Tools of Language Learning: A Pedagogical Perspective

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Abstract

In the present technological breakthroughs English language learning has turned out to be more receptive, accessible, exciting and challenging task at the same time in terms of implementation. This advancement has made the assigned task more interesting, interactive and thrilled. Though electronic devices cannot substitute a resourceful teacher, these would certainly help to improve receptive skill and at the same time a remedial teaching measures for average learners.

One such active source is YouTube videos teaching English grammar to higher secondary students. Lessons on core grammar topics such as Articles, Prepositions etc are presented in an active and engaging manner. These short videos have received adequate attention due to their effective presentation with the help of contextual animated pictures. Mostly inductive methods are applied in these grammar tutorial classes. These videos are released on regular intervals. Furthermore, some of YouTube channels are organizing live sessions by connecting their subscribers through SMS (Short Message Services) alerts.

Overall the videos are interestingly designed in a way that to facilitate slow learners also. They can re-play the video recordings as many times as they could. Now-a-days watching YouTube videos is quiet a common phenomenon. Precisely this resource fulfils the specific needs of the students. Thus, these digital devices play an important role in the process of teaching and learning.

The paper aims at analysing a few learning videos of English grammar for higher secondary school students in terms of their usefulness and effective pedagogical aspects.

Technology brought rapid changes in teaching learning process. Digital tools have started enhancing the quality of teaching learning English at different levels. Multimedia resources, language softwares and video lessons have been widely used by the teachers in order to provide better audio visual experience. Videos provide scope for effective demonstration of language material to be presented and depending on the quality and effectiveness of material. Learners exhibits interest and enthusiasm. *David Warlick* is an American educator and author is of the opinion that:

"We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world."

In view of the above, the present paper attempts based on my own experience of using videos for grammar teaching and findings are based on the responses received from the students of class X in a

local high school of Andhra Pradesh state. The target students are homogeneous group with Telugu Medium background.

It is not out of place to mention that YouTube videos consist of grammar topics such as Articles and Prepositions presented skilfully by using inductive method with proper illustrations. Inductive method goes by examples first then mentions the rule of the concerned grammar topic. Pictorial representation and animation catches immediate attention of the students that enhances the interest of the participants. Making use of similar effective sources simplifies teacher's job.

Initially the grammar topic Prepositions was explained without using any aids. Inductive method is used in this context i.e. providing number of suitable examples first and the rules discussed. Even though Prepositions was not a new subject matter to them still only a few above average students involved till the end of the class. This was part of regular class room activity. Off course, mix responses were coming out as usual. A few incorrect answers followed by some correct one. It was note worthy that they were not participating and reluctant in the class room. Their energy level was not up to the mark.

Online resources like BBC Learning English, Voice of America Learning English, and British Council offer video lessons, audio materials, and interactive exercises. Apps based on artificial intelligence are also important tools for class room teaching.

A couple of videos were presented on the screen in the same class room the other day. The learners were thrilled to watch the animated video. While watching the whole lesson keenly, they were very receptive with complete attention. Here also the same inductive method is employed. However, the digital tools presented the same set of examples and rules innovatively. Consequently, the students of all levels are cooperated with the teacher and the responses were getting very smoothly. Integration of technology with knowledge is a highly appreciable and latest trend as well. The following responses are noticed during the entire class room exercises

Without Audio Visual Aids	With Audio Visual Aids
Students were reluctant	Ready to accept new knowledge
Usual responses	Active responses
Below average students were in-active	Below average students were active
Not receptive	Receptive and attentive

Focus is made on evaluating the effects of method-based and post-method based responses of the target group. Using technological sources generates interest in the students which is a fruitful endeavour. Hence, adopting digital tool has proved more helpful in the teaching learning process.

At this point, a few questions spring up such as, whether YouTube can act as real substitute of class room teacher. Are these clips fulfilling essential pedagogical parameters? Is there any scope of evaluation? Are the given examples familiar or regional? How can it elicit responses and develop summary out of the class room discussion?

In light of the above queries, it is renowned fact that a class room teacher is one who can gauge the actual potentials of the pupils by paying personal attention to enable them to grasp the target content and grammatical concepts efficiently. According to National Curriculum Framework (NCF 2005) a teacher is called a facilitator who makes the assigned task easier and simpler. Bearing the above discussion in mind, a digital tool can definitely assist in describing things in a fine manner but cannot understand each individual and their receptive needs. As such, there is no replacement of a class room facilitator. The globally renowned Microsoft tycoon Mr. Billgate is also expressed in the same tune :

"Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is most important." – Bill Gates

Useful Resources
https://www.youtube.com/watch?v=-zZau_dttRY
https://www.youtube.com/watch?v=e2cEE4BrHHk
https://www.omnicoreagency.com/youtube-statistics/
https://thestateofedtech.wordpress.com/ed-tech-quotes/
https://georgecouros.ca/blog/archives/tag/david-warlick

focuses on evaluating the effectiveness of method-based and post-method pedagogies in practice by English language practitioners
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A renowned academician of US Jenny Arledge is of the view that: *"Technology can become the "wings" that will allow the educational world to fly farther and faster than ever before –if we will allow it."*

An American Essayist & Philosopher Ralph Waldo Emerson describe the importance of enthusiasm in a below line:*Nothing great was ever achieved without enthusiasm. – R. W. Emerson*

In addition to that, many institutions, websites and blogs are rendering their best services in the fields of teaching and learning. Few of them are as follows:

No	Name of Service Provider	Useful Link
1	British Council	https://learnenglish.britishcouncil.org/
2	DK Educational Soft wares	https://www.pcworld.co.uk/gbuk/index.html
3	Cambridge India	http://www.cambridgeindia.org/
4	Language Trainers	https://www.languagetrainers.com/online-classes.php