21st century is a revolution in the field of education especially in English language teaching. English language teaching is drawing serious attention on the global scenario owing to its increasing demands and professional exceptional. The teaching and learning scenario of ELT has undergone a remarkable change. It is very essential that we make our learners techno-savvy and make their learning effective. For that we need to encourage the use of technology in language classes. Why do we always go with a grammar book in language class? Is that what do we mean by language teaching? Why can’t we go with just a pen drive in the classroom? We can use audio-video tapes to make them learn language skills. Research suggests that appropriately implemented network based technology can contribute significantly to experimental learning, motivation, greater interaction, individualization and global understanding. The use of technology inside or outside the classroom tends to make the classroom more interesting. It breaks the monotony of traditional classroom.

But the very question which arises here is

- Are language teachers themselves familiar with technology?
- Have they acquired proficiency over the use of technology in the classes?
- What are the teachers’ attitudes towards teaching English through technology?

These questions are very important because majority of language teachers are not good at technology in classrooms. The teachers use the internet frequently for entertainment and communicative purposes but they rarely use web resources and tools for English language teaching. The lack of training is major reason for not using the technology for the teaching learning purpose. The fact is that there has been a large financial investment in bringing technology to schools and colleges, but there has been little commensurate investment in preparing teachers to implement it effectively. Such disparity complicates the issue of technology efficiency in the
language classrooms. Often technology is not implemented unless it is required even if training is offered to teachers.

- One reason for this is that from 1960’s to the 1980’s technology was limited mostly for the science subjects, creating a real and psychological distance for English language teaching. As the result English Language teachers feel themselves comfortable with text books because it is what they are used to.

- Teachers may resist because CALL activities can be more difficult to evaluate than more traditional exercises. Even teachers who may otherwise see benefits to use computer and internet may be put off by the time and efforts needed to implement it well.

- However the most crucial factor that can lead to the failure of the use of technology in language education is not the failure of the technology but rather the failure to invest adequately in teachers and the lack of imagination to take advantage of the technology’s flexibility.

Graham Davies states “Technology is seem as a panacea, especially by administrates and the human components necessary to make it beneficial is ignored.” It is difficult to orient students to use technological tools. Furthermore a large number of students exhibit below average proficiency in using language skills at their entry to colleges.

All this problems are, no doubt there, in using technology but these problems don’t have the potential to decrease the importance of technology in language teaching. To explore this area, it is useful for the teachers of English to begin with introspection, re-introspection, and think about ourselves as language learners recollecting our own experiences how did we tackle language learning.

**Different Activities in English Language Classroom by the Use of Technology—**

- Show a mute video clip to the learners and let them imagine what the situation is in the video clip and lead them to have their own inferences. Most of the time they would be nearer to the given situation and let them describes it in their own words. So a video clip can help us to make them learn ‘how to learn.’ Afterwards they can be shown the clip with dialogue sound and they will realize how far they were correct identifying the given situation.
• On a computer screen, show the learners some pictures and tell them to describe the given pictures in their own words. This would make them think about those images and attach some meaning to those images accordingly. This generates thoughts. Then ask them for the interpretations of different images.

• Again in the form of games software, technology can help us to make learning process light weighted and enjoyable. There are many types of software available which provide vocabulary learning in the form of games. Much software provides sound facility with the correct pronunciations of the words. So along with fun, learners learn new words’ correct pronunciation.

• Tape–recorder provides a greater impact on the mind of learners. Tape recorders can be used in two ways in the language classroom—one is to play some audio tapes and ask the learners to make notes or answer the questions followed by the end of the listening.

• Secondly they can record their own voice and then to listen to it. It has been found that listening to their own voice on a tape recorder makes learners conscious about sound production while they are speaking because when they speak they listen to inner quality of the sound but when they listen to their recorded voice they listen to the outer sound and they come to know about how do they sound to others while speaking.

