

EFFECTIVE ENGLISH LANGUAGE LEARNING AND TEACHING THROUGH FLIPPED CLASSROOMS

Submitted in partial fulfilment of the requirements for the award of
Master of Arts in English

By

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SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

**Accredited with Grade "A" by NAAC | 12B Status by UGC | Approved by AICTE
JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600 119**

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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **PRAVEENA. V (39970005)**, who carried out the project entitled “**Effective English Language Learning and Teaching through Flipped Classrooms**” under my supervision from June 2020 to April 2021.

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DECLARATION

I **PRAVEENA. V** (39970005), hereby declare that the Project Report entitled **“Effective English Language Learning and Teaching through Flipped Classrooms”** done by me under the guidance of **Dr. S. MERCY GNANA GANDHI**, Professor of English, Department of English, Sathyabama Institute of Science and Technology, Jeppiaar Nagar, Rajiv Gandhi Salai, Chennai - 600119, is submitted in partial fulfilment of the requirements for the award of Master of Arts degree in English Literature.

DATE: 05-04-2021

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SIGNATURE OF THE CANDIDATE

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ABSTRACT

Technology is developing day-by-day and the world is moving with technologies. There is an advancement in everything to make the work easy. As technology is getting developed young minds seek for advancement in learning. When everything gets updated except learning or teaching methods, students get bored towards learning especially languages. Students have a fresh and active mind so their learning also should cope up with their capacity. So to refresh those minds the teaching methodologies should be advanced. Adopting a flipped classroom kindles students' interest towards learning. Learning through technology is always more effective than learning through Direct Method. This research helps to find out the effective method of learning. A number of fifty students were selected from the reputed institution, who have English as their second language. As the students belong to English majors, a common syllabus was framed. These targeted students were taught in both Direct method and Flipped Classroom. Tests were conducted towards the completion of each method. On comparing and analysing the results it is obvious that, Flipped classrooms are way more effective than Traditional classrooms. Though the method has some disadvantages, the desired outcomes were easily achieved through this method. The paper further depicts the research in detail.

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LIST OF ABBREVIATION

CALL	-	Computer - Assisted Language Learning.
MCALL	-	Multimedia Computer - Assisted Language Learning.
ELT	-	English Language Teaching.
ESL	-	English as a Second Language
LCD	-	Liquid Crystal Display
CD	-	Compact Disc
TESOL	-	Teaching English to speakers of other language

CHAPTER 1

ENGLISH LANGUAGE TEACHING IN INDIA

1.1 INTRODUCTION

The research estimates the effects of university students and teachers on learning and teaching English through Flipped Classrooms. An effective syllabus is prepared and the content is prepared in both ways:

- a. Direct notes by lecturer (as in direct method) and
- b. Content in the form of videos, presentations and infographics (as in flipped method).

Initially students were taught in direct method. Teachers used to read out the texts and give notes and tests were conducted. Then, followed the Flipped method. Students were asked to go through the contents which were uploaded and shared on the internet. And the particular topic is discussed in the class by the facilitator on the following day. Students were grouped among themselves and were asked to discuss the topic and share the ideas. Then regrouped, the students are asked to share their ideas on the topic with the facilitator as a class and dive deeper. Finally the test was conducted. Both the results were compared. It is obvious that the percentage obtained by students on learning through flipped method is higher than the percentage obtained by students on learning through direct method. And the reviews from the teachers are also incredibly positive on flipped way of teaching than direct way of teaching.

In English language teaching and learning, technology plays a prominent role. Implementation of Multimedia brings a huge impact in English language learning and teaching especially in Indian Educational Institutions. This provides variety in learning. Which helps the students and teachers to be more interested and enthusiastic in learning and teaching English language skills through Computer Assisted Language Learning Programmes. This research focuses on implementing the latest methods such as Flipped Classrooms for ELT in various universities. The research gives a detailed study on how flipped classrooms help the students and teachers to focus, excite and excel on learning and teaching the English Language.

1.2 ENGLISH LANGUAGE TEACHING IN INDIA

As India is a developing country, it is really challenging to teach English from the beginning to till now. Language is the connecting element of cultures and civilizations across the world but still in India, people are regretting the failing condition of English in schools and colleges. English as a language is not much sufficiently developed in most of the schools especially in government schools in the region of Punjab. The irony is, even after spending 10-12 years of their life learning English language from I to +2, most of the students remain unspoken and the same heritage of functionally illiterate learners in English is passed on to the colleges and the most affected ones are the students of BA stream. Moreover, the top most authorities always expect good results and teachers are caught within the mire on whether to finish the syllabus or improve English language of the learners. It is astonishing to note that the English language has won 'global status' or 'International Language', and all the evidence suggests that the position of English as a global language is going to become stronger but we have to swallow this bitter pill that teaching spoken English to the Indian students has remained a major challenge to the language teachers for ages.

1.2.1 Teacher and method

The history of teaching language presents a desirable sort of method. Different methods could also be appropriate to different contents. If we start checking out the right method or the perfect single solution to the issues of learning language, we are sure to fail. Teachers got to use their discretion choice on what method to use and when. (Richards and Rodgers)

So, an educator should adopt an eclectic and pragmatic approach because no single approach is beneficial in all the situations. When the teacher becomes slave to the tactic, the entire teaching work becomes a topsy turvy. An honest teacher should keep all the methods in his/her armory and use any method depending upon the learner's level, needs and classroom situation. Judicious use of any method can prove beneficial for the learners. It's worthwhile for the teacher to have in mind various approaches instead of a selected method. It's possible to be flexible and adaptable within the English classroom if the teacher lets the students know from the very first what his or her demands are concerning to class work, class discipline and homework and clearly states all goals and objectives. If

we respect our students and plan our curriculum to suit the requirements of the students, there won't be much difficulty. Most teachers may not strictly stick with one pedagogics or strategy but rather combine different aspects of several strategies to make effective classroom interaction. Every method has to be tailored to the local situations and therefore the context of teaching. There's no single fool proof method, because there was. It's left to the sound practical sense of the teacher to get in what circumstances for what purpose which method is the best.

1.2.2 Common Classroom problems

A good ESL teacher must be ready to recognize these common problems and work to seek out an answer for it.

- a. *Over Dependence on Teacher:* If the teacher obliges the student with correct answers whenever, it gives birth to the habit of spoon-feeding and students automatically look towards the teacher whenever in deadlock rather than trying themselves.
- b. *Students are bored, inattentive or unmotivated:* The secret of success within the classroom is to make sure that nobody feels bored or overlooked. It's the duty of the teacher that he should make the study of language as interesting as possible. A child doesn't take interest in learning things which are altogether unrelated to his life and environment.
- c. *Mum participants or introverted learners:* Every class has one student who opens his/her mouth for each question and one student who doesn't open his mouth even when acknowledged. Teachers should keep on calling introverts to come out of their comfort zone.
- d. *Lack of participation or the Barrier of hesitation:* As English is a second language, students feel hesitant to talk in English even if they can. Every Indian student features a mentality that, when I talk in English, what if I go wrong? Hence they're hesitant to participate even if they can.
- e. *The use of mother tongue:* Every Indian student has such a lot of patriotism towards their mother tongue. So when English is taught to them, they're assuming that they're learning a foreign language in an artificial environment. The influence of their mother tongue is more than English as they fail to have interest towards learning it.

- f. Fear of feedback:* Students when they're learning English develop a lot of discomfort because they're scared of feedback. Because most of the time when a learner writes incorrect spelling he/she is ridiculed in front of the class and he/she is ashamed of it. Hence the learner fails to give a try.
- g. Lack of clear cut Aims:* There is a general lack of clarity about the aims and objectives of teaching of English in India. The teachers know that they have to teach the subject since it's included within the syllabus. The students' study, English not as a subject to be 'learned' but as a subject to be 'passed'. This makes them hooked into cheap bazaar guides.
- h. Over- crowded classes:* Teachers of English experience tons of problems in handling such an enormous class. Sixty to seventy students are considered as the normal class size and in certain cases the class size is 100 to 120 students especially in degree colleges. It is difficult to pay due attention to individual students.
- i. Lack of competent teachers:* Incompetent teachers are the main source of trouble as far as because the teaching of English is concerned. They are either trained in old methods and haven't cared to seem for advanced and current techniques which will be used in classrooms. Many teachers aren't even familiar with the newest and much reaching developments within the teaching of English. Even the materials and methodology utilized in the training programmes are outdated. There is hardly any scope to reinforce intuitive and spontaneous knowledge of the language. An honest teacher needs to update themselves to stay alive and innovative.
- j. Faulty methods of teaching:* Teaching of English in India suffers from a faulty method of teaching. Most of the teachers are still struck in Elizabethan's era and they feel very happy to pick up the reader, translate the paragraph, write the meanings of difficult words and assign homework and they think their duty or work is done. Every method should be taught based on the local situations and context of teaching. It depends on the sound practical common sense of the teacher to discover in what circumstances for what purpose which method is more effective. Students aren't given exposure to the utilization of language.

Language is taught by the principles and learnt by rote memory. As a result students are compelled to cram the language and real learning is not possible.

- k. Inadequate provision of teaching aids:* Lack of audio visual aids is one of the difficulties in teaching English as a second language. With the help of these aids teaching becomes interesting and lively. Ultra CD's LCD projectors should be provided to the class. It also creates interest among students and makes them active as well as enthusiastic.
- l. Faulty Examination System:* The English language learning syllabus is created wholly from the exam point of view. As a result the content does not focus on raising the level of communicative competence of the students but is confined in the narrow confines of the exam paper. Even though students are studying English, they're unable to supply even a sentence with no grammatical error in English. The most important reason is they study subjects from the examination point of view only. Teachers also find it very difficult to motivate students in the class because the students always aim at memorizing the notes from low standard guides and reproducing them in the examination.
- m. Lack of motivation:* As students do not find any immediate need for English, their interest naturally decreases. The poverty and insecure sociological conditions also force them to neglect the language. Moreover, proper exposure and regular practice are not available to achieve fluency in the use of the language.

1.3 HISTORY OF ELT

English is said to be a global language. Most of the countries have English as their official language. It is the lingua franca of the modern world and hence it is considered as a second language especially in India. English is not only learnt to communicate with the foreign countries, but also for communication within the country. India is a diverse country and every state has their own language. English serves as a "link language" to connect people together. Most of the software and technologies are being developed in English language, hence there is a great need to learn English in order to operate them and hence many curriculums have included new oral and written syllabus in English.

