EQUIPPING TEACHERS WITH TECHNOLOGY: A STUDY ON THE FEASIBILITY OF TEACHING PRONUNCIATION THROUGH FLIPPED CLASSROOM APPROACH

A. Navaneethari[*]
Dr. V.N. Neelakandan[**]

ABSTRACT

Pronunciation is the way in which a word or a language is spoken. The accurate pronunciation is an important aspect of learning any language, especially in learning English as second language. Because English has become an important language and still is playing a world's basic need in the academic arena today. For non-native English speakers, pronunciation is the most significant and complicated task. Most frequently than not, pronouncing of the letter sounds as well as syllable stress on parts of words can dramatically change the meaning and sense of the words. Improper pronunciation can lead to negative impression, in accurate understanding and poor pronunciation. The other aspect of speaking English with good pronunciation helps to develop confidence and add value to an individual. But English pronunciation is not paid enough attention to the language learners. This underestimation of the importance is mainly because, relative to other facets of the English language, such as grammar, lexicology and vocabulary, learners appear to falsely assume that pronunciation is less important, so to make learning pronunciation easy it is necessary to adopt a change in the instructional method. Technology offers the opportunity to change the role that teachers and students have traditionally played. Flipped Classroom Approach can help ensure that every student can receive in an alternative way. Flipped learning is a formal educational program and a type of Blended learning that reverses the traditional learning arrangements by delivering instructional content often online and outside of the class resulting interactive learning environment to the students.

Keywords: *Pronunciation, Technology, Flipped Classroom, Interactive Learning.*

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Introduction

"Technology will never replace great teachers, but technology in the hands of great teachers transformational". –George Couros

The field of Education has evolved dramatically and responded to meet the needs of students. In modern days, students move learning patterns from the conventional to the use of innovation and technology that need change in teaching and learning methods. The applications and advantages of integrating technology in education have been well described by Maier and Warren in their book "*Integrating Technology in Learning and Teaching".* Students are encouraged to explore and to learn by discovery. Each day as educators across the world meet expectations to teach massive sums of information to an ever increasing diversity of learners what is worth knowing or teaching is also becomes extremely complex. Teachers need to think of creative result producing methods to use these technologies that enhance the learning process. The Flipped Classroom is a blended learning model in which traditional ideas about classroom activities and homework are reversed, or "flipped". In this model, instructors have students interact with new material for homework first. They then use class time to

[*]   Ph.D. Research Scholar, Sri Ramakrishna Mission Vidyalaya, College of Arts and Science, Coimbatore, T.N., India.

[**]   Research Supervisor, Sri Ramakrishna Mission Vidyalaya, College of Arts and Science, Coimbatore, T.N., India.

discuss the new information and put those ideas into practice. Flipped Classroom is a methodology that helps teachers to prioritize active learning during class time by assigning students lecture materials and presentations to be viewed a home or outside of class.

Historical overview of Flipped Classroom Teaching

The basis of technology is science and its function is to develop experimental art. It should be remembered that the technology constructs new organizations, model and design, while on the other hand, it organizes the human being and the process of machine system. The technology is the application of science in art and it is concerned directly with the production or construction. Educational technology is a continuous dynamic technology which is helpful in making the teaching process objectives, easy clear, interesting and scientific. It encourages learning by controlling the environment. Having The concept of Flipped Learning has been around for a long time, but its terminology was not firmly established until the beginning of the 21st century.

Flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. Harvard professor Eric Mazur is an important role in the development of flipped teaching. He found that his approach, which moved information transfer out of the classroom and information assimilation into the classroom, allowed him to coach students in their learning instead of lecture (Crouch and Mazur, 2001). Woodland Park High School chemistry teachers Jonathan Bergmann and Aaron Sams first implemented the flipped teaching at the high school level in 2007. They assert that there is no one 'right' way to flip a classroom as approaches and teaching styles are diverse, as are needs of schools (Bergmann & Sams, 2012). A teacher's interaction with students in a flipped classroom can be more personalized and less didactic, and students are actively involved in knowledge acquisition and construction as they participate in and evaluate their learning (Alvarez,2011).

