

Technology Enhanced Language Learning (TELL)

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ABSTRACT: *This study explores participant views regarding the integration of Internet tools in language learning activities. The descriptive study has illustrated the perceptions of a class of senior high school students regarding language learning in a technology environment. Making students aware that learning English through multimedia technology demands new learning strategies and self-directed learning is a crucial first step. Some pedagogical suggestions are provided for effectively using computer networking in second- and foreign language classrooms. Technology is no longer a fringe course enhancement, of interest to only enthusiastic teachers, learners and managers, but rather, it has an importance for everyone concerned in language teaching. The area of technology-enhanced language learning is highly controversial; there are so many ways of looking at technology in teaching. This paper explores opportunities that English teachers have created to help students meet English language literacy goals in technology enhanced language learning (TELL) classroom environments.*

Keywords: *EFL; Technology-enhanced language learning; Internet-based teaching;*

I. INTRODUCTION

Learning English is mainly an attempt to communicate with individuals. Because effective teaching is based on communication and the goal of English teaching is exactly the same. It is rare to find a language class that does not use some form of technology namely to develop the ability of students to communicate with people in a new language in real world situations. Consequently, learners can only learn English through regular class teaching, radio broadcasts, television, newspapers, magazines, and so on. Furthermore, in most Indian high school English classes, the prevalent mode of instruction is based on large-groups, teacher dominated grammar-translation methods, and exam-oriented textbook-based lectures. Students thus acquire knowledge in a decontextualized way. Therefore, it is difficult for learners to practice what they have learned flexibly in daily life. Moreover, class sizes are too large, there are limited opportunities for individual students to contribute or communicate one-on-one with teachers or classmates.

In recent years, technology has been used to both assist and enhance language learning. Teachers have incorporated various forms of technology to support their teaching, engage students in the learning process, provide authentic examples of the target culture, and connect their classrooms. Further, some technology tools enable teachers to differentiate instruction and adapt classroom activities and homework assignments, thus enhancing the language learning experience. In addition, technology continues to grow in importance as a tool to assist teachers of foreign languages in facilitating and mediating language learning for their students. Technology can play an important role in supporting and enhancing language learning, the effectiveness of any technological tool depends on the knowledge and expertise of the qualified language teacher who manages and facilitates the language learning environment. Learning English is mainly an attempt to communicate with individuals. Because effective teaching is based on communication, the goal of English teaching is exactly the same, namely to develop the ability of students to communicate with people in a new language in real world situations. Consequently, learners can only learn English through regular class teaching, radio broadcasts, television, newspapers, magazines, and so on.

II. LITERATURE REVIEW

The distinction between CALL and Technology-Enhanced Language Learning (TELL) is that the computer simultaneously becomes less visible yet more ubiquitous. The change in emphasis from computer to technology places direct importance on the media of communication made possible by the computer, which itself often remains unseen, rather than on the computer itself. Whereas in CALL, the computer assisted learning, and in TELL, the computer supports learning. This third phase of technology use in second- and foreign-language teaching is characterized by the use of multimedia and the Internet. Multimedia computers can provide an accurate portrayal of the target language and provide learners with control and feedback. More importantly though they facilitate a methodological and theoretical advance that shifts the emphasis away from the traditional production of sentences common with CALL to an emphasis on "input and intake" **Computer-mediated communication (CMC)** using the Internet has the power to allow learners to collaborate and to

construct knowledge together. The World Wide Web allows for an instantaneous exchange of information to and from sites and between individuals. Use of the Internet demands a level of student engagement in authentic language encounters that would barely be possible face-to-face.

III. TECHNOLOGY-ENHANCED LANGUAGE LEARNING (TELL)

(TELL) or Technology-enhanced language learning deals with the impact of technology on teaching and learning a second language also called the L2. Technology-enhanced language learning refers to the use of computer as a technological innovation to display multimedia as a means of complementing a teaching method language teacher. What's important to note is that TELL is not a teaching method but rather an approach that can be used alongside a teaching method to help teach.

