

THE GLOBAL JOURNAL OF ENGLISH STUDIES

A Peer Reviewed International Journal

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Special Issue
Conference Proceedings

EMERGING APPROACHES AND METHODS IN
ENGLISH LANGUAGE TEACHING (EAMELT)

Jointly organised by :
Kongu Engineering College, Perundurai
The Global Association of English Studies
All India Network of English Teachers

An official Journal of

**GLOBAL
ASSOCIATION OF
ENGLISH
STUDIES**

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It's a Linguanation Publication

Volume II, Issue 1,
February 2016

**Rhetorical Use of Technology Enhanced Language Learning (TELL) Practices :
A Pragmatic View in English Classrooms**

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Abstract

As it is the age of information technology, effective utilization of technology in ELT has become inevitable. Human lives in general and professional life in particular are immensely influenced by technology. Globalization has changed the status of English Language Technology is no longer a enhancement, of interest to only enthusiastic 'technophile 'teachers and learners, but rather, it has an importance for everyone concerned in language teaching. Technology is an ever-increasing part of the English language classroom. Today's teachers are developing new and exciting means of integrating language in all aspects with innovative technologies. This paper explores opportunities that English teachers have created to help students meet English language Teaching and Learning literacy goals in technology enhanced language learning (TELL) classroom environments.

Keywords: TELL, VLE, SMS, ELT, WWW

Introduction

Now, English is no longer a foreign language, it is considered as a universal language. Global Revolution changed the entire scenario of English language in association. i.e. Technology which further explores in to net, web, blog etc., Technology is an ever-increasing part of the English language classroom. Today's teachers are developing new and exciting means of integrating language in all aspects with innovative technologies. The main objective of teaching students is to train students for the purpose of practical ability. Therefore, it has now become more important to teach students the English language with the help of technologies developed. With the dawn of up-to-the-minute technology in the field of language teaching, teachers have found new tools to teach English language. Utility of qualitative time is the concept of using technology in ELT.

TELL Activity : an overview

a. Approach & Design

Technology is theoretically neutral, but a TELL activity:

(1) reflects a theory of teaching, learning, and foreign language learning of the designer and/or instructor

(2) reflects a theory of technology as:

Drillmaster

Tutor

Tool

Mediator

A TELL activity has **goals** and **objectives** like any other language learning activity It can be **integral** or **peripheral** to the lesson or curriculum. It an integrate **skills** or treat them separately

b. Preparation & Implementation

A TELL activity: requires instructor technological literacy, requires (but can also develop) student technological literacy, requires class access to technology, sometimes requires technical support

During a TELL activity, the instructor may be monitoring, guiding, facilitating, assisting, and evaluating, the students may be working individually, in pairs, or in groups , the students are clicking, dragging, and scrolling, but also listening, speaking, reading, and writing

c. Assessment & Evaluation

A TELL activity has processes, products, and actions that can be assessed. These should be assessed in a way that matches the activity objectives and approach

A TELL activity should be evaluated during and after implementation. It can be altered during implementation based on evaluation to meet student needs. It reflects principles of language learning

Technology Tools

Some technology tools enable teachers to differentiate instruction and adapt classroom activities and homework assignments, thus enhancing the language learning experience. In addition, technology continues to grow in importance as a tool to assist teachers of foreign languages in facilitating and mediating language learning for their students. Technology tools can play an important role in supporting and enhancing language learning, the effectiveness of any technological tool depends on the knowledge and expertise of the qualified language teacher who manages and facilitates the language learning environment.

Web 2.0 Technology

The term Web 2.0 is associated with web applications that facilitate participatory information sharing, interoperability, user-centered design, and collaboration on the World Wide Web. A Web 2.0 site allows users to interact and collaborate with each other in a social media dialogue as creators of user-generated content in a virtual community, in contrast to websites where users are limited to the passive viewing of content that was created for them. Examples of Web 2.0 include social networking sites, blogs, wikis, video sharing sites, hosted services and web applications.



Blog

Blogs: “Classroom outside the classroom” Blog is derived from weblog. It is a diary or regular opinion columns posted on the internet. In blog, the writer posts diary entry which others can read and comments on it. Web blogging is for learners’ autonomy. The blogs used in two main ways in English language teaching. The first, learners’ can be encouraged to write and post their blogs. If learners are learning to write journals or engaged in other form of extensive writing in the classroom, is the right place to check their ability of writing. The learners’ are asked to post their blogs to create wider and more meaningful audience for their writing.

