- There must be proper testing of any online tool by weighing its pros and cons before using it to give assignments to the students. The mental health of the students must be regularly checked by conducting one-on-one sessions monthly and asking about the well-being of the child.
- E-learning needs to be inclusive in its approach (Song, Singleton, Hill, & Koh, 2004). Factors such as accessibility, flexibility and affordability should be kept in mind before beginning the course.
- Regular quality-management programs and continuous improvement of the teaching methods of the instructors are crucial for effective learning.
- Teaching pedagogy should include online tools which focus more on listening skills and keeping the students engaged. Along with using online tools, the teacher must also incorporate movies and documentaries, and develop creative assignments to enhance the process of language learning.

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Contemporary v/s Virtual Teaching-Learning Methods: A Boon or a Bane

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Abstract

Ancient India has been acknowledged worldwide as an epitome in the Teaching-Learning practices. Our ancient temples of learning, including Takshashila and Nalanda attracted many educationalists and disciples from various corners of the world. The most prominent and earlier aspect of our education system was the concept of 'Guru-Shishya Parampara' in which cultural transition used to take place from one generation to the next one. Moreover, the tradition of story-telling became the natural source of pedagogy in India. This oral tradition of education also played a pivotal role in active classroom participation in earlier days. If we enumerate our ancient education system to the present pandemic scenario, a huge transformation can be witnessed. The Pandemic has not only made us tech-savvy but also made us learn how to use various technical tools through which knowledge can be imparted appropriately and diversely. To improve the cognitive skills of the students, we need to provide a healthy and pragmatic learning environment. In this cross-cultural world, where the students are preoccupied with so many tasks to fulfill the expectations of their parents as well as their teachers, it becomes essential to use various methodologies which can play a significant role in enhancing active class participation. In this paper, my findings will be based on making the teaching-learning process more beneficial and effective for the student as an individual and the education system as a whole.

Keywords*: teaching-learning, prominent, participation, tech-savvy, pedagogy etc.*

Introduction

Pandemic has altogether changed the way of the world. This has become a new normal now. No strata of life have remained untouched by its impact. This crucial time has taught us to be more patient, more resilient and multifarious. We have learnt well how to adapt with the situation. In education sector also, a visible transformation has to be noticed. The traditional pattern of learning has somewhere lost its way out in this new normal. (Liguori & Winkler n.p.) The virtual classrooms have taken the place of traditional classrooms and along with this the pedagogical learning has taken a leap to blended learning. Both these traditional and technical platforms of education have their own set patterns. With the outbreak of coronavirus, technology has enrooted deeply in the teaching-learning practices these days. In fact, it has proved a boon as it has enhanced the area of learning through various practices stimulating the creative aspect of both the teachers and the students. A tech-enabled education has not only enhanced the creativity and versatility of teachers but also the pedagogical adaptions among the peers by making them emotionally stronger and more independent. It has enhanced their problem-solving approach enabling their critical thinking, thus widening

their analytical and innovative skills. But are these practices really proving worthwhile in today's challenging times? Education, what we acknowledge, is a concoction of knowledge, learning, skills, values, ethics and much more. In this long run are we not lagging behind when we talk about values and ethics (a significant part of traditional education). In *Journals of India*, Rabindranath Tagore illustrated his views saying,

> Education means enabling the mind to find out that ultimate truth which emancipates us from the bondage of dust and gives us wealth not of things but of inner light, not of power but of love. It is a process of enlightenment. It is divine wealth. It helps in realization of truth (*Journals of India* n.p.). Further he said,
>
> In education, the most inspiring atmosphere of creative activity is important. Primary function of the institutions must be constructive; scope must be for all kinds of intellectual exploration. Teaching must be one with culture, spiritual, intellectual, aesthetic, economic and social. True education is to realize at every step how our training and knowledge have an organic connection with our surroundings. (*Journals of India* n.p.)

Thus, education in both its approaches (traditional and virtual) has its own significance as well as drawbacks. The need is to utilize the positive aspects of these approaches for the holistic growth of the peers, thus overcoming the limitations. Moreover, in this pandemic era, new innovative education policies have emerged, giving a wide range of opportunities and widened the scope of the learners across the globe. This integrated education, equipped with technology, has changed the professional and practical practice to learning. But can these practices be considered relevant for those low-income communities in remote places as well as in metropolitan cities. No doubt, this blended learning has given new wings to the learners but are they really able to access these technologies provided to them, specifically in a country like India. People in our country have boldly faced the hazardous impact of coronavirus in all fields. We survived even in the most critical situations. Transition from traditional education system to virtual education system was altogether a new challenging experience both for the students and the teachers, most prominently in such remote places where technology has not yet reached. Time is changing rapidly and it has witnessed a rapid growth in the field of technology in these recent times. Can introducing these techniques solve our problem? Implementation is the major aspect that needs to be focused upon. Much has been done in this direction, but do we really find it sufficient?

Traditional Approach to Education

The basic and the most rooted, traditional and promising approach to education is the class-room based experiential learning which believes in the potential growth of the students by enhancing their interest in versatile fields. The most important factor is that, it is based on face to face learning in which eye contact also pays a pivotal role. Discipline, cooperation and values are those initial behavioural skills that we tend to learn in traditional education system. While talking about this ancient approach we cannot skip to mention the role that technology has played so far in all fields of life. Our ancient 'guru-shishya' tradition is exemplary where learning was imparted via oral medium. With the emergence of technology, printing took the place of hand written manuscripts. Imparting knowledge was based on the experience of the teachers. The interaction between the teachers and the students helps the students to develop their critical-thinking and team work. It makes them more social and helps them learn to deal

with people with different state of mind. It teaches them how to adjust with the situation and maintain a feeling of cooperation. Before educators we need to create human beings with understanding and patience. In this pandemic, our traditional classroom teaching has abruptly come to a halt. Specifically, in remote areas the students are the worst sufferers. "Disruption of education can leave children at risk of child labor, early marriage, exploitation, and recruitment into armed forces."(Baytiyeh 217) In order to evade this disruption Government has taken keen steps by arranging virtual classrooms. But the lack of infrastructure has enfolded many challenges too. Moreover, their lack of familiarity is also responsible for this drawback. Not only students but teachers are also facing the same situation. They too need to improve their learning skills in order to sustain online teaching. This is quite obvious that traditional learning can never be replaced. This prescriptive approach of learning is going to sustain for centuries. Now the question arises whether in this blended mode of learning, the students and the teachers will really find it comfortable to take classroom learning and teaching after this long halt.

Virtual Platform of Learning

Virtual platform is a revolutionary step taken by the Government to eliminate the loss of the learners and provide them with better opportunities. It has deprived the students of attending classes in person but it has given the teachers as well as the students the space that they require. In this fast-paced life, where everything is changing, the motive of education too has changed a lot. Industrialization and fierce competitions has altogether changed the criteria of learning. (Mark & Semaan 129). Now apart from our bookish knowledge based classroom syllabus, the students are required to equip with professionalism, effective communicative skills and inculcating their soft skills. The practical skills are much needed in spite of mere teaching theory based subjects. In order to become frontiers in this global market, they should be skilled personally and professionally. In fact, virtual platform has altogether brought transformation in the traditional mode of learning. In our country, where rural areas are widely spread, we cannot completely bank upon these online teaching-learning practices.

An amalgamation of traditional and online learning can make this blended process of learning more effective. The need of the hour is to find out the effective process that can make it more prominent. (Tull etal. 65).Virtual learning has widened the limitations by taking it to international level where we can learn a lot through YouTube, online lectures series, online journals, magazines, online library resources, online activities, exercises, notes, virtual labs and many more such online resources. Recent learning ICT tools initiated by the Ministry of Education and UGC will be very much useful while implementing blended learning and will definitely ensure availability of e-Learning resources like OER (NMEICT, NPTEL, e-PG Pathshala, SWAYAM PRABHA, e-Content courseware in UG subjects, CEC-UGC YouTube Channels, Spoken Tutorial NDL, Shodhganga, e-Shodhsindhu, Shodh Shudhhi, Vidwan, MOOCs and SWAYAM etc. All these resources together with DIKSHA and One-Nation-One Digital Platform project of Ministry of Education, has proved quite advantageous for the learners. As mentioned by Cojocariu,"Most of the terms (online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning, for ex.) have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means" (Cojocariu et al. 116). Except our curriculum, we can learn vividly in almost all fields of life i.e. science, mathematics, history, geography and can learn various aspects of learning various languages in the world.

We can learn music, dance, various forms of arts and various culinary skills through various online applications. It can teach us how to open a bank account or various directions where we can reach our destination easily. It can guide us better, related to our health issues. Thus, this blended learning has paved the way to hybrid learning and helped tackle challenges of present day education system.

Learners and teachers work together to improve the quality of learning and teaching; the ultimate aim of blended learning being to provide realistic practical opportunities for learners and teachers to make learning independent, useful, sustainable and ever growing (Graham, 3).

The aftermath of pandemic has changed the relevance of education towards potential growth of the students as well as the teachers. E-seminars, workshops, FDP's, conferences and many such platforms are easily available for teachers to upskill themselves in their respective fields. Online tests, assignments and even evaluation system are very effective and transparent medium. Apart from these advantages, it has some challenges too. The first and foremost challenge it has is that it is time bound. So, there is a challenge for the teachers to utilize the best of their time during their online classes. The objective learning can be a better solution in this regard. Though there is an exception to this too. Now lectures and other learning sessions are very much available at the click of a button, thus tailoring their learning requirements. The second challenge is that online platforms are diverse because users log in from various places and states and in order to cope up with this situation we need to be more compatible. Distraction can be another obstacle that needs to be resolved. Obviously, the major responsibility lies upon the shoulder of the learners. They need to create a comfortable space for themselves while indulging in any kind of e-learning mode. Thus, this self-paced learning is more students-centric.

The basic principle is that F2F oral 4 Reimagining Indian Universities communication and online written communication are optimally integrated such that the strengths of each are blended into a unique learning experience congruent with the context and intended educational purpose (Larkin 241).

The major challenge that e-education sector is facing is the connectivity issue in remote places and lack of technical facilities available. The result is that many children have left schools and even in colleges the situation is the same. (Saxena n.p.).The data is really threatening as it will lead us towards illiteration and unemployment. It is a frustrating experience for the teachers to manage to engage the students from lower strata of society, where more than network issues they face other challenges like no smartphones at all, where they cannot connect themselves to these new technologies. Economy plays an integral part in the development of any field of life. With the spread of coronavirus, countries all over the world have faced many economic challenges. Orphanages, loss of jobs, lack of income sources have also impacted the education sector a lot. The need of the hour is to deal with the severity of the situation. In order to deal with connectivity issues, common connectivity devices and platforms should be provided to the deprived ones where they can learn as well as make use of their learning for making a better tomorrow. Online learning has been defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students" (Singh & Thurman,). Moreover, teachers in rural areas should be trained with various technical

skills, so that they can provide a better niche to their learners. One of the most advantageous states of blended learning is that it has made the students more independent and innovative. Blended learning is basically a methodology that is going to stay even at the time of traditional practices of learning.

