

The efficiency of modern technology in teaching vocabulary

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Rezumat

În acest articol am încercat să evidențiez rolul folosirii tehnologiilor moderne în predarea limbii engleze, și anume, m-am axat pe predarea vocabularului. Printre tehnologiile moderne care pot fi folosite în predarea limbii engleze sunt e-mail-ul, CD player, DVD, dicționarele electronice și prezentările soft. Eficacitatea folosirii tehnologiilor moderne în predarea limbilor străine este mare și rezultatele sunt binevenite. Cu alte cuvinte, rolul profesorului împreună cu cel al tehnologiilor moderne poate duce la rezultate înalte în învățarea limbilor străine.

It is well known that our life is highly affected by era of information technology, and technology plays an important role in today's human society development. Based on this fact, it is indispensable to take advantage of the modern technological facilities in aiding the task of English language education. It is necessary to implement modern technology to upgrade the level of English teaching in all aspects. It would also ease student's mentality to learn more about English at its best. The English teacher has to play a vital role in bringing the students up to face the competitive world. For that modern technologies are quite useful for them. The use of internet has brought many changes in English teaching. There are different approaches and techniques which can assist English language students to improve their learning skills by using technology. Among these techniques are online English language learning web sites, computer assisted language learning programs, presentation software. Electronic dictionaries, chatting and email messaging programs, listening CD-players, and video-clips.

Students trying to learn English as a second language need further language support. They need to practice in hearing language, reading language, speaking language, and writing language in order to develop their experience and skills (Ybarra and Green, 2003). For doing such tasks, they are in need of using various tools which can help them learn the language easily and effectively.

The term New Technology includes communication techniques for language teaching in which the personal computer plays a central role (Davies and Hewer, 2012). There are, however, other technological tools that can be utilized in language learning besides computers. Each technological tool has its specific benefits and application with one of the four parts (speaking, listening, reading and writing).

However, in order to use these techniques successfully, the ELL student should be familiar with using computers and internet, capable of interacting with these techniques.

The effect of technology has become huge in teaching and learning the language in addition to the instructor's role. In other words, the role of the instructor together with the role of the technology can lead to advanced learning results (Sharma, 2009).

The development of the main parts or elements of the language are speaking, listening, reading, and writing. Each language subject or area has different educational tools that are likely suited with. The use of several technical tools has a significant effect on the learning process of each area of the language (Sharma, 2009).

Reading is the process of understanding a written text by the learner. It is an important input skill which depends on the vocabulary and background knowledge of the learner in second language (Constantinescu, 2007). During the reading process, the English language learner can improve his vocabulary and terms, acquire new information and ideas, and enhance his real-world knowledge.

Several methods can be utilized to improve the reading ability of the learner through the use of technology.

Computers can raise the interest of reading for learners by the use of simple and easy to understand text.

Reading-based computer programs can be used to improve the word, vocabulary, fluency, and comprehension of the students. This also can enable ELL students to increase their interaction with texts, pay their attention to individual needs, and enhance their abilities to read texts they would not otherwise be able to read (Ybarra and Green, 2003). Computers can perform several tasks simultaneously and run programs at a very high speed. Learning computer programs can check exercises after they are performed by students, more students gradually for easy to more difficult problems according to their abilities. Computers can also be used to correct answers for the learners, and to simulate tests in an easy to understand manner (Alkahtani, 1999).

Multimedia are computer programs that use a mixture of text, sound, video, and animation. Multimedia computer programs can increase the motivation for learners to develop their vocabulary and reading skills.

The Internet is certainly a modern technological way for persons hope to develop their English language skills. There are many Internet web sites prepared solely to enhance the reading abilities of English language learners. There are also a huge number of resources available in the form of newspapers, magazines, journals, electronic libraries, dictionaries, encyclopedias, and newsletters (Kenworthy, 2004). Browsing these resources and sites will obviously enhance the learner's vocabulary and reading ability.

Another modern way for improving the vocabulary of the learner focuses on the utilization of electronic dictionaries designed specifically for English language learners. These dictionaries have several built-in functions and tools that are not provided in book

Dictionaries (Constantinesc, 2007). Electronic dictionaries are also easy to use and represent quick tools for vocabulary acquisition.

Compact discs (CDs) can be used to store large amounts of information digitally. For example, all the articles published in one newspaper for one whole year can be stored on a single CD. Besides, a searching computer program can locate any subject or article on the CD within few seconds (Seedhouse, 1994). Newspapers which are stored on CD-ROMs can provide an effective and easy way for getting and reading information to enhance the learner's background knowledge and vocabulary of words.

One way to use computers for English Language Learners is to teach vocabulary (Kang and Denis, 1995) writes, „Any attempt to treat vocabulary learning as learning of isolated facts certainly will not promote real vocabulary knowledge”. Students need to learn vocabulary in context and with visual clues to help them understand. Computers can provide this rich, contextual environment. The computer also allows students to become active learners in a one-on-one environment. Computers can incorporate various learning strategies as well as accommodate a variety of learning styles.

Words are the basic building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed. For native speakers, although the most rapid growth occurs in childhood, vocabulary knowledge continues to develop naturally in adult life in response to new experiences, inventions, concepts, social trends and opportunities for learning. Learners experience lexical gaps, that is words they read which they simply do not understand, or concepts that they cannot express as adequately as they could in

their first language .Many learners see second language acquisition as essentially a matter of learning vocabulary, so they devote a great deal of time to memorizing words and rely on their bilingual dictionary as a basic communicative resource.

From various points of view, vocabulary can be seen as a priority area in language teaching.

Conclusions

Using technology in learning a second language has become a real necessity nowadays. Theory and practice in second language learning can be matched together by the use modern technology. English language teachers should encourage their students to use technology in developing the language skills. Educational institutions should modernize their technical instruction capabilities by using new equipments and laboratories for supporting the teaching process.

References

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