2.0 Introduction

The change of time has also brought a change in the basic concepts like teaching, the teacher and the learner. The traditional role of a teacher has altered to that of a facilitator. In this technological age, it is defined as follows:

Our role as teachers in the technological age is not only to impart new knowledge, but to give students the tools to acquire knowledge, to recognize the value of what they see in books and software as well as on Internet.¹

English Language Teaching (ELT) is a constantly evolving field adding innovative inputs into its ever expanding horizons of knowledge. In the past, the changes in a language used to be felt in about a decade; but the length of the period is reduced in this technological/scientific age. The innovations and inventions carried on in various fields are making this pace of change directly proportional to the changes in the languages. This change can be seen heavily on English, because, new and needed vocabulary is added constantly by these innovations and inventions.
The fast occurring changes in English make its teaching very challenging, creating a myriad of practical problems. Even the objectives and goals of teaching the language are constantly changing with the changing times, thereby increasing the teacher’s responsibility. Hence, the teaching/learning of English demands a thorough knowledge of the special features it is endowed with.

English teaching in India followed a one-way approach where the language is expected to flow from the teacher to the taught. In this process, the learner is always at the receiving end, playing the role of a passive listener and a silent observer. The job of a teacher has been confined to some discourse delivery to the learners with similar objectives without any kind of interaction of the learners. But, at present, English language teacher in India has to confront a complex situation: heterogeneous conglomeration of students in the classroom, their diverse language needs, adaptation of a suitable methodology of teaching and assessment of the success of their learning. Since competence in English language, be it oral or written, is considered as the deciding factor in the employment market, the learners look up at the language teacher to cater to all their communicative needs.

Situations of such challenging nature do not match the traditional patterns of teaching English, because teaching of a global language involves imbibing other affiliated language skills along with the communication skills. Hence, the time is ripe for teachers to consider
the suitability of the methods followed by them and create new and suitable methodologies, if required. The technological innovations have also helped the field of education by creating considerable course materials to study a subject online. The English teachers of the present era should make their teaching effective by utilizing the technological resources that are widely available. In the recent years, the researchers in the teaching of English as a second and a foreign language have focused on resolving these challenging issues by constantly working at identifying suitable methodologies and at directing language teaching towards learner-centeredness. As a result, a number of teaching methods and materials came into existence. The teacher can utilize the existing resources depending on the needs of the learner and the environment. In addition, if the methods do not match the requirements, the teacher has a facility to tailor the immediate material at disposal by adding innovative inputs as and when required. The fact is that a learner can become proficient in the target language if four conditions are fulfilled: the motivation, a committed teacher, a suitable method and conducive materials; and, the success does not depend on the number of years, spent for learning.

The learning of a language and the acquisition of a certain amount of proficiency depend not so much on the number of years it is studied but very much
on the motivation of the students, the types of teachers, methods of teaching adopted and instructional material designed.\textsuperscript{2}

The development in the field of English Language Teaching (ELT) has proved that teaching a language requires much more than the proficiency of a teacher in that language. In fact to develop into a full-fledged discipline, ELT has taken many inputs from a number of fields such as applied linguistics, psychology, etc. The current trends in practice can be understood only when one goes through a historical overview of the developments and the contributions that are made to the field of ELT. The field has undergone tremendous changes with new knowledge gained in the related fields. One can attribute the evolution of modern language teaching methodologies to the basic methods that were employed in the early times. The early beginnings of language teaching find their roots in the teachings of scholars of Sanskrit, Greek and Latin languages. A brief note on the historical factors of the language teaching methodologies from ancient times to the recent trends in the language acquisition may be given as the backdrop for the latest scenario.

2.1 The Beginnings of Language Teaching

The relation between the research in a field and its teaching is poignantly stated in the following words:
A language teaching theory will strive to provide a conceptual framework devised for identifying all factors relevant in the teaching of language and relationships between them and for giving effective direction to the practice of language teaching supported by the necessary research and enquiry.\textsuperscript{3}

Greek and Latin were the popular languages of the ancient periods; and, the assumption was that speaking a language well was the first step for an individual if he desired to become a scholar. So, in the earlier times, the language teaching began mainly with teaching oral skills and effective communication. Grammar rules were taught in a phased manner to help the learners analyze the structures. As the teaching of a language was done by the mother tongue speaker of that language, the situation did not demand specific norms for teaching. Hence, the classical Greek and Latin periods were characterized by emphasis on accuracy and fluency in speaking in the language for getting identified among the elite group. The teachers thus followed the Direct Method to deliver the form and function of the target language among the learners. They used “aural-oral” technique without any formal text book; they used, rather

a small stock of hand-copied written measurements of some sort, some crude text books or dictionaries
that listed the words equivalent in meaning of the two languages side by side.  

While the Renaissance awakened the common people to education, the invention of the printing press helped propagate the study of different fields, more so, the formal study of Greek and Latin. European vernaculars took the cue from the study of the classical languages and people started showing enthusiasm to learn and communicate in different languages. Slowly the vernaculars became popular and developed into full-fledged languages each with its abundant literature of their own. Though the popularity of these two classical languages had reduced considerably, it was compensated by the development of the vernaculars; gradually interest in developing the teaching methodologies of these vernaculars also rose. The situation marked a new beginning in the development of language teaching methodologies with the focus being shifted towards usage.

Thus, by the seventeenth century, the language exponents realized the significance of functional aspect of a language and gave high priority to it while designing the language courseware. Johann Amos Comenius, a Czech scholar and the most famous language teacher of that period, published books on language teaching techniques between 1631 and 1658. This can be considered as the first attempt towards systematization of language teaching methodology. Comenius
followed the Inductive Method of teaching language with focus on use rather than on analysis. His views held sway for a certain period of time.

At the beginning of the nineteenth century the systematic study of the grammar of classical Greek and Latin texts once again gained momentum in the European schools. The language teachers were of the opinion that the analytical Grammar Translation Method, which was followed to teach Greek and Latin, was also the most ideal method of teaching any modern language. For some time there was a vacillation between analysis and functional aspects of teaching a language. By the end of nineteenth century the functional aspect won over the other aspects.

The Direct Method of teaching was given priority as the language teachers opined that the learning could be more effective if the target language is used for imparting instruction. That remained the popular method for some time, especially in Germany and France, where the language teachers followed that method to teach a foreign language. Again at present, the Direct Method is used with a different nomenclature; it is called Immersion Method in which the learners are left for a considerable period totally under the care of the foreign language teacher who does not know their mother tongue. In almost all the European countries this method is used to teach English to their school students.
2.2 Phases in the Teaching of English

Real learning of a Language takes place only when the learners are made to think in that language. The following statement throws light on the necessity to comprehend the language system before one starts the task of teaching or learning a language:

If we are teaching English, we must familiarize our students with those contrastive values which are set up in the system of English and if we want our students to progress beyond the stage of superficial pattern practice and begin to think in English we must teach them to categorize directly in terms laid down by the system of the English language.5

The social turmoil that the world underwent due to the two world wars and the consequent happenings made English language occupy an elevated seat as the *lingua franca* of the politically dominant races of the world. For the first time it became the most necessary language for global communication, particularly with the advent of the World Wide Web and the Internet. With the increasing demand of the people towards learning English, more research is being done on its teaching materials and methodologies, to both native and non-English speaking countries. Thus, training programmes like TESOL, TEFL, CELTA and DELTA became accepted world-wide.
The events that lead to the development of the teaching and learning of English can be identified with the chronological occurrences in the world. Some language exponents offered to demarcate the teaching/learning situation supported by valuable evidences to the methodologies employed during those periods. According to a language exponent, Stern, the teaching of English can be traced back to the 1880s. He demarcated all the particular phases into periods. Thus, ELT comprises broadly of four periods:

Period I: 1880 to World War I

Period II: World War I and the interwar years to 1940

Period III: World War II and the postwar decades to 1970

Period IV: Seventies and early eighties. 