English is an associate language and the most read and written language in India. English language in Indian minds symbolizes good education, better culture and greater intellect. English is very important in legal, educational, financial and business systems in India. As India was a British Colony before independence, Britishers looked for Indian mediators for administration in India. Their main focus is to appoint a one who is “Indians in blood and colour but English in taste, in opinions and morals and intellect”. The Britishers established universities in various parts of India based on British models which further emphasis on English. Many Indians have studied in those universities. The English Christian missionaries, initially built primary schools in India during 1813 and later High schools were also built. These schools had English as a medium of Instruction which made Indians to study in such schools to gain good knowledge in English. As soon as in 1857, when Britishers started constructing their universities in India. English became the first and foremost language to be taught. Indians who had better English language skills were seen as nobles and ‘modern’ leaders of that era also claimed English language was the main key towards their success. Many Indians preferred English as a mode of instruction and hence even after Independence, English has sustained as a main language of India.

1.3.1 English in Pre-Colonial Period

English language came to India in the 17th century by the invention of the East India Company. This was mainly to conduct trade among the eastern countries. Initially the Britishers started special colleges and learnt Indian languages with the help of the translators. Britishers created British Indian Provinces like Bengal, Madras and Bombay as soon as their political power rose. Hence traders gave much importance to English than any other Indian languages. And people learnt English from the missionaries.

The Importance of English has been realized by the people and The East India Company took responsibility in educating Indians. And by the note of A.P.R. Howatt, People realized that in order to secure a government job, English is necessary and so English was also taught in secondary schools. Private schools in Calcutta were already offering the service and making more money. And this was said to be the first ‘big moment’ in the history of English Language Teaching.

Meanwhile, many movements like The Western scientific education through English were introduced by Raja Ram Mohan Roy. According to him, Traditional teaching such as Sanskrit and Persian needs to be replaced. In order to find a solution, a committee is formed having Lord Macaulay as a chairman. He wanted to make the people; Indian in blood and colour but English and opinion. He proposes

- a. To create the dominance of British culture over the Indians and have to control over the minds of the Indian people through English.
- b. To train Indians and make them fit for employment.

And even the British government preferred Indians with English knowledge for the jobs.

Many Indian students found difficulties in English poetry, drama and writings to get their degree. The system of English education formed English literature which continued till the independence.

1.3.1 Colonial Period

Hindi was made as an official language and regional languages were given a status of national languages. Few states insisted on making English as an associate official language. There was a rapid increase of schools and universities in India. People from the neglected society came forward to learn English. English was not only limited to few standard schools and colleges but also everywhere. Complaints about the standard of English were aroused and the government appointed new commissions to improve the standards. People accused studying all these would cut off from the current living stream of growing knowledge. The Secondary Education Commission reaffirmed the importance of English. Whereas, the University Education Commission says that, English should be continued to study because it is a language which is rich in humanistic, scientific and technical literature. The current position of India among the International sphere is due to Indians who learnt English language. Hence many scholars, scientists and great people recommended that India should not sacrifice English as it has many advantages.

Central Institute of English was started in the year 1958 at Hyderabad. Regional institutes were founded in Chandigarh and Bangalore. But there was no change in the literature based education of English. People studied English

predominantly for administration and education. Because in departments such as travel, trade, technology, science and communication, English was made as the international language of communication. It is necessary to excel in all four LSRW skills. English teaching has not changed for about 150 years. Many countries were acquiring new methodologies and developments in teaching English. And such developments happened in India too. Before the syllabus for English is literature based but new developments in syllabus has changed into skill-based. Earlier only written skills of the students are evaluated but from the academic year 2006-07 oral skills also evaluated in the schools. People are aware and are interested towards learning the language, especially the spoken English.

As a result of people's interest towards spoken English many courses have been developed for teaching. The use of Computer Assisted Language Learning (CALL) has created so much improvement in teaching English language. People used CDs and audio cassettes to learn the language. Many software have been developed for teaching spoken English skills to the students. People plunge into private institutions seeking to provide professional spoken English to them in order to get proficiency over their communicative skills.

1.3.2 English in the Post-Colonial Period

Initially teaching English served as a tool for narrating the long history of Jesus. English was learnt to convey and to preach religious messages. Missionaries used English language as a tool to preach to the community. English is said to be a home for religious literature especially Christian Literature. Learning English language and literature paved the way to secular humanism in various lands.

Influenced by Secularism, many English teachers abandoned the Christian programs. Morals and Ethics in literature were not interpreted from Christian base but from Humanism. But still, English is filled with Christian connotations, metaphors and phrases which cannot be understood without knowing the Christian background.

Hence many nations thought to change the contents in the textbook which is used for English teaching. Instead of the writings of the native speakers of the English, the writings of National authors and their writings were prescribed as the syllabus. As they were national writers, they know much about the country and

common national idioms, phrases and local cultures are infused in their writings. Translations of the original texts were also prescribed. Many government-inspired concepts stories also became a part of the textbook. People wanted to learn the appropriate English language to represent and communicate about the culture and religion.

English teaching is not provided abruptly by native speakers but speakers of the nations. Countries such as India, Bangladesh, Nepal, Pakistan and several African nations have national English tutors to teach English language in their countries. Countries like China and Nepal invited native speakers of English to teach the language.

1.4 METHODS AND APPROACHES IN ELT

Throughout the history of teaching languages a variety of various teaching approaches and methodologies are tried and tested with some being more popular and effective than others. Whereas, Approach and method are two important concepts in performing any task. These two factors can actually decide the success of the task. Approach is that the way of approaching the project whereas method is that the way one is undertaking to finish the project.

The various methods & approaches of teaching language are:

1.4.1 The Direct Method

This is also referred to as the Natural Method. It's helpful to teach a variety of various languages, not just English, and therefore the main idea of the Direct Method is that it only uses the target language that the scholars try to find out. The main focus of direct method is oral skill and it's taught via repetitive drilling. Grammar is taught using an inductive way and students have to attempt and guess the principles through the teacher's speech. Today popular styles of the Direct Method are Callan and Berlitz.

In the direct method, all teaching occurs within the target language, encouraging the learner to think in this language. The learner doesn't practice translation or use their mother tongue within the classroom. Practitioners of this method believe that learners should experience a second language with no interference from their native tongue.

Instructors don't stress rigid grammar rules but teach it indirectly through induction. This implies that learners determine grammar rules on their own by practicing the language. The goal for school children is to develop connections between experience and language. They are doing this by concentrating on good pronunciation and also the development of oral skills. This method improves fluency, understanding, listening, and reading skills in our students. Standard techniques are question and answer, conversation, reading aloud, writing, and student self-correction for this learning method.

1.4.2 The Grammar Translation Method

This is the standard or 'classical' way of learning a language and it's still commonly used when learning some languages. Some countries prefer this variety of teaching and therefore the main idea behind this method is that the children learn all grammar rules, so they're able to translate a variety of sentences. This is often particularly common for those students who wish to investigate literature at a deeper level.

With this method, the children learn primarily by translating to and from the target language. Instructors encourage the learner to memorize grammar rules and vocabulary lists. There's little or no specialise in speaking and listening. Teachers conduct classes within the student's mother tongue with this ESL teaching pedagogics.

This method's two primary goals are to progress the learner's reading ability to grasp literature within the second language and promote the learner's overall intellectual development. Grammar drills are a typical approach. Another popular activity are translation exercises that emphasize the shape of the writing rather than the content. Although the grammar-translation approach was one amongst the foremost popular language instruction methods within the past, its significant drawbacks that have caused it to fall out of favour in modern schools. Principally, students often have trouble conversing within the second language because they receive no instruction in oral skills.

1.4.3 The Audio Lingual Method

The Audio Lingual Method otherwise called as the New Key Method or Army Method is predicated on a behaviourist theory that things are ready to be

learned by constant reinforcement. However, a bit like within the army when someone behaves badly (or during this case bad use of English), the learner receives unfavourable feedback and therefore the contrary happens when a student demonstrates good use of English.

This is associated with the Direct Method and a bit like its predecessor it only uses the target language. The largest difference between the Audio Lingual Method and also the Direct Method is its focus of teaching. The main focus of Direct Methods focuses is teaching vocabulary whereas the main focus of Audio Lingual Methods is on specific grammar teachings.

The audio-lingual approach encourages students to develop habits that support acquisition. Students learn primarily through pattern drills, particularly dialogues, which the teacher uses to assist students practice and memorize the language. These dialogues follow standard configurations of communication.

There are four kinds of dialogues utilized during this method:

- a. *Repetition* - within which the scholar repeats the teacher's statement exactly
- b. *Inflection* - where in a very one of the words appears in a different form from the previous sentence (for example, a word may change from the singular to the plural)
- c. *Replacement* - which involves one word being replaced with another while the sentence construction remains the identical
- d. *Restatement* - This is where the learner paraphrase the teacher's statement

This technique's name comes from the order it uses to show language skills. It starts with speaking and listening, followed by writing and reading, meaning that it emphasizes speaking and hearing the language before knowing its written form. Due to this, teachers use only the target language within the classroom with this TESOL method.

Many of these current online acquisition apps and programs closely follow the audio-lingual teaching approach. It's a better option for acquisition remotely and/or alone, while it's an older ESL pedagogics.

1.4.4 The Structural Approach

As the name suggests, the strategy is all about structure. Proponents of the structural approach understand language as a group of grammatical rules that ought to be learned one at a time in a very specific order. The main focus is on mastering the structures, building one skill one above another, rather than memorizing vocabulary. This can be just like how young children learn an additional language naturally.

An example of the structural approach: Teaching the present tense of a verb, like “to be,” before planning to more advanced verb tenses, such as the present continuous tense that uses “to be” as an auxiliary.

The structural approach teaches all four language skills: speaking, listening, reading, and writing. It’s a way that teachers can implement many other language teaching methods. Most ESL textbooks take this approach under consideration. Easier to know grammatical concepts are taught before the tougher ones.

1.4.5 Suggestopedia

This is a behaviourist theory and related to pseudoscience. This approach and method in language teaching was developed in the 1970s by psychotherapist Georgi Lozanov. It is sometimes also known as the positive suggestion method but it later became sometimes known as desuggestopedia. This method relies heavily on students’ belief about the method’s effectiveness. This theory is intended to offer learners various choices, which in turn helps them become more responsible for their learning.