Compatible with Reverse Bloom's Taxonomy
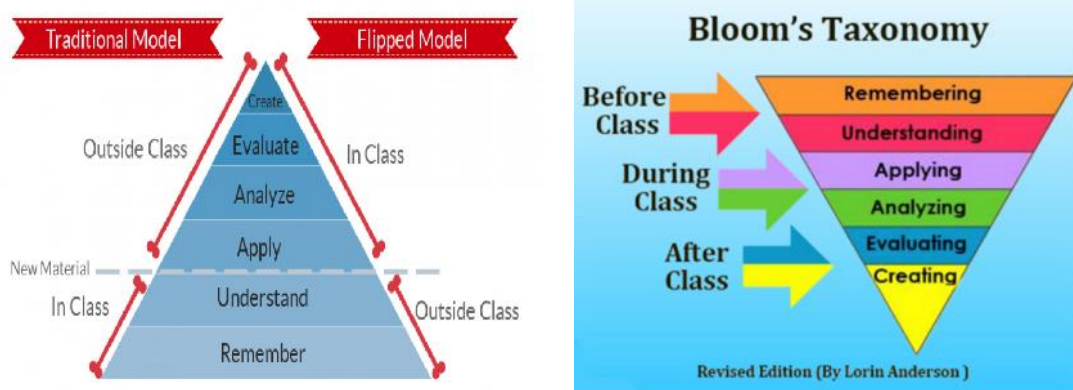
Lower level of learning, such as recalling and comprehension, occurs in class in conventional learning, while students are typically left focus on tasks that require higher levels of learning outside the classroom. Learning is reversed in the flipped classroom paradigm. Students will complete the lower level of cognitive work before class as shown in the above figure. And they will partake in higher cognitive levels of learning such as apply analyse, evaluate and create with peers and teachers present as they come to class.

Research Questions

This is the study that analyses how instructors in Flipped Classroom use videos and other materials through online by delivering lectures outside the classroom. The research questions state the following:

- How Flipped Classroom Approach aims to find better ways to help students achieve their learning goals?
- What are the benefits of Flipped Classroom?
- How to teach pronunciation effectively through flipped classroom approach?

This paper intends to response the above questions.

Methodology

This paper is intended to employ Flipped Classroom learning as an approach in order to infuse videos and online learning method to teach pronunciation for the maximum gain of knowledge in learning.

An effective way to Flip a Classroom to teach Pronunciation

Jeff Dunn (2014) wrote a brief article on "**The 6-step guide to flipping your classroom**" provides six simple steps to introduce a flipped classroom.

- **Plan**

Figure out which lesson in particular you want to flip. Outline the key learning outcomes and a lesson plan.

In pronunciation teaching, the instructor wants to figure out the content that can be included. The content will have designed to train students to recognize and produce English sounds. The videos given covers voiced and voiceless consonants, and vowel with their phonetics symbols, putting words together, syllable stress, rhythm, and intonation. The study materials in Flipped classroom consists of video lessons, slideshows, audio lectures, screencast content and entertaining animations.

- **Record**

Instead of teaching this lesson in-person, make a video. A screencast works. Make sure it contains all the key elements mentioned in the classroom.

In pronunciation teaching, the instructor would be able to make a self-created video on the specific contents listed, or instead would be able to take the video that was already created by a third-party. Videos from third parties are available on YouTube, and so many computer apps like Cake, TFlat English Pronunciation, English Pronunciation, etc. which can be download depends on which best fits the content. Videos and audios of native speakers help students to learn pronunciation effectively. Self-created videos on minimal pairs, sounds and syllables, syllable stress, voiced and voiceless consonants, segmentation, rhyming, and substitution can be more effective and help students improve pronunciation, but time consuming. There are several screen casting tool to flip the classroom. Few are A power point Free Online Screen Recorder, Active Presenter, OBS Studio, Adobe Spark, Vod casting, Glow, Schoology, Edmodo, Wiki, TED etc. help to create high quality videos that can be able to combine several sources like images, webcams, windows captures, capture cards, and more to create scenes, later convert into MP4, MKV or AVI.

- **Share**

Send the video to your students. Make it engaging and clear. Explain that the video's content will be fully discussed in class.

The videos can be share through You Tube, or stream live on You Tube, or can be used as the modules. Students can watch the videos on the day or before class, outside the classroom via digital and online media with some elements of student control over time, place and path or pace. Students learning for and by themselves. The instructor can access the student understanding level through the immediate feedback and quiz at the end. Before the in-class activities take place, the videos can benefit the students to recall and remember the content and it also help the instructor to know how well the students' have understood the content before class.

- **Change**

Now that your students' have viewed your lesson, they're prepared to actually go more in-depth than ever before.

Active learning and participation will happen. Students can able to see the video as per their understanding. They can able to pause the video, or repeat the video till they understand the concept explained. The video tutorial can be end up with the assessment section. In that multiple- choice quiz will be attached through LMS (Learning Management System). Students can answer the quizzes after watching the video. Automatic feedback will be provided to assess the students. The quizzes and immediate feedback will help instructor and students to assess their understanding level of the concept.

- **Group**

An effective way to discuss the topic is to separate into groups where students are given a task to perform. Write a poem, a play, make a video, etc.

It is the shift from out-class activities to in-class activities. Students can able to share their views, ideas, and opinions in this forum. Active participation will happen in in-class activities. Discussion with groups, peer instruction, collaborative learning will happen in in-class activities. Whatever learning activities the students participate in, the role of the instructor during the in-class sessions are often same, to lead the students when they solve the problem.

- **Regroup**

Get the class back together to share the individual group's work with everyone. Ask questions, dive deeper than ever before.