Period I: In 1886 the International Phonetic Alphabet (IPA) was established as part of the research on language teaching that was going on all over the world. These phoneticians carried the reform movement forward by making a truly scientific contribution and enlisted a set of principles for language teaching. The following are the tenets that these phoneticians advocated:

- The spoken form of language is primary and it should be taught first.
The findings of phonetics should be applied to language teaching;

Language teachers must have solid training in phonetics;

Learners should be given phonetic training to establish good speech habits.

By then it was widely realized that learning a language was more a skill and not based on understanding about it.

The power of expression in a language is a matter of skill rather than merely meanings and rule.\(^7\)

The Modern Language Associations of Great Britain and America were formed in 1892 and 1893 respectively. The period witnessed true scientific development in the field of ELT and added many dimensions in language teaching/learning to the comparatively simpler methods of the earlier classical period.

Period II: This Period was more influenced by the research carried on at the time in the discipline of Psychology. The concept of the mental involvement of the learner was considered more important.

Language learning is essentially a habit forming process, a process during which we acquire new habits.\(^8\)
This period focused on developing principles for vocabulary acquisition and producing specific course material. So, graded readers were produced as part of English teaching curriculum. The teachers followed the principles of the school of behaviourists who insisted on systematic drilling of the structures as they believed that language learning is nothing but habit formation. It also insisted on the affinity for the learner with the course material. The syllabus, thus, consisted of language items designed, keeping the cultural, linguistic and cognitive needs of the learners in view.

The influence of the Direct Method grew with every language expert supporting it as the most effective method in teaching a language. However, the method did not prove to be effective in the contexts where the language teachers were not the native speakers of target language. Teaching a foreign language proved to be a very challenging task to the school teachers. With the numbers of English learners and non English teachers increasing manifold the method gradually lost validity, mainly because of this limitation it carried with it. Then, the language experts in the US endorsed the Reading Approach in teaching language skills. Till the 1940’s this method held sway.

Period III: With the sudden break of the World War II, the language teaching situation underwent drastic changes as there arose an urgent need for efficient language teachers who could impart foreign language skills to learners at fast pace. The situation gave birth to
Audio-lingual approach which soon gained prominence due to the use of machinery for teaching. The approach was based on the principles of structural linguistics and behavioural psychology.

In the year 1957, BF Skinner’s *Verbal Behavior* and N. Chomsky’s *Systematic Structures* were published. In India, Michael West championed the cause of structural approach in teaching of English in the sub-continent. After 1957 linguistics developed into a discipline; it was followed by the establishment of TESOL in the US in 1966. The US passed the Official Languages Act which established English and French as the official languages of the country.

In Britain the Oral-Situational Method to language teaching was considered important and language teachers started following this approach. The method was based on teaching language around possible real life situations that could give the learners the required opportunity to practice the needed structures in the target language. The first language teaching laboratory was established at Ealing College, UK in 1961.

Language learning means plunging head-long into a series of completely different experiences. It means exposing oneself to situations where the use of language is required.\(^9\)
During that period, India also was facing the pressure to decide on its national language policy. The Kothari Commission proposed the three language formula during the year 1966 with English as the second language. The teaching methodology consisted of teaching the structures; and, the primary focus was on teaching of the content based literary text books, which were prescribed under General English.

Period IV: This period witnessed tremendous changes in the ELT. The psychology-based methodologies were given more focus. Approaches such as the Silent Way and the Community Language Learning, originated in this period. The teaching laid emphasis on the learner giving the priority to the needs of the learner. Communicative competence was highlighted; hence, the course material contained items necessary in the social contexts. Fluency in the target language was identified as the purpose behind learning and teaching.

Thus, till the end of the twentieth century about nine language teaching methodologies were followed among the world nations. However, the success of any method or approach depends on the situations and the specific needs of the learners. So no method could be considered universally valid for every period of time and situation. The language teachers had to be flexible while deciding upon the type of approach adopted, the method followed and the techniques used to successfully deliver the target language skills.
We need instruction in general teaching method, in selecting what and how much to present, in planning a lesson, utilizing all kinds of experiences, visual, auditory, imaginative and kinetic.\textsuperscript{10}

Thus, the research done in the field of English Language Teaching received considerable assistance of the researches done in Linguistics and Psychology to make or modify its teaching methodologies from time to time.

\textbf{2.3 An Introduction to Communicative Language Teaching (CLT)}

The last quarter of the century identified Communicative Language Teaching (CLT) as the most innovative way of teaching English as a second or foreign language.

The communicative approach (to language teaching) aims at developing the communicative competence of the learners which would include the learners acquiring the knowledge of communicative functions of the language and the linguistic means to perform the different kinds of functions.\textsuperscript{11}

The goal of this approach is directed towards inculcating communicative competence in the target language. The teaching materials, course curriculum and methodologies are designed to meet
the aims and objectives of the course. The aim of CLT can be understood well by focusing on the objectives given in the ELT guidelines published by the Japanese Ministry of Education, Science and Culture (Mombusho). They are:

To develop students’ ability to understand and to express themselves in a foreign language; to foster students’ positive attitude towards communicating in a foreign language, and to heighten their interest in language and culture, thus deepening international understanding.¹²

The above lines explain the changed scenario in the language teaching context where focus is on competence in the target language. There has been a shift in the attitudes of the language exponents, who once discussed structural and behavioural aspects, have begun working on the functional aspects of the language. The teachers of the English as second or foreign language identified communication in terms of the skills: Listening, Speaking, Reading and Writing (LSRW). These skills provide the needed framework for deciding on the approach, methodology, tasks and a conducive course material. The teacher education programmes are also based on these skills.

The four skills have been categorized into two types: productive skills and receptive skills -- Speaking and Writing, Listening and Reading, respectively. Communication was considered as a collaborative task of
sending a message and receiving it. This collaboration was dependent on the following aspects:

Interpretation, Expression and Negotiation of Meaning.\textsuperscript{13}

Thus, communicative competence in the technology driven era carries with it not only the grammar rules but also pragmatic competence. In order to achieve this standard the teaching methodology has to integrate all the skills of the language in the process of imparting instruction to the learner. The structural and the behaviourist models are substituted with the comprehensive models of teaching English. The following lines throw light on the importance of integrating skills for good communication.

