Chapter 4

ELT – TECHNOLOGY INTERFACE

4.1 Introduction

The 21st century has brought about a revolution in almost every field of life. Language education, which means the teaching and learning of a language while making the learner master his native tongue also entails the acquisition of the second language and is used nowadays in the context of learning a foreign language or a second language. It is almost necessary to learn a second language in these times of revolution where globalization, economization and the concept of cultural diversity have taken the world by storm. Second language learning has become indispensable because we need a common language of communication today to survive in the world of business, art, tourism, technology, media and so on. Having seen and discussed in the earlier chapters how English has emerged as a winner and has acquired the status of an international language, it becomes imperative that Indian students become technologically competent to harness the language as English has become the language of technology.

The field of education has undergone vast and varied changes in the last few decades. In the rapidly changing scenario of liberalization, privatization, and globalization, every student are expected to be highly skilled in using technology. With the advent of computers, the internet, and technology, English Language Classrooms are undergoing a sea change. Traditional and old ways of teaching have become obsolete. More innovations have taken place and have brought about a change in how we look at learning, teaching and acquiring knowledge.

Hardcore Pedagogical Changes can usher Effective Results

Sweeping pedagogical changes are the need of the hour. We need to break from tradition and adopt technology fully and judiciously. This is the age of information technology and the process of teaching and learning of English definitely needs technological intervention. There is a dire

need for the teachers to become technologically sound, learn networking skills, have a better grip of ICT in order to develop and polish the language skills of the learner. But it is easy to be swept off by technology and lose direction and sense of purpose while using it, therefore, the extent and use of technology should be wise and reasonable. The use of technology in the teaching of English can be hugely benefitting. It could:

1. Enhance and develop the basic skills of the language.

2. It could increase the opportunities for employment for the youth.

Minimum requirements of an English Classroom

The two basic concerns which need to be pondered upon and addressed when we talk about the use of technology in an English classroom are:

1. What are the basic classroom requirements for an ICT furnished English classroom?

2. What could be a long-lasting, permanent and effective, teacher and learner friendly classroom look like?

The following could be the basic technology based requirements:

- Hassle free and easy access to the internet

- Computers

- Multimedia machine

- A phone connection

- A Fax machine

- TV monitor with a CD player

- Video and a still digital camera

- Projector

- Interactive Board

As teachers of English one should not stop emphasizing the following even if the basic ICT requirements are met with:

- Sharing the expected results with the learners.

- Laying emphasis on the importance of activities.

- Giving the chance to exercise and polish new skills; to come up with new findings and invite feedback.

- The introduction of authentic and indigenous real world learning material for the learners.

- Summative assessments should be closely connected to the desired outcome.

- Motivating the learner.

Technological usage makes the teaching-learning process easier and more interesting. Though speaking and listening are the key skills required for good communication, proper emphasis should also be given to reading and write in the English classrooms. The correct and judicious investment in technological equipment and in the professional development of teachers will result in better learning of the English language.

Technology improvises and polishes many classroom practices for English learners. Some of them are as follows:

1. To make prior information available: The Internet can provide a lot of contextual information.

2. Enhance interaction: Learners can be initiated by interaction with the native speakers of the language through the net and this would enhance their grip on the language. This could be done with the help of exchanging emails or organizing chat room sessions. This kind of programs is called e Pals.

3. To make learning a real and an interesting activity: Learners can make use of the internet to catch up with their interests. Comprehension can be aided by watching popular and relevant videos and movies. There are a number of texts in speech arrangements available which can help in this process. PROMT is one such site.

4. Ushering a free-flowing and uninhibited learning environment: Computers don't judge and this breaks the ice for most learners to make mistakes repeatedly, improvise and move ahead. The feedback is instant and corrections are easily possible. For e.g., using Microsoft with the spell-check facility and using English languages tutorial sites such as Meritnation and BBC.

4.2 Technological Devices for ELT

Slides and Film Strips:

Slides can be made easily for any form of lectures and classes. Film strips are similar to slides. They are easier to use, as the pictures come on the roll. The pictures can be switched from one to another without worrying whether they are upside down or in the wrong order.

Projectors:

There are different types of projectors that are usually used in classroom instruction:

- Overhead Projector: Overhead projectors are useful alternatives to black boards. They are used to present model sentences, explanations, pictures etc. The teaching of vocabulary items and structures can be made easy and interesting for the use of overhead projectors.

