Unit 5 – Practice in English Language Teaching
ELT Practice through Micro Teaching & Peer Teaching

I Micro Teaching

A. What is Microteaching?

The art of teaching is a complex process, which is not limited to transferring of knowledge from one to another. It requires good verbal and non-verbal skills. It includes various techniques in order to transfer knowledge effectively. Not everyone can master it. With the vast growth in all sectors, effective teaching skills are in great demand. Therefore, due to this demand, the concept of microteaching came into action. It is a new innovative program for teachers, which enhances their classroom attitude and behaviour. Many pre-primary education institutes have taken up micro teaching practices in order to equip teachers with an effective method of teaching.

B. Concept of Micro teaching:

Micro-Teaching is a special teaching practice model or teaching training method. In this teaching context, there contains many actions like use of methods, usage of media, learning guide, motivation, classroom management, assessment, analyzing and so on.

The concept of microteaching is mainly based on the following points

- *Teaching in its real form but with a minimum concept*
- *The exercise which is designed focuses mostly on the basic teaching skills with the help of feedback based on the knowledge and information of the student learning level.*
- *The teaching is conducted for students who are from different backgrounds and their intellectual abilities.*
- *Monitoring the micro-teaching exercises conducted in classrooms*
- *Enabling the prospective teachers to learn effective teaching skills.*
- *Helping the students to actively participate in teaching by providing a low-risk situation.*
- *It also offers opportunities for retraining at regular time intervals*

Micro-teaching is one of the recent innovations in the field of educational technology. It offers a new model for improving teaching. It has been found to be an effective modem strategy for modification of classroom behaviour of teachers.

There has been a growing concern among educational thinkers for reshaping Teacher Education programmes; so as to make it more effective, meaningful and scientific. In Teacher Education programme, the courses are divided into two parts-theoretical and practice-teaching courses. But, now-a-days, we find that there is no consensus regarding the procedures followed in various aspects of students-teaching and assessment of teacher-behaviour.

The teacher-educators are not clear about the specific objectives of training programme. Supervision of practice-teaching is haphazard and mostly unreliable. In many cases, pupil-teachers do not see the exact relationship between the content of the courses and actual teaching in the classroom.

Micro-teaching is a product of research at Stanford University. It was first adopted in 1961 by Dwight W. Allen and his co-workers. It implies micro-element that systematically attempts to simplify the complexities of the teaching process. Teaching is a complex process. It cannot be mastered in a rigid and general setting. So it is analysed into well-defined components that can be practised, taught and evaluated. Teaching constitutes a number of verbal and non-verbal acts. A set of related behaviours or teaching acts, aiming specific objectives are performed with an intention to facilitate pupils' learning, can be called a teaching skill.

The concept underlying micro-teaching, assumes that teaching consists of various skills. Practice-teaching becomes effective only on acquisition of specific skills. All these teaching skills

which go to make good teaching can be defined, observed, measured and controlled by means of practice. Micro-teaching concentrates on specific teaching behaviours and provides opportunity for practising teaching under controlled conditions. So through micro-teaching, the behaviour of the teacher and pupil is modified and the teaching-learning process is more effective by the skill training.

Micro-teaching is a scale- down sample of teaching. Just as a driver will not give his first lesson to a learner on a highway, where there is continuous flow to traffic; so also a pupil-teacher should not be exposed to a real situation even in the beginning. He should teach in a less-risky situation, where mistakes may be made without damage to pupils and to himself. The complex act of teaching should be broken down into simple components making the task more manageable. Only one particular skill is attempted and developed during micro-teaching lesson. How to teach, is considered more important than what to teach. Micro-teaching is useful is pre-service as well as in-service-training of teachers.

It provides teachers with practice for teaching in which the normal complexities are reduced in terms of:

1. Length of the lesson.
2. Number of students
3. Scope of the lesson
4. Class time

C. Features of Micro-teaching:

1. Micro-Element:

Micro teaching reduces to complexities of the teaching situation in terms of students, duration of the lesson and subject matter to be taught so as to enable the trainee to concentrate on the training process. Training is also given in the mastery of only one skill at a time. One should master the components of the task of teaching before he attempts to perform effectively the complicated task of teaching at macro-level.

2. Teaching Skills and Teaching Strategies:

Various researchers have listed a wide variety of skills which are representative of the tasks, procedures and strategies involved in teaching many subjects at different levels. The repertoire of skills which have been taught of, under the task of teaching may be classified under three heads.

(i) Pre-Instructional Skill:

Which involve writing of instructional objectives, sequencing and organising knowledge to be presented in order to achieve specific objectives, appropriate content, proper organisation, selection of proper audio-visual aids etc.

(ii) Instructional skills:

Like skills of introducing a lesson, skills of explaining and illustrating, reinforcement, probing questions, reinforcing pupil participation, diagnosing pupil's difficulties etc.

(iii) Post-Instructional skills:

Like skills of writing test items, interpreting pupils, performance in a test, planning remedial measures etc.

3. The feed-back Element:

In the present system of assessing the teaching competency of the trainees, feedback is given by the supervisor. In micro-teaching several reliable and authentic sources can be employed for providing necessary feedback.

(a) Oral feedback by the supervising teachers.

(b) Observation schedules filled in by the peer group participating in the micro-lesson.

(c) Audio-tape recording is a source of accurate feedback.

(d) Video-tape recording provides the most accurate and powerful source of feedback.

4. Safe Practice Ground:

A micro-teaching laboratory appears to possess all the inherent features of the classroom.

5. The Teaching Models:

The trainees have many opportunities to study the desired patterns of behaviour through a tape or film of teaching models or a demonstration given by the supervisor. Using these models as guides, the trainees will develop their own style.

D. ***Underlying Principles of Micro teaching:***

Microteaching revolves around certain principles to improve its reach in the all-round development of the teachers.

1) ***One skill at one time:***

Skills in microteaching are targeted one at a time. Training on particular skills are given until it is mastered. Once mastered another skill is targeted next. Thus, micro teaching aims for one skill at a time.

2) ***Small scale content:***

Limiting the content gives more freedom and ease to the trainees. Thus, micro teaching is based upon the principle of limited content. Teachers are to prepare their lessons within the given content, therefore, it becomes easier for them to conduct their lessons.

3) ***Practice makes a man perfect:***

Mastering skills require practice. While focusing on one skill at a time, micro teaching program also gives an opportunity to practice those skills. Lots of practice can boost the self-confidence and promote in development of teaching skills.

4) ***Experiments:***

Experiments are the key factors in any concept. In micro teaching, many experiments are conducted in order to test the skills of the teachers. For example, the supervisors conduct experiments where the length of the lessons, time duration, the strength of students in the class etc is changed. These skills are tested under controlled condition.

5) ***Instantaneous feedbacks:***

Micro teaching consists of teacher-pupil and supervisor as students. Once a session ends, teacher-pupil and supervisors come up with their feedback. This feedback is given instantly after the lesson plan ends. Thus, it helps in rectifying the drawbacks.

6) ***Self-evaluation opportunities:***

Evaluation plays an important role in any task. In micro-teaching, supervisors conduct various tests and thus there are several chances to analyze mistakes. Evaluation gives an opportunity to understand the mistake and overcome it. This program includes a session where drawbacks are pointed out along with their solution. Thus, overall improvement becomes an easier target.

7) ***Continuous efforts:***

Acquiring and mastering skills is a slow and ongoing process. Even after mastering a previous skill, one should continually strive for betterment. Continuous efforts make it easier to attain overall development.

Micro-teaching involves a programme of the following type:

1. A particular skill is defined to students in terms of specific teaching behaviours.
2. The teacher-educator can be given a demonstration lesson where the particular skill is employed.
3. The pupil-teacher then pre-decided model on a suitable topic relating to the particular skill which he proposes to practice.

