Integrated Practices: E – Learning vs. Traditional in ELT

S. Sulekha Rani
Assistant Professor, Department of English, RGM College of Engineering and Technology,
Nandyal, Kurnool District, A.P., India

Abstract:
Currently, most college students have at their disposal an electronic device that allows them to access social networks, blogs, forums and other virtual spaces that approach them to visual content, cultural, leisure and entertainment.
Classes taught in the Engineering Computer Systems are in the traditional way, as far as the content allow; those classes that are specifically developed using the technology are in computer labs, environments software development and configuration devices. Regardless of the classes in question, it is necessary for communication between students and teachers are as rapid, continuous and effective. When present in class, communication is effective, but when you need to answer any questions outside of class, social networks are the solution to a low cost and with satisfactory results. They have been successful both academically and socially, which has resulted in better grades and higher learning in the various areas where these tools are applied.
To successfully implement the use of devices such as social media combined with traditional teaching, it is necessary to have bases, rules and commitments from all involved. The objective of this paper is showing significant learning compare before and after applying the use of devices and social networks. In addition to assessing the impact these tools have on the development of the teaching-learning process.

1. Introduction

The very notion of multi-modal teaching is not foreign to teachers who teach English as foreign languages. And it is very popular nowadays in e-learning. It was firstly brought up by New London Group (New London Group, 1996). It is any multi-modal discourse involved in the teaching process and in the learning process, merging these multi-modes into a harmonious combination, the learners should use all different sensory organs as many as possible to experience multi-modal activities and join the, interaction between the teaching and the learning. The use of multi-modes teaching makes the process of information obtaining more vivid and easier and it is also easier to remember. Research shows that multimodal elements improve the learner's attitude towards study (Zhang, Z. 2010). Guichon & McLornan (2008) research into multi-modal effects on second language learning and brought up the approaches to the course design of computer-aided learning. Royce (2002) and Stein (2000) explore the rules for multi-modal design in second language learning. The more the teacher masters and uses multimodal teaching, the greater improvements the students make (Zhong Z.X. 2008).The information and communication technologies (ICT) can contribute to universal access to education, equality in education, the practice of teaching and learning quality and professional development of teachers, as well as address and more efficient administration of the education system.

UNESCO takes a holistic and comprehensive approach to promoting ICT in education. Access, inclusion and quality are among the main challenges they can address. The Organization's Inter sectoral Platform for ICT in education focuses on these issues through the joint work of three of its sectors: Communication & Information, Education and Science.

The educational model for the twenty-first century is the model that is currently used and applied in higher education in many parts of the world. This model suggests that education should be based on the acquisition of skills by the individual. This model, in training and skills development is the response of the National System of Technologic Institutes to the circumstances of today's world, where economic, social, and cultural policies are significantly bounded by globalization, context, this, in the education itself faces the changing era of new technologies of information and communication, and the rapid development of scientific and technological knowledge.

In the present data, both worldwide and in our country, it declares that is growing the use of the same, which is to regard them as feasible spaces to deliver educational information to students, one once connected, they can use their time to consult educational content and interact with teachers and other students.

Comparing traditional Learning and e-Learning When comparing learning an identical course in a traditional framework to a computer mediated learning framework, students have expressed higher satisfaction from the computer mediated learning, and rated the learning as more effective than in the traditional framework. In other studies, too, it was argued that computer mediated or online learning is more effective and interactive.

e-Learning also includes advantages which are not found in traditional learning, such as: time for digesting the information and responding, enhanced communication among the learners, both as regards quality and as regards urgency, knowledge being acquired and transferred among the learners themselves, the ability to conduct an open discussion, where each learner gets more of an equal standing than in a face-to-face discussion, access to   information and to discussion ability, responses may be made around the clock with no restrictions, a higher motivation and involvement in the process on the part of the learners. Traditional learning vs. eLearning the very use of technology for learning has been found to have a positive effect on the student's commitment to the learning process. Also, use of technology creates a greater commitment on the students' part to learning.