It relies a lot on the atmosphere and the physical surroundings of the class. It’s essential that all learners feel equally comfortable and confident. When teachers are training to use the Suggestopedia method, there’s a lot of art and music involved. Apart from using physical surroundings and a good classroom atmosphere to make students feel comfortable, here are some of the main tenets of this second language teaching method:

- a. *Deciphering* - where the teacher introduces new grammar and vocabulary.
- b. *Concert Session* - where the teacher reads a text and the students follow along with music in the background. This can be both active and passive.

- c. *Elaboration* - where students finish what they've learned with dramas, songs, or games.
- d. *Introduction* - in which the teacher introduces new things in a playful manner.
- e. *Production* - where students speak and interact without correction or interruption.

1.4.6 Total Physical Response

Total Physical Response, also called TPR is an approach. TPR follows the concept of 'learning by doing'. Beginners will learn English through a series of repetitive actions such as "Stand up", "Open your book", "Close the door", and "Walk to the window and open it." With TPR, the foremost important skill is aural comprehension and everything else will follow naturally later. It combines language and physical movements for a comprehensive learning experience.

In a standard TPR class, the teacher would give verbal commands within the target language with a physical movement. The pupil would respond by following the command with a physical action of their own. It helps students actively connect aiming to the language and passively recognize the language's structure.

Many instructors use TPR alongside other methods of acquisition. While TPR can help learners of all ages, it's used most frequently with young students and beginners. It's a good option for an English pedagogics to use alongside a number of opposite ones on this list.

1.4.7 Communicative Language Teaching (CLT)

The idea behind this approach is to assist learners communicate more effectively and properly in realistic situations that they'll find themselves in. This method stresses interaction and communication to train a second language effectively. This sort of teaching involves specializing in important functions like suggesting, thanking, inviting, complaining, and reaching out for directions to name but a minimum.

Instructors also incorporate learning topics outside of conventional grammar in order to develop the student's ability to respond in diverse situations. CLT teachers specialise in being facilitators instead of straightforward instructors.

Doing so helps students achieve CLT's primary goal, learning to speak in the target language rather than emphasizing the mastery of grammar.

Role-play, group work, interviews, and opinion sharing are popular activities practiced in CLT, alongside games like scavenger hunts and knowledge gap exercises that promote interaction among students. Most modern-day ESL teaching textbooks like Four Corners, Smart Choice, or Touchstone are heavy on communicative activities.

1.4.8 The Silent Way

The Silent Way emphasises learner autonomy. The teacher acts merely as a facilitator trying to encourage students to be more active in their learning. The prominent purpose of this method of teaching is for the teacher to mention little or no, so students can take hold of their learning. There's an enormous emphasis on pronunciation and an outsized chunk of the lesson focuses thereon. This method of learning English follows a structural syllabus and grammar, vocabulary and pronunciation are constantly drilled and recycled for reinforcement. The teacher evaluates their students through careful observation, and it's even possible that they'll never set a usual test as learners are encouraged to correct their own language errors.

The goal in most language classes is to form them as student-centred as possible. Within the Silent Way, the teacher talks as little as possible, with the thought that students learn best when discovering things on their own. Learners are encouraged to be independent and to get and find out language on their own.

Instead of talking, the teacher uses gestures and facial expressions to speak, also as props, including the famous Cuisenaire Rods. These are rods of various colours and lengths. Although it's not practical to educate an entire course using the silent way, it does certainly have some value as a teaching approach to remind teachers to speak less and make students to talk more.

1.4.9 Community Language Learning

This is probably one among the English teaching methods where the learner feels the safest as there's an excellent emphasis on the connection and bond between the learner and trainer. Unlike tons of the opposite methods and

approaches of teaching English as a Second Language, more of the L1 (mother tongue) is employed for translation purposes.

1.4.10 Task Based Language Learning

The main aim of this approach to learning is task completion. Usually, relevant and interesting tasks are set by the teacher and students are expected to draw on their pre-existing knowledge of English to finish the task with as few errors as possible.

With this method, students complete real-world tasks using their target language. This system encourages fluency by boosting the learner's confidence with each task accomplished and reducing direct mistake correction. Tasks fall into three categories:

- a. *Information-gap*, or activities that involve the transfer of data (knowledge) from one person, place, or form to a different.
- b. *Reasoning-gap* tasks that ask a student to get new knowledge from a given set of data (knowledge) using reasoning, inference, perception, and deduction.
- c. *Opinion-gap activities*, during which students react to a specific situation by expressing their feelings or opinions.

Popular classroom tasks practiced in task-based learning include presentations on an assigned topic and conducting interviews with peers or adults within the target language. Or, having students work together to form a billboard then do a brief presentation on current events. These are just a few examples and there are actually thousands of various things you can try in the classroom. It's considered to be a contemporary method of teaching English. One huge advantage of TBL is that students have a point of freedom to know the language based on their desire. Also, they used to learn some teamwork and self-reflection skills.

1.4.11 Natural Approach

This approach aims to mimic original language learning with a much attention on communication and instruction through exposure. It de-emphasizes formal grammar training. Instead, instructors consider creating a stress-free environment and avoid forced language production from students. Teachers also

don't explicitly correct student mistakes. The goal is to scale back student anxiety and encourage them to focus with the second language spontaneously. Classroom procedures commonly utilized in the natural approach are problem-solving activities, learning games, affective-humanistic tasks that involve the students' own ideas, and content practices that synthesize various material, like culture.

1.4.12 The Lexical Approach

The Lexical syllabus or approach is predicated on computer studies that have previously identified the more frequently used words. This approach in teaching focuses on vocabulary acquisition and teaching lexical chunks so as of their frequency and use. Teachers of the Lexical Approach place an excellent emphasis on authentic materials and realistic scenarios for more valuable learning.

1.4.13 Functional-Notional Approach

This English pedagogics first of all recognizes that language is purposeful communication. The rationale people talk is that they need to speak something to somebody else. Parts of speech like nouns and verbs exist to precise language functions and notions. People speak to agree, inform, question, evaluate, persuade, and perform various other functions. Language is additionally used to mention concepts or notions like events, time, places, etc.

The role of the teacher during this second language teaching method is to know how students will use the language. This may function as a guide for what should be taught in school. Teaching specific grammar patterns or vocabulary sets does play a task but the aim is that students get to know about these things should be kept in mind with the functional-notional Approach to English teaching?

1.5 TECHNOLOGY AND ELT

The world is fast moving towards technology. When a world is full of technology, how do students like the traditional way of learning language? Hence technology plays a major role in ELT classes. The sudden growth of information technology gave a better pattern to discover the new way of learning. Teachers use multimedia to create content and to develop interest in the class among the

students. Active learning of language is possible when technology is used in a proper way. Using technology in ELT classrooms also enhances the critical thinking among the students. Teachers can handle multimedia classes, so that the learner will have greater interest towards the language acquisition process.

As of now, in many schools traditional technological tools such as televisions and CDs are used as pedagogical aids. But today computers with the internet are very helpful in order to learn a language effectively. There are various tools in technology through which students can develop their LSRW skills such as podcasts, blogs, vlogs, wikis, Jam board etc.,

Activities like reading comic books and storytelling enhances the critical thinking of the students. But technology made it even more useful through digital stories through voice or videos which further gives them much clarity on purpose and tone. The super easy and free comic creation tools help students to develop their language skill as well as their imagination skills. With the discovery of e-books students can read the content electronically with visual images and also be able to recreate the written work through images, videos etc... Collaboration is also easily possible with word processing tools and can be shared among students anytime anywhere. Smartboards and Jam boards helps the students to present their abstract ideas. Also, lectures can be recorded previously and also can be published in various platforms so that students can learn whenever they want.

Online photo albums help the students to share their assignments and galleries with other students or teachers in a minute or less and it is forever available online. Online speaking avatars help the students to improve their pronunciation in reading language. This creates real interest and fun in learning. The blogs, wikis allows the student to have their content posted in a place and also gives confidence to present. It is useful for the students with social anxiety and English language learners.

A podcast is an audio file in which a student can record, download, send, share, post, like or comment a post. Listening podcasts enriches the listening skills of the language learner. It can also be used to record lectures or assignments and post online so that all can hear. It is already used in many language learning classes. The need for multimedia technology application in ELT are

- a. Improves students' interest in learning and offers a sense of reality in learning.

- b. Activates students' cognitive skills which helps them to incorporate language in day to day life.
- c. Develops positive attitudes and communication skills towards English language.
- d. Learning through modern technology enhances active participation and livelihood in the class.
- e. Shift in approach: Teacher-centered to student-centered.
- f. Improves interaction between students and teachers and also students and students.
- g. Creating a visual, vivid, authentic environment goes beyond time and space and maximizes the class information.
- h. Educate students to handle technology for their advantage, such as browsing online, submitting assignments online, google classrooms etc...

1.6 CALL and ELT

In today's world technology becomes the accepted and essential means of education and communications. Rapid advancements in technologies give access to the utilization of technology by the teachers and students to enhance the classroom and learning skills. The find for such possibilities of technology in language teaching and learning enlivened discussions on Computer-assisted Language Learning (CALL), which is defined as "the search for and study of applications on the computer in language teaching and learning" (Levi, 1997, p.1).

Nowadays, the benefits of computer-assisted learning could also be universally accepted (Levy, 1997; Warschauer, & Kern, 2000; Chapelle, 2001). It has been implemented that computer software is often used as a mode for communication and negotiation of meaning within the target language. Currently, computers and the Internet together are described to be the tools with the most potential for the field of language learning (Warschauer & Healey, 1998). Computers represent an excellent potential for the facilitation of language input because of their ability to integrate multimedia material like videos, images, and text simultaneously into one single screen. However, language teachers still haven't determined which technologies are chosen for their use and technology integration remains a problem. Therefore, the necessity for teacher education

within the area is increasingly becoming essential as positive perceptions play an important role in adopting a new technology (Mohsen & Shafeeq, 2014). The future of CALL is closely tied to the future of language teacher education because language teachers are the pivotal players. Teachers have to select the tools to support their teaching and determine what CALL applications language learners should be exposed to and the way learners use them. However, many language teachers are leaving their certification and degree programs with little or nothing within the way of formal training in the use of technology in language teaching (Hubbard, 2008).