4. The pupil-teacher teaches the lesson to a small group of pupils, preferably of peer group is a simulated condition. The supervisor or peer can observe the lesson, given by the trainees and can note down their observations in a specially developed proforma.
5. Feedback is provided immediately to the pupil-teacher by audiotape or video-tape recorder. The student observes and analyses his lesson with the help of the supervisor. The observation schedule maintained by the college supervisor and peer group observers can provide useful information for the feedback session. This session is sometimes called 'critique session. "
6. In the light of the feedback and supervisor's comments, the pupil- teacher re-plans or re-structures the same lesson or a different lesson in order to use the skill more effectively.
7. The revised lesson is re-taught to a different but comparable group of pupils.
8. The lesson is again observed and observations are noted in the proformas. Feedback is again provided on the re-teach session. This step is called the 're-feedback session'.
9. The plan, teach, feed-back, re-plan, re-teach and re-feedback sessions will constitute a single micro-teaching cycle. This cycle may be repeated till adequate level of skill acquisition takes place.

E. Procedure of Micro teaching:

1) ***Skill definition:***

The pupil-teacher or the supervisor defines a certain skill. The skills of micro teaching are defined regarding the teaching behaviours in order to procure knowledge of required skills, which they have to focus on.

2) ***Demonstration:***

The demonstration is the second step in the process. Experts demonstrate the specific skill by themselves or with the help of audio\video tape recordings to the teacher trainee. This gives an idea to the teachers to work accordingly.

3) ***Lesson planning:***

This step is the first action by the student-teacher. The trainee teacher plans a short lesson through which he/she could practice the skill. This microteaching lesson plan is done with the help of his supervisor.

4) ***Conducting lesson:***

Once the planning is done, according to the targeted skill the pupil-teacher teaches the planned lesson to the group of students. These lessons are observed by supervisors and pupil teachers. Further, they are videotaped, audio-taped, or televised through a CCTV camera. These tapes are later used for self-evaluation as well.

5) ***Discussion and conclusion:***

Once the teaching session comes to an end it is followed by a concluding session. The concluding session consists of feedback from the supervisor. During this session, the audio or video recording may also be displayed in order to give an opportunity to evaluate oneself. Moreover, it also boosts the confidence level of the trainee. It is the best way to reinforce the trainee to work better the next time.

6) ***Re-planning:***

Mastering a skill is an ongoing process. Thus, once the cycle of micro teaching revolves, the process is repeated. This repetition involves the re-planning of the lesson plan. The aim of this re-planning is to master the skill mentioned earlier.

7) ***Re-teaching:***

On completion of the re-planning of the lesson, it is again taught to another group of students from the same class. The time duration is kept as same as the previous class. This method contributes in practicing the skill repeatedly.

8) ***Re-discussion:***

At the end of the re-teaching session, the discussion and conclusion step is repeated. These discussions and suggestions encourage the performance of the trainee. Thus, the process of feedback is procured to enhance performance furthermore.

9) ***Redoing:***

After the end of every session, this cycle is repeated. The repetition is continued until the required skill is mastered. This process is repeated while attaining all the required skills.

Thus, we can conclude that micro-teaching involves the 4R's viz, **Recording, Re-teaching, Re-discussing, and Redoing.**

F. 3 Phases of Microteaching:

1) ***Knowledge acquisition:***

This is the first phase of micro teaching. It includes the collection of data. In this phase, the trainee teacher gathers knowledge about the required skills by reading different literature as well as going through certain demonstrating videos.

Further, this phase includes the understanding of required skill in a rational manner, as a classroom component.

2) ***Skill acquisition:***

This is the working phase of the micro-teaching program. Under this phase, the trainee teacher is asked to prepare lessons and practice skills based on the model presented at the start. Here, the two important factors of micro teaching are the feedback and the setting. Setting includes the length of the lesson, the duration of the class, the skill to be obtained, the supervisor and the students.

3) ***Transferring phase:***

This is the last and major phase of micro-teaching. Here the trainee comes out in a real situation, which is not controlled. Here the teachers, as well as the students, get the platform to learn and grow. This takes place in a real classroom, unlike the previous stages of micro teaching.

G. Benefits or Advantages of Micro Teaching:

Micro-teaching is a platform for beginner teachers to improve teaching competencies. Here are few micro teaching benefits

1) ***The elasticity of practice:***

Micro-teaching helps in developing various skills in trainees as well as the current teaching staff. It helps in improving the handling skills of the teachers. It gives better opportunities due to small-scale teaching. Moreover, it broadens the knowledge of various techniques of teaching.

2) ***Confidence booster:***

Micro teaching is a personality enhancer too. Due to several micro-teaching activities and practices, micro teaching effectively increases the confidence level of the teachers. Moreover, the experience of teaching enables them to better classroom management.

3) ***Budget oriented:***

Unlike other various programs and seminars that are very costly, micro teaching program is budget-oriented. Teachers can practice within the real class or at any other place.

4) ***More learning and less damage:***

Micro teaching program is conducted with no more than 3-4 students at a time. This makes it possible to acquire a better teaching experience. In addition, it lessens the chances of mistakes.

5) ***Improves attitude:***

A positive attitude contributes to better results. Thus, one of the objectives of this program is to guide the trainees to attain a positive attitude towards any criticism. As a result, negative feedbacks given in a positive way helps to motivate the trainees to strive for betterment.

6) ***Promotes systematic lesson planning:***

Lesson planning is one of the skills that a teacher needs to master. Micro teaching program, within a given content, helps the trainee to prepare systematic lesson plans.

7) ***Instant feedback:***

Feedbacks are the best way to improve. Micro teaching enables the teachers to gain instant feedback from the supervisors. Instant feedback gives more potential for rectifying mistakes.

8) ***Mastering skills:***

This program helps in mastering types of micro teaching skills and strategies like lecturing, questioning, probing and initiating discussions. Further, it helps in improving a separate teaching style.

H. Limitations or Disadvantages of Micro Teaching:

The following mentioned are a few micro teaching limitations.

1) ***Hampers creativity:***

Creativity is the core of any job. It flows along with the task. However, in the process of micro teaching, due to the limited period, it becomes difficult to bring out that creativity. Thus, micro teaching does not contribute to increasing the bars of creativity.

2) ***Training Staff:***

Better teaching promotes a better learning experience. Similarly, for better teaching, one needs to undergo better training as well. Micro teaching course benefits teachers in gaining that experience, but it requires well-trained educators to train the teachers. Without a proper educating staff, it is impossible to implement micro teaching course.

3) ***Lesser students lesser interest:***

Teaching is an art. However, not everyone is capable of teaching. Any job needs passion and interest. They play a key role in driving the person to strive for improvement. In the micro teaching program, there are maximum 3-4 students, therefore, lesser students fail to motivate the teacher to improve. Instead, there are chances of teachers losing their interest altogether.

4) ***Wastes a lot of time:***

Micro teaching is teacher-oriented activity. Here, the focus is on improving efficiency in teaching techniques. Each session lasts around 5 – 10 minutes minimum. During this period, the aim is to develop teaching skills and thus student learning is ignored. It certainly wastes the time of student, as it does not benefit him. Further, for practising several times, various students are called at different period. This may also hamper their overall academic performance. Thus, it is advisable to conduct the training program keeping in mind all the factors.

5) ***Training period timing:***

Micro teaching program is undoubtedly a benefiting course for the teaching staff. It is a promising method for the holistic development of the teachers in the teaching field. However, there is one minor drawback of this program. The training period is not enough to develop all the required skills properly. In addition, one trainee needs approximately 35 minutes to practice once. Not more than ten trainees can practice once within five hours. It is certainly a time-consuming program.

