Challenges in Teaching English Language to Engineering Students: Solutions through Computers

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Introduction

There is no revolution that can be capable of bringing out without an adaptation in the teaching style. Right now, our teachers look as if worn out with the methods and techniques of teaching. In our day our teachers and students yearn for a thoroughly fresh methodology. They wish for a methodology that is up to date and handy. In view of these demands, the only forward-thinking seems to be the computer. Previously, attempts have been made to teach language and literature through the computer. This novel ground is called Computer Assisted Language Learning and Computer Assisted Literature Learning. After a thorough study of numerous articles in these areas, it has been realized to make optimal use of the computers to teach language. In earlier times a range of ideas and pictures are represented through the computer for those who exercise them. The internet is considered to be the most arresting tool to display the ideas and picture. Therefore, a thought to teach language through computers is placed ahead here. The chief aim of the paper is to highlight the nature of interaction and the meaning of CALL and its applications and how to progress qualitative interaction amongst students, teachers and computer software.

"The complexity of teaching and learning – is a systematic
research .The technical details of the mouse are simple
but the teaching principles are complicated;
for that reason we need to consider the effectiveness
of learning through multimedia"
-D.Healy
(An extract from: Computer Assisted Language Learning (CALL)–www. Monografias.com)

What is Computer Assisted Language Learning (CALL):

It is a comparatively fresh and fast developing scholastic ground that explores the place of information and communication technologies in language learning and teaching. It provides productive ground for most important frame, innovative and decidedly imaginative thinking and cerebral work. Because of the multiplicities and unpredictability of the field which comprise the materialization of new hypothetical, procedural and learning paradigms, unique understanding and proficiency is obligatory to evaluate the quality and the depth of such cerebral tricks.

In the present day, CALL activities make the most of superior technology to generate extremely interactive learning environments, providing valuable hold up for the getting hold of of listening,

speaking, reading and writing skills. Speedy networks let access to genuine cultural resources and bond learners to speakers around the world. When incorporated into educational plan, these new technologies boost learning opportunities afar everything formerly promising. The number of variables connected with language learning and the complexity in controlling those variables, in a second language learning setting is not so wearisome, but it is to be designed in proportion to the students' mind-set.

Role of Individualization:

It is considered to be the philosophy of education and as not a method or technique. In this, the role of a teacher is to help the students in achieving their goals focusing student-centered learning. Consequently, students can feel better about their learning and can be highly satisfied. Finding out the progress, problems and weaknesses of each student in a class is really a difficult task and responding to each student is also impossible in a class with one teacher. It is here the support of computers is needed for giving information and teaching the students and it really works. Concentrating on each student in the writing session in all the three activities is really difficult. Hence it is advantageous to use email in a writing class. The correcting of files, assignments and answer sheets is found difficult by the teachers either in class, college or at home. This is absolutely eliminated. Just with the click of a mouse, the teacher monitors and analyses everything efficiently and rationally and grading proficiently.

The role Language laboratory:

It can be used in the class session, if there are satisfactory work stations and rooms. Since students hardly ever use the gift of media, they feel nervous about the recorded answers on a cassette and they are enforced to listen to these, uninformed of the practice of recording head to delete previous user's voices. The steadiness of students' tape recorders might be affected by signal fluctuation. Finally certain mistakes from inappropriate operation of high speed duplicators are inevitable. Generally these language labs separate the student and teacher and thus persuade teachers and less motivated students to day-dream in the class time.

So, multimedia computers are required to be adopted as a healthier option, which are configured with the exact software, permitting the students to sight websites, to listen to T.V. or Radio programs, to read the world's great literature to assist person to person communication through e-mail, chat, moos, internet phone, low- end video conferencing and many more. Voice recognition software allows the students to pick and to practice better thought of their exactness. If an institute has electronic classrooms, the instructor with a laptop, demonstrates the orientation features and a fine instruction sheet will take care of the rest. If the students have not completed at the class time, they can continue their work at home.

Role of the teacher:

A language teacher is expected to be aware of the definitions and descriptions of technical terms and the processes connected to technology before he/she enters in to the classroom. This is to be done because the glowing generation of today is well versed in collecting new ideas on science and facts and so that they may try to cross-check the teacher to know the background knowledge

of the teacher on the subject or latest technology. As it is the responsibility of a teacher to respond to the students efficiently and confidently, a language teacher needs to be powerful enough to face the challenges while teaching. At this point it is concluded that the students tend to take pleasure in using computers and the teachers need much more work, to recognize the factors involved in using software efficiently, for language teaching. Teachers will carry on refining their techniques with CALL over time and, it is hoped, continuing to add to research being done in this area.

Solution- Computers:

It should be believed that computers should be used to make classes more effective. There are two ways to employ them. One way is for the teacher to present pictures, videos and written text with or else without sound. The presentation can be programmed in advance or handled physically. The other way to use computers is to have students make use of the computers themselves. The researchers discover the second method of using computers which lead the students a healthier understanding of computers as well as language learning. In this method, the students work independently on their own interest. The computer provides materials to learn and students can interact with the computer as if they are doing with an instructor or a library. The students here are motivated to do the work either in groups or in pairs, so that they can catch a spirit of cooperation and confidence in finding the answers. Interaction among the students is as essential as that with a computer in learning. The researcher suggests that students work at a computer throughout the class, can perform assignments drills, tutorials, games, simulations and even reviewing and preparing for the class. Using computers give way to their knowledge and promotes the nature of autonomy. The researcher is of the observation that the computer education is a valuable one for both the slow workers and the advanced students, as it encourages working at their own pace. Slower workers can catch up, and advanced students can do additional assignments.

Conclusion:

Right now, many students are weary of conventional English classes and are engrossed in a new way of learning. Here suggestions of Kitao (1993) is frankly admitted

" Students think materials are new and fresh,
if they are presented on computers, and
they are often interested even in
routine tasks such as learning to type.
They seem to be willing to spend more
hours and do more exercises
on a computer than by hand".

(An extract from: Computer Assisted Language Learning (CALL)–www. Monografias.com)

Learning can be individualized with the use of computers .Students can study materials connected to their individual goals and interests, with the suitable difficulty level and at their own pace.

" Computers can analyze the problems of each student
and the teacher can help individual students
with their problems based on the analysis.

Thus it is concluded.

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