

## COMPUTER TECHNOLOGY IN TEACHING READING

### *Effective Elementary Reading Program*

Effective approach must contain the following five components:

1. **Phonemic awareness instruction** to help children learn to segment speech into individual sounds (phonemes) and to blend sounds to form words.
2. **Phonics instruction** to teach children the relationships between sounds and letters.
3. **Fluency instruction** to help children learn to read text with speed, accuracy, and proper expression.
4. **Vocabulary instruction** to increase the number of words for which children know the meanings.
5. **Text comprehension instruction** to help children develop purposeful and active strategies for understanding what they read.

These five components need to be integrated as students learn to read.

### *A Framework for Technology to Support Reading Instruction*

The technology framework consists of four general capabilities that computers can provide to support students learning to read. Computers can:

1. Present information and activities to students;
2. Assess students' work;
3. Respond to students' work; and
4. Provide scaffolds, such as access to word pronunciation and definitions,  
which help students read successfully

These four key capabilities have proven to be important components in reading instruction.

### **Present information and activities to students**

Multimedia computers can present any type of auditory or visual materials - including speech, text, music, animations, photographs, or videos - alone or in different combinations.

### **Assess students' work**

Computers can accept a variety of inputs from students, ranging from mouse clicks to written text to spoken words.

### **Respond to students' work**

When students respond to questions or read aloud, they need feedback to know whether they are correct, instruction to help them learn more.

### **Provide platforms that help students read successfully**

New technologies enable computers to provide immediate help when students need it in oral reading.

## **Computer Technology in Teaching Listening**

It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another.

Listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

Given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective listeners.

The one of the best ways introduce students to listening strategies is to integrate listening activities into language lessons using multimedia technology. Multimedia allows integration of text, graphics, audio, and motion video in a range of combinations.

Listening skills fall into three categories: **Passive listening** (listening for pleasure or entertainment); **Active listening** (listening to learn and retain

information); and **Critical/Analytical listening** (listening to critique or make judgments about what one has heard).

### **Methods of teaching how to improve listening skills**

1. Retention of information in short term memory.
2. Discriminate the sounds of the target language.
3. Recognize patterns of stress, rhythm, and intonation and how they signal information and intent.
4. Understand reduced speech.
5. Recognize core vocabulary and the rules and patterns of words used to communicate.
6. Understand communicative functions of utterances according to context.
7. Process different speech styles, different rates, and performance errors.
8. Recognize that meanings can be expressed in different grammatical forms.
9. Infer meaning and make predictions using personal knowledge, experiences, and strategies.

Apart from that, **songs** can be highly useful for developmental process of listening skills of a student. Besides, **karaoke** is also beneficial in the improvement in speaking skill. Lastly, **computer aided games** can also have striking effects on student's listening comprehension. Games are proved to be useful during their language education process.

In conclusion, we may say that using technology in the classroom

1. Allows teachers to add multisensory elements, text, sound, pictures, video, and animation, which provide meaningful contexts to facilitate comprehension
2. Allows teachers to increase authentic materials for study
3. Encourages greater interaction between teachers and students and students and peers
4. Emphasizes the individual needs of learners
5. Allows learners to hear the available input as many times as needed until they feel they understand it

6. Allows learners to develop their autonomy to review and practice materials as many times as they wish

7. Allows to reduce the learning stresses and anxieties

8. Allows learners to build their self-instruction strategies and self-confidence

9. Promotes second language learners' learning motivation.

## **Computer Technologies in Teaching Speaking**

### **Reasons for teaching speaking:**

1. Speaking is a crucial part of second language learning and teaching.

2. The mastery of speaking skills in English is a priority for many second language or foreign language learners.

3. Our learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

4. Oral skills have hardly been neglected in today's EFL/ESL courses.

### **What is "teaching speaking"?**

Teaching speaking is to teach our learners to:

1. Produce the English speech sounds and sound patterns.

2. Use word and sentence stress, intonation patterns and the rhythm of the second language.

3. Select appropriate words and sentences according to the proper social setting audience, situation and subject matter.

4. Organize their thoughts in a meaningful and logical sequence.

5. Use language as a means of expressing values and judgments.

6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency

### **The Use of Computers in Teaching Speaking and Pronunciation Skills**

Why do we use computers? Which activities can we do with? A student always needs...

\* Experience real communicative situations.

\* Express their own views and opinions.

\* Develop their oral fluency and accuracy. Teachers should know that the learners need to do most of the talk to activate their speaking, since speaking skill requires practice and exposure.

### **Teaching speaking skills through effective techniques using technology!**

- Makes learning permanent.
- Reduces verbalism.
- Develops greater understanding.
- Stimulates self-activity.
- Fosters continuity of thought.
- Makes us teach efficiently.
- Helps in overcoming language barriers.
- Provides a great variety of methods.
- Brings the world into the class room.