6) ***Not realistic and practical:***

Micro teaching is a very advanced form of learning however; it does have its own limitation. When it comes to teaching a diverse level of students at once, it becomes a hassle. During the training, the strength of the students is limited however when the strength of students is increased it seems like a problem. This program manages to keep the teachers away from real classroom problems. As a result, trainees struggle in maintaining classroom behaviour. Moreover, the artificial situation does not help in preparing teachers for the real-time situation.

7) ***One alone is not sufficient:***

Micro teaching is a concept innovated at Stanford University by Professor Robert Bush and Dwight Allen. One of the principles of micro teaching is skill enhancement. However, these skills are targeted one at a time and so not all skills are developed within the given period. Thus, integration of different micro teaching techniques is needed.

8) ***One at a time:***

Apart from the skills, micro teaching involves only one trainee at a time. For a single session of training, it requires approximately 35 minutes. Thus, the single trainee can practice only once in 35 minutes. It is not only time consuming but also an irritating process for the supervisors if there are more than ten trainees in a batch.

Conclusion:

Micro-teaching is to help a student to improve his own teaching. It is concerned with development and modification of discrete classroom teaching skills. Micro-teaching involves study of a specific teaching skill or to start with. The teacher-trainee may be introduced to the skill through a modelling i.e. the mode of introducing the skill to the student. This modelling may be either perceptual model or a symbolic model. The perceptual model is a teaching episode, presented by a master-teacher personally or through a video-tape which examples in an exaggerated manner the intended teaching-behaviour.

Micro teaching is indeed an advanced level of a teaching program that enables the teachers to gain confidence before stepping into the profession of a teacher. A symbolic model is a detailed written description of the specific teaching behaviour to be acquired by the teacher-trainee or teacher, in service, and it also includes examples of such behaviour. Micro-teaching is now accepted as an efficient instrument of teacher training. It provides a controlled setting for making various experiments in teaching methods. It has the advantage of providing self-evaluation of one's performance.

II) Peer teaching

Peer teaching is not a new concept. It can be traced back to Aristotle's use of archons, or student leaders, and to the letters of Seneca the Younger. It was first organized as a theory by Scotsman Andrew Bell in 1795, and later implemented into French and English schools in the 19th century. Over the past 30-40 years, peer teaching has become increasingly popular in conjunction with mixed ability grouping in K-12 public schools and an interest in more financially efficient methods of teaching.

Not to be confused with peer instruction—a relatively new concept designed by Harvard professor Eric Mazur in the early 1990s— peer teaching is a method by which one student instructs another student in material on which the first is an expert and the second is a novice.

Goodlad and Hurst (1989) and Topping (1998) note that academic peer tutoring at the college level takes many different forms. Surrogate teaching, common at larger universities, involves giving older students, often graduates or advanced undergraduates, some or all of the teaching responsibility for undergraduate courses. Proctoring programs involve one-on-one tutoring by students who are slightly ahead of other students, or who have successfully demonstrated proficiency with the material in the recent past. Cooperative learning divides classmates into small groups, with each person in the group responsible for teaching others, and each contributing a unique piece to the group performance on a task. Reciprocal peer tutoring (RPT), a more specific version of cooperative learning, groups classmates into pairs to tutor each other.

The main benefits of peer teaching include, but are not limited to, the following:

1. Students receive more time for individualized learning.
2. Direct interaction between students promotes active learning.
3. Peer teachers reinforce their own learning by instructing others.
4. Students feel more comfortable and open when interacting with a peer.
5. Peers and students share a similar discourse, allowing for greater understanding.
6. Peer teaching is a financially efficient alternative to hiring more staff members.
7. Teachers receive more time to focus on the next lesson.

Research also indicates that peer learning activities typically yield the following results for both tutor and tutee: team-building spirit and more supportive relationships; greater psychological well-being, social competence, communication skills and self-esteem; and higher achievement and greater productivity in terms of enhanced learning outcomes.

Features

1. Be sure your tutors are trained.

Existing research identifies adequate tutor training as an essential component of peer tutoring programs.

One after-school peer tutoring program implemented in a middle school in California, called Student-2-Student, offers tutoring in a variety of subjects to students with the help of high-achieving eighth graders. Student-2-Student is selective in its recruitment of tutors. Qualified eighth graders meeting a minimum GPA requirement and demonstrating high citizenship must complete an application process and obtain approval from their teachers before being paired with struggling students. The program advisor then matches tutors to students based on who seems to be a good match academically and socially. Tutors receive quality training in effective ways to work with their tutees.

This program led to a significant improvement in core subject letter grades for all participants. In an evaluation of the program, participants also demonstrated increased responsibility, completion of homework assignments, and significantly improved work habits.

2. Use a reward system.

What sets this peer tutoring program apart from common peer tutoring practices is the inclusion of a reward system for students to encourage participation and on-task behavior. During the sessions, the teacher supervised all activities and passed out raffle tickets to students exhibiting good tutoring or on-task behavior. Students wrote their names on earned tickets and placed them in a collection throughout each week. At the end of each week, the teacher would draw several names of students who could each choose a small prize from a box of inexpensive toys.

Evaluation of the class-wide peer tutoring model with rewards for good behavior showed substantial letter grade improvements for the students. The lottery system for reinforcing participation and on-task behavior was show to overcome challenges to student motivation.

3. Emphasize confidentiality, positive reinforcement, and adequate response time.

The tutors at Student-2-Student are taught to demonstrate three important things during any given tutoring session: confidentiality, positive reinforcement, and adequate response time when asking questions. The training process also instructed tutors on explaining directions, designing work

for extra practice, watching for and correcting mistakes, and providing positive feedback and encouragement.

4. Choose the learning exercise and the appropriate vehicle for it.

Simply placing students in groups or pairs and telling them to "work together" is not going to automatically yield results. You must consciously orchestrate the learning exercise and choose the appropriate vehicle for it. Only then will students in fact engage in peer learning and reap the benefits of peer teaching.

5. Use group strategies:

To facilitate successful peer learning, teachers may choose from an array of strategies:

- •Buzz Groups: A large group of students is subdivided into smaller groups of 4–5 students to consider the issues surrounding a problem. After about 20 minutes of discussion, one member of each sub-group presents the findings of the sub-group to the whole group.
- •Affinity Groups: Groups of 4–5 students are each assigned particular tasks to work on outside of formal contact time. At the next formal meeting with the teacher, the sub-group, or a group representative, presents the sub-group's findings to the whole tutorial group.
- •Solution and Critic Groups: One sub-group is assigned a discussion topic for a tutorial and the other groups constitute "critics" who observe, offer comments and evaluate the sub-group's presentation.
- •"Teach-Write-Discuss": At the end of a unit of instruction, students have to answer short questions and justify their answers. After working on the questions individually, students compare their answers with each other's. A whole-class discussion subsequently examines the array of answers that still seem justifiable and the reasons for their validity.

6. Use role playing and modelling.

During the first week of the sixth grade reading program, project staff explained the tutoring procedures and the lottery, modelled each component of the program, and used role-playing to effectively demonstrate ways to praise and correct their peers.

7. Emphasize the importance of active learning.

Many institutions of learning now promote instructional methods involving "active" learning that present opportunities for students to formulate their own questions, discuss issues, explain their viewpoints, and engage in cooperative learning by working in teams on problems and projects. Critique sessions, role-play, debates, case studies and integrated projects are other exciting and effective teaching strategies that stir students' enthusiasm and encourage peer learning.

