Reapportioning Technology on English Language

Vijayalakshmi Sam , Assistant Professor, REVA University, Kattigenahalli, Yelahanka,, Bengaluru, Karnataka

Abstract

With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class. Technological innovations have gone hand -in hand with the growth of English and are changing the way in which we communicate. This paper presents the reapportioning technology on English language.

Keywords: *Science and technology, Twenty first century, multimedia, Teaching*

Introduction

Twenty first century is the age of globalization and is important to grasp on various foreign languages and English language comes first. English Language Teaching has been with us for many years and its significance continues to grow, fuelled, partially by the Internet. Graddol's study (2000) suggests that in the year 2000 there were about a billion English learners- but a decade later the numbers doubled. The forecast points to a surge in English learning, which has peaked in 2010. The same study indicates that over 80% of information stored on the internet is in English. For the first time there are more Non-Native than Native users of the language and diversity of context in terms of learners, age, nationality, learning background etcetera has become a defining characteristic of ELT today.

With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class. Technological innovations have gone hand -in hand with the growth of English and are changing the way in which we communicate. It is fair to

assert that the growth of the internet has facilitated the growth of the English language and that this has occurred at a time when computers are no longer the exclusive domains of the dedicated few, but rather available to many. With this there has been a very significant proliferation of literature regarding the use of technology in teaching English language. Mostly these writings unequivocally accept technology as the most essential part in teaching.

In a sense, a tendency to emphasize on inevitable role of technology in pedagogy to the extent of obliterating human part of teacher by technology part has been very dominant. And as a result if we neglect or ignore technological developments they will continue and perhaps we will never be able to catch up, irrespective of our discipline or branch. For this reason it is important for language teachers to be aware of the latest and best equipment and to have a full knowledge of what is available in any given situation. Teachers can use Multimedia Technology to give more colorful, stimulating lectures (new Horizons). There are many techniques applicable in various degrees to language learning situation. Some are useful for testing and distance education, and some for teaching business English, spoken English, reading, listening or interpreting. The teaching principle should be to appreciate new technologies in the areas and functions where they provide something decisively new useful and

never let machines takeover the role of the teacher or limit functions where more traditional ways are superior. There are various reasons why all language learners and teachers must know how to make use of the new technology.

Technology's role in our lives is astonishing. Its effect on the way we communicate has changed the English language forever. To be more specific, the way we speak today is, by and large, the way we spoke before the internet became what it is, albeit with an enriched vocabulary. Conventions of telephone conversations have, to my mind, changed little: we still use the same methods – if not words – to greet and sign off, for example.

What is hugely different, however, is the way we write today. That is the area where technology has had the biggest impact. Email altered the structure of the letter as a communicative tool. It brought with it a whole new etiquette, as well as new conventions and new abbreviations, such as IMO (in my opinion), FWIW (for what it's worth), IIRC (if I remember correctly) and FYI (for your information).

And then we have the meteoric rise of blogging. There are now well over 100million blogs worldwide. Add to that the even-more-baffling growth of the key social networking websites – MySpace, Bebo, Face book – and we start to see the whole picture. The watch-words today are 'user-generated content' (UGC).So, to sum

up…email + texting + blogging + social networking sites = people writing more how they speak and less like they used to write.

Also, let's remember one of the basic driving elements in this transition: the screen size of mobile phones is small and, therefore, text messaging was always, by default, short. And short, inevitably, becomes shorter. People frequently writing the same things would reduce the length of those words and phrases so that the meaning remained intact while the effort required communicating – and the amount of screen space used – were both minimized. So why have I written numerous eBooks, articles and tips offering help for better writing and detailing the intricacies of English grammar?

The multimedia

Traditional teaching has hampered students' capacity to comprehend certain language and also understanding to structure, meaning and function of the language, and makes the students passive recipients of knowledge, so it is hard to achieve the target of communication. With teachers' instructions leading students' thought patterns and motivating students' emotions, the multimedia technology seeks integration of teaching and learning and provides the students greater incentives, The PPT courseware activate students' thinking; the visual and vivid courseware rand help them to transforms English learning into

capacity cultivation. And such in-class activities as group discussion, subject discussion, and debates can also offer more opportunities for communication among students and between teachers and students. So multimedia technology teaching has uniquely inspired students' positive thinking and communication skills in social practice.

The multimedia courseware can offer the students abundant information; more plentiful than textbooks, and help them to get of displays vivid cultural background, rich content and true-to-life language materials, which are much natural and closer to life. Not only could learners improve their listening ability, but also learn the western culture. Grasping information through various channels can equip; the students with knowledge and bring about information-sharing among students and make them actively participate in class discussion and communication.