• Video analysis is also an excellent way to teach language skills to the learners. After playing a video clips which focus on inappropriate use of body language and how body language works, they can be asked to analyze the played video. It has been observed that a video of around 15 minutes would be more effective in learning language skills compared to a 45 minutes lecture on the same topic. Video presentation will be intrinsically interesting to language learners. But for successful learning, the material should be motivating; the learner should want to see more, to ask question, to follow up the ideas and suggestions. By generating interest and motivation, the video films can create a climate for successful learning.

• Shoot a scene is again a successful technique in teaching skills. With the help of a camcorder, shoot a scene of group discussion among the students and let them view the same group discussion. This would make them conscious about their role in the group discussion. At the time of viewing the scene, teacher can pause at
certain things and can elaborate where they are wrong and where they are right in terms of language usages. This would create an acute sense of correctness of language usages along with the consciousness of mode of presentation.

- Sometimes just the use of power point presentation can make the topic interesting and some other time just providing a CD-ROM for self study tasks creates the sense of responsibility and enhance the ability of self understanding in the learners. Every teacher must use such alternatives of language teaching and learning. Some assignments can be given on online tasks or online search. So its a time to savvy idea even on the part of teachers.

- An enthusiastic teacher can also starts a blog or a website for language teaching-learning. A variety of videos can be placed for any particular theme and can also place voting questions. Articles can be shared for large community of learners. All such online facilities help to decrease the distance between the teachers and learners. Blog and website can serve as an interactive forum between teachers and learners. Internet facility is proved to be a way to peep in to the entire world.

By all means, the use of all these technologies make language teaching and language learning an interesting process and this interest factor plays a vital role in the entire teaching-learning process to make it better. Surely it gives effective outcomes compared to the techniques in which technology is not being used for academic purpose.

7.2 Technologies Available for ELT

Various technologies can be used in English language teaching. A good knowledge of these technologies is beneficial on teacher’s part for effective use in English language classroom.

7.2.1 CALL (Computer Assisted Language Learning) and CALT (Computer Assisted Language Teaching)

The use of CALL (Computer Assisted Language Learning) and CALT (Computer Assisted Language Teaching) is a remarkable phenomenon of creating teaching methodology, particularly in language teaching methodology. Computer and information technology gives amply autonomy to the learners, which encourages them with learner oriented activities and methods in the process of learning. Without any hesitation, the learners can try to learn the things by repeated attempts. The
available advanced software provides the learners an opportunity to listen, to read, to write and to think in different dimensions. Computer delivers combination of a range of communication elements such as tests, audio, graphics, pictures, photographs, animations and moving video multimedia.

Varity of resources in CALL are-

7.2.2 Internet

In the series of technological advancement facilitating interactional language teaching, first successful step is the use of internet for ELT. Several possible reasons can be cited for the increased use of internet in language teaching. Internet creates optimal conditions for learning to write, since it provides authentic audiences for written communication. There are countless such online products which teach foreign languages which are effective and time saving and these programs have definitely made language learning easier.

A number of online activities on vocabulary, grammar, phonetics, communication skills, presentation skills, interview skills etc. are a rich source of learning for the beginners as well as the students who wish to do some advanced practice on these.

Basically there are two types of technologies available on the internet for second and foreign language teaching.

- Non-interactive technologies
- Interactive technologies

Non-interactive technologies such as the Mozilla, Internet Explorer, Google etc. are often used as reference tools which allow users to view input information via online newspaper and websites while interactive technologies are such as e-mail or chat lines which provide opportunities for users to receive input and produce output.

- On-line Exercises

There are many online interactive exercises for students for practicing their writing and speaking skills. Online current information resources produced around the world allow users to seek out the variety of topics. E-mail offers opportunities for real world authentic communication.
• E-mail

The benefit of using e-mail for teaching are that it is often more motivating for students than web-bases learning as it gives them an opportunity to interact with other students and a teacher. Similarly to web-based learning, e-mail study can often be self paced as students can work on an assignment or task when it suit them. If they have question or queries along the way, they can e-mail their tutor for clarification. E-mail learning also allows students to take their time when formulating their thoughts; especially for learners who feel pressured in classroom lesson, this can be very valuable.

