Various Methods of Using Technology in English Language Teaching for Enhance the Students to Learn Very Effectively.

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Abstract

Now-a-days, with the advent of student centered education in learning by doing method modern technology is of much use. English plays a major role in all aspects throughout the world. As a result of which, people have realized the importance and the need to improve the language skills. Now there are many equipment and gadgets in use for learning / teaching English language. Various methods of using technology in language classrooms will enhance the students to learn very effectively. Technology helps to improve the student- teacher relationship also. The students are familiar with the technology and often the students guide their teachers to use the gadgets. The video clips discussed in my presentation are taken from, www.ted.com, and some paper cuttings from The Hindu. They, in their original form, can be truly wonderful resources not only for learning language but also, other skills such as presentation skills, body language, note making / note taking and listening skills etc. especially for students of professional institutions/higher levels. This paper examines Various Methods of Using Technology in English Language Teaching for enhance the students to learn very effectively.

Key words: Using Technology,

I. Introduction:

A Picture is worth a thousand words" is a well known saying in the field of pedagogy. Now-a-days, with the advent of student centered education in *learning by doing method* modern technology is of much use. English plays a major role in all aspects throughout the world. As a result of which, people have realized the importance and the need to improve the language skills. Now there are many equipment and gadgets in use for learning / teaching English language. Various methods of using technology in language classrooms will enhance the students to learn very effectively. Technology helps to improve the student- teacher relationship also. The students are familiar with the technology and often the students guide their teachers to use the gadgets. The teacher has become a mentor and a guide. If it could be so, imagine what wonderful experience videos could give. Searching useful authentic, lively supplemental language learning material for **ESL** students can sometimes be difficult and laborious. Video clips offer interesting, stimulating, unique possibilities. The video clips discussed in my presentation are taken from, ***www.ted.com,*** and some paper cuttings from ***The Hindu.*** They, in their original form, can be truly wonderful resources not only for learning language but also, other skills such as presentation skills, body language, note making / note taking and listening skills etc. especially for students of professional institutions/higher levels.

I. Using Video Clips:

There are several reasons for using video clips because they are the unique source of supplemental learning material. Video Clips offer high interest stories like drama, mystery, comedy, innovations. They provide pleasure, model of formal spoken language; serve a flexible varities of English such as British, American, and Indian etc; readily and freely available on the Internet.

Importance:

While communicating, how much of the meaning is communicated verbally, and how much is communicated non-verbally? This was investigated by **Albert Mehrabian** and reported in two papers. The second paper concluded that the combined effect of simultaneous, verbal, vocal and facial attitude communication is weighed on some of their independent effects-with coefficients of **.07, .38,** and **.55** respectively. This confirms the fact that the clues from spoken words, voice tone, and from the facial expression contribute **7%, 38%,** and **55%** respectively to the total meaning. So, it is very clear that the presentation skills and other soft skills are of much importance. In this context can we, the teachers, become the role models so

that the students can emulate? If not, let us at least show them the best possible models. We teach the students the differences between American English and British English. Finally, the video clips can also be used for training in note taking skills, to evaluate listening skills and they are the sources/content for presentations.

How to use?
There are many ways to use Internet accessible video clips. For example, clips can be assigned as an online listening activity or they can be downloaded from the Internet and presented in the class room or distributed through sharing to use at home. Clips can be used in whole or part in variable sizes. Mostly, many of them are of short duration ranging from one or two minutes to 20 minutes except the Oscar winning films. They are also available in text format which can be integrated reading and listening activities. Carefully prepared assignments can also be provided to evaluate their performance individually in a Multimedia Lab, as there are such facilities in the English Language Lab in every professional institution and even other institutions also.

In this paper, I have selected a 4 minute talk by **Mark Koska** from **TED Lecturers.** TED means *Technology Entertainment and Design*. This is a small non profitable organization devoted to ideas worth spreading. It started out as a conference bringing together people from three words Technology, Entertainment and Design. TED includes award winning TED talks video site which is related to *Technology, Entertainment, Design, Business, Science, Global issues* and what not; thousands of different aspects and current issues. You Tube is also a free account which can be downloaded, shared and commented. There are some short videos such as *Peruvian Gandma Paraglides for 85th Birthday" and Minnesota Dog saves stroke victims life".* These clips have duration of one minute ten seconds or like that, presented by Associated Press. They serve as tit bits for enjoyment. Students are motivated to discuss or present individually instead of "tell me a Joke" activity to build up confidence level. Some of them may also be assigned for writing short reports based on them.

