The podcasting of lecture has promised to provide flexible and personalized learning support in higher education. Podcasting is the term used to describe the provision of auto and video files for downloading through the internet. Podcasting allows face to face lectures to be recorded and make available in addition to live delivery.

Levy (1997) defines CALL as “the research for and study of applications of the computer in language teaching and learning. More recent approaches to CALL have favored a learner-centered, explorative approach rather than a teacher-centered, drill base approach to CALL. A feature of many multimedia CALL programs is the role play activity in which the learner can record his/her own voice and play it back as part of a continuous dialogue with a native speaker.

The web offers enormous potential in language learning and teaching. Felix (2001) advises adopting hybrid approaches to CALL, integrating CD-ROMs and the web and running audio conferencing in conjunction with web activities.

CALL authoring programs offer a do-it-yourself approach to CALL. Modern CALL authoring programs are designed to be used by language teachers. Authoring packages are also available, e.g. Hot Potatoes software: http://web.uvic.ca/hrd/halfbaked. Learner-centered web based environments have been reported to be effective because they promote active learning and offer a setting where students can conduct learning at any time using computers.

Mohammad (2003) states that “the internet is a powerful means of communication which has become an abundant and ever growing resource or English language teachers and learners. She states further that, in recent years, using the internet in language classrooms has gained popularity as more teachers and learners embracing it. The practice is expected to experience an unprecedented growth as the internet holds potential as a tool for developing language as well as critical thinking skills.
CHAPTER - II

SELECTED TECHNOLOGIES TO ENERGIZE
ENGLISH LANGUAGE TEACHING
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To study on energizing English language teaching with selected technologies, it is essential to know about ELT in global context and also in Indian context. English is spoken as a second foreign language by an estimated 950 million people worldwide (saville-Troike, 2006). This is in addition to the 4.27 million native speakers of English. The reason for the global spread of English was imperialism, empire building of Britain. The British Empire was the largest in history, covering a quarter of the Earth’s land area. The British Empire was expanding dramatically during the 1700s. The colonization process varied in some countries. In Australia and Newzland, European settlers quickly outnumbered the native population. Therefore, English was established as dominant language. In India and Africa, however, centuries of colonial rule saw English imposed as an administrative language. The primary aim of education in the colonies became the acquisition of the English language and the future academic and financial success of the living in colonization depend on their English language ability (pillipson, 1992).

When the colonized countries started to gain independence after the Second World War, the English language maintained its influence by being selected as an official or national language. These factors contributed to English becoming either the sole dominant language or an official language.

2.1. ELT IN GLOBAL CONTEXT

The English language teaching, as Howatt (1984) shows, has a very long history, being linked to two main factors: trade and migration. As British expanded trade on other countries. The English was primarily used in trade for communication.
The English teaching development started at IRET (Institute for Research in English Teaching) notably in Japan under the leadership of Harold E. Palmer, before the Second World War. After Harold, AS. Hornby, who had established a modernist, technical linguistic pedagogy for ELT, supported an approach which evolved into the structural-oral-situational (SOS) approach. It was so influential in early post war UK ELT. In addition to its academic and pedagogical base, the global post war expansion of British ELT benefited from the creation and evaluation of institutions. The notable establishments were launching of ELT journal(1946), BBC English by radio with a global audience of 149 million, Bell educational trust established by two visionary John Haycraft and Frank bell and IATEFL (international association of teachers of English as a Foreign Language. Kachru and Nelson (2001) metaphorically divide types of English speakers throughout the world into three groups represented by three concentric circles: inner circle, outer circle and expanding circle. The inner circle refers to native speakers, namely British, American, Canadian, Irish, Australian and Newslander who use English as their first or native language (ENL). The outer Circle represents users from formerly colonized countries such as a India, Pakistan, Singapore, the Philipines, south Africa, Nigeria and Zambia, where English serves as an official language for parts of education, governance and media. In this sense, English is used as a second language (ESL) or as an international language. The expanding circle consists of countries where English is use as a foreign language (EFL) for international communication by non native speakers and includes for example, Russia, Japan, China, Korea, Indonesia and Thailand. In these countries, English has varying roles and is widely studied as a school subject (Kachru & Nelson, 1996, 2001: Crystal, 2001 a: Pennycook, 2001). Another useful distinction between outer and expanding circles has been offered by Jenkins (2003) as that between institutionalized and non-institutionalized variety of English.
The global spread of English through the three concentric circles has taken place in different ways. Its spread in the inner circle has involved migrations of native speakers from the British Isles to Australia, Newsland, the united states of America, and Canada. The spread of English in the outer circle occurred in colonial contexts of Asia and Africa, where English was used in new socio-cultural contexts. The spread of English in expanding circle has occurred because of the impact of advancement of science and technology, commerce and various forms of knowledge and information (Kachru & Nelson, 1996: arschauer, 2002a).

