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TECHNOLOGIES THAT IS USED –LESS IN OUR EDUCATION STREAM IS BECOMING USELESS

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ABSTRACT

This article proposes the accessibility of abundant technological tools which is used less and thereby, considered as ineffectual. For the past two decades it is very clear, that the technology has advanced rapidly in the field of learning any foreign language with Internet, ICT (Information Communication Technology), VLE(Virtual learning environments), CALL (Computer Assisted Language Learning), digital media and software. It is evident that in every step of our lives the significance of technology is seen which are bountiful. More funds are spent on the improvement of the student learning process. In spite of the availability of Web-based language teaching and learning activities, the use of technology still remains unexplored. The researches still recommend the teachers and the students to make use of the existing endless choice of multimedia, software, applications and devices to improve their learning process. Further it is not needed for any advanced tool to facilitate the language learning process. It is a challenge still, for the teachers as well as the learners to acquaint themselves with the recent technology that is already available. The aim of this paper adds a dimension to the English learning in the educational environments through the available sources and it makes the study of language enjoyable.

Keywords- Information Communication Technology, Virtual learning environments, Computer Assisted Language Learning, Web Based Language Teaching

1.0 INTRODUCTION

English teachers must be very innovative, imaginative, supportive, resourceful and adaptive and have scrupulous knowledge of the subject and advocate new techniques to change socio, economic status of the learners. Technology that is used in various fields has been so flourishing and advantageous for the teachers to reach some particular goals especially in education and for those who are learning a foreign language. Teaching English depends on the potential brilliance, expertise and proficient knowledge of English

teachers. The liability of an English teacher in present context has remarkably changed because of various factors such as social, cultural, economic and technology developments across the globe. It is crystal clear that in a single podium multimedia courseware has enabled various linguistic skills. However, language teachers are progressively sentient of the potential benefits of technology, one challenge they face is how to accomplish effective technology-based language tasks. It is very uncertain to many teachers on how to take advantage of the Web to bring part of the world into the digital

classroom, especially working with young learners. Teachers are often overwhelmed by a large quantity of sites and materials which often exceed the linguistic level and the technological abilities of their students. Deciding how to use and integrate systematically those materials within a more traditional methodology demands an extra effort many full-time teachers cannot afford. Many learners are now techno – savvy as the in that case, the faculty must also adapt the use of technology and multimedia based learning resource to transmit the functional learning of English in class room. So, we limit our focus on ICT (Information Communication Technology), VLE (Virtual learning environments), CALL (Computer Assisted Language Learning), digital media and software in order to reduce convolution. In this modern epoch students are growing with a glut of electronic media use and this differentiates them from previous generations of students whose learning experiences were dominated by text in books and journals.

1.1. Need for the study

This paper heralds a test and hoard data to check the effectiveness of the task-based approach within the modern medium of technology in English language teaching. Some problems and challenges still exist in language learning. Possibilities provided by the Internet for educational purposes have been attracting more attention in recent studies devoted to the problems of using Information and Communication Technologies (ICTs), VLE(Virtual learning environments), CALL (Computer Assisted Language Learning), digital media and software in education. This tendency is fed by the development of Internet infrastructure and technologies, by their increasing availability and use, and by the ongoing search for new ways to improve educational quality through the use of technology. When these technologies are used correctly in the classroom, it allows students to experience situations and circumstances which they have dreamt about it twenty years ago.

1.2. Objectives

- To improve the effectiveness of the technology tools on the students' learning progress

- To create teaching materials which cater to different students who have different learning styles
- To demonstrate a high level of technical awareness for the learners with opportunities for building knowledge, integrated with academic and linguistic skills
- To review technology in English language and literature learning activities and internet communication tools in use
- To promote effective and efficient learning and explore the boundless possibilities in the language technology.

1.3. Expected Outcomes

The article expects that this hi-tech teaching will enhance the learners to communicate effectively and become proficient in all the skills. This kind will enable them to be competent in the global market. As it doesn't require a separate place for their enhancement and it could be done during mobility. It helps the learners to employ their time in a suitable way as it is not time consuming. The learners will become a potent and comprehend the essentials that he requires through ICT.