The experience of creating publicly available blogs may be motivating their learners and encourage to develop the new set of writing strategies. The second, the most common in the language learning, the teacher can write the main blog entries, which learners can then comment on them. Even teacher can send assignments or projects to students on the taught topics, by which students can complete the work and send back to teachers. It is very easy for the teacher to access the work through the blog and students can rectify their mistakes. So the blog can encourage teachers to control teaching outside the classroom.

Wikis

A wiki is a web based platform for collaborative writing. It is used within a private domain as well as public domain for collaborative. The important feature of wikis is particularly used for language learning which is record of all drafts. This emphasis and focus on the writing process as well as written products.

Podcasts

Podcast is a great revolution in the field of communication. It has entirely changed the way people share their knowledge with other people. This revolution has also touched Education industry and a lot of teachers are using it for both learning and teaching purpose.

Podcast is a digital recording of a radio broadcast or similar program that can be accessible through the web for downloading and personal use. It is audio file that can be made, shared and heard. Podcast is an audio story created for sharing music ideas and presentations. It is often referred as audio blogging.

Not just teacher's even students can use it to tell stories, to interview each other, organize debates as well as run radio shows. It can also be watched or listened everywhere at any point of time using any device.

Podcasts serve a lot of educational purpose, like:

It helps educators in delivering quality research content and lessons in order to help students who need it.

Learners can make their own podcast and can share their experiences with each other.

Educators can record their audio in the podcast for revision material as well as giving their feedback to their students on their work.

Auditory learners can hugely benefit from podcasts in their learning process.

Making a podcast enables students to develop good communication skills, problem solving ability, researching, writing, improving vocabulary etc.

Web quests

Web-Quests as a valuable resource and efficient tool in studying and teaching English is being widely used around the world .Web-Quests are motivating, funny, they reflect real-world roles and tasks, invite collaboration.

SMS

SMS is an acronym used in the world of communications technology. It stands for Short Messaging Service which is a protocol used in communications that gives way to the exchange of short text messages from one mobile telephone device to another.

The Short Message Service (SMS) technology is one of the most powerful mobile technologies in current usage. Most students own a mobile phone with free SMS which can be used for learning. In this text we explain how we used SMS for teaching and learning languages (first and foreign languages). The experiment conducted presents a range of opportunities for integrating text into teaching and learning strategies and for demystifying the use of SMS in educational contexts. Via SMS technology we can deliver several learning activities to students easily and immediately.

Short messages (SMS) can be of great importance to English language teaching in particular and to languages in general. SMS is widely used, some schools include them in their lesson plans. Some teachers use the quick writing style to spark the students' learning. They allow children to use SMS language in their first draft to get thoughts and ideas into paper more quickly. Then students can go back to Standard English when editing and revising. Using SMS in language learning classes is one of the best opportunities for language learners to extend and increase their learning outside of their classrooms whenever and wherever they desire. Language learners would be able to extend their learning opportunities and participate in novel types of learning.

Learning-bySMS.com allows people from all walks of life to learn a complete foreign language quickly. Languages are taught using SMS technology, with supporting course material also available via the Learning-by-SMS.com website

English changes with each new generation; new words appear and some words become old fashioned. The English we use today is very different from the English of Shakespeare's times. Modern Technology has a lot to do with it. It has made us less patient; Love it or hate it, SMS English (Text English) is hard to avoid and often extremely cryptic.

E.g

B4 = before

COS = because

EZ = easy

FYI = for your
information

GFI = go for it

HAND = have a nice
day

LOLO = lots of love

N1 = nice one

PLZ = please

YouTube

YouTube offers fast and fun access to language and culture-based videos and instruction from all over the globe. It provides an outlet for student and teacher-created videos, and most importantly, YouTube videos provide students with an opportunity to engage meaningfully in the target language.

80% of YouTube's views are from outside of the U.S.

YouTube has launched local versions in more than 70 countries.

You can navigate YouTube in a total of 76 different languages (covering 95% of the Internet population).

As far as language learning is concerned, YouTube is an unlimited resource for language learning. To illustrate, one can listen to all kinds of spoken language (formal, informal, colloquial, slang) and all genres (songs, debates, talks, poems) and learn a lot of vocabulary in context, which, without doubt, will help learners to memorize more easily. Language teachers can benefit from YouTube in terms of reading comprehension and the use of YouTube texts to start discussion or writing tasks. Also, language teachers could help their students to explore the world of online language learning possibilities. In this regard, YouTube may be particularly valuable to cater to learners' needs for real world language use and their interests in exploring the world. Language teachers can take advantages of YouTube in their classrooms to make the learning process not only more meaningful, but also more fun and independent.