### **Ways of training speaking skills**

- Reading aloud.
- Oral diary; oral weekly report.
- Oral book report.
- Students give their thoughts on topic assigned by teacher.
- Group presentations on a completed project.
- Picture description.
- Story telling (Chained).
- Creating riddles.
- Role play or dramatic monologues.
- Radio drama.
- Jazz chants.

### **Computer Technologies in Teaching Writing**

Technology offers teachers with a tremendous assistance in teaching writing. The use of technology can enhance students' motivation and attitudes and assist them in improving writing skills. Online writing environments can allow for practice

with different composing and teaching skills, which can lead to better writing, teaching, and administering depending on the form.

### **Research Questions**

1. How do teachers' experiences impact the use of computers in English writing instruction?
2. What is the effect of experience on teachers' employment of strategies to encourage students to use computers in English writing?

### **Computer-based writing instruction in a second language**

Teach writing strategies in a second language

Utilize special computer software for teaching writing

Give feedback about students' progress in writing

Check students' writing assignments electronically

Send feedback and/or communicate with students about their writing assignments

Assign different writing assignments according to students' language proficiency level

Attract students' attention during writing classes

Suggest extracurricular writing activities

Enhance more innovative teaching methods of writing

### **Encouraging students to use computer based- writing activities**

Do writing exercises in computer labs

Use word processing to write, revise and edit their work

Do their writing homework

Use the electronic spell checker

Do online writing exercises

Work cooperatively when doing computer-based exercises

Use electronic dictionaries while writing

Send their writing homework electronically

### **Computer Technologies in Teaching Grammar**

It is obvious that grammar knowledge plays an important role in communication. One of the ways to stimulate the process of learning grammar is to use the technological innovations and computer software programs which provide sound, audio, visual, animation effects and make English class more interesting. It has been proved that multimedia technology plays a positive role in promoting students' initiatives and activities and teaching effect in the English class. By using the computer for the presentation, explanation, and usage of grammatical structures, more classroom time could be dedicated to real communication that focuses on expressing meaning and using appropriate grammar structures to express that meaning.

There are some grammar-oriented programs that help students to improve their grammar skills in an interesting way, such as **Grammar Fitness, Hot Potatoes, Microsoft Power Point, English Grammar in Use, LPT Grammar.**

#### **The software program aims at:**

1. Facilitating students' understanding of English grammar structures by presenting them in a more lively way;
2. Increasing students' motivation to learn English naturally;
3. Helping students develop their self-confidence;
4. Helping students overcome their shyness and hesitation and giving them a chance to express themselves freely;
5. Providing students with fun and amusement while doing the tasks.

Thus, computer-based teaching grammar satisfies the needs of contemporary students, on the one hand, and helps the teacher to fully realize the syllabus requirements, on the other.

### **Computer Technologies in Teaching Vocabulary**

#### **The Role of Vocabulary Teaching**

In recent years, vocabulary teaching has become part of the syllabus, and has been taught on a well-planned and regular basis. Without a large vocabulary it is

difficult to hold a proper conversation. Consequently, learners have to make a conscious effort to acquire the target language not only in the classroom but outside it as well.

### **Ways of Presenting Vocabulary**

**Illustrations with real objects, pictures, drawings or photographs:** They are useful for visual learners and for concrete words.

**Mime:** It is particularly useful for action verbs and some adverbs.

**Definitions:** It may be difficult for the students to understand them, because they may contain words which students do not know.

**Synonyms and antonyms:** They are extremely useful in explaining low frequency words.

**Context building:** This is probably the most useful technique, because it gets students to work out the meaning of words for themselves.

**Translating:** There are arguments for and against this technique.

### **Techniques in Remembering Vocabulary**

“Self-initiated independent learning”: This strategy involves word grouping, making notes of vocabulary while reading for pleasure, watching TV, using the Internet and doing regular revision.

“Formal practice”: It is mostly done in formal education when the aim is accuracy. “Functional practice”: This strategy is based on learning new words in context. “Memorizing”: Such as using pictures, visualization and looking for similarities between words.

### **10 Ways to Use Technology to Build Vocabulary**

- 1: Learn from visual displays of word relationships within text
- 2: Take a digital vocabulary field trip
- 3: Connect fun and learning with online vocabulary games
- 4: Have students use media to express vocabulary knowledge

- 5: Take advantage of online word reference tools that are also teaching
- 6: Support reading and word learning with just-in-time vocabulary reference support
- 7: Use language translators to provide just-in-time help for ELs (English Learners)
- 8: Increase reading volume by reading digital text
- 9: Increase reading volume by listening to digital text with a text-to-speech tool and audio books
- 10: Combine vocabulary learning and social service