



ISSN 2278 – 0211 (Online)

Role of Online English Teachers- Material Design

Palavarapu Krishna Murthy

Senior Assistant Professor, Department of English
Sri Venkateswara Engineering College, Nalgonda, Telangana, India

M. V. Raghu Ram

Professor & HOD, Department of Sciences and Humanities
Vasireddy Venkatadri Institute of Technology, Nambur, Guntur, Andhra Pradesh, India

Abstract:

Recent Advances in Technology revolutionized the field of Teaching. Efforts are being made to embrace changing Trends in the field of ELT also. One such trend is Online Language Teaching and Learning. Curriculum Design for Online Learning is diverse. Material Design is a testing task for the Teachers as it is somewhat different from conventional type of learning. Providing intelligent material for changing requirement of learners indicates the essential ability of the teacher. The three vital requirements in the process of learning are Learner's Trainer, Learner's content and Learner.

Current Advances in ICT provide ample opportunity for creation of more intelligent materials. Such materials train the students in the physical absence of the Trainer giving autonomy for learners. The advantageous part of online materials is they are revisable repeatedly with minimum or no expenditure.

The present paper attempts to provide some useful techniques to online English Teachers in the process of creating material for learners. The Paper also emphasizes certain aspects Teachers ought to keep in mind while creating Online Material innovatively with learner friendly contents in order to obtain positive learning outputs in an effective manner.

1. Introduction

The move from a traditional language classroom to an online language showing environment has impacted the parts of the language educators significantly. Online English educators have accepted an alternate part in this environment; they turn into the sole designers of their course materials to a certain degree. In any case, material improvement is a testing and requesting assignment. Other than having the information of material advancement for online courses, it is essential for online English teachers to have fundamental COMPUTER aptitudes to accomplish their parts as online educators. Online teachers ought to be very much aware of their changing parts in online settings. Particularly, when the material advancement is viewed as, online English educators have more obligations regarding the improvement of their course materials. In conventional English showing settings, they for the most part utilize the course books of the distributors and support packs of these books. However, in online environment, English educators can't utilize course books or their advanced form for the most part due the copyright issues. Besides, they ought to plan and add to their materials as indicated by the new conveyance system that is not the same as the conventional one. Right now, they really need to know online material improvement standards. In their rundown of the aptitudes of teachers in separation training, Schlosser and Anderson (1993) recommended that outlining and creating intelligent materials with late advances and sorting out the showing assets for autonomous study are essential abilities for educators.

Materials are imperative assets for separation learners to accomplish powerful learning (Mutiar, Zuhairi & Kurniati, 2007). In online English teaching, the materials utilized are one of the key parts of direction. As indicated by Jones (1999) and Soo and Ngeow (1998), content based materials are the prevailing piece of any COMPUTER supported language showing course (referred to in Blake & Delforge, 2004). This is additionally the case for the vast majority of the online English courses directed in colleges, especially in Turkey. Be that as it may, utilizing simply content based materials, for example, Word Documents or Pdf in online English courses has no effect. At the end of the day, if this kind of materials is seen as online training, then it can be presumed that regardless of every last one of advances in ICT, separation instruction is still in its slithering period that was led through posting letters toward the starting. In separation training, discuss three sorts of connection: student's educator; student's content; and students (Moore, 1989). Since materials are a fundamental piece of online language guideline, the association between the students and substance ought to be given appropriately. In the event that this communication is accomplished, it will have significant profits for the students. The

advances in ICT have made it conceivable to create online English materials more intelligent, spurring and drawing in for the language learners. Thusly, adding mixed media components to online English showing materials ought to be considered as a fundamental piece of online material improvement process. With such a methodology, the materials utilized as a part of online English instruction can give the coveted profits. These materials ought to have intelligent properties that give the most extreme advantage to the students where and when there is no backing of the educators. As it were, separation learners manage the materials alone. Consequently, the materials ought to address them, that is, the materials ought to present the substance proper for study toward oneself, permitting students to comprehend the substance autonomously. Online materials are invaluable when contrasted with those content based materials in traditional learning teaching environment. They are effectively updatable. This will likewise diminish the expense of adding to the material starting with no outside help once more. Updatability is a vital part of online materials. On the off chance that language educators feel a requirement for a change in the material relying upon the needs and level of the students, they can without much of a stretch adjust the material. This can spare time, cash and vitality.