English has become a lingua franca-a common language widely adopted for communication between speakers whose native languages are different from each other. English is thus used for many purposes and by a wide range of speakers.

2.2. THE ENGLISH LANGUAGE TEACHING METHODS

The period from the 1950s to the 1980s has often been referred to as the age of methods. During the period a lot of methods for language teaching were proposed. Situational language teaching evolved in the United Kingdom while a parallel method audio lingualism emerged in the United States. In the middle method period, a variety of methods were promoted under the title as Silent way, suggestopedia, community language learning, and total physical response. In 1980s, these methods in turn came to be overshadowed by more interactive views of language teaching, which collectively came to be known as communicative language teaching CLT. Communicative language teaching advocates a broad set of principles such as:

- Learners learn a language through using it to communicate.

- Authentic and meaningful communication should be the goal of classroom activities
• Fluency is an important dimension of communication

• Communication involves the integration of different language skills.

• Learning is a process of creative construction and involves trial and error.

After the Second World War, great changes took place, some of which eventually influenced language teaching and learning. Language diversity greatly increased, so that there were more languages to learn. As a result, many attempts were made:

• Using new technology (E.g, tape recorders, radios, TV, and computers)

• Exploring new educational pattern (e.g, bilingual education, individualized instruction and immersion programs)

• Establishing methodological innovation(e.g, the audio lingual method)

Development in other fields have, at times, had an effect on language teaching. Many scientists in the early to mid-1900s did experiments with animals, trying to understand how animals learned and through animals, how humans learned. Some of the most famous scientists were Ivan Pavlov, John Watson and B.F.Skinner. They came to believe that animal behavior was formed by a series of rewards and punishment. Skinner, in particular, promoted the idea that human behavior could be described using the same model.
Curriculum development

Language teaching has not profited much from more general view of educational design. The curriculum perspective comes from general education and views successful instruction as an interweaving of knowledge, instructional, learner, and administrative considerations from this perspective, methodology is viewed as only one of several instructional considerations that are necessarily thought out and realized in conjunction with all other curricular considerations.

Content basics

Content-based instruction assumes that language learning is a by-product of focus on meaning, on acquiring some specific topic content and that content topics to support language learning should be chosen to best match learner needs and interests and promote optimal development of second language competence critical question or language educators is “what content” and “how much content” best supports language learning.

Multiple intelligence

The notion here is adapted from the multiple intelligences view of human talents proposed by Howard Gardner (1983). This model is one of a variety of learning style models that have been proposed in general education with follow up inquiry by language educators.
### Table – 2.2

**ACTIVITIES IN MULTIPLE INTELLIGENCES METHOD**

<table>
<thead>
<tr>
<th>Intelligence type</th>
<th>Educational activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistics</td>
<td>Lectures, worksheet, word games, journal, debates</td>
</tr>
<tr>
<td>Logical</td>
<td>Puzzles, estimations, problem solving</td>
</tr>
<tr>
<td>Spatial</td>
<td>Charts, diagram, graphic organizers drawing, films</td>
</tr>
<tr>
<td>Bodily</td>
<td>Hands-on, mime, dramatization, demonstration</td>
</tr>
<tr>
<td>Musical</td>
<td>Singing, poetry, jazz chants, mood music</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Group work, peer tutoring, class projects</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>Reflection, interest centers, personal values task</td>
</tr>
<tr>
<td>Naturalist</td>
<td>Field trips, show and tell, plant and animal projects</td>
</tr>
</tbody>
</table>

**Total functional Response**

Communicative language Teaching was founded on earlier notional/functional proposals or the description of languages. Now new leads in discourse and genre analysis, schema theory, pragmatics, and systemic/functional grammar are rekindling an interest in functionally based approaches to language teaching.