7.2.3 Electronic Journals and Online Libraries

Another important milestone in the journey of technology facilitated learning is the access to electronic journals and online libraries. These are the sources that facilitate online access to the information. Generally the journals are free and are published on a regular basis. By becoming member of online libraries, one can assess comprehensive information while sitting at home.

7.2.4 Electronic Language Laboratories

Another significant technological development in the field of language teaching is the concept of language laboratories. It is very useful for assessing students’ spoken competence. It provides students with the technical tool to get the best sample of pronunciation of the language. The electronic devices used in the laboratories stimulate the eyes and ears of the learners thereby fascinating the quick and easy acquisition of the language.

The origin of language laboratory can be traced as far back as 1877, when Edison invented the tin foil phonograph. In the 1920s radio were used for foreign language instruction. The practical use of language laboratory began in 1950s when tape recorders became popular for teaching discreet linguistic units, which could mastered through the mechanical process of repetitive drills. It is a technology designed for teaching language and can be used for any language training. Electronic language laboratory uses computers to provide delivery of a wide range of material in digital format to the students. Through socialized programs, teachers can create their own exercises that fit individual classroom needs, add multimedia and customize content. Computers also allow students to participate in national and international forums and
networks, exchange ideas and information with other students and better monitoring of their own progress. Electronic language laboratories allow for ‘real-time conversation with each student or group of students with a wide variety of potential feedback mechanism to the students, teachers or other students. At the same time electronic laboratories also perform the same function that language laboratories in the past were able to carry out, such as allowing students to record their voices and allowing teachers to control students’ positions.

The potential of Electronic language laboratories to make an impact on the skills of listening and speaking is vast.

“Sound brings language to life and life to language”.

Listening is the basis of language learning and excellence in listening is an essential requirement for effective communication. Listening to the correct way a language is spoken in a way in which the listener acknowledges its correctness is paramount to the process of language learning.

Electronic language laboratories offer a remarkable platform to practice and to enhance listening skill. The audio assisted laboratory is a virtual mini-media unit with the hook up of a special tape recorder to the computer interactive audio providing multiple possibilities for teachers to teach. A printed screen comes alive with sound for the acquisition of listening skill. This highly sophisticated environment induces the students to focus on his ability to listen first and then to comprehend and then to be able to utilize this comprehension in order to set up a rudimentary communication process. Later on mimicking the speaker, or better still mimicking the grammar of the speaker, the listener can easily attain himself to the flow of language. Interactive videotopic programs can provide excellent listening comprehension activities. Depending on the language level, students listen in order to pinpoint the main idea or just a segment, they can listen repeat and record. Any audio clip can sent across for the whole class or a particular group.

Listening and understanding the target language is not sufficient. Speaking the language is the main aim of most language learners. To develop this productive skill, the use of an interactive audio program allows students to create dialogues and to practice them with other students. The use of video allows learners to see lip
movements, facial expression and body language at the same time as they hear stress, intonation and rhythms of the target language.

Electronic language laboratories not only give practice to the learners but it also tests the skills. From a practical perspective, testing is a critical area in language education as result of testing often influence the future of learners, the professional evaluation of instructors and the direction of curriculum design “how much” of the skill has been acquired by the learner needs to be tested.

One of the main tasks of any educational institution and its teachers is to measure the growth of language acquisition and learning with reference to particular students and/or the whole group. Electronic language laboratories offer tools to carry out different assignments in testing and finally creating exploratory and dynamic learning environments. To check the learners’ linguistic competence in listening, the test may include auditory identification and sound discrimination, stress and accents. Apart from this, songs can be used in the laboratories. A very simple exercise is to do gap-fill. A little thought however, does need to go in to the choice of the ‘song’, the words to be deleted and the task to be done before and after.

