Chapter – 2

ICT Advancement and current trends in ELT

Today ELT is closely related with ICT. Actually the journey of English Language Teaching can be stated as ‘ELT to ELT via ICT’. If we analyze the slogan first ELT is for English Language Teaching second ELT is for English Language Testing. Form starting to end we need the constant and valuable support of ICT. Early transportation made English a foreign language and ICT has made English a global language. The pious aim of teaching is to provide individualized and learner centric teaching. A good teacher aims to create self-motivated and eager learns. Many teachers try to improve their self constantly. Some creative teachers who were eager to improve their teaching came up with innovative teaching tools like PPTs, charts, models, flow charts, tables, cards etc. The concept of digitized communication and networking in education started in the mid-1980s. Very soon the educational institutions have started taking initiative of the new medium of education. Phil Race and Steve McDowell give tips to teachers and lecturers in their book as “It can play a major part in assessment, and good use of computer manages assessment can free time for you to be better able to help your students to learn.” (Race and McDowell 65)

Early e-learning system was based on computer where learning often considered as an autocratic teaching style. The role of the e-learning system was supposed to transfer knowledge. Later a system was developed based on Computer Supported Collaborative Learning which is known as CSCL. It was a motivational source for the sharing and developing of English language. This quotation gives the idea about importance of ICT “One obvious benefit of technology for language learning is the creation of opportunities for students to use language in authentic contexts. Such activities encourage students to strive for autonomy in the target language” (Kessler 79).

It is a general fact that most of the schools were deprived of appropriate teaching aids related to teaching stuff. After the popularity of ICT many teachers tried to use audio visual aids creatively for their teaching. It was a feast for students but some teachers and
parents considered it as a time pass. Gradually the new generation of teachers is now successful to make ICT an effective teaching tool. After some time government encouraged such creative teachers and arranged their expert lectures through satellite. This venture of the government encouraged many teachers to set up ICT facility and get training for ICT. Experts of the field conducted teachers training for ICT and also gave instruction manual. This gave birth to PLM Programmed Learning Material later which was changed in various modules.

The entry of computer in teaching is proved blue chip for education. Now life of mankind was governed by ICT. The digital technology has affected all aspects of human life. Education is not an exception. Creative and intelligent teachers decided to adopt digital technology. Today almost all devices used for teaching are based on digital technology. Fortunately the base of ICT is English language. In a way now English has became a world language. English language played a key role in the development of IT and modern gadgets of IT made English language very popular. One such device is Computer. Actually computer was not developed for improving quality of teaching and learning process. But credit goes to those who started using computers for teaching purpose. Computer vindicated a new and modern boon which is known as Information Technology. The Information Technology gave birth to the development of websites. Now government offices, school and colleges, corporate houses have started uploading the information on their websites. It gives the benefits of chatting, sharing e-mail and surfing. It gave the opportunity to go into an unfathomable new source of information.

**Utilization of ICT**

Today ICT brought more rich material in the classrooms and libraries for the teachers and students. It has no limit of exploration. One can get unlimited information just on figure tips. It has the freshness which provides variety in the teaching – learning situation. The ICT can be used in the following areas:
ICT has affected English teaching a lot. Many experts call teaching with the help of ICT a hybrid teaching or blended teaching. There are several divisions in teaching learning process like motivating students for learning, teaching the topic, evaluation, diagnostic testing, and remedial teaching. All this process is changed after the implementation of ICT in teaching. Teacher has more options to try and students got more opportunity to learn faster. Due to overall technical development teachers, parents and students have developed a positive attitude towards technology as a learning tool. Today we can observe the sea change in schools and colleges relating to English language teaching. But still some teacher are hesitating in using technology “The ICT Impact Report indicates that the majority of teachers have not yet embraced new pedagogical practices in their use of ICT and that teachers do not feel sufficiently confident in exploiting ICT to support new approaches in their teaching practices.” (Kumar 7)

ICT makes learning self-paced. The role of the teacher has also changed. Now a teacher is not traditionally authoritative but merely a facilitator. It is very beneficial to students as a learner can give sufficient time to his topic. If one is comfortable with the topic can change and go ahead or can give more time to the same topic. For example, if one knows bout simple present tense ICT learner can switch over to next topic where as in regular class it is not possible. One has to wait until the teacher changes the topic. Instructor-led teaching can be supported with online study material or open source material. After face-to-face teaching students can carrion the same point from his home and can get faster and advanced learning. A distance learning which means use of the technology by learners and educators at homes gives good result in learning English.

