REVIEW ARTICLE

PRACTICALITIES TO IMPROVE THE QUALITY OF AN E-ENGLISH CLASS

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ARTICLE INFO	ABSTRACT
	Visual and auditory activities in an electronic English class facilitates multi model learning. E-English class enables students to receive individualized instruction from teacher with extended applications in reinforcing class with audio-visual materials. An effective digitalized language class is expected to move around a well thought-out activity that involves content accessed through computers. The ambiance of e-English class stimulates student-teacher, student-content and student-student interaction in the target language. Activities are to be carefully chosen for each class with regard to the time span required for the execution. The learners have an expectation of hands-on work and active participation more than passive listening as the case in a conventional class. Computer has the potential to increase students' interest for language learning with supportive materials like dictionaries, e-books and resources to encourage them to pursue independent and individualized study. Thus, an ideal e-English class facilitates ambiance conducive for language learning with interest and enthusiasm as it is an extended application in reinforcing classroom activities.

INTRODUCTION

The paper focuses on the strategies in using computer as an effective teaching learning tool for developing Language skills – Listening, Speaking, Reading and Writing. Visual and auditory activities in an electronic English class to facilitate multi model learning. The key element for language learning is the synchronized activation of the auditory, phonological and visual systems in the brain, especially important for listening and reading development. These distinct systems work together with grammatical and conceptual processors to decode sensory input into meaningful language. E-English class enables students to receive individualized instruction from teacher with extended applications in reinforcing classroom activities. Digitalized Language class facilitates various scholarly activities to improve learning environment, to provide pedagogical innovations and to enable experimentation for the best-suited methods and materials. Study in the field focuses on one or more of these concerns to engage in inquiry seeking to discover new information, create or revise theories and develop learning tools. The needs and goals of the curriculum and the needs of the students drive the search for new technology-based materials with improved instructional approaches. Developing solutions with new practical applications and additional innovations are interlaced with pedagogical aspects.

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The fundamental idea in using Computer in teaching learning language skills is that the machine is treated as just another powerful tool. The concepts expressed in the paper are expected to encourage critical thinking about CALL pedagogy as a reinterpretation of conventional language classroom techniques. The tool is to be utilized keeping the following fundamental aspects during Computer-Aided Language Learning for harnessing the skills.

Focus on Language Learning, not on Software

An effective digitalized language class generally moves around a well thought-out activity that involves content accessed through computers. The climate stimulates student-teacher, student-content and student-student interaction in the target language. Generally language classes focus on a skill / sub skill. It would be better to think first about what kind of activity the teacher wants the students to engage that provides learning environment for the development of skill / sub skill. Then the teacher finds the support of digitalized material to reach the objective. The choice of material, activity and time are to be executed through the mediation of computer. Thus the linguistic objective is to be determined for each class and then the use of computers is to be explored to achieve the objective in an interesting and stimulating way. Rigid adherence to completion of various exercises provided in various software lessons reduces the very purpose of the new environment.

Move in Slowly and Systematically

The teachers who are new to this digitalized language class have an erroneous idea that they need to be equally expertise in technical issues to handle a class. Actually pedagogical aspects are most important and expertise of using computers can be improved slowly. Basic knowledge of computers is sufficient to run a language class effectively. Most of the teachers are familiar with word processing, E-mail, Web browsing, etc. Text, audio, video based material in common formats can be easily used in many text-based activities to improve reading, grammar, vocabulary and writing. Once the teachers and learners feel comfortable in using these materials for learning language, web plug-ins, production activities, online interactive activities, rescheduling of available authentic or pedantic material can be thought of for better ambiance for language learning. Integrating various skills through the digitalized material by facilitating the social nature of language learning is interesting. It would be better to wade in from simple to complex in manageable steps and use only when necessary.

