THE EFFECTIVENESS OF USING TECHNOLOGY IN ENGLISH LANGUAGE CLASSROOMS THROUGH E-CONTENT WITH SPECIAL REFERENCE TO TEACH ENGLISH GRAMMAR

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ABSTRACT:

The introduction of supplementary e-content provided significant support for the teachers conducting the lessons. The content passively supported practicing English in the class rooms.

The field of language education is ever changing. Today's language classrooms are vastly different from that of mid-to-late 20th century. The focus on language education in the 21st century is no longer on grammar, memorization and learning from rote but rather using language and cultural knowledge as a means to communicate and connect to others around the globe.

As we practice E-Content, it is essential that we reflect on those transferable principles of our practice that will be of benefit to others. We must research to establish evaluation not theory- practices not principles and applications not pedagogies. Only then an EContent module base be developed that can be applied across multiple institutions and education settings.

KEYWORD:

LAN, WAN, INTERNET, E-LEARNING, WEBSERVICE, CD'S, IQ

SIGNIFICANCE OF E-CONTENT:

E-Content creates open source digital content in Indian languages through translation and new writing, mainly on topics of relevance to education at all levels. Education institutions and scholars have now recognized the value of E–Content and have realized that through such techniques, the volume of a body of knowledge doubles. E-Content promotes the problem–solving and critical thinking that are integral to student's success in the global economy. The resources also help students acquire necessary skills for personal and professional fulfillment as adults.

ROLE AND SCOPE OF E-CONTENT WITH SPECIAL REFERENCE TO INDIA:

The E–Content development, once it started, just keeps steadily moving ahead. The natural richness of culture, art and creativity of Indians are major assets in the development process, and thus, in terms of creativity and substance, E–Content development in India has a bright future. However, informally, a small

fact of Indian society has realized the importance of E–Content and there are a lot of initiatives and effects being made to develop this area. Currently, E–Content development is not a government priority. Even the larger issue of the digital divide has not yet been given a clear position in the government's agenda.

THE BESTWAY TO LEARN ENGLISH GRAMMAR THROUGH E-CONTENT:

In relation to the syllabus prescribed, a student is expected to throw out the acquired matter after evaluation. The traditional method focuses on the target and due to the individualized boundaries, the target would not result positive .The content taught would not remain in his mind for long. When it comes to a certain level, the student would never be able to recollect or define the grammatical aspect taught traditionally. Grammar is totally depended on the traditional method of "drill and practice". The IQ of each student varies as a result of which the effect of conveying is lost.

OBJECTIVES

These are the following objectives of E-content.
   1. To evaluate supplement the conventional system of training and education.
   2. To Reduce learning time and increase knowledge retention rates.
   3. To Promote interactive learning experience among students
   4. To examine anytime, anywhere learning among high school students
   5. To bring out the students to access quality content material in the school..
   6. To suggest various e-content methods for the future development

E–Content aimed to create advanced technological and learning resources necessary to support and guide the trainer / learner in the process of designing learning material , integrating new pedagogies in a technology– supported environment, and thus contributing to the migration from classroom training to E–Learning. It involves learning the technology skills "just – in – time" or when the learner needs to learn them as he or she engages in a curriculum–related activity. Learning through computers and the Internet combines learning "about them" with learning "with them".   As there is no single learning theory to follow, one can use a combination of theories to develop E–Learning materials (such as E-Content). The origin of E-Content is a solution to the mentioned difficulties in fusing technologies to learning materials.

THE EFFECTIVENESS OF USING TECHNOLOGY IN ENGLISH LANGUAGE

Grammar has been called a system of linguistic rules. It helps us to understand the speech and writings of others and also to speak and write accurately. To find a solution for this, the module was created focusing on the grammatical aspect. The module was supplemented with video clipping and picture slides for effective learning. It was diagnosed that the knowledge in grammar was lagging behind due to the traditional teaching method of 'drill and practice'. It helps us understand the speech and write correctly and consequently convey the intended meaning. The E-Content module created had its root from modules created at various universities . The modules already exist and are proved successful by various testing mechanisms. Though modules are available for different sections in the field of education, there was a minimal count for modules based on grammar.

SAMPLING METHODS AND RESEARCH DESIGN:

A post-test questionnaire was used to find out the result on how far the E-Content module has worked out in enhancing their knowledge level on Interjections. The average improvement proves the effectiveness of e-content. This sampling has proved that E-Content module can be used effectively in teaching grammar. The students were introduced to the position of Interjections in English Grammar. A pre-test was conducted. The questionnaire was planned and sent to the review committee for the confirmation. On completing the pre-test, the students were introduced to the E-Content module. The module was played twice on request from a few students. This proved that E-Content module is user-friendly. The student community consists of students having different learning capabilities. A few of the students would grasp at the first stage but the majority needs it to be repeated. A teacher cannot repeat certain areas in the course of teaching a mass. So E-Content helps in educating students who represent different groups.

The difference between their pre and post test average scores clearly indicated that the e-content module on 'Effectiveness Of E-Content Teaching On Interjections To High School Students' has contributed immensely to the improvement of interjection learning in English classrooms.

CONCLUSION:

E-learning is an environment in which the lessons, end lecture notes are deployed on CDs or Web Servers. E–Learning can be claimed as any learning that utilizes a network (LAN, WAN or internet) for delivery, interaction or facilitation. It is the asynchronous "self – study" mode. E–Learning lessons are generally designed to guide students through information or to help students perform in specific tasks

There is equivocal evidence that E-Content delivers knowledge and skills to those who use it. If E-Content is to have an effective future beyond much of the hype and experimentation that reflects much of the existing literature, it is vital that its theoretical underpinnings be made explicit and available for critique.

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