The principle of proportion does not necessarily imply equality of treatment not even a fixed standard of ratio. It simply means that all the items in the whole range of subjects and aspects must receive an appropriate degree of attention so that the students’ knowledge of them may ultimately form a harmonious whole.\textsuperscript{14}

The contemporary CLT finds its roots in the changing global economic scenario. A number of immigrants consider the US and the European countries as destinations for their professional and economic
advancement. These aspirants have to get familiar to the social and the cultural contexts of the western markets. Keeping in view the changing needs of the market, the ELT has focused upon the “Functional-Notional”\textsuperscript{15} approach to design the syllabus. There has been tremendous development during this period with exponents of language teaching concentrating on suitable course designs and preparing conducive resource materials for the teachers.

Since the purpose of learning the skills of a language is effective communication in that language; the notion that an individual should perform competently whenever the need arises has helped the courses and the classrooms to become more focused. The classroom cannot be viewed as a real place for using the skills but only as a place for rehearsal. Therefore, the curriculum design has to focus on the genuine needs and interests of the learners. Moreover, the curriculum has to create scope to the learner to function appropriately in the real situations. The CLT is an innovative language methodology with its slogan that the learners’ communicative competence should be developed for real life encounters. The commonly referred terms of CLT are “process-oriented,” “task-based” and “inductive or discovery oriented”\textsuperscript{16} Thus, CLT cannot be viewed as static and can never be interpreted in terms of a constant situation or context. Hence, the material design has to focus on different contexts and changing objectives.
As a language methodology, CLT was gaining strong ground in the western nations; still, its entry into India has been slow. As English has been in existence for more than two centuries due to the colonial rule there developed classes of people with varying needs and different proficiencies. But this affiliation with English and the English education also had its negative dimension. The countries which started learning English from 1960s readily adopted English Language Teaching methodology as prescribed by the experts of the field. But India, which began English education in 1830s, found it difficult to change the old materials and methodologies. As a result, till the recent times, the General English courses offered at school and college levels continued to be content based and never aimed at improving the proficiency of the learners in the language. But globalization has brought its impact on this arena too; and, it is in the past one decade that Indian universities and school boards have focused on teaching English as a language.

The international language courses offered to the English trainers such as TESL, TESOL, TEFL, CELTA, DELTA etc. by the UK and US also have helped change the focus on the teaching of English. Renewed methods in second language learning with the use of new technology, various methodological innovations and teacher education schemes have been established on the lines set by these courses. The fast changing scenario has also imposed a compulsion to adopt various concepts established by the researches in the field of ELT
field. Whatever the focus of these concepts, it establishes the importance of English; it is English that everybody needs:

It is commonplace to state today that English is the unrivalled *lingua franca* of the world, and it is rolling ahead like a juggernaut. In our age of globalization, Fisherman’s remark that ‘the sun never sets on the English Language’ rings truer than ever.¹⁷

The statement ascertains the necessity for every nation to teach English to enable their people to participate in the global affairs.

### 2.4 English as Second Language

The language pedagogy identifies the status of a language in terms of the relationship that exists between the language and its learners. As the majority of Indian students have their own vernacular languages as their native tongues, English is given the status of a second language in the Indian education system. In India English cannot be treated as a foreign language because of its affiliation with the people; hence, it is considered as a second language and enjoys the status of L2 whereas the mother tongue of the learners is L1. While the concept of foreign language does not attribute any significance within one’s own nation the second language occupies a special position with a recognized function in a country. It enjoys an
official status which a foreign language does not possess. Since a second language enjoys such official/associate status, between the two, the second language teaching/learning is more important. English is learnt in India as in a few other Asian countries as a second language as it has importance because of its varying needs such as pursuing education or career, participation in the political and economic life of the nation etc. Hence, organizing English teaching in the classrooms of India must be as effective as possible. The teachers have to make the atmosphere in the classroom as interesting as possible to sustain the attention of the learners during the class and also to help them in their future endeavours.

The teachers of English in India have a twofold problem: while the learners come from varied backgrounds with different language proficiencies and attitudes, the other dimension is the influence of their respective mother tongues on learning English. The feature of Mother Tongue Influence (MTI) is considerably strong in India. Moreover the language learning habits get transferred from the mother tongue to the other tongue. So in the average Indian class, where most of the learners are still first generation scholars, teaching of English becomes a very challenging task. The course designers, material producers, methodology directors should help the English teacher – the player in the field – by providing suitable system, keeping the relationship between the L1 and L2 (the Indian vernacular and English) in their view.
The learning involves the transmission of a ‘feeling’ for the language and of a command of it, a process which cannot be achieved unless the giver’s own grasp of the language is confident and secure.\textsuperscript{18}

A mother tongue is learnt through exposure and experience, whereas the learning of a second language is a conscious process which goes on under some constraints. A learner is self conscious throughout the inculcation process. The individual is concerned with the why and what aspects of the target language before he begins to internalize the elements that govern it. This difficulty interferes in his learning as he frequently transfers the native language habits into his second language learning. The teachers of second language, therefore, have to be conscious of the intricacies of learning a second language such as these, before beginning to teach the target language.

\textbf{2.5 The Principles of Language Learning}

As a language teacher one has to realize the fact that learning involves complex processes and the formulation of the teaching objectives should be done suitably. The learners on their part have to be conscious of the objectives that comprise the second language acquisition. A few of the principles enumerated by language teachers comprise the following:
The ability to speak a language makes the process dynamic; hence, speaking should be accompanied by right pronunciation.

Elements of the language can be learnt by mocking appropriate real life situations in the classroom.

The situations need to be selected and graded.

The forms have to be repeated for consolidation in the learners.

The learners must be given an opportunity to experience the language through practice, not simply understand its working.

All the major and minor skills must be taught concurrently; but, individual attention has to be paid on each skill during teaching.

The language must not be taught by translating the principles into the mother tongue of the learner. Since every language has its own unique form and function it is more beneficial to teach the target language itself rather than wasting time on comparisons and contrasts between L1 and L2.

Teaching of the language must pay attention to the wrong pronunciation, erroneous grammatical structures and inappropriate syntax, which should be corrected at the earliest.

The teacher has to lay emphasis on the cultural aspects of the second language since it is possible that the learner interacts with the mother tongue speakers of that language.
The text books and the supplementary readers must be considered only as teaching aids and the teaching of a language must go beyond the syllabus prescribed in the form of books.

Imitation plays a vital role in a language learning situation; hence, a teacher has to serve as a role model to the learners.

A language teacher’s job is easy if the teacher follows the old precept: “If you want to teach Greek to John, you should know Greek, you should know John and you should know how to teach Greek to John.” This means, the English teacher should know English, understand the learners and be thorough in the methodology of teaching. It also means that the teachers who do not possess the needed command on English, who are not interested in understanding the problems of the second language learners and who do not have the right methodology, would not succeed in the field of English teaching.

2.6 General Difficulties in English Language Teaching

After fifty years of teaching English, the efficient teachers have discovered that they should not confine themselves to a particular method of teaching but use the Eclectic method choosing the features from a variety of methods available. The lone criterion for this choice is its suitability to the needs of the learners and their background.