Prepare to be a Resource Guide

It is essential for the teacher to know everything s/he asks the students to do by familiarizing with the applications to answer questions knowledgeably. It would be better to work through every activity in advance and envisage the probable problems that students would face during the class. This familiarity about technical aspects is as important as knowing the linguistic affairs. The teacher's skill is largely exhibited in the ability to choose appropriate and effective material and activities to teach access skills and epistemology, particularly of the enormous Web resources. Teacher needs to introduce students to many resources the digitalized class offers. Generally software suffers from some degree of poor instructional design or otherwise lack intuitive navigation and function. Teacher needs to exercise to bridge the gap between the value a program has to offer and a student's ability to tap into it by understanding the procedures for using it and being aware of the resources and features available.

Spend Time in Teaching rather Using Technology

It would be better to allow the learners to go through the use of a new application or activity in order to save time. It's easier to say something once to the class before an activity than to individually instruct each student during an activity. The time spent on orientation will be fruitful reducing the confusion during the activity. It would be preferable to use a projector to show and narrate if possible, without assuming that students know computers and know how to use each new program. A presentation slideshow is another option. Such a presentation will be useful if it is equipped with digital video footage, still shots, screen shots, titles and voice-over narration. The more complicated the activity, the greater the spread of finishing times among students will be. Buffer activities are the easiest to implement and provide flexibility; there are other options to try, depending upon the students' level and environment.

Pace the Learning with Activities

The issues related to the time are the learners finish activities at different times and the differences in the time taken for the transformation from one activity to another. Allowing learners to complete activities at their own pace is part of the convenience of digitalized language learning. The complexity arises not with the learners taking too long to complete tasks but with those finishing before others. A few activities are to be kept in reserve to deal with such students to improve their linguistic skills. Activities are to be carefully chosen for each class with regard to the time span required for the execution. Students generally take more time when they are in the computer-supported class, so it would be better to introduce activities one after the other without suddenly interrupting their momentum. An activity is to be scheduled to reduce the cognitive load of the preceding one while addressing the technical overhead of the new one. It is suggested to give more time in digitalized class than that is given in a conventional class. Only after completion of an activity another activity is to be started. Finishing times of various activities vary among the students depending upon the complexity and nature of the activities. While the store-in activities are the easiest to implement and provide flexibility, there are options to try like encouraging the finishers help the neighbors/ help the teacher in material preparation/ keep the track of the class to give direction to the next activity, etc. depending upon the level of students' competence.

Orchestrate Communicative Activities

Generally teachers observe their job as the performance art and as an academic discipline. In digitalized language class, this notion is sure to stir opposition and the teacher is expected to orchestrate communicative activities that are student-centered. In e-English class, learners have an expectation of hands-on work and active participation more than passive listening as the case in a conventional class. It would be better to give some instructions for an activity and let them achieve the goals. Learners try using various language elements while performing the activity. Open-ended activities create many possible models and are not restricted to any pre-defined format. Pair work and group work prove to be more useful as they get more opportunities to at least speaking the target language. Subsequently, they get valuable speaking and listening practice in the process regardless of their progress on the activity itself. It takes more finesse to facilitate understanding through productive query and interaction than it does to simply be a point of knowledge. Having computers in front of students, getting their attention can be difficult in a digitalized class. It would be useful at such situations by giving short instructions at the very beginning and the same can be broadcasted at the appropriate situations judiciously to guide the students while orchestrating communicative activities. These practicalities reflect the classic style manual that are fashioned in the spirit of Struck and White to offer teaching learning guidelines while theorizing and practicing CALL class activities. E-English class draws on the empirical data besides theoretical work in many fields to return tangible research results, new perspectives and a deeper understanding of the nature of language learning. More importantly, computer has the potential to increase students' interest for language learning and this may be helpful in motivating them to pursue independent and individualized study.

Conclusion

Increasing the use of computer-aided learning systems is a prime goal of virtually every educational institution. E-English class enables students to receive individualized instruction

from teacher with extended applications in reinforcing classroom activities. An ideal computer courseware remains not an alternative but an extended application in reinforcing classroom activities. Apart from relying on the ability of scholars to create suitable courseware, the effectiveness of using computer depends on the readiness of teachers and students to adopt new attitudes and approaches towards language teaching as well as learning. Digitalized language learning also produces tools, learning materials and pedagogical approaches of immediate concrete value in enhancing language learning programs. This new climate shall pave way to acquire language skills through more involvement and greater motivation from effective users of the language.

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