Chapter 1

Introduction

1.1 Modern Media and English Language

Today we are living in one of the fastest times of our age. It has been so because of the scientific and technological advancements. With the dawn of the digital technology, science has taken a great leap that takes the world in its stride. The modern electronic gadgets and devices like radio, TV, computers, telephony, internet etc. are the offshoots of these advancements. The advent of revolutionary and miraculous discoveries of scientific and electronic gadgets and their amazing applications have completely changed the whole world. The modern scientific and technological advancements have earned the man the boon to be global. What one requires is the knowledge and skills for the successful operation of these modern gadgets. They have turned out to be ever-growing parts of the modern media.

Electronic media has made miracles. It has proved itself to be an able link connecting the smallest or the biggest parts or sections of animate or inanimate entities, fields, spheres, areas, spaces etc. lying near or far alike. It has changed the concepts of space and time. Nothing or nobody is far off who or which cannot be reached. Almost nothing is hidden. From the bottom of the oceans to the infinite sky, everything can be reached within a split second. It is the technological advancements that have made it possible to observe and to investigate the soil and the rocks of other planets which are away from the earth by thousands of light years. It is the modern media that has made it possible to study the scientific processes taking place on far off stars in our galaxy. The news that required considerable time to reach us, now takes a few split seconds to reach our drawing rooms.
The modern media bring information of all kinds to us within no time. It is not only the world but the whole universe has become a very small place to live in. If the world is now no more than a ‘village’, the universe is no more than a ‘small town.’ Thus, we have ushered into a new era of virtual reality that hardly recognizes and follows the theories and the concepts of time and space, light and voice, matter and energy as valued and measured in the world of actual reality. Every sphere, branch of knowledge or institution bears marks of changes that have been inflicted upon by these scientific and technological advancements.

The New Age is the result of social, economic, religious, political changes effected by the revolutionary discoveries which have started taking place in the field of science and technology since nineteenth century. It has revolutionized all the fields and factors. The new globalized age, like all the old ages of the yore, has its own unique global, social, economic, political, educational, medical etc. customs, traditions, rules, regulations, norms, criteria and standards. Every unit or outfit in every corner of the world has turned out to be a global one. The global networks have swept away with them each local entity and event to refurbish them from the global point of view. One has to think locally and act globally in these times of local demands longing for global supplies. The aspirant of success, first of all, needs to be a global personality, a virtual omnipresent and omnipotent entity.

With the new globalized age of information technology or mass media, nations have realized the impossibility of lonely existence. They have broken off all the surrounding and previously ‘protective’ linguistic, cultural, provincial, social, religious and political walls. The walls have fallen and the boxes have been opened up. The nations are now
under the vast open sky of opportunities and are surrounded by the ever spreading horizons of development and progress. The nations which used to confront one another in the times of political crisis or wars only, now have started to communicate with one another for various mutual understandings leading to the rise of all. The communication has not remained limited to the political dealings only in this globalized and liberalized age. It has taken place at all levels—social, cultural, economic, educational, medical, religious (spiritual) etc. Now there has been constant and easy giving and taking, coming and going of men, means, materials and messages from one place to another, near and far. Consumer commodities of far off places are no more a luxury today. Living with people of foreign origin in neighborhood or visiting foreign countries is not a distant dream or a reverie. All these have brought tremendous changes not only in customs and traditions but also in the way of living and thinking. Today the world is a colorful amalgamation of all these. These ever altering alleys have left the world of one culture, one society, one nation, one citizenship in the deep dark of the past. Now there is confluence of cultures, societies and communities evolving into one amalgamated or global culture, society and community. Thus, a new era of multi-culturalism, multi-nationalism, multi-socialism etc. has dawned. With that the concepts of ‘local’ and ‘lonely’ have got erased and new concepts of ‘global’, ‘gathered’ and ‘growing’ have got momentum. In such an age, every village is global or the whole globe is a village. Liquidity and Virtuality are the two salient features of this new post-modern age.

English language has been deeply associated with the modern media. At the very first place, it is the operational language of the modern electronic gadgets and devices that together form the huge body of the present day media. In order to operate any instrument
or device of the modern media, one needs at least workable knowledge of the language. It is so because English is the language of science and technology. It is the language of all the modern research and inventions. From switching on TV to sending SMS or e-mail, from switching between TV channels to downloading video clips, installing new programmes or surfing websites, all functions of these electronic instruments and devices are performed through English language.

Secondly, as most of the knowledge in the world today has been stored in English, one has to have its knowledge in order to reach the treasure trove of knowledge stored in it. All the modern researches and discoveries in the fields of science and technology, arts and literature, management and administration, politics and sociology etc. are in English. Even commentaries on our ancient scriptures like Vedas, Puranas and holy books like the Ramayana and the Mahabharata are in English or their English versions are made available. English translations of all good and famous books are made available. Of course our ancient knowledge has been stored in languages which have either become obsolete or have remained more or less classroom languages today. A scholar of any ancient language and knowledge, however knowledgeable he may be, the wide currency of English has made it mandatory even for him to make himself capable enough to follow the language.

Thus one of the most important or indispensable requirement to be successful and progressive in this fast growing age of globalization is a good command of the English language and communication skills. The currency of English has been widely spread all over the globe. It has come up prominently as the language of business, professions,
administration and management. Without English one just cannot go ahead or do well in whatever field one is in. One must accept it, if one wants to get accepted and recognized by all.

Communication skills are more than just everyday greetings and friendly smiles that we exchange in our day to day life. There are various forms of communication when we talk about business communication skills. There are verbal and non-verbal communications. In verbal communication there are oral as well as written communications. In non-verbal communication there are Body-language, Paralanguage, Sign-language etc. All these skills together go to make an impressive personality. Communication skills in business are extremely important for ensuring business success. Businesses that maintain their awareness of this fact will survive in this fast changing era with cut-throat competition. Locally, the interpersonal skills of communication play a vital role in the success of establishments. On an international level, communications must be conducted in ways that honor the cultures, customs and traditions of business partners in other countries.