**Strategopedia**

“Learning to learn” is the key theme in an instructional focus on language learning strategies. Such strategies include at the most basic level memory tricks and at higher levels cognitive and meta cognitive strategies for learning, thinking, planning and self–monitoring. Research findings suggest that strategies can indeed be taught to language learners, that learners will apply these strategies in language learning tasks, and that such application does produce significant gains in language learning. Simple and yet highly effective strategies, such as those that help learners remember and access new second language vocabulary items, will attract considerable instructional interest in strategopedia.
Lexical Phraseology

The lexical phraseology view holds that only “minorities of spoken causes are entirely novel creations” and that “memorized clauses and clause sequences form a high proportion of the fluent stretches of speech heard in every day conversation. “One estimate is that” the number of memorized complete causes and sentences known to the mature English speaker probably amounts at least, to several hundreds of Thousands” (Pawley & Syder, 1983). Understanding of the use of lexical phrases has been immensely aided by large –scale computer studies of language corpora, which have provided hard data to support the speculative inquiries into lexical phraseology of second language acquisition researchers. For language teachers, the result of such inquiries have led to conclusion that language teaching should center on these memorized lexical patterns and the ways they can be pieced together, along with the ways they vary in the situation in which they occur.

O-zone whole language

Renewed interest in some type of “focus on form” has provided a major impetus for recent second language acquisition (SLA) research. “Focus on Form” proposals, variously labeled as consciousness-raising, noticing, attending, and enhancing input, are founded on the assumption that students will learn only what they are aware of. Whole language proponents have claimed that one way to increase learner awareness of how language works is through a course of study that incorporates broader engagement with language, including literary study, process writing, authentic content and learner collaboration.
2.3. ELT IN INDIA CONTEXT

India has two national Languages for central administrative purpose: Hindi and English. Hindi is the national, official and main link language of India. English is an associate official language. Dozens of distinctly different regional languages are also spoken. Apart from these languages, Hindi is used for communication in India. It is widely understood in all urban centers of India. Since the early 1600s; the English language has had its influence on the Indian subcontinent, when the east India Company established settlements in Chennai, Kolkata and Mumbai. India has had a longer exposure to English than any other countries. In India, it is used as a second language. Its distinctive words, idioms, grammar and rhetoric have gradually spread to all places, habits and culture. In India, English serves two purposes. First, it provides a linguistic tool for the administrative cohesiveness of the country, uniting people who speak different languages. Secondly, it serves as a language of wider communication, including a large variety of different people covering a vast area. English is used among Indians as a link language and it is the first language for many well educated Indians. It is also the second language for many who speak more than one language in India. The English language helps bind the many segments of our society together. It is a linguistic bridge between the major countries of the world and India. English has special national status in India.

It has a special place in the parliament, judiciary, broadcasting, journalism and in the educational system. Learning English has become popular for business, commerce and cultural reasons and especially for internet communication, throughout the world.
2.4. TEACHING ENGLISH AS A SECOND LANGUAGE IN INDIA

The term second language is viewed in two different ways. First English is second language after one or more Indian languages which are primary. Secondly, in school education, the second language is introduced after the primary stage and it has a pedagogical as well as functional definition. The significant of English as a second language can only be understood in the larger and in the historical perspective. The educational commission in 1964-66 emphasized a solid foundation in English from class V. For many students, particularly those in the rural areas could not begin before class VIII. Therefore; English for very large number remain only the second or third language.

It is essential to understand the terms L1, L2 and L3. They get different definition depending on how they are defined chronologically, linguistically, from the point of view of language policy.

The first language L1 is broadly introduced in the school as a subject from grade I to x and it is used as medium of instruction at the school level. It is usually the mother tongue or regional language of the child.

The second language L2 is introduced compulsorily either end of primary stage or in the beginning of the lower secondary stage after attaining the sufficient proficiency in the first language.

