

## THE NECESSITY OF ICT IN ENGLISH LANGUAGE TEACHING AND LEARNING AT COLLEGE LEVEL: AN OVERVIEW

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### Introduction

In purely educational terms, there seems to be a universal agreement that technological implementation in education contributes significantly to improve teaching and learning and increasing achievement. Technology has become an integral part of educational systems around that world. For years, teachers have been using whatever means available to instill learning within their students. Usually they use blackboard, chalk and sometimes chats. In the fast developing world technology has improved a lot in each and every field. The development of technology has made its impact on the educational field also.

Nowadays technology is recognized as an instrumental tool, not as a subject of instruction. When we observe the research and studies that has been going on in the field of English language teaching, it is clearly evident that technology and literature play the key roles. Whether the learners are from literature background or technical background, language has the same purpose. It is their medium to communicate. Language is always a means of observation as well as internalization of the world. We apprehended the world through the language. It is the need of the time that forces the modern technology and pedagogy to concentrate on specialized forms of English language teaching that satisfy the conspicuous communication needs.

### The Use of Multimedia in English Teaching

Since the media can be integrated by using computer, the multimedia has close relation with CALL. Sometimes teachers even use CALL to stand for multimedia. Although the definition of multimedia is very simple, making it work is very complicated.

### Components of Multimedia

Multimedia is composed of various components: text, graphics, animation, sound, and video. These components can contribute differentially to the learning of materials. **Text:** It is fundamental element in all multimedia applications. It conveys most information. We can use ordinary text or various typographic effects for emphasis or clarification in English teaching. In order to catch the reader's attention, teachers can use different font size, color, and style to present information; emphasize a certain word or phrase.

**Graphics:** It refers to images and pictures, such as chart, diagram, and photograph, which contain no movement. According to Andrew Wright's Book Picture for Language Learning, graphics can stimulate interesting and motivation, improve understanding ability of language, and offer especial reference object and topic. Graphics plays a very important role in language teaching process.

**Animation:** Animation is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions in order to create an illusion of movement. Simply speaking, it ranges scope from the basic graph with a simple motion to a detailed image with complex movements. Assisted by the use of animation, teachers can highlight key knowledge points and heighten students' motivation.

**Sound:** It is speech, music, or any other sound that is stored and produced by computers. It has more advantages than tape recorder. In multimedia, teacher can use more vivid and fruitful sound to help

students' English learning.

**Video:** It is the visible part of a television transmission and broadcasts visual images of stationary or moving objects. Compared with animation, video can offer more vivid information. But it will consume more storage space than animation.

### **The Setting of Multimedia Classroom**

In traditional classroom, most English teachers are used to using some conventional equipment, such as blackboard, chalk, tape recorders, and so on. However, we can find more modern equipment in a multimedia classroom. To ensure that readers can obtain a better understanding of multimedia English teaching, an illustration of a typical one-multimedia-PC classroom setting is vital and necessary.

1. MPC multimedia personal computer
2. VCD/DVD playervideo compound disk/digital video disk
3. Amplifier and Hi-Fi acoustic system
4. Overhead/slide projector
5. Screen/curtain
6. Projecting apparatus
7. The Internet access
8. Cassette tape recorder and
9. Camera recorder.

### **The Necessity of Multimedia in English Teaching**

Modern educational technology, which is characterized by more information and stronger intuitive, is a combination of modern education and modern technology. The development of modern educational technology not only promotes the development of educational methods and means, but also promotes the development of educational thinking and model. With the rapid development of China's educational undertakings, more and more people pay much attention on multimedia teaching which belongs to modern education. Multimedia appears in school widely, and gradually steps into the front line of educationthe classroom teaching. School teaching methods have become more inclined to multi-media teaching methods, and demonstrate its superiority in teaching. We can say that modern educational technology must lead to development of multi-media teaching. Only multimedia teaching can develop and improve the modern education technology well.

### **The Needs of Quality Education**

There is no doubt, with the global economic development and strong social competition, the State Ministry of Education pays much attention to quality education. How to follow the step of development of quality education in English teaching? The answer is that multimedia is one of the ways to promote the development of quality education. Multimedia English language teaching can enable students to be involved in a variety of sensory organ in the learning process and stimulate the students in the corresponding cortical function area. This stimulation is favor of understanding and memorizing knowledge, produces better learning outcomes, and improves classroom efficiency, thus breaking the traditional English teaching. Multimedia English teaching provides a good educational platform and adds vigor for quality education, enabling students to change and update their thinking from the traditional teaching, thereby enhancing the quality of all aspects.

