BOONS AND BANES OF MULTIMEDIA TECHNOLOGY IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

English is used as a second language in India. The role of English in India is higher than other languages as it is an international and link language. Uses of technological gadgets such as TV, radio, and smart mobiles made the teaching faculty think to use them in the lockdown period. The COVID 19 forced people all over the world to utilize different gadgets and many apps in these days. No doubt, English language teaching is always a tough job even in the traditional classrooms and online classrooms also. There are uncountable problems arise when English language teaching occurs as the classroom is with full of different cultures and local languages. The present paper tries to analyze the necessity of multimedia technology to teach English language and also points out the problems in dealing with language skills.

Keywords: English, teaching, learning, multimedia technology

English language teaching is famous in the developing countries since English is increasingly significant in these nations. It is the only foreign language taught in the Indian schools and colleges. At the point when a teacher teaches the students communicative and written English, the students would reach their expected places. It is clear that English enters all subjects and kicks the neighborhood language. English should be accepted by all even though we hate it. English is the major language in the world whether we accept it or not. Sharifian (2009) says: "For better or worse, by choice or force, English has 'traveled' to many parts of the world and has been used to serve various purposes." English is the language that has spread throughout the world most extensively and is dominating in a number of important fields including international commerce, and education (Crystal, 1997). There are various

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fundamental aspects in English Language Teaching. It ought to be considered by ELT instructors and teachers to make the students to dynamic and get familiar with the things. The significant skills are— listening, speaking, reading, writing, curriculum, syllabus and testing. English language teaching, hereinafter (ELT), "obscures the complexity of a field which incorporates teaching and learning English as second, additional or foreign language or as an international lingua franca; for specific, academic or more general purposes: in different countries and contexts; and at different levels" (Hall, 2016). Teachers and ELT professionals need to be aware of the contemporary status of the language and of the issues for learners, institutions and policymakers to tailor their professional practice to the circumstances of their students and to the contexts in which those students will be using the language (Seargeant, 2016). One can learn a language with the four important skills. In connection to this, Halliday (1978) makes four central claims about language:

1. Language is functional in terms of what it can do or what can be done with it.
2. Language is semantic in that it is used to make meanings.
3. Language is semiotic in that it is a process of making meanings by selecting "from the total set of options that constitute what can be meant"
4. The meanings generated and exchanged are motivated by their social and cultural contexts.

Teaching a language is easy but teaching English language for the multi-cultured students is always a difficult job and so teachers and learners should use technology as an important part of their teaching and learning process. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills (Costley, 2014). Technology can create a learning atmosphere centered on the learner rather than the teacher's role is dominating. Dawson, Cavanaugh, and Ritzhaupt (2008) and Pourhosein Gilakjani (2014) emphasized that by using computer technology, language class becomes an active place full of meaningful tasks where the learners are responsible for their learning.

1. Listening

Listening is the first and easiest language skill. It generally occurs without any planning and proper preparation. It means understanding the language while speaking. It is a skill-based art and differs from hearing. Listening looks so easy but it is very difficult owing to pronunciation. It comes under the radar of the receptive skills. It troubles the listeners in understanding the different accents. It, as an active activity, requires the involvement of complex procedures. It focuses not only on pronunciation but also points out background and situation of the content. It mainly involves that receiving the sounds of a language in a systematic and perfect manner, getting the sounds into words, giving and understanding the meaning to the words, and finally ability to explain or interpret the feedback.

Listening is an active activity; not a passive one. In spite of listening to English presentations and seminars, people are unable to decode as it is received as a passive skill. A good listener can decode the speaker's presentation. In this way, technological gadgets such as TV, radio, smart mobiles would help the language learners much. Listening can be divided into two types called extensive listening and intensive listening. Extensive listening focuses on

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students' practice without pointing out time constraints. Intensive listening deals how to improve specific skills. The primary objective of listening is to talk something. The listening helps and urges the students to speak something in English. There is an assortment of sub-skills in the skill listening, which should be fittingly learnt so as to be a good listener. Pourhosein Gilakjani and Sabouri (2014) emphasized that through using technology; learners can control their own learning process and have access the information over which their teachers cannot control.