Conclusion

Traditional learning and virtual learning platforms are two diverse modes which have uplifted the quality of learning with a perfect amalgamation. Blended learning has created a revolution in the field of education sector. It has changed the futuristic approach of the learners from prescribed career opportunities to innovative and diverse fields in various streams. It is like finding opportunities in adversities. The pandemic has taught us to lead a new sort of life. In education sector, we learnt new technical skills and many new inventions emerged to mitigate the loss in traditional learning. Blended learning has, in fact, widened the horizon of knowledge. Every learner has his own approach to learning which cannot be enforced upon him. These digital platforms provide the learners with various teaching methods to build upon their knowledge. The 21st century has emerged with new potential and growth and our country, though adopted these techniques late, will very soon surpass the nations with its untiring spirit.

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Conscientization on Digital Initiatives of the Government of India for Educational Development of Tribal Girls

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Abstract

Education is one of the most powerful forces for change in the direction of growth. Education has a significant impact on tribal economic development as well as the inner power of scheduled tribe communities. Education gives power to scheduled tribes, which helps them to meet the new challenges of life. After facing pandemic situation public were tuned themselves to accept the situation and they move forward to lead their life along with the digital developments. Students raise their hands through digital initiatives for their education development. Different education policies and programs with government initiatives have been fascinated with improving the literacy rate of the tribal communities and also Government has given more digital initiatives for educational development on this post-pandemic period. In such an environment, this research investigates that the research gap of tribal communities are still lagging behind in the conventional society, particularly in digitalization on learning and the improvement of individuals education level. The main focus of this research is to understand and analyse the level of awareness and attitude of tribal girls towards digital initiatives, government schemes, policies, and programs for the development of tribal girl's education.

Keywords*: Education, Tribal girls, Literacy, Drop out.*

Introduction

India had a large group of indigenous people with various tribes. The scheduled tribal population is one of the impoverished groups in India, still lacking in education. India has 10.2 crores of tribal population, the largest marginalised group, and it constitutes that total population of the tribal community as 8.6 of the country (Census of India, 2011). Education has long been recognized as one of the most important tools for obtaining empowerment. It improves a person's personal and social endowments and talents, allowing for a more intensive, socially enriching, and long-term sense of well-being. Tribes have benefited from special educational incentives such as the establishment of separate schools, the reserving of

seats in educational institutions, and the providing of student scholarships. Despite all of these efforts, education among them has made little progress. Because of their considerable participation in wages and home activities, females are more important in tribal societies than in other social groupings. Women's significance is constrained with it only applies to the family realm and not to other domains, such as education. In our country, tribal girls account for 71.3 percent of school dropouts (SSE 2010-2011), leaving them behind in education and empowerment.

Strengthening Education among ST Girls

The Scheme of Educational Complexes in the Low Literacy Pockets was revised in 2008–09 and renamed as Strengthening Education among scheduled tribe Girls. Still, the tribal girls had a low literacy rate in different districts. Government schemes and initiatives have been working on strengthening tribal girl's education. Schemes have been revised and implemented in districts with low literacy and are implemented where the ST population is more than 25 percentage, and Scheduled tribes' literacy rate is below 35 percent. According to this scheme, the government allocated 298.75 crores for strengthening tribal ST education.

Digital Initiative of Government of India in Education

* *SWAYAM* (Study Web of Active Learning for Young Aspiring Minds), Under the 'Digital India' Initiative of Government of India, one of the thrust area is 'Massive Online Open Courses (MOOCs)'. It is to provide an integrated platform and portal for online.
* *SWAYAM PRABHA* is a set of 32 DTH channels dedicated to providing high-quality educational programming 24 hours a day, seven days a week via the GSAT-15 satellite.
* *The National Digital Library of India (NDL India)* is an all-digital library that maintains metadata about many forms of digital content, such as books, articles, films, audios, dissertations, and other educational resources, for users of various educational levels and skills.
* The Ministry of Human Resource Development (MHRD) has formed *e-ShodhSindhu* by combining three consortia initiatives, namely the UGC-INFONET Digital Library Consortium, NLIST, and INDEST-AICTE Consortium, to provide access to peer-reviewed journals and a variety of bibliographic, citation, and factual databases in various disciplines to the country's research and academic community.
* The *Virtual Lab* project is a collaboration operation involving twelve institutes, with IIT Delhi serving as the organizing institute. It's a watershed moment in ICT-based education. For the first time, a remote experimental effort has been taken up.
* *e-Yantra* is an MHRD-sponsored programme of IIT Bombay to extend education in embedded systems and robotics.
* *E-Archarya* Integrated e- content portal, it developed/funded by NMEICT.
* *E-Kalpa* – it is design for Creating Digital-learning Environment.

* *The FOSSEE* (Free/Libre and Open Source Software in Education) it encourages educators to use these tools to improve educational outcomes. Its goal is to lesson educational institutions' reliance on proprietary software.
* *The Spoken Tutorial* is an initiative of the NMEICT and Talk to a Teacher programme.
* *BAADAL* is a virtualization and cloud orchestration management programme. It promotes optimal infrastructure utilisation and accelerates the development and implementation of eGov apps for academic purposes.
* *SAKSHAT:* A One-Stop Education Portal for Students to Facilitate Lifelong Learning
* *NPTEL* is a trademark of NPTEL, Inc. (National Programme on Technology Enhanced Learning). Several enhancements were made, including keyword search and indexing of all video and web courses.
* Learning objects are interactive animations through web-based and simulations that we refer to as *OSCAR (Open Source Courseware Animations Repository) (LOs).*
* *VLE (Virtual Learning Environment),* an online environment of e-resources, is used to teach a variety of disciplines at the undergraduate and graduate levels. It includes introducing pupils to new educational technology. There is a multimedia library featuring audio, video, and short films.
* *Text Transcription of Video Content* - The text of video lectures were transcribed by hand, and as a result, it is prone to errors. The reader will be utilised to produce metadata and a search index, while the video's time coding will give markers for easy video content search.
* *e-PG Pathshala* is an effort that emphasizes content and its quality as a critical component of the educational system, providing high-quality, curriculum-based, interactive e-material in 70 topics spanning all disciplines.
* *Kalvi channel* –It is specially launched on pandemic period to learn through television. It is frequently helpful for all the students at a time.

Review of the related studies

Regis college (2020) article revealed that the Effect of technology on children during the pandemic period, that children age 8 to 12 spends an average of almost five hours a day looking at screens; children under 8 spend about half that time, and teenagers spend more than seven hours a day. Technology place a vital role in education during the pandemic period. It played both positive and Negative impacts on the individual. While spending more time on technology is poor on physical health effects during pandemic. According to Siddhartha Sankar Mishra (2021), tested the Government initiatives, facilities and schemes of West Bengal in improve tribals education status. The results revealed that tribals were still backward in their education and socio-economical conditions in their life. Though Government of India has taken various provisions for the development of tribal communities but still they faced with different barriers to get education. According to Abhisek Panda (2021) the comprehensive understanding regarding dropouts of tribals in Mizoram and Telgana state of India based on the existing literature, Government initiatives and reasons of

dropout in India were explored that equity and equality related issues and challenges and a huge number of tribal children are out of school and deprived from accessing quality education.

Need of the study

In our Indian system all people have equal access to education, some of us might be curious to realize what exactly education transforms in an individual life. Every individual should have aware on educational influence of digital initiatives and its benefits. Awareness should create on digital initiatives taken for educational development among scheduled tribes. Due to a lack of awareness, tribal girls are still behind on education.

Objectives of the study

- To find out the level of education attainment among tribal girls in Dindigul district.
- To access the attitude of tribal girls towards digital usage in learning.
- To test the awareness level on Government digital initiatives for educational development among tribal girls in the Dindigul district.

Research question of the study

- What is the level of education among tribal girls in the Dindigul district?
- What is the level of awareness of tribal girls in Dindigul district about Government digital initiatives for their education development?

Method of the study

The area of the study is confined to Dindigul District. To describe and analyze the attitude of tribal girls towards digital initiatives by the government, the researcher has conducted the survey among the tribal girls and hence the method adopted for this study is 'Descriptive survey method'. The level of educational attainment among tribal girls and their issues faced by tribal girls while attaining the education through digital mode is also depicted here. The tools were developed and the investigator. The population of this study consists of the tribal girls in Dindigul District, Tamilnadu. Seventy-one were selected randomly from Sirumalai hills(34samples) and Kodaikannal hills(37 samples)for the collected data were

scored and analyzed using statistical techniques.

Data Analysis and Interpretation

Education Attainment Rate of Scheduled Tribe Students in Dindigul District

There is a disparity in educational attainment between ST girls and boys. They are unaware of the value of education, and girls do not receive a formal education as a result of their familial status. From the sixth grade, the I-V Tribal girl dropout rate of 33.9 is less than boys, but when we move to higher education, the dropout rate is higher compared to secondary education. ST girl's dropout rate is 71.3, and it is greater than that of boys. This result shows through collected data that still tribal girls were lack behind in education and need to promote their educational status to uplift their life.

Table:1 Percentage Analysis of the Technology Usage for Learning among Tribal Girls based on their Community

Technologies used for learning	Palliyan (in percent)	Kuravar (in percent)	Paliyar (in percent)
Television – Kalvi Channel	38.00	30.00	32.00
Smartphone	54.00	64.00	63.00
Laptop/ Desktop	06.00	04.00	03.00
Tablet and other techno properties	02.00	02.00	02.00

ST Girls are still lacking in technologies used for learning. They are unaware of the technology used for learning, and because of the family situation, girls don't get affordable things to get education. Smartphone is more used by the tribal kuravar girls 64%, paliyar 63%, Palliyan 54% and the Television (Kalvi Channel) highly used for learning by palliyan 38% than paliyar 32%, Kuravar 30%. Less percentage laptop / Desktop and Tablets by tribal people are palliyan 6%, kuravar 4%, paliyar 3%. This result shows through collected data that still tribal girls were lack behind in technology used for education and need to promote their educational status to uplift their life.

Figure 1: Graphical Representation of Percentage Analysis for the Technology Usage for Learning among Tribal Girls based on their Community

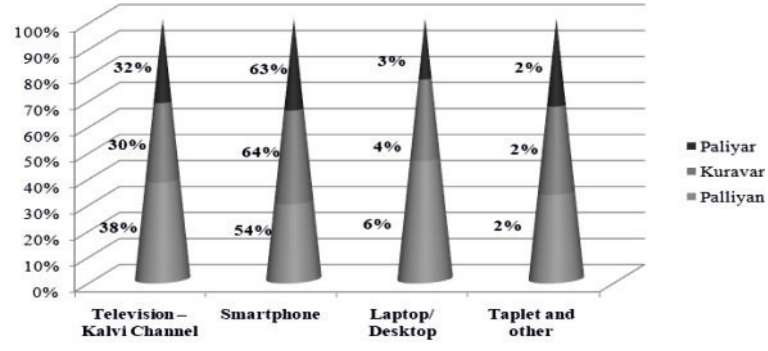


Table: 2 't'-Test for the Attitude towards Technology Usage for Learning among Tribal Girls based on their Type of School

School	Sample(n)	Mean(M)	Std. Dev (S.D)	t-value
Government School	33	49.84	6.71	2.8302*
Govt. Aided school	38	46.21	4.84	

*Significant at 0.05 level

The table reveals that the mean value and SD values on the attitude towards technology usage for learning among tribal girls based on their type of school. They are 49.84, 6.71and 46.21, 4.84 respectively. The mean difference between tribal girls studying in a Government school and Govt.Aided schoolare found to be 3.63, which shows that government school studying tribal girls have a better attitude than tribal girls studying in government-aided schools. The calculated t-value is 2.8302, which is significant at 0.05 level.