8. Teach instructional scaffolding.

To reap the benefits of peer teaching, tutees must reach a point when they are practicing a new task on their own. Tutors can help prepare students for independent demonstration by providing instructional scaffolding, a method by which the tutor gradually reduces her influence on a tutee's comprehension. See our guide on instructional scaffolding here for further explanation.

9. Explain directive versus nondirective tutoring.

A tutor who engages in directive tutoring becomes a surrogate teacher, taking the role of an authority and imparting knowledge. The tutor who takes the non-directive approach is more of a facilitator, helping the student draw out the knowledge he already possesses. Under the directive approach, the tutor imparts knowledge on the tutee and explains or tells the tutee what he should think about a given topic. Under the non-directive approach, the tutor draws knowledge out of the tutee, asking open-ended questions to help the student come to his own conclusions about the topic. Both are valid methods, but different levels of each should be used with different students and in different scenarios.

10. Explain how to provide feedback.

Positive verbal feedback: Teach your tutors the importance of positive verbal feedback. Prompt students to come up with a list of standard statements which they feel may be positively reinforcing. They also need to be taught how much positive feedback to give. Giving feedback after each and every response can take too much time and diminish its effect. Teach tutors to give genuine praise after every third or fourth correct response and after particularly difficult problems. Make sure to have them practice.

Corrective feedback: Teach your tutors how to respond when an incorrect answer is given. When an incorrect answer is given, the tutor should promptly give and explain the correct answer or draw the correct answer out of the tutee without being critical of the tutee, and then give the tutee an opportunity to repeat the correct answer.

It should be noted that the majority of peer-tutoring programs for students are intended to complement, not substitute for, regular classroom instruction. Tutoring should never be a substitute for professional teaching. An ideal learning atmosphere is as a rich blend of peer and adult instructional strategies.

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Teaching in a conventional classroom; Teaching in a smart classroom

Traditional Classroom

The traditional schooling experience requires you to attend classes in person and on campus. It makes sense to attend classes in person if you decide to live in the dorms or are an incoming freshmen who wants the real college experience. There are certainly more opportunities to join clubs, associations, or fraternities/sororities while taking classes on campus. Also, you may need additional assistance from guidance counselors and professors, which is more readily available on campus. Traditional classes may be a better choice for students who aren't very savvy with technology or who enjoy interacting with teachers and professors face-to-face.

Traditionally, education has been imparted in schools across the world in classrooms using the tools of a blackboard, chalkboard, textbooks, assessments, and assignments. The students enrolled themselves in these physical schools and attended classes five days a week. These classes were headed by teachers who stood at the head of the class and gave out instructions for the students to follow.

The Digital Classroom

The digital classroom(flipped classroom, blended learning and smart classroom) refers to the "technology-enabled" classroom where student learning and interaction with the instructor and peers is fully supported through strategic use of information and communication technologies (ICTs). As these terms are not well-defined, they are used inaccurately so be aware. The flipped classroom, for its part, is defined as a learning model where students receive instruction online but critique and apply their newly-acquired knowledge in the classroom with their peers. In that sense, the flipped classroom is inherently social but also efficient. Blended learning is a combination of elements of face-to-face instruction and online instruction; online instruction may be provided by using social media, online learning platforms, systems and tools; students work together under the guidance of instructors to apply their new knowledge to complex problems.

Whereas the digital/smart education system, on the other hand, uses a variety of digital tools ranging from smartphones, tablets, laptops, projectors, starboards, digital textbooks, etc. Here the focus is using audio-visual tools to engage the student. In a smart education system, the teacher is a guide who helps the students navigate their learning process through independent learning systems such that they are personalized and customized to suit the learning style and learning pace of the student. Furthermore, digital learning classrooms do not need the students to attend them physically as learning can take place mainly online.

In education from K-12 and in the post-secondary years, the digital classroom has come to mean a wide range of initiatives and processes, and may include digital tools and gadgets as a part of the learning space or environment. This space may or may not include digital archives and repositories, remote access to information and communications technologies (ICTs) and access to infrastructure, improved access to education, buildings to accommodate alternative or contested perspectives, peer knowledge communities and knowledge production, and non- canonical material and experiences into formal institutions of education. The digital classroom is often thought to be a virtualization of classrooms where virtual and immersive tools are part of learning structure and the methods associated with learning. This is not necessarily the case, as it depends on the authors and educators who form their own definition of the term.

TC: Some spaces are still created with a fixed structure. Everything is fixed, the teachers' and students' position is one-way established. There is only one way to go anywhere. Every device in classrooms is just for teachers use. Some spaces are still created with a fixed structure. Everything is

fixed, the teachers' and students' position is one-way established. There is only one way to go anywhere. Every device in classrooms is just for teachers use.
SC: Spaces are multipurpose.
TC: Teachers are considered a very important part of the learning process, the only one
SC: Teachers are not the only one part of the learning process.
TC: Classroom definition: Single most important space for learning.
SC: The virtual space has taken place in the physical space.
TC: Learners' participation is less practical.
SC: Learners' participation is more practical. Synchronous interaction.
TC: Get a visitor used to be a highly demanding task for a teacher or an institution. Time constrains.
SC: More interaction with visitors (specialists), and real-time participation (videoconferencing).
TC: Time constrains. Learning occurs in a specific time.
SC: Learning occurs anytime and anywhere.
TC: Learning is product of one-task activity.
SC: Learning is product of because of multi-tasking activities.
TC: Students' questions are: "What does it mean?" or "How does it work?"
SC: Learners' questions are "How do I build it?"
TC: Classrooms can work isolate.
SC: Learning spaces imply a collaborative work among the different physical and virtual spaces.

Advantages of Traditional Classes

1.Face to face interaction

With traditional classes, the students get to interact with the teachers and peers face to face, which enhance the learning process.

2.Interpersonal skill development

In traditional classes, the students learn to express themselves in front of others and develop interpersonal skills!

Disadvantages of Traditional Classes

1.Lack of flexibility

The class timings are fixed and do not have any flexibility.

2.Travel time

In traditional learning, the students have to travel long distances to reach the school or college.

Advantages of Smart Classes

1. Flexibility

In a traditional education system, students have a constant pressure to keep up with other students and perform at a speed that they may not be comfortable in. On the other hand, a smart education system is characterized by the flexibility that allows the students to learn at their own pace, stopping to review the topics repeatedly, or clearing the doubts with the teachers.

Additionally, a smart education allows the students to learn at a place of their choice or create a suitable learning environment. Instead of sitting in a classroom with multiple distractions or a crowded library, an online student has the flexibility to create his own environment that is best conducive to their learning. This can range from learning while sitting at their favorite café or creating a home learning environment which includes soft-focus music, choice lighting and even stocking up of tea and coffee.

2. Lower Costs

In a traditional schooling system, there are a few mandatory fees that every student must pay related to using classroom space, school resources and equipment. However, these do not apply to an

online course and with the right tools and software, students can enjoy large discounts on the courses that they have applied for.

3. Larger Variety of Courses

In a smart education system, the online school is not bound by space or time constraints. This is the prime reason that they can offer their students a larger number of courses compared to traditional educational institutes. Thus, a smart education student has access to a larger number of courses that they can take at any time and place of their convenience, expanding their learning.

4. Channels of Communications with Teachers

One of the biggest benefits of taking the smart education system is that it offers students multiple channels of communication with the teachers. Instead of waiting to speak with the teacher after class or taking a special appointment for clearing doubts, the online student can clear his doubts by mailing the teacher or chatting with him on the messaging boards, access to teachers, experts, and student guides increases their confidence in the subject. This is also especially suitable for introverted students who are too shy to ask questions in class.