Today's global marketplace is a place of many cultures, languages, customs and traditions. Interactions for various purposes at both domestic and international levels are being conducted on the Internet. Appropriate communication skills are required to handle interactions through the media. Communication includes often neglected skills of listening and reading. An individual or an organization that listens carefully to its partners and customers and reads well their not only letters but also minds, can muster sufficient strength to surpass new summits of success. Therefore, investment and efforts in developing communication skills will certainly yield rich human resource capable of functioning on fronts with equal zeal and success.
Institutions of higher education today stress excellence in communication in all their courses. They conduct advanced communication classes imparting theoretical and practical knowledge of various skills to install and to enhance communication competence of the learners seeking advanced business degrees. Students who are planning to enter any area of business should, at the first place, acquire competence in verbal and non-verbal forms of communication and make themselves comfortably habituated with the use of the modern electronic gadgets and devices to enhance their business interests.

The inevitability of English has been implied by many digits in this age of digital technology. Apart from being an international language, English is now the language of science and technology, the language of business and communication, the language of computer and internet, the language of information technology etc. It has been utilized by the people of every part of the world for numerous purposes. It gets the social, political, religious, cultural touch of the language of that part of the globe. That is why we have now more than one variety of English around us. With the spread of information technology, the fabric of English has gone under unimaginable changes. It has been passing through its critical phase of evolution now. The mass media has a tremendous effect on English. The media has been the agent of the numerous changes that English has been receiving every moment. It has boosted the process of evolution and so we find English in a new garb each day. Evolutionary changes that used to take centuries in the past, now take seconds to occur. With media, it has been on the super highway of fast track changes and so the English that we know today may be obsolete tomorrow.
One needs to acquire the ‘newness’ of each moment of the language constantly in order to keep pace with the fast changing world. Today’s man with today’s language can survive in this world of globalization where all relations are maintained through the means of mass media. We could do very well having learnt English once and for all in yester years as a few changes used to be registered in the language during one’s life time. As the radius of the fabric of the language and its utility of the language were constant and absolute, the means and methods of teaching and learning were also still and stationary. The boundaries of the language has been widening like the ever-spreading cosmos opening into the infinite space. And as we need new advanced microscopes to know the ever-spreading universe, we need new means and methods to equip ourselves with the latest versions of the language and communication skills.

The importance of English is undisputed now. Every leading personality has reiterated the importance of English in the modern age. Though Gandhiji was totally against English Education, he appreciated the importance of foreign language especially English. In his book, ‘Young India’ he said: “I regard English as the language of international commerce and diplomacy and therefore consider its knowledge on the part of some of us as essential. As it contains some of the richest treasures of thought and literature, I would certainly encourage its careful study among them who have linguistic talents and expect them to translate those treasures for the nation in its vernaculars.”

1.2 Early Teaching Machines and Evolution of Modern Computers: A Short History

Dunkel (1987) dwells on the past and the future issues stringed with computer in L2 / foreign language pedagogy. Scanning the history of teaching machines the author says that the recorded patents for ‘teaching machine’ dates back to the late nineteenth century
(Edward B. Fry, 1963). The early teaching machines such as the Constructive Response Slider Machine or Typewriter-Input Computer Machine embodied B. F. Skinner’s principle of selective reinforcement (G. T. Gleason, 1981). These early teaching machines varied in complexities, ranging from a simple box or piece of cardboard using mimeographed materials to large and expensive machines that included the early large-scale computers ENIAC, the first electro-mechanical computer, appeared in the mid-1940s while the first stored-program computer EDVAC appeared in the early 1950s. After a decade, the first ‘computer’, IBM’s Selective Sequence-Controlled Calculator (SSEC) arrived. With the financial and technological assistance of companies like International Business Machines (IBM), Digital Equipment Corporation (DEC), the Tandy and Apple Corporations and the Control Data Corporation (CDC), marvelous technological advancements in the hardware, software and courseware took place. These companies not only sponsored these advancements but also started their distribution the world over.

The advent of these various types of machines (computers) got wide and ready acceptance in business world. These changes brought drastic changes in the economic structure and conduct of America in the 1950s and 1960s.

1.3 A Brief History of Media in India

Indian media has its plethora of newspapers, magazines, radio, televisions and also web journalism. India has more than 70,000 newspapers and over 500 satellite channels (more than 80 are news channels) and is the biggest newspaper market in the world - over 100 million copies sold each day.
The Indian media was initiated since the late 18th century with print media started in 1780, radio broadcasting initiated in 1927, and the screening of Auguste and Louis Lumière moving pictures in Bombay initiated during the July 1895—is among the oldest and largest media of the world. The first major newspaper in India—The Bengal Gazette—was started in 1780 under the British Raj. Other newspapers such as The India Gazette, The Calcutta Gazette, The Madras Courier (1785), The Bombay Herald (1789) etc. soon followed.

The Bombay Samachar, founded in 1822 and printed in Gujarati is the oldest newspaper in Asia still in print. The Times of India was founded in 1838 as The Bombay Times and Journal of Commerce by Bennett, Coleman and Company, a colonial enterprise now owned by an Indian conglomerate. The Times Group publishes The Economic Times (launched in 1961), Navbharat Times (Hindi language), and the Maharashtra Times (Marathi language). Indian Press was first used as the vehicle for propagating nationalist ideologies. Eminent leaders like Mahatma Gandhi; Bal Gangadhar Tilak brought out newspapers and thus ennobled the history of Indian media. This scenario continued in the whole of independence period, primarily preoccupied in bringing out political issues to the forth.