Testing speaking often pose a particular challenge for teachers. The most common approach of rating students’ speaking proficiency is through an interview, format rating according to predetermined criteria. Oral proficiency interviews can easily be conducted in electronic language laboratories individually or in the form of group discussion. A teacher can add multiple students in the discussion, control the group real time, disconnect an unwanted speaker, can pause or resume a student at any time. To check communicative competence in speaking, the function of video conferencing can be used. Students can be asked to create something and get it recorded in the disk for further discussion. For e.g. one student takes the role of a manager and another student pretends to be a job applicant. The manager conducts the interview. Everything is recorded with a camera; the recording is show to the whole class later which can proceed with a discussion about the language used. This should be interesting to the students. The teacher may analyze their recording and look for their strengths and weaknesses with respect.
7.2.5 EDUSAT

The other latest technology in the field of language learning is **EDUSAT (Education through satellite)** that is very effectively used in language learning. On September 20, 2004 India successfully launched EDUSAT, so becoming the first country in the world with a satellite exclusively reserved for the purpose of education. The aim is to create interactive virtual classroom all over the country to augment education at remote and rural level. The main propose of this is to provide education to all people primarily children from remote area of the country who cannot go to school or colleges. The lectures in EDUSAT are conducted by various state education boards, NCERT, CBSE, Universities etc. in a studio environment using power point presentations as well as common black-board by large number of competent teachers and televised to the entire nation. Students attending these classes are able to ask questions to the teachers through SMS, Email, micro-phones etc.

It is a revolution in the field of English language teaching as such programs are being telecasted all the colleges connected to it at a time. The lectures telecasted on EDUSAT are by experienced and well prepared teachers so it is beneficial for students as well as for teachers. It is innovative to choose different methods of language teaching and discussion of curriculum, good to hone skills of English language. A teacher can evaluate his /her method of teaching by comparing others. It is good for listening reading and visual impact on students. For e.g. students can be evaluated at a time. The Soft Skill programs wonderfully give the drill of speaking, listening, reading and writing. The assignments related to each chapter are very useful for students.

**For example-**

To make the list of the word started with /p/ sound or listen NDTV news and bring out the words with /ai/ sound etc.

7.2.6 Television

Television programs are effective teaching medium for learning a language. English language video is a valuable and possible underused tool. The setting, actions, emotions, gestures etc. which our students can observe in video clippings; provide an important visual stimulus for language production and practice. But for the successful use of T.V. in classroom, a lesson planning is essential on the part of a teacher. The
fact is that T.V. itself is not a technology that can be used in teaching English. But an
efficient teacher can bring out a lot from its programs for his/ her students, for e.g.
teacher can make their students watch various debates telecast on NDTV channel.
NDTV news is best so far as pronunciation is concern. A teacher can take her students
in T.V. room on time. IGNU programs are good source of information for students.
By showing the picture on T.V., the teacher will ask a few questions regarding it and
elucidate it. Radio is also an exciting way of developing listening ability. So teacher
must encourage the students to listen the radio news. More over radio is cheap and
can be available anywhere to the learner. These are good for improving student’s
vocabulary and pronunciation.

7.2.7 CALLA (Cognitive Academic Language Learning Approach)

It is designed to develop the academic language skills of limited English proficient
students. CALLA (pronounced kala) is intended to meet the academic needs of three
types of students.

1. Students who have developed social communicative skills through beginning level
   ESL classes or through exposure to an English-speaking environment, but have
   not yet developed academic language skills appropriate to their grade level.
2. Students who have acquired academic language skills in their native language and
   initial proficiency in English, but who need assistance in transferring concepts and
   skills learned in the first language to English.
3. Bilingual English-dominant students who have not yet developed academic
   language skills in either language.

CALLA integrates grade-appropriate content topics, academic language
developments, direct instructions and practices in using learning strategies to acquire
both procedural and declarative knowledge. The theoretical model on which CALLA
suggests that language is a complex cognitive skill, developing through a series of
stages, which requires extensive practice and feedback in order to operate at an
autonomous level. The focus of CALLA is on the acquisition and use of procedural
skills that facilitate academic language and content learning. At the initial stages of L2
acquisition, the focus is almost completely on the acquisition of procedural skills or
how to use the language. As students gradually become more proficient in the
language, some intentional processes become available to focus on new declaratives
knowledge whether of a general nature or specifically related to content areas of the curriculum. The CALLA instructional program is designed to begin at this point that students have a sufficient general proficiency in the new language (including both oral and written skills) to begin to use the language as a learning tool.

