

Technology and English Teachers

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Abstract: - Today's multimedia work stations have astonishing storage capacity, self-life and extremely fast access time. It provides an excellent medium for multi- media applications, allowing for the efficient transport and combination of images, sound video and text. Significant advances in the area of multimedia network and authoring technology have dramatically enriched and simplified the operations of language learning. One reason for making this choice is a great amount of exercise and drill work involved in learning language skills, the greatest part of which requires close supervision and frequent correction for best results in learning. Another reason is that some of the kinds of remediation required seemed to be especially feasible to machine embodiment. The teaching of English demands a drastic change in the pedagogy.

In this age of Information Technology and computers, the teaching of English cannot be carried out effectively in the traditional fashion. The whole process of teaching and learning English needs the immediate intervention of technology. The teachers of English face unprecedented pressure to get technology especially ICT, get networked enhance the language skills and to get online. It is possible that while implementing technology, we may forget what it is all for. It is important to ascertain that the minimum technology and professional development requirement are reasonably put in place. The use of technology simply makes the aforesaid principles of teaching/learning easier and fun to achieve. Moreover, besides recognizing the key skills of speaking and listening we must emphasize reading and be writing in the English classrooms. The technology expands our options to reach. We are not going to stop teaching Shakespeare or literature in general – the aim is to do it in a better way. Technology enhances many classroom practices for English learners

INTRODUCTION

English teachers across the globe regard themselves as educators as much as specialists in the teaching of visual skills. The shifting emphasis in language teaching in the last decades from the study of language as a discipline in itself and as an entry into the literature of another people towards a practical skill in performance has brought many changes in method and material. It has simulated an interest into the nature of language learning and emphasis the need for a much clearer picture of the component skills in linguistic performance. As communication progress from detonation to connotation and from text to context the resources of multi sensory imagery became increasingly valuable.

TEACHERS AND TECHNOLOGY:

Teachers are turning to technologies to make many of their tasks more efficient. Technology can make language learning faster and easier. A modern electronic computer is capable of rapid and precision of a variety of pieces of equipment; it could present a program of films, tape recording etc., according to an arbitrarily complex plan, and might therefore be programmed to make instructional presentation to an individual or groups in a classroom.

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Information and Communication Technology revolution has been presented and accepted as the epitome of "progress" by almost everyone- individuals, corporations and governments alike. Over the last two decades, many billions of dollars and a lot of energy, goodwill and time have been invested by otherwise economically constrained education systems, into introducing several generations of computers, multimedia and the internet.

TECHNOLOGY AND LANGUAGE TEACHING:

The potentiality of computer technology in teaching is enormous. The basic features of computers like speed, memory, computing accuracy, color, graphics, animation, randomization, timing, etc, facilitate to present teaching materials more colorful and attractive way to preserve the materials for future uses, to update them with little effort to exchange the materials with many users, and there by improve the learning efficiency, the computer aided teaching makes the learning enjoyable, it motivates the learners in learning, demands active participation; keeps the learners

vigilant' saves the learner's time' and provides a better learning environment.

The teaching of English demands drastic change in the pedagogy. In this age of Information Technology and computers, teaching of English can not be carried out effectively in the traditional fashion. The whole process of teaching and learning English needs the immediate intervention of technology. The teachers of English face unprecedented pressure to get technology especially ICT, get networked enhance the language skills and to get online. It is possible that while implementing technology, we may forget what it is all for. It is important to ascertain that the minimum technology and professional development requirement are reasonably put in place.

The use of technology in teaching of English benefits in the following way.

- Accelerates and enriches the basic skills
- Relates the academic exercises to the real time job requirements.
- Increases the economic viability of prospective workers.
- Strengthens teaching
- Connects the Institute to the world

The following would be minimum technology based essentials:

- Fast internet access
- Internet connected computers
- Multimedia machine
- A telephone connection\\
- A Fax machine
- Flat screen TV monitor with VCR
- Video/still digital camera
- Visual presenter
- Interactive Board.

PEDAGOGICAL ISSUES:

There are some fundamental principles of teaching and learning with or without ICT. As teachers of English we should continue emphasizing the following:

1. Motivational instructions
2. Discussing the desired outcomes with the learners
3. Giving more time to learners for activities
4. Providing plenty of opportunity to practice new skills to create new knowledge and gain feedback.
5. Authentic real world contexts for the

Learners.

6. Summarized assessment, closely tied to the desired learning outcomes
7. Assessment and reporting signaling next stage of learning.