The third language is introduced simultaneously or after initiation of second language. The main objective of introducing third language is to prepare the learner for all India. NCERT presents the chronological distribution of the three languages through the school system in the context of three language formula.
2.5. TECHNOLOGIES IN ESL CLASSROOM

21st Century is the age of globalization. The world is moving towards an era of technology and it has brought many revolutionary changes especially, in teaching and learning. Rapid advancement of technology has profoundly affected teacher’s way of teaching and learner’s way of learning. Technology can be used in different stages or levels to aid the teacher’s presentation. There is an explosion of interest in using Computer for teaching and learning. (Warschauer & Healey 1998). Educational technology is most simply and comfortably defined as an array of tools that might prove helpful in advancing student’s learning. It relies on a broad definition of the word "technology". Newer tools such as smart phone, laptops, i-phone, i-pod and phone are taking the place of textbooks and libraries. Education has taken significant overhauling with technological advances, being widely used in effective teaching and learning.

Computers are increasingly widespread, influencing many aspects of our social and work life, as well as many of our leisure activities. As more tasks involve human computer interaction, computer skills and knowledge have become more positively correlated with both occupational and personal success. Therefore, a classroom experience with technology is equitable and unbiased in learning environment. In most cases, the teacher is key to effective implementation of the use of computers in the educational system and given that teachers have tremendous potential to transmit beliefs and values to students, it is important to understand the biases and stereotypes that teachers may hold about the use of computers and the factors that act as facilitators to teachers’ positive computer usage. Therefore, the decision regarding whether and how to use computer technology for instruction rests
on the shoulders of classroom teachers. If we are to achieve fundamental changes in classroom teaching practices, we need to examine teachers themselves and the beliefs they hold about teaching, learning, and computer technology. Full integration of computers into the educational system is a distant goal unless there is reconciliation between teachers and computers. To understand how to achieve integration, we need to study teachers and what makes them use computers (Marcinkiewicz, 1993). Cuban (1997) supported this and stated that it’s not a problem of resources, but a struggle over core values. No matter how sophisticated and powerful the state of technology is, the extent to which it is implemented depends on teachers having a positive belief towards it.

**Teachers’ Beliefs**

Teacher belief systems consist of a very large number of interacting, intersecting, and overlapping beliefs (Pajares, 1992). In a study by Haney, Lumpe, Czerniak, and Egan (2002), teacher beliefs were found to predict subsequent classroom action for five of the six teachers observed. In general, teachers with more traditional beliefs will implement more traditional or “low-level” technology uses, whereas teachers with more constructivist beliefs will implement more student-centered or “high-level” technology uses (Judson, 2006; Roehrig et al., 2007). Hermans and his colleagues noted “traditional beliefs had a negative impact on integrated use of computers” (p. 1499).

Researchers investigating teachers’ adoption of technology have described “Pedagogical evolution” (Hennessey et al., 2005, p. 186) as teachers incorporate more technology into their practices. In a 10-year longitudinal study of the Apple
Classrooms of Tomorrow (ACOT) program, teachers’ observations of changes in their students prompted them to reflect on their current beliefs about teaching and learning, which then led to changes in their pedagogical beliefs (Sandholtz & Ringstaff, 1996; Sandholtz, Ringstaff, & Dwyer, 1997). In other words, teachers’ value beliefs with regards to technology are based on whether or not they think technology can help them achieve the instructional goals they perceive to be most important (Watson, 2006). When a new pedagogical approach or tool is presented, teachers make value judgments about whether that approach or tool is relevant to their goals. The more valuable they judge an approach or tool to be the more likely they are to use it. This is particularly true of technology (Zhao, Pugh, Sheldon, & Byers, 2002).

Teachers’ beliefs are shaped by personal experiences (Richardson, 1996). By personal experiences, Richardson (1996) includes aspects of life that go into the formation of world view; intellectual and virtuous dispositions; beliefs about self in relation to others; understandings of the relationship of schooling to society; and other forms of personal, familial, and cultural understandings.

Teachers’ beliefs are essential in considering how a teacher teaches, thinks, and learns. Hope (1997) wrote that teachers basically had to contend with two factors with technology adoption: (a) the psychological effect of change and (b) learning to use computer technology. Understanding teachers’ beliefs toward technology plays an essential role in successful technology adoption. Access to technologies increased teachers’ “opportunities for successful teaching experiences, thereby contributing to greater confidence in their instructional ability. They also noted that teachers who interpret their interactions with computers as indicative of high ability grow in self-
confidence, regardless of their experience” (Ross, Hogaboam-Gray, & Hannay, 1999, p.93). Research reveals that before teachers use technology for instruction they must be personally convinced of its benefits and must see the utility of using a particular technology (Lam, 2000). Before technology is used in the classroom, teachers focus attention on their students. They want to know what impact it will have on students’ learning outcomes (Higgins & Moseley, 2001). Teachers use technology because it motivates students and offers a different mode of presentation. Instead of using computers for drill and practice, more confident teachers use technology as an instructional tool to enhance students’ learning (Lam, 2000). Successful technology adoption in teachers’ classrooms is dependent upon administrators providing an individualized, differentiated process of training and implementation (Gray, 2001).

