

Technological Resources in Language Teaching and Learning Beyond the Box: ICT and Weblinking as New forms of ELS

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Abstract:

As the traditional methods of teaching-learning are becoming obsolete at an alarming rate, we are forced to look for some additional or supplementary arrangements that can help improve and enhance the process. There is an additional feature central to it and that is empowerment of the total process of education. There can be but some basic issues that hold our attention towards addressing it. These issues can be related with the pattern of syllabus, the methods of teaching that are subject and content oriented as well as are suitable and appropriate, availability of tools that help and facilitate the teaching-learning, evaluations process that may be written and oral, its appropriate form and also evaluation and assessment of outcomes at the end of the term and session. There can be some more issues and topics still holding extreme importance for the course of education such as suitability of course content and its delivery as per the needs of outside world. We can also think about those aspects that are student centric and leading him to the areas of development by all aspects that a good learning includes and not just the pedagogic issues of general importance.

Keywords: New Methods of Teaching-Learning, ICT, Instructional Technology, Web Apps, LSRW, Effectiveness, Cost, Impartiality and Sustainability, Digital Literacy, Productive and Receptive Factors, etc.

Introduction: We observe that there is a constant moving ahead in course of time regarding the teaching methods, methodology, patterns, tools, environment and culture as well as the target groups. This all is supported by those aspects of language that have not been visited till with a serious concern. And these issues are of technological intervention. As the means of communication are being operated by mobile gadgets including the first generation of PAGERS and then to MOBILE PHONES first generation leading to second and third generation phones, there are more changing patterns of use of mobile language. Before and after even the regional language could have been introduced for users, the use of English language did not see any decline and fall. Even after the incoming regional language softwares in mobile phones, there are varied usages of English language and that is preferred for communication. There is also a shift in its

usage, it is becoming more and more informal. Today we observe that even the simplest occurrences are called as great and this could be anything as simple as a new hairstyle picked up from a new generation. The oral expressions do not demand the right spelling and etymology of the word... and nor the written one as great is written as gr8 or g8. The number is in crores where the usages are simple, knowing and not knowing it to its fullest extent. A text message to express 'great' does not require knowing the spelling, it is made possible with shortened crypted words.

There is a positive impact of all this... the word 'great' for its feelings is used widespread, increasing the number of English language users. But the other side is not that much pleasant, it develops usage of words without knowing its health and appearance. To a larger extent, of time and use, it remains unknown, it loses its significance in case of letters and becomes informal. The IVRs (Interactive Voice Response System) used commercial companies have created a special example how language can be used in a mechanical way. When we dial a mobile networking company or a bank or any other organization with this facility, we get automatically leading promptings according to which we lead ourselves. The total promptings are not heard and understood clearly but with a mere one or two words, we are prompted again what number to press and get things done. This is all miraculous! This is a model of e-learning or learning with mechanical and technological intervention. We can imagine ourselves in a classroom where students can be given assignments on learning LSRW. The first techno-based LSRW as developed for commercial purposes has been still working and that is Medical Transcription. It's here they teach and train the executives or staff what they shall be working at. This example can be designed and worked out for language learning in case of English in tertiary education.

As the coverage of networking is improving day by day, there are more number of users connected to each other and at every stage they are facing features of English language. The gadget in users' hand can be made into a learning device and things are done on a click. Internet connection used to be an extra thing or an assignment outside, but now it's all personal, that has also improved the chances of learning but they are not yet discovered to its potential. As we all know that the Indians have accepted English as a means of communication faster than others. Half a century after Indian independence, English remains the language of higher education, national media, the upper judiciary and bureaucracy and corporate business. English speakers in India outnumber those in all of Western Europe, and Indian English-speakers are more than twice the UK's population. And to our surprise, Hindi, the official language of central government is now being replaced by the upcoming generations with English as a means of communication. This all is happening because there is an excessive intervention of English language in almost every field right from advertising kitchen wares to higher education and grooming of professionals.

The Instructional Technology:

Instructional technology stands for anything that can be called as instruction with the Technological Resources in Language Teaching and Learning with the help of technology in its simplest forms and execution. It is said simplest for the reason that needs to be handy and user-friendly.

Technology should not make it worse or difficult as it should be designed for facilitation and maximum utility. There are several instruments that can be covered under this but they are not easy to handle and operate both for instructors and learners. There come in those aspects of learning with the help of such technological gadgets and assisted objects that can really facilitate learning as a pleasant experience, it should make the pupils curious to learn all they want in academics or though the prescriptions of syllabi. Instructional technology has been very carefully picked up and taken up for deeper research & foreign countries and we observe that they are producers and sellers of such gadgets, softwares etc. the inland machinery is not that much developed and does not also focus on long term functioning. There is no denying the fact that the maintenance of such gadgets and significance we award to it are all matters of concern. These issues need to be enforced through the apex bodies like UGC and then only the true impact can be seen.

Information Communication Technology:

ICT is a foremost issue that can be seen as a flagship initiative. This started from simple CD ROMs where there was storage of information and it could be retrieved as and when you want it. This is related with the learners as well as teachers. This facilitated the availability of resources even in absence of a fully occupied classroom and teacher. Principally, ICT stands for information and communication technologies and can be defined as 'a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, manage information.' There are four broad issues that are integral factors of its appearance case of teaching learning process. They are EFFECTIVENESS, COST, IMPARTIALITY SUSTAINABILITY. Though these are not yet handled so ably, there are some approaches that can be primarily studied.

