



USE OF TECHNOLOGY IN ENGLISH LANGUAGE TEACHING AND LEARNING

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ABSTRACT:

With technology prevalent all over the world nowadays, the best initiative that teachers of English have taken up till now is to implement media technology in ELT classroom. It helps in improving the motivation of the learner's, creates a self-learning environment and also integrates language skills. This study aims at statistically exploring EFL learner's reaction towards media technology in general and to also explore the impact of the internet and technology and the role of a teacher in improvising the learner's writing skill.

KEYWORDS: Teaching English Language, Multimedia Technology, Optimization, Strategies.

1. INTRODUCTION:

English language is the second language in a country like India. For some people it is the first language. It enjoys a high stature in our country. Currently the status and role of English in India is at its peak. Being the medium of instruction for majority of the curriculum's and one of the most spoken languages in the world. With an increment in the number of English learners, various new methods have been introduced and adapted to check the efficiency of the teaching process.

The pattern of English teaching has been rapidly changed with the surprising entry of technology. Technology has given us so many choices to make teaching interesting and also making it better in terms of improvements. Technology is one of the most important sources for both communal and language change. It is also an important determinant for entrance exams, cracking the entrance test of the top universities and generating well paid jobs in the corporate sector. Since there are rapidly increasing English learners in India, numerous teaching methods have been applied to test the response of the teaching process. One of the methods consists of the use of multimedia in ELT for creating English contexts. It helps students to get involved and learn depending on their individual interests. It has been tested and is widely accepted for teaching English in the present world scenario.

2. USE OF TECHNOLOGY IN TEACHING ENGLISH

The traditional methods are not incorrect or inefficient in any way to the students. In fact, till date they have been utilised. However there are many more alternatives for the students to increase their confidence, practice more and to better themselves, specifically for the ELT students who learn the language not just for fun. For the other students to compete with them and gain more confidence, they have to strive hard into this new world of multimedia technology.

Using a software can be another alternative in using technology in teaching even though the software is not particularly for teaching, for instance mindvisualizer. Mindvisualizer is a kind of e-mindmapping software that can be downloaded online. A study on it has been done by Salasiah (2017) who investigated the use of mind visualizer in teaching writing in Parepare, Indonesia. The result of the study showed significance contribution of mindvisualizer application in class of writing. They enjoyed learning a lot using the software. However, there is one flaw of this software as it has a limited application time. Despite its restraint, this software application is highly suggested as one of teaching media in improving writing.

3. KINDS OF TECHNOLOGY USED FOR TEACHING:

There are various kinds of technologies which can be implemented for teaching instruction.

There are various methods that can be applied in various degrees to language learning scenario. Some are helpful in measuring the efficiency of long distance learning, some for teaching business English or spoken English, listening, reading or analyzing. The teaching principle must be to encourage modern technologies in the regions and places where they can provide something decisively useful and never let machines play the role of the teacher or reduce activities where more traditional ways are successful.

Utilizing Facebook as media to learn was done by Rodliyah (2016) who use Facebook closed group to improve the writing of EFL students in Bandung, Indonesia. Her results showed that the students responded positively in this Facebook closed group and perceived improvement in their writing within four months of treatment especially on their vocabulary and grammar. In this study, E-dialogue journal writing was being the technique through Facebook closed group.

4. DISCUSSION AND CONCLUSION:

This article tells us that many problems are still faced by education stakeholders in integrating technology for English language teaching, particularly for teachers as the medium for educational revolution. This study can be very useful for my country, India, considering the cross cultural findings from different countries in order to recognize which factors will be best applied to the Indian education situation to improve learning and teaching. However, more research on technology integration and technology tools for ELT are still needed to be explored to improvise research on education, such as more areas of technology to investigate, for example, on looking for more varied technology types to be implemented in teaching language skills.

During the process of efficiently using the multimedia English teaching, students will not be too dependent on their mother tongue, but will be encouraged and directed to communicate with each other in a universally acceptable language. With regards to the development of technology, I believe that in the future, the use of multimedia English teaching will be further encouraged.

The process of learning English will become more student-centred and less time-consuming, hence, it promises that the quality of teaching will be increased and student's application of English skills can be developed, that is student's communicative competence will be further increased. "In the ideal situation, the goal of both the traditional and computer-assisted cooperative language learning classrooms is to create a space in which the facilitation of learning can take place" (Shi, 2008).

In conclusion, I agree that this method can help students improve their ideation and practical language skills, which is helpful to maintain an effective outcome of teaching and learning. Not keeping in mind a few problem areas, multimedia technology can be used successfully in ELT classrooms with the right computer information on the part of teachers, overcoming the financial crunch in setting up the infrastructure. This will not allow the teachers to become technophobes.

5. REFERENCES

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