In the 1950s 214 daily newspapers were published in the country. Out of these, 44 were English language dailies while the rest were published in various regional languages. This number rose to 2,856 dailies in 1990 with 209 English dailies. The total number of newspapers published in the country reached 35,595 newspapers by 1993 (3,805 dailies)
The whole of the scenario of Indian media changed with the introduction of the electronic media, namely Radio and Television. Radio broadcasting was initiated in 1927 but became state responsibility only in 1930. In 1937 it was given the name All India Radio and since 1957 it has been called Akashvani. Some of the important programs are distance education, social services like health, hygiene and special programs for military personnel, farmers etc. Very recently, the opening of FM channels introduced new entertaining programs thus increasing the popularity of Radio in leaps and bounds, even in the urban areas. On 16 November 2006, the Government of India released the community radio policy which allowed agricultural centers, educational institutions and civil society organizations to apply for community based FM broadcasting license. Community Radio is allowed 100 Watt Effective Radiated Power (ERP) with a maximum tower height of 30 meters. The license is valid for five years and one organization can only get one license, which is non-transferable and to be used for community development purposes.

Limited duration of television programming began in 1959, and complete broadcasting followed in 1965. The Ministry of Information and Broadcasting owned and maintained the audio-visual apparatus—including the television channel Doordarshan—in the country prior to the economic reforms of 1991. The Government of India played a significant role in using the audio-visual media for increasing mass education in India's rural swathes. Projected television screens provided engaging education in India's villages by the 1990s. Initially, television was started for the purpose of development communication as vehicle of social change and national cohesion by upholding progressive values and also involving the whole community in a free dialogue. To steer
up education. The Satellite Instructional Television Experiment (SITE) was introduced in 1975 with the noble aim of promoting special educational programs in 2400 villages in six Indian states. In spite of the noble initiatives of the initial years, television gradually steered away from its goal and charted its program mainly to entertain the audiences.

Following the economic reforms satellite television channels from around the world—including BBC, CNN, CNBC, PTV, and other foreign television channels gained a foothold in the country. 47 million household with television sets emerged in 1993, which was also the year when Rupert Murdoch entered the Indian market. Satellite and cable television soon gained a foothold. Doordarshan, in turn, initiated reforms and modernization. With 1,400 television stations as of 2009, the country ranks 4th in the list of countries by number of television broadcast stations.

With the coming of computer and Internet technology, emerged the aspects of web journalism. However, it is in its nascent stage and still a long way to go to proclaim as a separate medium just like print and radio. The Indian Government acquired the EVS EM computers from the Soviet Union, which were used in large companies and research laboratories. Tata Consultancy Services – established in 1968 by the Tata Group – were the country's largest software producers during the 1960s. The 'microchip revolution' of the 1980s had convinced both Indira Gandhi and her successor Rajiv Gandhi that electronics and telecommunications were vital to India's growth and development. MTNL underwent technological improvements. Between 1986–1987, the Indian government embarked upon the creation of three wide-area computer networking schemes: INDONET (intended to serve the IBM mainframes in India), NICNET (network for the
National Informatics Centre), and the academic research oriented Education and Research Network (ERNET).

1.4 Social Media and Social Network in India

Social networking has been around long before the internet was introduced to us. It has been part of the human life as we all belong to one or multiple social networks. Internet has condensed all its features to one platform bringing together people from all walks of life and across the globe. Today there are billions of registered users on hundreds of social networking sites and the number is growing every day.

Social media isn’t really “new.” While it has only recently become part of mainstream culture and the business world, people have been using digital media for networking, socializing and information gathering – almost exactly like now. Social media didn’t start with computers, it was born on “line” – on the phone. Phone phreaking, or the rogue exploration of the telephone network, started to gain momentum in the 1950s. Phone phreaks weren’t motivated by fraud, but rather, they were technophiles and information addicts trapped in a telecom monopoly long before Skype or ‘free nights and weekends’ existed.

These early social media explorers built ‘boxes’… homemade electronic devices that could generate tones allowing them to make free calls and get access to the experimental back end of the telephone system. Phreaks sniffed out telephone company test lines and conference circuits in order to host virtual seminars and discussions. The first real “blogs” / ‘podcasts’ took place on hacked corporate voice mail systems called ‘code-lines,’ where phone phreaks would hack into unused mailboxes and set up shop until they
were discovered and kicked out. One would call a corporate 1-800 number, enter an extension and hear recorded audio broadcasts packed with social greetings and useful phone phreaking content: hacked calling card codes to make free calls, ‘bridges’ (audio conference call lines), and plugs for other code-lines. You could leave your comments and information as a voice mail, and the phreak would likely respond to you in his next update.

The first BBS or electronic “Bulletin Board System” was developed and was opened to the public in 1979 by Ward Christensen. The first BBSs were small servers powered by personal computers attached to a telephone modem, where one person at a time could dial in and get access. BBSs had social discussions on message boards, community-contributed file downloads, and online games.

Online services, like Prodigy and CompuServe, were the first large scale corporate attempts to bring an interactive, “social” online experience to the masses. Online services rose to popularity concurrently along with BBSs and catered to a more corporate and mainstream-home-user kind of set. They offered a safe, moderated environment for social networking and discussions.

The internet existed since the late 1960s as a network but the World Wide Web became publicly available on August 6th, 1991. At the beginning of the 90s, internet access was available only to those with legitimate with university / government / military connections (and to hackers). But around 1994 or 1995, private internet service providers (ISPs) began to pop up in most major metro areas in the United States. This gave millions of home users the chance to enjoy unfiltered, unlimited online experiences. Usenet was
the first center for most of the high-end discussion – but early internet users were extremely outspoken and opinionated by today’s standards. The first online social media etiquette standards were proposed, and called netiquette, as a reactionary to stop the rampant flaming and keep things somewhat civilized. By the late 90s internet forums grew in popularity and began replacing Usenet and BBSs as the primary nexus for topical discussions.

The craze of Social Networking Sites is increasing every year in India. The top 10 social networking sites in India are as under. All the Rankings are based on Alexa Ranking which is calculated every day based on users’ activity.

