

Learning for the Future: Flipping English Language Learning Classrooms for Future

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Abstract : Technology is remodeling the process of teaching and learning. An inflection point is faced where technological interventions are rewiring learning process in formal classrooms. Employment depends on dynamic learning capability. Transforming the functionalities of teaching-learning-assessment through innovation is needed to modify the roles of teacher to enabler and learner to the dynamic learner. This makeover is vital for English language teaching where English is acquired as a skill, exercised as ability and get stabilized as a competence. This reshaping could be achieved through providing autonomy to participants of learning. This paper explores parameters and components aiding such a transformation. The differentiated responsibilities and other critical learning support systems are projected as viable options. New age teaching practices are studied for feasibilities to aid transformation and being put forth an inter-operable teaching-learning system for a learner-centric ELT classrooms. LOTUS model developed by the authors is also studied for its inclusiveness to promote skill acquisition.

Keywords : ELT methodology, communicative competence, skill acquisition , new age teaching

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