Table 3: 't' -test for the Level of Awareness on Digital Initiatives among Education of Tribal Girls based on their Community

Tribal Community	Sample(n)	Mean(M)	Std. Dev (S.D)	t-value
Paliyar	37	46.21	4.62	2.3804*
Palliyan	34	50.44	6.19	

*Significant at 0.05 level

The table reveals that the mean value and SD values on the level of awareness on Digital initiatives among Education of tribal girls based on their community. They are 46.21,4.62and 50.44, 6.19 respectively. The mean difference between paliyar and palliyan community tribal girls are found to be 4.23, which shows that level of awareness on digital initiatives among Education based on palliyan communitytribal girls have higher awareness when compared with paliyar community tribal girls. The calculated t-value is 2.3804, which is significant at 0.05 level

Figure 2 : Graphical Representation of the Level of Awareness on Digital Initiatives among Education of Tribal Girls based on their Community

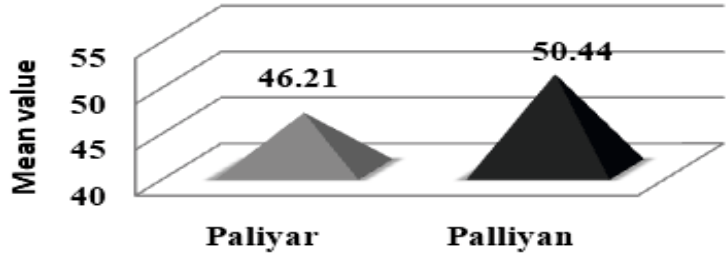


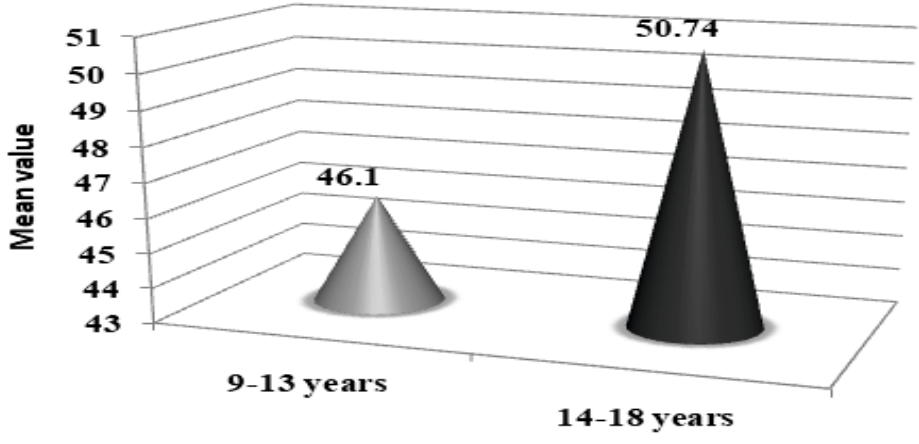
Table 4: 't'-test for the Level of Awareness on Digital Initiatives among Education of Tribal Girls based on their Age (9-13 / 14-18 years)

Age (years)	Sample(n)	Mean(M)	Std.Dev (S.D)	t-value
9-13	34	46.10	4.7	3.4810*
14-18	36	50.74	6.21	

*Significant at 0.05 level

The table reveals that, the mean value and SD values on the level of awareness ongovernment digital initiatives among Education of tribal girls based on their Age (9-13 / 14-18). They are 46.10, 4.7, and 50.74, 6.21 respectively. The mean difference between 9-13and 14-18 age tribal students are found to be 4.62, which shows that level of awareness on government initiatives among Education of tribal girls based on 14-18 years age student are higher when compared with 9-13 years age girl students. The calculated t-value is 3.4810, which is significant at 0.05 level.

Figure 3: Graphical Representation of the Level of Awareness on Digital Initiatives among Education of Tribal Girls based on their Age (9-13 / 14-18 years)



Findings and Results

From the analysis, the findings of this study are:

- Tribal girls were still lacking behind in education and needed to promote their educational status to uplift their life.
- There is a significant difference between attitude towards technology usage for learning among tribal girls based on their type of School (Government /Government Aided school.
- There is a significant difference between level of awareness on government digital initiatives among Education of tribal girls based on their community. (Paliyar/Palliyan)
- There is a significant difference between level of awareness on government

initiatives among Education of tribal girls based on their Age (9-13 / 14-18 years).

Conclusion

From the present study, results revealed that the tribal girls studying in government schools have positive attitude towards learning through digital mode like smartphone, Laptop, tablet etc,. The community wise analysis revealed that palliyan girl students are having better awareness than paliyar girl students on digital initiatives for education. The Government has initiated many schemes, programmes, for the education development of tribal students, but still there is lack on aware, regarding education and digital initiatives of the government for their development. Teachers should take the necessary steps to conscientize the tribal students on the digital initiatives taken by the government for their educational development. Also, the teachers can have periodical training on the recent updates in the initiatives taken by the government. The awareness can be created through developing a module exclusively on the digital initiatives.

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Effective Classroom Pedagogy: A Requisite of the Time

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Abstract

According to the UNESCO, during the Covid-19 pandemic around one and a half billion students were engaged in online learning. Students who have access to internet are fortunate enough to continue with their learning, whereas those who could not get an access to it, struggled hard to get across it. The tussle has been experienced with both the faculties and the students, as for instructors this online teaching led them to discover variant approaches to teaching and learning. There are lot of variants at the workplace in the present technical society. Foremost important is that the concept of knowledge is continuously changing day by day and students are expected to be well versed about all the theories and platforms. Here, responsibility lies on both the ends, students need to work on the parameters available while analysing, evaluating, and applying the available resources and faculties need to regulate their expectations as per the situation and while be empathetic towards the availability of the resources.

In the present scenario, students' requirements are changing rapidly. They are getting more mature, focused on their professional life and can balance between work and study. It gives rise to the necessity of flexible learning options. The present paper focuses on different strategies which can be helpful for faculties and students to enrich their experience and learning as it is the requirement of the time. Therefore, the paper will explore further ways which can be helpful in engaging students and helping them to be great learners.

Keywords*: Demography, evaluate, pedagogy, dominant*

Introduction

Covid-19 has globally changed the scenario of our lives where we have encountered new phrases and new normal. It is a world where words like quarantine, social distancing, handwash have become an integral part of our lives. The outlook of all the social, economic, and physical activities have come to a halt because of lockdown. All the sectors and sections of our society are affected by it and were trying through their own measures to cope up with this situation and to prevent the spread of highly contagious corona (SARS-CoV-2) virus.

Among the most affected is the education sector. As stated by Paulo Freire in *Pedagogy of Freedom*, " To create new knowledge, the teacher and the student come to the learning situation as possessors of past knowledge (9)." Since the first phase of lockdown in March 2020, all the educational institutes are thriving hard to search and opt for new ways as to meet students' expectations and trying to adapt themselves with the virtual mode of teaching and learning. Talking about the virtual mode, as stated by Kim Becnel in *Emerging Technologies in Virtual Learning Environments*, "virtual online learning, is often used synonymously with online education, distributed learning, networked learning, web-based

learning and distance education" (21).

The pre-COVID-19 teaching not only consist of chalk, blackboard or teacher and pupil but it was all about the bonding shared in the classroom where faculty and students stood as two important pillars. As stated in *Higher Education Response to the COVID-19 Pandemic*, "The post Covid-19 world must be based on the values we cherish democracy, human rights and the rule of law, as well as social justice, inclusion and equity (21)." The culture developed in such a way helps students in developing their personality and for teachers it was fruitful as it enables them to provide lessons and encourage teamwork. This practice always led pupil to develop strong sense of commitment for the fact that they understood the importance of teamwork and above all enriches their first-hand experience of information.

The post COVID-19 world is entirely different where teaching has endured a rapid transformation. When it comes to education, especially sharing and imparting knowledge then there arises a very important question about the output of the efforts made by the teachers and students because out of choice this new set up has increased the use of mobile phones and computers.

Continuous use of electronic gadgets is affecting eyes sight and deteriorating the mind and body of the students as well. Lots of complaints about headache and stiffness in the body is being raised by the students regularly. The issues related with mental health are also very serious and requires consideration as this phase has increased the level of anxiety and hypertension among both the students and the teachers.

Although it is important and necessary for the teachers to understand their students' psychological level as it will help them to understand their physical level as well but, in this scenario, even teachers too are facing lot of issues. It is therefore very important to help teachers cope up with their problems. Some of the problems faced by the teachers are:

First important problem is the excessive use of technology, which creates hurdle for those who are not tech friendly. Despite being an expert of their domain, it is disheartening to find that now their skills are being judged on their compatible level with the technology. The virtual mode is not even friendly all the time therefore their skills and criteria got shifted from different parameters. Seeking help from the younger generation has now become the need of the hour, which if teachers can accept quickly can prove to be a great learning factor.

The relationship between the teacher and pupil is far more than merely academics. Teaching goes parallel with performance. In the physical classroom situation, the responses received from the students always played an important factor for both the teachers and the students. In the present virtual mode of learning, where with the absence of physical presence and eye contact, the whole exercise stands null and void.

Parents are also facing several challenges. The availability of gadgets with proper internet is the factor required for running smooth classes. In absence of any of these creates hurdle in a way that it become difficult for the children to continue their studies and for parents the feeling of helplessness.

Undoubtedly, Covid can change the scenario of learning and teaching, but it cannot stop it. The learning being offered these days is quite different from the basic definition of learning. As quoted by Lina Daniela in *Remote Learning in Times of Pandemic*, "Global educational system started to look for different solutions to provide educational processes by planning learning activities with students and by looking for digital solutions that could help to ensure remote learning (1)." Instead of criticising the system it would be better to use the present times with utmost potential and a belief to transform the system so to make it more

valuable for the students. The thing to consider here is how to use technology to give new dimensions to education. Few suggestions, if can be implemented can be helpful in making virtual mode more interactive and encouraging for the learners:

Continous remote learning: Schools and colleges are closed but learning has not stopped, with the involvement of remote learning technologies. With the crisis millions of students are adopting themselves to the new collaborative digital tools and resources. Physically they are at a distance but virtually they will be together. As quoted by Maggie Mcvay Lynch in *Learning Online*, "In higher education and corporate training, quality online education is now shaped by exploration and discovery, collaboration, connectivity, community, multi-sensory experiences, and authenticity related to student-centred needs (4)." Learning nowadays cannot be confined to the classroom only. For that empowering teacher is equally important for they will be the one to guide and nurture students during this tough time.

The three parts of this new and innovative learning skill involve all the three factors to strengthen themselves: students, teachers, and parents. New innovations in Artificial Intelligence and availability of wide range of new devices and tools will act as a bridge and will transform the role of students, teachers, and parents. As stated by Rena M. Palloff in *The Virtual Student*, "Online learning, in its best form, is learner-centered and learner-focused" (xiii). Students will be encouraged to discover for themselves in adaptable, often cooperative ways, both inside and outside classrooms at their own tempo. They will be able to follow their own pursuits and be confronted wherever applicable. Teachers will gain access to customized real-time data on how well each of their students are improving – academically and expressively – so they can develop new tasks and offer proper assistance for each child to move ahead. Parents will be better associated to, and entangled with, their child's teaching with assurance, detail, and faith.

