GLITCHES OF ONLINE ENGLISH LANGUAGE LEARNING LABS DURING LOCKDOWN

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Abstract

English is an international language and it is very important to a learner to learn it from its roots. English as a Second language helps the learner to communicate with the people in an efficient way. Here, language laboratories help a student to improve pronunciation and speaking skills. These labs also help the student to learn Phonetics and speech sounds which assist them to comprehend the roots of English language. And these skills aid them in their future.

During this pandemic online class becomes common in every student's academic. When comparing with traditional classes online classes become difficult not only to a learner but also to a facilitator. A rapid change took place in different places. It's a known thing that facilitators as well as learners are very much comfortable with traditional classes. Sudden closing of educational institutions throws the faculty to a situation to run virtual classes. It's a big task to the teachers to adopt the new thing. Vast number teachers who are not habituated with the technology they got habituated with new mode and trying to give their best to the learners. But it is not an easy task to a person who is having Technophobia. Teachers got accustomed with the sharing and explaining of material with the help of PPT which is existed.

This paper makes everyone thinks about the present situation and gives a new strategy to make involve students even in virtual classes.

Key words: Language Learning labs, Technology, Virtual classes, Technophobia, Traditional Classes, Strategies

Introduction

Language learning labs help a student to know about language from its roots. Phonetics and Speech sounds are mainly focused in language labs. Coronavirus has changed the teaching – learning situations in a drastic way. Because several nations have implemented travel restrictions and many educational institutions have shuttered as a result, a large number of formerly tech-averse teachers are being forced to learn how to teach using internet materials extremely quickly. This might be accomplished by using virtual classrooms to offer courses or by giving students with online self-study materials, both of which are potentially novel ways of delivering lessons to many.

English language (EL) teachers have had a tumultuous relationship with technology since the internet's introduction in the 1990s. Because initial teacher education has been sluggish to adopt digital methods of teaching and learning, many EL instructors believe they lack the skills to teach in this environment.

To take care of each one separately, follow these steps:

Is it true that instructors are becoming increasingly isolated as a result of technological advances?

Technology may help people interact in a variety of ways. Consider how many of us now communicate through our phones and social media platforms like WhatsApp and Facebook. This is also true in a virtual learning environment: if properly managed, possibilities for language use can be maximised, and students will have lots of opportunity to engage with one another. And, whether we like it or not, digitally mediated connections now account for a significant portion of interactions in the 'real world.'

Is it true that EL instructors are being forced to work from their desks?

Teaching English as a second language (ELD) has been around for quite some time.

Many questions and responses arose from the concept of online education. In India, online education has ushered in a new era of learning. Many Indian educational institutions lack the infrastructure necessary to deliver online education to all students. The scenario, however, changed everything.

Institutions and faculty members are preparing to give education via the internet. Shivangi Dhawan is an actress who is known for her role in the Bollywood film Shivang (2020). The
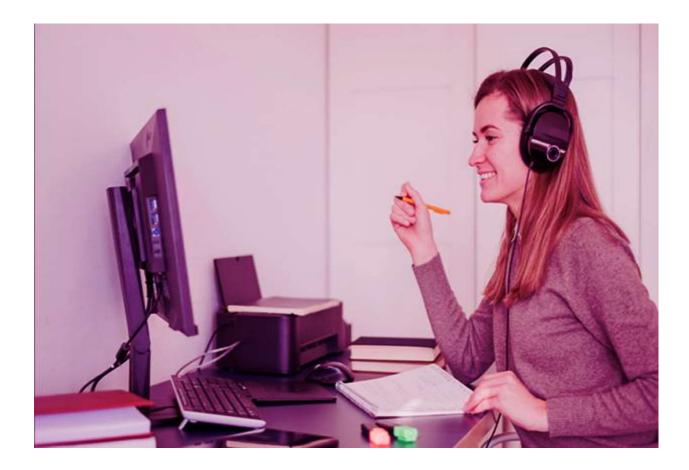
accessibility, affordability, flexibility, and learning are some of the issues that the concept of e-learning has raised. policy, pedagogy, and lifelong learning.

Video conferencing for ESL classes

Through video conferencing, the teaching profession is compelled to adopt a new form of instruction. Prior to the outbreak of the pandemic, video conferencing was mostly employed in the corporate sector to hold meetings and conversations. Video conferencing technologies, on the other hand, are the most widely utilised ICT technology for conducting virtual classrooms. Zoom, Google Meet, and Microsoft Teams are video conferencing solutions that are rarely mentioned in the education community. Unfortunately, instructors all around the world are compelled to develop these skills in order to stay in this profession. Many of the features of videoconferencing tools have been integrated by the firms that provide them.

Delivering lessons: Opportunities and Challenges

Teaching online requires a unique set of skills that not every instructor possesses. Live classes a skill that only a few can perfect is required before a monitor or a screen may be used. Regrettably, the pandemic has spread throughout the world. Everyone in the teaching profession has been obliged to develop this skill. To everyone's amazement, teachers of all ages and levels of experience with online instruction have risen to the challenge of giving virtual classes to their pupils with great success.