- i. Learning about computers and the internet, in which technological literacy is end goal: this includes: Fundamentals, basic terms, concepts and operations, Use keyboard, mouse, Use of tools-word processing, spreadsheets, database, Collaboration tools: Search engines and e-mails.
- ii. Learning with computers and the internet, in which the technology facilitates learning across the curriculum: this includes step further: Presentations, Educational games, drills and practice, visualization, online Information and resources.
- iii. Learning through computers and the internet, integrating technological skills development with curriculum applications: the core area is learning about these learning with them.

This is systematic representation of how ICT can be developed among centre of learning and that to facilitate English Language Learning across tertiary education. Some ICT tools such as Internet and broadcasting are used for online courses also added with some more ventures viz., web based collaboration tools-e mails, message boards, real-time chat, etc. There is a new concept 'Telecollaboration' where people from different locations work together for curriculum based improvements. This is all wonderful to understand first and execute for all.

What do we need first:

The establishment and development after execution of such matters is not but that much easy. Every time it's a language class, it all begins with a fear of grammar with many of the learners, they somewhat don't like this subject for the reasons that have had hampered their scores in different examinations. They need to be given what are the levels of a language study that needs to be undertaken. We can begin with the Micro and Macro levels of languages. These four language skills LSRW are called the 'macro-skills' and this is in contrast to the micro-skills', things like grammar, vocabulary, pronunciation and spelling. We must also teach them what comes first and leads to another. These language skills are related to each other in two ways as follows:

- i. The direction of communication (in or out)
- ii. The method of communication (spoken or written)

This can be supported with relationship among these skills as:

Receptive-oral: Listening

Receptive-written: Reading

Productive-oral : Speaking

Productive-written: Writing

If these issues are taken with the help of ICT tools, they shall help us to examine factors, affecting ELS, assess the level of awareness about Internet, explore gender differences, assess the use of internet by students of various disciplines, identify the problems they encounter in using and searching web and to put forward a practical solution to the problems of the users of various disciplines.

Digital Literacy:

MALT: In University of Brighton (UK), this course explores the role of media in the in the teaching and learning of languages. Students consider and create teaching resources which exploit digital technologies. Typical areas for investigation include interactive multimedia, the use of social software such as blogs and wikis, and the use of interactive electronic whiteboards. Participants develop analytical and investigative skills in relation to language learning and teaching generally. Students engage in preparatory reading for weekly seminars, which offer opportunities for discussion. They may also be asked to present their ideas formally to fellow students. In addition, students are expected to work independently, reading around their subject, identifying relevant areas for further enquiry, and undertaking a small-scale research study. Students are supported through individual tutorials and the university's online virtual learning environment student-central. There is a practical element enabling students to develop the skills needed to work with the digital tools required for materials design and production.

TELL: An alternative term, Technology-Enhanced Language Learning also emerged around the early 1990s: e.g. the TELL Consortium project, University of Hull.

CALL: The current philosophy of Computer Assisted Language Learning (CALL) puts a strong Emphasis on student-centred materials that allow learners to work on their own. Such materials

may be structured or unstructured, but they normally embody two important features interactive learning and individualised learning. CALL is essentially a tool that helps teachers to facilitate the language learning process. It can be used to reinforce what has already been learned in the classroom or as a remedial tool to help learners who require additional support.

What do we have for immediate and free use:

There is an ENGLISH LANGUAGE SKILLS APP developed by THE BRITISH COUNCIL. It is available for free and includes various topics such as Listen and watch, Stories and poem Grammar and vocabulary, Quick grammar, Grammar exercise, Vocabulary games, etc. These are some more apps such as 'Learn English Mobile App' by LEARN ENGLISH GRAMM-(UK EDITITON) and Grammar- Educational mobile app. 'IELTS Word Power', this is a vocabulary practice app for IELTS test takers. 'Sounds Right' is the British Council's for pronunciation App for learners and teachers worldwide.

Advantages of ICT Tools:

- Learning becomes more personalised.
- Learning becomes more independent as well as collaborative and interactive.
- Learning can happen at any place at any time.
- Learning is enriched with more updated materials and immediate according to the needs of the students.
- Learning becomes more varied and dynamic with the help of multimedia tools.
- ICT enabled learning increases learner satisfaction and motivates supportive atmosphere among various disciplines.

Advantages of ICT for ELS:

- Students can develop four basic language skills.
- Students are exposed to real English.
- ICT motivates students' senses.
- It supports different learning styles.
- Prescribed text can be made more interesting for students.
- Students develop real-life communication.
- It expands students' memory to remember things in an easier way.
- Both teachers and students can have extra chances of improving and polishing the active part of language, i.e. communication as & when needed.

There are some Excellent Google Drive Resources for Teachers that can perform wonders to make English classroom a favourite place. They come with 'Speak with a video Character and get instant

feedback', 'Improve your English speaking skills', 'From Beginners to Business and Academic Needs', etc. There are more than 100 levels, 1000 different dialogs, 1800 sentences, 1300 vocabulary and hundreds of quiz questions.

Mentioning Learn Languages Free (Duolingo), English Grammar Book (Appsoftindia), (English Conversation Practice (Miracle FunBox), English Tenses (Coderz), Speak English Fluently (Focus Soft), English Conversation Courses (MagikHub) and free websites such as english4 u, Grammmar-monster.com, Yale centre for Language Study, British Study Centre, etc. makes this article complete by all means.

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