

Title : Technology in English language teaching and learning

First Author:

Mrs.P.Madhumitha, M.A., M.Phil,

Assistant Professor of English,

Mepco Schlenk Engineering College,

Sivakasi

Mob : 8098836437

Mail [id- madhumitha956@gmail.com](mailto:madhumitha956@gmail.com)

Second Author:

Dr.C.Ganga Lakshmi ,

Senior Assistant Professor of English,

Mepco Schlenk Engineering College,

Sivakasi- Virudhunagar district

Tamil Nadu

Abstract:

English has become inevitability today. At the present time, students learn English faster and easier than before by using technology. For years, technology may have only been chalk and a blackboard. The traditional technological tools are film strips, audio, and video recording and playback equipment were additions to the technological tools available to learn and teach English. Technology is no longer simply contributing machinery or making authentic material or more resources available that teachers can use, it also provides learners with greater access to the language, English. And now learning English through the web and using new technologies make the students eager to learn language. Technology enhances language learning experiences, it also contributes to reshaping our understanding of the nature of the language.

This paper is to review the uses of technology such as Blog, Google Classroom, to learn the English language and a sample class room experimenting on teaching Grammar topics using Kahoot app with the first year students of Mepco Engineering College.

Key words- Technology tools, learning experiences, uses of technology, Google classroom, Kahoot

Introduction:

Nowadays Technology is an instrumental tool in the English classroom. Technology is no longer simply contributing machinery or making authentic material or more resources available that teachers can use, but it also provides learners with greater access to the English language. The technologies have supplemented English teaching in authentic and literacy such listening, speaking, reading and writing skills of students. As Kern has put it:

Rapid evolution of communication technologies has changed language pedagogy and language use, enabling new forms of discourse, new forms of authorship, and new ways to create and participate in communities.

(Kern 2006: 183)

Technology is giving way to the practice of students working independently or collaboratively at computers and using other technology such as mobile phones and so on inside and outside the classrooms. The new discourse, which students use to author and post messages online, has features of both written and oral language, and students participate in online or virtual communities that have no borders. The learners who can access to computers have more autonomy in what they choose to focus on. With the use of technology, learners are more likely to use language for:

... ongoing identity formation and personally meaningful communication in the service of goals that extend beyond 'practice' or 'learning' in the restrictive senses associated with institutional settings.

(Thorne 2006:14)

Marc Prensky, an American writer and best known as the inventor of the terms ‘Digital immigrants’ and ‘Digital Natives’ argues that technology cannot just make us smarter, but truly wiser. Prensky says that the technological tools give us access to more information and enhance our analytical power called “Digital wisdom” of the learners.

Technology in Classroom:

Technology can be used as a delivery system for learner instruction in the classroom. Technology infuses classrooms with digital learning tools to increase learner’s motivation and quicken learning. Here is how Eric, a student of French, describes learning from email interactions with a native speaker of French:

... e-mail is kind of like not a written thing... when you read e-mail you get conversation but in a written form so you can go back and look at them... I’ve had that experience where conversational constructions appear in an e-mail form from a native speaker of French, which is really neat. Because it doesn’t fly by you...

(Kramsch and Thorne 2002: 97)

So technology makes possible greater individualization, social interaction, and reflection on language, and supposing from Eric’s comments, greater student motivation. Technology allows learners to explore language used in process and it also helps make visible the developing, changing nature of language.

Technology enhances the power to transform teaching and improves their instruction to the students and engrave their learning. In the classroom, technology helps 76% to adopt diverse learning styles, 77% to boost student’s motivation, 76% to enhance the material being taught.

Technology in English classroom:

English is the primary means of communication in many aspects of human life such as technology, business and science and so on. And in this digital era, English has become easier to

learn more than ever before with the availability of many sources to help learners very easily. And many journals around the world are choosing English over their local language.

Technology provides new possibilities and latest trends for teachers and learners both. By using technology, learners could have many more opportunities to gain practice confidence to learn the language. Although teaching and learning are the essential aspects within a classroom, technology is important to implement into the classroom, in order to support learner's growth and differentiation:

“technology shouldn't replace the great things already happening in your classroom, but it can enhance, argument and improve the teaching and learning experience when used for a specific purpose”. (Nemeth& Simon, 2013, p.52).