2.0 .Review of Related Literature

An extensive work and effort have been put in review of literature, where both Indian studies and global studies in using technology to teach English language has been done, the major findings were been consolidated as below:

Many new technologies have been acknowledged with a great deal of enthusiasm, but their real significance as educational tools has continued to be questionable. From the study it is established out that "Technology also may affect the way we teach, the way we learn and affect teachers" choice of teaching and learning styles as put forward by Watson (2010, p. Teachers may face a conflict of teaching and learning styles. Older teachers generally teach in person and proceed in a logical or step-by-step basis. In contrast, modern students inclined to jump around from one idea or thought to another and expect sensory-laden milieu as a matter of course. They also want instant results and recurrent rewards, whereas many teachers regard learning as slower and serious and consider that students should just keep quiet and listen.

The need to persuade the development of teachers' digital proficiency has been documented by many researchers. Beavers (2001) and Hope (1998) state that although much technology has been positioned in schools and colleges (such as computers, educational software etc.) not many teachers make use of this technology in their classrooms. This is a result of various factors among which the lack of proper education of teachers (Ward, West and Isaak, 2002) of the pedagogical and methodological principles underlying the effective use of digital technologies to successfully provide rich learning experiences to their learners by using the new types of media.

Many digital training materials have been created, but the developed materials are not widely and effectively used by teachers in the learning process. There are many reasons for this: no access to the Internet, slow Internet, and lack of compensation for creating media, and so on.

2.1. Impediment for Using ICT in the Classroom

Using of ICT in the classroom has some barriers in the teacher and institution level such as lack of confidence, time, resistance to change, solving technical issues and lack of access to resources. There are some groups of researchers pointing out that there are two types of barriers: Material and Non Material. Material barrier refers to insufficient number of computers or software. Non material barriers refer to teacher's insufficient knowledge on ITC. These barriers are the key barriers for majority of the surveyed teachers. Other factors such as ICTs not being considered as important enough to be a priority, contentment with current approaches and lack of confidence to integrate ICTs in the curriculum were reported by the teachers as well. The findings disclose that teachers still have difficulty in using assured applications.

The virtually limitless opportunities of access to information in an educational context can pose a real danger of information overload if the teachers do not have the skills in filtering information for relevance, or are incapable to establish a coherent organizing principle. It is no longer for teachers to give excuses as technology is evolving rapidly. It is time for all to equip and learn

the required skills. Positive attitude motivates individuals use ICT effectively and further upgrade the needed skills.

3.0. SUGGESTIONS

This term paper suggests that, the equipment which is already in persistence must be used efficiently by the language teachers to promote the student to the next level of learning. There is no necessitating for additional new technology. The used-less technology can be used as useful by the language trainers at the right time.

Alan Waters (Waters & Hockly, 2012):

"Technology is not a magic bullet. ... Depending on context and how it's used, technology can be effective or not, just like any other teaching tool" ..

Providing the necessary tools and access to technology, combined with constant support and training, language teachers will be more willing to integrate technology into their teaching contexts. Novel tools is not only a topic in and of it, but can also be applied to any theme, enhancing the learning experience and equipping students to join an increasingly universal workforce. The use of ICT in language learning not only involves pedagogical changes for teachers but also involves environmental and pedagogical changes for learners who are traditionally used to face-to-face teaching in classrooms. They find it a challenging to use in an educational context, although the learners have access to online technologies. Many learners hesitate to take an online language course because they can only conceive of learning a language in the presence of a teacher and peers and cannot imagine learning to speak at a distance. Although many online language courses include spoken elements and oral interactions with the teacher, learners are often unsure how such elements would work and whether they could actually learn using ICT resources in the physical absence of the teacher. Often students are more willing to listen to audio materials, watch video materials, and take self-tests online as a supplement to face-to-face interaction and communication in a language course.

Examples could be: Cloud computing, open source, connectives, Webinar, NptelProgramme.

4.0. Conclusion

It is a dispute still, for the teachers as well as the learners to acquaint themselves with the recent technology that is already available. Therefore, if the existing resources are used useful nothing can be assumed as useless.

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