- The Episcope: An episcope project from the surface of an opaque sheet. Diagrams or illustrations from the page of a book or part of a page of an atlas or a photograph from a newspaper can be projected using it.

- The film strip projector: Film strip projectors are cheaper than episcopes. Film strips (strip 35 mm films) are projected on a screen by means of a film strip projector. Light

from a lamp in the projector passes through the film. This light is focused by means of a lens to the screen. If necessary, the outline of the enlarged picture may be traced by placing the paper on the screen.

- Slide Projector: Slide projectors are also cheaper than episcope. The slides are loaded into a cassette of some kind in the order in which they are to be shown. Since the slides can be shown by a remote controlled device, the teacher can stand beside the screen and change the slide by pressing a knob at the end of a long lead.

4.3 Digital Teaching Aids

Teaching machines are an important contribution of technology to education. S. Kinner devised the first teaching machine in 1953. He postulated that learning should take place in small steps and that the learner can be conditioned to "respond" correctly to a "stimulus" by means of a "reward". This "reward" will reinforce the learning. The learner operates the machine when a printed question appears in the frame. The learner "responds" to it by formulating an answer to it. He records this answer on a plain section of the paper which is exposed in the next frame. After his response is recorded, he is able to release the liver which carries his answer to a third frame. He will see the question and the correct answer in this frame. He can compare his answer with the correct answer of the machine. The question on the frame motivates the learner and he responds. He is told immediately whether his response is correct or not. The mental satisfaction that he gets from this is the "reward" and it produces reinforcement.

- Aural Aids: Aural aids include records and record players, tape records and radio.
- Tape recorders: The principle of the tape recorder is very simple. For a language teacher, tape records are of great use. They are used mainly for ear training and speech training.

- Ear training: Tape records can be used effectively to help the students identify phonemic distinctions and to drill words, sentences, poems etc. Some students may not be in a position to distinguish between certain phonemes in English. A tape recorder brings voices into the classroom and gives the student valuable practice in listening correct varieties of English language.

- Training in speech: Students mispronounce because they do not get a chance to hear what they speak. This is especially so in the case of students studying in higher classes. So it is necessary to give them a chance to compare their pronunciation with the ideal model so that they may find out the mistakes in their pronunciation and take remedial measures. Difficult words are written on the blackboard and then their pronunciation is played (on a tape recorder, by a native or a near-native speaker) to them. After listening to the correct pronunciation a number of times, the learner may pronounce the words and record them. The learner may be introduced to correct pronunciation, intonation, stress, rhythm etc. by this method.

- Audio-visual aids (Television): We are living in an age in which distant education has become the order of the day. Even in developed countries like U.S.A and Britain, universal education is a great strain on the government. In India, compulsory education for all school going children is guaranteed in the Constitution. The Indian Government's new policy on Education admits that it is not possible to provide higher education to all. Those who fail to get admission to colleges have to continue their education through open universities. Here, radio and television play an important role in distance education. These are instructional media as well as tools for teaching. In this capacity, they enable

the educator to reach millions of students at once and spread information on a wide scale.

As tools for teaching, they prescribe the techniques for effective teaching.

4.4 Language Laboratories

Learning a language asks for interaction. It makes use of all the four skills in almost equal measures. Therefore, the four skills of listening, speaking, reading and writing (LSRW) are to be mastered diligently and conscientiously. Among these, Listening and Speaking skills are more prominent. In the Indian scenario, it is a known fact that the skills of listening and speaking remain unattended and untutored. Language labs come in handy here. They are equipped with powerful multimedia and interactive prowess which can foster Listening and Speaking skills, a great deal. They offer a suitable and ideal platform to the teachers to interact and work with their technology equipped generation X students. Language laboratories are the cheapest form of laboratories. In this type of laboratory, each student has a tape recorder with the headset. He simply listens to the tape and if necessary go back as often as he wishes to understand the material at his own speed. It is often used for specialized English as each student can listen to different passages. This provides the student with an opportunity to listen to English as it is being spoken by the native speaker. This exercise in the lab may be followed by an oral test in the classroom. The language laboratory could be just an audio or an audio- visual set up which is the new and modern aid used for language learning and teaching. Different teachers would give different versions of a language laboratory. It depends on their relative experiences with it. For some, it could be a specified and dedicated chamber full of desktop computers for each student and a control console for the teachers. Teachers who do not have the privilege of a dedicated room might describe it as a mobile apparatus which has laptops for children and which can be

wheeled from one station to the other. This system is also referred to as COW (computers on wheels). Teachers who will have not so many older students might view it as a setup where the children don't even have their personal computers. Here the teacher might display the visuals or play the audios on a single screen connected to a projector. Most of the times, in our Indian setup, there is no such provision or a room. Students study on their own, get in touch with the teacher via email or else might use the virtual classroom facility at home to take lessons or attend a tutorial class. It does not matter what the material form of the laboratory is, what matters is that it is different from a traditional classroom in the sense that the students are technologically equipped and can practice enhancing their language skills hands on. They are the most active members in the class.