The use of technology simply makes the aforesaid principles of teaching / learning easier and fun to achieve. Moreover besides recognizing the key skills of speaking and listening we must emphasize reading and writing in the English classrooms. The technology expands our options to reach. We are not going to stop teaching Shakespeare or literature in general – aim is to do it in a better way.

ROLE PLAY:

Computers are now playing a major role in assisting teachers in upgrading their professional tasks. The important aspect of it is to check whether it is true for all cultures, societies and genders. As language educators, one should not ignore the educational applications of the latest technology. The computer based delivery of video, audio, written text, graphics and the integration of all those elements to produce software for communication is called multimedia. Technological advances which are so closely related to channels of communication can be valuably incorporated into gamut of language learning tools.

The language experts have explored the potentials of the available sources and exploited them to the maximum. This is to upgrade the instructional strategies to enhance teaching and learning. Undoubtedly, this target has been achieved through multimedia and its manifold usage. These multimedia components are effective in terms of helping the students to elicit, explain and communicate information because they can break down complex concepts into simple, meaningful display. This module has created a great impact among the learners and it facilitates them to overcome their language deficiencies and thereby make, a number of language learning methods have been adopted from time immemorial.

Technological advances which are so closely related to channels of communication can be valuably incorporated into gamut of language learning tools. Multimedia additionally provides further and more powerful dimensions to communication when the control and manipulation of this meaningful information is passed into the hands of the learner. The ability to interact with these communication elements via interactive multimedia allows language learners to explore discover, ponder, search, question, answer and receive feedback.

ROLE OF THE TEACHER IN THE MULTIMEDIA CLASSROOM:

In this mode the teacher is the only a felicitor or a coordinator and the teacher should have hands on experience on the computer with improved instructional capabilities and a vehicle through which to apply the instructional technology skills acquired through training and professional development. The role of teachers and students apparently change. The teacher orchestrates the flow of communication for the whole class.

Using technology in teaching is highly advantageous to a teacher as it gives the teacher the power to create ideas in the visual medium. Technology aids the teacher in many ways like multiple accesses to learning content, tracking performance, offering better solutions even during absence, empowering teaching from any place, breaking the concept of time bound learning and so on. As a user of technology as a tool of instruction, it becomes important for the teacher to analyze the different features of the technology that we use to teach the students.

It offers teachers more powerful teaching tools with the aid of modern technology. High motivation to study English is observed using multimedia which gives variety of forms of teaching from listening to audio records and watching video, up to works with computer programs and dialogue chat. As it is known to all these kinds of activity are sources entertainments of students during leisure time. The process of teaching English becomes interesting, easy and thus productive.

The development of language skills and media skills is carried out not only in the university at the classes of English, but also in the daily life of students. The new multimedia English class room has made possible the technological innovation need in the department by providing students with needs up to date equipment and systems. These enhancements include word processing system for composing, revising, and editing writing assignments using hard and software common to today's environment, they have facilitated student learning with multiple modes of further provided the faculty with improved instructional capabilities and a vehicle through which to apply the instructional technology skills acquired through training and professional development.

Why we have to use Multimedia in the Classroom?

Multimedia activities encourage students to work in groups, express their knowledge in multiple ways, solve problems, revise their own work, and construct knowledge. The advantages of integrating multimedia in the classroom are many.

Through participation in multimedia activities, students can learn:

- Real world skills related to technology,
- The value of teamwork,
- Effective collaboration techniques,
- The impact of importance of different media
- The challenges of communicating to different audiences
- How to present information in compelling ways
- The significance of presentation and speaking skills
- How to express their ideas effectively and creatively

CONCLUSION:

The professional development of teachers is the key component in such pedagogical shift. It goes without saying that technology is not a substitute for a teacher; it is like a complimentary teaching aid only. Professional development should be given equal emphasis as we give to hardware and software; otherwise the said pedagogical shifts would not occur in most English classrooms and will end up with a range of underutilized hardware depreciating in classroom corners. Hence for the English teacher, there is a great urgency to look beyond traditional forms of print media in order to consider how we prepare students for careers that require active participation in the new learners of the digital age.

A modern classroom is a Smart Classroom, which would have video and data projectors, sound systems, video conferencing facilities, Wi-Fi connectivity, television, DVD players, video document, cameras etc. Hence the teachers of English should get themselves involved in this process as creators, enablers, facilitators and reviewers. To borrow the words of William Wordsworth, "The World is Too Much with us".