COMPUTER AND ITS CONTRIBUTION IN THE TEACHING OF ENGLISH LANGUAGE: A PEDAGOGICAL APPLICATION

B.Nagaiah	H.Narendra Kumar
Ph.D Scholar	Ph.D Scholar
Krishna University	Efluniversity
Machilipatnameer A.P	Hyderabad
E-mail:nagbodipalli@gmail.com	E-mail:narenciefl@gmail.com

ABSTRACT

Due to the advancement of Technology and the widespread availability of computers are causing tremendous changes in the history of English language teaching. Asian countries like Japan, Germany, China, Russia and India in particular are at the heart of this change. This paper briefly examines the way in which computers have contributed to English Language Teaching with pedagogical applications and by helping us to understand the nature of the language. It is also to be noted here that the Internet and the resulting computer mediated communication (CMC) has reached a stage even to change the language itself. The implications of such changes are then discussed in two perspectives in this article.

1. English as International / Global language- i.e., English is no more a foreign language or Second language.

2. Promoting task-based approaches by shifting away from traditional notions of curriculum and syllabus.

1. Introduction

Due to the advancement of Technology and the widespread availability of computers are causing tremendous changes in the history of English language teaching. Asian countries like Japan, Germany, China, Russia and India in particular are at the heart of this change. This paper briefly examines the way in which computers have contributed to English Language Teaching with pedagogical applications and by helping us to understand the nature of the language. It is also to be noted here that the Internet and the resulting computer mediated communication (CMC) has reached a stage even to change the language itself. The implications of such changes are then discussed in two perspectives in this article.

1. English as International / Global language- i.e., English is no more a foreign language or Second language.

2. Promoting task-based approaches by shifting away from traditional notions of curriculum and syllabus.

2. The Growth of English Language Teaching

The advance in technology has made it possible to use modern facilities for language teaching and communication. The growth of ELT is fuelled by today's technological advancements such as Internet, email and websites. According to David Graddol (2000) in the year 2000, there were about a billion English learners and he ensures that this number will have doubled within a decade. It is also to be noted that over 80% of information stored on the Internet is in English. There are more non- native than native users of English Language. The diversity of context in terms of learners' age, nationality, and background has become a defining characteristic of ELT today. The technological advancements have played a greater role in the growth of English and the way in which the language is used on Internet has largely facilitated the growth of English language especially when the computer is widely available to many in affordable price. Warschauer (2002) explained this change in terms of conflict between local identities and globalization of the English language while Jarvis and Atsilarat (2004) stated that the Internet might be a contributory factor in shifting away from a communicative towards a context- based approach to language teaching pedagogy. It is the middle and upper classes in virtually every country that have greater access to computers. The Asian countries like India, China are experiencing massive growth in the computer as their economies develop and change. This change necessitates a revision of traditional definitions of what constitutes the English language and its shifting from English as a Foreign Language / English as a Second Language to English as an International Language / English as Global Language.

3. Contributions of Computers in ELT

For a better understanding of the impact of computers on ELT, it becomes necessary to look back in the history of language teaching how their role has developed. This section is divided into two parts namely pre-internet era and the Internet era.

3.1 Pre-Internet era

In Pre-Internet days, computer Assisted Language Learning (CALL)

developed and concerned itself with the pedagogical applications of the technology. People used the computer to develop and practice their English. Pre-Internet CALL was limited to text-based provisions. Today novelty of CALL has gone for many who use computer as part of their day today life. And also in the use of computers for assisting and understanding of what constitutes the English Language and how it works. Corpus Linguistics and the arrival of lexis as an item to be included within the syllabus began in the 1980s and continue today. This established analysis of language both written and spoken form has helped to examine the frequency of words. It has given us insights into the most useful vocabulary to teach, and facilitated the emergence of the lexical syllabus. The computers have had a role in pedagogical practice and in analyzing language. These two aspects have been further developed by the arrival of the Internet. It is to be noted here that the

role of computer did not affect the language itself.