1.7 PRESENT SCENARIO

The process of English communication learning is going to be more student-centered but less time consuming. Therefore, it promises that the teaching quality will be improved and students' applied English communication can be effectively cultivated, meaning that students' communicative competence will be further developed. Language in education would ideally and ordinarily repose on such naturally acquired language ability, enriching it through the event of literacy into an instrument for reasoning and therefore the acquisition of academic knowledge. Teachers use a variety of local texts or English translation of literature in the classroom. The utilization of language and also the utilization of a number of accents in listening activities or tests is encouraged in the ELT classrooms. With the invention of tablets and smartphones in the classroom, it is believed that textbooks might disappear in a few years. The ability to gain knowledge in terms of mobility and flexibility has changed unexpectedly. Teaching in English language aims on kindling the students' thinking as well as content of the language, learning activities and outcomes. There are significant and sophisticated student-teacher interactions inside and out of the doors of the classroom. In a knowledge centred society to remain accessible and competitive, teachers should engage themselves in a constant professional development or the learning activities from the starting to the end of their life. As with any other profession, teachers are also expected to assume a greater responsibility for their own professional learning, continually developing their knowledge and skills.

Actual realization of the need of the hour: the English teachers gather at different types of seminars and conferences to build a platform to update about upcoming ideologies in the ELT and also to upgrade themselves professionally. It is the fifth skill of language that permits the efficiency to use grammatical structures with accuracy. Academic qualification alone might not help teachers to grow professionally, on the opposite hand, they have to be equipped themselves with the present practices. The teaching materials that are getting used in our country are almost made available everywhere on the planet. There have been too many methodologies of teaching English language. The dimension of globalization which is inseparable from English teaching is an advancement of data and Communication Technology. New trends in English language teaching like interactive approaches to teaching English are developed as a result of sustained research by the central board of secondary education (CBSE New Delhi). This approach is also recommended by the Indian Council of School Education (ICSE New Delhi). To interact means to communicate with each other during interaction. It means to give information, thoughts unknown to the receiver. "Interacting Approach is more similar to the direct use of language". So interactive teaching styles are Brainstorming, Think pair and share, Buzz session, incident process, Q and A session. In Interactive approach some thoughts follow the leader, Opposite Arguments, Total Physical Response (TPR), One word, Electronic Role Playing, Test Tournaments, YouTube Videos Quizzes, Puzzle pieces. Communicative language teaching (CLT) emphasizes the process of communication rather than the mastery of language. Sometimes the term functional approach is used for communicative approach or communicative method. Communicative approach supported the concept of 'communicative competence' which originally introduced H D Hymns. In his article on communicative competence published in, "New origins in Linguistics' in 1971. The communicative approach emphasizes real meaningful communication instead of the activity, topic and situation which are artificial and remote from student's lives. According to Geeta Nagraj, "The Development of Language acquisition from based to meaning based approach" Communicative approach was three principle

- a. Which involves real communication
- b. Which involves various activities.

- c. Which highlight that language is meaningful to the learners

1.7.1 Role of a Modern Teacher

Researchers defined the term role as a technical term which originally comes from sociology and refers to the shared expectation of how an individual should behave. Different methodologies have evolved various roles for a language teacher. Richards and Rodgers conceive a teacher's role as a neighbourhood of design, component of a technique. Little Wood conceptualized the role of the teacher as a facilitator of learning, an overseer, a classroom manager, a consultant or adviser and sometimes a co-communicator with the learners. To Harmer, a teacher plays the role of organizer, controller, assessor, participant, promoter, resource, observer and tutor. Task Based Language Teaching is the current paradigm is basically an offshoot of Communicative Language Teaching. Experiential learning or learning by doing as the main conceptual basis for the TBLT. The TBLT breaks down the barriers of the traditional classroom, because in the TBLT, the role of the learner is significantly altered. The teacher becomes a real facilitator of learning for the language learners, purely by means of dialogic communication. The teacher's role isn't shunned altogether but is restricted: the teacher is predicted to be guided by the side. The role of teachers will describe as follows:

- a. Independent participant
- b. Facilitator
- c. Needs analyst
- d. Group processing manager
- e. Counsellor

1.8 NEED FOR FLIPPED CLASSROOM

As technology is developing day by day, students are bored of traditional ways of learning. They seek for advancement in everything they see. They have a very fresh and active mind so their learning also should cope up with their capacity. They usually long for learning through excitement. So to refresh those minds the teaching methodologies should also be advanced. When they feel down gradually the learning along with the results goes down.

But Flipped classrooms bring life to their classrooms. This makes students active in the class. Flipping the classroom activates the student's cognitive mind which gives work to the students' brain. Hence he starts to think and find a solution rather than sleeping. As a result, active participation with good results can also be gained. Flipped classrooms also use technology which further develop student's interest towards learning. When students' are asked to learn through videos and pictures, they feel it is more exciting. Even the expression and pronunciation of the words from the videos are also learnt without their knowledge.

When a student learns language through videos or voice notes or through multimedia, he/she starts to imitate it and hence language it is easily acquainted. Flipped Classroom also helps in developing student teacher interaction. In most of the schools, teachers are being lecturers providing notes and asking students to memorize the answer and write in the exam. This kind of memorizing of the language stops his creative thinking skills, even after the completion of the course, the student may not be able to read, speak or even write English. But in Flipped classrooms, teachers will act as facilitators rather than lecturers. This will give enough space for the student to come out of their comfort zone and share their ideas in front of the class during discussion. Doing this not only enhances his English language speaking skills but also creative thinking skills, great memory and self-confidence. In a traditional classroom, the students are pushed to a situation that he/she have to get all the ideas when the teacher teaches, it will not give them time for their imagination of the things. Hence there was a lack of visualisation of the contents. But in flipped classrooms they were allowed to take their time so that they can visualise the content and get the idea in a better way. Usually in a traditional classroom the project presentation will take place individually but in flipped classroom the students are allowed to collaborate their ideas among the group and everyone's idea was considered and worked together for better results. Flipped classroom enhances team working skills among students. It also enhances all the four listening, speaking, reading and writing skills among students.

1.9 CONCLUSION

The world is moving forward every day and so the technology has its new pace every day. So students are more likely to go behind the technology and the

teachers should help them to move forward. Advancements in technology paved the way to improve the language skills among the students. Teachers have to choose the right path which students' desire. As students are bored towards normal learning methods, flipped classrooms help them to get improvised in their learning skills. The teachers should also equip themselves in order to sustain employability. Flipped Classrooms not only educate students but also educate teachers as well. On sharing the ideas everybody gains more knowledge. Technology also helps in bringing life to the classrooms.

CHAPTER - 2

ROLE OF TECHNOLOGY IN ELT

2.1 INTRODUCTION

The situation of learning through traditional methods became vague and boring to the students. As technology develops, people have a quest to learn things through technology. Even a number of language learners inculcated various teaching methods to test the effectiveness of the teaching process. Radios, TVs are used as authentic material to learn language in a more effective way. The development of technologies have proved to be more effective in language acquisition than in traditional ways of learning. The new world assigns new duties and challenges for a modern language teacher. The traditional teaching is completely replaced with the implementation of technologies. Learning through technology is not only interesting but also having more productive teaching in terms of improvements. Technology helps to equate both linguistic and social change. Hence learning language through technology provides overall development in students' life. Since technology is developing day by day, teachers are finding various methods to teach English. One such method is Multimedia CALL to create contexts in English. This enhances the students' involvement and makes them learn according to their desire. Teaching English Language through technology has been tested and it is the effective method of acquisition of language in the modern world.

2.2 ROLE OF TECHNOLOGY

The use of technology in second language learning helps the students to be more productive and meaningful ways of learning language. Learning through technologies not only motivates the learner but also engages them in Listening, speaking, reading and writing. Though technology alone is not enough to teach the language there should be a facilitator who knows to handle the technology and helps in learning. Clear learning requires a teacher with appropriate objectives, who knows the instructional strategies to engage the children. There are so many technology enhanced language instructions are available such as

- a. Computer Enhanced Language Learning - CELL.

- b. Technology Enhanced Language Learning - TELL.
- c. Computer Assisted Language Learning - CALL.

The computer does not seem to be the substitute of the teacher but it is the supporting medium for teaching language. There are several uses of computers in the classroom, it is important to keep an eye to make the students involved in the authentic language settings. Students take active roles while learning language through CALL. Students are constantly given inputs in target language as well as primary language which helps them easily understand things. Students feel motivated while learning through technology as a result, the learning process takes place gradually.

2.2.1 Merits of technology enhanced learning

- a. Students can have hand-held e-dictionaries which help them to find meanings for the difficult words whenever they do not understand.
- b. Reading news websites which enhances the reading skills as well as gains knowledge.
- c. Chatting with a buddy on Instant Messenger in English which encourages the students to give a try in communicating in target language.
- d. Creating a vlog and posting it helps the students with their self-confidence.
- e. Hearing a song and reading the lyrics online improves the reading and listening skills.
- f. Searching meaning for a word to understand the usage of it, helps the students to incorporate simple words in their day to day conversation.
- g. Doing activities in the CD's exercise that comes with the text book gives students the better understanding of subjects.

2.2.2 Demerits of Technology based learning

- a. There may be technical issues which cannot be sorted out that easier.
- b. At times, links might not have worked properly or servers may be down.
- c. Security restrictions block some students from accessing certain sites from school monitors.
- d. Internet connectivity might be very low in schools.

- e. There should be class control in which learning should take place in student-centered and students' desire.
- f. Quality and updates on software as well as websites.