10. Perfspot.com got the 10 position in this list with Alexa Rank 3700 in India.

9. Bigadda.com is another social networking site in India and it is the 9th Most popular site with Alexa Rank 989. Earlier it was doing good but present ranking is not increasing well.

8. Fropper is the 8th Most Visit Social Networking Site in India with Alexa Ranking 647 and mostly used in India.

7. Hi5.Com is also most popular in India with Alexa Ranking 359 and it is the 7th Most Popular Site in India.

6. Myspace is also most used by Indian Users. They Got Alexa Ranking 117 in India.

5. BharatStudent.Com is the 5th most popular Social Networking Website in India with Alexa Ranking 57.
4. Ibibo is currently doing well with Alexa Ranking 24 in India. Ibibo is the fourth Most Visited Social Networking Site in India.

3. Alexa Ranking of Orkut is 17 in India and it is the third most popular social networking site in India. Earlier Orkut was very popular in India but it is now at third place.

2. In India, LinkedIn got the second most used professional social networking site based on Alexa Ranking which is 11.

1. Facebook is the best social networking site at present and the second most visited site in the world after Google. In India it got the third Rank based on Alexa Ranking and this is on the top of our ranking list. Facebook is already most visited social networking website in many countries.

(Source: http://www.blogdefined.com/5451/top-most-popular-social-networking-sites-in-india/#ixzz1nklJB7tX)

Some worthwhile Statistics to look at:

- 60% of the social networking traffic come from Non Metro-Cities but the highest traffic generating city still remains to be a Metro i.e. Mumbai

- The highest number of active users are from the 15-24 age group but LinkedIn has a different age group of active users i.e. 25-34 age-group

- The male-female ratio shows consistency with the overall population break-up by gender i.e. 80:20 in favor of males
• Social media in India reaches out to 60 per cent of the online Indian audience

• Facebook and Orkut, together cater to about 90 per cent of the users in the social media space.

• Facebook is the only social network in India that has witnessed a tremendous growth, almost doubling its users in the last 6 months.

• Highest number of active social media audience in India are in the age group of 15-24 and are graduates who are looking for a Job or planning further studies

• The maximum users come from the ‘less than 2 lakhs p.a.’ income category. This is because social networks are primarily driven by the youth

• More than 45% of the users on Social Networks return during the day. Facebook tops the list with users re-visiting more than 3 times during a day

• Majority of the time spent by the Indian audience on Facebook is on Interactive Games/Applications and then on viewing Photos

1.5 The Techno-Savvy Generation of the Present Age

Social anthropologists and the popular media have given catchy labels to each young generation on the basis of the attributes associated with them. There is the G.I. Generation (1900 – 1924), the Silent Generation (1925 – 1945), the Baby Boomers (1946 – 1964), Generation X (1965 – 1979), the Millennials or Generation Y or the Net Generation (1980 – 2000) and Generation Z (2001 – present) (McCrindle, 2008). Variations with respect to the durations of the last two generations have been found among the theorists and social commentators. These two generations stand in sharp contrast to the previous generations in their personal, familial, social, political, economic,
religious and educational out-
look. A clear wide and deep chasm of differences in all
types of behavioural patterns of the previous generations and those of the last two is
evident. The differentiating factor is not far to search for. It is the modern media
technologies that have coloured these two generations in sharp contrast to the previous
ones.

Both the generations are included under the acronym ‘Millennials’ and ‘Net
Generations’. The identification marks of the previous generations were based on their
personal values and attitudes to work, politics, leisure etc. The identity of the new
generation is rooted in its exposure to new technologies and skills to use them. Theorists
state that the members belonging to this generation have profound knowledge of new
technologies and also possess skills to use them comfortably. The reason is that they
entered the world after the invention of these technologies. They have never seen the
world without the computer and Internet or modern communication technologies
(Tapscott, 1998). They cannot even imagine the existence of life without these
technologies. They have grown with it. To some, these technologies form a part of their
life while to some, it is life itself. This generation is also called ‘Digital Natives’
(Prensky, 2001)

Members of Generation Y or Millennials have been rendered with independence and the
ability to question or confront information as they get wide exposure to fathomless
information and knowledge about the Internet (Tapscott, 1998). They are more socially
active, responsible and discerning users of information and they are preoccupied with
free expression and have strong views (Tapscott, 1998). They know it well what they
want and have greater digital literacy skills (Skiba, 2003; Oblinger & Obliger, 2005).
They live life on their computer screen. They play, study, become friends, propose, purchase, pay, sell, meet, see off etc. on computer screen. The real concrete world seems to have received a subsidiary place in their life. It is because they manage the actual life / real world with the virtual one. They first enter the virtual world – their known and familiar place – and navigate through it to perceive and recognize the real world. Before getting a real experience of the concrete world, they get a ‘feel’ of it through various means and avenues of the virtual world. They are readily able to integrate the virtual with the physical (real) world (Oblinger & Oblinger, 2005).

There are arguments that negate the theory of the Generation Y or the Millennials. Taking birth in an age of scientific and technological advancements does not equip one with the knowledge and skills required to use them. New discoveries of various kinds were there in the age of old generations too. Did these discoveries or new findings make them master-users of the technologies? The answer is ‘No’. But then, there is a sharp contrast between the inventions or discoveries of the previous ages and the discoveries of the modern technologies of the present age. The utilities of the discoveries of the previous ages were restricted territories. It was a domain of a privileged few. No technology or invention of the past ages can match the modern technological advancements so far as their wide-spread utilities are concerned. The modern technologies in general and the modern media technologies in particular are no more the domain of a privileged few. A myriad of utilities of these technologies in all the spheres and their gradual lowering prices have made them means of everyday use. They are the products of mass consumption and that is why they are called ‘mass media technologies’. One is confronted with these technologies from sitting-room to classroom. Deliberate
attempts are no more needed to get acquainted with the various utilities of these new gadgets and devices. Thus, in sharp contrast to the previous generations, the present generation get equipped with at least required, if not all, knowledge and skills to use the modern technologies. In the past ages technology was a tool (that could be afforded and needed by a privileged few) whereas in the modern age it is a solution (afforded and needed by all).