5. Collaboration with Peers and Virtual Study Groups

Students of an online course can also join online study groups and collaborate with their peers to learn faster and better. This not only broadens their learning but opens their minds to new thoughts and ideas related to their subject. Online learners thus get an understanding of new trends in the subjects of their interests and stay updated at all times through collaboration with peer learners.

6. Quick access to online resources

The teacher can get quick access to online resources which they can use to ensure a better teaching.

7. Making learning fun

In a smart class, learning is always fun. The students enjoy the classes and do not feel sleepy or bored.

8. Easy understanding

With the use of multimedia, the teachers can easily make the students understand even the most complex topics.

Disadvantages of Smart Classes

1. Lack of Social Learning

Social learning refers to the elements of learning where the students learn by interacting with each other. The peer network becomes a support system that not only helps in learning but also shapes the character of the students as they learn to share and respect others. However, the smart learning system allows for only limited indirect interaction with other students and this may often lead to isolated students

2. Extracurricular activities

In a traditional learning system, the extracurricular activities give the students offers the students plenty of opportunities to showcase their hidden talent to others. This boosts their self-confidence and helps in personality development.

3. Technical Faults

All the electronic devices are prone to technical faults, which may disrupt the classes.

4. Maintenance

The electronic gadgets and devices require maintenance, which can be time taking.

5. Training

The teachers need to be trained to use the gadgets and devices.

6. Cost

The technology which is used in smart classes is expensive.

What is flipped classroom?

The flipped classroom is an approach where students obtain exposure to content before their classes through instructional videos and other means. In their classes, students deepen their understanding of content through active learning exercises, activities, labs, and other applications. This approach is known as ‘flipped teaching’, the ‘inverted classroom’ and ‘reverse instruction’. In the flipped classroom, students experience what would have taken place in a traditional classroom (for example, a content-based lecture) in the comfort of their own homes using modern technologies to assist with self-paced learning.

With the flipped classroom, students have direct access to the knowledge and the teacher serves as a coach and mentor. With the flipped classroom model, students have to prepare their contact moments. During contact moments teachers are able to zoom in on the application and deeper processing of the learning material

In the traditional model the teacher stands between the students and the knowledge. Students have no (or little) knowledge about the subject when they come to class. In class, they get taught all the knowledge, and it's often the basic knowledge about a subject. Students have to do the more comprehensive knowledge at home, it’s called homework. The process of thoughts is mostly viewed after doing a test.

With the model of the flipped classroom, students have direct access to the knowledge. Whereas with the traditional classroom, students don’t have direct access to the knowledge. The teacher stands between the students and the knowledge. With the flipped classroom students have to prepare their contact moments. Students who attend a traditional education mostly have to do homework after contact moments.

Conclusion:

The capabilities of the younger generation are slowly increasing due to the numerous opportunities that online education offers. The new generation of smart schools offers the students multiple intelligent education systems that use visual techniques together with technology to present information in a more effective manner. This enhances the capabilities of next-gen students to improve understanding and learning. This way of smart learning also helps the students retain what they learn for longer periods of time.

Today, access to technology broadens minds due to the variety of information available to the learner. In a world where traditional classroom systems are considered boring, the Smart learning System transforms learning into a fun and exciting adventure.

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Training students in a Language Laboratory

Introduction

Good communication skills are indispensable for the success of any professional. If one wants to reach out to people, he or she has to speak their language. The English language, in particular, has become essential in the lives of young people who aspire to advance their careers anywhere in the world. English language learning has therefore become a must for any Indian student today.

Language learning is not the same as learning any other subject. It is not confined to writing an examination and getting a degree or award. The four skills of reading, writing, listening and speaking have to be practiced. Being able to communicate well is the most important factor when seeking a placement in a company or institution. Communication involves one's ability to listen carefully so as to grasp the meaning and to respond in turn with apt words and clarity of pronunciation.

The language laboratory plays an important role in the language learning process. This article discusses the various features of the language laboratory. As it is a technological aid for learning, it has a number of advanced facilities that can help a student to learn a language with proficiency to communicate. It has become inevitable in today's context but, at the same time, it poses certain challenges. This article attempts to highlight the significance of the language laboratory and its challenges imposed on the learner and the teacher.

The Need for a Language Laboratory

It is required of any learner to have a good command of the language for communication purposes, with clarity and accuracy being vital for effective and efficient communication. What helps one to acquire such proficiency in a language is the process and the method of learning that language.

The curriculum of the present educational system in India does not have a laboratory session for arts subjects. Only those who study science subjects have practical work, which is undertaken in a laboratory. Hence, a laboratory for language learning is something new to Indian students, whereas it is very common in Western countries to train children in the laboratory to enrich their language learning experiences.

Scientific advancements have produced a number of innovative products to assist the learning process. Innovative products such as digital multimedia control, wireless headsets and microphones, the interactive response pad, etc. are very useful for students learning languages for communication. These interactive tools are designed to enhance not only language teaching but also class room grading and distance learning.

The language laboratory is very useful for assessing students' speech. It provides students with the technical tools to get the best samples of pronunciation of the language. The electronic devices used in the laboratory will stimulate the eyes and ears of the learner to acquire the language quickly and easily. The laboratory's collection is designed to assist learners in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness. The language laboratory offers broadcasting, television programmes, web-assisted materials and videotaped off-air recordings in the target language. In short, a learner can get the experience of having interaction with native speakers through the laboratory. Hence, the language laboratory has become the need of the hour in any language learning process for communication.

Kinds of Language Laboratory

The language laboratory assists educators in delivering foreign language instruction, and has been through many developmental stages over the years.

Four kinds of laboratories are being focused on here:

Conventional Laboratory

This is the primitive form of the language laboratory. The conventional lab has a tape recorder and a few audiocassettes of the target language to teach the learners. The teacher plays the tape and the learners listen to it and learn the pronunciation. As it is used in a normal classroom setup, it is prone to distractions and this type of laboratory is no longer common.

Lingua Phone Laboratory

This is again a conventional type of lab, with a little modernization. Learners are given a headset to listen to the audiocassettes being played. Here distractions are minimized and a certain amount of clarity in listening is possible.

There is also a modernized lingua phone laboratory available today, which uses an electronic device that has two functions. It works as a cassette player with all the features of a normal cassette player on the left side, and as a repeater on the right side that helps one to record one's voice and play it back for comparison.

Computer Assisted Language Laboratory (CALL)

CALL uses the computer to teach language. The language course materials are already fed into the computer and are displayed according to the features available in the system. Nowadays, there are also laboratories with computers with a connection to the Internet. These are called Web Assisted Language Laboratories (WALL). The development of CALL has been gradual, and this development has been categorized into three distinct phases: Behavioristic CALL, Communicative CALL and Integrative CALL (Barson & Debski, 1996). Though the development of CALL has been gradual, its acceptance has come slowly and unevenly.

Multimedia Hi-Tech Language Laboratory

There is a lot of software available on the market that can be used in the multimedia language laboratory, for example:

Renet
Aristoclass
Hiclass
Globarina
Console OCL-908W
Histudio MHi Tech
Online Software

The Significance and Relevance of the Language Laboratory

The significance of the language laboratory has been much felt in the domain of communication. We live in a multilingual and multicultural world, which is being shrunk to the size of a village by the advancement of science and technology. The language laboratory exists to help one to use technology effectively to communicate. It is not merely for learning a single language, but can be used for teaching a number of languages efficiently. To acquire a sensibility for the sounds and rhythm of a language, one has to hear the best samples of a spoken language (Richards, 2001). This is precisely the function of the language laboratory. Some highlights of the language laboratory are given below:

1. It is a tool designed for teaching any language.
2. It helps one to learn pronunciation, accent, stress and all other aspects of the phonetics of a language.
3. Effective communicative training programmes for the general public, private and corporate sectors, junior and senior level officers can be given through the lab.
4. Web-content creation, the setting up of in-house news magazines, corporate publicity and identity, and teaching materials can be generated through the language laboratory.