There is a lot of difference between a traditional class and a virtual class. Traditional classroom teaching methods are tested and true, and they are the environment in which most of us grew up, yet they have some serious flaws. Virtual classrooms, on the other hand, are a newer and more technologically advanced technology. They are, however, a little daring. Transitioning to the virtual classroom of an online college course can be a bit of an adjustment for students who have only attended classes in a regular classroom. Students may be curious about what to expect in a virtual learning environment, such as how they will communicate with instructors and other students, and how the two types of classrooms differ.

Virtual classrooms resemble traditional classrooms in a lot of ways. After all, the purpose of online classes is the same as it is in traditional classes: for students to improve their subject knowledge and obtain passing grades that demonstrate their level of understanding. Tests and papers are common in online college classes, and they often account for a major portion of students' grades. Engagement may count toward students' grades in online classes, just as it does in on-campus courses; the difference is in the sort of participation. It is very difficult to a teacher to monitor every student in a virtual class when it compares with traditional class.

Glitches Of Learning Online English Language Learning Labs:

Economical barriers:

Difficulty in creating appropriate infrastructure for self. Affordability glitches: not every personal to have a personal computer/laptop. During lockdown concept of work from home has increased demand for personal computers/laptops in turn which has increased the prices, thereby cost have gone up and availability had come down. Affordability in purchasing or connecting Wi fi was also less. Students mostly depend on phones and cellular data to use internet, thereby speed of internet is very slow by which students can not follow the classroom.

Concentration barriers or Fixed perception:

Every personal from many ages depend on traditional teaching methodology whereas pandemic had created moment restrictions there by online teaching methodology was not easily adoptable as they are used to traditional methodology a pre conceived or fixed way of being.

Usage of Technology in a right way:

Raise hand tool: If a student has a question in the middle of a class, he or she can simply click the raise hand tool to alert the teacher, who can then address the issue without disrupting the rest of the class.

A student can easily watch the video that was recorded: Students can access the teacher's recorded video via Dropbox for additional reference.

Another method of communicating with the teacher is through a private chat.

Easy session access: Assigned sessions can be accessed by clicking the "join" button.

Technological barriers:

During pandemic with moment restrictions many service-related issues were not attended there by most of the people faced issues with the connectivity which is major technological barrier.

Listening perceptions:

Students are used to traditional classrooms which is a fixed way of being, there by students resist to adopt the new normal that is virtual learning.

Psychological barriers and remedial measures:

When students are not ready to accept the change the student may phase psychological disturbance, in order to overcome this distress teacher should motivate the students and regular counselling is mandatory this will enable the students to keep up their mental equilibrium.

Paradigm Shifts:

In order to get paradigm shift in the perception of the students, teachers have to work with students' belief systems which will transform a student to create right attitude towards new normal that is virtual learning.

Students and teachers' role in Language Learning Labs:

Phonetics during virtual classes is herculin task as students can not follow the sounds and it is also difficult to monitor body language of a student. Task to the students, they should record

their video along with audio of Role play by which teacher can monitor, observe, and give necessary suggestions to the students which will help the students to improve their verbal and nonverbal communication skills. Teacher should also send their suggestions by pointing out their weak points which will improve their confidence and it will also enable a student to follow the classroom.

Teacher should be willing to contribute time in watching and listening to the video recordings of the students and promptly send his/her feedback to the students which enhances the students' communication skills and their improvement of their accent, tone modulation, pitch of the voice, pronunciation of the words i.e., phonetics as well as usage vocabulary.

With the help of above-mentioned skills and remedial measures students will acquire confidence, they feel comfortable and will empower them to face interviews with an ease.

Teacher's Role:

When teacher identify the problems as mentioned above and they give remedial measures it will be a milestone for teachers. Teaching has traditionally been regarded as a noble occupation. We've all respected and looked up to one of our professors as pupils. Despite the fact that online learning platforms have provided us with viable alternatives for independent learning, they have not been able to replace the teacher.

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(1) Administrative/instructor issues. Students perceive barriers that administrators and instructors control, such as course materials not always being delivered on time, lack of sufficient academic advisors online, and lack of timely feedback from the instructor.

(2) Social interactions. These are obstacles to online learning that students perceive as being caused by a lack of interaction with peers or the instructor, such as the lack of student collaboration online, the lack of social context cues, or their being afraid of feeling isolated in online courses.

(3) Academic skills. This factor concerns respondents' perceived barriers to online learning due to their lack of academic skills in such areas as writing, reading, or communication.

(4) Technical skills. This factor concerns respondents' perceived barriers to online learning due to their lack of technical skills such as fearing new tools for online learning, lack of software skills, or their unfamiliarity with online learning technical tools.

(5) Learner motivation. Respondents answered whether they had certain characteristics that would affect their motivation in online courses such as whether they 48 L. Y. Muilenburg and Z. L. Berge procrastinate, choose easier aspects of an assignment to complete, or feel the online learning environment is not inherently motivating.

(6) Time and support for studies. This factor concerns the respondents' perspectives on whether a lack of time or support from family, friends, or people in the workplace causes barriers to their online learning.

(7) Cost and access to the Internet. This factor concerns whether the respondents find access to the Internet too expensive, fear the loss of privacy, confidence, or property rights, or otherwise find access to the Internet limited to the point of raising barriers to them.

(8) Technical problems. This factor concerns such things as a lack of consistent platforms, browsers, and software, or the lack of technical assistance that causes obstacles to online learning.

(9) Teacher's Role in Online Learning | Importance of Teachers (foresttrailacademy.com)