Still, a number of limitations pose as stumbling blocks in the process
of achieving the desired objectives. Some commonly faced difficulties of a language teacher are as follows:

1. The available time in the curriculum of teaching is very limited. So most of the time the teacher rushes through the syllabus and the learner does not get sufficient time to master the skills of the language.

2. In the learning and teaching of a language the outside atmosphere too matters. In most of the language learning and teaching situations students do not get sufficient opportunity beyond the class room to use the language; and, in such situations the learning gets affected.

3. The course materials play a vital part in imparting the skills of a language. If the materials are uninteresting, the motivation levels of the learners get affected.

Therefore, a favourable atmosphere keeping in view all the aspects of learning must be created to impart skills among the learners. The situation in most of the language teaching classrooms is appalling as the teacher confronts ill-equipped surroundings, overloaded syllabus and examination-oriented attitude. In such circumstances teaching aids and materials can assist in making the classroom teaching interesting and effective. The language items taught with the help of teaching aids play a vital role in a second language atmosphere where
the students’ exposure to the target language mostly gets confined only to the classroom. In various situations the cultural alienation is found among the students and, as a consequence, they fail to understand the given language items in the text as they are out of the familiar cultural and social contexts. In such circumstances, teaching aids serve the purpose of getting the learner acquainted with the item presented.

2.7 The Language Teaching Aids

Language acquisition and methods employed should make teaching as effective as possible; and this should be the primary concern of a good teacher. The curriculum should necessarily comprise of formal and informal situations which assist in overall interaction and enhance the learner’s competency in the target language. English learning process, thus, needs to be more real life oriented which helps the learner to use the language effectively in real situations. However, at present, the learning and Teaching of English are more syllabus based and examination oriented, and in no way, help the learner to communicate. Most of the learners end up acquiring good marks in the target language with very poor communication for real life. In the words of some critics, the language teaching in India is less practical and more theoretical.
You seem to do well in matters requiring abstract thinking; for things practical and requiring manipulative skill, you do not seem to care very much.\textsuperscript{19}

The above words need special emphasis, more importantly for a teacher, as one has to give a serious thought at language acquisition aspect which is a prerequisite for communicative competence.

At present, where the teacher and the taught do not have enough time to spend on learning the target language satisfactorily, technology can be made use of to compensate the limitations. Mere classroom teaching which suited the learners in the past is proving insufficient to the changed scenario. Then teaching aids could be used to effectively present the language items. In the present scenario with the classes crammed with a number of learners the teaching aids can help save time and effort of the teacher. As language learning depends on “imitation”, “repetition” and “consolidation” the machine could do this duty effectively saving the teachers from some of the burden. With the help of the teaching aids a teacher can develop a certain level of confidence that the learner is following what is being imparted. According to the educational psychologists, the learning conditions for language acquisition are:

- The learner should actively engage in the subject he/she is learning. This is possible only by participation in the classroom
activities. The teaching aids are designed to offer an atmosphere for participation.

- The language learnt in the class should help the learner to use it outside the class. The classroom teaching has to be as closer to real life experience as possible. In such learning situation teaching aids give the pleasure of taking the learner as close to real life as possible.

- A classroom atmosphere demands continuous exchange of information or communication among the teacher and the learners. The understanding gets strengthened when the words taught are depicted through visual aids, such as pictures and charts.

- The teaching material is graded according to the level of the learners. Often it proceeds from simple to the complex, from known to the unknown, etc. TV programmes and activities in the language laboratories are designed keeping this point in view.

- Any class has fast and slow learners. Then teaching aids like graded texts, programmed instruction offer excellent help by making the learner work at his/her own pace.

- The advanced teaching mechanisms such as language laboratories offer individualized attention to the otherwise
crowded classroom where it is difficult for the teacher to pay attention on each individual.

- Every learner is eager to know whether the way he adopts is right or wrong. The auto correction techniques in language laboratories give scope to the learner to evaluate his/her performance from time to time and proceed in the right direction.

The teachers have to take cue from the unlimited advantages that the technology provides, and design their teaching timetable accordingly. The following lines elucidate the benefits of teaching aids clearly.

If the student sees, hears, feels and even smells the material he is learning, he will understand it better.

Audio-visual aids are specifically recommended because they help most in engaging many of the senses of the learner.\(^\text{20}\)

The teachers have to provide a learning context beyond simply completing the syllabus.

However, teaching the verbal aspect of a language alone does not complete the teaching of communication. The visual and vocal aspects of communication could better be taught through “a picture”: “a picture is better than a thousand words.”\(^\text{21}\) The audio-visual aids
strengthen the meaning that has to be conveyed, making the communication more clear.

The foreign/second language teachers especially need the teaching aids, particularly the visual aids in order to demonstrate the alien cultures to the learners. Watching something new enhances the learners’ motivation. The response of the learners towards audio or videos, CDs and films proved to be tremendous when compared to the listening to the classroom lectures or limited explanation given by the teacher.

2.8 Various Teaching Aids for a Language Teacher

A. Mechanical Teaching Aids:

These are: 1. The Black Board, 2. The Flannel and Magnetic Boards, 3. The Wall Pictures, 4. Flash cards and 5. Posters

All these teaching aids fall under the category of mechanical teaching aids. The advancement of science and technology facilitated the development of sophisticated teaching aids. These are more advantageous and ease the burden of the teacher for making them.

B. Technological Teaching Aids:

1. Tape Recorders and Gramophones, 2. Overhead Projectors (OHPs),

Thus Radio and TV are serving as powerful media of the educational technology.

**C. Print Media**

1. Newspapers: Their availability and inexpensiveness are the advantages for their use in the second language teaching classroom.

**D. Electronic Media**

The entry of technology into the field of education has altered the role of a teacher. As the technology can do most of the duties of a teacher, the present day teacher has to act like a coordinator between the students and the technology. Hence, the teachers today are termed as facilitators:

The emphasis in the new era of language learning is on construction as opposed to transmission of knowledge. ‘A teacher cannot be simply a knowledge dispenser.’ He or she must be a ‘facilitator’ as well.21

The Computer is the leading technological tool in the recent years.

