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INFLUENCE OF TECHNOLOGY IN ENGLISH LANGUAGE CLASSROOM TEACHING

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ABSTRACT:

In the present technological Institutions or in the areas of study, the important concepts and methodologies are changing as the body of innovative knowledge expands. Faculty also need to improve and learn how to use appropriate new technologies and teaching methodologies. To enhance and upgrade their teaching techniques, there is only one option i.e. Technology. There is no room for traditional way of teaching techniques to up bring the learning skills. This fast generation Students are searching for new methods to learn and acquire knowledge, the technology has given wings to their dream world. E-learning Web-knowledge and power point presentations get more prominence in teaching methodology. For an English class room practical application has more influence than the earlier pattern of teaching language techniques like giving notes and doing exercises on paper. A Video clipping has more influence on student mind than a full length notes.



KEYWORDS: Technology Influence on English Language Teaching.

INTRODUCTION:

People need innovation and new techniques to learn things and want to simplify the learning process and then the technology received more prominence than the other teaching methodologies. To give the guide lines it is worth to take the assistance from technology for better understanding and for better learning process. Faculty members as a part of their enhancement of skills have entered various career stages and seek to widen the range and scope of their work depending on the requirement of work environment. They frequently need to acquire skills and adapt the new approaches to push the limits of their own disciplines. To practice these techniques teachers have to fine tune their skills and adapt the new technologies to improve their teaching techniques.

Technology based learning or technology based teaching, the full integration of technology into the educational system, is a distant goal unless there is reconciliation between teachers and technology. To understand how to achieve integration, we need to study teachers view point and it is essential to know how they

adapt the new techniques to use technology in an effective way in their class room teaching. Therefore, the decision regarding whether and how to use technology for instructions and teaching lessons in the class room rests on the shoulders of classroom teachers. The inheritance of technology depends on the teachers, who are trying to take the support from the technology to make their class room environment more interesting and try to teach in a different mode of approach to their students. From the beginning of the computer age, educational researchers and practitioners were sure for technology use to be widespread in schools and universities it needed to be closely tied to education and teaching methodology.

In general, teachers are focusing more to implement student-centred or “high-level” technology. Researchers after investigating said that teachers’ adoption of technology have described “Pedagogical evolution” as teachers incorporate more technology into their practices. Some teachers stick on certain methodologies very sternly and don’t want to change their approach but this digital era completely depending on technology for many purposes. Teachers’ observations of changes in their students prompted them to reflect on their current approach about teaching and learning, which in turn changes in their pedagogical output. In other words, teachers’ always think about whether the technology can help them to achieve the instructional goals or not because these goals are perceived to be most important for the teacher. When a new pedagogical approach or tool is presented, teachers make value judgments about whether that approach or tool is relevant to their goals or not.

While technology opens the door to opportunities and access to people outside our immediate social circle, the result of the virtual world often closes doors to real-world encounters. Automatically the teachers also trying to accept their motive to teach in a better manner to get better results and better opportunities to the students in future. Obviously Technology has increased the opportunities for long-distance communication. It is incomprehensible that anyone today would argue that banks, hospitals, or any industry should use less technology. Social networking sites, such as Facebook and Twitter, are thriving on the use of short snippets of information, shortened forms of full words, and fully developed sentences and thoughts. Although these programs are not used in the academic setting, we have to recognize that students use these sites regularly, and it is dramatically changing the way we read and write. They are losing the good approach of using formal English. This major social trend in the use of technology in everyday lives has a tremendous negative effect on education, especially English language learners (ELLs). They are confined to use informal language and words like dood or Bro etc. Additionally, the use of educational technology in the classroom promotes shorter pieces of reading, which has a negative impact on students’ ability to read longer pieces of writing. This is a serious reason to believe that the attention spans of students are steadily becoming shorter as we rely more and more on technology-enhanced teaching materials.