2.3 INCORPORATION OF TECHNOLOGY INTO CURRICULUM

Developments in technologies resulted in the student - centered classrooms and project based learnings. By incorporating technology into learning students are allowed to explore the real-world challenges and to find a solution out of deeper understanding than simply hearing lectures and reading textbooks. Technologies make students into explorers and researchers than being engaged with presentation topics in the classes. There are few online tools through which language learning can be made possible. Such as

a. Online Research

The great way of incorporating technology into the curriculum is conducting online research for various topics. There are many popular tools to project online research. One of the tools is Web Quest Model, in this technology the information is received directly from the web. There are several online web quests available online to implement in the classroom. Through this method knowledge is acquired without the idea of the student.

b. Interactive whiteboards

A rolling touch screen whiteboard that gives access to images, websites, videos etc... In a study by Marzano Research Laboratory in the year of 2010, which involved 170 classrooms and 85 teachers across the United States resulted in a point that using Interactive Whiteboards in language learning improved students' achievement by 16 percent. Hence using Interactive whiteboards in language acquisition helps the students with better understanding and therefore students gain better knowledge.

c. Digital Presentations

Tools such as Google slides, Microsoft PowerPoint, Prezi gives space for the creative multimedia presentations of the students. Students are free to access their creative skills at these platforms and share their work to the classes. Google Docs has a program which allows multiple students to collaborate on one single document. Hence teamwork can also be done through technology. Students needn't get together for their group

activity. They can stay at home and create and edit their part. Through these tools, teamwork seems to be seamless and accessible.

d. Online grading System

Rather than giving the grades directly to the students, give them through online. Some of the online grading systems provide rewards for the highest mark in the class. Hence when students see such kinds of rewards, they get self-motivated. This increases their confidence level. They start to work on where they lack and try harder for the next time.

2.3.1 Incorporation of Technology in Elementary Schools

For the students from the elementary schools, the fundamental and foundational skills should be trained in order to have independent learning in future. Teachers can give students games to strengthen their phonetics, spelling and reading skills. Websites such as Spelling Training allows the teachers and students to post their list of words to practice pronunciation and play interactive games.

2.3.2 Incorporation of Technology in Middle Schools

At this age, students develop their basic life skills to move forward. So the students of middle school can use technology to enhance their basic life skills. Using technology for conducting various online research helps them to know more information about the content. Sites like Easy Bib helps students to find incredible sources through various search engines. It also teaches students to cite the sources in order to avoid plagiarism.

2.3.3 Incorporation of Technology in High Schools

In the higher secondary school of education, students must discover the ways of using technology to develop their skills for their career. So introducing them with technology such as Google Drive and Microsoft Office will be more beneficial for learning as well as their career. Introducing them with these technologies kindle their creative mind and make them want to learn more. It also helps to collaborate with the students, staff and also friends at anytime, anywhere.

2.4 ROLE OF SOFTWARES

The different elements of computer software have influenced the development of LSRW skills. When learning a language certain things such as grammar, vocabulary, sentence patterns, stress of the word, pronunciation are not easily acquired. But employing certain software in the language acquisition process makes the learning more easy and enjoyable. The language acquisition can be made interesting and can induce higher order thinking skills with the help of the software. When students are learning a language through software, the learners are able to focus and take time to learn the four LSRW skills. The feedback was also sent immediately to them so they can correct themselves without having any embarrassment. There are various software which help in ELT are CALL software, MCALL software etc. Some of the software which helps to develop the English language skills of students are

a. Blog

A blog is an informational online journal which gives space to the students to write down their own content. It can also be used as a personal blog or it can also be published as websites online. A blog is also considered as a personal online diary for many. People earn a lot of money for their writings through their contents in the blogs. When students write a Blog it enhances their writing skills and also gives them self-confidence. They come out of their comfort zone and are able to put their opinion in front of the public. Teachers can also use this as a tool for developing students' writing skills.

b. Vlog

A video blog is also called a blog. Students can record a short presentation or video about a topic and can circulate among the students and staff. When they keep on speaking in front of the camera, they get rid of stage fear. It also gives confidence in speaking the language. Because when they record and listen to their own videos, they know where they lack and hence they're able to correct their mistakes easily.

c. Wikis

Wiki websites are a digital platform to share and obtain information with other people. The wikis can be edited all over the world by any user. So when the student writes something on the wikis, there are several

people to correct it. When the student reads the wiki for the next time, he/she can get to understand the mistakes and be able to correct them in future.

d. Podcasts

Podcasts are free audio services which allows the users to listen to several audios that are uploaded on the internet. Students can also voice out their ideas through podcasts and also can hear people's ideas and gain knowledge through them. This enhances students both listening and speaking skills. When the software is implemented to focus on a particular skill, it brings out the best out of it. Hence end up in an effective way of learning language.

2.5 ROLE OF TEACHERS AND STUDENTS

As technology based learning is focused on a student-cantered approach, there will be a change in the roles and responsibilities of teachers as well as students. Students can facilitate the learning process themselves with the help of technology. And education can happen in self-paced at anytime, anywhere. Using technologies limits some classroom interactions.

2.5.1 Role of Teachers

a. Should have general and specific skills in planning and delivering contents:

Teachers should develop and update themselves with literary skills to evaluate, access and use information to improve learning and teaching. The expertise of the teacher is more important as the success and failure of the strongest or weakest designed curriculum depends on her quality of teaching and performance

b. Synchronous and Asynchronous Teaching:

In an asynchronous learning Learners can refer to the notes and course contents based on their needs at an arbitrary speed, they can communicate with people through technology and can result in having a debate. Whereas in synchronous learning, students' ideas are presented in a virtual platform immediately. In such conditions, teachers need to respond

immediately because they should exist to lead the class on a virtual platform.

c. Feedback Training Provider:

Feedbacks have a major importance in the E-learning system because it helps to monitor the student's performance at various levels and help them to improve. Feedbacks play a prominent role in the design of information systems, because it enables the teacher to understand the status of the message sent to the learner.

d. Learning Management and Classroom Activities:

Teachers should play the role of the director and should manage the classroom activities such as projects, group works, teaching content etc. Teachers should create a group among students and enhance teamwork and social cooperation to the students.

e. Facilitate and guide learning process:

The predominant task of the teacher is to facilitate the process of learning. Teachers should provide appropriate content and encourage the learner to be an active participant in the class and in group discussion. Teachers should behave in a way that the learner should understand and responsible for their learning. Knowledge sharing should happen more than listening, lower emphasis on data transfer and greater emphasis on learning skills such as writing, discussion etc...

f. Causing Motivation:

Teachers should create a positive environment on learning through technology. Creating appropriate spiritual and emotional notions has the strength to motivate the learners. Teachers should appreciate failing and encourage the student to learn from them.

2.5.2 Role of Students

a. Team member or Collaborator

Students should be able to act more responsible as a team member because technology is new to everyone. And students should help one another to know how to use the technology and should use it in a proper way. Students can also have collaboration with co-members of the team in

order to share knowledge. When knowledge is shared more knowledge is gained and thus result in effective learning.

b. Self-Learner

Through technology enhanced learning students are given their own pace of learning language. Students should find more improving lessons to gain more knowledge. The students have to make the learning enjoyable and more meaningful. The student should not expect anyone to help and should be responsible for their own learning. Students should be committed to their own deadlines and due dates to have effective learning.

c. Knowledge manager

Students should act as a knowledge manager. Students should seek information in various software until getting the whole content. They should not stop learning. Students should focus on developing more knowledge through multimedia presentations, newspapers, journals etc. Students should indulge themselves in activities such as gathering questions, analysing information, searching for data, preparing and presenting ideas will enhance their language acquisition skills. Students were seen as knowledge seekers.

2.6 SHIFT IN ROLE: TEACHERS BECAME FACILITATORS

ICT suggests various methods and possibilities for the development of traditional teaching on new resources. Teachers should indulge themselves in various seminars and conferences to keep them updated with the technologies. Teachers should not be lecturers for the students but teachers should be facilitators for the students. Teachers should only help the students in learning the language rather imposing them with lectures. The ideas should be shared with the students but not the lecture notes. Teachers should organize various E-learning programmes, to provide information about various technologies and its uses. In a student-centered environment, the teacher is only allowed to share the knowledge and clear the doubts of the students. Teachers serve as a knowledge source rather than a lecturer.

Teachers should always be ready for the consultations at anytime and anywhere. Because the students are really fast moving towards technology. Teachers should encourage the students' learning experience rather than forcing

them to memorize. The learning should be based on a student-centered approach and the teacher has to work accordingly. Students should not be forced and should be allowed to learn at their own pace.

2.7 CONCLUSION

Technology enabled learning allows the language learner to learn the language more effectively and quickly. Technology makes learning easier and interesting. Technology enhanced learning uses various software and technologies which helps the learners to improve all the four Listening, Speaking, Reading and Writing. There are several software such as Google drive, podcasts, blogs, wikis help in developing students LSRW skills individually. As there is a change in teaching methodology, there is also a change in role of the teachers and students. The Teacher's role was shifted to facilitators to help the students on their needs rather than lecturing them. As the technology enhanced learning is based on a student- centered approach, students decide what to learn and when to learn. This makes learning to happen at their own pace than imposing them with notes. In order to cope up with the modern teaching techniques through technologies teachers have to update themselves on learning about technologies and using them by attending various conferences and seminars. To sustain the employability, it is mandatory for the teachers to get updated with the latest technology and ICT software. Learning through technologies is proven to be an effective method enhancing students' overall improvement.

CHAPTER - 3

IMPLEMENTATION OF FLIPPED CLASSROOM

3.1 INTRODUCTION

With the development of technology a new method of language teaching is also evolved. And the method is called the Flipped Classroom. This method is exactly opposite to the traditional way of learning. Not only in the means of techniques but also in the terms of merits and demerits. This method helps to engage students in learning using technology and discussions. Flipped classrooms enable students to read the content in the home and work is done on the classrooms. Modern technologies and current scenarios gave existence to Digital Flipped Classrooms whereas the discussions are also made through technologies especially in virtual classrooms. Flipped classrooms not only enhance students' learning process but also teachers' learning process. Language learning is acquired through technologies as well as discussions. Teachers need to work a bit hard to upload content online for the students. But, in future days with the developing technologies even that may be easier and faster. Learning through technologies enhances the clear ideas and thoughts to the students, further discussions in the class provides much clarity of information about the content. It is the way of combining the positive attributes of both modern and traditional methods together.

3.2 FLIPPED CLASSROOM

Flipped classroom is a “pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter” (The Flipped Learning Network, 2014).

Flipped Classroom is a new method of a blended way of learning language. The techniques of flipped classrooms are straight opposite of the traditional classroom. Flipping (Reversing) the techniques of traditional classrooms is called Flipped Classrooms. In the Traditional Classroom, lectures were taken in the classes and home works were given to the students to revise the topic. But in

Flipped Classroom, students were given homework beforehand and asked to watch videos, take part in online discussions and online lectures on the internet through technology. Discussions of the topics and the doubts for the same will be clarified on the next day class.