1. Computers

With the development of new technologies, there occurred sweeping changes even in the arena of educational technology. The researchers
started looking at using the new technology in the language teaching field. The origins of the educational technology can be traced back to the 1940s. The computers became valuable assets in the second language teaching/learning situation as they possess tremendous capacity to retain and retrieve information as and when required, and also have facility to store voluminous material. Computers assist in imbibing the language skills in the following ways:

a) Practice exercises:
Language learning mostly comprises of imitation and repetition of new language items. Computers offer vast amounts of language materials for drills and practice. The teacher might get exhausted in providing a number of examples; but, a machine tirelessly offers as many learning exercises as possible that the user requires.

b) Flexibility in Testing:
Testing is a significant part of learning process. It is the feedback mechanism where both the teacher and the taught can test their respective success levels. The manual testing mechanism involves not only considerable time for the preparation but also consumes a lot of stationary involving huge expenditure. The process does not end there; the teachers have to spend their precious time to correct them and help the learners understand their mistakes. Both the expenditure and the time consumed for this traditional procedure of testing could be saved by using a computer for evaluation.
c) Storage Capacity:

Computers have large storing capacity of information in their data bank. This information is usually arranged in the user-determined categories. An individual in need of any language query can utilize the concordance programs and the linguistic corpora. A concordance is a type of index that searches the occurrence of a word or combinations of words, parts of words, punctuation, affixes, phrases or structures within a corpus and can show the immediate context. The output from the concordance search can be used in the preparation of teaching materials. Teachers can create language items using this material. Concordance techniques and corpus linguistics are growing fields in second language acquisition and teaching.

d) MUDS and MOOS: Multiuser Domains (MUDs) and Multiuser Domains Object-Oriented (MOOs) help in making stories establish highly creative environments, full of objects that allow others to use, to manipulate and to investigate. The learners can navigate through space and create new stories. The users engage in dialogues, they identify discreet messages and passages which are secret as they keep moving in the creative “space.” The learners engage in interaction while playing the game. Thus the facility provides enhancement of communication by provoking the game players to use the language sometimes in planned manner (i.e., while writing) and sometimes in unplanned ways (i.e., while interacting in the virtual space
provided in the game). The MUDs and MOOs, not only engage students in communication but also necessitates in them the urge to explore by “foraging” for information which is crucial for the process of learning.

e) Computer Mediated Communication (CMC):

The more sophisticated micro computers of the modern era, often used in educational institutions, are interconnected and serve as tools for communication among the users. This facility makes the system the natural choice for the acquisition of the language skills. Microcomputers can be used in language classroom as they help in creating authentic material for language learning.

1. E-Mail: It is the most popular tool for communication among the computer users. It offers access among students, between a teacher and a learner and between the student and others outside the classroom.

2. Chat: Though it is considered as informal mode of communication, much of the communication is carried on written basis. Chats can be used as emails but their only advantage is: unlike emails, the response is spontaneous.

3. Internet: It is the Internet that has brought the real revolution in the field of Information Technology. The production, exchange and spread of knowledge have become so easy that the national boundaries have become notional. It brought tremendous
changes in the field of education too as the horizons of knowledge have been pushed far off. On-line courses have been developed widely, with a number of websites offering tutorials in learning English. In the field of higher education, especially, proposals are at offering full-fledged on-line courses.

The social pragmatists opine that on-line learning becomes more convenient with the user-friendly mechanisms and constraint-free atmosphere in communication. All these aspects pose a fresh set of issues at the disposal of a teacher. The social pragmatists argue as follows:

Envisioned change will not happen or will not be fruitful language until people look beyond the simplicities of information and individuals to the complexities of learning, knowledge, judgment, communities, organizations and institutions.\(^{22}\)

In this context, Penny Cook exemplifies the validity of learning as a system which is not confined to learning mere facts of that field; any learning according to him has a global context:

Given the global and local contexts and discourses with which English is bound up, all of us involved in TESOL might do well to consider our work not merely according to the deductive meanings often
attached to labels such as teaching and English but rather as located at the very heart of some of the most crucial educational, cultural, and political issues of our time.\textsuperscript{23}

The integration of technology into teaching and learning has become essential for a modern language teacher who has to cater to the needs of the computer generation in the technology environment. The overall increase in the computer literacy among the younger generation could be advantageously used by the English teachers to improve the language skills of the learners. The computer assisted instruction paved way for efficient teaching with equal attention on every student. The changing nature of the computers with its computer based material, namely, CALL (Computer Assisted Language Learning), is providing promising results both to the learners and to the teachers. The challenge before teachers is on how to make judicious use of the technology in order to use it to enhance the learning skills of the learner.

Thus, the entry of computer into the ELT arena brought with it not only changes in learning methods but also rapid changes in the educational and social roles of the teacher. The competency of language teachers now remains on how efficiently they can use the technology resources to enhance the communicative skills of the learners. The handling of the multimedia tools to achieve the desired
objectives provides an innovative dimension to the pedagogical aspect of a language teacher.

According to Bruce and Hogan,

as technology becomes the normal means of communication and education, important changes will take place in expectations about the abilities students have to acquire to be successful language users.24

The English language users of the modern age thus have a necessity to learn the skills of the language not only for pursuing their higher education but also for interactions in the outside world. The communications might vary in forms such as paying a bill through the credit card or making a booking through web resource, etc.

Effective CALL has a requirement to balance the three aspects of approaches, resources and tools. Such balancing can be achieved when the language teacher takes three decisions to develop the goals/objectives prescribed. The decisions would be in the following order:

The teacher has to first decide the language learning goals.

Then fix the methodology and the pedagogical approach.

The type of technology required to process the task.25
Other objectives of CALL tasks should be developing learners’ social identity in the target culture, increasing their computer literacy, strengthening their cultural awareness or developing strategies for language learning. In the process the teachers should remember the guidelines given by language exponents like Skehan being aware of the problems of acquisition of a second language, he provided a few steps to make this acquisition process an unconscious one. With the use of CALL it becomes easy to make the learners feel a one to one interaction which is helpful in making them less conscious. The following are the guidelines:

1. Careful choice of target structures.

2. Preparation of meaningful tasks.

3. Grading and sequencing tasks for a balanced development.

4. Making the learner imbibe the form through attention towards the content.


Skehan also added that language acquisition also should include fluency, accuracy and complexity. Acquisition pertains to increasing the levels of the three in a learner.
Thus, the technology has come to be a resourceful tool for multimedia presentations, communications at chat rooms and video conferences. The future predicts that a home tutor mechanism which facilitates learning involving interface and tasks through machines. The artificial intelligence is going to invade virtually every field, bringing with it innovations in the teaching of English.

With continued research and development in laboratories the world over, the ongoing research promises a number of innovations in the arena of language learning and teaching. The author explains the nature of CALL material by saying,

Because of the changing nature of computers, CALL is an amorphous or unstructured discipline, constantly evolving both in terms of pedagogy and technological advances in hardware and software. Change is also occurring with advances in computer literacy among both teachers and learners.27

The field has permeated into allied fields since language assistance is of immense help to technocrats and other specialists who pursue their respective works through the computer. The general observation is that computer based language functions find application in the word processing and certain other related software that assist in the correction of spelling and grammar. The language functions of CALL
material are found integrated even into toys facilitating children with picking up the language skills through a fun filled method. The software is related to many other disciplines where everyone is at an advantage to avail of the language part according to one’s desired needs.

CALL offers a powerful self access facility. CALL has revolutionized almost all the concepts related to the classrooms, the ELT methodology, the role of the students and many more areas and transformed them into more user-friendly mechanisms. Today the computer is not just a machine; in short, it can be termed a tutor, a partner and a guide. The CALL facilitates a combination of audio and visual materials which trigger the inquisitiveness of the learner. The word processor is a useful tool for teaching writing and helps at different stages of instruction.

