Abstract

The first chapter talks about the advent of revolutionary and miraculous discoveries of scientific and electronic gadgets also known as electronic or modern media and their amazing applications starting from the early teaching machines (Constructive Response Slider Machine or Typewriter-Input Computer Machine) to the evolution of modern computers. It focuses on the evolution of social media and social networks (radio broadcasting in 1927, television programming began in 1959, internet since the late 1960s, World Wide Web became publicly available in 1991) in India presenting interesting statistics showcasing the craze for social media in India. It dwells on the present-day techno-savvy generation and the place of media in their everyday life. The incorporation of computers and media into classrooms / formal education in general and into L2 / FL pedagogy in particular has been focused upon. It tells how the media can be helpful in creating authentic materials for language teaching and learning. Finally, the chapter delineates the new methods / initiatives a teacher needs to evolve and employ while teaching the present techno-savvy generation in the classroom. The new teacher and student roles are discussed. They are complementary to one another. The new electronic media aided L2 / FL pedagogy can survive only if these new roles are adopted by the teachers and students simultaneously.

The second chapter is the gist of the various research works related to the present study. The numerous researches conducted in the field of technology in L2 and foreign language teaching and learning have been reviewed here highlighting ground breaking findings. Various aspects emerging from the review have been discussed. The various empirical
researches on and around areas such as Teaching English Language Learners Through Technology, Technological Changes and the Subsequent Effects on CALL, Learner Training for Effective Use of CALL, Electronic Media in Second and Foreign Language Writing, E-mail for Promoting Proficiency and Motivation in Foreign Language Classroom, Framework for Educational Use of Internet Technologies, Creating Course-Specific CD-ROMs for Interactive Language Learning, Collaborative Online Language Learning, Supporting Self-Access Language Learning Through Technology, The Pedagogical Effectiveness of Various Communication Tools and Teaching Devices, New Literacies: Reading and Writing on the Screen, Writing or Texting Changes Effected by Media Technologies, Technology in Language Learning: Strategies and Applications in Contemporary World, Where and How to Start ELT with ICT, Network-Based Technology for ELT: Advantages and Disadvantages, Interactive Media Learning Environment, Movies and Internet as Pedagogical Means in ELT, Film-Literature Pedagogy in ELT, Computer Technology in Language Assessment, Machine Translation (MT) as a Tool in L2 / FL Pedagogy etc. have been discussed with reference to their theoretical aspects.

The third chapter is divided into four parts: (1) Research Design and Methodology (2) Online Materials Used (3) Tools used to collect data and (4) The Experiment / Field Trials. The first part draws the whole plan the research is to follow. It is an overview of the research design and justification of methodology adopted to suit the research. The second part is the description of the various online materials used as teaching-learning materials – materials other than prescribed text-books or syllabus. The third part is the justification of the various tools like questionnaires, interviews, observations, pre-test and
post-test etc. to collect data for research. It includes statistical methods / tests used to get numerous derivatives testing hypotheses. The fourth part is the delineation of the experiments / field trials conducted in class-rooms.

The fourth chapter delineates statistical as well as descriptive analysis and interpretation of the data collected through various means as mentioned in the previous chapter. The analysis of the data received through questionnaires (for students as well as for teachers) presents detailed descriptive discussions with simple calculation of percentage of degrees of agreements, disagreements, opinions, statements, derivatives, arguments and conclusions with respect to queries on various impacts of modern electronic mass media on the teaching and learning of the language and communication skills in English. It presents detailed descriptive analysis and interpretation of the data collected through interviews and observations. The Pre-Tests and Post-Tests were conducted to measure the difference between the actual performances of the students before and after the treatment.

The fifth chapter presents an overview of the study and discusses the findings that have been noted during the research. All the findings answer the research questions embarked upon in the beginning of the study.

16 February 2015

Samir John Dabhi

Vallabh Vidyanagar