

ISSN INTERNATIONAL
STANDARD
SERIAL
NUMBER
ISSN-2321-7065

IJELLH

**International Journal of English Language,
Literature in Humanities**

Indexed, Peer Reviewed (Refereed), UGC Approved Journal



**A Two Day International Conference on
Emerging Trends in English Language Teaching
(ICETELT 2019)**



Organised by

The Department of English, School of Science and Humanities

Kongu Engineering College (Autonomous)

Perundurai

Volume 7, Issue 8, August 2019

www.ijellh.com

K. Vijaya Lakshmi

HOD of General Engineering

Al-Ameen Polytechnic College

Erode, Tamil Nadu, India

k.vijiaapc@gmail.com

Teacher: An Incessant Learner

Abstract

The paper focuses on the present situation of teachers. Today's teachers are expected to acquire new forms of knowledge which they can link and apply to enhance their mode of teaching. The teachers should be adapted to changes in professional and personal environments. This paper explores how teachers are becoming lifelong learners. What are the challenges lying behind them? How the students and the society be benefited by the process?

Key words: language teaching, professional skills, teaching challenges

Introduction

Teaching is an art, which constantly changes due to the epoch we live in. Accordingly, language teachers are accustomed to modify them towards frequent transformations regarding innovations in English language teaching. Nowadays, English teachers around the universe would prefer some new technologies in teaching language with the emerging trends of Computer Assisted Language Learning (CALL). As Hartoyo (2008) stated in his book, "a computer is a tool and medium that facilitates people in learning a language, although the effectiveness of learning depends totally on the users." Teachers of

English invariably wish to teach with the help of Information and Communication Technology tools (ICT) rather than the traditional methods of ELT which dominate the teacher-centred approach. ICT provides easy access to information for the learners, promotes interaction and communication and enhance digital literacy skills. The exploitation of ICT has taken place to meet the possible and considerable progress in language learning and which facilitates learners and teachers in learning and teaching process respectively. ICT has been exposed as potentially dominant allowing tools for educational change and reform. Hence, the advent of technology strengthens the language learning wider and affordable.

In learning process, ICT gives a constructive vibration towards the attitude of students. They excel themselves in absorbing the essentials through the learning methods that fail to cater by the traditional techniques. The accessibility of sources such as websites, radio, television, images, language laboratories and so on support the students to learn and practise the language more effectively. Both the students and the teachers are at comfort zone on depending upon the elements in preparing, storing and recovering the sources. As Ching Yang et al. and Hismanoglou observe, "Internet technology provides teachers and learners with ample resources where learning can be generated interactively through real world situations, student learning possibilities have been found to be increased along with student computer skills and student views that their learning can be promoted and enhanced through communication tools towards autonomy." The strategies offer authentication through which the learner can have a wide network all over the globe.

In this current scenario, the novice teachers provide more significance to incorporate the modern tools in their teaching milieu. The use of web 2.0 that enriches the sharing of knowledge plays a specialised role among the choices. Web 2.0 offers interactive atmosphere and also the component caters the need of the language teacher. Some of the benefits of web 2.0 tools are;

www.blendspace.com, a kind of site that provides simple way to create courses of multimedia and it permits the teachers to generate a lecture in collaborating immense resources.

Scoop, a content tool brings out the materials for online periodicals.

Google drive is a storeroom to save all types of documents in different ways and retrieved by the teachers as well as the students if essential.

Vialogues.com is a video base discussion to add polls and comments on the video lessons.

Voxopop.com, a web based audio element which is used to record the speeches and discussions on a particular area. It is solely an attractive element for the learners to hone up their skills on speaking.

Lesson writer.com is a web to create and read lessons. The teachers could paste a passage which they decided to make use of it in the classroom. In addition to that examples and exercises associated to the given passage could be included.

Radio and television are the beneficial tools of learning the language efficiently. Not only the radio but also the television provides inexpensive access to variety of programmes. The common programmes like news in all English channels, cooking competition in Star world, Animal planet, Sports commentaries etc., enhance the learners experience towards the language to acquire the native speaker's language. The radio is an easy tool for the teachers in making the learners to listen the speeches of distinguished and great speakers. The television is the other chief technological means used by the teachers because it satisfies both eyes and ears.

Film is one of the most dominant elements in the hands of a clever and capable teacher. Film appeals the students very much and also heightens the interest and holds them in the custody of the learned resources. Films provide a lot of benefits for the language learners in many cases such as motivating, enjoyable, authentic, visual context and flexibility. The student of prime level gets involved to be acquainted with the execution of the

vocalizations and the pronunciations. The student of elevated level gets acquainted with the typical and recent releases of novels and plays that have been filmed.

Language labs are the hi-tech teaching aids. In language labs, the students are able to listen to the audios and be also able to know the varied pronunciation used, the learners can speak and even record the voices of their own. The level of pronunciation of the students can be developed further by repeatedly listening to standard materials. Language labs are absolutely result oriented. Language lab enriches the learning procedures of English language. In the present circumstances, Language labs create a flexible environment when it is compared with that of traditional classrooms.

The projector is another important method of educating the learners, which is duly advantageous and a substitute for a chalk and talk method. The Over Head Projectors take time to prepare the things in advance and this type of multimedia guarantees a qualitative teaching. The projectors are the chief aids in displaying the context to the larger group of students. OHP allow the trainers to employ images, diagrams and it also decreases the job of the trainer by the drawings on black boards. By the utilisation of OHP's extra intricate sources can be lime lighted into the learning rooms and it is versatile for the learners to write observations from it.

Conclusion

As the traditional way of teaching and learning the English language is linked with the modern strategies of learning and teaching process, it is not practical to see them in different views. With the fruitful support of these ICT tools which are easily accessible on the internet, create the second language learning-teaching a successful one. Only in the hands of innovative language tutors, learning a foreign language becomes worthwhile. Nowadays, English Language Teaching has stepped into the phase of assessment where new

developments are coming into our routine activities. The components that are pointed out are the concrete tools in the learning pathway of English language teaching.

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