Audio Active Laboratory: This type of laboratory consists of a teacher console and individual head set. A tape is played from the console. The students listen and the teacher speaks. He can hear his own voice through the head set. Everyone has to go at the speed of the tape. The teacher listens to the students. It is possible for him to give directions. When the teacher instructs the student, the tape is cut off. The student gets the idea whether his response is right or wrong. He can try to improve his response in the next round.

The Audio Active Comparative Language Labs (A.A.C): This type of laboratory accommodates each student in a booth with a separate tape recorder and ear-phone. By pressing a button he can control the tape recorder to speak, listen, wind forward or rewind. If he wants, he can speak to the teacher also, by pressing another button. Thus, the student can record on a tape what he says, he can listen to what he has just said, he can listen to what is already on the tape and also he can communicate himself to the teacher whenever he likes.

Digital Language Lab

A digital language lab is a place where there are a lot of computers with their suitable software. It is similar to a traditional tape-based language laboratory and has similar functions which include integration of video, word processing, and other computer applications. A Digital Language Lab is equipped with the following objectives – Listen, Speak / Respond, Read, Write / Type, Recording and Evaluating. It provides the following support:

- **It is versatile**- Integration of materials such as texts, images, audio, and video can easily be done and the teacher can use them to the advantage of the students by remodeling them.

- **It fosters interactivity**- Students can record and record, assess their pronunciations, interact and learn from each other and save the results.

- **Intervention by the teacher**- The teacher has the master control. He can exercise control of the students' computers.

- **Learning independence of action** –The students' area of activity widens and he moves beyond the confines of classrooms and timetables.

Using Digital Language Lab for teaching 'Listening' Skill

- Learners listen to capture the crux of the talk, or to understand a particular segment or facts.

- The headphones reduce distraction, help in concentration and provide clarity of sound.

- Recognized, universal and accepted models of speech are available for imitation and drill. The listen-repeat-record pattern is followed.

- Students pay attention to the speech of the native speaker.

- Well defined Listening Tests are administered to the students.

Using the Digital Language Lab for teaching 'Speaking' Skill

- Dialogues are amply used and students work in close assistance.

- Videos play a vital role and the view can be controlled.

- Learners can read lips movements, see facial expressions, notice body language.

- Learners can pay attention to details like the stress and intonation of the target language.

- Mother Tongue Influence (MTI) can be diminished through the recording of the voice.

Virtual Language Labs

For a diverse range of students, in schools, colleges and universities, it is not always possible to hold language laboratory activities at a fixed place at a defined time. This is where Virtual Language Labs come in handy. Teachers often prefer these labs by adopting a virtual language lab model, where the instructor's post material for students to access. This is done on a central file server and students can gain access to these from a computer in a self- study lab, a library, their home, a cyber cafe or from practically wherever they want and whenever they desire. Assignments or work completed is saved to the file server and is ready for the teacher to review and mark.

Basic Role of a Language Laboratory

In order to learn and understand and speak a foreign language, a lot of practice is required. This includes drills and repetition. It is practically not possible for the teacher to administer these at all times. It is also not probable that the teacher is well versed with the authentic speech model and patterns. Consistency becomes a challenge. To provide authentic, consistent and repetitive practice, language laboratories are the best bet. The subject material is authentic, often sourced directly from the native texts and becomes easy to impart and administer.

The students can work on their grammar, vocabulary, pronunciation etc. by constant drills and practice. The scenario is more authentic and real and the language skills can be learned in a more practical way.

4.5 Portable Language Lab Systems

There are various types of systems that fall under the category of portable language labs.

- *COWs (Computers On Wheels):*

Typically speaking, COW is a big bulky box set on wheels. It is lockable and holds the teachers' workstation complete with a console, about 30 shelves which store laptops and computers and headsets. However, there are certain limitations of COW. First, it is a cumbersome job. A lot of time gets wasted in handing out the laptops and collecting them back at the end of the exercise. Productivity gets severely affected. It also calls for a lot of care and diligence when it comes to handling plugs and power supplies et al.