In some schools teachers use interactive whiteboards and smart boards which allow learners and teachers both to write on the touch screen. This visual help to make learning more interactive and participation of students can be improved. If a teacher is teaching preposition one can show pictures and then ask blanks about the picture.
Students can answer it from their place and get motivated. This activity and exercise can be saved and can be used in future. Even hand written questions and answers can be saved. This kind of technological tools improves student’s interest in learning English. Students who are hyperactive can be taken to further advance level.

Technology based learning is very much beneficial to teacher and students. One of the benefits of ICT is it is convenient. For example if a learner is absent but still one wants to submit his homework exercise one can submit by Email. By online learning one can surf any educational website even at night when the learner is free. ICT is the foremost useful for material preparation as it is one time preparation. If a teacher prepares fill in the blanks exercise once it can be used multiple time or even one can share it to other teachers as well. This way work becomes lighter and brighter. After investing for computer we can use all the study material every time. In this manner it is of long-term cost-effective.

It helps to record every lesson and store it on a server. A poetry lesson once taught to class can be used in other class for revision. The benefit is that it will be as it is and student will get everything same as the lesson. There is no need to write points in note book. Teacher can share the study material to students on their e-mail address by a single click. This material can be very useful for students to review the concept for upcoming exam. This enables students to watch any class that they may have missed, so that they do not miss that portion. Parents and authority can monitor any classroom to ensure that they are satisfied with the education the learner is receiving.

(2) In widening the boundaries of classroom

The Internet has introduced a new world of opportunity for students. Those ideas and information which were once out of reach are a click away in present time. Students of all ages can contact, connect, say, share, and learn on a global scale. This provides correct information and makes it as comprehensive as possible. It is available in different formats and with different examples. With the help of online interaction facility students and teachers can exchange their ideas and views. It is useful in getting clarification of any
topic from various experts. The learners also have an opportunity to work on any live project with subject mates and experts from other countries.

A traditional class has some boundaries like age, level, qualification or occupation. Sometimes gender even becomes boundary. In common English class learners been selected like this because of some limitation. Here there are no boundaries and biases in ICT. Grandfather and grandson can learn English together. Master and servant can learn English together. It is observed that learners learn more quickly when receiving computer-based instruction and they enjoy the class more. They also develop a more positive attitude for computers in a computer-based class. More importantly ICT class has no boundary of place. Every teacher may not be the master of all the key areas of English like grammar, phonetics or poetry. So any enthusiastic learner can take guidance for any expert teacher overseas.

One who lives in city of Gujarat can take English classes and learn English form the master who is in New York. It is very helpful when one wants to go abroad for Ex. in US one can learn American accent form an American English teacher sitting in Gujarat.

(3) In Increasing Creativity.

Today we have numerous alternates for the types of technology. Some popular and current ones are different types of cameras like document cameras, digital cameras and video cameras. Interactive whiteboard tools are the best friends of teachers. LCD projectors have almost changed the teaching style of a modern teacher. Today all these techniques and tools are being used with blogs, web portals, some educational software, and language lab. Virtual classrooms and e-portfolios are the examples of the teachers’ creativity of using ICT in teaching. We can see many primary teachers of Gujarat state having their blogs and they give all kind of educational and exam oriented details on their blogs. Skype calling facility is undoubtedly for business or social purpose but to use Skype for teaching conversation is a piece of creativity. A teacher’s creativity is the source of development of one’s students as well as the progress of the subject. In
India many creative teachers are there. Few creative English teachers on a village in Raipur created a language lab for their students. An article by Rashmi Deolia in Times of India proves it.

