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I.C.T. and Other Modern Technologies in Language Acquisition: New Approaches and Perspectives

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Abstract:

Information technology has been changed the educational system as a whole to a new atmosphere. Now we are using the computers, multimedia, internet facilities and so forth to improve the teaching and learning process. The educational technologies such as computers and internet facilities will help us to use our potential to the maximum. In every subject e learning is applied and in the teaching- learning process of English language and literature too the role of computers and internet facilities cannot be undermined. This article delves into the possibilities, advantages and disadvantages of ICT and other modern technologies in the teaching learning process.

Keywords: I.C.T., English Language Teaching, Modern Technologies, Asynchronous Learning, Synchronous Learning

Introduction

In an English class room, there may be learners who are very backward in studies whereas there may be some above –average students, so individualized learning and the help of web based technology is a remedy. There are so many educational planners who opine that the using of technology will surely improve the quality of teaching. A flexible teacher will change according to the situations and lean towards the new technological methods. So there is a need of study about the new technologies in education, including e learning and web enhanced instruction-learning of English refers to the use of electronic media and information technologies (ICT) in English education. E- Learning of English is broadly inclusive of all forms of educational technology in learning and teaching of English language and literature. E-learning of English language and literature is inclusive of, and is broadly synonymous with multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), internet-based training (IBT), web-based training (WBT), online education, virtual education, virtual learning environments (VLE) and digital educational collaboration in the teaching learning process of English. These alternative names emphasize a particular aspect, component or delivery method. And we can search the significance of including web and computer technologies in the teaching learning process of English language and literature.

E-learning of English language and literature includes numerous types of media that deliver text, audio, images, animation, and streaming video, and includes technology applications and processes such as audio or video tape, satellite TV, CD-ROM, and computer-based learning, as well as local intranet and web-based learning. We can use the power and potentiality of web

technology and computers to teach various items in English language including grammar items such as idioms, phrase, tenses, antonyms, synonyms and so forth by using computer based technologies like power point presentations since that may linger in the minds of the students for a very long time. E-learning can occur in or out of English classroom. It can be self-paced, asynchronous learning or may be instructor-led, synchronous learning. E-learning is suited to distance learning and flexible learning of English, but it can also be used in conjunction with face-to-face teaching, in which case the term 'blended learning' is commonly used. E-learning refers to the use of technology in learning and education. There are several aspects to describing the intellectual and technical development of e-learning of English language and literature, which can be categorized into discrete areas.

- a. E-learning as an educational approach or tool that supports traditional subjects including English.
- b. E-learning as a technological medium that assists in the communication of knowledge of English language , and its development and exchange.
- c. E-learning administrative tools such as education management information systems (EMIS).
- d. E-learning is a Study Medium without an English teacher and physical Classroom.
- e. E-learning is beneficial economically because of no use of paper & pencil.

E-learning of English language and literature is an inclusive term that describes educational technology that electronically or technologically supports learning and teaching of English. Bernard Luskin, a pioneer of e-learning, advocates that the "e" should be interpreted to mean "exciting, energetic, enthusiastic, emotional, extended, excellent, and educational" in addition to "electronic." This broad interpretation focuses on new applications and developments, and also brings learning and media psychology into consideration. Parks suggested that the "e" should refer to "everything, everyone, engaging, easy".

Educational Approach

The extent to which e learning assists or replaces other learning and teaching approaches is variable, ranging on a continuum from none to fully online distance learning. We can see that the performance of a teacher who using modern technologies is far more better than the teachers using conventional lecture method.

A variety terms have been employed to categorize the extent to which technology is used. For example, 'hybrid learning' or 'blended learning' may refer to classroom aids and laptops, or may refer to approaches in which traditional classroom time is reduced but not eliminated, and is replaced with some online learning.

E-learning and web enhanced instruction of English language and literature may either be 'synchronous' or 'asynchronous'. Synchronous learning occurs in real-time, with all participants interacting at the same time, while asynchronous learning is self-paced and allows participants to engage in the exchange of ideas or information without the dependency of other participants' involvement at the same time.