5. General documentation, software documentation and all forms of technical documentation can be done.
6. Experts can utilize the laboratory for creating and editing scientific and technical materials for teaching language.
7. The language laboratory enables one to conduct courses for various groups of people like students, faculties, businesspeople, etc.
8. Short-term and long-term coaching classes for international examinations like IELTS, TOEFL and other competitive examinations can be organized.
9. Online courses and paperless examinations can be conducted through the language laboratory.

As the ability to communicate effectively has become the prerequisite for anyone who ventures into a new profession, the need for developing such a skill is a much-felt phenomenon today. Both governmental and private institutions focus their attention on students developing their communicative skills. As technology has entered into every aspect of human life, it has extended its advanced products into the field of communication. So everyone strives to get the best on the market.

It is a fact that most students who do not find a placement after completion of their technical studies are very much dependent on their ability to express themselves and their knowledge efficiently.

Conclusion

The language laboratory is a very helpful tool for practicing and assessing one's speech in any language. It provides a facility which allows the student to listen to model pronunciation, repeat and record the same, listen to their performance and compare with the model, and do self-assessment. Since the language laboratory gives every learner of any language freedom to learn at their own pace, it is flexible and does not necessarily require a teacher all the time. At the same time, it is possible for teachers to provide assistance individually and collectively. The language laboratory allows every participant his or her privacy to speak and listen.

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Innovation, Implementation & Evaluation

Innovation and Implementation

The word "innovation" is often used to describe a product or development that is "new" or "enhanced" in some way. As a marketing term, it is intended to evoke the idea of a product being "better" than others. In practice, however, the term is used so widely that it has lost much of its meaning. Nonetheless, true innovation does exist and can be recognized, but it is a complex and relatively rare phenomenon that is context-specific. What may be innovative in a rural primary school in a developing country may not be so in a university laboratory, and (although we often forget this) vice versa.

What is innovation?

Can a new teaching method or course book be good, even if it's not innovative? Based on the claims made by authors and publishers, one would think not. Almost every new product is said to be innovative in one form or another. It is therefore important for teachers who make purchasing decisions to know how to recognize true innovation. Unfortunately, that is not easy, as the word "innovation" carries so many meanings. Here are some common connotations:

An innovation is:

- an improvement a change
- something new;
- something that did not exist before
- something that is new in a specific context
- all of the above combined
- any of the above, but only when successfully implemented

Needless to say, different people will use the word "innovation" with one or more of these meanings for different purposes. In addition, there can be an emphasis on product, or process. In change management literature, for example, innovation is usually thought of as a process of research and implementation in order to achieve tangible benefits. Innovation in this view is not just the result of a development, but includes the path toward achieving that development, as well as its successful integration into its intended context. To give an example from the field of language teaching, new technologies are sometimes promoted as "innovations" without regard for their use or the context in which they are to be used. For example, in the past, many schools bought expensive computers and software, which ended up being underused. Interactive whiteboards, tablets, and ebook readers are wonderful devices that offer many new functionalities that did not previously exist. They may suffer a similar fate, however, if their benefits to learning and teaching in specific contexts are not carefully considered.

A more useful view of innovation incorporates this idea of integration in some form. Delano, Riley, and Crookes' definition (1994) does this by considering the impact on how learning and teaching are perceived:

> "An innovation in a second language teaching program is an informed change in an underlying philosophy of language teaching/learning, brought about by direct experience, research findings, or other means, resulting in an adaptation of pedagogic practices such that instruction is better able to promote language learning as it has come to be understood" (489).

This definition highlights the role of the teacher, whose philosophy and pedagogic practices play a key role in the process of innovation. In the next section, we will look at some examples of innovation that place emphasis on the actual classroom experience of teachers and their learners.

Innovations in English Language Teaching

Innovations in Language Learning Technologies

Technology is very much part of language learning throughout the world at all different levels. Innovations in Language Learning Technologies help create more independent learners who stay motivated and get the results they are looking for.

The advantages of Language Learning Technologies are:

1. Engagement
2. Improvement in Academic Ability
3. A Paradigm Shift in Teaching and Learning
4. An Assessment Shift
5. Collaborative Learning Enhancement
7. Lower Learning Anxiety Level

When we discuss Innovations in English Language Teaching, These digital platforms come to our minds:

1.Facebook
2.Edmodo
3.Moodle Cloud
4. Schoology
5.Google Classroom

Digital Platforms help teachers and students to create a space in which teachers and learners can connect, ask questions to enhance learning, host your classes on the cloud and create different types of assessments.

Online corpora

A corpus is a collections of texts. Corpora, plural term of a 'corpus' refers to electronic authentic language databases that can be available via internet or as software installed in desktops.

Now Corpora has been made available for studying linguistic structures, frequencies, etc.

Some of the tools that are available thanks to the analysis of texts are:

1.Linguee
2.Vocabulary Profilers
3.TOEIC Word Lists
4.New General Service List and Academic Word List

Online Continuous Professional Development

The Internet has made possible that teachers connect with other teachers to seek knowledge that will make a difference in their lives and in the lives of those they teach.

Professional Development Courses are available online, some of them charge a fee to enroll and some of them are offered for free. If you are interested in taking online course, have a look at the classes offered by Future Learn

Mobile Learning

The development of mobile technology and the proliferation of smartphones has enabled many of us to access the internet and a huge variety of apps on the go.

Have you ever considered using cellphone in the classroom? Consider some of these ideas:

1.How to Use Mobile Phones to Teach English .
2.15 Awesome Youtube Channels for Teaching and Learning English
3. 7 Best Pronunciation Apps

4.10 Great Apps that Every English Language Learner Should Have

Communicating with People Online

There are numerous ways to communicate online with people outside the classroom, these are some of the most used tools to communicate

1.Skype is for doing things together, whenever you're apart. Skype's text, voice and video make it simple to share experiences with the people that matter to you, wherever they are.

2.Zoom offers you HD video, HD Voice with dynamic voice detection, full screen and gallery view, dual stream for dual screen and feature-rich mobile apps for iOS and Android

Online Authentic Materials

There is a variety of digital resources for authentic materials, these are some of the digital resources that you should check out:

1.Voice of America English News

2.Youtube

3.Facebook

You can download any video from Youtube using Pickvideo.net and any video from Facebook using this online Facebook Video Downloader

Video Conferencing

Video conferencing (VC) continues to be a highly efficient way of inviting visitors into classrooms and for enabling learners to collaborate with each other at distance.

Video Conference helps to:

1.Expose learners to native English speakers and for facilitating cultural exchanges.

2.Bring specialist English teachers into classrooms for direct teaching.

There are many free solutions available, such as Skype, ooVoo, iChat and FaceTime or Flash Meeting which are free from advertising and free of charge.

Digital Game-Based Learning

Game-based learning today involves the use of computer and video games specifically aimed to produce learning outcomes. It is designed to balance subject matter and gameplay, and later assesses the ability of the learner to retain and apply the acquired knowledge to real-world scenarios.

Digital Game-Based Learning is appealing to students if they have the following elements:

1.Competition that provides motivation for students to start and finish the game.

2.Engagement means that students want to play and have fun.

3.Immediate Rewards help learners comeback for more.

4.Immediate Reinforcement and Feedback must be instantaneous.