An important concern in second language acquisition is the operation of transfer of both declarative and procedural knowledge from the first to the second language. Such transfer should not be assumed to happen automatically. The CALLA instructional framework addresses these transfer issues in a number of ways. The most critical feature in a number in cognitive theory incorporated in CALLA model is the identification and training of learning strategies. The CALLA model includes three components in its curricular and instructional design.

1. Topic from the major content subjects.
2. Development of academic language skills.
3. Direct instruction in learning strategies for both content and language.

These three components are not separated during instructions.

**Content-Based curriculum**

In a CALLA classroom, content topics are carefully selected to represent both authentic topics for the grade level concerned and high-priority topics within the curriculum. In CALLA language is used functionally as a tool for learning academic subject matter. Academic language skills, such as listening and reading for information and speaking and writing about new knowledge may or may not have been developed in the first language. Students may either need instructions on how to transfer previously learned language skills of English or may need to learn academic language skills for the first time.

The central component in the CALLA system is instruction in learning strategies. The use of learning strategy instruction as a methodological approach in CALLA is based on four important propositions (Chamot and O Malley 1987, p.240)

1. Mentally active learners are better learners, students who organize new information and consciously relate it to existing knowledge have more cognitive linkage to assist comprehension and recall than those students who approach each new task as something to be memorized by rote learning.
2. Strategies can be taught. Students who are taught to use strategies and are provided with sufficient practice in using them will learn more effectively than students who have had no experience with learning strategies.

3. Learning strategies transfer to new tasks. Once students have become accustomed to using learning strategies. They will use new tasks that are similar to the learning activities on which they were initially trained.

4. Academic language learning is more effective with learning strategies. Academic language learning among students of English as a second language is governed by some of the same principles that govern reading and problem solving among native English speakers.

CALLA teachers provide students with repeated opportunities to practice the new strategies on a variety of tasks, so that eventually the strategy itself becomes part of students’ procedural knowledge. Strategy practice can take place during all types of learning activities in both large groups and cooperative learning teams. Students also need to learn how to evaluate their own strategy use.

CALLA lessons include both teacher–directed and learner-centered activities. Each CALLA lesson is divided in five phases:

- Preparation
- Presentation
- Practice
- Evaluation
- Expansions activities.

These phases are often recursive in that the teacher may wish to go back to earlier phase in order to clarify or provide additional instructions.

- In the preparation phase of the lesson, the teacher finds out, often through brainstorming or a concrete experience, what students already know about the concept in the subject areas to be presented.
- In the presentation phase of the lesson, new information is presented and explained to students in English that is supported by contextual clues such as demonstrations and visuals.
• The practice phase of the lesson is learner-centered, as students engage in hands-on activities to practice the new information; they were exposed to in the presentation phase. The teacher acts as a facilitator in helping students assimilate the new information and use it in different ways. The learning strategies typically practiced in this phase of CALLA lesson are:
• self monitoring (students check their language production),
• organizational planning (planning how to develop an oral or written report or composition),
• resourcing (using reference materials),
• grouping (classifying concepts, events and terminology),
• summarizing, deduction (using a rule to understand or produce language or to solve a problem),
• imagery (making sketches, diagrams, charts),
• auditory representation (playing back mentally information presented by the teacher),
• elaboration, inferencing, co-operation (working with peers),
• Questioning for clarification.

• In the evaluation phase of the lesson students check the level of the lesson. Students check the level of their performance so that they can gain an understanding of what they have learned and any areas they need to review. Evaluation activities can be individual, co-operative or teacher-directed.