### **The Multimedia Teaching**

Many studies have shown that many students are tired of traditional English classes, and are interested in new style learning. They have positive attitude towards computer technology used in the classroom, and such technology does have a positive impact, because multimedia teaching have many advantages over other media in English teaching.

### **Strategies for Using Multimedia**

There is no doubt that modern teaching methods have many advantages over traditional ones. Compared to traditional textbook or workbook, a multimedia program can provide immediate feedback on the correctness of the learner's response. Nevertheless, traditional teaching methods are still commonly used because of their own strong points. So teachers should combine their strong points with modern teaching methods, which not only raise classroom teaching quality and efficiency, but also improve teaching and learning environment between teachers and students.

### **Viewing Multimedia as the Assistance to Teaching**

Multimedia features including sound, animation, video, and record allow computers as model skills to help students and teachers assess them. The option to provide guidance only when needed makes it possible for computers to support learning flexibly. Multimedia enables students to manipulate and create material to learn by doing. But when we use computers in the teaching, we should understand they can only assist but cannot take place of all the other teaching methods. It is wrong for the teachers to take no notice of textbooks when they are designing courseware. Now that multimedia can only help English teaching, teachers should get a clear idea of how and when to make good use of them. Application of multimedia technology aims to improve teaching, but teaching is not intended for multimedia. There is no doubt that teaching needs multimedia, but using multimedia does not mean enhancing teaching efficiency. For example, if the teaching can be completed in a few minutes in an ordinary classroom, it is certainly unnecessary to use multimedia. Because of all kinds of media in multimedia technology, sometimes students may concentrate not on teaching contents but on media. If so, students are not able to grasp teaching contents well. That means not every class need multimedia teaching. One important principle is: When simple is best, keep it simple. Therefore, multimedia can only be used as a supplement to classroom English teaching.

### **Building the Ideal Relationship - Teachers and Students**

Application of modern teaching methods can make teaching efficient and do part of work instead of teachers. But it is wrong for some people to hold the view that machine can take place of human beings. It is more challenging role for teachers now that the expectations are more complex. In other words, in the information age, the role of teachers has evolved, moving from a traditional teaching role (being the "holder" of knowledge) to being "facilitators" (helping students learning the way each learns best) when learners take advantages of the true potential of multimedia as learning tools. At any time teachers' explanation plays an extreme part, which is a language art and cannot be substituted by any teaching methods. Although teaching methods have changed, teaching laws and characteristics of students' development in body and mind remain unchanged. Teachers should play a leading role in the teaching. In the past, students were thought of to be passive knowledge receiver. However, the role of students with learning has changed in the information age. There is a movement towards learner-centered approaches. Thus, students became learning subjects. How actively students participate in the learning situation is an important parameter for the learning environment. One part of the role of students is to actively formulate their own goals for their learning goals. For another thing, students should take a role as a teacher. Being a teacher is beneficial to improve one's own understanding.

### **Strengthening Teacher Training**

Multimedia assisted English teaching requires teachers with multimedia computer operating experience. It is a challenge for teachers using multimedia because of heavy preparation work and increasing workload. In the light of the problems the teachers should be trained with the use of modern equipments. They should be familiar with the operation. They should be expert in one thing and good at many. They should know well about modern educational theories and techniques.

### **The Principles of Multimedia-Assisted Teaching**

(1) Scientific principles. Namely, courseware design cannot appear any errors;

- (2) Subsidiary principle. We must always adhere to: Although multi-media teaching has many advantages, it is only a supplementary means, and does not substitute for the role of people;
- (3) Interactivity principle. More interactivity between teachers and students, students and multimedia, more effective results we will have;
- (4) Combination principle. Combine the advantages of modern teaching and the traditional teaching organically.

### **Conclusion**

In the last several years, the application of multimedia technology in English teaching has become a trend in china, which is especially beneficial to language learning. It is urgent that education needs to be modernized in rapidly society and multimedia is an important aspect in modern education. In order to suit for this kind of need, course reformation and multimedia teaching are sped up in every country, in which it is extremely needed to turn traditional teaching into modern teaching in English teaching. In the future, multimedia technology is likely to be a necessity not only for English teaching but also for teaching for many other subjects. As a device which stimulates and at the same time partners the user's processes of thinking, reasoning, and communicating, the multimedia also has the potential to change these processes. Surely, neither should the practitioners be blindly led by the technological innovation, nor should they deny the function of multimedia in language teaching. In sum, regardless of the difficulties lying ahead, we must admit that multimedia do make a revolutionary impact on language teaching. To be sure, it is a permanent task for a teacher to do more and deeper studies in the application of multimedia. It is no doubt that more practical and effective ways can be worked out to improve English teaching.

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