The entire classroom situation will be reimagining and recreated. The involvement of technology will convert the schools into learning hubs. The virtual mode helps students to be more empowered as they can learn in more flexible, and collaborative ways both inside and outside the classroom. The new mode of learning has vanished the physical formality of a classroom. The classroom situation where teacher was expected to deliver a certain message at a certain time to a certain group of people is now replaced with the more flexible one.

The virtual mode has broken away all the traditional set up of learning. Now teaching can be termed as, "Beyond classroom walls" set up where there can be multiple teachers with multiple students. They are now no longer expected to do the same thing in the same way. The system gives them enough space to regenerate their ideas and to create something of their own.

The system can also be termed as people-driven learning. Perhaps technology's most obvious influence will be the advent of "individualized culture of learning" where each student enjoys centred individual interest from teachers who will gain access to real-time data on their improvement and challenges.

Teaching has always been considered as a noble profession where teachers strive hard to prove their credentials. Teachers most of the time tend to follow traditional mode of delivering the content. Now it is the high time when they are learning along with the students. The know-it-all attitude is now replaced with learn it all attitude. Teachers now are working towards learning by doing where they show what great learning is. This attitude in fact acts as a motivating tool for the students as it inspires them onto the path of life long self-learning. Learning new technologies with the students strengthen the bond between the teacher and the

student. As quoted by Joshua Kim in *Learning Innovation and the Future of Higher Education*, "Learning innovation no longer means only improving learning outcomes but rather doing so within an environment of largely unprecedented economic constraints and competitions (14)." Exploring new ways together help them to develop together, some teachers might grapple with this literary shift. "When traditional teaching is your paradigm, you can get trapped inside a rigid mindset of feeling that you must know everything about the subjects you teach and that you can't show weakness." This will lead future teachers to spend less time in designing the content and more time and efforts towards learning experience. Learning and implementing all the new techniques and coping with them will eventually be beneficial not only for the teachers but also for the students as the impression that a teacher can create on his/her pupil can never be replaced or changed by anything and therefore teacher will also be the best innovation and inspiration for the young people.

Proposed Plan for Better Education

Education sector is now not only confined with academics but involve people from different sectors like academia, government, technology, and business. Some steps are suggested towards betterment of future education plan, they are as follows:

- Education should now be free of all the restrictions. It is a high time when steps towards making education as a safeguard towards inequalities should be taken.
- Education for all should be treated as the first and foremost priority. Develop the definition of the right to education so that it focuses on the importance of connectivity and gain access to information and communication.

With the rapid change in the present education system, it is the need of the hour to give value and importance to the teaching profession which it deserves. There has been significant revolution in the reactions of educationalists to the COVID-19 crisis, with those systems most involved with families and societies displaying the most resistance. We must nurture circumstances that give frontline educators sovereignty and tractability to act collaboratively.

It is equally important to encourage students, youth, and children in such a way as to build a safe nation for not only their generation but also the coming one. Intergenerational justice and democratic principles should compel us to prioritize the participation of students and young people broadly in the co-construction of desirable change.

With the transformation of the education, it is important to protect the space provided by the schools. The school as a physical space is indispensable. Traditional classroom organization must give way to a variety of ways of 'doing school' but the school as a separate space-time of collective living, specific and different from other spaces of learning must be preserved.

Technology should now be accessible to both the teachers and the students. Open educational resources and open access digital tools must be supported. Education cannot thrive with ready-made content built outside of the pedagogical space and outside of human relationships between teachers and students. Nor can education be dependent on digital platforms controlled by private companies.

Ensure scientific literacy within the curriculum. This is the right time for deep reflection on curriculum, particularly as we struggle against the denial of scientific knowledge and actively fight misinformation. Protect domestic and international financing of public education. The pandemic has the power to undermine several decades of advances. National governments, international organizations, and all education and development

partners must recognize the need to strengthen public health and social services but simultaneously mobilize around the protection of public education and its financing.

Conclusion

Learning to become initiative with the aim of rethinking education and reimagining how knowledge and learning can shape the future of humanity and the planet. Even though we were inspired by a sense that the uncertainty, complexity, and fragility of the world was accelerating, we were all far from thinking that in mere months a global health pandemic would remind us that dramatic changes can occur more suddenly and more unexpectedly than anyone expects. With a sense that the future is now—and the idea that how we respond to COVID-19 and its many layers of disruption will have significant implications in the short- and long-term—we believe this initiative has taken on a new necessity and pressing urgency. COVID-19 has brought many existing patterns and trends to the surface. On the one hand, we have been shown many weaknesses and vulnerabilities: these include an accentuation of inequality, risks that follow from the privatization of education, and just how unprepared we were for a massive shift to digital and distance learning. On the other hand, some positive features within our societies have also become increasingly visible. We are seeing solidarity and a strong, resilient response to challenges in many societies. We are seeing increased attention to the public good. And we are seeing resourcefulness, dedication and creativity from the many teachers, families and students who are collaboratively building remarkable learning experiences.

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Some Reflections on Critical Pedagogy and Intertextuality

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Abstract

In the past few decades, critical pedagogy has become an established practice to question, challenge and understand trends in the area of education and the social world at large. Critical pedagogy assumes that scholars need to engage with the social world that seems to be unproblematic and neutral yet is fraught with hierarchies, asymmetries, ruptures and disequilibrium. Hence, dismantling the socially acceptable and the normative through an investigation of power, ideology, race, gender etc. assumes paramount significance. To this effect, conscientization or consciousness-raising is employed, the logic being that only when one becomes aware can there be a movement towards transformation.

Parallel to this branch, is the growing popularity of intertextuality studies which refers to the links between and across texts such that one text might echo another. Initially, used in the examination of literature and narration, an intertextual analysis now focusses upon contextualization to understand the why and how of social phenomena. The present paper argues for the use of intertextuality in critical pedagogical practice especially in examining texts from popular and visual culture, ranging from images, television shows, songs, films to comics, art and illustration. The researcher proposes that both visual and linguistic tools can be employed for an intertextual analysis, to study the thematic concerns and the construction of discourses across texts. In other words, intertextuality can become a means for raising awareness of learners to equip them to see the unseen and challenge prevalent ideologies. The paper attempts to explain the convergence between intertextuality and critical pedagogy through a select text from visual/popular culture, focussing on the, origins, linkages, comparisons and disruptions formed, in other words, investigate the underlying politics of culture.

Keywords*: critical pedagogy, intertextuality, discourses, popular culture*

Introduction

In the past few decades, critical pedagogy has become an established practice across disciplines to motivate and engage learners to understand society and its complex workings. It aims to question, challenge and understand social trends to educate people about the world at large particularly through varied readings of popular culture and treating the latter as texts for critical analysis (Daspit and Weaver, Introduction xi). Critical pedagogy assumes that scholars need to engage with the social world that seems to be unproblematic and neutral yet is fraught with hierarchies, asymmetries and disequilibrium as knowledge, power and desire interact to create meanings (Giroux 4). Often, social structures are interspersed with issues of race, class, caste and gender and critical pedagogy becomes a lens for examining these inherent social inequalities. Thus, what is included is an examination of what is on the surface

(text or talk) and what is hidden – the underlying agenda of texts.

The origins of critical pedagogy can be found in the writings of Paulo Freire, in his work *Pedagogy of the Oppressed*, who worked tirelessly to educate the underprivileged section of the Brazilian population so that they could understand their roles and contribute to uplifting their plight. Freire's work was a kind of massive social movement that spread to other countries and has been popularly used in education (McLean 2) and dialogic communication (Freire and Shor 148-150). One of Freire's (72-73) important notions is the conduit metaphor where learners are treated as vessels for pouring knowledge given by the teacher who is considered the repository of knowledge. Instead of developing their thinking capacities and analytical abilities, unquestioning obedience and receptivity to what is told is the common practice and this is viewed as problematic by critical pedagogues. To deal with this, Freire, (109) proposed the practice of *conscientization* or what is known as consciousness awareness, the logic being that when one becomes aware of what is happening in one's environment, there is a movement towards transformation. One instance of this is becoming aware of how gender is inscribed with multiple ideological meanings and how the body suffers or celebrates, whereby it becomes a site for oppression and/or resistance (Shapiro 22). Freire thus, used *conscientization* to make his learners read and write and engaged in dialogue with them, asking questions, highlighting that critically aware learners are capable of changing the status-quo. As McLean (3) states critical pedagogy, thus, serves as a challenge to what is considered good university teaching that is rote learning, memorization, and passivity on part of students (Freire 72-73).

Intertextuality

Intertextuality can be traced back to the writings of the Russian philosopher Bakhtin (58) to discuss the communicative function of language – how language spoken between the speaker and hearer echoes what was spoken before and after. Thus language is referential, referring to, reshaping and accentuating words spoken by others. An example of this can be seen in any conversation where talk proceeds on the basis of what is spoken earlier since participants wish to speak what is relevant to talk. The term is also widely popular in literature and narratology to investigate how literary writings and genres have changed over time. Specifically, the term intertextuality has been used by the French philosopher Julia Kristeva (38-39) to explain how language signifies and how dialogic communication happen through language, creating links between and across texts such that one text might echo the other (Allen 35). As the name suggests, intertextuality refers to the relationship between texts and here texts can mean anything, ranging from written literature, images, television shows, songs, films to comics, art and illustration. The manner in which each text builds up or contains similarities with other texts, the infusion of particular discourses or genres in another, all have intertextual links.

Allen (36-37) further elaborates that intertextuality is the result of the intermingling of history, culture, society, ideology and text where the historicity and ideologies in a text reflects the moulding of social structures and how they change. Social practices and trends can be understood through the history of a text, what they refer back to and the changes they have undergone in terms of assimilation, hybridization and reshaping. Another aspect of intertextuality is that of difference and similarity, as discussed by Foucault in his *Archeology of Knowledge* (49). Foucault (49) states that texts can be linked to others through relations of difference and resemblance, containing traces of others and one way of studying a discursive

formation is by exploring these relations in explicit and implicit forms. Though intertextuality is used in different areas of research such as literature, narratology and discourse studies yet in this paper I propose the use of intertextuality as a tool for critical pedagogical practice through a study of popular or visual culture.

Popular Culture and Critical Practice

Popular culture is motivated by the tastes, social practices and beliefs of the masses, a culture by, and of the people that is burgeoning due to the effects of industrialization, urbanization and globalization (Storey 6-12). It has been studied by many scholars in the past few years where the focus is on the tensions between sociocultural spaces, mediated forms of communication, modes of dominance and resistance (Fiske 2-5) whereby meanings are produced, exchanged, perpetuated and challenged by individuals in a society (Hall 2-3). Scholars such as McLaren (13) are of the view that teaching and learning in universities and colleges needs to focus on the intersections of gender, race and class and the local contexts of cultural practices. This means that they need to recognize issues of identity difference, historicity of texts, power imbalance, ideological appropriation (McLaren 13-14) etc. to understand whose interests are being served and who are being marginalized and how individuals and institutions are producers and products of meaning (McLaren 15). Here, an example can be of help: a critical understanding of gender would include looking at not just the social practices but also the sites of production or reproduction and the local and global contexts to explore the diverse forms of "feminist politics" (McRobbie 2). Thus, who is producing what and how becomes important.