2.6. INTERNET AND ELT

In the early 1980s, the use of technology in the practice of English language teaching started improving in terms of using the computer based materials for language teaching, often referred as Computer Assisted Langue Learning (CALL). The rapid development of internet in the 1990s had wide impact on the teaching and learning of English, despite the use of computer to teach English. Internet has become an extraordinary source of information in the practice of English language teaching. The use of computer has become wide spread and has expanded in homes, offices and schools.
Most educators and teachers regard the internet as a valuable tool in ELT. It provides variety of materials that meet individual students’ ability and address individual Student goal, leading to purposeful, constructive learning. The authors of Internet for English teaching have listed five reasons to why teacher should introduce the internet in ESL classroom. These are as follows:

- It provides authentic language materials
- It enhances the students level of literacy in conducting online communication
- It enables the students to interact with native and non native speakers
- It makes the learning process lively, dynamic and interesting.
- It gives both the student and teacher the power to work efficiently.
2.7. SELECTED TECHNOLOGIES FOR RESEARCH

- **Glogster**
  
  Glogster is a web application that allows students to create multimedia online posters which can then be shared on the internet. Glogs can be made using images, sounds and videos.

- **Internet**
  
  The Sinternet or simply the net is the publically accessible worldwide system interconnected computer networks that transmit data by packet switching using a standardized internet protocol. It is made up of thousands of smaller commercial, academic, domestic and government net works. It carries various information and services, such as electronic mail, online chat, and the interlinked web and other document of World Wide Web.

- **Diigo**
  
  Diigo is a social book marking service; it enables students to collaborate online by allowing web pages which can then be shared with others. Diigo education is very popular among teachers because it also offers educators the ability to create accounts for a whole class and it protects the students’ privacy.

- **Spider scribe**
  
  Spider scribe is an online mind mapping and brainstorming tool. It allows students to organize their ideas by connecting notes, files, and calendar events in free form maps. It can be collaborated and shared with others online.
• **Jing**
  Jing is a screen casting computer program and it takes a picture or video of the user’s computer screen and uploads it to the web. If uploaded to the web, the program automatically creates a URL to the image that can be shared with others.

• **Audacity**
  Audacity is the multilingual audio editor and recorder software that is used to record and edit sounds. It is free and works on Windows, other operating systems.

• **Blogs**
  It is a personal website or web page on which an individual records opinions, links to other sites, etc. on a regular basis.

• **Voki**
  Voki is an educational tool that allows users to create their very own talking character. The characters can be customized to look like historical figures, cartoons, animals, and even yourself.

• **Voice thread**
  Voice Thread is a totally web-based application that allows you to place collections of media like images, videos, documents, and presentations at the center of an asynchronous conversation. A Voice Thread allows people to have conversations and to make comments using any mix of text, a microphone, a web cam, a telephone, or uploaded audio file.
• **LCD projector**

   LCD projector is a device utilized for displaying video images and data. They are the modern equivalent to the slide projector and over head projector used in the past.

• **Software**

   The researcher used Globarena software to train students on communication skills.

• **Smart board**

   It is an interactive white board that provides touch control of computer applications.

• **Computer**

   Having computer in the classroom is an asset, teachers are able to demonstrate a new lessons, present new materials, illustrate how to use new programs, communicative function and show new website.

### 2.8. LEARNING FROM TECHNOLOGIES

Some of the first educational technologies were illustrations in 17th-century books and slate chalkboards in 18th-century classrooms. Educational technologies in the 20th century include lantern-slide and opaque projectors, later radio, and then motion pictures. During the 1950s, programmed instruction emerged as the first true educational technology, that is, the first technology developed specifically to meet educational needs. With every other technology, including computers, educators recognized its importance and debated how to apply each nascent commercial
technology for educational purposes. Unfortunately, educators have almost always tried to use technologies to teach students in the same ways that teachers had always taught. So information was recorded in the technology (e.g., the content presented by films and television programs), and the technology presented that information to the students. The students’ role was to learn the information presented by the technology, just as they learned information presented by the teacher. The role of the technology was to deliver lessons to students, just as trucks deliver groceries to supermarkets (Clark, 1983). If you deliver groceries, people will eat. If you deliver instruction, students will learn. Not necessarily! We will tell you why later.