• In the expansion activities of the lesson, students are given a variety of opportunities to think about the new concept and skills they have learned integrated them in to their existing knowledge frameworks, make real world applications and continue to develop academic language. This phase also provides the opportunity to exercise higher order thinking skills such as inferring new applications of the concept, analyzing the components of a learning activity, drawing parallels with other concepts and evaluating the importance of a concept or new skill.
CALLA requires a high level of teacher’s knowledge and skill. CALLA teachers need a solid understanding of the content areas of the mainstream curriculum as well as the ability to integrate language activities with different subject areas. Most important they need to be aware of their students’ learning approaches and know how to show them additional approaches and strategies that can make them more effective learners.

7.2.7 Web 2.0

In the 21st global and fast growing technology we need to change in the traditional, hackneyed methods of teaching and learning English language version of 1.0, i.e., lecture, manual, chalk and talk etc. Now we have to redefine avatar of English language with version web 2.0 in Indian context. Wide range of multimedia resources enabling text, still images, audio and video to be combined in interesting and stimulating ways which provides opportunities for intensive one to one learning in a multimedia computer Lab. Web 2.0 is full of rich resources of authentic materials on CD-ROM and DVD which makes worldwide communication possible via e-mail, via audio and video conferencing with native speakers. It helps to self access and distance learning opportunities to students who have to study outside normal hours and who live in remote areas.

By using generic software applications such as MS word and power point presentations students create their own materials e.g. essays and presentations, designing brochures, publishing e-news papers, magazines, off-air audio and video recordings stored in digital format, online interactive quizzes, web quests, dictionaries, encyclopedias and grammar reference materials. They also use generic tools such as search engines for finding information including social networking sites, email and blogs. Web 2.0 is a concept that takes the network as a platform for information sharing interoperability, user-centered design, and collaboration. A web 2.0 site allow user to interact and collaborate with each other in a social media dialogue as creators of user centered content in a virtual community, in contrast to websites where users are limited to the passive viewing of content that was created for them. Web 2.0 offers all users the same freedom to contribute. This opens the possibility for serious debate and collaboration. Web 2.0 technologies provide teachers with new ways to engage students and even allow students participation on a
global level. By allowing students to use the technology tools of web 2.0; teachers are giving students the opportunity to share what they learn with peers. By making the shift to a web 2.0 classroom, teachers are creating a more open atmosphere where students are expected to engaged and participate actively in class discussion. In fact, there are many ways for educators to use Web 2.0 technologies in their classrooms.

One of the most significant differences between web 2.0 and the traditional World Wide Web (retroactively referred to as Web 1.0) is greater collaboration among Internet users and other users, content providers and enterprises. There is no clear-cut demarcation between Web 2.0 and Web 1.0 technologies, hardware and applications. The distinction is, to a large extent, subjective.

“The web has the potential to radically change what we assume about teaching and learning, and it presents us with important questions to ponder: what needs to change about our curriculum when our students have the ability to reach audiences far beyond our classroom walls?” (Will Richardson, 2001, pp104).

Web 2.0 tools are needed in the classroom to prepare both students and teachers for the shift in learning.

“The self-publishing aspects as well as the speed with which their work becomes available for consumption allows teachers to give students the control they need over their learning. This control is the preparation students will need to be successful as learning expands beyond the classroom.” (Collins and Halverson, 2010).

**Some Common Web 2.0 Applications**

**Blogs** (electronic journals) A blog is a discussion or information site published on the world wide web consisting of discrete entries typically displayed in reverse chronological order. Until 2009 blobs were usually the work of a single individual, occasionally of a small group, and often were themed on a single subject. More recently “multi-author blogs” (MABs) have developed, with post written by large numbers of authors and professionally edited. MABs from newspapers, other media outlets, interest groups and similar institutions account for an increasing proportion of
blog traffic. The rise of Twitter and other “micro blogging” system helps integrate MABs and single-author blog into societal new streams.

E-forums (online forums- synchronous and asynchronous)

On-line discussion groups allow students to communicate different times and from different places. Teacher can create own e-forums. Social media applications like Face book allow online group discussions.