In the Traditional Classroom, learning is teacher-centered and students have to follow teachers. The teacher used to take class and give notes at the end of the lesson. Students ask questions directly to the teachers and teacher answers for their question and clarifies doubt. Here only the understanding of the teacher is transferred to the students and hence the knowledge is limited. But in Flipped Classrooms, students are asked to go through the content prior on the internet. The Internet is a wide source of knowledge. When a student reads the content, initially he tries to interpret. Then he keeps on searching to check whether his ideas are correct which makes them search in various websites for the content. Finally he reads all the content and when he gets back to the class on the very next day, discussion on the same topic will be made. Students are asked to share their ideas among themselves and also to the teachers. Now the learner will have a clear cut idea of the concept, though the student has any doubts, the teacher will always help to clarify it. As the learning takes place repeatedly, the students learn the content without their knowledge. And hence it is effective in learning language.

3.2.1 Four Pillars of Flip

a. *F – Flexible Environment:*

Flipped Classrooms permits a wide range of learning modes. Teachers usually rearrange their learning space to take up lessons, to enhance group work or independent study. Teachers create a flexible environment for the students and allows them to decide when and where they want to learn. Also teachers who implement flipped classrooms are flexible with the timelines of learning and assessments of the students.

b. *L - Learning Culture:*

In Traditional way of learning, the educator is the primitive source of information. But in Flipped classroom, class timings are utilized for discovering topics in greater depth and enhancing productive learning opportunities. Because of this, learners are so much involved in building

knowledge as they participate and evaluate their learning in a meaningful manner.

c. I - Intentional Content:

Teachers who adopt flipped classrooms gradually think on developing conceptual understanding to the students. Teachers determine what they have to teach and what contents should be explored by the students themselves on their own. Teachers utilize Intentional Content to extend the class time to implement various active-learning and student-centered strategies depending on the subject matter

d. P - Professional Educator:

The students should be continually observed, assessed and should be given feedback by the Professional Educator. They are reflective in their practice, accept criticism, connect one another to improve learning and also tolerates controlled problems in the classes. Professional Educators are the essential role that makes Flipped Learning possible.

3.3 REVERSAL OF BLOOM'S TAXONOMY

Bloom's taxonomy has six levels starting from lower order thinking skills to higher order thinking skills. Bloom's taxonomy starts with Remembering, Understanding, Applying and moves towards Analysing, Evaluating and Creating. Remembering, Understanding and Applying are considered to be Lower Order Thinking Skills whereas Analysing, Evaluating and Creating are said to be Higher Order Thinking Skills. In the Traditional method, Lower Order Thinking Skills such as remembering and understanding takes place in the classroom whereas the students are given activities to involve in Higher Order Thinking Skills. But in Flipped classroom, it is vice-versa. Lower Order Thinking skills take place before the class and Applying and Analysing takes place during the class, whereas when they engage with peers and teachers Higher Order Thinking Skill happens. This is said to be Revised Bloom's Taxonomy by Lorin Anderson

3.4 DIFFERENCE BETWEEN DIRECT METHOD AND FLIPPED CLASSROOMS

3.4.1 Difference between Traditional and Flipped Classrooms

Traditional Classroom of Language Learning	Flipped Classroom of Language Learning
i. Learning is based on textbooks, lectures and notes	Learning is based on technology and discussions.
ii. Behaviouristic way of learning.	Cognitive way of learning.
iii. Learning is limited within the classroom	Learning is unlimited throughout the internet.
iv. Teacher-centered approach	Student-centered approach
v. Lower Order Thinking Skills.	Higher Order Thinking Skills.
vi. Minimum knowledge is gained through lectures	Maximum knowledge is gained through the internet.

3.5 ROLE OF FLIPPED CLASSROOMS

Students in the flipped classrooms can play the course videos as many times as possible. The flipped classroom unlike traditional methods allows the student to learn at their own pace. This enhances tension free mind-set among the students and hence the students can learn freely at their own pace. Students apply new knowledge using the teacher as a source of knowledge. In a traditional classroom new ideas or knowledge is gained through writing homework's but it doesn't provide a solution in case of any problem, as the students might not have much resources in their home. Hence the problem solving skills of the student is restricted. But in flipped classrooms students can get quick help from the peers as well as the facilitator to solve the problem. The facilitator does not give a final solution for the problem but gives hints for solving the problems. Hence flipped classrooms also enhance critical thinking and problem solving skills. According to the Flipped Learning Network 71% of the teachers who employed flipped methods in their classroom experienced improved results, and also students showed improvement in their attitudes by 80%. And almost all the teachers who

implemented the work reported that they would further flip their upcoming classes for better results.

3.5.1 Merits of Flipped Classroom

a. Learning can take place at a student's own pace:

When a student lag behind the remaining students of the class continues to listen to the lectures. But Flipped Classroom provides access for the students to revise the content whenever they want to learn. This makes them remain stress free and students are able to learn at their own pace.

b. Connections between teachers and students are more developed:

Teachers spend more time in the classroom working along with the students. The teachers help the student by answering the questions as well as clearing the doubts. Teachers also help the students to understand the concepts that are learnt through video lessons.

c. Learners can share their ideas with the co-students:

The traditional classrooms allow minimal peer engagement where students listen to lectures in class and do work at their home. Whereas Flipped Classroom allows the student to share their ideas with the other students in the class. This enhances teamwork, engagement and peer understanding skills.

d. Frustration level of the students remains low:

In traditional ways of learning, students may not understand the whole lectures and hence they get frustrated when they're revising the subject in the home, this makes them to lag behind. Flipped Classroom allows the students to ask questions and clarify doubts in the classroom, which reduces the frustration of the students.

e. Teamwork:

Teachers group up / team up students based on their level of understanding. This makes the learner to get involved along with the team and learn together.

3.5.2 Demerits of Flipped Classroom

a. More reliance on motivation of the students:

Flipped Classroom allows the students to learn at their own pace. But to learn at their own pace, the students need so much self-motivation. But in real life, some students are not so motivated to learn at their own pace. This method does not work for the students who are less motivated.

b. Having every student on the same pace may be tricky:

When teachers assess the level of each student in their learning and even group them accordingly, it may be tricky to assure that every student has a steady learning pace. It will take a lot of effort to handle a class with students on different levels of the lesson and it's very difficult to introduce a new lesson at this stage.

c. Internet fluctuations:

Internet facilities are required even outside the classroom. It is not easily and readily available for every student. Some students might have poor internet connection in their living area. But the internet is something which is very important in everyone's life. So students have to find better ways to extend the reach of the internet.

3.6 METHODS TO IMPLEMENT FLIPPED CLASSROOMS

There are six steps prescribed by Jeff Dunn (2014) to implement the flipped classroom.

a. Plan: Firstly the teacher should get to know the syllabus and course content in particular which they want to flip. Then outline the lesson plans and key outcomes of the content.

b. Record: Recording a video of the content or making an audio note of the lesson should happen. When recording the video, the teacher should make sure that all the key elements of the lessons are covered.

c. Share: After recording and watching the video, the teacher has to circulate the video among the students. The video should be in a precise and engaging manner. The next day, the video content will be discussed in the class.

d. Group: Students are made to form separate groups and share their ideas. They were also given tasks based on their learning such as writing a poem, analysing the story etc.

e. Regroup: Then students are asked to ungroup and are asked to come up with their individual thoughts and ideas. Students were asked questions and the topics were discussed in detail rather than before.

After these six steps, Revise, Review and Repeat.

3.7 TECHNOLOGY IMPLEMENTED FLIPPED CLASSROOMS

Flipped Classroom itself a technology based learning. There are various software and e-learning platforms which help the students to learn through flipped classrooms. One such platform is Moodle e-learning software. Moodle is a generally evolved e-learning tool, giving a ton of advantages to students and teachers like an assortment of devices for contemplating and correspondence, adaptability of utilization, technical help, minimal effort and others. Learners' work was coordinated in the classroom and e-learning platform. Before in face-to-face classes, learners observed short video lectures concerning the subject, examined extra on-line assets, suggested conversation starters for conversations in online forums. Time in class was devoted to explaining the linguistic and lexical marvels that caused challenges, making presentations and reports and discussing the main issues. After face-to-face classes, learners assessed the work of their companions, checked their insight by doing tests and imparted their insights on the exercise. All of these exercises included work in the Moodle classroom.

3.8 THE USAGE OF FLIPPED CLASSROOMS IN LEARNING LANGUAGE

Flipped classrooms can be used in learning language to improve efficiency of learning. A flipped classroom gives a broad range of knowledge in language acquisition. When language is learned through flipped classrooms learning is acquired through technologies. Technologies help the student to improve their skills in learning. Tools such as blogs, vlogs, podcasts, and wikis help the student to excel in all the four Listening, Speaking, Reading and Writing Skills. When a teacher posts the lessons in the form of audios or videos, it will be readily available for the students anytime, anywhere. Students can use, reuse and revisit the video or audio whenever he feels like learning. When students are allowed to learn

seeking videos and hearing audios it improves their listening skills as well as teaches the pronunciation of each word. When a student finds a word to be difficult to pronounce, he/she plays the video or audio repeatedly and tries to imitate as in the video. This improves their speaking skills as well. Participating in an online discussion form, enables students to exchange their ideas on learning. When students participate in an online forum it builds up confidence to open up their thoughts in front of so many people. This further improves their speaking skills and reduces the stage fear. When the students are asked to write comments or exchange ideas on the online forum or in the google docs, it enhances the writing skill of the students. When using software like Google docs, the software helps the students to write an article without spelling or grammar error. Even when the students write the sentence wrongly or grammatical patterns wrongly the software indicates and changes by underlining the particular sentence or word. This further trains them in written form of English without making any errors. Also when students were asked to learn blogs or wiki posts, students enhanced their reading ability too. There are various software which help the students to read and correct their pronunciation while reading. Thus flipped classrooms with the help of technology enhances the effective way of language learning.

3.9 ROLE OF TEACHERS IN FLIPPED CLASSROOMS

The educator who employs flipped classrooms should take multiple roles than in a normal classroom. In this method, the teacher acts as a facilitator and doesn't give direct lectures. The learner can experience and experiment the contents which they have already learnt on the beforehand and teachers help them to implement learning during the classes. The educator provides open ended problems to the students and examines them in solving it through their learning. The facilitator also uses interactive techniques to keep the class engaged and to know the level of understanding of the students. This also helps in finding errors and correcting the thinking of students.