Blended Learning

Blended learning is an education program (formal or non-formal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

Technology in Assessment

The range of skills that modern assessments attempt to evaluate is quite broad and reflect our current views on teaching and learning. It might for example include assessing the students' ability:

1.to participate in a pair work oral activity.

2.to skim a text and quickly look for key information.

3.to tell a story.

4.to follow instructions.

5.to plan and organise an article.

6.to write for a specific group or genre.

irtual Learning Environment

A virtual learning environment (VLE) in educational technology is a Web-based platform for the digital aspects of courses of study, usually within educational institutions. VLEs typically:Advertisements

1.allow participants to be organized into cohorts, groups and roles.

2.present resources, activities and interactions within a course structure.

3.provide for the different stages of assessment.

4.report on participation; and have some level of integration with other institutional systems

Concept of Evaluation

In every walk of life the process of evaluation takes place in one or the other form. If the evaluation process is eliminated from human life then perhaps the aim of life may be lost. It is only through evaluation that one can discriminate between good and bad. The whole cycle of social development revolves around the evaluation process. In education how much a child has succeeded in his aims, can only be determined through evaluation. Thus there is a close relationship between evaluation and aims. Education is considered as an investment in human beings in terms of development of human resources, skills, motivation, knowledge and the like. Evaluation helps to build an educational programme, assess its achievements and improve upon its effectiveness. It serves as an in-built monitor within the programme to review the progress in learning from time to time. It also provides valuable feedback on the design and the implementation of the programme. Thus, evaluation plays a significant role in any educational programme.

Evaluation plays an enormous role in the teaching-learning process. It helps teachers and learners to improve teaching and learning. Evaluation is a continuous process and a periodic exercise. It helps in forming the values of judgement, educational status, or achievement of student. Evaluation in one form or the other is inevitable in teaching-learning, as in all fields of activity of education judgements need to be made.

In learning, it contributes to formulation of objectives, designing of learning experiences and assessment of learner performance. Besides this, it is very useful to bring improvement in teaching and curriculum. It provides accountability to the society, parents, and to the education system.

Let us discuss its uses briefly:

(i) Teaching:

Evaluation is concerned with assessing the effectiveness of teaching, teaching strategies, methods and techniques. It provides feedback to the teachers about their teaching and the learners about their learning.

(ii) Curriculum:

The improvement in courses/curricula, texts and teaching materials is brought about with the help of evaluation.

(iii) Society:

Evaluation provides accountability to society in terms of the demands and requirements of the employment market.

(iv) Parents:

Evaluation mainly manifests itself in a perceived need for regular reporting to parents.

In brief, evaluation is a very important requirement for the education system. It fulfills various purposes in systems of education like quality control in education, selection/entrance to a higher grade or tertiary level. It also helps one to take decisions about success in specific future

activities and provides guidance to further studies and occupation. Some of the educationists view evaluation virtually synonymous with that of learner appraisal, but evaluation has an expanded role.

It plays an effective role in questioning or challenging the objectives.

A simple representation explaining the role of evaluation in the teaching-learning process is shown below:

Role of Evaluation in the Teaching-Learning Process

Evaluation has its four different aspects namely:

(i) Objectives,

(ii) Learning experiences,

(iii) Learner appraisal and the, and

(iv) Relationship between the three.

Definition of Evaluation:

The term evaluation conveys several meanings in education and psychology.

Different authors have different notions of evaluation:

1. Encyclopedia of Education Research:

To measure means to observe or determine the magnitude of variate; evaluation means assessment or appraisal.

2. James M. Bradfield:

Evaluation is the assignment of symbols to phenomenon, in order to characterise the worth or value of a phenomenon, usually with reference to some social, cultural or scientific standards.

3. Gronlund and Linn:

Evaluation is a systematic process of collecting, analysing and interpreting information to determine the extent to which pupils are achieving instructional objectives.

Perhaps the most extended definition of evaluation has been supplied by C.E. Beeby (1977), who described evaluation as "the systematic collection and interpretation of evidence leading as a part of process to a judgement of value with a view to action."

In this definition, there are the following four key elements:

(i) Systematic collection of evidence.

(ii) Its interpretation.

(iii) Judgement of value.

(iv) With a view to action.

Let us discuss the importance of each element in defining evaluation.

The first element 'systematic collection' implies that whatever information is gathered, should be acquired in a systematic and planned way with some degree of precision.

The second element in Beeby's definition, 'interpretation of evidence', is a critical aspect of the evaluation process. The mere collection of evidence does not by itself constitute evaluation work. The information gathered for the evaluation of an educational programme must be carefully interpreted. Sometimes, un-interpreted evidence is presented to indicate the presence (or absence) of quality in an educational venture.

The third element of Beeby's definition, 'judgement of value', takes evaluation far beyond the level of mere description of what is happening in an educational enterprise, but requires judgements about the worth of an educational endeavour. Thus, evaluation not only involves gathering and interpreting information about how well an educational programme is succeeding in reaching its goals but judgements about the goals themselves. It involves questions about how well a programme is helping to meet larger educational goals.

The last element of Beeby's definition, 'with a view to action', introduces the distinction between an undertaking that results in a judgement of value with no specific reference to action (conclusion-oriented) and one that is deliberately undertaken for the sake of future action (decision-oriented).

Educational evaluation is clearly decision-oriented and is undertaken with the intention that some action will take place as a result. It is intended to lead to better policies and practices in education.

Characteristics of Evaluation:

The analysis of all the above definitions makes us able to draw following characteristics of evaluation:

1. Evaluation implies a systematic process which omits the casual uncontrolled observation of pupils.
2. Evaluation is a continuous process. In an ideal situation, the teaching- learning process on the one hand and the evaluation procedure on the other hand, go together. It is certainly a wrong belief that the evaluation procedure follows the teaching-learning process.
3. Evaluation emphasises the broad personality changes and major objectives of an educational programme. Therefore, it includes not only subject-matter achievements but also attitudes, interests and ideals, ways of thinking, work habits and personal and social adaptability.
4. Evaluation always assumes that educational objectives have previously been identified and defined. This is the reason why teachers are expected not to lose sight of educational objectives while planning and carrying out the teaching-learning process either in the classroom or outside it.
5. A comprehensive programme of evaluation involves the use of many procedures (for example, analytico-synthetic, heuristic, experimental, lecture, etc.); a great variety of tests (for example, essay type, objective type, etc.); and other necessary techniques (for example, socio-metric, controlled-observation techniques, etc.).
6. Learning is more important than teaching. Teaching has no value if it does not result in learning on the part of the pupils.
7. Objectives and accordingly learning experiences should be so relevant that ultimately they should direct the pupils towards the accomplishment of educational goals.
8. To assess the students and their complete development brought about through education is evaluation.
9. Evaluation is the determination of the congruence between the performance and objectives.

Steps Involved in Evaluation:

Following are the few steps involved in the process of evaluation:

(i) Identifying and Defining General Objectives:

In the evaluation process first step is to determine what to evaluation, i.e., to set down educational objectives. What kind of abilities and skills should be developed when a pupil studies, say, Mathematics, for one year? What type of understanding should be developed in the pupil who learns his mother tongue? Unless the teacher identifies and states the objectives, these questions will remain unanswered.

The process of identifying and defining educational objectives is a complex one; there is no simple or single procedure which suits all teachers. Some prefer to begin with the course content, some with general aims, and some with lists of objectives suggested by curriculum experts in the area.

While stating the objectives, therefore, we can successfully focus our attention on the product i.e., the pupil's behaviour, at the end of a course of study and state it in terms of his knowledge, understanding, skill, application, attitudes, interests, appreciation, etc.