Similarly, there are ways of interpreting visual culture. Visual images have surrounded and bombarded humans in contemporary societies and are a part of consumer culture that engages in mass production and circulation of images of excess (Featherstone 22). It might be advertisement images, billboard hoardings, visual art etc. The media plays a huge role in this, shaping the ways in which we view, understand and consume images, blurring boundaries between art and daily life (Featherstone 25). However, when it comes to interpretation of visual culture, an emphasis on critical pedagogy includes looking at the multiple or rather conflicting ways of how a text is produced or seen (Tavin 199). The job of art educators and teachers is to encourage this practice since visuals are a storehouse for cultural understanding. Thus, both texts of popular culture including visuals can be used in critical pedagogical practice.

Critical Pedagogy and Intertextuality

As mentioned earlier, critical pedagogy makes use of *conscientization* as a mode of teaching and learning. Since *conscientization* means raising a learner's awareness about the existing situation or inequalities in society so that they can be questioned or challenged, this can be done in many ways and one useful method is, dialogue. I propose that one technique of doing this is by educating learners about intertextual links so that they become aware about continuities, uniformities and disruptions that have led to change in social structure. Intertextuality can be treated as a way of critically engaging learners through the use of linguistic and visual tools. For this purpose I am drawing on the views of Norman Fairclough (102-105) from his work *Discourse and Social Change.* He is of the opinion that texts are not only linked to each other but intertextuality can even be found within a single text (known as

intra-textuality). I would explain this through two tools: presuppositions and the mixing of voices or hybridity and further clarification of these is given below.

Presuppositions are commonsensical assumptions or beliefs that are embedded in texts (Grundy 122) and though all presuppositions are not ideologically invested, some are, as discussed by Fairclough in *Language and Power* (152-154). In *Analysing Discourse*, Fairclough (66) is of the view that mixing of genres and/or voices is a form of hybridity wherein texts make use of formal and informal language or intermingling genres, sometimes embedding one in the other. Many instances abound like a cooking book normally has instructions written in formal language and that too point wise, but it can be written in an informal, friendly manner like a diary or journal entry. This may be because conversational language is more popular than its formal counterpart. Presupposition and hybridization can be seen in speech or writing to understand the underlying ideologies, the asymmetries of power and gender and racial differences with an emphasis on how they are produced locally and historically (Fairclough 66-67 in *Analysing Discourse*). I will illustrate this through the examination of an advertisement text.

Analysis

The text chosen for analysis is that of Titan Raga, watches by Titan. Due to space constraints only one text has been analysed but more can be included in discussions between teachers and learners, orally or in writing. The analysis will be interspersed with my comments on how discussion should proceed for a critical reading of the text and its linkages. A typical class in critical pedagogy will attempt to makes learners aware of social issues but the use of intertextuality will ensure examination of the historicity of the text/s and its linkages to other texts, its predecessors and successors. Here, talk about the Titan brand becomes relevant. Titan is a product of the giant Indian company Tata and it sells not just watches but jewellery, eyewear etc. With over 25 years of experience, they have sold thousands of watches to people in South East Asia, including India, indicating that there is wide lucrative market for their products. Hence, their advertisements will also play a crucial role in shaping and reflecting social beliefs and practices in any country. If we look at the Titan Raga advertisements intertextually that were produced earlier, we find that they focussed more on issues of bonding, conjugal relationships and weddings where watches were sold for both men and women in pairs. The teacher as part of discussion comparing previous advertisements with modern day ones, can highlight the differences between texts, their major themes and how those themes are revealed through language. The images in an advertisement too are of importance, specially the way participants dress, what they wear and their body language. Even the use of colours can throw light on how the text is produced and what it is trying to say. This shows that texts in popular culture need not be strictly separated from those in visual culture, rather there can be texts that are produced for mass consumption and that can be interpreted verbally, visually, in terms of kinesics etc.

In this advertisement a smart, young lady is shown sitting in a restaurant ordering something to eat when she meets her former lover and there ensues a conversation between them. Though in discursive terms, we analyse every line of an advertisement, yet for understanding a text intertextually, the teacher can focus on some specific aspects or those that seem problematic. Thus, here I will be transcribing and analysing majority of the lines from the text with the Internet source given below.

Man: Is the seat taken. (man asks the woman who is reading the menu)
Woman: No it is not.
Woman: Hi? How have you been? (woman smiles and recognizes him happily)
Man: Bas vaise hi, jaise tumne choda tha. (The woman laughs)
(The man picks up a card which has the woman's name)
Man: And you, are still not married. (woman laughs)
Woman: Kaam se time kahan milta hai.
Man: Of course
(Man smiles)
Man: We could have made it work you know, if you had only quit working.
Woman: Tum bhi toh quit kar sakte the.
Man: Meri baat alag hai.
Woman: Kaise?
Man: How can a man not work yaar? (Woman laughs meaningfully)
Woman: Actually you are right Aakash, Tum na vaise hi ho jaise meine choda tha.
https://www.youtube.com/watch?v=zXRobOjVI9s

Intertextually, both presuppositions and mixing of genres can be seen in this advertisement. The woman is shown to be smartly dressed in western wear and the fact that she is siting alone shows that she probably does not need company and is happy by herself. The fact that the man asks her if he can sit with her, endorses this thought. Here questions can be raised about women who earn, are self sufficient, independent, single and content to be so. The presuppositions in the text are multiple that hint at ideological overtones. For instance even thought the woman asks normally about the well-being of the man, his statement is telling – 'vaise hi jaise choda tha'. Here it is presupposed that the man and woman were in a relationship and the woman left him. Socially this shows the strength and assertiveness of the woman and this can be considered a mark of social change as the woman is a modern-day working professional. Another presupposition is uttered by the man when he states that the woman is not married – because it is a common social practice that when people get over relationships, they move on to newer ones instead of choosing to be alone. If the woman is opting to do so, why is this the case and what does it show? Such questions on presupposed beliefs can be a point for discussion to understand normative beliefs in society. Yet another one is when the participants have a conversation about work. While the woman says that even he could have left working, the man categorically asserts that his case is different because he is a man. It is assumed that the man did not leave his work and that men cannot leave their profession being breadwinners of the family but it is implied that the woman should. The fact that the man states that the woman could have left her job presupposes that she did not and that she chose her career over a relationship. Here, on the basis of presuppositions we see the different ideologies related to gender – man as breadwinner and woman as submissive and compromising but the female character does not do so breaking gender stereotypes. More advertisements of Titan Raga can be discussed in a similar manner, exploring the comparisons, contrasts and the similarities between them. Also what led to a change in the advertisement texts and what are the social indicators of such change?

In terms of mixing of voices or hybridity, there is mixing of two languages – English and Hindi keeping the style as conversational or informal, typical of advertisements. When the man accuses the woman of ending the relationship he shifts to English may be because it is considered a language of dominance or formality. However, the woman's response is in Hindi

stating that the man has not changed at all. This means that both languages are pitted against each other; responses of importance can be given in either. However, the woman's response is mostly through smiles, laughter and shorter utterances even though she clearly dominates the talk. The body language of the man is shown to be one of discomfort at the end, while that of the woman is shown to be of ease thus questions can also be asked about the visuals in the text and what they convey since non-verbal communication and/or visuals can also serve as multiple voices in a text. Accordingly, advertisements can be discussed as one text plus what happens within them but discussion of intertextual links with similar texts of the same product, historically or with other watch advertisements can throw more light on the intertextual links and hence serve as a more focussed critical pedagogical practice. *Conscientization* thus works better if one looks at textual linkages and traces, instead of just general questions in the class.

Conclusion

Critical pedagogy is the lens to understand social inequalities and in this paper I have highlighted how the notion of intertextuality can help to broaden the focus and scope of critical teaching and practice by understanding the links with similar and opposing texts. Textual analysis (with select linguistic tools) and pointers for *conscientization* have been given to show the ways in which gender, language, visuals intersect to depict social changes since intertextuality can be seen within and outside texts.

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Reviewed and Recommended Out-Class and In-Class Activities for Planning Flipped Learning

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Abstract

Flipped learning refers to the method of delivering video lectures outside the class and engaging the class time with student-centric activities. The fine blend of theory concepts rendered outside and the practice sessions offered inside the class is thus hoped to provide a holistic development among students. This paper discusses the range of activities that are frequently used and proved to be effective in the method of flipped learning as per the reviewed literature. Both the out-class activities (e.g., simple worksheets along with video lectures and reading exercises) and in-class activities (e.g., quizzes, Think, Pair and Share Activities) conducted with or without the support of technology were examined and found to have a positive influence in student learning. The objective of the article is to inform the teachers who are interested in flipping the learning to explore the suggested activities and to engage students in a more productive teaching-learning process. There is also scope for future articles to be added to this existing list by studying the impact of more and more flipped learning activities.

Keywords*: flipped learning; suggested in-class and out-class activities; positive impact and influence; better engagement of students.*

Introduction

According to recent research on the success of various pedagogical methods, flipped learning gains a special impetus as it has the prominent feature of accessing lecture content outside the class and the freed in-class time for facilitating active learning methods. Active learning methods incorporate more discussion and questioning between the instructor and the students. Flipped learning stands quality assured only for this likelihood of active learning and improved interaction. It is a fact that extended communication with the teacher and peer members could help students grasp complex ideas and knowledge more efficiently. It is hoped that the instructor who adopts flipped learning will improve student engagement and performance. The popularity of flipped learning is gaining importance and the fervor keeps soaring these days with the disruptive technology not sparing the education sector.

Literature Review

A careful analysis of related literature reveals that flipped learning is fairly a recent phenomenon and a trending area of research. The rising number of studies may be attributed to the growing popularity of this method and certain exclusive advantages it offers. It can be seen that there has been intense interest in the topic particularly in the last five years since 2015. The first requirement in planning flipped learning involves time-consuming and meticulous preparation to select, record or screencast video lectures. Though an essential skill and important first step, the making of video lectures is not the be-all and end-all of conducting flipped learning. The pre-posted video lecture is not synonymous with the method of flipped learning as it is unlikely to affect learning. No data report the pre-posted lectures alone to have any meritorious or positive effect on student outcomes. It is thus understood that any advantage of flipped learning comes from the fact that it releases the class time for conducting activity-based learning. The following framework (Image 2.1) would inform the teachers about the various stages involved in preparing themselves and his/her students to gear up for flipped learning.

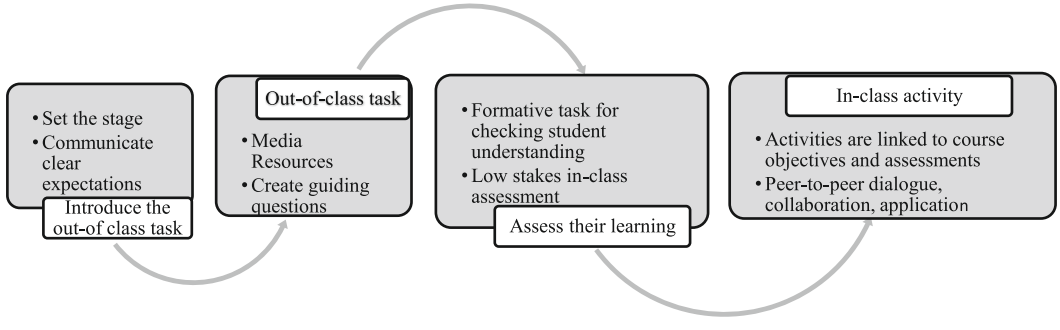

Image 2.1 - Flipped Learning Framework adapted from *"Course Design: Planning a Flipped Class." Centre for Teaching Excellence, 28 Feb. 2018, https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/course-design-planning-flipped-class*.