The introduction of modern computer technologies in classrooms has followed the same pattern of use. Before the advent of microcomputers in the 1980s, mainframe computers were used to deliver drill and practice and simple tutorials for teaching students lessons. When microcomputers began populating classrooms, the natural inclination was to use them in the same way. A 1983 national survey of computer uses showed that drill and practice was the most common use of microcomputers (Becker, 1985).

Later in the 1980s, educators began to perceive the importance of computers as productivity tools. The growing popularity of word processing, databases, spreadsheets, graphics programs, and desktop publishing was enabling businesses to become more productive. So students in classroom began word processing, using graphics packages and desktop publishing programs to write with this tool conception pervaded computer use according to a 1993 study by Hadley and Sheingold that showed that well-informed teachers were extensively using text processing tools (word processors), analytic and information tools (especially databases and some
spreadsheet use), and graphics tools (paint programs and desktop publishing) along with instructional software (including problem-solving programs along with drill and practice and tutorials).

The development of inexpensive multimedia computers and the eruption of the Internet in the mid-1990s quickly changed the nature of educational computing. Communications tools (e.g., e-mail and computer conferences) and multimedia, little used according to Hadley and Sheingold, have dominated the role of technologies in the classroom ever since. But what are the students producing? Too often, they are using the technology to reproduce what the teacher or textbook told them or what they copy from the Internet.

Our conception of educational computing and technology use, described next, does not conceive of technologies as teachers or repositories of information. Rather, we believe that, in order to learn, students should teach the computer or use the technology to represent what they know rather than memorizing what teachers and textbooks tell them. Technologies provide rich and flexible media for representing what students know and what they are learning. A great deal of research on computers and other technologies has shown that they are no more effective at teaching students than teachers, but if we begin to think about technologies as learning tools that students learn with, not from, then the nature of student learning will change.

2.9. SUPPORT AND LIMITATION OF TECHNOLOGIES IN ESL CLASSROOM

Today English language teaching approaches, methods and techniques have been changing because of different factors. Learning a foreign language is a challenging process and students always need motivation and encouragement during this period. Technology might be one of the factors which motivates students’ attitude positively in
the teaching/learning process. There are many technological types of equipment for ESL classroom. They are one way of technological equipment such as radio, TV, cassettes, CD, DVD and two way of educational technological equipment used in classrooms like e-mails, computers, interactive radio, television programs, teleconference, internet conferences and language software. The use of technology brings lot of advantages into the classroom. Students may have a chance to see the real world in the classrooms and they can be motivated easily. Ellis (1994) points out that creating challenging tasks and activities motivate the language students. Effective language teachers should be enthusiastic and creative because language students can lose their motivation and desire easily. Movies, music and different materials can help students’ psychological and social improvement. Therefore use of technology, can provide a good opportunity to develop and create different, enjoyable tasks in ESL classrooms.

**Support**

First, the advantages of using new technology in language classrooms can be viewed in light of the changing goals of language education and the shifting conditions in our society (Warschauer and Meskill 2000). Second; technology integration in foreign language teaching demonstrates the shift in educational paradigms from a behavioral to a constructivist learning approach. Language is a living thing, so the best way to learn a language is in interactive, authentic environments. Computer technologies and the Internet are powerful tools for assisting the approaches to language teaching. Even though constructivism is not a theory associated with using technology, constructivist assumptions are guideposts for developing a vision for integrating technology into the language curriculum (Brown 1997; Wolffe 1997).
**Learning is an active process.** Learning is a natural, integral and ubiquitous part of living; not something handed as a package to somebody else (Bintz 1991; Anderson and Speck 2001). In today's language classes, the teacher's role should shift from “sage on the stage” to “guider on the side,” while students should actively search for and explore answers instead of receiving standard interpretations. Technology integration helps this shifting process for teachers and students.