The issues could also be technical. Interconnecting the work stations wirelessly could also be a challenge. The facilities available might not allow this. Wireless networks often, even the most advanced versions, might not be compliant with the latest standards like wireless-n. The

bandwidth is generally less, as much as 80 times less than their wireless counterparts. From the perspective of a language lab, this might limit the participation of students in terms of headcount at a given time.

Sometimes, the students are told to arrange for their own laptops. Even when the standardized laptops are defined, there might be problems related to software revisions for the IT department of the institution. There could be conflicts pertaining to 3rd party software.

LLIAB (Language-Lab-in-a-Box):

The language-lab-in-a-box is different from COW. In LLIAB students generally, don't have personal computers. There is a small box where the connection point is given for their headsets and certain interactive controls.

LLIAB come in both wired and wireless mediums. The wired medium serves better and greater practicality but the limitation is that it is quite cumbersome. The cables are stored on large spools in a box and the student terminals are tied to the teacher's console. Wireless systems are certainly better and give more freedom. However, their functionality is quite limited in the sense that they may not have, sometimes, the basic capability to even record.

4.6 Case Study on Viability of Language Laboratories

In order to establish the viability and efficacy of language laboratory, an experiment was carried out at Bhagat Phool Singh Mahila Vishwavidayalaya, Khanpur Kalan (Sonepat). The data was collected from 30 students who were tested using random selection technique. The sample was observed for a period of 14 hours. A comparative study was conducted where the students' progress was marked by two stages. Before being exposed to learning in the language resource

center and the stage they had reached after the induction of 14 hours. The data was collected using the following procedure:

1. A test was administered which assessed Listening for specific information.

2. Students were instructed to listen and supposed to answer the questions given.

3. A list of words spoken in Received Pronunciation was transmitted for listeners.

4. They were then asked to repeat the received pronunciation.

5. A recording session was conducted where all that was spoken by the students was heard and recorded by the teacher

6. There was a repetition of the tests and the responses were recorded again and corrections were made repetitively.

7. The results were compared to a stipulated period of time.

8. It was concluded that there was a noticeable change in the pronunciation, stress, and intonation.

Going by the observations based on the test conducted, it was concluded that the introduction of technology can make even very slow learners show good performance. The language laboratories give enough opportunity to the learner to work independently without the fear of being judged. Since all the results are shared only with the learner with ample scope of refinement and correction, the learner feels more confident and motivated.

With rapid technological advancements, Language education has also changed drastically in the last few years. Today there are many ways and possibilities of learning a language and the internet have come a long way in taking care of a multitude of concerns. There are many tools of language learning available today. These include social networking tools, Chatterbot, CALL,

Blog, Pod Cast, E- learning, discussion groups, applications and games for learning and other activities that make use of technology.

4.7 Social Networking Tools

Chatterbot

Chatterbot' is extensively used for language practice. It is a computer program which assists in ushering a meaningful dialogue amongst one or more people making use of auditory or textual methods. Language laboratories are considered to be very useful, especially with regard to teaching and learning of a foreign language in a school or a college classroom setting. Modern day language labs or language learning centers equip the teachers to arrange and organize activities, games, and tasks which the learners will be able to practice the skills of language learning in an interesting, interactive and congenial way.

CALL

CALL (Computer Assisted Language Learning) programs are specially created to enhance and foster the process of language learning. It has the student and his needs as the core concern. It has material which encourages and promotes independent learning which can be done at the learners own pace and also includes a lot of interactivity. The specialized areas of CALL are improving grammar, increasing vocabulary, building knowledge, developing comprehension and polishing writing skills. CALL has gained popularity rapidly in a short duration of time. The applications that it uses are varied and very beneficial. There are various organizations that talk about CALL. It finds a representation in various conferences and organizations such as CALL

