# Producing Content through Arindam Sengupta, Teacher, In Bangalore, India

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## Abstract

This paper reports how language learning content was created by empowering a gathering of youthful ESL students to write in an online understudies' magazine on the web. Despite the fact that a plenty of rich language learning materials flourish on the web, the rare physical framework in the study hall, for this situation, an administration Bengalimedium school in Kolkata, makes these assets difficult to reach to the normal student. Expected to connect this hole, an Internet-based composition venture was attempted to connect with the students in an online cooperative errand.

The students were given the chance to utilize the objective language, English, in an informative way as they effectively took an interest in a section composing task dependent on craftsmanships created by different students in the school. The discoveries show that by drawing in with the synergistic composition task, the students created content through applicable lexical pursuit and composing rational sections to depict and additionally translate the fine arts. The venture may have diminished the 'full of feeling channel' of the students, by advancing peer learning and cooperation, hence expanding students' inspiration and expanded creation of the objective language. This little scale homeroom research can be duplicated or adjusted in the ESL homeroom to create composing aptitudes of youthful ESL/ EFL students at different capability levels.

## Introduction:

The PC Assisted Language Learning (CALL) is yet to make its unmistakable quality felt in the legislature and government-helped schools of West Bengal. In spite of the fact that the PC has made advances into all foundations over the state, numerous instructors are yet to find and understand its potential in making and cultivating a language learning condition in their study halls. I also was a piece of this gathering, and never tried to utilize the PC in my class until an e-course entitled "Incorporating the Internet into the study hall" by Michael Krauss of Lewis and Clark School, Portland, Oregon changed my point of view (January 2013). The course shown me methods for investigating the web for substance material to be utilized in the ESL composing class.

I discovered that students are probably going to be roused on the off chance that they are displayed with psychologically testing materials that are applicable to their lives and levels of psychological development. The course configuration influenced me to comprehend that the Internet can be viably utilized as a creation instrument (for example a creation and distributing focus) furthermore, a movement focus in any study hall regardless of the number or the dimension of students it caters. I tried to utilize the Internet and PC to animate discourse and composing aptitudes in a gathering of youthful ESL students through a little study hall based Advancement in English Language Teacher Education look into.

I likewise endeavored to look at whether valid study hall materials could be structured from the online magazine and tailor them to fit the particular needs of my students for advancing composition aptitudes. After all 'the web is a libertarian meeting place where every individual can wrench up their own printing press and where the best netizens post their best works for others to get to openly' (March 1995).

**Literature review:**

Numerous instructor teachers like Krauss and March are of the sentiment that the regular spot to start coordinating the web for learning is gathering destinations that are most helpful or fascinating for the particular age assemble one wishes to instruct: 'search for sparkles that make bits of knowledge, the complexities that energize critical thinking, the chimes and whistles that spur, the energy that moves' (March 1995). PCs can be utilized as a language learning instrument to encourage informative exercises and encourage the showing procedure by giving 'an improvement for learning by expanding social connections and participation' (Hoyles, Healy and Pozzi 1992) in the ESL class.

In the ESL composing class, educators need to utilize materials which are imaginative and learning-focused. They ought to give invigorating exercises to center understudies' consideration on the job that needs to be done. Additionally the materials ought to intrigue. 'Composing is fundamentally a procedure of conveying something (content) on paper to a group of people. On the off chance that the author has nothing to state, composing won't happen' (Oluwadiya 1992). Along these lines, a web magazine, which is effectively accessible through the web, can without much of a stretch give an invigorating setting and spur students to take an interest and create content. Another method for producing content in the composition class is to utilize visual guides like pictures and fine arts.

At the lower middle of the road level, students' countenances may go clear when they are approached to compose on some random subject. 'Educators can maintain a strategic distance from delayed quietness and keep their understudies from inclination humiliated by giving them with an image' (Albano 2013). Reacting to craftsmanship can be animating and can prompt an assortment of composing exercises.

'Joining workmanship into the class can take understudies out of the study hall and urge them to utilize their language abilities in this present reality' (Lightfoot 2007). As per Eaton and Jogan (1992) the principle criteria for choosing workmanship to be utilized for English language study hall exercises are accessibility in a reasonable structure and suitability for the particular action what's more, student levels. Along these lines, I took up this study hall research to advance community oriented composing by utilizing the web, PC and fine arts as helps. The subtleties of this venture and its remarkable discoveries with educational ramifications are accounted for in the rest of the paper.

## Data collection:

In the same way as other customary study halls in state-run schools, my homeroom does not have any offices separated from the chalkboard. Students gain admittance to PCs for a concise 30 minutes amid their PC classes in the PC lab, which has just twelve PCs to take into account the whole school. I needed to get authorization from the Head of my school to direct this venture.

I could utilize three PCs Innovation in English Language Teacher Education what's more, thusly chosen six understudies of blended capacity and with changed dimensions of PC use in their own lives. Since they were all versatile insightful and were acquainted with talk on different applications, they were persuaded to take an interest in the task.

Veritable correspondence in English barely happens in a run of the mill government-run school in West Bengal. In the composition class, designed structures are given and students are required to retain and steadfastly imitate content amid the year's end summative examinations. Students are neither urged to compose autonomously nor are given fitting frameworks to structure their composition.

The composing undertakings given in tests are surveyed fundamentally for exactness and spelling; close to nothing consideration is given to content. In this little scale think about, I endeavored to analyze the following examination questions: 1. Does fine art on the web improve shared correspondence? 2. Will this correspondence lead to content age through composition? 3. Is there a positive effect of this novel movement on the student's brain?

## The task

An online understudy magazine (centerstagejunior.com) turned into the platform for my task. The web magazine was the ideal space to use as it overflowed with understudy work of art and reviews from various schools of Calcutta. A twin work of art from the magazine (see Appendix 1B) was utilized as an upgrade to create correspondence and complete a section composing task.

At the start, I acquainted the students with the online magazine where they could register and contribute their own inventive works for offering to the more prominent network. I demonstrated to them how understudies of different schools over the city had contributed and transferred their own fine arts, draws, tales, photos furthermore, reviews.

I realized that they would be enthused to send illustrations and works of art; yet, I wished them to create a review that could go into the magazine, incited by a craftsmanship contributed by another student. With that end in view, I had downloaded two fine arts and showed it on their PC screens. I inquired the three sets to cooperatively think of adequate plans to compose a cognizant section. I requested that they type out whatever words, expressions and sentences they could consider with respect to the fine art and later compose sections utilizing those words/ phrases.

I needed the composition action to be completely student driven as one of my destinations was to decide their cognizance of the topic, here the substance of the twin fine arts, which depicted the life of a run of the mill Indian rancher on the field (see Appendix 1B). They were told to cooperate to compose the composed thoughts produced from the work of art, make rectifications and ace the technique required for recognizing and extricating data from the visual before their eyes. The fine art was utilized to fill in for instance of 'fathomable information' which would be the catalyst for language generation among the sets.

**Conclusion:**

Advancement in English Language Teacher Education The point of the venture was to assess whether understudies could accumulate material through watching, conceptualizing, making notes and conversing with one another through legitimate material downloaded from the web applicable to their lives. It moreover expected to set up composing as an open demonstration made out of three essential stages: pre-composing, forming and post-composing intelligent stages. The instruments utilized were (see Informative supplements 1A-1C): a. a downloaded twin fine art from an online school magazine; b. a passage composing task, and c. a survey based student meeting to think about the effect of the movement in the student's psyche. Discoveries and discourse We report the striking discoveries as indicated by the three research question

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