3.10 CONCLUSION

Thus flipped classroom is an effective way of learning which should be appreciated and teachers should employ flipped way of learning in their classes. The incorporation of flipped classrooms in the educational process leads to great

increase in student's interest and motivation for studying a language. Alongside, the method also has a positive note on student's self-directedness and self-discipline because of the fact that students take responsibility for their own way of learning. The method has great pedagogical potential for both students and teachers. Despite the fact that face-to-face learning classes are decreasing, it should not affect the quality of the educational process. Though there are some technical challenges to be rectified in order to have a much better learning.

CHAPTER - 4

STUDY ON IMPLEMENTATION OF FLIPPED CLASSROOM

4.1 INTRODUCTION

In English language learning process, flipped classrooms give better results than the normal classrooms. Language cannot be learnt through lecture method, when language is learnt through lecture method, student does not understand anything and hence the student is not able to write or speak a single sentence in English even after completing twelve years of their life learning the language. Hence students find it difficult to communicate in English as they have not trained properly in all the four Listening, Speaking, Reading and Writing skills. With the help of technology, teachers can incorporate flipped classrooms in students' language learning classes. Technology helps the student to exhibit and excel in all the four LSRW skills. Learning language through Flipped classroom not only develops students' language skills but also enhances creative thinking, problem solving skills etc. As a whole, switching to flipped classrooms promotes the overall development of the student.

Hence to know the effectiveness of the learning process through flipped classrooms, a study is made. The study enables the students to learn the language through direct method initially. Testing on the direct method takes place. Then students were made to learn through flipped classrooms. After the completion of the syllabus, testing on the flipped way of learning takes place. Both the results are compared and the results are decided based on the test. Feedbacks are also collected from the teachers regarding the Flipped classrooms.

4.2 RESEARCH FOCUS

The main objective of the study is to implement flipped classrooms in language learning classes. The four skills such as Listening, Speaking, Reading and Writing cannot be acquired through lecture methods. In order to learn a language effectively, technology support is needed. With the help of technologies all the four LSRW skills can be acquired specifically. Learning through flipped classrooms also enables the students to know about CALL software. With the help of CALL software language can be easily learnt. It also gives a knowledge of using

technology in learning among students. In traditional ways of learning, students acquire the knowledge which is imposed by the teacher. In Order to make the students use their cognitive minds and have to make them think out of the box. Using technology in flipped classrooms has wide access to knowledge. Hence students are able to well-versed about the lessons. Implementing technology oriented tools helps them to make use of those tools even in future. As students always seek for advancements, implementing flipped classrooms paves ways to advanced ways of learning and to get better results. Effective learning is possible not only in terms of grades but also in terms of knowledge.

4.3 PARTICIPANTS

A total of 50 students from two institutions are the participants of the research. These fifty students learn English as their second language. The participants belong to English department and have English as their main subject. The course focused on both grammar and literature equally to understand the result both in language as well as in literature learning.

Above 95% of the students have Tamil as their first language and few students have other regional languages as their first language. But no student listed English as their first language. And hence no native English language speakers are chosen. Some of the participants have English as their medium of instruction from the beginning. A common syllabus was framed and the students were allowed to learn through direct method initially.

The participants' backgrounds are more or less similar to each other. The students belong to the age group of between 18 to 22 years. Among the participants, 50 students were tested from two reputed institutions. The participants are mostly upper beginners of English language. This case study tests are equal for all the students in spite of age or class difference. The participants were asked to learn and take up tests in both traditional as well as flipped methods. Both the way of classes and tests are conducted by the same instructor. This test was taken in the last week of the odd semester through an online platform, as the college and universities were shut due to pandemic.

4.4 METHODOLOGY

As the colleges and universities were shut due to pandemic, the case study took place through an online learning platform. A specific syllabus is framed initially which comprises both language and literature lessons. Firstly, the students were taught in traditional methods. Lectures and notes are provided to the students by the teacher. Students were asked to take up the test towards the completion of the syllabus to know their efficiency in learning. After a week, the same syllabus was taught to the students using flipped classroom methods. The lessons and contents are uploaded online for the flipped way of learning. Students watch and learn the content through the videos uploaded beforehand and come to the class for discussions. The discussions were made on the next day in the class hours with the teacher. Learners were once again asked to take up the test towards the completion of the syllabus. Both the scores were compared and analysed.

4.5 FRAMING SYLLABUS

A common syllabus was prepared for the targeted students. As the students are doing English as a main course, the syllabus was framed in such a way that it has both language and literature lessons equally. But the main focus was given for lessons which enhances the language skills. The summary, analysis, answers and lecture notes were provided as a study material for direct method of learning. It took two weeks of time to complete the syllabus on teaching through direct method. On completion of syllabus, students were asked to take up an assessment to evaluate their learning and knowledge. Then the students were given a week of time to relax. Then flipped classroom method was implemented with the same syllabus. Contents were made available online beforehand. Students were asked to go through the content before coming to the class on the next day. Discussions were made in the class and then later tests were conducted.

4.6 TEACHING THROUGH DIRECT METHODS

Initially, students were taught in traditional methods by the teacher. Teacher used to take class every day with chalk and talk method and lecture method. Students became passive learners. At the end of each lesson, the teacher gives oral notes and a summary. Additionally teachers also assign homework's daily.

Students used to memorize the summary or notes given by the teacher. And when it comes to grammar, the answers were also memorized by the students. Students lacked interest towards attending the lectures. No attention was paid. Only answers were memorized for the sake of learning. On completing the syllabus, students were asked to take up the test. But unfortunately the questions are asked in such a way to analyse the students excellence in all the four LSRW skills and also to analyse the level of understanding they had in each lesson. Students got frustrated as they did not expect the questions in such a way. Only students who have listened to the class carefully and done extra analysis while doing homework were able to at least answer the questions.

4.7 TEACHING THROUGH FLIPPED CLASSROOMS

After giving a short break for a week, the students were taught the same lessons using flipped classrooms. The content materials and the lesson plans were uploaded online and made available for the students beforehand. Teacher assigned the topic for the next day, and students used to go back home, to see the uploaded contents. When they have time, they used to read, watch, listen and participate in the activities that are uploaded. The activities are assigned to further kindle the students to get more information on the particular topic with the help of the internet. The next day, the teacher made the students get into groups and discussion takes place between the peers. After completing the discussion and having the clear idea, one more discussion takes place with the teacher. In case, if students had any doubts and such doubts can be clarified in the discussion. Students were asked to come up with a sentence about the lesson every day. This further gives them more information and gives practice for their minds. On hearing or analysing things repeatedly students will automatically inherit the knowledge without their concern. Flipped Classroom is time consuming. It took almost four weeks to complete the syllabus. It is almost twice the time taken by the traditional method. Then the test was conducted after completing the syllabus. There are few software and applications which were used while employing the flipped classrooms. They are

- a. *Google Jam board* - This is a software by google. This allows the users to paste sticky notes, attach images, texts, circles and also has pen, marker, highlighter, eraser tools. It also allows the user to share the

sheets with others in which they also can edit. When learning through the flipped method, after watching the uploaded contents, students are asked to stick a note on Jam board about the lesson. This Jam board has access to all the fifty students and at the day of discussion, there will be at least fifty sticky notes having fifty information on different perspectives. This greatly helped the students to have as a source of information collected from various people. Through this software, students' creative thinking has been developed along with learning.

- b. *Kahoot* - Kahoot is a testing software, in which students can train the students with multiple choice questions and one word answer. It is more like a play way method. At times while learning grammar, students were asked to take a Kahoot test. Timers were fixed, so students cannot browse for the answers. And also points were given depending on the correctness and speed of the answer. This motivates the students to learn. Through this students critical thinking skills are developed
- c. *Skippy* - This is an app used among students when in boring times. Students were given activities to use Skippy apps. Skippy is the app used to enhance vocabulary and pronunciation skills. Students can record the way they pronounce and can check whether it is pronounced properly or not. Skippy has videos of great speakers which have curated from TED-ed, BBC, Vox etc... It also gives points for our pronunciation. In this way their speaking skill and listening skills are developed.
- d. *Google Podcasts* - Podcast is a software used to play, hear and record voice notes and can be published and shared. Students were given speaking and listening skills through podcasts. At times, the lessons were uploaded in the form of audio and students used to hear the lesson. And interpret their own ideas through audios. Students' self-confidence also increases.
- e. *Wix* - Wix is a social blogging software. Students were asked to write the analysis or interpretation of the lesson through their blogs. Students can publish and review each other's blogs and they were also allowed to comment on each other's post. Self-evaluation along with learning happens.

With the help of these software along with YouTube videos, zoom meetings and Edmodo flipped way of learning is implemented.

CHAPTER - 5

RESULTS AND DISCUSSION

5.1 INTRODUCTION

To analyse the effective way of learning, students were taught in both direct method and Flipped Classroom method. At the completion of the syllabus during each method, an assessment was made. The assessment score of both the direct way of learning and Flipped way of learning were analysed. On comparing both the results, the effective way of language learning can be understood. This chapter contains the two different marks of fifty students from two different institutions. On comparing both the results, marks gained on tests when conducted on learning through flipped classroom must be greater than the test conducted on learning through normal methods. This chapter further deals with the reasons and effectiveness of learning through flipped classrooms. Teachers' feedback on implementing flipped classrooms were also briefed.

5.2 RESULTS OBTAINED ON LEARNING THROUGH DIRECT METHOD

The assessment was conducted for 25 marks. The test marks obtained on learning through direct method by the fifty students of the two different universities was mentioned below in the two tables.