Advantages in using information technologies:

- students using computers do not feel that they are being watched or judged;
- a computer can analyze the specific mistakes the student has made and can react in a different way from the usual teacher - this leads the student not only to self correction, but also to understanding the principles behind the correct solution;
- a computer gives individual attention to the learner and replies immediately to questions or commands;
- the another innovation involving self assessment consists of giving the learner the option of working mentally;
- a video can be used at every level, both as supplementary material for language reinforcement and skills practice;
- a video sequence used in class makes students more ready to communicate in the target language and a classroom more interactive;
- When using modern technologies during foreign language classes, authentic language situations are introduced;
- multimedia helps to make use of and stimulate one of the most important aspects of teaching – curiosity;
• using the video camera stimulates students because it is thought-provoking, demanding, dynamic, close to real life, creative, requires whole-body involvement and gives responsibility to students;

Limitations

Despite these advantages, potential drawbacks of using technology always exist. Some of the main disadvantages regarding technology integration in language classrooms include:

• A few common pitfalls of Internet use include objectionable materials, predators, copyright violations and plagiarism, viruses and hacking, netiquette behavior, and privacy issues. Teachers must be prepared to deal with these issues as they use technology in their classrooms.

• Startup costs, which include hardware, software, staffing and training, are expensive. Warschauer and Meskill (2000) indicate that intelligent use of new technologies usually involves allocations of about a third each for hardware, software, and staff support and training. It is often the case in poorly funded language programs that the hardware itself comes in via a one-time grant (or through hand-me-downs from science departments), with little funding left for staff training, maintenance or software.

• Technology may not be good for every language at all levels. For logographic languages, computer typing may not help improve efficiency in composition, especially with lower level students. It also takes a long time for students to become familiar with computer typing; therefore, teachers should creatively use technology but not rely on it alone.

• Spending too much time on computers is considered harmful to students’ development of relationships and social skills (Roblyer 2003).
Van Dusen (1997) is optimistic that the technology integration movement will alter traditional professor-centered methods and bring about more constructivist ones. But he also emphasizes that this shift will not happen without intensive professional development. In Warschauer and Meskill’s (2000) view, it is futile to compare use of computers to nonuse of computers because a computer is a machine, not a method. Therefore, computers and the Internet create a vast new medium that is comparable, in some ways, to books and other print materials in a library.

Here, the researcher has compiled a list of some of the tech tools, including some that are becoming increasingly popular and widely used, that should be part of any teacher’s tech tool arsenal, whether for their own personal use or as educational aids in the classroom.

**Social Learning**

These tools use the power of social media to help students learn and teachers connect.

- **Edmodo**

  Teachers and students can take advantage of this great tech tool, as it offers a Facebook-like environment where classes can connect online.

- **Grockit**

  Get your students connected with each other in study sessions that take place on this great social site.

- **EduBlogs**

  EduBlogs offers a safe and secure place to set up blogs for yourself or your classroom.
• **Skype**

  Skype can be a great tool for keeping in touch with other educators or even attending meetings online. Even cooler, it can help teachers to connect with other classrooms, even those in other countries.

• **Wikispaces**

  Share lessons, media, and other materials online with your students, or let them collaborate to build their own educational wiki on Wikispaces.

• **Pinterest**

  You can pin just about any image you find interesting on this site, but many teachers are using it as a place to collect great lesson plans, projects, and inspirational materials.

• **Schoology**

  Through this social site, teachers can manage lessons, engage students, share content, and connect with other educators.

• **Quora**

  While Quora is used for a wide range of purposes, it can be a great tool for educators. It can be used to connect with other professionals or to engage students in discussion after class.

• **Ning**

  Ning allows anyone to create a personalized social network, which can be great for both teachers and students alike.
• **Open Study**

  Encourage your students to work together to learn class material by using a social study site like Open Study.

• **ePals**

  One of the coolest benefits of the Web is being able to connect with anyone, anywhere. ePals does just that, but focuses on students, helping them to learn languages and understand cultures different from their own.

**Lesson Planning and Tools**

Use these tech tools to pull together great lessons and design amazing and memorable student projects.

• **Teachers Pay Teachers**

  Have great lessons to share? Looking for something to add to your classes? On this site you can do both, selling your own class materials and buying high-quality resources from other teachers.

• **Planboard**

  Make sure your lessons are organized and that your day runs smoothly with the help of this amazing online tool designed just for teachers.