Wiki

A Wiki is a webpage or set of web pages that can be easily edited by anyone who allowed having an access. Wikipedia is a good example of wikis. Wiki is a useful collaborative tool that facilitates the production of a group work. Wiki pages have an edit button for editing and deleting.

Podcasts

A digital audio file of a broadcast can be automatically downloaded from the Internet to an audio player.

Vodcast- a Vodcast is a podcast that contains video content.

Student-Teacher Collaborative Blended Learning Experience in Web 2.0

1. Face to Face Dimension

   Students and teacher read literary texts in the classroom.

2. Online Learning Dimension

   Writing a blog (electronic-journal) - Learners work individually on the computer at home, computer labs in colleges or cyber café. They can register on a website for an electronic journal-www.blogspot.com

3. Communication with peers online-

   • Students give e-journal website addresses to fellow classmate. Teacher sets up a collective blog for all students to respond to each other’ comments and to interact with teacher.
   • Students share their reading experiences.
   • Students reflect on peer reading of the texts and teacher’s lessons.
   • Learners criticize/ comment on each others’ blogs.
4. **Communication with author and classmates online**

Teacher invites author of text to respond to students entries (blogs) in the common blog which had been set up by teacher. Author responds to students’ entries. Then, students respond to author’s entries. Students reflect and comment on classmates’ and author’s entries.

- **Face to face learning: watching a performance of the play**

Learners have first-hand experience of watching a performance of the text. Learners’ reading and performance of the text can be compared.

- **Face to face Learning: interaction with authors and director**

Students have dialogue with authors and production crew. There is an active learning process and critical thinking.

- **Online learning activity: posting blog entries**

It is responding by watching the play, sharing experience with peers and having a reflection on watching the performance and interacting with actors and director.

- **Online Learning Activity**

There are writing postings in individual electronic-journal (blogs) and their reflection. This blended learning experience facilitated including:

  - Reading (face to face)-Teacher-led
  - Experiencing (face to face)- Teacher led and Student-centered
  - Critical thinking(face to face and online)-Student-centered
  - Connecting (face to face and online)- Teacher- led and student-centered
  - Reflecting (online)- student- centered

- **Closing Remarks**

Blended learning enhances active teacher-student collaboration in the learning process. Research findings indicate that there is a higher level of achieving learning outcomes through blended learning.

So in the 21st century, the roles of teachers and students have been changing. Teachers, from controllers, have been shifting to facilitators, while students who are previously passive are learning how to be more active. Blended learning prepares students to be more proficient in literacy, digital literacy, critical thinking,
communication and life-long learning. In the changing scenario it is the need of time to change ELT and reshape it with opportunities and web 2.0 will play an important role in the future of the society. Whether that role is ultimately fulfilled will depend on fresh, creative thinking and a firm commitment to move toward with the application of web 2.0 for entering in this competitive global world.

Technology is very effective for language teaching but it should not be taken as a substitute for a teacher but as a supporting aid. Availability of the tool is one thing; effective utilization of the tool is another. The role of all the technologies will only develop with the progress of research and training because it is not the technology but the pedagogical use of technology that determine the effectiveness of all equipments.

“The teacher and the students need to go beyond the books: not merely in the sense of using supplementary material whether print or audio-video, but in the sense that they use the books and materials offered by curriculum planners merely as starting points for planning other activities which may model themselves on the given materials; the latter now acting merely as a trigger serving as an example of the possibilities for shared experience and communication in the language classrooms” (R. Amritavalli, pp234-236).

It is in the context of this enlarged view of the role of the language teacher that the use of multimedia material making sense.

“Just as in our everyday life we gather information from a variety of media sources, so also the language classroom is now opened up to let in the newspaper, the radio programs or audio cassette and the television programs or video cassettes (Agnihotri and Khanna pg. 185-186)”

This suggests that language cannot be acquired by putting learners through a series of linguistic hoops grammar. Technology serves for all those external factors to facilitate the learners and it creates language awareness in the learners as this awareness is defined by Carter as ‘the development in learners an enhanced consciousness and sensitivity to the forms and functions of language and Bourke calls it ‘linguistic problem-solving.’

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