It aims to achieve the following benefits:
1. Increase student achievement
2. Reduce failure rates
3. Clarify communication between students - teachers – students
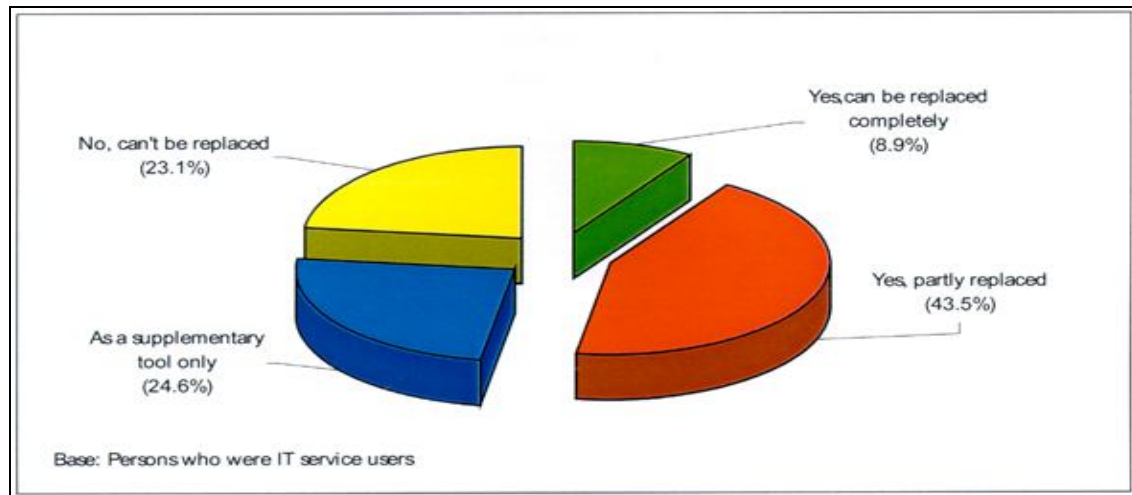4. Generate virtual studio spaces.

Figure 1

Figure 1, obtained from the same study show the .opinions of many people who said their about traditional learning. 23.1% of the people's opinion is can't be replaced, 24.6% says that as a supplementary tool we can use, 43.5% of the people says that yes, partly replaced and 8.9% of the people says that yes, can be replaced completely.

Traditional schools offer social interaction as well as a certain structure traditional schools offer students ways to interact with teachers and peers in a way that online formats do not. While you may see your professor on video, you can't raise your hand and get immediate feedback or lean over to your classmate and ask a question. Also, the level of interaction with your peers isn't the same in online learning as it is in traditional classroom atmospheres. With face to face interaction you develop lifelong contacts, memories and experiences that are harder to foster in an online environment. These types of interactions humanize the educational experience in a way that online learning does not.

2. Social Interaction

Prom, homecoming and pep rallies are memorable events that take place in traditional high schools. These are a few of the things that online students would miss from not attending a traditional school. While these things are non-academic and entirely social, they raise morale, camaraderie and instill a sense of community and school pride. Online schools cannot foster such student loyalty because they can only give students the academics, not the socialization that comes with traditional schools.

3. Comfort Level

Traditional schools are, well, traditional. People are comfortable with a traditional classroom structure and sometimes don't want to deviate from it. If you have a question for your teacher you can raise your hand in class and get an immediate answer. If you turn in a paper and have a question about grades or comments, you can usually talk to the teacher and analyze body language. In online learning, it is sometimes harder to gauge effective communication and you may have to wait until your teacher reads their email. While many students relish new advances in technology, others aren't as comfortable with technology and prefer paper and pencil based methods. For these students, the familiarity and comfort of traditional schools is an advantage

4. Structure

While online schools favor the self-disciplined student, traditional schools offer structure and routine to students who appreciate and need more guidance. According to the Southeast Missourian, "In terms of self-discipline, there's no set time to show up, and when you do show up, there's nobody feeding you the information." Online programs do have some requirements, like a certain number of times