Studies (UKCGO; Branch, 2003) found that Generation Y are confident in their abilities and claim greater online skills than their parents though significant members admit that they often can’t find their way around the internet. They feel comfortable using search engines and are satisfied with their search results (UKCGO & JUSTEIS project). A few can use search engines sophisticatedly. Even though they know little about search engines, they are confident in their ability to use search engines to find information. The PEW studies reveal that majority of teens prefer to communicate with friends on the Internet.

The term ‘techno-savvy’ means frequent use, not deliberate and educational, of technologies which include much more than computer and Internet. They make use of specific technologies for specific purposes (Lee, 2006). They use mobile phones more than computer and Internet. They can live without computer and Internet but cannot live without mobile phones (Lee, 2006). Thus, the present generation is indeed the connected generation. They use their mobile phones for texting and phone calls, iPods for music, digital camera for photography while mobile phone camera for spur-of-the-moment photography. They are thus connected and want instantaneous communication / gratification (Lee, 2006).
The techno-savvy generation is full of confidence. The use of technology enhances their confidence. The study by Lee (2006) finds that most of the young generation learns to use these technologies by experiential learning by themselves. Such learning begets in them the feeling of personal success and gratification. A correlation has also been established between the use of technology, levels of use and levels of confidence. The frequency of use and level of confidence have a significant positive impact on young generation.

The young generation, Generation Y, uses the Internet on a daily basis. Their confidence is borne out of familiarity with the technology. The technology is a ubiquitous part of their information reservoir. The technology is something they have never been without. Even if they dislike technology, they use it with confidence. They choose and adapt technology to suit their needs at a particular time. They use technology to be connected more than anything else and they use it for entertainment. They have acquired a culture of seeking information via electronic means.

The other side of the coin has also been investigated. There are researches that have found lack of various attributes such as formal information-seeking skills, sophisticated information-seeking behavior, poor Internet literacy skills, thinking beyond search engines results etc. They fail to realize the limitations of their abilities and assume that if they can’t find it on the web, then it doesn’t exist.

Thus goes on the tug of war between researchers studying the various attributes of Generation Y. To some, they are ‘digital natives’, while to others they are ‘digital refugees’.

1.6 Incorporation of Computers into Classroom
During the same time various types of computers got wide and ready acceptance in business world in the 1950s and 1960s, academicians started conceptualizing computers as a major teaching-learning aid in the class-rooms. Some visionary academicians during the 1960s started conceptualizing class-rooms in which computers would work as ‘infinitely patient tutors, scrupulous examiners and tireless schedulers of instruction’ (James A Kulik, Chen-Lin Kulik & Peter A Cohen, 1980). Some of the research works conducted at the University of Michigan and Stanford University by the likes of Katz proved it a point in linking computers and education (Patrick Suppes & Elizabeth Macken, 1978).

Though computers entered most of the class-rooms in America by 1980s, their use remained less due to reasons like start-up cost of the hardware, dearth of quality courseware, doubts about the effectiveness of computer-assisted instruction, educational system and the teachers (Earnest J Anatasio & Judith S Morgan, 1972).

The gradual decrease in the cost of computers and increase in user-friendly and versatile technological advancements paved its way for the incorporation of this technology into class-rooms.

However, researches with respect to CAI & CALL effectiveness in L2 pedagogy during the period of two decades i.e. 1960 to 1980, did not come out with favourable results. Many researchers pursuing literature reviews meta-analysis found no discernible cause and effect relationship between teaching and learning of L2 and CAI or CALL. However, these researches had their own limitations and drawbacks such as, as pointed out by Kulik and colleagues Torkelson, Clark, inappropriate research designs and
methodologies. These researches investigated only the effects of presenting the L2 lesson via computer versus presenting the L2 lesson by teacher / book / audio-tape / video-tape. They never considered formal variables (e.g. how layout of the screen print, use of colour and graphics, input formats branching of lesson segments affect students’ learning,) and attitudinal and cognitive variables (e.g. learner characteristics, field independence / dependence, tolerance for ambiguity, motivational intensity, L2 class-room anxiety and time on task). According to Chappelle and Jamieson all the attitudinal and cognitive variables should be analyzed to reach correct conclusion with respect to CAI / CALL effectiveness.

The teacher is required to adapt the new L2 pedagogy wherein computer and the related devices play a vital role curtailing the traditional role of the teacher to merely a facilitator. The aversion of some teachers at the initial stage was due to reasons like their inability to get out of the traditional role of a teacher and secondly their skepticism that like other teaching tools like radio, T V and videos, computers would also get out of L2 pedagogy without effecting wonderful learning environment. The federal governments in the US along with teacher-training institutions started training teachers to help them adapt to the new instructional technologies.

The traditional mono-sensory CAI / CALL was converted into a dual-sensory medium after 1980 by employing gadgets and devices like a standard linear slide-tape recorder, a random-access audio-disc (a floppy audio-disc), a random-access cassette recorder, a compact disc, a digital audio-tape cassette, a speech synthesizer, an interactive video-disc etc.
It took decades for the advanced instructional technologies to take form as we have it today. CAI / CALL has posed challenges and problems for educators since its inception in the early 1950s. Initially, it was the high costs, unfeasibility to incorporate in the syllabus due to teachers’ skepticism that thwarted its way. Most of these previous challenges and problems are passé now. There remains to measure the various levels of effectiveness of the modern means of mass media and the parameters like, as mentioned earlier, attitudinal and cognitive variables.

1.7 Media In Second and Foreign Language Pedagogy

Buckingham (2003: 3) defines the term media as a wide concept that includes a whole range of communication media: “television, the cinema, video, radio, photography, advertising, newspapers and magazines, recorded music, computer games and the internet”. Buckingham adds that these forms of the media are also called the ‘mass’ media because they reach large audiences.

