

**Test In Ice Age**  
**(Teaching English As A Second Language In The Age Of**  
**Information, Communication And Entertainment)**

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**Abstract**

English is learnt, spoken and used worldwide, officially or unofficially. Because of its status of an international or global language, English is now regarded as a second language rather than a foreign one in most of the countries. The present age is literally called the ICE age i.e. age of Information, Communication and Entertainment. These three domains have become the main media of learning, Earning and Surviving. The Internet and the rise of computer-mediated communication in particular have reshaped the uses of computers for language learning and especially English language learning.

**Key Words:-** Edutainment, Gadgets, Interactive, Activity, Technology, Self-learning.

**Introduction:-** Teaching and learning of English is not only limited to the curriculum of schools or colleges, people from different strata of society viz. Students, careerist, competitive exams aspirants, People moving abroad, Aspirants of GRE/TOEFL/IELTS,

Government Officers, Professionals, Entrepreneurs, Industrialists, Businessman and even Housewives, all need and desire to improve their English communication. This typical need and intense desire of the masses of improving English Communication has naturally led to Teaching-learning of English in different modes and fashions, viz. TESL, TEFL, ESL, EFL, ESP, ESOL and the like. Because of its status of an international or global language, English is now regarded as a second language rather than a foreign one in most of the countries. Besides, in recent years, language teaching has focused on the 'learning' rather than the 'teaching' of the language. Manifold exercises in the form of utilizing hi-tech multimedia such as audio-visuals, computer, internet, interactive-white-boards and mobile phones are vital in developing the self-learning and ability of learners.

**TESL in ICE age:-** "The expansion of computer use in the education sector is a direct extension of development in technology in all sectors" (Bajunid, 127). Teachers in any country have been the greatest and most effective carriers of trends and values in the society, keeping that in mind most of the institutions are being computerized and digitalized. English and Computer have become the two indispensable wheels of success. Due to the accuracy and efficacy of such modern electronic gadgets, governments are also promoting them to be usable to the most common man of the society. Computer or its by-products have become the basic source of our day to day needs. No progressive global citizen can afford to ignore them for excelling in life. "Teachers are not the only source of information any more, but act as facilitators so that students can actively interpret and organize the information they are given, fitting it into prior knowledge" (Dole, Duffy, Roehler and Pearson 76). "Students have become active participants in learning and are encouraged to be explorers and creators of language rather than passive recipients of it" (Brown, 246). The Internet and the rise of computer-mediated communication in particular have reshaped the uses of computers for language learning. Second language acquisition research perceives students as active learners; capable of creating their own ideas that they can later use to make sense of their own learning (Ruschoff and Ritter, 229). TESL research implies that language acquisition should be achieved by having plenty of opportunities for communicative language activities that allow for negotiation of meaning and exchange of information between speakers. With the shift in the approach to teaching English from a highly structured approach to more open, bottom-up, constructivist approach, second language pedagogy values a process-oriented

high-tech multimedia environment. The pedagogy, that stands behind the use of technology and the way teachers can make use of it, is what makes technology effective. “Research also shows that technology-enhanced multimedia instruction boosts up student motivation” (Torff and Tirotta 379).

And above all, the best thing about the use of high-tech multimedia in TESL is that, teachers and institutes need not thrust them on students. Even we, teachers accept that students are more interested and comfortable on these modern gadgets than their mentors. Their attention is naturally attracted, when they are taught through high-tech multimedia, they learn with undivided attention and involve their all senses in attaining English skills. The fusion of TESL and high-tech multimedia makes the atmosphere more active and dynamic and helps them to store knowledge and master skills naturally and smoothly.

**Objectives of the Research:** As mentioned in the beginning, the world has seen the most rapid change in last two decades, and English language learning and teaching is not an exception of it. The traditional model of teaching has been increasingly affected by the use of modern technologies in recent years. Today TESL is not centered to teaching English only, it aims at preparing learners for an ideal and competent global citizen. Having investigated, discussed and exchanged knowledge related to English teaching, the researcher has attempted to enumerate the implicit and explicit objectives of teaching English in different disciplines. The researcher expected to get the following objectives fulfilled through this action research:-

1. Figuring out the main differences between traditional TESL and modern TESL.
2. Assessing the compatibility and adaptability of the teachers with these modern gadgets.
3. Finding out the advantages of teaching English through technology-enhanced multimedia and sharing the findings with teachers and learners.
4. Measuring the effects of using modern techniques and devices in English language learning and teaching.
5. Exploring the most effective programs, software, activities, in multimedia rich classes or language labs and letting other teachers know about them.
6. Identifying the barriers to the optimum use of multimedia and language lab and informing them to the relevant users or authorities tactfully.

7. It is expected that this study will help teachers to be familiar with some of the gadgets and software which are yet unexplored for them.
8. The researcher will enrich his own knowledge and learn from the practices and experiences of other teachers. ,
9. And finally this thesis would contribute in updating knowledge and awareness of teachers, researchers and the administrators of educational institutes about modern methods and approaches of English language learning and teaching through ICE media.