to post or log in per week, but largely the timing of study and assignment completion is left up to the student. Traditional schools have a defined structure and classes meet for the same time each week on certain days. This gives students structural support and helps keep them on track.
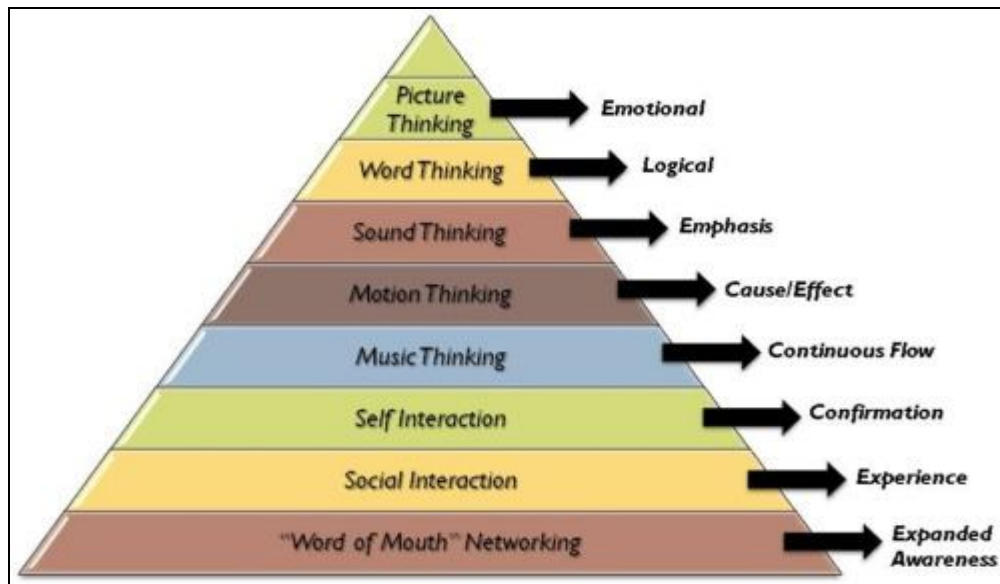

Figure 2

In fig 2, we can know that with this traditional learning a student can develop their network, thinking and social interaction.
The internet users were questioned about their use in social networks, if they have any profile or participated in any of the sites, the results are shown in Figure 3, which shows that 93% of respondents respond positively. Only 7% of respondents have resisted the use of social networks.
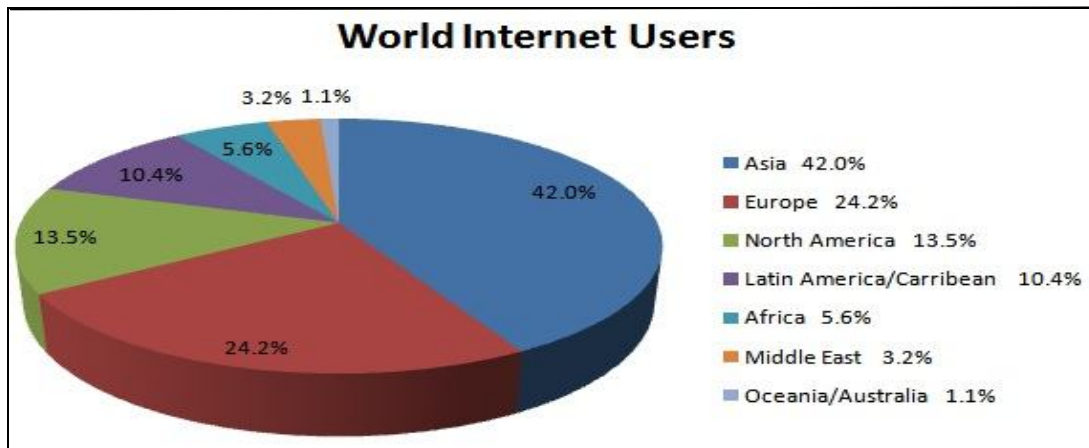

Figure 3

In fig 3 we can observe that 42% of the Asian people are using this internet. In traditional classes taught at the engineering career computer systems are developed several different techniques and methods of teaching and learning. The educational activities are used daily in the classroom are:
1. Individual and group exhibitions
2. Class exercises
3. Teamwork
4. Laboratory practices
5. Homework

These activities allow students and teachers to take advantage as possible of the topics for each subject, which has been achieved to date with more than 10 generations of graduates. Similarly, students have a social network usage on average 4 hours a day, according to surveys of students in the study group. Half of that time is during the college classes.
This deduction allows research can focus on using the tools provided by social networking and fast communication for effective teaching - learning. At this time the efficiency of communication between students and teachers regarding class activities is at low

level. Because the solution of doubts and expansion of information is limited to the classroom.

The study began with the inclusion of basic tools of social media to observe the behavior and measure the efficiency of communication. A survey to offer programming workshops was the first thing was done with the following results.