“Going creative, three teachers of a small government middle school in Durg district have voluntarily set up advanced English lab on school premises with wall paintings to teach grammar, gender, tenses and English language, to free students from English-phobia. Students not only learn words for each action through painted walls but have also started conversing in English among each other.” (Drolia, Rashmi)

With the help of ICT a teacher gets power of imagination. It bestows a teacher with wings of creativity. It is a fact that every student likes novelty in teaching. Monotonous methods and stereotypic teaching aids remove the charm of learning. Experienced teachers observed that students like Saturday especially as the attraction of assembly. The simple reason is that it has variety of activity. Similarly ICT is a gift for teaching learning process. With the help of ICT a teacher can make new exercises for learners and divide them according to various levels. For young learners creativity is very much important. If a teacher has taught colours to young learners and to evaluate them if one designs a colour filling exercises in MS Paint it will be memorable and enjoying activity for student. After teaching sentence structure teacher can give jumbled sentence to rearrange. If a learner arranges it individually in computer one permanently learns the structure. A creative teacher can motivate students to listen to English news and see English learning programs regularly on television at home. It’s a creative way of using ICT which is easily available.

This might be observed by every teacher that at one point in teaching, a good and enthusiastic teacher or a motivated learner both feels bottle neck. For this problem teacher thinks about breaking the routine and make the class more enjoyable. ICT gives variation and alternate option in the presentation of topic. Same unit of ‘Visiting Places’ can be taught by PPT, videos, audio, text, image, data or by any webinar. ICT is helpful
for learners as well as trainers. It is totally up to the trainer how one uses ICT in teaching English. Learners can concentrate for longer time and can get better understanding. This way the retention of subject matter becomes long listening. Through traditional methods and traditional tools all these things are next to impossible. Some exercises like drag and drop, filling colour after listening audio and rearrange the jumbled sentence are the seer creation of trainers after getting the facility of ICT. In some exercises trainer allows students to play a game on computer. But during this game if student makes any mistake one has to answer a question. After answering correct one can continue the same game.

For any kind of references a trainer can directly use on line link rather using books. The matter can be easily understood by learners after the visual effect on line. It makes trainer’s knowledge base sound. In some cases students don’t remember the whole part of the topic. In that case trainer has to repeat the same thing twice or thrice but if a teacher use audio recorder and records the same lesson, one need not to repeat the same thing. Even learners can use the same thing at their home during their free time.

(4) To Infuse Fun in Learning:

Students take more interest and get more motivation to learn English when they find the subject matter interesting. This can be cultivated by using ICT in the classroom and fulfilling the need of learners with digital material. ICT also helps learners to make a sound base of English oriented information base. If a learner gets a mail relating to English language one can store and use it in future. A teacher can share ones lesson via internet. In many Indian schools teachers teach on iPad students submit their homework through Email. This new trend is highly successful as students do it more interestingly. One gets more options for teaching as well as learning. One can use computer, laptop, iPhone, IPod, Mobile phone, LCD projector, Internet, SMS or Mailing system. It is a fun to use technology in schools-colleges and at home. Sarah Elaine Eaton holds a PhD in Educational Leadership and an M.A. in Spanish from the University of Calgary. She remarks that…

‘There is a case for a reconceptualized field that is more learner-centered, more collaborative and more technologically driven. The trends
in language learning are moving us forward in such a way as to empower our students to communicate with others across the globe in real time.’
(Eaton 16)

For a learner it is easy and handy to carry a single tool for any subject. There is no need to carry grammar book, poetry book, essay book or a story book separately. Exercise book is also inbuilt in a tool. It is also useful for listening comprehension. A student can listen to an audio number of times until one gets it completely. When a learner uses iPad or a laptop it means it is all in one. Every text book of every subject can be on a mouse click. A teacher can easily allocate homework and get it checked quickly and easily.