Looking at this framework (Image 2.1), it seems to be a huge workload initially but still worth the effort. All it takes is systematic and structured planning and this article can be a starting point for teachers who are seriously interested in implementing effective combinations of in-class and out-class activities. In-class activities involve various combinations of active learning techniques like audience response, open questions, individual or paired quizzes, pair and share activities, student presentations, and discussion. The out-of-class activities include the selection of appropriate material and medium for posting lectures first and then incorporating simple activities to assess the understanding of students. These activities can be held with or without the support of tech tools in case of still

prevailing digital divide or as per the convenience of both the learners and teachers. However, it is still unclear for teachers when they begin to plan activities for both out-class and in-class to engage students in flipped learning. Hence, the article is developed to suggest an array of activities frequently used in flipped learning along with the basics of implementing them and it credits the assured benefits the particular activity may bring upon as per the reviewed literature.

Methodology

A systematic review is defined as "a review of the evidence on a formulated question that uses a systematic and meticulous summary of all the available primary research to answer the research question". Therefore, it is called the 'secondary research' or the 'research on research'. Major studies are located in the popular databases using the keywords such as flipped learning and flipped classroom. Then, they are analyzed in detail according to the following formulated research questions:

RQ1. What are the in-class and out-class activities for conducting effective flipped learning according to the reviewed literature?

RQ2. What are the most commonly used technological tools to conduct flipped learning's in-class and out-class activities as per the reviewed literature?

The data about the above research questions are gathered from the literature, divided into meaningful categories, and documented below as the analysis of data.

Analysis of Data

A) RQ1: List of Recommended In-class and Out-class Activities

The following list of activities is to support the teachers' idea of conducting flipped learning with the reviewed and recommended in-class and out-class activities. The activities suggested are neither discipline-specific nor complete in itself as every activity varies in the way it is conducted.

1.1. Concept Maps

This activity demands students' visualizing capacity to map ideas and find connections among them. Students can work individually or collaboratively. A concept map is an activity to develop the higher-order thinking skills of the students and may be used as a pre-class assignment to summarize the information presented. Instead of written assignments, concept maps provide a quick and simple solution to assess the students' understanding of concepts. The implementation basics for conducting this activity are given below:

1. Make sure that students understand the activity, its purpose, and a set of clear instructions regarding the connections about the given concept.
2. Share an example of what the map might look like and discuss what else might be

added to them.

3. Have students explain, share and critique each other's concept map.

4. Tell them the clear assessment criteria or the grading pattern.

Güvenç's (430) action research in teaching writing to students, Ahmad's (169) attempts to improve Egyptian EFL students' listening comprehension, and Chu et al.'s (91) quasi-experimental study to evaluate the grammar learning achievement of the low and high-achieving students acknowledged concept map as one of the creditable and incremental activities that supported individual and collaborative learning.

1.2. Polling

This is a good activity to quickly survey learners' understanding. Clickers and other technological apps can be used that let students respond using their phones or other web-enabled devices. It can be embedded in the course of the pre-posted video lecture itself to check the listener's understanding instantly. Following are the implementation basics of polling:

1. Prepare a set of questions with multiple choice answers related to the concept.

2. Yes/No, True/False or combination polls can be used.

3. Give enough time to students to submit answers.

4. Include feedback or discussion after the results of polling.

Lie and Yunus (77) reported using the apps Polldaddy, Polleverywhere, and Kahoot that were the potential ways to increase student attention and enabled the instructors to observe the learning effects of pre-posted lectures in no time.

1.3. Minute Papers

A minute paper is a very short, in-class writing activity in which students respond to the questions asked by the instructor. The activity prompts students to reflect on the pre-posted video lessons and provides the instructor with useful feedback. Minute papers can also be used at any point in the class timing like both at the beginning of the end. There are many possibilities for variation, and this can be counted as a formative assessment. One useful variation is to ask students to add their questions at the end to increase reflection. That question can then be answered personally, or as a group activity in which students answer another student's question. The implementation basic is as easy as to frame a set of questions like that of asking the students to mention the main point of the lecture or to list what is the most difficult part in it. Ahmad (169) used a variety of active learning methods including the minute paper that was found to enhance the learners' comprehensible input which, in turn, lead to a greater understanding of concepts.

1.4. Think/Pair/Share

Think-pair-share (TPS) is a collaborative activity where students discuss together to solve a problem or answer a question. It helps students to think individually first and then to share their ideas with peers. It improves the oral communicative skills of the students. The implementation basics are:

1. Decide the question or prompt based on the key content.
2. Provide guidelines and timelines for discussions.
3. Model the procedure to ensure that students understand how to do the activity.
4. Monitor and facilitate students during their discussions.

According to Chang and Lin (194), Pair and Share interactive teaching strategy allows students to engage with a spiral technique that bridges their pre-learned materials and in-class learning activities. DeLozier and Rhodes (145) and McLaughlin et al. (96) used different types of pair and share activities in which students were given this activity in all three phases including pre, in, and post classes with some variations. Similarly, *Flynn*'s works on flipped learning reported a variety of pair-and-share activities such as paired problem-solving and predict-observe-explain activities.

1.5. Gamified Quiz

Many pre-made quizzes, quizzing applications, and quiz creation platforms are available with the integrated gamified experience for providing an intriguing learning experience. A quiz is considered to be one of the most useful and effective activities of flipped learning. The interesting variation is having students given the responsibility to create quiz questions based on the content assigned by the instructor. In both cases, the quizzes can be both entertaining and educational. The implementation basics include:

1. Selection of questions that can take a variety of forms and formats such as match types, multiple-choice, true or false, audio-based, pictures, and puzzle types.
2. Timing limitation with a random and shuffled order of questions and answer options for every student.
3. Rewarding of the top scorers with additional, bonus marks or can be considered as assignment marks.

According to McLaughlin et al. (96) quizzes prior to classroom activities are an important motivational strategy to encourage learners to watch the videos or read the materials posted and their scores confirm the readiness. Based on students' answers, the instructor would then be able to provide feedback or to answer questions from students regarding the lectures, readings, or related content. Hung (95) conducted brief quizzes at the end of classroom activities to gather real-time feedback regarding students' understanding of that day's content.

1.6. Roleplay

Incorporating role-play into the in-class activity adds variety, and creates opportunities for a lot of communication. Students assume roles and act out parts to illustrate concepts or perspectives on a topic. The implementation basics are:

1. Decide the real and relevant role-play situations.
2. Give enough preparation time to students and explain their roles clearly.
3. Allow them to simulate with actual props.
4. Facilitate but still reserve the comments and feedback to be shared after the role-play gets over.

Lin and Hwang (212) provided both oral and written role-play opportunities to students reflecting their language practices during the discussion with peers and teachers. It helped them to enhance their oral proficiency by adapting their language usage to given contexts, such as giving advice, asking questions, or proposing different ideas.

1.7. Debate

This extensive activity demands out-of-class preparation time and can be completed entirely during class time. Individuals or teams of students can take opposing viewpoints and present contrasting ideas related to a topic. They take turns to continue the debate until the given time is over or the outcome of the debate has been reached. Reflection by the rest of the class is a good addition to an activity like this. Through debate, the logical assertion of points as well as powerful delivery skills of the students improves to better understand the key concept discussed. The implementation basics can be:

1. Choosing a topic that has affirmative and negative ideas with practical application.
2. Giving adequate research time to students.
3. Stressing the students regarding the track of time.
4. Helping them to arrive at a judgment by referring to the most convincing ideas.
5. Rewarding the active participants with additional grades or assignment marks.

Ahmad (169) used the debate as an in-class activity to enable student interactions and reported the activity as a highly engaging one for the students.

1.8. Jigsaw

In a jigsaw activity, students are initially divided into groups and given a topic to research. They are thus, hoping to become experts on their topic and develop lesson plans to share their knowledge with their classmates. The experts from each topic group are then dispersed into new groups that contain one expert from each topic. Each expert takes a turn to teach the other groups to which they have moved, allowing all students to learn about all of the topics by the end of the activity. The implementation basics are:

1. Introduce the activity and the topic.

2. Create peer teaching opportunities.

3. Provide key questions to help the students' groups to gather information on their particular topics.

4. Tell them the available and authentic resources or materials for better preparation of students.

5. Insist time management for completing the activity.

Han's (103) and Luo et al's (5) in-class activities included the jigsaw technique for the enhancement of collaborative and reflective learning. The jigsaw technique used in their studies is found to have a lot of benefits such as facilitated knowledge construction, reduced anxiety, enhanced motivation, positive interdependence, and improved accountability of the students.

1.9. Oral or Powerpoint Presentation

Presentations are great ways to have students practice all skills (speaking, reading, writing, and listening). They also build confidence and are extremely useful both outside and during the classroom. After completing a project, a presentation is a channel for students to share with others what they have learned. Project-based presentations enrich their problem-solving capacities by providing discussions and feedback on solving real-world complex tasks. The implementation basics include:

1. Introduction of key stages of presentation to students like greeting, topic introduction, main points in order of importance, and conclusion.

2. Sample presentation by the teacher.

3. Ample time to be given for preparation.

4. Peer support opportunities.

5. Constructive feedback by the teacher after the presentation.

Judy Shih and Huang (6) had their in-class activities as students' oral presentations that were found to have stimulated students' higher-order thinking and facilitated their learning through peer interactions. Güvenç (430) posted his out-class lectures in the form of animated video presentations. He acknowledged the use of the PowToon app to create eye-catching and entertaining PowerPoint presentations with a professional look that were found attractive and convenient for any time access of students. Lin and Hwang (212) reported having improved EFL students' English oral presentation through their formal successful presentations.

4. B) RQ2: Technological Tools to Conduct Out-Class and In-Class activities

Most of the out-class lectures and activities are sent using technological tools. Some of the useful online applications and platforms cited in the literature are as follows: Chen Hsieh et al. (18) involved the assistance of messaging application called the LINE app that enabled collaboration all the time among students. Google Sites and Google Voice were the platforms

used by Han (103) to post their outclass lectures coupled with simple assignments. Haghighi et al. (287) utilized the Telegram App to post course materials and as a discussion board to engage ESL learners in communicative activities that developed their speaking and listening skills.

Due to their ubiquitous presence, technology doesn't have to be limited to posting out-class activities alone. In-class quizzes or polls can also be conducted using technological applications that can be answered from students' mobile devices or through other devices with internet access.