and Euro CALL in Europe, CALICO and IALL in the United States, JALTCALL in Japan, APAMALL (Asia-Pacific Association of Multimedia Assisted Language Learning) and World CALL. All of these organizations do extensive work to enhance the scope and volume of CALL centric activities. This has resulted in a burst of information all around. Media has always played a major role in the system of language learning. The kind of magnitude of development that can be witnessed in the area of computers and multimedia that is taking place today implies that there are not only people who are content users but there are many that are content creators as well. They are those who have created web logs or blogs or multimedia pod casts. Mass media has been central to language learning. Such a vast growth in technology, especially in the areas of computers and multimedia, has seen people who not just use the content available on the sites but also the ones who create the content in the form of blogs, twitter, Instagram and so on. The fine line between mass media and personally authored media is fast disappearing. Those who are involved in creating or developing content on the web, in fact, have more clientele than the ones in the print media like newspapers and television. Therefore, computer literacy has become the order of the day. The popularity of websites such as You Tube and others give such a vast exposure to the youth and all that at the click of a button. Children today are mass media savvy. In some public schools, there is smart board and homework is conveyed through emails. Children are quick to learn, receive and adopt. More and more people, especially the young, are considering multimedia as career options. Multimedia authors are in great demand. With the emergence of the internet, there has been a momentous growth in CALL activities too. Content developers are in great demand for the users are so many. Now the real challenge at the school and college level lies in creating more teaching, learning options for teachers and students. To keep abreast of the change and development taking place, it becomes imperative that our

students should be equipped with advancements in CALL. Initially, there has to be a primary understanding of the various multimedia options available for learning. Let us take an overview of the options available in CALL along with their strengths and weaknesses.

CALL can broadly be classified into three divisions:

- Web 2.0

- MALL (Mobile-Assisted Language Learning)

- VL (Virtual Learning)

Web 2.0

Web 2.0 is a more democratic version of the internet which allows more participation and collaboration. Many popular social networking sites like Orkut, Twitter, Blog, Facebook and so on can be classified under it. The advent of so many social networking technologies has given rise to a new concept of Community Language Learning. These are social networking services available online where users can help other interested users learn languages by providing direct facility and mutual correction techniques. These include language laboratories, buses, Livemocha and italki. Open Source (Moodle). Open source deals with matters of designing, development, and distribution of software. It offers the users access to the source code of the software. They can develop it and use it and improve and fine tune according to their requirement. For example, Moodle, which is free and open source e-learning software is designed to enable educators to create online courses where the emphasis is on interaction and making collaborative efforts. It has its own community for teaching and learning a language. Some of the examples of Moodle language learning community are as follows:

- Cohort Oriented Virtual Campus for Effective Language Learning (COVCELL) Project is an EU funded initiative. Its aim is to develop latest Moodle modules for collaborative language learning.

- Developing texts and Teaching modules

- Demonstrating various language learning activities.

- Designing of Language-Specific Modules and Blocks

- The Moodle Reader Module for Exhaustive Reading

- Devising more modules on Language Learning via Moodle

- Reports on National and International Conferences

- Links, Resources, and Discussion Forums

Blog

The blog is a platform where an individual can express himself in the open source format. A blog is completely individualistic, maintained by an individual where he chooses a topic or subject of his choice and expresses his opinions, views, and reactions be it on a social front or politics related or else personal. Blogs are textual in nature. Audio/Voice blogging and Video blogging are also gaining popularity rather fast. Posting recorded audio files on the blog site is called Voice blogging. The user of voice blog has a feature in his system which can record voice and his computer will also have speakers or headphones. In this kind of blogging, the voice is recorded from the microphone with the help of a recorder and an audio file is thus created. Following this, the voice file which is recorded is uploaded on the blog site. There is also a feature called Video blogging. This requires a video recorder and rest of the process remains exactly like audio blogging. The blog is one of the very popular and effective CALL applications. A blog can successfully be used for language learning. Voice blogging refers to

posting of recorded audio files on the blog site. A voice blog visitor requires a feature in his computer which can record the voice along with speakers and headphones. An audio file is thus created by recording voice using a recorder and a microphone and is uploaded on the blogging site. In video blogging, the process remains unchanged except this time a video recorder is needed. The blog is a very interesting CALL application. It can be judiciously and extensively used by teachers and the entries made by the students can be reviewed by the teacher. It can serve as an effective tool for language learning. The teacher can offer criticism, appreciation, insights or perceptions on a write-up or on a book. The knowledge base gets shared and exchanged. Blogs can certainly play an important role in improving the writing skills of the learner thus enhancing his knowledge and creative insights.

Pod Cast

A podcast is an interesting tool often used for teaching a language. When an audio or video gets broadcasted on the net, it is called pod casting. The BBC website has a special pod cast section on language learning called 6 Minute English.