In latest language learning software students can communicate with instructors and ask for one’s query. They can also communicate with each other by using webcam, microphone. They can chat at real-time in a group setting. Learners can raise hands on the software button and teacher can solve the query online. Answer can be evaluated by single click and correct answers can also be given online. A trainer can screen cast any video or any audio from server computer and every student can get it without any hardware. The most important thing is after submitting any exercise a student can correct errors oneself with given tips and error correction option. For example

Activity – 1 Fill in the blanks with correct forms of verb.

(1) Ram _go to college every day. (go)

The answer is incorrect and hint is given
After this hint the learner oneself correct the error as ‘Ram _ goes to college every day.’ Self correction is a fun and a kind of achievement for any language learner. It encourages the learner to do more rigorous work. It is not self learning but the fun of self correction.

(5) In Enhancing Visualization Benefit

To understand the importance of visualization let’s take the help of an expert. There was a lecture of Pro. Patricia Kuhl on ‘How children learn: language, hearing and the brain’ at Rockefeller University on Thursday, 9th of May, 2002. In her lecture she beautifully exemplify that for the development of our language visualization is very important. Lip movement helps in understanding any sentence properly. In her lecture she pointed out.

“As a young child we combined our listening abilities in the maps we are building with a view of our face and we learn and correlate what face movements were occurring and the sound that we heard. So if you combined things a visual image with an auditory sound that it doesn’t go it with naturally your brain has to do something to contend with that mismatch.” (Kuhl, Patricia)

The biggest advantage which stands enjoy is the benefit of visualization. The credit for learning advancement goes to video technology. We can include tapes CDs and DVDs, OHP and LED projectors in class. Visualization makes the concept clear and easier. For Ex. if a trainer wants to introduce a new word ‘black berry’ to new learners one can use image of it. Mere description may lead learners to some other direction. One can also consider it as a mobile. With the help of video clips a trainer can introduce action verbs as well like skipping or hoping. It is also to state the difference between two confusing words or action. For Ex. by showing video one can explain the difference between running and jogging. It also saves the time of teacher and gives the sound knowledge of any particular point.
A teacher can introduce new vocabulary to learner with picture. For example after introducing word ‘Fan’ to an intermediate learner the teacher will display the picture of fan on screen. This will make the long time effect to learner’s brain. It also reduces the need of translation. Similarly it is applicable to an advance learner. When a word ‘bald’ is to be introduced to an advance learner, teacher shows the picture of a baldheaded person and it is easy to understand that a person with no hair on his head. To teach tenses can be easier with the help of tense table displayed on projector. In this manner ICT makes the subject matter easy and interesting. It also fastens the teaching learning process as it is easy for student to interpret. It cuts off the time of explanation.

A trainer can use videos any time and even instantly on-demand videos are also possible. That digital video can be downloaded via server or web-based services like YouTube, Teacher Tube, Skype, Tube mate or webcams. In higher education institutions many interactive digital video games are being used to teach English with visual facility. Podcasting is an advanced feature which allows trainer or learner to publish files to the Internet. Here any individual can subscribe and receive new files from experts.

Nowadays webcams are very common in schools. This has created a wide option of webcasting. Webcams connected with internet can provide an opportunity to interact with any other class or a trainer at a distant place. Many times it is been arranged systematically in advance and number of beneficiaries attend a seminar on line at a same time but at from different place. This is called a webinar. It provides a very good chance of visualizing a real effect of any happening or a class. A trainer can have virtual classrooms to teach English. By a webcam we can create a virtual learning environment on English language. These types of English classes are highly interactive and very successful. This is because of the visual effect of the subject. Visualization keeps the student active so students become more careful and active during the lesson.
(6) In using audio practice

Generally people consider lack of English speaking environment as one of the key factors in learning English. But as we know in most of the cases it is not possible. At present time with the help of ICT it is not a problem. In the world of technology every single learner can have listening practice by expert by pressing a button only. The video lectures are highly successful but the initiation these types of lectures were taken by Radio. It is a very old and a synchronous educational tool. We can take the example of BBC who started audio lectures to teach English. Audio streaming over the internet with webcasts and podcasts are broadly in use. In a classroom with the help of a microphones and a speaker trainer can enable learners to interact with other learners or speakers more clearly. Radio can be used for a synchronous type of language learning and audio streaming over internet like webcasts and podcasts can be used for asynchronous language learning.

