The Enriched Class rooms demonstrate high levels of enthusiasm

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Abstract: The Enriched Class rooms demonstrate high levels of enthusiasm in AP IIITs. One of the first initiatives of a teacher in the class room is to instill the enthusiasm in the young minds. This gives the teacher a deeper insight in to the issues he or she focuses in their everyday lives. Students learn better when they have fun. Students in the classes generally demonstrate high levels of enthusiasm for their participation to learn English language. Classroom activities have the potential to amplify both the amount of learning and the enjoyment of learning. There is also the supplementary assistance that students habitually turn out to be less self-conscious and more fluent in their use of English in verbal exchanges when their concentration is immersed in the activity and interactions with classmates. Everybody has his own information and the only thing they have to do is they have to organize the information in a proper way. Teachers should remember that not everyone is comfortable in the same role. Within classroom communities, as within society at large, there are leaders and there are those who prefer to be followers. Both are essential to the success of group activities. In group discussions, there are always some who seem to do the most talking. Every class should transport new ideas and hopeful ambition for teachers as well as students. Developments in technology break down barriers and open up new ideas and ways of teaching.

Key Words: Techonology, class room, enthusiasm, AP IIITS, Activities, enjoyment, Web Assisted Language Learning.

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"We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world." - David Warlick.

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The function of a teacher in the language class is that of a facilitator, who generates a classroom ambiance advantageous to language learning and offers opportunities for students to employ and practice the language and to mirror on language use and language learning. The classroom is a community where learner begins

learning through collaboration and sharing. A hale and hearty interaction between the teacher and the latest technology and a meaningful use of the latter makes the process of education more effective. Web Assisted Language Learning tries to create this kind of triangular relationship among the teacher, the taught and the technology so that the latest discoveries can be used to enhance the quality of education.

The use of WALL tutorials and tools in and out of the classroom provides new opportunities to endorse language development by improving listening, speaking, reading, and writing skills together with grammar, vocabulary and pronunciation. They include infinite source, materials and aids that students can build on their language learning focusing on each skill or focusing on the language as a whole. The enriched environment that the class rooms offer can facilitate students build up a positive stance towards WALL, become motivated. As a result it can increase memory and learning. Enriched learning environments may identify higher intelligence, maximized learning and long-term preservation. Through a variety of communicative and interactive activities, WALL can help language learners fortify their linguistic skills, affect their learning attitude, encourage motivation, and build their self-instruction and self-confidence.

"Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event," says Heidi-Hayes Jacobs. WALL could afford learners more independence from classrooms and granting learners the liberty to work on their learning stuff at any time of the day and as many times as they require. Providing the necessary

environment, equipments and privacy for students, WALL allows both slow and fast achievers to labour on their own pace without feeling apprehensive and nervous to catch up or uninterested as they need to stop for the others. Besides that, shy or inhibited learners can greatly benefit from the individualized technology-learning environment, and studious learners can also carry on with their own pace achieving advanced levels. It offers a less threatening, rich setting and stress free ambiance. Students tend to express themselves better than face-to-face interactions in a classroom where students feel pressure. A more relaxed atmosphere stimulates students and enhances learning outcomes as they achieve better. It is observed that the participants who have been trained in IIIts (established in Andhra Pradesh by the former chief minister Dr. Y. Raja Sekhara Reddy) with Web Assisted Language Learning programs also have significantly higher self-esteem ratings than regular students. It generates a direct for students to get hold of a huge amount of human experience and steer students to enter the "global village". The novelty of working with a new medium is also a motivating factor. They become the creators not just the receivers of knowledge. And, as the way information is presented is not linear, second language learners can still enrich thinking skills and choose what to explore. When they become more autonomous learners and take initiative for their learning, students not only can extend their personal view, thought, and experience, but also acquire the skills to survive in the real world. As it is stated that not only technology is a tool for language learning and language learning is a tool to access

technology but also both technology and language proficiency are tools for realizing individual and societal development. It also explores how natural language learning processes can enhance learning in the class room. Success and satisfaction are key factors in sustaining motivation. If students feel they have achieved something worthwhile, through their own individual effort, they are more likely to participate the next time. Hence, there is a need for teachers to set achievable goals, and to highlight students' success. The objective of teaching English is not produce 'bookworms' or 'linguistic robots' but to make them communicate well. The important thing here is to motivate the students towards different varieties of learning by creating awareness amongst them regarding the importance of English and then gradually helping the student to attain his or her goal. The objective is to make the student independent learner where teacher acts as a facilitator.

WALL has played the role of an instructor, tool or tutee and for testing. No matter its targeted role, when the financial and physical hurdles are conquered, it demonstrates great a promise as a supplementary material in second language teaching. Through the multi-sensory input, authentic materials and communicative and interactive tasks, language development can be achieved better and faster. Web also promotes language tests" security and reliability. It may be a great accomplish as WALL provides enriched and stress-free environments in which students can work autonomously. Thus, when the students adopt positive attitudes towards WALL, it seems to become a motivating tool for second language learning.

"We breathe in our first language, and swim in our second," Adam Gopnik. This kind of learning opens innovative horizons for determined learners who wish to accomplish higher goals in education. This era that people are now living in has been nicknamed the "digital age." Many people are modernizing the way that they live by incorporating more technology into their lives.

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