Synchronous learning of English language and literature involves the exchange of ideas and information with one or more participants during the same period of time. A face-to-face discussion is an example of synchronous communications. In e-learning environments, examples of synchronous communications include online real-time live teacher instruction and feedback, Skype conversations, or chat rooms or virtual classrooms where everyone is online and working collaboratively at the same time.

Asynchronous learning of English language and literature may use technologies such as e mail, blogs, wikis, and discussion boards as well as web-supported textbooks, hypertext documents, audio video courses, and social networking. At the professional educational level, training may include virtual operation rooms even. Asynchronous learning of English language and literature is particularly beneficial for students who have health problems or have child care responsibilities and regularly leaving the home to attend lectures is difficult. They have the opportunity to complete their work in a low stress environment and within a more flexible timeframe. More over English is a subject that can be taught in both synchronous and asynchronous manner. In asynchronous online courses, students proceed at their own pace. If they need to listen to a lecture a second time, or think about a question for a while, they may do so without fearing that they will hold back the rest of the class. Through online courses of English language and literature, students can earn their diplomas more quickly, or repeat failed courses without the embarrassment of being in a class with younger students. Both the asynchronous and synchronous methods of learning English language and literature rely heavily on self-motivation, self-discipline, and the ability to communicate in writing effectively.

Advantages

The major advantage that blended learning offers to learn English language and literature is that one instructor can teach so many people. One example is PLATO (Programmed Logic for Automatic Teaching Operations), a system developed by the University of Illinois and Control Data. PLATO in particular had a long history of innovations and offered coursework from elementary to the college level. Mainframe-based training had a number of interface limitations that gave way to satellite-based live video. The advantage here was serving people who were not as PC-literate. The major challenge was the expense required to make this work. CD-ROMs emerged as a dominant form of providing technology-based learning of English language and literature.

Proponents of blended learning can argue that by incorporating the "asynchronous internet communication technology" into courses serves to "facilitate a simultaneous independent and collaborative learning experience", of learning English language and literature and this incorporation is a major contributor to student satisfaction and success in English courses. The use of information and communication technologies has been found to improve access to as well as student attitudes towards learning. By incorporating information technology into class projects, communication between lecturers and part-time students was improved, and students were able to better evaluate their understanding of course material via the use of "computer-based qualitative and quantitative assessment modules" in a study by Alexander and McKenzie. The Blackboard learning management system helped to develop a better feel for an online community where discussions can be held to better aid students. This Virtual Learning

Environment helps connect professors with students without physically being present, thus making this a 'Virtual Cafe'. Many schools use this online tool for online classes, class work, question and answer forums, and other school related work.

Blended learning yielded positive results from the online community, such results were compared and showed similar results from that of Alcoholics Anonymous and Weight Watchers Web enhanced instruction is an education type in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace. The terms "blended," "hybrid," "technology-mediated instruction," "web-enhanced instruction," and "mixed-mode instruction" are often used interchangeably in current research terminology. While still attending a "brick-and-mortar" school structure, face-to-face classroom methods are combined with computer-mediated activities. Proponents of blending learning cite the opportunity for data collection and customization of instruction and assessment as two major benefits of this approach. Schools with blended learning or web enhanced instruction models may also choose to reallocate resources to boost student achievement outcomes.

Disadvantages

E learning or web learning of English language and literature has a strong dependence on the technical resources with which the blended learning experience is delivered. Additionally, IT literacy can serve as a significant barrier for students attempting to get access to the course materials, making the availability of high quality technical support paramount. The students of some remote areas have little IT literacy.

It has been observed that the use of lecture recording technologies can result in students falling behind on the material. The students may not listen to the web based instruction regularly. Then, many educational institutions have no appropriate technological paraphernalia to enhance the web based education.

Conclusion

Time has changed; in the past visual presentation was presented before the students with the help of chalk, black boards, maps, photographs ...etc, but now a resourceful teacher can use the technological potential for the students. The modern technology has allowed the teachers to explore the non verbal and cultural aspects of language as well as the verbal intonation, gestures body postures etc. the advent of modern technologies and other sophisticated aids helped the students to achieve the objectives. The use of these study aids in instruction can help the students to become very much involved in the teaching learning process.

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