Today the easiest and common tool which is almost every learner has is a mobile phone. Teachers have started using this facility of a mobile phone for teaching English. Any audio tape can be given to learners quickly and without more complications. A learner can listen to the audio at any time and at one’s ease. An audio comprehension can be given in homework. Teacher has to circulate set of question first and then can give an audio tape in learner’s mobile phone. The learner will listen to it until one completely understands the audio and then will answer. Mobile is not only useful in listening and audio but it has also a recorder. Learner can also record one’s speech at home and send it to the trainer for correction. With the help of ICT we can also use chat room where one can select any partner to talk with. One can select the one with whom one is most comfortable. The topic of the talk can be formal or informal. It helps the learners to learn English faster. In this virtual environment learners can practice not only speaking but pronunciation also. Here students feel more comfortable as in this way there is no fear of making mistakes.
Due to the wide availability of the mobile phone, headphone and other listening facility now many writers publish their audio books as well. So a learner can listen to the novel or story and have listening practice. The benefit is that it takes less time to read the book and we can listen to it even traveling or doing other work simultaneously. It also teaches about the various types of pronunciation and intonation. A learner can mark various paralinguistic features as well. In the same manner many publishers have started publishing dictionary with pronunciation facility. As we know that English Language has vary wide range of pronunciation and its rules. This type of dictionary can help a learner in learning a new word and its pronunciation.

(7) Easy and fast evaluation

In any teaching process evaluation is as important as teaching itself. If we teach properly but not evaluate properly the course will be a failure. English is an international language and also a very widely learnt language. So it is important to justify the level of course. Before ICT in to action it was very difficult to evaluate so many students. Mostly student enroll their self in a group or in a particular time period. It is difficult to check their papers and provide grad or marks in quick succession. With the help of ICT it is very easy and fast. When we conduct a test online or on computer, a trainer can evaluate all the learners within an instant. Previously two major skills of listening and speaking were not evaluated in English training courses but today with the help of computer it is possible. With the headphone it has become feasible to record voice for speaking evaluation.

In many English tests it is possible to give marks immediately after the exam. So the student doesn’t have to wait for long time. More importantly a learner can get one’s evaluation on all four skills of English language. If one is willing to improve any particularly skill of language one can. Because of fast evaluation process students are motivated to appear for vivid exams rapidly. ICT also helps in storing the result of learners and can make it available when ever one wants it again. It is also helpful to teacher to get the big picture of class. A teacher can see that how many students are good at any particular skill and which skills are lacking and needs to be emphasized.
Lab also helps in evaluating large mass of students by ‘Audience Response System’. (Image 1) It is a technological device with which trainer can interact with audience for their review or answers. This system is a wireless hardware connected to server or trainer’s computer. Learners are given a remote to answer any question. Trainer can get individual’s response and can respond to it instantly. It is also possible to display the result of class after every quiz. It is also known as real time response. These days we can cover up nearly 400 students with a single system in the range of 100 meters. We can use this single system for many various tests like first come first serve quiz, elimination quiz and normal quiz. Learner can also give opinion or they can raise questions as well. Very simple to use and there is no need of cabling or network. In general class there is a possibility of crowd psychology to answer. Through this devise we can overcome this problem. It is also useful in taking attendance in large lecture halls. It improves attention and retention of learners. It also helps to track individual responses so it makes every answer compulsory. With this we can evaluate our lesson immediately after teaching and can check that what students understood. It also displays result openly to class.