Conclusion

The nature of the activities and the way they are held during the in-class and out-class phases of flipped learning determine success and productivity. Reticence, lack of participation, and learning anxiety have been initially found among students in most of the literature. Indeed, with the gradual motivation and the interactive opportunities the method generates, it has improved the student's engagement and interaction. Based on the reviewed literature, the implementation processes and the benefits of each of these activities are discussed in this article. To summarise, it is not simply the online pre-posted lectures that make all the difference but one of the great features about flipped learning is the amount of freed class time it provides for the teacher. With this newly-found class time, some teachers ask the question: "Well, what am I supposed to do with all this free time?" for which this article can provide an exact answer for conducting effective activities both in out-class and in-class time to maximize students' learning with the help of technological tools through flipped learning.

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Traditional Classroom vs Flipped Classroom: Finding a Better Way

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Abstract

The students of Faridabad have been facing various challenges while interacting in English. The teaching - style in the city has been a great challenge for the students and teachers. The pandemic has given a wake-up call to all the faculties belonging to different areas. It has given a clear picture of the technology and its usage in the classroom. The researchers have done a study on undergraduate students of Faridabad by teaching them through traditional and flipped classroom methods. The pre-and post-tests were taken in the form of videos. The questionnaire was given to the students in order to collect the background information of each student. All the students were given equal opportunity to participate and improve their English Language Skills. The videos were recorded with the help of a mobile phone camera. During Pandemic, the teachers had faced myriad challenges while teaching the students through the traditional method. In this paper, the researchers have explained that during/after the experiment, 'How the flipped classroom approach can help the teachers to overcome the numerous challenges which are/were being faced by the teachers who use Traditional classroom approach'.

Keywords*: Experience, Flipped Classroom, Faridabad, Students, Questionnaire, Traditional*

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Introduction

One of the smart cities, Faridabad, is connected to Delhi. There is no doubt that the city is progressing every day, however, the students are still facing challenges while learning in the classroom. Several changes have been made to reach and teach all the students in the classroom, but it does not seem to fulfil all the requirements of the students especially the communication skills**.** At present, the students are given lectures in the classroom, and they are made to record the teachers' lecture in their notebooks to achieve good grades in their final exams. Good grades can also be achieved through rote learning which can be done by studying for few days before the exam. Rote learning may help them to get a degree which is the minimum eligibility in most of the organizations. The degree may allow them to appear for the interview in most of the organizations, for instance, if a company is hiring the candidates for Journalism so, as per the basic requirement, the candidate must be from Bachelor of

Journalism and Mass Communication but that's only one requirement and the other requirements are the higher order cognitive skills and most important of all is the command over English Language. Similarly, Commerce students may be eligible for different positions because of their degree that they have earned through the traditional method, however, this method doesn't help them in becoming proficient/fluent in English Language. There is no dearth of candidates who are carrying the degrees but unable to interact with public because of lack of practice in the classroom. It is often observed by researchers that the students in the English Classrooms are silently learning the grammar rules which are taught by the traditional teacher. The researchers believe that the classrooms must be noisy which means there should be active participation and that can be achieved through Flipped Classroom Approach. To get a degree, rote learning may help and to get command over language, one needs to practice.

Due to lack of English language environment outside the classroom and the passive approach of a teacher, the students are unable to practice outside the classroom and remain busy in completing their notebooks. In 45 minutes, the teacher, delivers the lecture (approx. for 30 minutes) and let the students practice for 10 - 15 minutes only. At present (In traditional method), the maximum time is spent on delivering a lecture due to which the students are unable to practice speaking in the classroom. In some convent schools, the teacher imposes fine if students speak in any language other than English and this is not the permanent solution and, not everyone can afford the expensive schools/ colleges. It is extremely important for every student to speak language if he/she wants to deliver/present whatever they have learnt in their school or colleges. English is the language that is widely used in India and abroad for different purposes be it, business, profession, or employment. The researchers have found that the traditional method may allow the students to pass their exams however, it does not make the students proficient in spoken English.

Language plays a very important role in sharing knowledge, cracking interviews, building positive relations, etc. and if one is unable to gain proficiency in a language - it may become difficult to survive in the dynamic and most demanding market for a long period. We become proficient in our mother tongue be it Hindi, Tamil, Haryanvi, etc. by practicing it with our relatives and friends.

A classroom has variety of students who come from different backgrounds. Each classroom has fast, and slow learners and every learner has his/her own capabilities to learn/ focus on the lecture however, the teacher uses his/her own speed while delivering a lecture which becomes extremely difficult for the students to understand the content and it sometimes become frustrating, sitting quiet and listening to the stable sound for 30 - 35 minutes. Therefore, there is a need to change the style of teaching in the classroom for the active participation which would not only boosts the confidence level among the students while communicating in English but also helps them improve higher order cognitive skills. As a blog titled Top Hat states, "The purpose of flipping a classroom is to ensure that students have a deeper learning experience when instructors guide them through the material. Higher-order cognitive skills are emphasized as well as application skills, rather than just comprehension (2021)". The teacher has to shift from Teacher Centered Approach to Student Centered Approach where the teacher works as a facilitator and not a saint, speaking from the desk/podium. The researchers have conducted an experiment on 30 undergraduate students, teaching them through Flipped Classroom and Traditional Classroom pedagogy for 30 hours each and compared the outstanding results later in this research paper.

Objectives

1) To bring change in style of teaching for the betterment of students.
2) To motivate the teachers to reach every student in the classroom.
3) To share the results of the experiment done by the researchers.
4) To discuss the impact of flipped/traditional classroom pedagogy on undergraduate English Language students.
5) To encourage the teachers to reduce the teachers' speaking time in the classroom by adopting the reverse teaching approach.
6) To provide the environment to the students to speak/ practice Spoken English.
7) To focus on both lower/higher order cognitive skills.
8) To share the background information, the researchers have collected through a structured Questionnaire.

Teacher Centered Vs Student Centered

The very demanding course Cambridge CELTA encourages the teachers to use Student Centered approach inside the classroom to teach the students. Reducing the TTT (Teachers' Talking Time) helps the students to actively participate in the classroom. It gives enough time to the teachers to observe and see who is struggling and accordingly help them to overcome any hurdle that comes while practicing English. To reduce the TTT and allow the students to actively participate, the teacher must free the classroom time by flipping the lecture with homework. Listening to a lecture can be done outside the classroom in one's own personal space, time and speed. The recorded lectures can be listened million times by the students outside classroom and then, practice the same under the supervision of the teacher. However, the teacher-centered model makes it very difficult for the students to listen to 'a boring lecture' in the classroom at the teacher's speed for 30 - 35 minutes and prepare oneself to speak English fluently. In teacher-centered model, the teacher speaks more in the classroom and give lesser time to the students for speaking activities however, in student-centered model, the teacher speaks lesser in the classroom and gives more opportunities to the students for speaking and practice English Language. The researchers have found that 'Flipped classroom' is a very effective pedagogy which makes the classroom, a student centered. Hartyányi et.al. said, “The flipped classroom is a student-centered model aimed at increasing student engagement, understanding and retention by reversing the traditional classroom teaching approach.” (13)

Traditional Classroom Method

The method is very popular in the classrooms of schools/colleges of Faridabad where the teacher focuses on completing the syllabus by delivering lecture in the classroom at a constant speed. This method helps the students to gain the lower order cognitive skills only which are helpful till the examination hall. Not every student is able to learn due to their different levels. As a result, more than half of the students in the classroom struggle to

improve their LSRW Skills. Later, they have to join the English language Institutes to gain proficiency in L2 which shows the incapability of the traditional method. In traditional method, the students listen to the lecture and later, complete their homework in the absence of teacher. The teacher works on the easiest skills i.e. the lower order cognitive skills inside the classroom and the hardest i.e. the higher order cognitive skills (for the students) are given as homework which becomes very difficult for them. In the passive approach, the students do not get enough opportunities to participate due to lack of time as 10 - 15 minutes are not sufficient for practice.

Flipped Classroom Method

The interactive method - Flipped Classroom swaps classwork and homework where the teacher provides them (the students) a Pre-recorded lecture (5-7 minutes videos) before they come to the classroom. C. Reidsema et al. explained, "In flipped mode, students will be meeting a topic for the first time online usually via short and to the point videos, rather than through attending a lecture as has been traditionally the case" (6). The students may watch the recorded lecture at their own pace, outside the classroom. The approach frees the classroom time as the lecture is already given to the students. For first 10 minutes, the teacher and students work in peer groups and discuss the challenges/problems faced by the students in the recorded lecture which was given to them before coming to the classroom. The teacher works as a facilitator who help all the students (Slow & Fast) in first 10 minutes by dividing them into small groups and then, rest of the time is spent on various activities which are pre- planned by the teacher (as per the recorded lecture). All this happens under the supervision of the interactive teacher. Role play, Group discussions, Anchoring, Presentations, Interview sessions, etc., are the various activities performed inside the classroom which not only improves their speaking skills but also make them capable to deal with various communication barriers and gain good grades. Flipped Classroom encourages students to actively participate inside the classroom to achieve lower and higher order cognitive skills. Bucaneve and Monteiro stated, "As for the teachers, this new approach to flipped classrooms proved to be time- saving, allowing the teacher to use class time to effectively cater for students' individual needs and difficulties, leading a less syllabus-driven session" (10).

Basis	**Traditional classroom**	**Flipped Classroom**
Lecture	Inside the classroom (Speaking from the podium)	Outside the classroom (Pre-recorded)
Lecture Duration	30 minutes	5 -7 minutes short videos
Classroom management	Lecture - 30 minutes Attendance- 5 minutes Doubts - 5 minutes Activities- 5 minutes	No lecture Attendance: 5 minutes Doubts - 10 minutes Activities/Assignments: 30 minutes Pre-recorded lectures are given.

Teacher Talking Time	More	Very less
Participation	Passive	Active
Skills Focus	Only lower order cognitive skills	Lower and Higher Cognitive Skills
Teacher's reach in the classroom	Minimum students	Maximum students
LSRW Skills	Maximum focus is on Completing the syllabus only. Less attention is given on LSRW skills	More attention is given on LSRW skills along with completing the syllabus.

The above table shows the basic difference between the two methods used while teaching English to the students.