Further, CALL facilitates interactivity which leaves the learner with a small degree of choice to select the answers from multiple choice questions. The interactive programmes of advanced degree offer students a choice to enter a simulated world which would affect the direction of their learning. For instance, one can choose to read a simulated newspaper and talk with different characters. Thus, the skill based activities that CALL offers continue to develop with the technology that is fast changing.
The 21st century being an era of technology with every activity connected with technology encouraged the language experts to explore the benefits that the technology would offer for developing the needed proficiency in the language. Rasool states that with this influence of technology on communication competency, now electronic literacy has become part of learning/teaching English through technologies, i.e. communication in registers associated with electronic communication.

As a consequence, there arose a need for the teachers/learners associated with language teaching/learning to develop the ability to avail this unique technology mediated tasks for acquisition of language skills. The later developments have encouraged the education technologists to consider the use of technology for evaluation too. Hence, knowledge on second language instruction and evaluation has come to be closely associated. The Second Language Acquisition (SLA) developed into inter-disciplinary approach. This approach has gained a name as CALL (Computer Assisted Language Learning) at the 1983 TESOL convention. Thus, research on computer applications in SLA began with projects exploring the development and use of CALL within the field of educational technology.

The initial software/courseware was expensive and not technologically sophisticated even though it was meticulously planned. Individual language teachers throughout the world were fascinated with the innovation CALL offered and started exploring the construction of
authoring software. The professional organization called Computer Associated Language Instruction Consortium (CALICO) served as forum for intellectual collaboration and growth in the field since 1984. The research during this era focused primarily on exploration of CALL.

However, the initial days of CALL research was focused on comparison of classroom-based teaching along with computer-based teaching in terms of effectiveness. The researchers at the beginning were enthusiastic to put forward their argument that CALL was more beneficial than traditional teaching; hence, they worked towards defending their argument by showing the facts that encompassed their comparative research. Once the advantages that CALL offers got established, the research paradigm shifted in the direction of accepting CALL as being complementary to the classroom activities. The research even observed that there has been substantial improvement in terms of achievement of the learner when CALL is used more than in the context where only the traditional methods were used.

Consequently, the focus of attention of the ongoing research by educators is diverted towards identifying the CALL material that enhances the spoken language skills with special emphasis on communicative competence. The objective is to make the learner competent as a language user as also to gain employment and retain it. The instructional material is designed to provide adequate practice
exercises to meet the real life situations. The multimedia technology environment, which integrates sound, voice, text, video and animation, is a boon in the arena of second language teaching/learning which makes it possible to achieve the expected objectives. Today, effective communication is possible for anyone who can operate the computer keys and avail of the benefits that are offered by CALL. The other advantages of CALL are: i) Integration of learning modules; ii) Creation of a climate of trust and friendly relationship among both teachers and learners; iii) Reinforcement of the language tasks; iv) Provision of the feedback.

The research groups were formed to pursue the course of data collection and for obtaining the results on the application of technology in second language teaching. The researchers probed into the intricacies of Computer Applications in Second Language Acquisition (CASLA) and evaluated the findings in order that the conclusions drawn would throw light on the future course of action to be ventured at, depending on the needs of the learners. CASLA began with projects on the use of CALL in the language teaching/learning arena. The information compiled includes the history and evolution of CALL. During 1980s and 90s researchers made several attempts to establish a CALL typology. Warschauer & Healey propounded the evolution of CALL based on the methodology and pedagogy of that particular period rather than focussing on the typology of CALL. They indicated this development of CALL in three distinct phases.28
Three Phases of CALL:

CALL has developed gradually into a distinct field over the past few decades. This evolution can be broadly categorized under three distinct phases. They are the behaviouristic CALL, the communicative CALL and the integrative CALL. Though every phase gave rise to a new order or phase, the methods and principles belonging to every phase have not been rejected but subsumed within. These phases did not gain prominence over a day but like all innovations gained acceptance gradually.

As part of the ongoing research, an introduction to the application of computer software for teaching English as second language was made at the annual TESOL conference during the year 1980 in a workshop conducted by Carol Chapple and Joan Jamieson at San Francisco. The exponents of language who participated were encountered with issues such as “Should computer be used for language teaching?” The following decade the researchers were engrossed in solving issues pertaining to various forms of the question at the hour.

i) Behaviouristic CALL

This is the first phase of CALL. It was conceived in the 1950s and was in implementation till the 1960s and ’70s. The basis of this phase is found in the then-dominant behaviourist theories of learning. The courseware was designed for repetitive language drills and the system
can be termed as "drill and practice;" or, more pejoratively, as "drill and kill." The model for the practice exercise programs is based on the model of computer as tutor. The computer served as a mechanism to deliver instructional materials to the learner. The rationale behind drill and practice method was to instill among the learners the necessary structures by repetition which explains the fact that CALL drills are still is use for practice even during the modern CALL era. The tenets of the phase are as follows:

- Repeated exposure to the same material is beneficial or even essential to learning;

- A computer is ideal for carrying out repeated drills, since the machine does not get bored with presenting the same material and since it can provide immediate non-judgmental feedback; and,

- A computer can present such material on an individualized basis, allowing students to proceed at their own pace and freeing up class time for other activities.

CALL was first used in the 1950’s in the US; but till the 60’s the developments in the CALL applications were not documented. During the 1960’s a number of projects were initiated on exploring the advantages CALL could offer in the foreign language instruction at higher education stage. Most of these projects were taken up by
campuses which established a computer set up not exclusively for language teaching purposes but for other related activities. During this period, CALL was supported by the mainframe computers connected to terminals at a single campus or by telephone network for terminals beyond the precincts of the campus. The courseware, i.e., the learning activities, contained only computer based instruction material and were stored on a mainframe for the students to access it as and when the need arises. The mainframe computers could thus support only the basic interaction material in the language teaching till the 1970’s.

The first and foremost application of the period for teaching/learning a language was called PLATO (Programmed Logical Learning for Automated Teaching Operations). The research was taken up to teach foreign language – Russian – based on the principles of Grammar Translation Methods. The practice material included the grammar explanations, vocabulary drills and translation of texts. Thus the programs contained no special features except the typical textual exercises. In the words of Robert Hart, a pioneer in developing language courseware on PLATO during the year 1981,

Eight years of intensive development have brought the PLATO IV grammar drill design to a high state of sophistication, so much so that further work in this direction will bring diminishing marginal
returns. If we wish to make (CALL) a more powerful tool for language instruction, we really must begin to investigate qualitatively new design possibilities.\textsuperscript{31}

These notions served the basis for developing a number of CALL tutoring systems for the mainframe computers which were used at that time. However, In the late 1970s and early 1980s, behavioristic CALL was undermined due to two important factors. First, behavioristic approaches to language learning had been rejected at both the theoretical and the pedagogical level. Secondly, the introduction of the microcomputer allowed a whole new range of possibilities. The stage was set for a new phase of CALL.

\textbf{ii) Communicative CALL}

The communicative approach formed the basis for the second phase of CALL. This approach to teaching was prominent during the 1970s and 80s. Proponents of this approach opined that the drill and practice method could not offer much scope for authentic communication. John Underwood is one of the main advocates of this new approach. He proposed a series of "Premises for 'Communicative' CALL" during the year 1984 \textsuperscript{32}.