In fact, Buckingham (2003: 4) argues that in the modern world, the media has become just as important a source of learning for the young generation as the more traditional.

Educators representing all educational sectors are currently confronted with a myriad of challenging issues arising from the rapidly expanding integration of information and communication technologies (ICTs) into educational contexts. These issues include mainly technical, administrative, and, most importantly, pedagogical issues (Tammelin
One of the main challenges emerging from the pedagogical issues is the call for renewed pedagogical thinking. As Sajavaara (1998, 99) aptly puts it, although the technical facilities are available, transferring old pedagogy into the new ICT-enhanced educational settings is not going to get one very far. Indeed, it could be argued that a successful transition from a four-wall, teacher-fronted classroom into open, collaborative network-based learning environments involves a profound rethinking of one’s rationale for being a teacher or a learner.

On the global level, Salomon (2002, 71) reflects over the impact of ICTs and asks somewhat provocingly, “Technology and pedagogy: why don’t we see the promised revolution?” His question is in line with Sinko’s (1998, 217) argument which implies that although ICTs have come into classrooms and homes, the new learning paradigm has been mere rhetoric. Sinko further states that the new concept of learning seems to serve more as an argument for using ICTs instead of being actually implemented. He warns about the danger that the early majority of educational institutions will adopt only the technology and reproduce their existing practices in a new framework. Salomon (2002, 72), who shares Sinko’s apprehensions, further argues that technology becomes trivialized “in the way it is allowed to do precisely that which fits into the prevailing educational philosophy of cultural transmission and training for the world of yesterday.”

Tella (1998a, 168) says that language teachers have for long had the tradition of using educational technology in their teaching. It is therefore somewhat surprising that the systematic integration of ICTs into language education seems slow compared to the rate at which language labs are being adopted into general use in Finnish schools and universities. On the other hand, the use of computer technology as such has been
widespread in language education since the early 80s. This is evident by the prolific literature from the past twenty years on computer-assisted language learning known as CALL. However, the emergence of such educational telecommunications media as e-mail, computer conferencing, the World Wide Web, and videoconferencing has changed the face of CALL.

Most new technologies (radio, television, DVD, satellite phones, computers) may have been revolutionary in the overall context of human interaction, it is not clear that they have achieved equal degrees of pedagogical benefits in the realm of second language teaching. It seems that new technologies – revolutionary as they may be from the strictly technological point of view – are normally regarded as revolutionary from a pedagogical standpoint as well. Lindenau (1984) argued, “We are all in the midst of a microelectronic revolution,” and pointed out that ignoring the arrival of such revolutions carries negative effects: “A blackboard and text-book system of education in the age of microelectronics will inevitably promote detrimental and far-reaching consequences.” (p.119). Other researchers have argued that there could be a potential waste of resources if pedagogy does not take advantage of new technological tools (e.g. Dunkel, 1987). And yes numerous electronic tools and devices, from pictures to internet, have been there for teaching of second language and communication skills.

Luukka et al. (2008: 25) state that it is important not to separate informal and formal learning environments. Luukka et al. (2008: 22) further point out that as the presence of the media is growing and affecting people’s ways to communicate, language teaching should take on new directions.
Meskill (2002: 62) brings up the fact that even though language textbooks have enormously improved in the past two decades, the characters, topics and events do not reach the reader’s emotional side like a popular song. Meskill adds that in order to internalize the culture of the target language, students should be able to identify themselves with the presented topics and characters. Because of the possibilities offered by the media and technology, one can attach the emotional side to language learning that has too long been lacking in language textbooks. Additionally, he (2003: 49) notes that the use of the media in schools directly challenges a lot of the assumptions and conventions that characterize the traditional language teaching. He (2003: 14) states that the use of the media in education aims to develop a more reflexive style of teaching and learning, in which students can reflect on their own lives.

Buckingham (2003: 35) continues to point out that the media “is fundamentally reshaping how we use language”. Furthermore, Nyyssölä (2008: 56) emphasizes that the media offers a whole range of different kinds of learning environments and that the learning based on those environments is just as meaningful as any other. He also points out that the skills learnt through or with the help of the media are often very concrete and therefore, those skills can become an essential part of language learning. He (2008: 89) brings out the fact that besides truly authentic language learning situations such as travelling abroad or talking with a native speaker, the media is a central environment for language exposure.

Buckingham (2003: 5–6) mentions a general concern that even though the media is defining modern society and nobody can deny its significance in the contemporary lives of young people, there are questions whether or not it is rational and worthwhile to use
the media in education. He adds that youngsters’ relationship to the media is often regarded as a harmful and damaging phenomenon to which educators must seek solutions. In addition, some feel the media is lacking the so called cultural values and, for that reason, the media can be considered a poor way to educate children. However, Buckingham (2003: 12) stresses the fact that “children are a much more autonomous and critical audience than they are conventionally assumed to be”.

However, it should be noted that the tools of the media on their own do not offer better results for the learning process but instead, they create new possibilities for teachers and students, as Kalliala and Toikkanen mention (2009: 7). Luukka et al. (2008: 86) bring up the issue that some teachers might not feel comfortable using different media sources in the classroom because they feel that the students are better experts concerning technology. Nevertheless, teachers should have the courage to use students’ knowledge as a resource in teaching because they do not always need to know everything and be ‘better’ than the students.

1.8 Creating Authenticity Through Media

Hedge (2000: 67) points out that the use of authentic materials is becoming more central in language classroom because they are not specifically modified for learners of a foreign language. She says that it is important to expose students to such language they would meet in a real-life context. Consequently, if students are only exposed to the modified structures in textbooks, they would probably be discouraged when encountering real-life communicational situations.
Mishan (2005: 44, 95) introduces three pedagogical reasons to use authentic material: culture, currency and challenge. The first one is to do with the cultural perspective and more specifically with the close connection between a culture and the speakers, i.e. linguistic products. The second one refers to their up-to-date aspect, to the relevance as well as to the interest they offer for learners. The third one simply indicates the challenging aspects of authentic materials in general, or the difficulties they may present for learners, since authentic materials are not modified in any way.