YouTube has the potential to connect learners with authentic English, input through what is quite possibly already a part of their life experience – there already exists a YouTube site dedicated to users and provides a context through which users can interact, exchange ideas and opinions, share feelings and participate in a web-based environment. In addition, encouraging students to interact in an educational capacity with popular culture through the use of the English language may act as a motivating factor for students wishing to further develop their language skills as they endeavour to gain a deeper understanding of content they willingly access online. Moreover, this is also available for students to use outside of the class environment, maybe in some form of student-centred, self-directed learning.

Advantages from the use of YouTube in the process of learning the English language; some of their answers were:

- it does increase the knowledge of the language by repetition;
- you find various material to improve listening and understanding;
- you are exposed to music, commercial, comedy, different styles and genres of the language;
- it helps a lot to develop independent language skills.

YouTube is a great online learning tool for the following reasons:

- a) It is useful for learning a language in and out of the classroom.
- b) You can find various styles and genres of the language.
- c) YouTube can help students explore the target culture in a variety of ways.
- d) YouTube can help students develop their learning autonomy levels as it encourages them to watch videos and clips continuously.

Students use YouTube for their independence skills development, and language learners could benefit from things like; online TV shows that could be valuable for vocabulary and grammar purposes; group karaoke activities that can be used to make the learning experience more fun and also beneficial in terms of authenticity for the language.

E-mails

Exchanging emails can help language learners explore the language with interest. It will be a good way in learning how native speakers start and end emails, the common expressions, and the daily life expressions or abbreviations that they use in emails. It will also help in learning the standard language in some cases. Being very fast, emails increase the exchange between people and consequently increase the interaction between them which leads to more language uses.

E-mail offers students a practical opportunity to interact with others in the target language. Students can create their own mailing lists or the teacher can set up a class e-mail list or listser. When e-mail communication is kept within one class, the teacher can easily connect communicative tasks to the topic currently being covered in class and thereby extend the learners' communicative time and involvement with that topic. Instructors can design e-mail assignments as pre-class, post-class, or supplementary activities.

IPads

More than four decades of method comparison research on effective second language teaching approaches has shown that students who are exposed to a greater quantity of comprehensible language in and out of the classroom have higher levels of language proficiency than students using different methodologies (such as grammar-translation, concurrent translation, and others). This has been shown at beginning, intermediate, and advanced levels in both traditional classrooms as well as in instruction using new digital media and associated technologies.

Best practices in teaching foreign and second language programs are based on these methods of making language comprehensible:

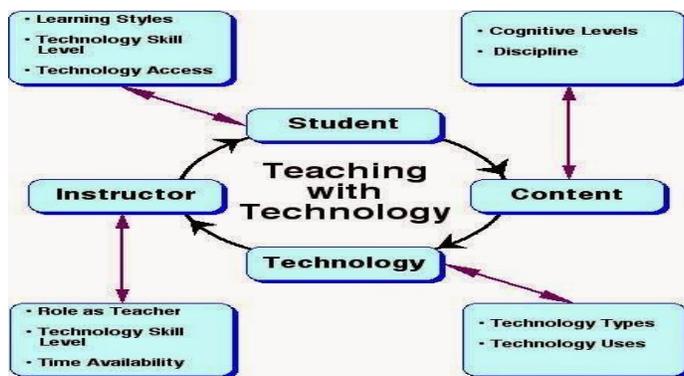
- Slowing the rate of speech
- Providing contextual support for language

- Using vocabulary appropriate to the student's level
- Building on the student's existing background knowledge
- Fostering a comfortable environment
- Encouraging identification with people who speak the target language
- Creating a topic-driven rather than a grammar-based syllabus

Skype

Skype provides a real-time speaking opportunity with a group of students in a virtual classroom. The teacher can open a pop up window to write messages, to show the spelling of certain words. Everyone in the group has the opportunity to write something on the message box. The students have the opportunity to write on a separate window individually. This is a chance for the shy or timid students who are hesitant and do not want their comments or questions to be seen by others. Such students can open a new private window and get into communication with the teacher personally. It enables the user to continue their learning process online without the need for physical presence in class. In language teaching not all areas lend themselves readily for online teaching. Solving tests or doing exercises based on already familiar grammar items is easily transferrable from a classroom setting to online teaching via Skype.