The following principles of communicative CALL were proposed by him:
- The focus is more on using forms rather than on the forms themselves;

- Grammar teaching is implicit rather than being explicit;

- Communicative CALL allows and encourages students to generate original utterances rather than just manipulate prefabricated language;

- The program does not evaluate everything that the students perform nor reward them with congratulatory messages, lights, or bells;

- It is flexible to a variety of student responses and avoids telling students they are wrong.

- The target language is used exclusively creating an environment in which using the target language appears natural, both on and off the screen; and,

- Will never try to do anything that a book can do just as well.

Vance Stevens, another critic of behavioristic CALL, contended that all CALL programs and tasks be constructed based on intrinsic motivation and should foster interactivity - both learner-computer and learner-learner.33
Several types of non-drill form CALL programs meant for skill practice were developed and used during the era of communicative CALL. The courseware prepared were for paced reading, text reconstruction, and language games. The computer functions as the "knower-of-the-right-answer". However, in contrast to the drill and practice programs, the process of locating the right answer provides the student with a fair amount of choice, control, and interaction. Taylor & Perez proposed the *computer as stimulus* feature which stimulates the learners' for discussion, writing, or critical thinking but not simply identifying the right answer. The third model was given by Brierley & Kemble in 1991 and is known as *computer as tool* or *computer as workhorse* (Taylor & Perez 1989). Here the programs empower the learner to use or understand language. Examples of *computer as tool* include word processors, spelling and grammar checkers, desk-top publishing programs and concordancers.

One cannot observe absolute distinction between these models. A skill practice program can be used as a conversational stimulus, as can a paragraph written by a student on a word processor. Likewise, there are a number of drill and practice programs which could be used in a more communicative fashion - for example, if students were assigned to work in pairs or small groups and then compare and discuss their answers; or, as Higgins suggests, the students can even discuss what inadequacies they found in the computer program. In other words, the dividing line between Behaviouristic and Communicative CALL does
involve not only the software used, but also how the software is put to use by the teacher and the students.

Though outwardly Communicative CALL seemed like a significant advance over its predecessor, by the end of the 1980s, educators such as Kenning & Kenning opined that CALL was still failing to live up to its potential. They added that computer was used in an ad hoc and disconnected fashion and thus was marginal in contributing to the language teaching process.

As a consequence, the educators focussed on ways to teach in a more integrative manner, for example using task- or project-based approaches. The advocates of CALL took it as a challenge to develop integrated models combining various aspects of the language learning process. The advances in computer technology began providing the educators the opportunities to do just that.

Steps towards Integrative CALL: Multimedia

The two important technological developments of the previous decade - multimedia computers and the Internet -- paved way for integrated approaches. Integrative approaches to CALL are based on Multimedia technology and can be accessed on a single machine. The hypermedia technology made the multimedia even more powerful tool. That means that the multimedia resources are all linked together and that learners can navigate their own path simply by pointing and clicking a mouse.
Hypermedia provides a number of advantages for language learning. The first being the creation of a more authentic learning environment, since listening is combined with seeing, just like in the real world. Second, the skills can easily be integrated, since the variety of media make it natural to combine reading, writing, speaking and listening in a single activity. Third, students have great control over their learning, since they can not only go at their own pace but even on their own individual path, going forward and backwards to different parts of the program, honing in on particular aspects and skipping other aspects altogether. The final aspect being that the hypermedia facilitates principle focus on the content, without sacrificing a secondary focus on language form or learning strategies which is the major advantage of multimedia. For example, while the main lesson is in the foreground, students can have access to a variety of background links which will allow them rapid access to grammatical explanations or exercises, vocabulary glosses, pronunciation information, or questions or prompts which encourage them to adopt an appropriate learning strategy.

An example of how hypermedia can be used for language learning is the program *Dustin* which is being developed by the Institute for Learning Sciences at Northwestern University (Schank & Cleary 1995). The program is a simulation of a student arriving at a U.S. airport. The student must go through customs, find transportation to the city, and check in at a hotel. The language learner using the
program assumes the role of the arriving student by interacting with simulated people who appear in video clips and responding to what they say by typing in responses. If the responses are correct, the student is sent off to do other things, such as meeting a roommate. If the responses are incorrect, the program takes remedial action by showing examples or breaking down the task into smaller parts. At any time the student can control the situation by asking what to do, asking what to say. Thus, the integrated CALL programmes have paved way to the use of computers to their fullest ability.

The history of CALL, however, has to take into consideration the role played by the microcomputers in its development. During the 1980’s, with the explosion of micro computers, the focus was paid to equipping the university campuses and commercial institutions with computers. Since the micro computers functioned independent of any terminals, access to computers became free and the research in the CALL held sway. Carol A. Chapelle draws one towards the attention CALL received by providing evidences of a number of conferences which were convened during the period. They contained papers on the discussion of methodical issues in CALL. The 1983 annual TESOL meeting and the courses sponsored by the British council in the year 1984, a number of instructional materials flooding the market and the publication of books -- all indicate the upsurge of CALL in second language acquisition. In the year 2000, both the CALL section of the International Association of Teachers of English as a Foreign
Language (IATEFL) in Europe and TESOL Quarterly, focused on discussion on the future of ELT with the effects of technology. They concluded that broad changes would occur in the following areas of language:

- Methods of classroom instruction;
- Changes in communication in and outside the classroom;
- Changing needs for professional development;
- Changes in the English language itself.

With the introduction of microcomputers during the 80s, thus, CALL gained enough professional visibility. The discussion and issues of language teaching/learning were centered on the methodology and formal professionalization of CALL. In European, North American and Australian countries CALL’s status developed from simple local classroom issue to an international professional concern. Thus, the early part of 1980’s was considered as the active time for the evolution of CALL. At that time educators made diverse proposals on tapping the resources of CALL for language acquisition and also discussions took place over the use of CALL, among the professional circles. At this moment the research was restricted because the microcomputers available were limited in their memory and in their fundamental capabilities such as the audio or the foreign language fonts.
However, the situation remained so only for a limited time period. Soon, microcomputers of sophisticated nature started developing during later part of 80’s. The computers became more affordable to common man and were equipped with multiple usage capabilities such as audio, graphics and video. The educators realized that computers possessed the potential to play a pivotal role in language teaching arena. Underwood (1984) stated that the computer could and should be programmed to “communicate” with the learner through the natural language processing methods developed by the computational linguistics working within artificial intelligence. The situation offered promising hopes that CALL in combination with artificial intelligence; computational linguistics and speech recognition technologies could produce highly valuable material for language acquisition.

Thus, with the arrival of CALL software in the mid-1980’s, the language teaching/learning atmosphere became charged and rewarding as CALL seemed to provide a practical approach where the learning combines the knowledge of the discipline and the technique of the computer. However, a lot of the software remained stunted, revolving around activities such as cloze exercises and was facing criticism that the programs were more interested in demonstrating technical facts rather than educational outcomes.