Experiment: 30 Undergraduate Students/ Results

The researchers have conducted an experiment on 60 undergraduate students belonging to different disciplines (Commerce, Science, Computer Applications) to test/compare the effectiveness/outcomes of Traditional and Flipped Classroom method. The students were divide into two groups (30- 30) and given a questionnaire at the time of joining the sessions to collect/observe their background information. One group was taught through Traditional and the other one was taught through Flipped Classroom Approach. Both the groups were given 30 hours class in which the teacher has taught the sub skills (Fluency, Confidence, Vocabulary) of Speaking. Pre and Post tests were also taken to compare the results. It was found that the flipped classroom is/was very effective in improving the mentioned speaking skills of the students belonging to the flipped group in comparison to the students of traditional group. Various tools/Applications (Phone, Zoom, Tripod, WhatsApp, Google Classroom, YouTube, etc.) were used during the session. Flipped Classroom students are marked as A1, A2, A3,..A30) and Traditional Classroom Students are marked as (B1, B2, B3,……. B30). The researchers have shared the results through the following tabular presentation to check/assess the effectiveness of both the methods:

Results: Flipped Classroom Method

Students	Speaking Time (Pre-Test)	Speaking Time (Post-Test)	Fluency	Confidence	Vocabulary
A1	40 seconds	4 minutes 40 seconds	Improved	More Confident	More use of active vocabulary
A2	22 seconds	6 minutes 58 seconds	Improved	More Confident	More use of active vocabulary
A3	20 seconds	3 minutes 39 seconds	Improved	More Confident	More use of active vocabulary
A4	40 seconds	4 minutes 48 seconds	Improved	More Confident	More use of active vocabulary
A5	56 seconds	4 minutes 08 seconds	Improved	More Confident	More use of active vocabulary

A6	28 seconds	5 minutes 47 seconds	Improved	More Confident	More use of active vocabulary
A7	27 seconds	5 minutes 58 seconds	Improved	More Confident	More use of active vocabulary
A8	47 seconds	2 minutes 58 seconds	Improved	More Confident	More use of active vocabulary
A9	11 seconds	3 minutes 50 seconds	Improved	More Confident	More use of active vocabulary
A10	37 seconds	1 minute 20 seconds	Improved	More Confident	More use of active vocabulary
A11	24 seconds	2 minutes 58 seconds	Improved	More Confident	More use of active vocabulary
A12	10 seconds	8 minutes 47 seconds	Improved	More Confident	More use of active vocabulary
A13	17 seconds	2 minutes 59 seconds	Improved	More Confident	More use of active vocabulary
A14	32 seconds	5 minutes 36 seconds	Improved	More Confident	More use of active vocabulary
A15	13 seconds	5 minutes 29 seconds	Improved	More Confident	More use of active vocabulary
A16	16 seconds	2 minutes 11 seconds	Improved	More Confident	More use of active vocabulary
A17	27 seconds	3 minutes 3 seconds	Improved	More Confident	More use of active vocabulary
A18	41 seconds	1 minute 39 seconds	Improved	More Confident	More use of active vocabulary
A19	26 seconds	2 minutes 49 seconds	Improved	More Confident	More use of active vocabulary
A20	33 seconds	2 minutes 45 seconds	Improved	More Confident	More use of active vocabulary
A21	26 minutes	2 minutes 30 seconds	Improved	More Confident	More use of active vocabulary
A22	1minute 5 seconds	2 minute 35 seconds	Improved	More Confident	More use of active vocabulary
A23	26 seconds	1 minutes 35 seconds	Improved	More Confident	More use of active vocabulary

A24	22 seconds	3 minutes 16 seconds	Improved	More Confident	More use of active vocabulary
A25	12 seconds	1 minute 55 seconds	Improved	More Confident	More use of active vocabulary
A26	25 seconds	8 minutes 17 seconds	Improved	More Confident	More use of active vocabulary
A27	22 seconds	7 minutes 38 seconds	Improved	More Confident	More use of active vocabulary
A28	21 seconds	6 minutes	Improved	More Confident	More use of active vocabulary
A29	42 seconds	1 minute 37 seconds	Improved	More Confident	More use of active vocabulary
A30	19 seconds	5 minutes 39 seconds	Improved	More Confident	More use of active vocabulary

Results: Traditional Classroom Method

Students	Speaking Time (Pre-Test)	Speaking Time (Post-Test)	Fluency	Confidence	Vocabulary
B1	35 seconds	22 seconds	No improvement	No change	No change
B2	41 seconds	12 seconds	No improvement	No change	No change
B3	15 seconds	Unable to speak in English	No improvement	No change	No change
B4	28 seconds	Unable to speak in English	No improvement	No change	No change
B5	19 seconds	18 seconds	No improvement	No change	No change
B6	34 seconds	57 seconds	No improvement	No change	No change
B7	1 minute 21 seconds	2 minutes 50 seconds	More Fluent	More Confident	More use of Active Vocabulary
B8	20 seconds	25 seconds	No improvement	No change	No change
B9	26 seconds	34 seconds	No improvement	No change	No change
B10	44 seconds	35 seconds	No improvement	No change	No change
B11	11 seconds	15 seconds	No improvement	No change	No change
B12	14 seconds	Unable to speak in English	No improvement	No change	No change

B13	31 seconds	2 minutes 28 seconds	More Fluent	More Confident	More use of active vocabulary
B14	22 seconds	19 seconds	No improvement	No change	No change
B15	20 seconds	11 seconds	No improvement	No change	No change
B16	35 seconds	12 seconds	No improvement	No change	No change
B17	43 seconds	54 seconds	No improvement	No change	No change
B18	15 seconds	14 seconds	No improvement	No change	No change
B19	15 seconds	43 seconds	No improvement	More Confident	Repetition of Words
B20	15 seconds	Unable to speak in English	No improvement	No change	No change
B21	10 seconds	20 seconds	No improvement	No change	Repetition of Words
B22	24 seconds	9 seconds	No improvement	No change	No change
B23	43 seconds	30 seconds	No improvement	No change	No change
B24	12 seconds	20 seconds	No improvement	No change	No change
B25	18 seconds	19 seconds	No improvement	No change	No change
B26	28 seconds	24 seconds	No improvement	No change	No change
B27	18 seconds	16 seconds	No improvement	No change	No change
B28	37 seconds	49 seconds	No improvement	No change	No change
B29	15 seconds	11 seconds	No improvement	No change	No change
B30	21 seconds	44 seconds	No improvement	No change	Repetition of Words

Result and Discussions (Traditional and Flipped Classrooms)

Comparing the above results, the researchers have found that the students who were taught through flipped classroom were able to speak fluently with confidence. The students who could not speak for more than 1 minute (except one who spoke for 1 minute 10 seconds) during their Pre-test in Flipped Classroom, they performed far better in their Post-test. Out of 30 students, 9 students spoke for more than 5 minutes, 7 students spoke for 3 to 5 minutes, 6 students spoke for 2 to 3 minutes, and remaining spoke for more than 2 minutes (but less than 3 minutes). Also, all the students in flipped classroom were fluent and able to use active vocabulary at the time of post-tests as compared to their Pre- test. However, in traditional classroom, the researchers did not find promising results. In traditional classroom, except 2

students (i.e., B7& B13), none of them could either speak for more than one minute in both i.e., Pre and Post- test or improve in their confidence and make use of active vocabulary.

Conclusion

The experiment has shown that the proposed style of teaching (Flipped Classroom Method) is more effective for the undergraduate English Language students in comparison to the present style of teaching (Traditional Classroom Method). The Flipped Classroom Method not only improves the sub skills of speaking but also makes the students participate actively and enthusiastically in the classroom which does not happen in the Traditional Classroom Method.

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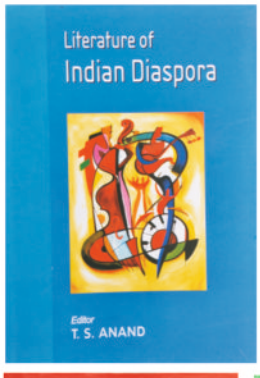

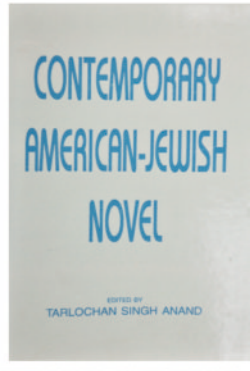

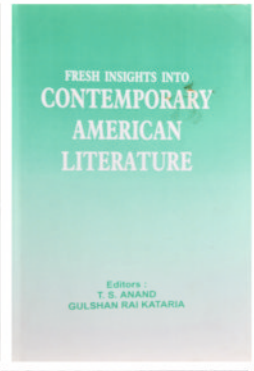

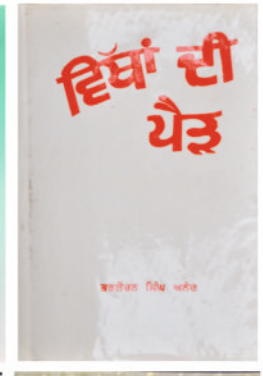

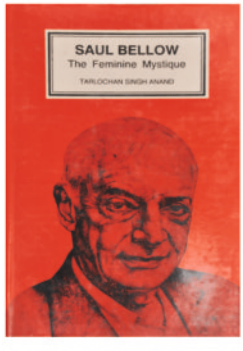

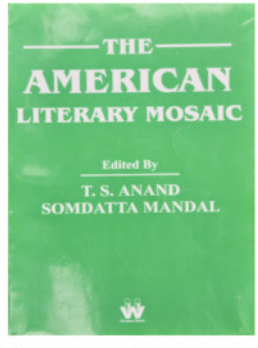

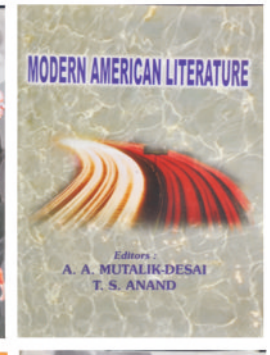

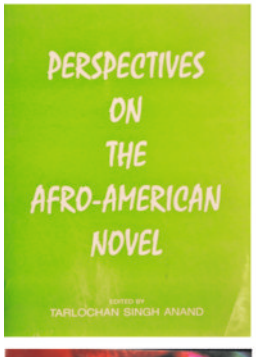

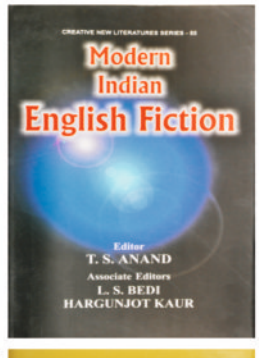

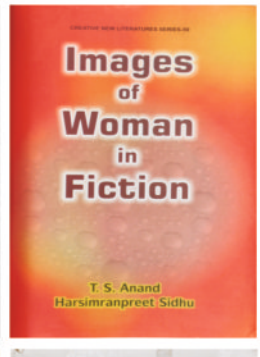

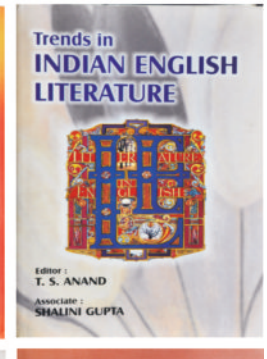

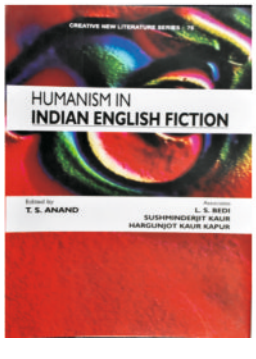

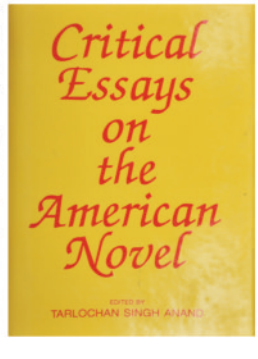

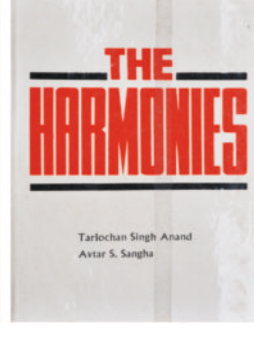

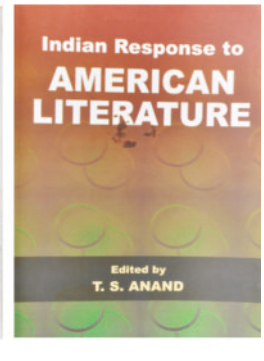

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