(ii) Identifying and Defining Specific Objectives:

It has been said that learning is the modification of behaviour in a desirable direction. The teacher is more concerned with a student's learning than with anything else. Changes in behaviour are

an indication of learning. These changes, arising out of classroom instruction, are known as the learning outcome.

What type of learning outcome is expected from a student after he has undergone the teaching-learning process is the first and foremost concern of the teacher. This is possible only when the teacher identifies and defines the objectives in terms of behavioural changes, i.e., learning outcomes.

These specific objectives will provide direction to teaching-learning process. Not only that it will also be useful in planning and organising the learning activities, and in planning and organising evaluation procedures too.

Thus, specific objectives determine two things; one, the various types of learning situations to be provided by the class teacher 10 his pupils and second, the method to be employed to evaluate both—the objectives and the learning experiences.

(iii) Selecting Teaching Points:

The next step in the process of evaluation is to select teaching points through which the objectives can be realised. Once the objectives are set up, the next step is to decide the content (curriculum, syllabus, course) to help in the realisation of objectives.

For the teachers, the objectives and courses of school subjects are ready at hand. His job is to analyse the content of the subject matter into teaching points and to find out what specific objectives can be adequately realised through the introduction of those teaching points.

(iv) Planning Suitable Learning Activities:

In the fourth step, the teacher will have to plan the learning activities to be provided to the pupils and, at the same time, bear two things in mind—the objectives as well as teaching points. The process then becomes three dimensional, the three co-ordinates being objectives, teaching points and learning activities. The teacher gets the objectives and content readymade.

He is completely free to select the type of learning activities. He may employ the analytico-synthetic method; he may utilise the inducto-deductive reasoning; he may employ the experimental method or a demonstration method; or he may put a pupil in the position of a discoverer; he may employ the lecture method; or he may ask the pupils to divide into groups and to do a sort of group work followed by a general discussion; and so on. One thing he has to remember is that he should select only such activities as will make it possible for him to realise his objectives.

(v) Evaluating:

In the fifth step, the teacher observes and measures the changes in the behaviour of his pupils through testing. This step adds one more dimension to the evaluation process. While testing, he will keep in mind three things-objectives, teaching points and learning activities; but his focus will be on the attainment of objectives. This he cannot do without enlisting the teaching points and planning learning activities of his pupils.

Here the teacher will construct a test by making the maximum use of the teaching points already introduced in the class and the learning experiences already acquired by his pupils. He may plan for an oral lest or a written test; he may administer an essay type test or an objective type of lest; or he may arrange a practical test.

(vi) Using the Results as Feedback:

The last, but not the least, important step in the evaluation process is the use of results as feedback. If the teacher, after testing his pupils, finds that the objectives have not been realised to a great extent, he will use the results in reconsidering the objectives and in organising the learning activities.

He will retrace his steps to find out the drawbacks in the objectives or in the learning activities he has provided for his students. This is known as feedback. Whatever results the teacher gets after testing his pupils should be utilised for the betterment of the students.

Purposes and Functions of Evaluation:

Evaluation plays a vital role in teaching learning experiences. It is an integral part of the instructional programmes. It provides information's on the basis of which many educational decisions are taken. We are to stick to the basic function of evaluation which is required to be practiced for pupil and his learning processes.

Evaluation has the following functions:

1. Placement Functions:
    a. Evaluation helps to study the entry behaviour of the children in all respects.
    b. That helps to undertake special instructional programmes.
    c. To provide for individualisation of instruction.
    d. It also helps to select pupils for higher studies, for different vocations and specialised courses.
2. Instructional Functions:
    a. A planned evaluation helps a teacher in deciding and developing the ways, methods, techniques of teaching.
    b. Helps to formulate and reformulate suitable and realistic objectives of instruction.
    c. Which helps to improve instruction and to plan appropriate and adequate techniques of instruction.
    d. And also helps in the improvement of curriculum.
    e. To assess different educational practices.
    f. Ascertains how far could learning objectives be achieved.
    g. To improve instructional procedures and quality of teachers.
    h. To plan appropriate and adequate learning strategies.
3. Diagnostic Functions:
    a. Evaluation has to diagnose the weak points in the school programme as well as weakness of the students.
    b. To suggest relevant remedial programmes.
    c. The aptitude, interest and intelligence are also to be recognised in each individual child so that he may be energised towards a right direction.
    d. To adopt instruction to the different needs of the pupils.
    e. To evaluate the progress of these weak students in terms of their capacity, ability and goal.
4. Predictive functions:
    a. To discover potential abilities and aptitudes among the learners.
    b. Thus to predict the future success of the children.
    c. And also helps the child in selecting the right electives.
5. Administrative Functions:
    a. To adopt better educational policy and decision making.
    b. Helps to classify pupils in different convenient groups.
    c. To promote students to next higher class,
    d. To appraise the supervisory practices.
    e. To have appropriate placement.
    f. To draw comparative statement on the performance of different children.
    g. To have sound planning.
    h. Helps to test the efficiency of teachers in providing suitable learning experiences.
    i. To mobilise public opinion and to improve public relations.
    j. Helps in developing a comprehensive criterion tests.
6. Guidance Functions:
    a. Assists a person in making decisions about courses and careers.

b. Enables a learner to know his pace of learning and lapses in his learning.

c. Helps a teacher to know the children in details and to provide necessary educational, vocational and personal guidance.

7. Motivation Functions:

a. To motivate, to direct, to inspire and to involve the students in learning.

b. To reward their learning and thus to motivate them towards study.

8. Development Functions:

a. Gives reinforcement and feedback to teacher, students and the teaching learning processes.

b. Assists in the modification and improvement of the teaching strategies and learning experiences.

c. Helps in the achievement of educational objectives and goals.

9. Research Functions:

a. Helps to provide data for research generalisation.

b. Evaluation clears the doubts for further studies and researches.

c. Helps to promote action research in education.

10. Communication Functions:

a. To communicate the results of progress to the students.

b. To intimate the results of progress to parents.

c. To circulate the results of progress to other schools.

Therefore, evaluation and development must go hand in hand. The evaluation has to take place in every possible situation or activity and throughout the period of formal education of a pupil.

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Recommended Books, Journals, & Web Sites

Jack C. Richards. Communicative Language Teaching Today, Cambridge University Press. 2006.

ELIHINKEL. Current Perspectives on Teaching the Four Skills. TESOL Quarterly Vol. 40, No. 1, March 2006.

Sajan Kumar Karri. Current Trends in ELT around the Globe. Journal of NELTA Vol. 12 No. 1 & 2 December 2007.

Teaching of English: Principles and Practices. Dr. J. E. Vallabi. New Delhi: Neelkamal.

A Text book of English Language: Teaching ELT for Indian Students. Dr. M. N. K. Bose. Chennai: New Century.

Graham Davies, Editor in Chief. ICT4LT. http://www.ict4lt.org/

Dorothy Chun and Mark Warschauer, Editors. Language Learning & Technology. http://llt.msu.edu/

British Council. Teaching English. http://www.teachingenglish.org.uk/ Mansoor Fahim. Postmodernism and English Language Teaching. IJALS, Vol1, No 2, Falland Winter 2009

Andrew Edward Finch. The Postmodern Language Teacher: The Future of Task-based Teaching. www.finchpark.com/arts/Postmodern_Language_Teacher.pdf

TOEFL. http://www.ets.org/toefl

IELTS. http://www.ielts.org

GRE. http://ets.org/gre

BEC, BULATS. http://www.cambridgeesol.org

CAT. http://www.catiim.in

English Teaching Forum(journal). http://exchanges.state.gov/englishteaching/forum-journal.html English Language Teaching (Methods, Tools & Techniques). Dr. M R Patel Praveen M. Sunrise Publishers & Distributors. Jaipur.

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