



## ROLE OF TEACHERS IN A TECHNOLOGY-ENHANCED LEARNER-CENTERED CLASSROOM

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### ABSTRACT

*Learner-Centered Classroom is an approach to ESL teaching which focuses on students than on teachers. However, it does not mean that teachers do not have any role to play. On the other hand teachers have to change their role from being dissemination of knowledge to facilitator. This paper analyses the responsibilities of teachers as facilitators.*

**Keywords:** *Facilitator, believing students, teacher cognition*

#### Background of the study

Learner - Centered Classrooms makes students directly involve and invest in the discovery of their own knowledge. It is an approach to ESL teaching which focus on students than on teachers. Here the student is at the centre of learning. Student assumes the responsibility of learning, whereas teacher takes the role of the facilitator. By the way teacher also has the responsible role to play in the Learner-Centered Classroom by facilitating the learning. Therefore teacher becomes the facilitator. But the power in the classroom shifts from the teacher to the students. This makes a tremendous change in the traditional teacher-centered classroom.

In a teacher centered education all focus will be on the teacher and many teachers will follow the traditional chalk and talk method as usual. While the teacher talks, the students should exclusively listen. Students do not have any other role to play except the role of a listener either active or passive. But a student centered classroom will share the focus. Listeners who are exclusively trained to listen in a teacher-centered classroom now will interact equally. Group activities are encouraged. Students also learn cooperative and collaborative activities with one another.

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As there are many researches about the role of teachers in the Learner-Centered Classroom. This paper will focus on the particular aspect about the role of teachers in the technology enhanced Learner-Centered Classroom. Therefore this study focuses on the teacher's role toward the use of technology in learning and teaching; Teacher perceptions of Learner-Centered instruction; Teacher's perception of barriers in creating technology-enhanced Learner-Centered Classroom.

## Hypothesis

The major purpose of the study is to understand the role of teachers in the Learner-Centered Classroom. How teachers feel about the use of technology in the Learner-Centered Classroom. The proposed outcome of the study is to analyze the belief, perception and barriers for teachers in a technology-enhanced Learner-Centered Classroom. This paper will help us understand English teachers' opinion about Learner-Centered Classroom in general and how teachers feel about the use of technology in Learner-Centered Classroom.

## Method

The researchers conducted a survey to collect data in this study. The survey is about the teachers' beliefs and attitude about the technology enhanced Learner-Centered Classroom and it also focuses about barriers in the technology enhanced Learner-Centered Classroom. The researcher has used a 3-point scale for responses: 1 = agree, 2 = disagree, 3 = neutral.

## Teacher's beliefs and attitude

The study which focused on the beliefs and attitude of teachers towards technology enhanced Learner-Centered Classroom has shown that mostly all teachers support the use of technology in the Learner-Centered Classroom. They also feel that incorporating technology into instructions help students to learn English effectively. They also agree to the statement that teacher should keep up with the advancement in the new technology. Mostly teachers feel that incorporating technology into the curriculum is needed to make the learner learn effectively.

Some English teachers have felt that technology may draw students' attention but is not helpful for students' learning but some strongly disagreed with that. Most English teachers felt that technology enhanced Learner-Centered Classroom is can be more useful with the subject area. Some felt that it requires too much work for the teachers as teachers change their role from being dissemination of knowledge to facilitator. Some felt that the teachers



doesn't require much work for the teachers and many has no idea about it as it is new to them.

Based on the study the use of language learning videos in an ESL classroom has been taken as an example. Language Learning Videos (LLV) make the learners learn English either as an individual or as a group. They can discuss and have a chat about the LLVs they have watched. They can learn without the help of teachers. The teachers become facilitators in which they have certain role to play.

### Role of teachers in accessing Language Learning in YouTube

On YouTube we can directly access Language Learning Videos. This Direct method should involve the following steps

- 1) Typing the exact keywords
- 2) Choosing the right videos
- 3) Looking for authenticity

Typing the exact keywords

In order to use YouTube, we should be able to type the exact keywords and phrases. Even a mistake in a single word may lead to the wrong irrelevant video. We should be more specific about our need.

For example : If we type a word "Article" there are 3,060,000 results, if we add suffix "s" to it and search as "Articles" there are 1,750,000 results. An addition of a single word may cause such a change.

### Choosing the right videos

The videos will automatically display below after typing the keywords. There may be more than three million and sixty thousand videos as mentioned in the above example. Here comes the learner autonomy in choosing the exact video depending on the need of the learner. It may be hard to select a video or few videos from million videos. But YouTube has helped us by creating a display order on the basis of most viewed or liked the videos

1) *How to use articles 'a', 'an', and 'the' in English? - Basic English Grammar lesson*  
<https://www.YouTube.com/watch?v=seg9jEcWIo4>  
has 390,590 views

2) *English Grammar: Proper uses of Articles A, An, The*

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<https://www.YouTube.com/watch?v=qZyLP4ICGBw>

has 455, 301 views

## Looking for authenticity

Authenticity is a serious problem in Web Based Language Learning. There may be several videos in YouTube regarding articles. We cannot assure that all the videos are authentic. As a learner it will be tough to find the correct video. Here comes the role of Digital Literacy which makes the learner to choose the right video. Firstly YouTube automatically provides us the most viewed videos in order. But it's learner's role to read carefully the description of the video. It may have several details. If we want to be more specific then he can also make a glance at the comments. Screenshot of the description is shown below.

## CONCLUSIONS

The study has also found out some limitations in Technology-Enhanced Learner-Centered Classroom. The lack of technology acts as a major barrier in which there will be no access to the technology. The institution also acts as a barrier, it does not appreciate the use of technology. One of the major barriers is the lack of knowledge of the facilitator about the technology.

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