So later developed other content on the same platform of Face book and model. Some of which were readings, assignments, practical exercises. This aims to bring the content to students so that they were accessible at any time during the course.
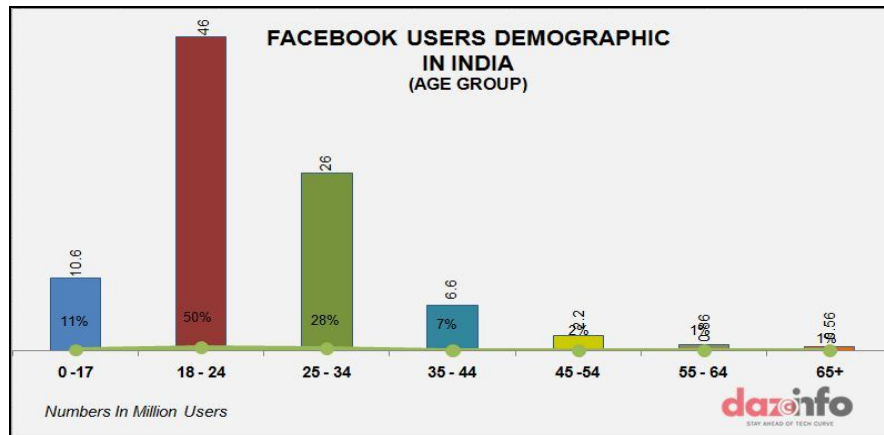

Figure 4

Finally, another important aspect is the source from where, students review and answer the survey. Engineering degree in Computer Systems, most students have a laptop computer to perform the exercises and classroom practice. Additionally, the institution has available three computer labs that are used to class, practice or external use. It is understandable then that, access to web platforms will be from any type computer equipment desktop / laptop as seen in the result of this evaluation.

 "A picture is worth a thousand words", so we are told by the time-tested wisdom. Humans are multimodal animals enjoying multimedia presentations. "(Gu, Y. G., 2007).

Multimodal discourse is any communicative activity that is created by more than one semiotic

Mode (Kress, G.& Van Leeuwen), and these semiotic modes can be language, images, music, colors and so on. Social networks provide a wide range of communication possibilities between students of different grades and the teachers who teach those lessons. In my case, I decided to create groups of students by subject for better information management and avoid mixing the activities between them.

It is recommended to properly review the information that is provided to members of such communication. Whereas copyright and privacy of certain information.

Although at this time, social networks are efficient to streamline communication, should be considered as a work tool without forgetting the traditional ways and methods that, according to history, it has proven to be and will remain the most effective and efficient for this purpose.

The teaching and learning is the responsibility of everyone involved, and social networks are one of the tools that can be used to access content firsthand, checking their sources. It should be ready and responsibility to manage the information that is distributed to achieve this goal, the improvement of teaching-learning process.

5. References

1. Gu, Y.G. The Analysis of Multimedia and Multi-modal [J]. Media in Foreign Language Instruction, 2007(2).
2. Kress, G. & van Leeuwen, T. Reading Images: The Grammar of Visual Design [M]. London: Routledge, 1996.
3. Zhong, Z.X. Innovating the Instructional Mode in Higher Education : A perspective of Instructional Design [M].Beijing Educational Science Publishing Company, 2008.3
4. Zhang, Z. A Co-relational Study of Multimodal PPT Presentation and Students' Learning Achievements [J] FLC, 2005 Vol.7 No.3
5. Guichon, N. & S. McLennan. The effects of multimodality on L2 learners: Implications for CALL resource design [J]. System, 2008, 36.
6. New London Group. A pedagogy of multiliteracies: Designing social futures [J]. Harvard Educational Review, 1996, 66(1): 60-90.
7. Royce, T. Multimodality in the TESOL classroom: Exploring visual-verbal synergy [J]. TESOL Quarterly, 2002, 36 (2):191-205.
8. Stein, P. Rethinking resources: Multimodal pedagogies in the ESL classroom [J]. TESOL Quarterly, 2000, 34 (2): 333-336.
9. http://www.unesco.org/new/es/unesco/themes/icts/
10. www.google.co.in/search?q=traditional+learning+results+in+diagram
11. http://click4it.org/images/f/f5/Traditional_Learning_vs_eLearning.pdf