Students learn more in less time when they receive computer-based instructions and the use of technology results in higher level reasoning and problem-solving abilities. The negative effects were minimal by comparison. More people are going online to conduct such day-to-day activities as education, business transactions, personal correspondence, research and information-gathering. Each year, being digitally connected becomes ever more critical to educational advancement. Even in studies that show overwhelmingly positive effects of technology on English learning, it is important to note that the achievement of positive effects is the result of some common components. Teachers must be educated and trained to understand a variety of strategies and methods to integrate technology into the English classroom. Teachers should be in a position to access the technology in a better way while they are planning according to the curriculum design. They must have technical assistance available to themselves and in a position to know which type of technology should be used to convey that particular information and students must be involved in ongoing and long-term development to support the use of technology in English learning. The positive effects of technology on English learning are often lost when they are not properly used for better understanding.

It seems to be more focused that some of the primary level of English classrooms, communicating through reading and writing, are not interested to technology integration because the teaching community may not have the full knowledge about technology. So the primary factor for enhancing the learning productivity of students is to have teachers who are competent and knowledgeable about appropriate and effective use of

information technologies in English language teaching. In fact, just the opposite is true students are more advanced to use technology in their day to day activities rather than teachers. There are numerous ways that English language teachers can integrate technology into classroom for instructions, activities, sharing information and testing students learning skills. Teachers of language and literature can use the Internet, digital media tools, and common software applications to enhance student learning process. This will be helpful for the students for better understanding purpose.

Technology can help the teaching process for:

- Better Understanding with live examples
- Improve access to resources, like blogs, online libraries etc
- Review, report, providing answers and sending materials to students.
- Video clips impact will more compared to a document.
- Broaden choices for students to explore new dimensions.

It is important for students to master the research process, the product of research is not limited to a printed research report but also students can demonstrate their learning in a digital presentation. They can create a Web site or use a hypermedia tool, such as Hyper-studio, to create a stand-alone presentation. It requires students to cite their sources, as they would be able to do on any research project. It is also important to teach them the importance of gaining permission to use copyrighted material, such as images and videos. If anyone has a class home page, they can connect Web presentations to their site so others can experience it. Students can connect to online books—Historically, supplemental reading materials were limited to the holdings on the English language are available only in few libraries. Technology now provides access to thousands of books online. Teachers should not be limited only by the students' ability to access to a computer; they can give access to the students to use the online books Page, which offers more than 20,000 titles in its free digital library.

English teachers battle with plagiarism continuously. For years, the Internet made it easier for students to access prepared research papers and think and come up with new thoughts to create their own research works. Without plagiarism it is very difficult for teachers to determine plagiarized work from original material, but the intervention of technology changed the total scenario of correcting manuscripts and materials. Teachers can now have students submit work electronically. Even the teachers can subsequently submit all student work to a Web-based service that will compare the paper to thousands of existing resources. The service returns a report to the teacher or school indicating whether the work contained plagiarized material or not.

Grammar Instructions to the students has changed increasingly and completely try to give benefits to the students to improve their language skills. While written comments or one-to-one communications provide effective venues for individualization, technology can provide another platform to create wonders in the communication skills class room. In high school, the most effective grammar instruction is individualized. Some students may have mastered a concept, such as irregular verbs, while others are still trying to understand a founding concept, such as verb tense. One way to individualize instruction is by directing students to interactive Web sites.

Most likely the presenter, the speaker and class teacher uses power point presentation for academic purpose to provide visual interest and guidance. The presentation program can also be used to enhance instructions in the language classroom. It is considered as most advanced way of using technology to convey the message. It is more appropriate reliable rather than conventional way of teaching. Teacher can store daily objectives and activities in a power point presentation and begin to start each class session by sharing the daily objectives to the students. Creating power point presentations to share essential notes and provide different slides to the students for better understanding purpose. This will prevent students from focusing on simply copying the notes from the board or overhead. Rather, they will listen to teacher comments and make meaningful notes in the spaces provided. Limit the amount of information on each slide to one or two important points. Even teachers should encourage students to use power point presentations when they are required to give a demo or a presentation in the class, will be useful for their enhance their academic skills.