Multimedia teaching stresses the role of students, and enhances the importance of "interaction" between teachers and students. A major feature of multimedia teaching is to train and improve students' ability to listen and speak, and to develop their communicative competence, during this process, the teacher's role as a facilitator is particularly prominent. Using multimedia in context creation creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional

classroom teaching model. In this way, teachers in the classroom no longer blindly input information and force students to receive it in a passive way.

Multimedia teaching creates a context for language teaching. This method makes the class lively and interesting, as well as optimizing the organization of the class. Multimedia has its own features such a visibility and liveliness. During the process of multimedia English teaching, sounds and pictures can be set together, which enhances the initiative of both teachers and students, When using multimedia software, teachers can use pictures and images to enrich the content of classes, and also imagine different contexts in the process of producing teaching courseware, Students in the class can use multimedia to understand the class in a clear way. Through the whole interactive process, it is apparent that using multimedia in ELT is effective in nurturing students' interest in learning English, as well as enhancing teachers'' interest in English teaching. As Zhang (2006:11.1)points out through Multimedia and network technology we can offer students not only rich, sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcomes the lack of authentic language environment and arouses students' interest in learning English.

Application of multimedia technology is and assisting instrument to achieve the projected teaching effect, While if totally dependent on, multimedia devices during teaching, the teachers may be turned into slaves to the multimedia and cannot play the leading role in teaching, It is observed in practice that a lot of teachers are active in multimedia technology application but not proficient enough to handle it confidently. In class, they are standing by the computer and students are fixing their attention only on the screen, and therefore, there is no eye contact between teachers and students.. The trend of modern information and technology teaching appears to the extremity regardless of the essence of the traditional teaching. And hence, the notion of Creative Education is to be fully comprehended that modern educational techniques serves an assisting instrument rather than a target: and that should not dominate class. They are substitutes to effective teaching and learning.

English language and English analysis by the teachers are effective in conveying knowledge to the students from English pronunciation to comprehension, improving students' English thought patterns and oral expression, Whereas, the introduction of multimedia technology featuring audio, visual, textual effect fully meets audio and visual requirements of the students and enhance their interest, but it also results in lack of communication between teachers and

students, replacement of teachers' voice by computer sound, and teachers' analysis by visual image and students have' few chances for speaking communication . With the favorable atmosphere by the mutual communication between teachers and students fading away, and sound and image of multimedia affecting students' initiative to think and speak, English class turns to course ware show and students are made viewers rather than the participants of class activities.

Conclusion

It is clear that language teaching is different from science subjects, for language teaching does not require demonstration by various steps, rather, the tense and orderly atmosphere is formed through questions and answer between teachers and students, Teachers raise impromptu and real-time questions and guide the students to think, cultivate their capacity to discover and solve problems, however, due to over demonstration and pre-arranged order, the courseware lacks real-time effect and cannot give feedback. It ignores emphasis and importance in teaching; it also neglects instruction in students 'thinking, inspiring their paths of thinking, strengthening their capacity contemplating and solving problems. It is true that one of the ultimate goals of multimedia language teaching is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning, context creation of ELT

should be based on the openness and accessibility of the teaching materials and information. During the process of optimizing the multimedia English teaching, students are not too dependent on their mother tongue, but will be motivated and guided to communicate with each other. Concerning the development of technology, we believe that in future, the use of multimedia English teaching will be further developed. The process of English learning will be student-centered but less time-consuming.

Therefore, it promises that the teaching quality will be improved and students' applied English skill scan is effectively cultivated, meaning that students' communicative competence will be further developed. In conclusion, we believe that this process can fully improve students' ideation and practical language skills, which is helpful and useful to ensure and fulfill an effective result of teaching and learning. Barring a few problem areas multimedia technology can be used effectively in classrooms with proper computer knowledge on the part of teachers, overcoming the finance problems in setting up the infrastructure and not allowing the teachers to become technophobes.

References

1. C. Richards, 2002, Methodology in Language Teaching, London: Cambridge University Press, 2002.Print.

2. Cohen, A. D.Strategies in learning and using a second language. New York: Longman, 2006, print.

3. Craig Chaudron, Second Language Classrooms, London: Cambridge University Press, 2002, print.

4. Pressley, Cognitive strategy instruction that really improves children's academic performance. Cambridge, Brookline books, 2004, print.

5. Reid J, Understanding learning styles in the second language classroom. New York: Longman, 2002, print.

6. Michael H. Long, Second Language Needs Analysis, London: Cambridge University Press, 2000, print.

7. Benson, P. Teaching and researching autonomy in language learning. New York: Longman, 2000, print.

8. Lyle F. Bachman, Interfaces between Second Language Acquisition and Language Testing Research, London: Cambridge University Press, 1999, print.

9. Penny McKay, Assessing Young Language Learners, London: Cambridge University Press, 2005, print.

10. Katherine Nelson, Language in cognitive development, London: Cambridge University Press, 2002, print.