TELL is very supportive of Computer Mediated Communication (CMC). CMC has been researched and supported as being very useful for helping students speak and write in a foreign language which is important to teaching process using TELL. "The process can be described as effectively bridging the gap between written and oral expression for the linguistically limited student whose oral skills are not adequate to allow for full expression of ideas in the target language.

Technology-enhanced language learning uses computer technology, including hardware, software, and the internet to enhance the teaching and learning of languages by,

- Using a hand-held electronic dictionary to look up a word in class
- Chatting with a friend on Instant Messenger using a little English
- Reading news website
- Participating in an online discussion board
- Doing a computer-based language exercise from the CD that comes with a textbook
- Searching for a word in a corpus to see how it's used.
- Playing World of War craft in English
- Texting a classmate in English

TELL conceptualized according to activity (fill-in-the-blank, create a video, chat with a classmate), skills (reading, writing, listening, speaking, grammar), location (blended, distance, online) and technology (computer, Internet, chat, blog, wiki, gaming, video).

General Learning Resources: Considerations:

Department, school board/district personnel and teachers who are selecting learning resources must consider content, format, methodology, evaluation, assessment, and treatment of social issues. Equally important considerations are the wide range of audiences, (e.g., age, first language, special needs), as well as the purpose, characteristics, and use of the various media selections. Every effort should be made to ensure that resources are selected for their strengths rather than rejected for their weaknesses.

Content/Format/ Design:

Learning Resources should be,

- support and be consistent with provincial and local program curriculum outcomes
- be developed by competent authors and producers and meet high standards of quality in factual content and presentation
- be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected
- have aesthetic, literary, and/or social value
- have a physical format and appearance suitable for their intended use
- be one of a variety of media presentation modes.

IV. METHODOLOGY

Learning resources should:

- be activity-based rather than lecture-based
- draw students into group and co-operative learning, as well as provide for individual growth
- promote hands-on activities and an applied approach to learning
- encourage students to question, think, react, reflect, and decide in ways that develop critical-thinking and decision-making skills
- offer choice and flexibility, as appropriate, to meet needs related to individual aptitudes, abilities, learning styles, multiple intelligences, and interests.

Assessment/ Evaluation:

Learning resources should

- be supportive of continuous learning by the individual
- provide for both formative and summative assessment/evaluation as appropriate
- be relevant to the needs of the student.

Advantages of TELL:

- Using TELL provides a lot more flexibility and caters to more learning styles of the language learners compared to traditional styles of teaching.
- TELL can be used alongside textbooks for a much more in depth learning experience
- TELL turns the classroom into a student centered environment. Students can:
 - *Select order in which material is presented to them* (ex. grammar program first and vocabulary building game last)
 - *Control the pace of progress* (ex. students can work through level 1 & 2 on grammar today and then level 1 on vocabulary the following day)

Note: instructions used in the software are all in the target language being learned, this helps students develop vocabulary, comprehension, spelling and even pronunciation for software that includes voice. Not only do students learn about the language but students also learn about the culture which is very important in language learning for meaningful communication and proper acquisition.

TELL improves motivation and develops better attitudes in students towards learning. The research indicates that students' attitudes and motivation tend to be better if they have control over their learning and that some students do learn more if given the opportunity to control the amount and sequence of their work." (Bush and Terry 1997, 8)

- Learning is not confined to the area within the classroom, environment is enlarged. Students can learn about language at home and practice language in class.

Disadvantages of TELL:

- Cost of technology
- Cost of training
- Cost of media
- Teacher or instructor must be comfortable with using technology
- Technology not 100% fault proof
- Access issues outside the classroom
- Problem of too much work done by the computer. The language student must not rely entirely on the help system of language software to guide them through exercises but must make conscious effort to attempt exercises for a better learning experience.

V. MAIN TYPES OF MEDIA USING TELL

Sound (audio)

- radio broadcasts
- recorded playback of speeches
- recorded storytelling

Films (video + audio)

- short films
- interviews
- full length full feature movies

Images/Graphics

- charts
- paintings
- photos

Text

- essays
- journals
- articles
- email
- chatting
- books

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