Technology has become readily available to have access nowadays. There are so many materials available to enhance English languages such as websites of E-languages, TED Talks and academic lectures available on IELTS and so on. There are various tools that come along with using technology inside and outside the classroom. Some of the technologies we find in this paper are as follows:

✓ **Blogs**

A blog (an abbreviation of web+ log) is a personal online journal. The author of the journal can update it as often as he or she desires with personal reflections or by adding material from other sources. Through blog, the bloggers expose to authentic use of language. So it helps to learn the English language eagerly

✓ **Google classroom :**

Google Classroom is a recent and free web service to teach and learn English in a creative way. It is a convenient way for the teachers to engage students online to assign work, to ask questions and to discuss any topics. It costs free too. S. Iftakhar points out,

“Google Classroom allows teachers to spend more time with their students and less time on the paper work, and it is now even better. Google's latest announcement brings new functionality to Google classroom. Included in the new functionality is the ability to add more than one teacher, as well as to preparing for classes in advance as well”.

✓ **Kahoot.it :**

Kahoot app is a game-based learning app, can be used as educational technology. It can be used as a break from the traditional classwork activities. It is designed for learners around a common screen such as an interactive whiteboard, projector or a computer monitor. The game design is very simple and it is like the learners play and learn the language. The teachers can play the role of a person who assigns the game to play or challenge the learners who can play using a game pin display on the projector. In this app, the teacher can frame questions in quiz form, true or false form in free of cost using Google mail id.

According to Bristol university neuroscientist, Paul Howard- Jones, its all about the dopamine:

“Computer games stimulate the brain to produce dopamine. Dopamine helps orient attention and encourages the creation of connections between neurons. These connections or synapses are the physical basis for learning”.

Experimenting:

Here we find an experimenting with the first year students of Mepco Engineering College, to play the grammar topics and learn through quiz in Kahoot app. The grammar topic, prepositions was prepared in the form of quizzes by the teacher. Then the students were asked to type play Kahoot in Google page and enter the pin shown in the teacher's kahoot create page to enter the game. Then the students played the quiz and answered the questions by viewing questions from the main page displayed in the teacher's kahoot page.

Grammar Task:

Before the experimenting of learning through Kahoot app, the students were given an introduction about the app and how they have to start the play. The teacher created games on prepositions through 'kahoot create' in quiz and true or false forms. Then the teacher displayed the image and quiz questions of prepositions in the computer monitors. The students viewed the questions and answered the each question in 20sec. as assigned by the teachers. In the preposition quiz, 6 questions were given.

Outcome:

Objective of this grammar task through gaming app is to make students learn the grammar in an interesting way. The students found it very interesting and remarked the same after they completed the task and learned at the same time through this Kahoot app.

Scope for Future Research:

The teachers of English should be willing to spend time to identify the learners' language needs and wants. As Diana Larsen Freeman said there is no single acceptance way to go about teaching language today, through mobile apps, software and any modern tool can also be used to acquire English language.

Conclusion

An ambience for English language learning can be learning through activities and games in mobile apps too. And heartfelt thought to the appropriateness of the language activities and games to teach grammar topics should be accepted and applauded. Teachers of English need to be aware of suitable technology to make teaching and learning as a pleasant experience.

References

Sasirekha.K. "Effective Material to Teach Communication Skills and Soft Skills to the Engineering Students"- a class room Try Out" Language in India Online Journal. 101-109.

Prensky, M. (2009). H.Sapiens Digital: From Digital Immigrants and Digital Natives to Digital Wisdom.

Web source :

<https://www.learntechlib.org>

www.kahoot.com

The URL of my Kahoot page:

<https://create.kahoot.it/kahoots/my-kahoots>

The following picture was attached and the students were asked to view this picture and answer the questions in the quiz form.

Annexure:



Quiz questions:

1. The lamp is _____ of the sofa.
2. The Candlestick _____ the fireplace.
3. The bookshelves are _____ near the fireplace
4. The hat is _____ the wardrobe.

5. The picture is _____ the wall.
6. The lamp is _____ the chandelier.

(Infront of, Next to, on,near, between, behind, on top of, in, under)