2. Speaking

Learners generally learn the target language to speak only. The rest of the skills are important but the main focus falls on speaking skills in English language teaching and learning as it is very useful and people want to speak in English rather than writing in English. In spite of learning English for so many years, learners may not practice it in a proper way. For instance most of the South Indian students are good at English grammar but very few of them practice language for oral communication. It is the responsibility of teachers to assist learners in the subject of grammar and communication. Speaking involves both speaker and listener and so the role of speaker and listener is co-related. The speaker should code it and later it should be decoded.

The major principle behind teaching speaking is to enable the learner to communicate confidently. It enables the speaker to use correct English. To improve their communication skills, the teachers should teach grammatical competence and communicative competence. By focusing on grammar topics, speaking skills should not be left by the learners. In the modern days, it is required to speak English in a correct and rightful manner. It makes the teaching of speaking while teaching the target language compulsory. Speaking provides right words, correct patterns and structures. When teaching ELT, teachers should give a few dialogues and make them speak something. It would be better if the teachers use computers and mobile apps for improving speaking skills because students can easily imitate the dialogue that they listen to computers and any screen. The multimedia technology improves the learners' ability to speak error-free sentences. It creates awareness the importance of speaking skills and gives ability to present their view confidently.

3. Reading

It is an important tool to gain more marks in the examinations and it is the third and important skill. It belongs to the receptive skills. To improve the reading skills, one should have the knowledge of language, written system, and identify the phonemes. Indeed, reading is an art. Many South Indian learners read for examination purpose but not for language oriented. It involves a number of complex processes which have to be learnt to be a successful reader. Reading can be done in six ways—skimming, scanning, intensive, extensive, loud and silent. The kind of reading enables the readers to have a summary of what he is reading. Intensive reading helps them to know connotative, denotative, contextual and social meanings. It is extensively done to improve the fondness for reading. Outside the prescribed textbooks, the reader can enjoy reading other textbooks or papers. With this, they can improve their reading skills. As a point of critical analysis, printed copies can attract the readers to read rather than computers and technological gadgets but the screens received their attention very quickly. It is not an easy to read so many papers on the screen.

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4. Writing

It is clear that writing skills is the most difficult one which is neglected and rejected by the learners and some of the teaching faculty also as technological gadgets such as computers, typing device and mobiles apps work as helping hands for the writers. Writing skills includes ability to shape letters and ability to convert the ideas as in written form. In the modern days, writing is very important as one should write letters using computers. The learners would write messages and short forms to send via WhatsApp, twitter, e-mail etc. By doing all these, they are not getting perfectness in writing. When the learners are shy, they would express their ideas in a written form or online teaching would help them. Teachers should implement a technology plan that considers integration strategies along with purchasing decisions (Pourhossein Gilakjani, Leong, & Hairul, 2013).

A good writing activity comes out when the writer has good command on grammar, especially syntax, vocabulary, cohesion, and coherence. In writing activity, most of the paragraphs take past tense in narrating stories and incidents. Conciseness, preciseness, extensive care, judiciousness, use of chosen words, etc., are necessary to be a successful writer. The writer must remember unity, order, coherence and completeness. English Language Teachers should teach re-arrangement of sentences, making sentences, writing essays, letters, paragraphs, notices, advertisements, narrations, summaries, substances, précis, etc. Peregoy and Boyle (2012) carried a study on using technology in improving learners' reading and writing skills. The results of this study indicated that technology tools enhanced learners' reading and writing skills because they are user-friendly, and learners can learn at a faster and more effective way.

Conclusion

An English teacher should try to use all the language skills in the classroom and motivate the learners to use them in their free time. The teacher must know teaching methods and techniques along with language skills and technological devices that provide interaction between teachers and language learners. Computers and smart mobiles with language based apps would surely assist the learners to develop thinking skills and language skills when the technological devices rightly used.

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