Caution:
Though the students are encouraged to share and view these videos, it should be taken care that they do not get addicted to them. Further there are chances for unwanted or prohibited sites which might degrade their morals.

II. Use of Modern Gadgets in the English Language Lab
Technology is the environment of our students and technology integration promotes project-based learning. Further, almost all of the modern books available in the market are supplied with "CD ROM" to enhance individual learning. For example, *"English Grammar in use" by Reymond Murphy, "Speaking accurately" by K.C.Nambiar, and "A Course Book on English" by K.R. Lakshminarayana etc.* These books are useful for students as a source to create integrate **Video/Audio** clips for presentation, broaden choices for students to demonstrate learning, review and comment on their work more effectively, and to improve access to resouces online.
The following ways can help the teachers/students to teach effectively and to learn easily.
1. Using Digital Presentations: Students can demonstrate their learning by using digital presentations. They can create a website or use a hypermedia tool, such as hyper studio, to create best possible presentation. It is also important to teach them the importance of gaining permission to use copy right material, such as images and music etc.

2. Power Point Presentations: A Power Point Presentation provides interest in students to enhance instruction in the language classroom. To make this type of presentation very effective, the following tips should be followed.
(i) Update daily objectives in a power point presentation and begin each class session by sharing the daily objectives, especially in language labs.
(ii) Create power point presentation for essential notes and provide students the slides using the "hand out" option. This will prevent students from focusing on simply copying the notes from the board or overhead projector. Rather, they will listen to the teacher's comments and make meaningful notes in the spaces provided.
(iii) Encourage students to use PPTs when they are required to present in the class. The design options encourage self expression and creativity. Instruct the students to limit the amount of information on each slide to one or two important points.

3. Television and D.V.D player: Simple devices such as T.V. with cable connection for channels like BBC, CNN, National Geogrphy, D.V.D player, Amplifier with Cordless Mikes etc., provide an ambiance and interest to the students for language learning. Even a student with less confidence level and low tone, when provided with sound system gadgets is encouraged and tries to improve his/her level of performance. Students may be

encouraged to down load famous speeches and other audio files on current issues instead of music/songs in their i-pods, so that they could access to language exposure.

4. Handy Camera/Cell Phones: These modern gadgets help students to enhance their personality development as well as communication skills. When the students perform classroom seminars, Group Discussions or some other presentations, one of the students can shoot the presenter through a handy camera or cell phones. After the completion of the presentation, the same is displayed through a T.V. and the teacher can ask the remaining students to watch the presentation once again and comment. Teacher can point out the errors of the speaker in general, but in particular, the teacher should call the presenter personally be advised to correct the errors committed. During the practice session even the cell phones can be used to analyze the performance of the presenter in privacy or among the peers.

5. Connect to Books Online: In the earlier days only a limited number of books/number of copies were available in the college libraries. Technology now provides access to thousands of books online. Teachers are of course limited when compared to the students' ability to access a computer. The Online book page offers more than 20,000 titles in its free Digital Library. Many of our University Libraries and accredited institutions have paid membership which enables them to access even copyright material and journals either national or international online. For example, by joining in the *AICTE Consortium, the institution can avail facilities such as IEEE Online Journals, Del-Net Offline Journal, ACM (Associating Computing Machinery) International Online Journals etc.*

Moreover, some of the websites mentioned below are easily and freely available.
➢ ISO hunt.com (In this website we can view pictures, videos, books, softwares and games)
➢ Torrent portal.com (It is in PDF format, most of the English books are available)
➢ Torrent.com (Software can be down loaded it is a p2p) (peer to peer network)
➢ e-books dictionary.com
➢ Gutenberg.org (a project to collect old books which are available without copyrights)

II.   Conclusion:

From the traditional method of teacher centered education, the shift has been made completely to the student centered education with the help of technology and with the accessibility to Internet even through mobiles now-a-days. Due to the liberalization and competition of the telecom industry, the penetration of either mobiles or internet is marvelous which can be tapped as a useful resource for language learning. Can we imagine a town where there are no cyber cafes? Of course, most of the students at tertiary level try to posses a personal computer, even if they could not, access to the internet has become so cheaper and the present day youth have already been addicted to such cafes. Selected video clips may certainly be presented as a way to add unique, worthwhile supplemental technique / learning material to our students of higher classes. In fact, it has been found interesting, enhancing, entertaining and innovative method, enjoyed both by the teachers and the learners. The Internet presents a rich supply of resources for anyone crazy to explore possibilities for English Language teaching and learning.

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