[Image 1 (Audience Response System in Class)]
In Vindicating E-learning:

Today online education is increasing with full pace and it has become very popular. It is considered as an alternative of traditional classrooms. E in E-learning stands for Electronic learning. In larger term this E can be interpreted as extraordinary learning, excitement in learning, energy in learning, enthusiasm in learning, emotions in learning, excellence in learning or everyone's learning. E-learning is a kind of Open University. E-learning is also known as online education, virtual education or networked learning. There are many websites available on internet which are free and can be utilized for understanding different concepts, improving vocabulary, developing reasoning and thinking by teachers and students. Nowadays learners and trainers both use ICT for preparing for SAT, GRE and TOEFL type of exams. In various parts of the world people use ICT in various manners. Here the relation between education and ICT is cleared.

"Use of ICT in education is possible with the help of English. Several fields as discussed above like business, management, engineering, technology, medicine and specially education, both ICT and English are pedestals to grow, to develop, to sustain and to improve. Nowadays, these two are the needs of each and every one whatever his or her field is. And the person who belongs to the field of Education be a student or a teacher, he has to be dependent on both ICT and English which will definitely unlock their abilities and opportunities." (Dave 8)

Current trends in ELT

With the wide spread of English across the globe it became need of the time to teach or learn English. Scholars studied a lot in this area and came with a new teaching theory named English Language Teaching. In late 20th century English started developing very fast and in the beginning of 21st century it is on its peak. In order to get any kind of knowledge or information a person is bound to learn English. Many times people think that English teaching is likely the same as teaching other languages and that should be. But as we are living in modern age it is not possible. We can differentiate language
teaching as teaching mother language and teaching second language or teaching a foreign language. As teaching a mother tongue is to teach such a language which students already know. This will be a deep study of any particular language. But when it is to teach a foreign language it requires a lot of research and insight. Actually foreign language learning was initiated by America for the sake of development of new generation.

Most of the schools and colleges provide the facility of Wi-Fi to their students on campus and off campus. Computers, mobile phones and tablets enable learners and trainers to access websites anytime and anywhere. Application in mobile can be used for interaction and feedback. Many mobile learning apps provide various supportive features. Learner can check time taken by him/her to complete one’s exercise, can set reminders, get the worksheets back and check progress of one’s own. Open Public Access or Open Course Ware give free public access of information. Several social network group web pages, blogs, hang out and wikis allow learners and trainers to post thoughts, ideas, and comments on a website in an interactive learning environment. Facebook, hike, instagram, twitter are some widely used social sites.

Using online resources such as TED Talks can help students spend more time on specific aspects of what they may be learning in school. Almost all the English language affiliated programs have their online mock test and practice sessions. Some TV programs also help in learning English at home like ‘Study English’ and ‘Passport to English ILTS preparation’. Online resources have created the platform to bring learning outside of the classroom. The only requirement is an internet connection. Many learners who require help to understand materials outside of the classroom can use these online lessons. An important factor is that the learner doesn’t have to pay extra for these lessons. By this learner can narrow down the concept and can understand the large ideas taught in class. Online resources are a great chance for students to learn the same topic with other aspect or method if they are not comfortable with school teacher’s method of teaching. Many schools have made their course materials free available online so that anybody can get benefit of it. There is a possibility of missing classroom effect here by using these
resources but no one can deny that they are helpful tools to add additional support in learning English. ICT gave birth to some remarkable concepts like

- **TEL** = technology-enhanced learning
- **CBI** = computer-based instruction
- **CBT** = computer-based training
- **CAI** = computer-assisted instruction or computer-aided instruction
- **IBT** = internet-based training
- **WBT** = web-based training
- **VLE** = virtual learning environments

ELT in Indian context is remarkably good. According to Deepti Gupta, a research scholar in ELT The ride was bumpy before several years but now it is smoother and easy to make progress. In one of her paper she describes “ELT in India has come a long way from year 1880 when only 60% primary schools used English as the medium for teaching.” (Gupta Deepti, 8) Richness of language depends on its user. In same way, credit of the development of English also goes to its users. A large variety of people uses English for their different purposes. That’s why we can divide it in various types like.