Skype provides a Global Community for teachers and learners



E-forums

An online forum is a discussion area on a website whereby members can post discussions, read and respond to posts by other forum members. A forum can revolve around any subject in an online community. An online forum is also known as a message board, online discussion group, bulletin board or web forum. It differs from a blog. They enable users of a website to interact with each other by exchanging tips and discussing topics related to a certain theme. Like other internet-based learning environments, online forums provide a way for maintaining communication for learners who are not able to meet face-to-face or who prefer logging-on at different times. Online forums are a kind of

computer mediated communication which allows individual to communicate with others by posting written messages to exchange ideas. Proper utilization enhances effectiveness of communication. Learning through online forums is an important learning strategy for students to improve their language skills.

Online forums provide many benefits to students and teachers.

- Intellectual exchange
- Learning new ideas and refining old ones
- Enjoying community membership
- Influencing the forum's evolution
- Contributing to others
- Making new friends and contacts
- New business leads
- Keeping up with current events
- Learning about new opportunities

Researchers have found that students can take more time to read, craft, reflect on their responses, and find relevant information when composing messages in such an environment

Elements of a good online forum

Require students to participate

Grade student efforts

Involve learning teams

Structure discussion

Require a hand in assignment

Learners use their own experience in posing questions and scenarios

Relate the discussion to course objectives

Establish a friendly, open environment

Use authentic tasks and topics

Emphasize learner-centered instruction

Encourage students to give constructive feedback and suggestions

Let students experience, reflect and share the benefit of using threaded discussion

Be sure that instructors facilitate collaboration and knowledge building

Encourage dialogue and referencing of other student postings

Use humour for motivation

Use emoticons to help convey ideas and feelings

The online forum is an ideal place to put a learning community and its learning objects on the same page. Online forums may provide a way for teachers to improve the quality of their students' language learning skills.

<http://forum.language-learners.org/>

Virtual Classroom

A Virtual Classroom is “an online learning environment, also known as Virtual Learning Environment (VLE It can be web-based and accessed through a portal or software-based’.. The class is conducted online, thus necessitating teachers to share their ideas and input through an online platform.

As already pointed out, the need for creating a virtual learning environment arises when

1. We as educators are not able to cater to the needs of students with mixed abilities satisfactorily in the traditional classroom where we have a face-to-face meeting with them.
2. There is a need to provide an enhanced learning content t
3. The rigid time table we follow in a traditional classroom poses problems in promoting effective learning.
4. Students want to learn more beyond a prescribed syllabus.
5. Teachers feel the need to supplement their lessons in the traditional classroom with the provision of more learning content for their students.

There are three types of online environment offered by the Web.

The term is an acronym for Modular Object-oriented Dynamic Learning Environment. It is a free software e-learning platform, also known as a Learning Management System, or Virtual Learning Environment (VLE). It is open source software and it is available for free. It may be installed in the server for anyone to access.

A few of the portals which provide it for free are: Nicenet, WiziQ and Edu.20. All that you have to do is to register using your Username and Password and a Virtual Classroom is made available

Social Networking Sites for Language Teaching

The “social networking site” is the 21st century term for “virtual community,” a group of people who use the Internet to communicate by voice, chat, message, blogs about everything and anything. The widespread examples of social networking are Facebook, Twitter, Orkut, YouTube, MySpace, etc.

The idea of using social networking in language classrooms seems to be challenging. Using social networking in a classroom, students get an opportunity to:

- Learn a language collaboratively
- Be more enthusiastic about learning
- Become autonomous learners
- Work together constantly and collaboratively
- Communicate with the native speakers
- Learn more about the culture from native speakers themselves

Advantages of TELL

- TELL provides a lot more flexibility and caters to more learning styles of the language learners compared to traditional styles of teaching.
- TELL can be used alongside textbooks for a much more in depth learning experience
- TELL turns the classroom into a student centred environment. Students can:
 - *Select order in which material is presented to them* (ex. grammar first and vocabulary building game last)
 - *Control the material presented to them* (ex. Visit the Coliseum in Rome, Italy on CD-ROM or learn about the 2006 Olympics in Torino, Italy)
 - *Control the pace of progress* (ex. students can work through level 1 & 2 on grammar today and then level 1 on vocabulary the following day)
- TELL improves motivation and develops better attitudes in students towards learning.
- Learning is not confined to the area within the classroom environment, it is enlarged Students can learn about language at home and practice language in class.

Conclusion

This paper has attempted to outline some of the trends developing in technology-enhanced language learning. With increasing sophistication in both the technology and the users of that technology, it is sure that more appropriate technology-based second language learning systems will emerge. The World Wide Web should never be used in the language lesson just for the sake of novelty. It should be used to develop purposeful interaction in the language classroom.

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