

**Final Report on the project entitled**

**EFFECTIVE USE OF INTERNET AND MULTIMEDIA TECHNOLOGY IN**

**COMMUNICATIVE ENGLISH TEACHING: A PRACTICAL AND**

**THEORITICAL EXPLORATION**

**Introduction**

Technology helps modern societies to improve current situations. Technology in educational field can do a lot of things which are beneficial for the teaching and learning community. Internet and other multimedia resources are widely used in the field of education nowadays. English language teaching is one such area where the effective uses of these technologies need to be explored further. Even though internet and other multimedia are used in various other fields of life in a much efficient manner, educational institutions and teachers are yet to make use of their optimum potential.

Today, the computer and internet technologies have brought into the learning and teaching of English language indisputable transformation/revolution. Different information and communication technologies do not themselves transform the learning and teaching of English language. It is their appropriate utilizations or manipulation by the teacher that will transform their teaching methods/strategies. Teachers therefore must combine the knowledge of these technologies with practicing or professional knowledge in order to bring innovations into the classroom.

The use of new technologies is an integral and driving component of the growth of English Language across the globe. Computers deliver multimedia presentations for entertainment, advertising, or education. Edutainment is the term used to refer to the applications which incorporate multimedia entertainment with educational objectives. Multimedia incorporates text, audio, graphics, animations, or real video into English lessons.

Technologies such as, internet, television, Radio, video and multimedia computer software are indispensable tools that teachers of English Language can use to teach language skills and other aspects of English Language. Multimedia computer software for instance provides real life situations in learning and teaching of English Language. They combine sounds, pictures/images and texts which draw the learners' attention or compel them to watch, listen and become engaged in the lesson. Similarly, multimedia use in classroom will provide the learners with opportunity for interacting with diverse texts that give students a solid background in the tasks and content English language courses designed improve their proficiency in English and interaction with learning texts. This study describes how information and communication technologies could be utilized to facilitate the teaching and learning of English Language in large classes.

This study addressed three questions. First, what are the similarities and differences of language teaching and learning between a traditional classroom and a communicative language teaching class enabled with internet and multi media technologies? Second, are there any changes in the roles of teachers and students when they are in a different teaching environment from traditional classroom?

Third, what are the implications of the Communicative Language Teaching Approach (CLT approach hereafter) with the help of internet and multi-media technologies?

### **Communicative Language Teaching**

As the language theories underlying the Audio-lingual method and the Situational Language Teaching method were questioned by prominent linguists like Chomsky during the 1960s, a new trend of language teaching paved its way into classrooms. Communicative Language Teaching (CLT) which is an approach to the teaching of second and foreign languages emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “Communicative Approach”. Historically, CLT has been seen as a response to the Audio-Lingual Method (ALM), and as an extension or development of the Notional-Functional Syllabus. Task-based language learning, a more recent refinement of CLT, has gained considerably in popularity.

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence." Hymes coined this term in order to contrast a communicative view of language and Chomsky's theory of competence. Chomsky held that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.

Littlewood (1981) described the CLT approach that one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language. In reaction to the grammar-translation and audio-lingual methods, the CLT approach emphasizes the communicative activities that involve the real use of language in daily life situation.

There are many advantages in teaching according to the communicative approach:

- CLT is a holistic approach. It doesn't focus only on the traditional structural syllabus. It takes into consideration communicative dimension of language.
- CLT provides vitality and motivation within the classroom.
- CLT is a learner centered approach. It capitalizes on the interests and needs of the learner.
- In a world where communication of information and information technology has broken new considerable ground, CLT can play an important role in education.

Communicative Language Teaching is best considered an approach rather than a method. Thus although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit.

## **Objective**

This project aims to study the practical and theoretical implications of effective use of internet and other multimedia technology to teach Communicative English. The project was administered among a selective group of second year graduate

students of Sri Vyasa College Wadakkanchery. Majority of these Students hailed from rural back ground.

## **Methodology**

Empirical or observational method with reference to English language teaching and technology were used. Sri Vyasa NSS College Wadakkanchery was the location of the study. Under graduate students of Sri Vyasa NSS College Wadakkanchery formed the target group.

## **CONCLUSION AND FINDINGS**

The execution of the project shows that internet and multimedia can play a very significant role teaching communicative English. Based on the experiences of the project, it can undoubtedly say that the present generations of students prefer to incorporate technology and internet for learning purposes. In the case of Communicative English, internet and technology were capable to attract and sustain the interest of students to the subject being taught and made learning an enjoyable process.

### **Findings :**

- Internet and multimedia can motivate students in learning.
- It widens students knowledge about the various uses and cultures of using English language.
- It helps to improve students communicative competence.
- Enhances Interaction among Students and between Teachers and Students.
- Improves Teaching Efficiency.
- It enabled students to use English outside the Classrooms.

- Creates a Conducive Teaching Environment in the Classrooms.