In this approach, class time becomes or provides a good opportunity for the students to be more, creative, innovative and to solve problems all under the supervision of the instructor. It thus becomes student-centred learning. Classroom time is used to discuss subjects in greater depth and to create valuable learning opportunities as students are exposed to new concepts outside the classroom. It produces higher-order thinking level among the students and able to achieve learning objectives effectively.

Findings and Results

With the flipped classroom approach, students are encouraged to learn the content through online before class. It can help students to control over time. During a class lecture low learners are not able to compete with gifted students. If the instructor repeats the same content for the better understanding of the low learners, gifted learners and above average students got bored and they distract from the learning. Due to the time constraint the instructor also not able to repeat the same content. In the video tutorial gifted students can go through the video content and they can move on the quiz as soon as they understand, whereas low learners can replay the video, stop the video, rewind the video as per their need till the concept can understand by them.

The instructor can reuse the video tutorial for several times as well as for different students for the next time he/she teaches the same content. Although producing a video for the first time is time consuming, it is likely to be recovered by successive offers of the course. However, the content delivered through short video lessons covers the subject less, but the content taught by all types of learners is more comprehensive and more detailed. Initially, most of the students will not adopt with the new approaches that will override their traditional method of teaching. Such students will not watch the video lessons before their class. It is easier and less stressful and responsible for them to listen lecture passively rather than actively participate during class. In the case of such students, the instructor should initiate an in-class activity with the quiz covering the content of the video tutorial. The positive reinforcement helps those students to learn independently before the in-class activity.

The Flipped Classroom Model: What it is and how it Works
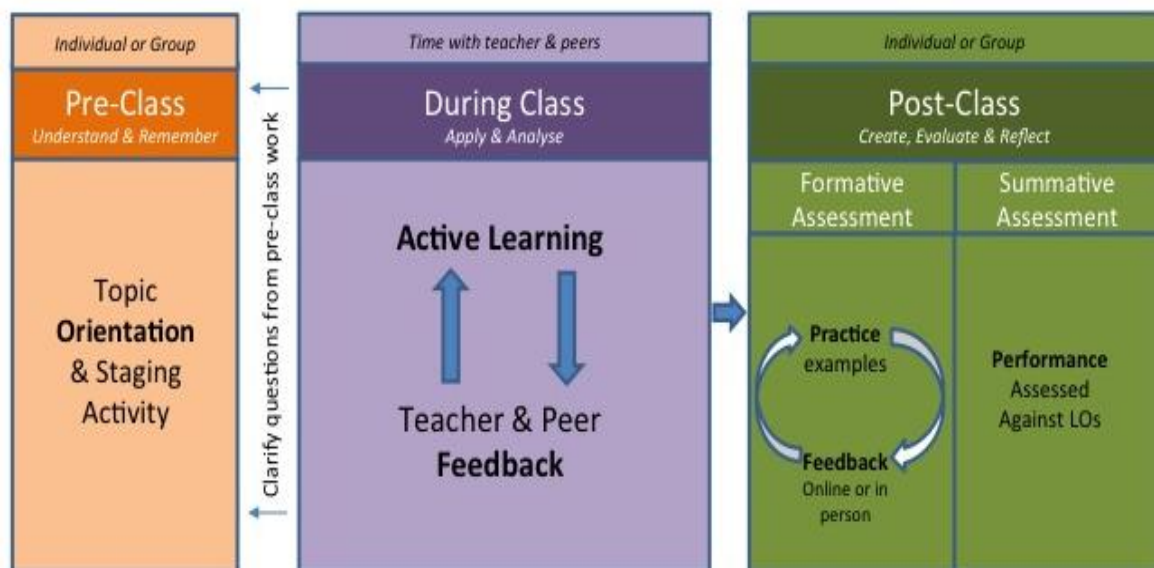
After the six steps, **Review, Revise, and Repeat.**

Few other approaches that can be used in in-class activities are as follows:

- **Active Learning:** Enable students to incorporate ideas in the classroom where they can ask peers or teachers for guidance and clarification.

- **Peer Instruction:** Students can help among themselves by discussing the concepts they learned outside the class.

- **Collaborative Learning:** Collaborative learning activities can improve students' participation, improve students understanding level.

- **Problem-based Learning:** Class time will be spent focussing on topics which will help them for their exams to score good marks.

- **Discussions and Debate:** it can help teaching- learning process effectively and give opportunity for the learners to develop critical thinking to solve problems on the particular content.

Conclusion

The Flipped Classroom Approach is more adaptive, flexible, and effective. Creating planning, creation, and distribution of content is the key to creating a successful flipped classroom. A flipped revitalises the traditional educational method that is suffering from low effectiveness, over-burdened educators, lack of group interaction and students dropping out in the middle of the course. Flipped learning shows straightforward improvement in grades, increased group interaction, and increased teacher-student one-on-one time, encouraging signs for creating an effective learning ecosystem.

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