Meskill (2002: 63) points out that video and audio material stand for authentic material because they are designed for entertainment purposes. Media based material “represents opportunities for learners to experience genuine language in all of its authentic complexity” (Meskill 2002: 63). What is more, Little (1998: 55) says that due to the wide use of film and television, these two forms of the media offer not only cultural contexts of a language but also linguistic input with a large scale of thematic variety. Therefore, they are the most important sources of the mass media and a competitive alternative for print.

Harmer (2001: 282) brings out the following two positive features when using video material in class. First, there is the visual aspect of the video which offers the possibility to see gestures and expressions in addition to audio and thus, highlights the importance of non-verbal communication. Second, through video, it is possible to increase students’ cultural awareness. Also, according to Meskill (2002: 94), the language in video materials is visually and communicatively contextualized, which supports understanding in general. She adds that video also dramatizes connections between language and action,
which is seen essentially motivating. It supplements the old saying ‘a picture is worth a thousand words.’

Bailey and Savage (1994: 128) say that music videos with societal topics can offer students stimuli for conversation, which can be an easier way to introduce such issues compared to more traditional means of teaching. Teachers can also create suspense for learners by showing selected clips from television series and for example, give them an opportunity to predict the left out scene (Mishan 2005: 134).

Since music is a significant part of youngsters’ lives and their identity construction (Hasebrink, Berns and de Bot 2007: 112), music is essential as material. In fact, Muhonen (2008: 191) states that when the topic of discussion is music the use of English is very apparent and common. They are of the opinion that people adapt a great deal of words, phrases, sayings as well as ideas when listening to music. What is more, music is often related to different emotions. Dissanayake (2006: 50) describes music as a mood setter, means of entertainment and as a tool for bringing different memories to people.

The usefulness of such authentic input is its accessibility in students’ own free time. Moreover, because of the visual and audio effects that, for example, the Internet can offer, the learning experience can be made much stronger.

1.9 Teaching the Techno-Savvy Generation

The new techno-savvy generation of impatient, experiential learners, digital natives, multi-taskers and gamers managing the real world via their virtual world, are more demanding and selective so far as education is concerned. It is because they have grown up with huge array of choices and they believe that such abundance is their birth right.
On the other hand, a sharp fall in their reading habits has been noted. They play games more often than reading books. Reading, an efficient means of communication, no more attracts them in this age of technological advancements when the whole world revolves on their fingertips.

With the decline in reading, writing too has got eroded. Unlike the previous generations, the new techno-savvy generation have no reading and writing habits and that have warranted for drastic changes in approaches and methods of teaching and learning.

Two Harvard academics, Palfrey and Gasser, asked teachers and educationists to reformulate methods to be able to cater to the demands of the young generation in education. Richard T. Sweeney, a university librarian at the New Jersey Institute of Technology, asks the teachers to change their teaching style. He recommends blogs, iPods and video games as a part of pedagogy. It is because a new generation of students have arrived. They might not be interested in listening to teachers’ lectures in classrooms. They wish to be able to choose the type of education that they want and what, when and how they learn. To meet the demands of these new students, colleges must rethink and refurbish their pedagogical strategies. Instead of sticking to the age-old approaches and methods, new one with modern technologies be implemented. When they are not interested in the past methods, the colleges need to adopt the methods in which they are interested in i.e. the modern media.

According to Sweeney, technology is a huge enabler for them (students) to be able to do things differently. They no more want to attend ‘classes’ in the traditional sense of the term. With laptops and Internet, they attend any class of any college or university online.
The whole world is a class now. They can learn with whatever material they like sitting anywhere on the globe. The very sight of a classroom within four walls with teacher at the helms of all affairs, frustrates them. The self-assertive, choosy and demanding generation want to learn at their own time, space and pace.

As the technologies have opened up the floodgates of knowledge and opportunities, the system of education with water-tight compartments of disciplines, subjects and topics has become a yield of yore. The present young generation no more wish to plough into already chiseled furrows. The evolution of new professions and the resultant new courses encourage the new generation to experiment in un-trodden territories or spheres. The traditional system and methods fall short to cater to the new demands. The accommodative new avenues created by the modern technologies make it possible for them to navigate through desired spheres autonomously. The four-walled classroom and teacher in the traditional sense may prove to be unwanted interferences and stumbling blocks. They no more wish to stay in the cage of the four-walled classroom. They are fluttering their wings of ideas of new thinking and wish to fly high in the wide open sky availed by the modern media. The contaminated water of the lake of traditional educational system has lost its appeal in the presence of the ever evolving new inventive initiatives catered by the modern media technologies. The fresh running waters of the oceans of the modern media technologies that crisscross international boundaries lure them more for adventurous and experiential exercises that equip them with techniques to successfully undertake voyages to search out new lands of hopes. The modern media technologies can land them on any unknown island of opportunities right into the middle
of an ocean of information or can launch them into the wide open sky of knowledge and information.

Thus, the first and foremost thing for a teacher is to keep himself / herself well informed and well-versed with the latest developments and applications of the modern media technologies. And he / she needs to keep on concocting suitable pedagogical strategies applying the accommodative tools and devices availed by these technological developments to cater to the educational needs of the times.

1.10 New Teacher and Student Roles in the Techno-Supported Language Classroom

The roles of teachers and students have changed considerably in the techno-supported language classroom. The capabilities of computer-based technologies and technology-enhanced learning environments or virtual learning environments warrant for changed or specific roles from teachers and students. It is because the modern media technologies have made it possible to access, represent, process and communicate information in new ways (Kozma, 1991, 1994). It has become possible to search and organize information, analyze data and transform ideas, simulate complex systems and communicate with others in ways that were previously not possible. They avail new approaches and methods of teaching and learning (Kozma & Schank, 1998).

