

Technology as an Effective Aid in the Development of Language Skills

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Abstract

Computers as a tool to learn a language is giving and accommodating wider room for individual differences in learning. Learners can use them in accordance with their available times. Unlike studying in the class room where students have to study the lessons sequent, they can click on any programs they are interested in. they can replay the programs if they do not feel satisfied. In addition, gradually these programs will also improve Learners' listening skill. Furthermore, face expression, body language, setting, and layout will help learners understand better whatever the materials presenters are presenting.

Technology has the latent to reorganize and change the conventional curriculum and teaching methods, predominantly the relations with course material and release of associated sources. The current study exhibits that technology can be taken up and incorporated into the language classes and it should be measured as an effective and useful teaching instrument for English language teachers. The study evidently gives a picture of the customs in which language teachers can use new technology in order to help English language learners to develop their language skills by using technology.

Key words: computer; technology; CALL; language learning; CALT; language skills

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Introduction

Language plays an important role in communities and culture. It allows information to be passed from generation to generation. This transfer of knowledge happens in written form or in oral tradition has been happening for millennia. ICTs have allowed this documentation and sharing of knowledge to happen more easily and quickly.

Language plays a critical part in all of our daily lives and now, ever increasingly, technology is also playing an important role. While language allows humans to express themselves, record and preserve cultural records and develop culture, technology is often argued to be mostly a neutral medium. Certainly, information and communications technology (ICT) at its very foundation is simply the unemotional manipulation of 1s and 0s.

Teaching students to be liberated is one of the uppermost main concerns in every country of the world. Even though this reality is one of the precedence, this can also be one of the significant disputes. Nowadays the classroom atmosphere in contrast to the past has been radically distorted. English language teachers come across to the challenges of a huge number of people who do not speak English and hold an enormous degree of momentary pace.

The present generation has started realizing the importance of education and due to this demand for education is increasing rapidly with a view to bring innate potentialities of the child

various attempts are also being made to provide the right type of experience for the all round development of child.

Change of this big number of folks to be capable in a new language is a very alarming task for the language teachers. This procedure can now and then be difficult and annoying. Learners leaning a new language entail a large amount of language support. The teachers and mentors who have taught students attaining English as a second language are conscious of the reality that any support in the progression of language learning is very supportive for the learners' language attainment. English language learners require different types of language knowledge. They necessitate hearing language, speaking language, reading language and writing language. Computers can fruitfully function as an increment to language learning process. The advance in computer technology can be obliging for both language teachers and learners; in detail the execution of computer in language classes has a corresponding role in teaching learning processes.

Numerous studies have confirmed that there has been a considerable augment in prominence on Computer technology and its use at all point of education (Stepp,2002)

“The advancement and progress of computer technology within the last decades has eventually introduced a new approach to linguistics” (Moradi, 2014). Computer assisted Language Teaching (CALT) is teaching approach in which computer technology is used as Assistance to strengthening and assessment of material to be obtainable. CALT explore the role and the use of Information and Communication Technology (ICT) second/foreign language teaching. It consists of diverse types of actions such as enlarging materials and courseware improvement, and academic research and practice.

The development in information technology has scattered the appliance of computers in the course of learning language. Language; however it is completely reliant on the users. It is process. It successfully functions learning as an enhancement and a harmonize in the process of language learning.

Computers are very helpful tools which can play an important role in providing valuable language knowledge for English language learners as that are learning the language. The current study expresses how computer-assisted instruction (CAI) can play an essential role in language learning-teaching process and how it can be a corresponding and additional teaching tool for English language teaching. Furthermore, it talks about the main compensation that have been found in by means of computer-assisted instruction (CAI) with English language learners.