**Table 5.2.1 Marks obtained by students on
learning through direct method**

S. NO	Name of the Student	College & Branch	Marks obtained (Learning through Direct method)
1	Alice	LDC, MA (English)	15
2	Aishwarya	LDC, MA (English)	19
3	Anukarthiga	LDC, MA (English)	12
4	Dhiva	LDC, MA (English)	16
5	Elavarasi	LDC, MA (English)	11
6	Fanita	LDC, MA (English)	20
7	Freeda	LDC, MA (English)	17
8	Harishma	LDC, MA (English)	22
9	Ishwarya	LDC, MA (English)	18
10	Jenita	LDC, MA (English)	14
11	Jenovia	LDC, MA (English)	10
12	Kamala	LDC, MA (English)	23
13	Keerthana	LDC, MA (English)	16
14	Mahashree	LDC, MA (English)	13
15	Naga Chandini	LDC, MA (English)	18
16	Nikita	LDC, MA (English)	21
17	Ponharini	LDC, MA (English)	7
18	Reshma	LDC, MA (English)	20
19	Sai rakshya	LDC, MA (English)	23
20	Sowmiya	LDC, MA (English)	11
21	Tamilselvi	LDC, MA (English)	10
22	Viveha	LDC, MA (English)	19
23	Vishali	LDC, MA (English)	9
24	Yukta	LDC, MA (English)	18
25	Yuvashree	LDC, MA (English)	17

**Table 5.2.2 Marks obtained by students on
learning through direct method**

S. NO	Name of the Student	College & Branch	Marks Obtained (Learning through Direct method)
1	Arjun	AMC, MA (English)	12
2	Bharathi	AMC, MA (English)	18
3	Chandra	AMC, MA (English)	13
4	Dharshini	AMC, MA (English)	16
5	Dhayalan	AMC, MA (English)	22
6	Eniyan	AMC, MA (English)	10
7	Ezhil	AMC, MA (English)	22
8	Gayathri	AMC, MA (English)	11
9	Haritha	AMC, MA (English)	14
10	Ilakya	AMC, MA (English)	19
11	Joe	AMC, MA (English)	15
12	Jothi	AMC, MA (English)	21
13	Krishna	AMC, MA (English)	18
14	Leo	AMC, MA (English)	19
15	Likita	AMC, MA (English)	17
16	Neha	AMC, MA (English)	20
17	Nimalan	AMC, MA (English)	17
18	Pranav	AMC, MA (English)	18
19	Raghul	AMC, MA (English)	23
20	Ram	AMC, MA (English)	14
21	Ryan	AMC, MA (English)	13
22	Shuwalaxme	AMC, MA (English)	11
23	Thilipan	AMC, MA (English)	10
24	Thilothama	AMC, MA (English)	7
25	Vishal	AMC, MA (English)	19

5.3 RESULTS OBTAINED ON LEARNING THROUGH FLIPPED METHOD

The assessment was conducted for 25 marks. The test marks obtained on learning through flipped classroom method by the fifty students of the two different universities was mentioned below in the two tables

**Table 5.3.1 Marks obtained by students on learning
through Flipped Classroom**

S. NO	Name of the Student	College & Branch	Marks obtained (Learning through Flipped Classroom)
1	Alice	LDC, MA (English)	20
2	Aishwarya	LDC, MA (English)	24
3	Anukarthiga	LDC, MA (English)	17
4	Dhiva	LDC, MA (English)	21
5	Elavarasi	LDC, MA (English)	18
6	Fanita	LDC, MA (English)	25
7	Freeda	LDC, MA (English)	23
8	Harishma	LDC, MA (English)	25
9	Ishwarya	LDC, MA (English)	24
10	Jenita	LDC, MA (English)	18
11	Jenovia	LDC, MA (English)	16
12	Kamala	LDC, MA (English)	25
13	Keerthana	LDC, MA (English)	20
14	Mahashree	LDC, MA (English)	19
15	Naga Chandini	LDC, MA (English)	22
16	Nikita	LDC, MA (English)	24
17	Ponharini	LDC, MA (English)	15
18	Reshma	LDC, MA (English)	24
19	Sai rakshya	LDC, MA (English)	25
20	Sowmiya	LDC, MA (English)	17
21	Tamilselvi	LDC, MA (English)	15
22	Viveha	LDC, MA (English)	22
23	Vishali	LDC, MA (English)	16
24	Yukta	LDC, MA (English)	21
25	Yuvashree	LDC, MA (English)	23

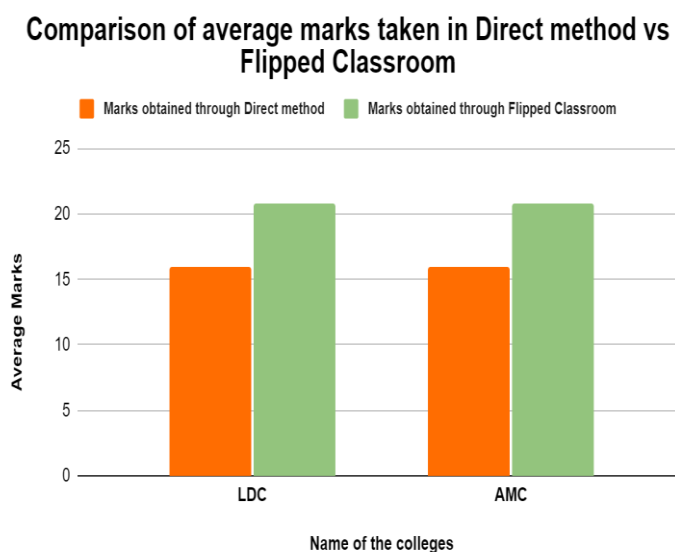
**Table 5.3.2 Marks obtained by students on learning
through Flipped Classroom**

S. NO	Name of the Student	College & Branch	Marks obtained (Learning through Flipped Classroom)
1	Arjun	AMC, MA (English)	17
2	Bharathi	AMC, MA (English)	22
3	Chandra	AMC, MA (English)	18
4	Dharshini	AMC, MA (English)	21
5	Dhayalan	AMC, MA (English)	25
6	Eniyan	AMC, MA (English)	16
7	Ezhil	AMC, MA (English)	25
8	Gayathri	AMC, MA (English)	17
9	Haritha	AMC, MA (English)	19
10	Ilakya	AMC, MA (English)	24
11	Joe	AMC, MA (English)	22
12	Jothi	AMC, MA (English)	25
13	Krishna	AMC, MA (English)	23
14	Leo	AMC, MA (English)	24
15	Likita	AMC, MA (English)	21
16	Neha	AMC, MA (English)	24
17	Nimalan	AMC, MA (English)	20
18	Pranav	AMC, MA (English)	22
19	Raghul	AMC, MA (English)	25
20	Ram	AMC, MA (English)	19
21	Ryan	AMC, MA (English)	18
22	Shuwalaxme	AMC, MA (English)	19
23	Thilipan	AMC, MA (English)	17
24	Thilothama	AMC, MA (English)	15
25	Vishal	AMC, MA (English)	23

5.4 COMPARISON OF THE RESULTS

On comparing the test marks obtained by the students on both learning through direct method and flipped method, it is clearly understood that, Flipped method has more effective language learning than traditional method.

Table 5.4.1 Comparison of the average marks taken in learning through direct method vs Flipped Classroom method



5.5 FEEDBACK OF TEACHERS

As a part of a research, feedback was also collected from the teachers on implementing flipped classrooms into the curriculum. The feedbacks given by teachers are

- a. Flipped classrooms take quite a lot more time than normal classrooms.
- b. Teachers should have a full-fledged plan to implement flipped classrooms.
- c. Though flipped classrooms give more work load to teachers, they're happy to work to see the interactions of the students with them in the classrooms.
- d. Some teachers don't know the ways to use technology but they're ready to attend seminars and conferences and get to know things, for the betterment of students.

- e. Flipped ways of learning may help to improve knowledge but may not work in board exams.
- f. Flipped classrooms effectively improve LSRW skills through technology.

5.6 DISCUSSION ON THE STUDY

As per the study, the lessons were taught to the students both in direct method as well as in Flipped Classroom Method. Based on the results obtained from tests which kept on evaluating the learning through direct method and Flipped Method, it is obvious that Flipped Classroom enhances effective learning and better results than the direct method. There are some disadvantages in direct method, the main thing is LSRW skills cannot be acquired through direct way of learning. Whereas flipped method enhances the improvement of LSRW skills in students learning. Not only has this switching to flipped classroom had various advantages such as

- a. It enhances the team building skills.
- b. Flipped Classroom has access to many ways to gain knowledge.
- c. It enhances Higher Order Thinking Skills.
- d. Students start to think more than what the teacher teaches.
- e. Students develop adaptability, sustainability etc.
- f. It gives access to problem solving skills.
- g. Through flipped classrooms, learning happens anywhere at any time.
- h. Students along with the teachers get to know new things.
- i. No frustration in learning things.

Every method has its own disadvantages to be rectified. Flipped Classroom is also not exceptional. Flipped Classroom also has certain disadvantages such as

- a. Implies heavy workload for teachers.
- b. Students have a chance to misuse the technology.
- c. Teachers are not so equipped to handle technologies.
- d. Takes more time than usual class.
- e. Internet issues.
- f. Some students might not find technology interesting, as they don't know how to use it.
- g. Lack of devices such as laptops, monitors etc.

Though these are the disadvantages of the Flipped Classroom, it can be rectified in course of time with the advancement of technology. Though it has these many disadvantages it provides the desired outcome. Hence it is the best way to teach that method.

CHAPTER - 6

SUMMARY & CONCLUSION

6.1 CONCLUSION OF THE STUDY

The tremendous development of technology has greatly changed the method of teaching English language. Computers and technology became a part of human life. English being a universal language gives access to the speakers to make more efforts. Here the teacher plays the role of the facilitator, which gives much confidence for the students to learn English. In most of the English speaking circumstances, students actually will not open their mouth for multiple reasons. To change this situation, students have to develop self-motivation and self-confidence. In order to improve self-confidence in speaking, there should be a gradual speaking practice. In Direct method of learning, speech practice is not possible. But it is possible through technology. Hence teachers and students should shift to technology based learning and one such method of learning is learning through Flipped Classroom.

In this study, Intermediate level learners of English as a second language found the questions which were asked focusing on LSRW skills seemed to be more challenging. Only then it is understood that the problem is not with the students but with the way of learning language. When students are asked to learn in the direct classroom, their knowledge is only limited. But in flipped classrooms, students have access to unlimited knowledge. Effective results are not in the terms of grades and marks but in the terms of knowledge. Flipped classroom provides effective learning with ease. Students are able to use their higher order thinking skills. It is not just grades of the students that should be developed, it is also the interpersonal skill and cognitive skills should also be developed. With the implementation of flipped classroom students are able to learn at their own pace. Though the flipped method has its own advantages it is suitable for obtaining an expected outcome. Rather than using Direct method to develop the language skills people can use Flipped classroom to improve their second language acquisition.

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