**Major shifts in Language Pedagogies:** According to Stephen R. Acker, of the Center for Advanced Study in Telecommunications at Ohio State University, as telecommunication networks begin to saturate the physical environs, we have entered a period of social transformation. This transformation is also occurring in education, and we are all a part of it. In fact, in light of the globalization of education, use of high-tech multimedia will become more common and more comprehensive. When talking about pedagogy, in traditional teaching the teacher shared a special right and used to be in an upper position, in which he or she used to dominate the class. The teacher used to be definitely superior in knowledge and skills. The teacher used to dominate the class. “In such kind of teaching classroom, there is too much TTT (Teacher Talking Time) and not enough STT (Student Talking Time)” (Harmer 216) , and the whole class time is taken up by the teacher’s presentation and explanations, there is still a” Speech Supremacy” phenomenon, while the students are just given few chances to answer the nominated questions. Whereas in modern English teaching, an honest teacher would open heartedly accept that in matters of operating modern gadgets and technologies, sometimes learners contribute to our knowledge, if they are given the opportunity to share. It is clear that in the changing world, usually the successful experience of past directly causes present failure. That reminds us of traditional English teaching method, now it is openly accepted even by elderly teachers that traditional method has many defects. Modern approach of TESL emphasizes on creating friendly environment in the class and allowing learners to communicate frankly and fearlessly.

**Myriads of Multimedia Language Teaching Learning Tools:** Students and teachers should be able to use in their classrooms different media through different technologies. Media provide teachers and students with creative and practical ideas. They enable teachers to meet

various needs and interests of their students. They also provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, language games, different talking dictionaries and encyclopedias, specific software dedicated to pronunciation and accent, skill oriented audios, huge range of mobile apps etc, and tasks which develop reading, writing, speaking and listening skills. Out of this huge variety of multimedia, the most important and most common media devices are discussed here.

Computer is the fountain head of the most of the modern digital gadgets. Though in the beginning era of CALL (Computer-assisted language learning) it was assumed that computer will prove to be a complicated machinery to be handled by the students and they would need separate long trainings for it. But due to the rapid advancement of digital technology, teachers and learners both kept on adapting it effortlessly and naturally. The computer has the potential to increase students' interest and enthusiasm for language learning and this may be helpful in motivating students to pursue independent individualized study.

The Internet is nowadays considered to be the greatest innovation in Information Technology. The number of the users of the Internet increases dramatically every day. The benefits and uses of the Internet for education are growing with every passing day. The development of the Internet brought about a revolution in the teachers' perspective, as the teaching tools offered through the Internet were gradually becoming more reliable. Nowadays, the Internet is gaining immense popularity in foreign language teaching and more and more educators and learners are embracing it.

Incorporating T.V. Programmes, Movies, Cartoons in our lesson plan regularly not only makes atmosphere of learning light but involves the undivided attention of the learners. Watching a film in real life is usually fun and relaxing. We the teachers should try to create an atmosphere in the classroom so that both the teacher and the students enjoy the film and the tasks along with it. Watching films is very important as it increases their visual and critical awareness.

Interactive digital boards are the latest digital tools which are being used during classroom teaching sessions in order to improve the grasping power and the quality of learning of students all over the world. A lot of teachers who have made use of interactive whiteboards in the form of teaching aids have also given a lot of positive feedback stating that students pay a lot more attention in class when

attractive visual aids are displayed before them using these interactive digital boards. It is asserted that “TWBs can enhance the functionality of existing ICT such as computers and projectors by adding interactivity to these media that make it distinct from traditional Power Point Presentation” (Hall & Higgins 109).

Mobile phone is a common instrument that can be seen in every hand especially in the hands of students. To be frank students have the latest mobile phones. As they are inquisitive in nature, they become experts in operating various functions of the mobile. It has been considered as a very useful and convenient tool for teaching and learning. MALL (Mobile Assisted Language Learning) has multifaceted advantages, students record their own notes in text and audio, they take photos, they enjoy recording and uploading interviews, and they recommend creating and publishing mini-presentations using their mobile devices. Equipped with audio, video, and text capabilities, mobile devices afford communication through multiple means of representation. This allows for listening competencies to be taught in a more authentic environment integrating all four language skills.

By using e-mail in the writing class students become familiar with a communication tool that is vital to their survival in the 21st century. A teacher can interact with a student or a group of students working on a project at times that are more convenient to the student, group, and the teacher.

**Conclusion:** Ever flourishing rich atmosphere of benefitting from English has developed a craze in every progressive individual to learn and improve English, which has led to immense growth in the field of Teaching English as a Second Language. It's the common acceptance of the society that Computer, internet and mobile phones are no more luxuries now they have become tools of indispensable success. Even the most common man in the society carries a mobile phone and the mass usage and production of such electronic gadgets have brought their prices to the minimal. Such easy access to the smart devices and their employment in English Language Learning has made English Language Teachers' job interesting but on the other hand, ever mushrooming emersion of electronic devices, various gadgets and enormous quantity of apps have made teachers' job more challenging.

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