

Integrating ICT Into Language Teaching- Designing Listening and Speaking Activities

F Mariya Shalini¹, Arokiya Shylaja²

¹Research Scholar, CSI Bishop Appasamy College of Arts and Science

²Associate Professor, CSI Bishop Appasamy College of Arts and Science

ABSTRACT:

The human race has been facing an unexpected revolution all through recent history. Pandemic effects have been felt in the education field as well. The paper discusses the journey of Digitalization and the effects of technology on the Education field. This paper describes how software aided in the Moral and Mental development of students and facilitators alike in the early days of pandemic breakdown by making teaching and learning attainable. A facilitator continues to play an important role, even as technology has transported classes to learners' homes. Maintaining sanctity through digital learning was a major benefit to learners and facilitators. The paper demonstrates ICT tools' use in language classrooms, especially the revolutionary advancement in education. Using ICT tools in language classrooms, it describes how to provide learners with the basic skills (LSRW) necessary for their success.

Keywords: Maintaining, Mental Development, Technology, Revolutionary

DIGITAL LEARNING – OVERVIEW:

A digital learning program is also referred to as an online program or e-learning. It is imperative that learners use gadgets such as mobile phones that are easy to use online, tabs, laptops or desktops. Having these gadgets is an essential element of teaching and learning in the current environment. Over the past year, online teaching has taken root around the world. Many people have already realized the value of online learning.

In the 1970s and 1980s, the term "Digital Learning" was quite unfamiliar. With the advent of science and technology, gadgets have now become a standard method for transacting subjects, and this is how the human race has encountered a revolution. There are no longer blackboards, teaching aids, and chalk pieces. When the pandemic struck, users of digital gadgets understood the importance of these devices and utilized them fully, and now these tools are indispensable when dealing with the subject matter at hand. Blackboards have been replaced with virtual boards, paper-and-pencil assessments have been replaced with online assessments, and the study room of students has been replaced with a virtual classroom. Our home places the highest importance on the use of digital tools. Traditional classrooms differ greatly from digital classrooms in this manner. Students use digital tools to assist them when it comes to studying. Students are undoubtedly using gadgets to learn and understand.

INTERVENTION OF ICT TOOLS IN LANGUAGE LEARNING:

In countries like India, English in the second language learning scenario it is the bounded duty of teachers to facilitate the young learners in acquiring the basic language skills. The learners must be self-motivated.

What could amuse them? It is obvious that the ground breaking technical tools can amuse and amaze them helping in simplifying the complex concepts.

EFFECT OF LANGUAGE LEARNING:

Every language classroom should strive to teach learners how to be a good listener, speaker, reader, and writer. It is deemed good listening for a child to be capable of listening to a speaker in a way that he is able to interpret the ideas flawlessly. It is accepted that he acquired the skill of speaking due to his ability to speak and respond clearly. Having a child read a content perfectly makes him a perfect reader, and if he writes the content meticulously, he will become a good writer. This is an inter-connected set of skills. A child who lacks the ability to listen well cannot be a good speaker. The person who cannot read well cannot be a good writer. As a result of listening and reading, students have an easier time mastering their complex skills speaking and writing.

AUGMENTING LISTENING SKILLS:

Developing basic skills involves listening first. As well as Speaking, Reading, and Writing, Listening promotes all other skills. It is only a good listener who's able to write well, read well, and speak well. Furthermore, there are many other tools that can improve and gauge learners' listening skills.

Communicative tests include assessing learners' listening skills. In general, due to the globalization trend in recent years, we have witnessed an increase in interactive listening models. A great variety of tests, including the General English Proficiency Test (GEPT), Test of English for International Communication (TOEIC), IELTS, and TOEFL, examine listening ability and comprehension, respectively. These years, the TOEFL has seen major changes, including the addition of the speaking section, which tests an examinee's ability to pronounce and converse in English. Listening requires a high level of attention and sensitivity. There may be a number of communication tasks, such as reading a short paragraph, listening to a response, and then making an oral response. The new TOEFL provides as much emphasis on students' listening and speaking skills as possible. Practical and functional communication with the world is the ultimate motive for learning English.

Children may benefit from listening activities in the typical classroom. Schools were closed during pandemic, and there was uncertainty about how to engage students in all these classroom activities. The use of ICT tools has helped teachers and students of all ages experience the feel of a real classroom in a virtual environment. When students are virtually presenting their ideas, they are more likely to come forward than if they were physically presenting. Throughout the assessment section, students can assess their listening capabilities and enhance their listening ability in a variety of ways.

The purpose could be served by pre-recorded audio and video. Students can interact with a story board in order to listen to the script and assess their level of comprehension of the scene by completing an activity or answering questions.

ESCALATING SPEAKING SKILLS:

If a child learning English as a second language is capable of speaking and understanding the language then the objectives of teaching the language will be accomplished. Facilitating the language is also the ultimate goal of the facilitator. Teachers can plan activities to improve a student's speaking ability in a physical classroom, and a good listener is believed to have a major impact on a student's ability to speak a language. Facilitators may have difficulty engaging learners in the virtual mode. The idea of conducting

activities online may initially be apprehensive. The online mode of the assessment was a great opportunity for the students who weren't ready to express their ideas. It is possible for teachers to use other applications that will improve the students' communication skills. Video recordings can also be used to assess students' speaking abilities.

A lot of apprentices believe that speaking English requires exposure to an overseas environment. Nevertheless, conversing with other language learners and facilitators is also a powerful way to learn. Language teachers are indeed responsible for getting students to speak fluently. To begin with, the teacher gives the students instruction about phonic sounds, alphabets, words, sentences, and paragraphs. In order to speak English for beginners, there are a few basic strategies: 1. responding minimally, 2. relying on interlocutors for assistance, 3. asking for help, working with classmates and using pictures, 4. interacting with peers. Sharing local culture, 5. Being familiar with grammar. Discussion of some familiar topics including a well-known movie star in English 6. Examining comprehension after reading a script and discussing it 7. Participating in games such as my teacher says or the big wind blows 8. Brainstorming ideas for writing projects 9. It is a game of guessing a word when a definition is orally given 10. Developing solutions to problems or scenarios in pairs 11. Making up a play and taking part in role plays. Once learners become more familiar with the language, they will enjoy communicating with peers, and they will gain a deeper understanding of communication through the exchange of ideas with peers. Once learners become more familiar with the language, they will enjoy communicating with peers, and they will gain a deeper understanding of communication through the exchange of ideas with peers. Currently, students are reticent to speak English with their teachers or friends. The school ambiance makes speaking English a necessity for students. In the end, however, they do so only with the teachers' assistance. It is important that students resolve to speak only in English with their friends, even if their teacher is absent. Student can use Flip Grid to become effective speakers since it allows them to record their speech and assess and improve their skill of fluency. By implementing a variety of speaking activities, learners' confidence will be built, so that they will be able to apply English in tests, travels, lectures at international conferences, and so forth.

CONCLUSION:

Engaging her students at all times is the hallmark of an effective teacher. Each invention has its own pros and cons. In order to facilitate productive learning, facilitators must take the initiative to make use of different ICT tools to enhance their teaching. It is crucial for language teachers to remain informed about new technologies that could assist them in delivering both the content of the curriculum and mastery of the essential skills.

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