**EFL**

In detail it is known as teaching of English as a Foreign Language. It deals with students whose mother language is not English. Here learning English becomes tougher in the sense, one has to learn full structure of English. More importantly it’s difficult to provide enough listening practice. The tutor can’t provide the environment of leaning a foreign language. In the period of internet one can get online exercises but there is a strong possibility of misconception as the learner is learning about such a thing which he or she has never came across. Here one has to use one’s own imaginary power which differs person to person. For example when we speak the word ‘tree’ it brings different concepts in the minds of an Indian (an average heighted and a shady tree.), an African (A tall, thick and green tree.) and an Arab (A tall but not shady tree.). And teaching language
is rather easy than teaching concepts. Some words even are not easy to explain when the
concept is new. For Ex. in English there are two separate words, snow and ice but in
Hindi and almost all Indian languages have only word that is ‘Barf’. So it is tougher to
teach English as a foreign language.

Most of foreign students are there in America and Australia. Most of them learn
English as a foreign language. Due to number of challenges, in international institutes,
many teachers have started considering foreign students as a problem. In America,
foreign students often complain that their teachers tell them that “American way is the
only way.” They consider foreign students as taken for granted. Actually while teaching
English as a Foreign Language, problems of accent, preposition and minor grammatical
errors must be permissible. This will boost the confidence of learner. A teacher is a
facilitator. He or she has to understand the fact that student is learning many things
simultaneously so one has to provide a good support rather demoralize a student. This
trend in English Language Teaching requires support of language lab to solve the
difficulty of learners.

Nonnative speakers are known as ESL speakers as they are learning English as a
second language. After studying their problems systematically they set a separate branch
as ESOL. ESOL means English for the Students of Other Languages. Those students
whose mother tongue is other than English may find difficulty in learning English. If a
teacher teaches English with the same method and material used for native speakers, it
may affect teaching learning process. After a few experiences they came up with various
methods, teaching topics and materials and evaluation process. It gives an equal chance
of learning English to nonnative students. Many European countries are applying ESOL
successfully.
**EYL**

This concept is broadly known as English for Young Learners. It has a very decent approach towards English teaching. The focus of teaching is mainly listening then it comes to speaking. Reading and Writing skills are mainly overlooked in this stage. Pictorial books, games and audio CD are teaching material mainly used here. Teaching topics are instructional and of general awareness. Fables, poems and imaginary characters are preferred here. To check speaking skill and understanding of a young learner aural technique is adopted for evaluation.

**ESP**

ESP stands for English for Specific Purpose. When one learns English language to achieve any specific task or any specific purpose, it is called ESP. Getting job, development of business and for getting a visa are various tasks for it. There is a special part in ESP that is CLT that stands for Communicative Language Teaching. Here learner has a narrow focus. Mostly businessmen and other service class are under this part. They don’t intend to pass any exam or know the meaning or get any kind of admission. Their whole and soul concern after learning English is to acquire a good communicative command on English. Communicative Language Teaching became popular in 1970 – 1980. In India it started lately about 15 to 20 years after, though it has brought a remarkable change in English teaching. Traders and professional are transcending boundaries of states and countries. Businesses like tourism, banking and finance, marketing, human resource, and nursing have affected in CLT. Communicative Language Teaching gave a new direction to English Language Teaching.

**EMI**

English as a medium of instruction can be seen in many educational institutes of non English speaking countries. As students are from different backgrounds and their knowledge of English is also different, in the beginning teachers use a mixture of English and native language. They use academic words and instructions in English and they give explanation in English. Here use of English is 30% and native language is used 70%. It is observed that in EMI, target is not teaching English but to give the subject knowledge,
which is in English. Now days we can find EMI at ATM machines, mobile phones, malls, railway stations and airports etc.

CMC

Language lab is a kind of a simulation. It provides real life practice with computer and prepares a learner for communication. In the beginning learner feels shy in asking for any detail. In CMC training starts with listening. This skill is very difficult to provide in real life situation in the countries like India. Most of Indian students fail to communicate easily as we don’t have environment in daily life. So computer provides that live environment which is user-friendly. In traditional class students can’t implement their gained knowledge. If one learns new things daily but can’t use that for a few days there is a strong possibility of forgetting that gained knowledge.