3.2 The Internet era and Language Change.

According to David Crystal (2001), the Internet with its element of communication gives rise to new vocabulary, which changes the language partly. There are number of words which did not exist before the Internet era. For example, e-mail, chat group, Outbox, inbox, Google, E-learning, online, offline, and boot and so on are a few of them evolved from Internet. This change in the language is rapidly evolving and does not have a long history to inform syllabus designers and ELT practitioners. Emails do not follow punctuation conventions. SMS texts and email have plenty of spelling mistakes. Acronyms and abbreviations are largely used. Grammatical and syntactical mistakes are not mainly focused or concerned with. All these changes are normally accepted depending on the context that they convey the intended message to the receiver. Emails and SMS texts use mostly the version of spoken English. In real time chat rooms and mobile messages people make use of a kind of unique version which mixes both spoken and written form. The question remains unanswered that how far we can allow such changes on language content in Teaching. Sometimes, the language generated from

these technological devices is completely different from what we have known already. For example:

Pwr 4 Uth -Power for Youth

C u l8tr - See you later

V4U - We for you

? r U? - Where are you?

? 2 do! - What to do!

This variety is not taught in any foreign language classroom that one can go and learn it. It is not a foreign language either. It is a variety of English used in technologically enhanced communication. David Crystal (2001) terms it a 'Netspeak' – a language variant. It is almost around the world used and easily understood in the context by receiver. So it is very clear that Internet is definitely impacting upon the ways in which we use language and what constitutes language. Within a traditional approach to syllabus design we arguably need to plot these new items of language and include them in our programmes. But before entering into these implications for pedagogical practice, the potential impact of change on our well- established notions of EFL and ESL is to be explored.

4. Implications

As it was stated in the introduction, the implications of the changes caused by computer technology are discussed under two perspectives.

4.1 The shift of English from EFL or ESL to EIL or EGL

The present technological advancements have changed the world into a global village so as to state there is no foreigner. In other way, that everyone knows everybody and communicates interacts and bargains with the every other. A few years ago, the long established British newspaper of the profession 'EFL Gazette' changed its name to the 'EL Gazette'. One may ask what caused this change or in what way Internet be contributing to such change. The terms EFL and ESL carry with them the connotations that the language does not belonging to the users; it is foreign, or it is second. In fact, today these users have outnumbered the native speakers. Philipson (1992) observes that these connotations are contributory factors in the manifestation of a linguistic imperialism. Here, an implied uneven power relationship is centered on ownership. The above definitions tend to be based around the notion of learners and

users in physical spaces, which automatically includes the virtual world of the Internet.

4.2. Towards a Task-based approach

The conventional ELT syllabus lists learning items in terms of structures, functions, notions, and vocabulary, which integrate the four language skills namely reading, writing, listening and speaking. This approach has been characterized as product-oriented because it focuses on what is to be learnt or produced (White, 1988). The problem here is the input cannot be equated with output. That is, teaching cannot be equated with learning. An alternative approach can be characterized as processes - oriented because it focuses not on items to be taught and learned, but on what the learner does with the language. A task-based approach is very much process-oriented (Jarvis, 2004) because it focuses on 'learning through doing'. Tasks mean different things to different people. Hence, it is useful and important to distinguish between pedagogic and authentic tasks. Pedagogic tasks invite students to do things, which are unlikely to occur outside the classroom. For example: arranging jumbled sentences. Fill in the blanks etc. With authentic tasks students are asked to complete activities, which are likely to be carried out in real life. For example: booking a flight ticket, drawing a tour map, a conversation in the market place, an enquiring in the police station etc.

5. Conclusion

The above discussion reveals that computer not only impact on the way English is used but also impact upon the language itself. This trend seems to go hand in hand with task-based approach and represents challenges for everyone involved in ELT. For educators and practitioners there is a changed dynamic in which computers have now become much more than a tool or a tutor for developing language skills. Language teaching education is entering into a new and uncharted phase where students, unlike in previous phases, interact with each other and the world via the computer. There is a great deal of work that has focused on the value of computers in learning or second language acquisition.

REFERENCES:

[1] Burns, A & Coffin, C (Eds) **Analyzing English in global**

context, London & New York, Routledge, 2001.

[2] Crystal, David. **English as a Global language (2nd edition),** Cambridge, CUP, 2003.

[3] Crystal, David. **Language and the Internet**, Cambridge: CUP, 2001.

[4] Graddol, D, **The future of English? : A guide for forecasting the popularity of the English language in the 21st Century (2nd edition),** The British Council, 2003.