• **Timetoast**

  Timetoast is a pretty cool for student projects, allowing them to build sleek, interactive timelines in minutes.
• **Capzles**

There are so many different ways that Capzles can be used in the classroom, there’s bound to be an application that fits your needs. What does it do? Capzles makes it simple to gather media like photos, videos, documents, and even blog posts into one place, making it perfect for teaching, learning, or online projects.

• **Prezi**

Want to build presentations that will wow your students? Make use of this online tool that makes it simple to do all kinds of cool things with your lessons, even allowing collaboration between teachers.

• **Wordle**

Create stunning word clouds using Wordle, a great complement to language lessons of any kind.

• **QR Codes**

QR codes (or quick response codes) are showing up with greater frequency in education. If you’d like to get in on the trend, you’ll need a tool to create and manage the codes like Delivr and one to read codes, like any of those listed on this site.

• **Quizlet**

Quizlet makes it easy for teachers to create study tools for students, especially flashcards that can make memorizing important information a snap.

• **Mastery Connect**

How are your students performing with regard to state and common core standards? MasterConnect makes it simple to track and analyze both, as well as other elements of student performance.
Google Docs

Through Google Docs, teachers can create and share documents, presentations, or spreadsheets with students and colleagues as well as give feedback on student-created projects.

YouTube

Not all schools allow YouTube, but they are missing out as the site contains a wealth of great learning materials for the classroom. There’s even a special education-focused channel just for teachers and students.

TED-Ed

TED isn’t just a great place to find inspiration anymore, the site also contains numerous videos that are organized by subject and can help you to teach everything from how pain relievers work to Shakespearean insults.

Glogster

Glogster is a social site that lets users mash up music, photos, videos, and pretty much anything else you’d like. It’s a great way to create learning materials and a handy tool for creative student projects.

Creaza

Want to bring your student projects into the 21st century? Creaza can make those possible, offering tools to brainstorm, create cartoons, and edit audio and video.

Mentor Mob

On Mentor Mob, you or your students can create a learning playlist, which is essentially a collection of high-quality materials that can be used to study a specific concept.
Useful Tools

These tools can help you to stay connected, organized, and increase the ease of building multimedia lessons and learning tools.

- **Evernote**
  
  Capture great ideas, photos, recordings, or just about anything else on your Evernote account, access it anywhere, and keep it organized. A must-have tool for lesson planning.

- **Twitter**
  
  There are so many ways Twitter can be used in education. Teachers can connect with other educators, take part in chats, share their ideas, or even use it in the classroom to reach out to students.

- **Google Education**
  
  Google offers a number of great edtech resources for teachers, including email and collaborative apps, videos, lesson plan search, professional development, and even educational grants.

- **Dropbox**
  
  Easily store, share, and access any kind of data from anywhere with the easy-to-use and free Dropbox service.

- **Diigo**
  
  Diigo lets you treat the web like paper-based reading material, making it simple to highlight, bookmark, take notes, or even add sticky notes.
• **Apple iPad**

One of the most widely used, though expensive, tech tools being used in today’s classroom is the Apple iPad. With a host of educational apps being developed for the device, it’s become a favorite of teachers and students alike across the nation.

• **Aviary**

Aviary is a suite of tools that make it easy to edit images, effects, swatches, music, and audio or to create and modify screen captures.

• **Jing**

If you’re teaching kids about tech or just about anything else, a great screenshot program is essential. Jing is one great option that allows teachers to take screenshots as images, record up to five minutes or videos then edit and share the results.

• **Popplet**

You and your students can use Popplet to brainstorm ideas, create mindmaps, share, and collaborate.

• **Google Earth**

From geography projects to learning about geological processes, Google Earth can be an amazing and fast way to show students anywhere in the world.

• **DonorsChoose**

Need funding for a classroom project? You can get it through this site that hooks up needy teachers with willing donors.
• **SlideShare**

With SlideShare, you can upload your presentations, documents, and videos and share them with students and colleagues. Even better, you can take advantage of materials that others have uploaded as well.

• **LiveBinders**

Like a real-life three ring binder, this tech tool allows you to collect and organize resources. Much better than a binder, however, the site also comes with tools to connect and collaborate and a virtual whiteboard.

• **AudioBoo**

Through this tool, you can record and share audio for your students or anyone else.