Human to Machine communication is to start English teaching at initial level. Here computer is been used as a teacher, as tool for learning. A learner uses any computerized software to gain knowledge of English language. Here most of the communication is in order form. Mostly learner gives written command and computer gives written answer. There are very less chances for aural conversational activity. It is known as ‘Asynchronous’ CMC. It is a student centered learning process. It is on the choice of learner to select the suitable software learning. They also decide the activity to perform. Some students also use online resources for learning.

The major learning in CMC is self learning. Computer just passes on information on demand. The learner plays an active role here. So it is fit for adult learners and for those who have some knowledge of English. Many people use this for official communication also. In corporate offices and in many banks employees and clients receive notices or memos through e-mail. This type of communication is a planed communication. As the person has time to response, one can prepare a detail reply or can format systematic draft. There are very less chances of errors here as one can check the draft before sending. Here learning happens outside of class hence CMC has converted ‘pen friends’ in to ‘key friends’.
Human to Human communication comes at advance level. When human communicates with human for any specific purpose every dialogue or communication happens in ‘Synchronous’ way. It is possibly happens with one to one or one to many. Computer works as a medium. Today it is a trend of learning with group of students who are learning the same course at the same time. As it is a group work with the help of computer we can also do online talk same as face to face communication. Unlike ‘Asynchronous’ communication it gives chance of real-time interaction. It also gives real time pressure as response must be quick. Learner takes help of co-learners for difficult point or to rehearse gained knowledge.

MOO is a popular and creative way to rehears language in chat environment. MOO stands for Multi-user Object Oriented. It is an alternative approach of learning. A MOO is a virtual environment provided by computer and internet. Is provides social, educational inputs with games. Here participants share their personal detail like giving introduction and about their routine through text. It is a kind of learners’ autonomous development. MOOs can be professional or educational. Sometimes it is also known as MUD. There some popular MOOs for second language learning are

Global Village
Virtual Online University
MediaMOO
FrenchMOO
SchMOOze University
COLLEGETOWN

MOOC is one more variant of CMC. Massive Open Online Courses can be accessed by internet. Here learner gets study material and any creative idea for teaching and learning one’s subject. People form group and keep on updating their problem or new inventions and group members give their feedback to the same. This concept was initiated in 2006 as Open Educational Resources. Today it is popularly known as MOOC
amongst learning groups. In India it was started in 2006 in Indian Institute of Technology and Indian Institute of Science. Many learners are satisfied with MOOC and there are many teachers as well who spend their precious time on MOOC every day. It also provides certificates for various courses but still it is very difficult to hold students on MOOC for longer period of time. They use it for references and as an encyclopedia.

One more growing trend is ‘Tandem Language Learning.’ It is a method of language learning based on mutual language exchange between native and nonnative speakers who both wants to learn each other’s language. The condition is you must have a good grip on your mother tongue. In the beginning of 19th century Joseph Lancaster and Andrew Bell started as ‘Mutual System’. It is a kind of peer teaching. Exchange between Frenchman and Englishman of both language. Tandem learners can exchange knowledge through e-mail or multimedia. These two people can also have a counselor or they can learn in groups. Tandem learning first appeared in 1971 with the influence of Audio – Visual Method. German – French language learners were first to study through Tandem learning.

ICT in education has changed the entire pedagogical setting of the ELT classroom. Even for children of current generation it is very suitable. Current generation children have active brain they cannot stay at a place or task but they jump to the next thing or task. Their brought up is screens brought up. Their brains are wired differently from ours. Many time experts call it the "Everest Effect". Today our teaching is mainly “technology-driven” teaching. The important thing is it requires some prior investment and regular maintenance. In initial stage it is tough for the management to setup ICT in school colleges. After setting it up if we do not care for ICT it will be good for nothing. Without a responsible teacher it is difficult to make ICT purposeful in teaching.
References


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