



**USE OF COMPUTERS IN TEACHING COMMUNICATION SKILLS IN ENGLISH:
A STUDY ON COMPUTER AIDED LANGUAGE LEARNING (CALL)**

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Abstract

The system of teaching changes time to time. From open air school to Air conditioned classroom, in the long journey of teaching, there are different methods that made the learner attract towards learning independently and individually. Now a days, the use of computer became very common in teaching. Particularly in Language class rooms role of 21st century Language technology is immense. Linguists try to integrate the use of computer in teaching in different styles. This paper titled: “Use of computers in Teaching communication skills in English: A Study on Computer Aided Language Learning (CALL)” focuses on how the applications of Language concepts on the computer in language teaching learning help the learner. At the same time, it also examines the authenticity of the learning through different tests and interactions on language learning through CALL.

***Key words:** Language learning, computer, Linguists, CALL, Courseware and application.*



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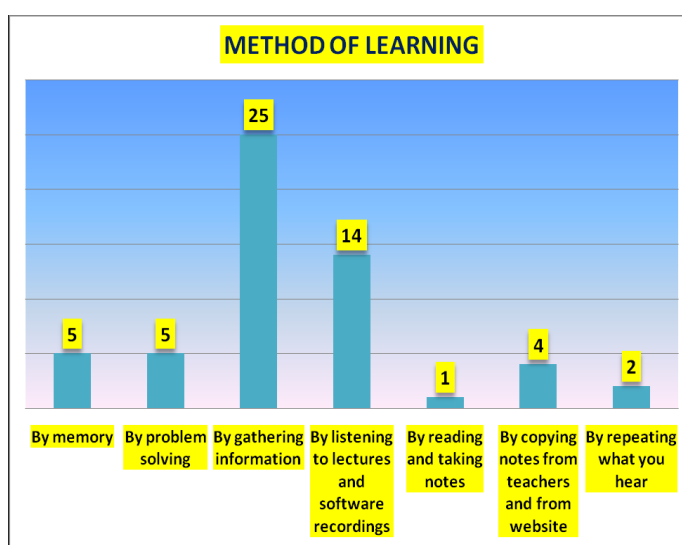
Today computer assisted language learning used technology to produce highly interactive learning environments, providing effective support for the acquisition of four Skills, i.e. listening, speaking, reading and writing skills. This research has been undertaken to make the rural students of Telangana comprehend the complex structures and the rules of grammar as they find it very difficult to comprehend the grammatical elements of the English language in the traditional method of teaching. So, computers were introduced to assist language learning to the students and there was a marked improvement. They were more enthusiastic, passionate and zealous to learn the language. They were able to comprehend the grammatical elements and the scores were much better when compared to the traditional method of teaching grammar. The widespread use of computer courseware in numerous

fields and domains has given quite an impact on education especially on the second and foreign language education. With the advent of technologies, courseware with multimedia elements and interactive contents has emerged to assist English language teaching. Since teachers are considered as the guardians of the classrooms, it is important to look into another alternative as a potential assistance to language learning that courseware can offer. The possibility of using computers in the teaching of grammar has dominated discussions of many educationists and applied linguistics especially in the field of computer-aided language learning (CALL). Many studies have been conducted on CALL, but they are still inadequate to support the idea that CALL is effective in all aspects of language teaching including the teaching of grammar by using computer.

This paper focuses on applications of Language concepts, on the computer in language teaching-learning, help the learner results from experiments which used computer-based grammar and teacher-driven grammar (chalk and talk) instructional methods. The method involves teaching verb tenses using two deductive approaches

- (a) the initial rule-oriented approach: it involves initial presentation of explicit rules followed by illustrative examples.
- (b) the structure-guessing approach: it involves explicit presentation of rules in response to structure guessing exercises

The effectiveness of these methods and approaches are compared based on the results obtained from the post-test administered at the end of the experiment. The results reveal significant differences between the groups in favour of the computer-based grammar instructional method. The proficiency level was much higher and the students were able to perform much better in the test. (Figure No. 1)



The study focused on structure-guessing and initial rule-oriented approaches on the acquisition of English grammar in computerized and teacher oriented classroom settings. This study addressed the following questions:

1. Are there any significant differences between the groups of learners due to method of instruction (computer-based instruction vs. teacher- instruction)?
2. Are there any significant differences between the groups of learners due to teaching approach (structure-based grammar instruction vs. rule-oriented grammar instruction)?
3. Are there any significant differences between the individual attention through computer based instruction and teacher - teaching approach

This study was conducted at Bharat Institute of Engineering and Technology, Hyderabad. The sample of the study consisted of 40 students from Five branches of Engineering. This study aimed to train students in basic communication skill development through training by Teachers and Computer Assisted Language Labs. Emphasis is laid more on the extensive use of exercises and oral practice in the classroom and Computer Assisted pronunciation, making requests, and other exercises.



The researcher of the present study took the help of Globerina Software for teaching the material using Desktop systems. It was chosen because it is available with Windows system and easy to use. The computer-based instructional software provided the students with help about how to use the programme, applications about the rules, formative evaluation with questions hyperlinked to model answers, more information which provides feedback such as enrichment activities, post-test, and useful links that included links related websites. In addition, the programme included sound, graphics, and animation to make the material clear and interesting. A provision is there for students to learn and equip a good practice of vowels, consonants, stress, intonation and rhythm. This software has got many salient features which would enable the students to learn and practice English language and communication skills.



However to make teaching English Communication more effective, it should be supported with suitable teaching method with teacher themselves skilled in computer. The role of language teacher should change (be) when multimedia is going to be introduced in classroom. Therefore, the training of teacher in teaching using computer should be done on a regular basis. This means that the Institute administration must come up with systematic training courses to prepare the teachers for this new challenge in classroom teaching. Training of English teachers in the use of computer in classroom and the methodology of teaching by using computer can be carried out as a preparation for the full force use of computer in the Institute. Administrators can now confidently plan the integration of computer in better communication skills training. They must equip their institutes with computer facilities to make sure that every faculty and student has the opportunity to have technological-based teaching and learning environment.

The role of teachers is more active in computer-based classrooms. Instead of being merely the instructors, they can also be the designers of their own instructions by producing a customized courseware which could cater to the students' needs. They can always creatively design the content of the courseware in making teaching and learning more meaningful. Students can use courseware to improve Communication skills and with the guidance from a skilled teacher, all the components of teaching can be learned effectively and interestingly. The courseware to teach all the skills can be strengthened with other multimedia elements like video and animations and these will help students to understand complex concepts in communication skills.

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