The modern communication technologies herald changes in curriculum and pedagogy. Discovery learning, self-access, community learning, autonomous learning etc. are some of the new concepts that have cropped up in education with the widening use of the ICT in academics. It enhances constructivist approaches to teaching and learning. Project-based teaching and learning is the off-shoot of various such approaches in which student
collaboration gets increased and teacher’s dominance gets decreased. The traditional roles of a student and that of a teacher have no place in the new teaching-learning environments. In order to make teaching and learning meaningful activities with ICT, both the teacher and the student need to make necessary pedagogical behavioral changes to get themselves fit into the new approaches. With ICT, teaching and learning go beyond rote memorization of facts, instructioninst and behaviorist methodologies. It enhances learning more than teaching. It makes learning a process of knowledge creation. It has relieved education from the shackles of ‘time’ and ‘space’. Technology is a tool, a tutor and also a tester. It provides students with everything – tools, devices, information, connectivity, collaboration, communication – to create knowledge on their own. When technology has changed the whole concept of education, the main two characters i. e. teacher and student, have to behave differently.

According to Plomp, Brummelhuis and Rapmund (1996), learning is a process in which four components (a) Teacher (b) Student (c) Curriculum Content and Goals (d) Instructional Materials interact. The last two components have been drastically changed in this age of techno-supported teaching and learning. And these changes have effected modifications in the roles of the teacher and the student.

The new teacher roles need to be complementary to those of the students and vice-versa. Technology supports their roles and helps them create conducive environment for teaching and learning.

According to Daithi O Murchu, there are three new roles for students. They are: Self-Learner, Team-Member / Collaborator and Knowledge Manager / Leader.
As a Self-Learner the student learns on his / her own. The learner engages himself / herself using whatever strategies they have developed for working with learning materials and for interacting with technology. The teacher creates opportunities for ideal input, interaction and collaboration. But it is ultimately the learner who chooses from among those opportunities. Hubbard argues that learner-training is necessary in order to make him / her an effective user of technology for self-learning. Hubbard underlines the importance of issues such as learner control, interactivity, motivation, strategies and authenticity of communication for technology-supported self-learning. The student is required to see his own goals, organize his own work and manage his own time.

The role of a team-member is different from that of the traditional one found in the teacher dominated classroom. The difference is that the social and independent interaction among the members evolve a feeling of ownership over the multi-media projects or portfolios of the advancing projects. They better understand the collective and individual responsibilities. They work more collaboratively to take the project ahead. The various tools or devices for communication are instrumental in making a team of like-minded individuals spread across the length and width of the globe. Such a group can work much collaboratively to advance their project work.

The third role is that of ‘knowledge manager / leader’. It is one of the most productive role that helps bringing various information or data together to make new equations of knowledge solving real world problems or showing new paths of performing tasks. It develops knowledge products. It is most often associated with the use of technology to support project-based learning. The students have access to vast reservoir of information
on the Internet. They have varieties of tools with which they can transform these data into useful knowledge products.

Though the teacher retains most of the traditional roles like ‘class leader, instructor, information giver, trainer, discussion leader etc., the new teacher roles identified are: instructional designer; trainer; collaborator; student; silent partner; team coordinator; advisor and monitoring and assessment specialist. Each role is associated with specific activities and is made possible by the use of technology in support of project-based learning in inquiry-based instructional methods.

‘Instructional designer’ is one of the more common new roles taken on by teachers. Much like the ‘self-learner’ role adopted by students, teachers in this role found themselves designing, planning and organizing their classrooms in order to effectively use and integrate technology into their language lessons. The teacher as an ‘Instructional designer’ takes into account all of the resources available to meet the variety of needs his / her students have and implements well-designed activities to address those needs (Kozma, 1994).

The role of ‘trainer’ differs much more than the traditional one. It is more technical than the subject-oriented one of the traditional approaches. As a ‘Trainer’, the teacher gives individual instruction to enable skilled development. The teacher makes learners aware of the various technological tools and trains them in their use to accomplish unique language learning tasks.

The role of ‘collaborator’ makes a teacher work and share his / her views with his / her colleagues as well as with his / her students. The teacher as a ‘collaborator’ undertakes
various activities with their colleagues to improve his / her instruction.” (Kozma & Schank, 1998). These activities include informal sharing with colleagues and team teaching. They also include collaborating, sharing and learning with the students as equals.

The role of ‘Team Coordinator’ helps the teacher to be a facilitator and a linking or integrating terminus between students and also between students and peers. As a ‘Team Coordinator’ the teacher oversees individual student’s contribution to project and avails required missing links or resources. The role enables the teacher to manage groups with students with mixed abilities. Apart from opening up opportunities for collaborative and social learning activities, teachers who assume the ‘Team Coordinator’ role create opportunities for peer tutoring and apprenticeship modeling.

The role of ‘Enabling Advisor’ also refers to the teacher’s work as a facilitator. Here the teacher facilitates to bridge information gaps at individual or group level. The teacher gives assistance, advice, suggestions or poses questions in a way that enable students to find the information they needed to complete particular multimedia or language-learning tasks.

The role of ‘Mentoring and Assessment Specialist’ requires the teacher to create an overall conducive environment to enable the learners avail their contributions enhancing the process of learning. It also requires the teacher to assess the performance of the learners to improve the process of learning.

These new roles of a teacher co-exist with the various new roles of a student. These roles are complementary and supportive to one another. The student role of ‘self-learner’ is
complemented and supported by the roles the teachers play as ‘trainer’, ‘instructional designer’, and ‘monitoring and assessment specialist’, and vise-versa. The student role of ‘knowledge manager’, is related to and supported by the ‘advisor’, ‘instructional designer’, ‘team coordinator’, and ‘collaborator’ roles that teachers adopt. Indeed many roles are inter-changeable.
Endnotes and References


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