Adding to the online material for English teaching is for the most part the obligation of the online teacher. Online English educators ought to have a hearty learning about the language securing speculations and material improvement standards got from these hypotheses. In any case, language educators are additionally in need of handy suggestions during the time spent creating online materials. The accompanying rundown incorporates the useful suggestions to the teachers while creating online materials:

1.1. Using Content Based Material

Online training is not simply conveying the substance with exclusively content based materials, for example, Pdf or Word record to the students. Educators ought to utilize this kind of materials where suitable. Be that as it may, it respects include some interactive media components into content based materials to upgrade their adequacy. Supporting content based materials with visuals has a positive impact on the students' execution (Seghayer, 2001). Connecting within the material: Teachers ought to give hyperlinks inside the material for words, expressions, feature or sound segments and direct the students to investigate the topic. They ought to additionally offer connections to external hotspots for supporting the substance in their material.

1.2. Utilizing Site Pages on the Internet

Teachers ought to search the internet for quality materials satisfying the points of their lessons and make utilization of them where suitable. On the Internet, there are exercises, features, activities and learning questions that teachers can undoubtedly coordinate into their materials. While doing this, they ought to pay consideration on copyright issue

1.3. Utilizing Features

Teachers ought to utilize the features that they plan or features from the feature locales, for example, youtube.com, ted.com, schooltube.com, learner.org and so on. With these features, they have an opportunity to bring the world to their students. The features ought not to be utilized as they may be. Teachers ought to include moves, remarks and tests these features to make them all the more captivating, appealing and spurring. These features ought to be kept short; 5 to 15 minutes. Adding concealed words to different parts of the features is a decent route for educators to check whether their students watch the feature. Utilizing composing apparatuses: Teachers ought to know how to utilize writing instruments to join writings, pictures, feature and sound to build up a more viable educating material. They can likewise get help when fundamental since they are not anticipated that would be COMPUTER specialists. With the assistance of writing instruments, the created material will be additionally inspiring. Utilizing Internet 2.0 apparatuses: On the internet, there are numerous unreservedly accessible instruments called Internet 2.0 devices, for creating online materials. Teachers ought to carry on as a internet-watcher for these apparatuses and coordinate a portion of the proper ones into their materials for enhancing their adequacy. Some of these devices can be recorded as wallwisher, jogtheinternet and voxopop. Having learning about LMS: Learning Management System (LMS) is a prerequisite for online instruction. With LMS, notwithstanding numerous things not inside the extent of this study, the conveyance of the substance to the students can be directed in a composed way. Whether programming or a freeware, teachers ought to know the properties of LMS they utilize and opportunities furnished to them with this framework. The properties of the LMS have impact on the materials grew by the teachers to an awesome degree. Additionally, teachers can likewise change over their up close and personal courses into online courses with openly accessible ones, for example, engrade, edmodo or schoology.

1.4. Utilizing Presentation Tools

Teachers ought to utilize multi-media components even in a straightforward presentation. For example even a PowerPoint presentation can incorporate feature, movements and sound components. This presentation will in all probability be all the more propelling for students, on the grounds that it does exclude just the content.

1.5. Utilizing Communication Tools

In online instruction environment, specialized devices, for example, gatherings, messages, exchanges and talks can be acknowledged as online materials. Thus, educators ought to plan the correspondence in a manner that helps the students comprehend the topic better.

1.6. Utilizing Videos from Virtual Classroom

Virtual classroom is to some degree a substitute for classroom instructing. It empowers live instructor direction and input. These online classroom can be recorded as features and these features can likewise be utilized for further educating exercises. Therefore, arrangement to virtual class is vital for the teacher. The feature is a profitable material since it incorporates the connection between the educators and the students. Students can take in a ton from these features while re-viewing it. Utilizing a Template; in online material advancement, teachers ought to build up a layout, permitting consistence between the materials they create. This layout may have adaptability to some degree in place not to exhaust the students. It might likewise help teachers accelerate the material advancement process with its organized appearance. The handy suggestions for the advancement of online language showing materials above rely on upon the specialist's encounters in internet showing and material improvement for online English courses. Along these lines, they can serve as useful rules for language teachers in the material improvement process for online language courses.

2. References

- i. Schlosser, C.A., & Anderson, M.L. (1994). Distance education: review of the literature.
- ii. Mutiara, D., Zuhairi, A., & Kurniati, S. (2007). Designing, Developing, Producing And Assuring The Quality Of Multi-Media Learning Materials For Distance Learners: Lessons Learnt From Indonesia's Universitas Terbuka. *Turkish Online Journal of Distance Education-TOJDE*, 8 (2).
- iii. Howard, J. & J. Major. (2004). Guidelines for designing effective English language teaching materials. Available from <http://www.paaljapan.org/resources/proceedings/PAAL9/pdf/Howard.pdf>
- iv. Rahman, M. H. (2006). Developing course materials for open and distance learning: BOU perspective. *Turkish Online Journal of Distance Education (TOJDE)*, 7(4), 4.
- v. Tomlinson, B. (2010). Principles of effective materials development. In N. Harwood (ed.), *English languageteaching materials* (pp. 81-108). NY: CUP.