1. Oral Interface

As Liaw (1997) states, English language teachers should be capable to recommend learners a language-rich situation in which the English language learners are endlessly busy in leaning activities. Learners necessitate being competent to make communications with each other in order that learning through communication and interface can happen. Computers can be used to make possible this kind of upbringing. Abu Seileek (2007) in his study of usefulness of two compute mediated techniques, namely communal and supportive learning, expresses that the accommodating computer-mediated technique is purposeful approach for teaching and learning verbal skills. He portrays that the language learners respond confidently to both cooperative computer mediated and CALL. The computers can function as practical tool in order to enhance the vocal exchange.

In his study, Liwa (1997) used computer books in order to explore whether computers can supplement and develop oral interface amongst pupils. The computer books are motivating and interactive stories which come into view on the panel of commuters as authentic books with manuscript and interactive picture. There are also several additional choices which the students

can use to study the text, such as: sound effect, real voices that read the text loud and music. The story can also be tinted while reading so that the readers can without difficulty go after next to with the text. The communications of the learners while using the computer books were recorded. The learners were alienated into the clusters of 3 to read the text and stories. The kinds of the interactions and verbal communication which they engaged for acclamation with each other were evaluated. Even though the students had an inadequate acquaintance of English, they occupied in diverse varieties of language purposes to complete their task which was reading the computer books (Liaw 1997). They conversed in a variety of ways by giving entrusts to each other, communicating the pictures, software and generous submissions and distribution of opinion, posing a lot of queries from their associates and in receipt of answers. The study arrived at to the winding up that computers can make possible the use of a variety of language tasks by English language learners.

Reading computer books in small group develop the language skills by providing opportunity for language learners to verbally interact each other. The application of computers in language learning and teaching process can improve the traditional curriculum of English language learning and can be a useful supplement to EFL/ESL contexts by facilitating and promotion verbal interaction which finally results in language development and the acquisition of English.

2. Reading

There are various approaches in which new technology can be employed to develop reading ability. Majority of the simple reading texts are very easy and as well very elementary in content. Older learners may consider these texts not suitable to them and they may think that reading these elementary content books cannot be useful to them. Computers and new technology, however, can augment the level of interest of older learners while maintain the texts simple and easy to read. Another significant advantage of making use of computers for reading

instruction is that they can offer immediate and instance feedback on learners' performance. Case and Truscott (1999) on the basis of their study mentioned that the learners were able to promote their fluency, vocabulary and comprehension.

Computer-based reading training allows for the improved communication with texts, concentration to individual dissimilarities and requirements, and independency by the capacity to read texts that they would not be able to read in any further ways.

New technology, computer software syllabus offer numerous interactive chances for English language learners to put into practice and develop their language proficiency. There are many requests and new software programs for pleasing to the eye, grammar, vocabulary, spelling, and phonetic abilities. When learners are obtaining their second language, each and every type of language carries out and knowledge are worthful to assist in developing reading skills.

3. Writing

As stated, new technology and computers can help out English language learners to progress their language skills and proficiency. Computer can moreover assist English language learners to develop their writing skills. According to Lewis (1997), the stunning success for students should be vigilantly directed which make the learners do not turn out to be dissatisfied. Writing in a second language which is at rest to some degree not so common to the learners is alarming. However, computers and new technologies can assist to make this easier and more pleasurable. Making use of clip art can help out learners to express their feelings evidently.

Al-Menei (2008) examined the collision of commuter-assisted writing on Saudi students' English writing skills. According to his research conclusions, he accomplished that computer-assisted writing has a significant role on Saudi students' writing skills largely in two areas, namely: correcting grammar and paragraph writing.

Conclusion

Computer-assisted teaching can make easy language learning in a variety of successful ways. Computer can be made use of as a practical implement by language teachers to aid English language learners to encourage their language skills and their aptitude in English. Computers can develop reading and writing skills and as well they can role as a complemented instrument in teaching to enlarge vocabulary and spoken language. However, it should be talked about that computer technology is not an alternate for usual valuable instruction. Computer is presently a sort of enhancement to the standard syllabus in teaching, as it can be functional for the development of the ability and language skills of the learners; it purposes as a very noteworthy harmonizing device in teaching English language.

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