Mobile-Assisted Language Learning

The second important division of CALL is mobile assisted language learning which provides varied scope to connect with materials pertaining to language learning. It is termed as (MALL) which is Language Learning Materials and Applications. Learning (MALL) can be seen as a mix of both Mobile Learning and Computer-Assisted Language Learning (CALL). MALL enables students to access language learning materials on their mobile phones. It calls for a greater and all time connectivity and communication with teachers and peers. It also improves connectivity

and learning of the students who can now communicate with their teachers and peers anywhere anytime.

Virtual Learning (VL)

Virtual learning is the third feature of CALL. It is a system of learning which delivers learning materials to the students through the medium of internet. This system of learning allows web access to the learner in terms of assessments, course material, tests, etc. Virtual learning has given rise to an ever increasing use of computers, which provide a similar knowledge base for learning and maybe even more which a traditional classroom could ever offer. The material is available in two modes, CD-ROM, and the internet. The courses are usually prepared using learning platforms or Learning Management Systems (LMS).

CD-ROM

In CD-ROM, there are CDs available on the chosen course. These can be accessed by the students for the various kinds of courses they have opted for. They can access material either on personal laptops or on Local Area Network also known as LAN which is more or less like a classroom where students access material jointly.

Internet

The Internet offers a multitude of courses for students. An online registration is a prerequisite. Once a course of interest is chosen and registered for, the course fee has to be paid. Now they will gain access to a password and can go online. The material is available online. The student needs to prepare and work his way through. Assignments and evaluation are also done online by

an online examiner who assesses and comments on the work and also grades the learner accordingly. Emails are made use of extensively in this medium. Tutors also use chat rooms to communicate and talk to the students. There is an online test conducted at the end of the course and certificates is granted,

4.8 Advantages of E-Learning or Virtual Learning

E-learning generates a sense of independent learning in the student and that too according to his own pace. They also participate and contribute to the process of learning. It is a substantial aid in language learning. Though one cannot negate the advantages of one to one interactive learning, still we can say that E- learning offers a good blend computer based learning along with live chat sessions. It has certain constraints if it has to be taken up at the basic level. But still, students should be motivated and encouraged to make extensive use of computers and draw full benefits that technology has to offer.

Fred Percival & Henry Ellington (1984) feel that the most important part of educational technology is to help in improving the overall competence of the teaching/ learning process.

Technology in education employs every possible technique to capture and present information. It can justify as a counterpart to traditional methods of teaching. The pedagogical aspects are many and technology can certainly take care of them. By adopting an integrative approach, we can usher the students in this new and less traveled world of learning. There are gaps in the field of language teaching and learning and technology can well fill them up, but we need to be using technology judiciously and encouragingly.

According to Collis, "With the development of the World Wide Web (www) education stands poised for a paradigm shift. He names the new paradigm as interconnectedness and characterizes

it as being able to connect with experts in customized resources, beyond one's own local possibilities." (Collis 1996: 582).

In our country, English is taught as a foreign language with a view to helping learners develop invaluable skills which they can use later in life. Language teachers can incorporate technology and can realistically achieve the desired benefits. It is a misconception that technology will substitute teachers. It cannot and will not. It will rather equip the teachers with a variety of devices and tools to supplement and complement the traditional classroom teaching and learning. Language laboratories are the order of the day. As most of the colleges and universities are establishing language labs for improving teaching and learning of communication skills, it becomes essential for a language teacher to be techno savvy to meet the global demands. Whatever role technology has, language education has to have a firm and sound pedagogical base, excellent teaching skills and desired results when it comes to students learning environment.

The English language teacher will have to broaden his vision and look beyond the traditional methods of teaching where the only medium that existed was the print medium. A digital approach has to be adopted and cultivated by the teacher before it comes to the student. Careers these days demand of the candidate to be technologically savvy and this fact cannot be overlooked. The Indian teachers will have to break their inhibitions and reluctance in wanting to learn technology. They should polish this skill in abundance. Computer literacy is the need of the hour and calls for sustained and continuous efforts on the part of teachers. It is time for the English language teachers to educate themselves on technology and play the role of guides, creators, facilitators and torch bearers.

Present day learners are much more realistic than the previous generations. They instinctively seem to apply principles taken from real life. Our students are a generation that cannot imagine the world without technology. Judicious use of technology by the learner could grant the teacher some time for meaningful reflection and perhaps will instill in the learner the motivation and freedom to independently handle tasks where human interaction is not required. It will propel students to take up specialized tasks. Therefore, it is time to use technology to develop proficiency in English and sustain in a professional world.

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