At the high end are Internet browsers which have absorbed most of the creative writing that predated by

them--everything from prescribed books. Teachers would be remiss not to include the World Wide Web as part of ESL/EFL instructions. They should safeguard against replacing instructions with Web searches. They have to teach the students high-level skills such as how to access, evaluate, analyze, and synthesize vast quantities of information.

Still teachers must set English Language Teaching objectives before selecting the technology, to safeguard the objectives, for instance, identifying main ideas, listening for details, or giving opinions are three objectives that might be compatible with the technology, but English Language Teaching objectives should not be compromised to fit to technology.

Making students listen to the instructions, just because it is a new medium diminishes any English Language Teaching objective added as an afterthought. However, if the selected objective is, for example, to encourage self-conscious students to express their opinions, then teachers can consider how to exploit technology to achieve the objective. It can be achieved through Web-based software learning systems which can upgrade student-to-student communication as well as student-to-teacher communication. Some Web-based software learning systems have new software based features that enable students to engage in group discussions on their own with other students worldwide. It is a unique way to accomplish with foreign students so they are able to engage in lively discussions. Meanwhile, teachers can monitor the discussion and suggest them and also can avoid inappropriate interjections.

The technology of PowerPoint's templates offers an excellent way to model chunks of grammar, vocabulary or anything else that doesn't require content-based instruction. The pattern and pace of teacher-student interchanges increases. However, this is also significant observe the benefits of using new technologies to students are greatly dependent, at least for the moment, on the technological skill of the teacher and the teacher's attitude to the presence of the technology in the teaching methodology. The skill and this attitude in turn are largely dependent on the training stuff has been received by the teacher in this area.

Different types of technologies can change the teaching methodology:

- Multi-media Labs
- projectors
- documentaries/videos
- Internet
- Visual Aids
- Shared Information
- Digital Libraries
- Curriculum based softwares
- X-learn to share the information

Technology has enormous potential to make missing class less disruptive both for students and for teachers. Actually, it's not a potential or hidden it can be accessible to a very dull student in general academics. To simplify, whatever we require is available in a simplified way or in a different methodology. Learning how to use it and getting credits to their career is another important thing. Google notebooks allow a student to take notes from websites by simply marking the text, then using a right click to get to a special "copy" command. The program automatically records the url for complete citations. It takes only a couple of clicks to create a new notebook for a new topic. Zoho, which has a full featured word processor that is also web-based technology. If a student is working on a paper at school can get access to the document at home also, where in, without sending it to email or carrying a hard disk or pen drive. The document can also be shared, so others can add comments or edit it.

Learning English as a second language is challenging no matter what learning materials you use; however, technology can make learning English easier. According to Mary Masterson of Georgia State University, "The text, graphics, video, and audio [of multimedia] encourage immersion in language."

If a teacher plans to use a CD to give practice test of English listening or a computer program to learn new grammar and vocabulary techniques to the students, there are a number of ways to use technology to learn

English. According to Mary Masterson, "The common technologies of television and videotapes are valuable learning tools, when used appropriately". With previewing, viewing, and post-viewing activities included, a wide array of activities can be used with videos and multi-media lab that provide both audio and visual language experiences.

Communication has more alternatives to express or send information with others. The way people communicate has profoundly changed with the development of technology. It's now possible to get in touch with others in many different ways. Face to face communication is no longer necessary for work or social purposes. Chatting online has become a big part of communication among people, especially among teenagers and academicians. A similar effect can be seen in other fields as well. For example, it is common for business meetings to be conducted over conference calls or video conferences.

Students can create a classroom website or group mail ID so that teachers can share information and get questions and assignments from the students. Even Teachers can create their own website to illustrate their teaching philosophy, their education and the projects they want to pursue with their students. The website can also contain a page dedicated especially to any subject like English and students can be accessed with the syllabus, practice questions, extra English readings and any electronic resources like playing a video or sending a word document so that it will be helpful to them for studying at home and put complete effort to complete the tasks without disturbance, whereas in the classroom because of friends or other distractions they may not focus completely.

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