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## THE BLEND OF LSRW SKILLS THROUGH ICT FOR EMPLOYMENT

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### Abstract:

Being in the digital-era of communication, one can see the rapid changes in and around us that are brought down by ICT. The increasing use of information and communication technologies are inevitable for making the teaching and learning process as a meaningful activity that can help the learners to be better performers who can not only manipulate nuances of the language for their betterment but also enable them to empower for the enhancement of employment (skills). Language facilitators make use of the ICTs in a meaningful manner to create acquisition rich environment for enriching the learning. Due to the influence of Liberation, Privatization and Globalization (LPG), the field of education has reached a different pinnacle by changing the concept of language learning where language is not merely seen as just the means of communication but as something which has so much to do with employment in the global arena. No one can be an effective performer of a language unless or until he/she effectively links the four skills of language Listening, Speaking, Reading and Writing (LSRW). The efficient use of ICT can enable to blend LSRW skills to create the individual to be Productive, Progressive and a Potential performer who can use language as a pivotal tool for better employment in the global scenario.

Keywords: ICT, LSRW, Meaningful activity, LPG

### Introduction:

Education enlightens a society towards prospective progressiveness. It helps the community to express itself in a meaningful way in the global arena. The new innovations and inventions of ICTs have changed the world into a global village and have drastically changed the system of education by providing new perspectives on learning and teaching. The era of digitalized communication has laid the foundation for the teaching of language from various perspectives and “has contributed tremendously to the academic environment to encounter various situations for enhancing language skills” (Bakyalakshmi). The changing pattern of socio-cultural, economic and political policies has put the institutions and organizations to demand competent communicators than competent professionals at the global level. This leads to teachers to re-think the real purpose of language teaching and reinvent teaching methodologies to create individuals as a productive, progressive and potential language performer. This paper discusses how ICT can be used effectively to link four skills of language to enhance learner's language performance for better employment.

### What can ICTs do?

Technology is defined as "any item, device, or piece of equipment that is used to increase, maintain, or improve the functional abilities of a person." (Bano and Hameed) Each student differs from the other in terms of attitude, aptitude, competence, motivation, and performance. Having underlined the differences between individuals helps us to know the herculean task that is ahead of the teachers. The teachers have to address effectively not only the needs of the learner but also preparing the children for the needs of society at the global level. Due to the influence of LPG, the growth of ICTs is immense which has provided autonomy for learners to equip and tap their potential. India presents a picture of impressive scientific and technological progress. The rapid development of ICTs has become part of our daily walks of life with "the complexity and multidimensionality of literacies in the digital world have become apparent" (Kaisa 19). Donald Leu et al. (37) describe this world as a "digital, networked, multimodal, and multitasking world of information and communication". Students spend their day with ICTs and commonly they have well-advanced knowledge than their teachers.

So it is very much visible that ICTs have "transformed media, the contexts, and purposes of literacy practices, texts and the literary culture as a whole." (Leino, Kaisa 20). However, unfortunately, the majority of our classroom practices focuses on developing productive skills (SW) but not much on receptive skills (LR). There is a need for teachers to tap the learners' communicative skills through ICTs. BECTA research underlines that ICTs have to effectively "available for parents and carers to gain access to equipment and training, so they can support students in making better use of technology (Detheridge, 1997; Lancioni et al., 2001)" and should be used for "professional development". It gives greater hope for learner and teacher autonomy. It enables teachers to tap the learners' hidden potentiality by changing role 'Teacher' to 'facilitator' who demonstrates and practices "personal theories"

(Kumaravadivelu,540) that enable the learners to be Productive, Progressive and a Potential performer in the global arena.

Productive:

Language learning is contextually sensitized activity. The facilitators have the responsibility of using ICTs in and around the classroom environment to comprehend the learning activities. Learning usually starts with Comprehensible input but it is determined by the Comprehensible output. In the process of learning the ICTs provide opportunities to the learners to engage in a meaningful activity. ICTs scaffold to bridge the gap between the facilitator and learner by providing acquisition rich environment in order to enrich learning as a Meaningful activity that enables the learner to be a productive use of language. The process of enabling the learners as a productive use of language can be attainable by the development of LSRW skills with meaningful exploitation of ICTs in the learning environment.

ICTs contents are specifically designed to provide a digital language learning environment. Like labs with audio based content allow the learners to listen to authentic and appropriate sounds to the target language. ICTs help them with listening to enable them to speak with correct pronunciation and indirectly integrate Reading and Writing Skills. In this prospective ICTs help to drill the learners to be perfect in a specific language area where commonly one commits various mistakes. English language labs, Movies, and Language games and other AV aids help the learners to practice various communication skills and transform the learner's Competence to performance. Thus provides the opportunity for them to equitably develop the productivity of LSRW skills which is very vital for better placement offers at the global level.

Progressive;

The term progressive has been defined in the Oxford dictionary as "In favor of new ideas, modern methods, and change that happening or developing steadily." In the post method era of language learning treats the "learners, teachers, and teacher educators as co-explorers" (Kumaravadivelu, 537). This can enrich the practice of autonomy of language learning where everyone gets space to produce, to practice and to perform their views and ideas and ideologies for the progressive nature of learning. Thus, enhance the development of the teaching and learning experience, classroom strategies, instructional materials, syllabus, curricular objectives, and evaluation measures in order to achieve the goal of learning that focuses on creating language competence for the betterment of performance.

The idea of progressive is not merely contented with enrichment of individual performance rather it indirectly develops individual and his/her internal language system. This develops motivation, presentation skills, leadership qualities, personality and soft skills that are inevitable for an individual in a work environment. This shows the paradigm shift of language learning for communication to the development of soft skills. It plays a key role in a career building.

**Potential performer:**

Each and everyone can communicate with one another. An effective communicator is the one who uses proper word in proper place. The potential performer is the one who develops effective communicative skills and soft skills to perform better in a work environment. ICTs are meant for the betterment of the individual. The individual should shape their language attitude and aptitude with a help of it to be the potential performer of language. The idea of LPG has taken language learning to a different pinnacle by changing the concept of language learning where language is not merely seen as just the means of communication but as something which has so much to do with employment in the global arena.

ICTs do help the learners to develop communication skill and autonomy of learning that enriches their soft skills to be successful globally. It taps and triggers the individual to equip themselves to be a Potential performer.

**Conclusion:**

There is no hard and soft rule of language learning in the modern era. The influence of ICTs is immense in all walks of life. ICTs change the role of a teacher into the facilitator and by providing autonomy to the learners its taps the acquisition rich environment. The facilitators can blend the LSRW skills through ICTs by practicing their autonomy. This helps to address the needs of the learners and organizations. The facilitator bridges the gap between the learners and organizations by enabling individual as Productive, Progressive, and a Potential performer.

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