Therefore the experts in the field of research focused on extending the concepts and practices in applied linguistics in the direction of
strengthening the field of ELT/CALL. There developed a necessity for English language teachers to learn and to use computer technology for constructing and implementing materials in teaching and in assessing English. They started engaging in innovative teaching and assessments with technological applications. The classroom research on the cognitive and social processes of L2 learning were observed to be more directly relevant to CALL. While the cognitive effort identified motivation as essential, the social processes emphasized on the role of context. Hence the CALL tasks focused on both the factors. Gradually with research gaining momentum a number of books and introductory material explored the markets explaining about computers and their classroom uses. Steven Krashen’s view of SLA (1982) which were compiled into a book and dealt with two unrelated processes ‘unconscious acquisition’ and ‘conscious learning’ brought fashionable aspects that CALL should promote acquisition rather than learning.

By the end of 1980’s there was a paradigm shift in the focus of research with working on empirical approaches to evaluating linguistic interaction and language development. The research during this period was totally into developing computer programs to instill language skills in the learners. By the middle 1990’s, the internet began to affect most facets of professional life including CALL. Then, the learners started getting benefitted by enormous opportunities for autonomous language learning and self-assessment which were widely available. CALL activities were no longer confined to interaction with
other students in the class but included communication with other students across the world.

The period saw the invention of video discs with large storage facility. These discs featured rapid access to multiple chapters and pause and freeze techniques which the user could operate to retain and retrieve large quantities of matter at any interval of time. The era concluded with the replacement of video discs with CD ROMs and DVDs which had added features in terms of storage and usage.

The CALL activities continued with full potential in the 1990’s with internet opening doors to the most interesting way of the learning and teaching of English. Many teachers of high repute got involved in electronic discussions on various subjects through the medium of internet. There were significant developments in the arena of computer laboratories as progress was made to connect with Local Area Network (LAN). With LAN and Internet a remarkable shift in the language teaching occurred with collaborative teaching and making it possible for written communication in and across the second language classrooms. The field of testing and evaluation too received equal importance with researchers investigating on ways and means of language testing.

There were drastic changes in language research during the 90s with the introduction of LAN technology for computer labs. Prior to LAN, CALL activities developed around computer and the learner
interactions, in contrast, the LAN activities facilitated the learner-learner interactions through networking the computers. Warschauer, a language exponent identified the necessity of computer mediated communication in and across second language classrooms. LAN made the process of data collection in SLA research an easier task. The computer delivered tasks were devised for gathering the data from which researchers made inferences about the processing strategies learners employ while they perform tasks in the classroom. Also important was the research on Computer linguistics which investigated on how to formally express inter language grammars through computer applications.

Soon the internet became an affordable tool, opening new avenues and various sites to explore more exciting ways of using the technology in the second language applications. The learners are positive as it provides certain autonomy; and, for them self assessment became accessible. These two vital advantages changed the scenario of language learning. Even the cynics of yester years are convinced of CALL being an effective tool. Deep interest is being exhibited by many language teachers, administrators and commercial publishers. The youngsters are enthused at exploring the various methods and means of the internet and to interact with others. This situation harnessed the automatic inculcation of the language skills, thus proving the fact that technology and English language go “hand in hand.” According to the statistics offered by the Cyber Atlas -- a
publication on the users of internet --, the use of internet was widespread among nations by the late nineties.

Holmes and Kidd (1982) comment that

CALL of this era is seen as a supplement to, rather than as a replacement for, classroom instruction. Consequently, attention was paid to the development of materials that are useful to learners for the acquisition of the target language.\(^{38}\)

Burston (1998) states that the internet during the 90s facilitated universal access to Computer Assisted Second Language Acquisition (CASLA) materials and information as well as hybrid applications offering the learners the best of both worlds. It facilitated the learners with opportunities for autonomous language learning and self assessment. CALL activities thus expanded beyond the classroom and computer interaction of students with other students in the class to learners with other learners and native speakers of the world. The increase in internet accessibility enthusiastic developers of language tasks started construction of MOOs where their learners could meet and converse with other speakers of the target language from other parts of the world.

The “Lab Speak” is another language activity that English language learners involved in when they were in computer labs and when they
had to interact with the computer and with others in the immediate location. Having physical access to a computer and internet opened the doors to opportunities for participating in English language speech communities that may be beneficial for language development. Participating in internet speech communities requires language abilities in addition to access, interest, authority and time. It depends on the principle of ESP. Crystal observes that ‘Net Speak’ involves language users to acquire the rules of communication via email or chat groups. It is a complex process to identify exact methods for teaching communication of email or chat rooms. Salaberry (2000) says that for the time being the teachers’ best option might be to show examples and help students become aware of the linguistic choices they might make in these registers.

The material design was directed towards the task of allowing learners repeat the necessary vocabulary and forms in order to be become efficient users of the target language. This area proved to be a challenge to the researchers since every learner had different styles of learning and learners’ individual behaviours are unpredictable while using the material for self learning. The researchers opined that repetition is a necessary task to inculcate language skills since the learners are already in possession of a certain understanding of the language. Hence, while developing CALL material one should pay due attention to explore the means which the learner can tap in order to repeat the item of one’s choice a number of times. The goal of the
entire endeavour is to develop a balanced perspective with technologically informed pragmatism.

The early 90s termed as ‘watershed’ year for language testing as it brought international community of researchers and practitioners concerned with language testing into contact on a continual basis. The teachers of language developed interest on exploring internet for language teaching could be revealed by indicators such as the popularity of Warshauer’s book *E Mail for English Teaching* (1995). The book suggested new pedagogical aspects to be conceptualized if the benefit of internet has to reach the learners and teachers. Consequently, the emerging paradigm in language research was ‘computer supported collaborative learning’. The focus of the educationists was on learning activities centered in discourses that occurred in a collaborative environment. Though the criteria vary depending on the purpose of the task, language learning potential should be considered most critical for CALL activities. A majority of CALL practitioners opined that methodological principles for CALL must be developed from scratch. They further expressed a hope that all the research on SLA over the past 20 years would have something to offer in the analysis and development of CALL.

With the advent of computer labs at universities, students pursuing higher education are found involving in language practice outside the classroom. The access to these labs includes flexible timings on all
week days. The labs even helped the purpose of collaborative working
where users chat and email to distance friends all of which demand
fluency in the English language.

David Crystal makes an important statement regarding the changing
roles of teachers in the technology driven era. He suggests that a
modern teacher role is more complex, as needs vary from user to user.
The social and cultural aspects can, to a certain extent, serve as
factors for identifying the needs of the learners. Thus, there is every
need for applied linguists to assess communicative competence not in
terms of conventional aspects but in terms of evolving technologies.
According to Rasool, the communicative competence lies in making
the meaning dynamic. He observes as follows:

> Ultimately, communicative competence refers to the
> interactive process in which meanings are produced
dynamically between information technology and
the world in which we live. 39

The language teachers have to accept the educational technology as a
tool for language teaching. Cummins advocates the cause of IT:

> Rather than dismissing IT as another corporate
plot, as many critical educators have tended to do,
or lamenting its perverse impact on educational
priorities, we should acknowledge the fundamental
changes that IT is bringing to our societies and seek
ways to use its power for transformative purposes.40
The changes that occurred in ELT with the advent of technology can be witnessed under the following heads:

**The Language:** The language of the internet era is a blend of multiple languages with varieties of new expressions. The teachers find the hybrid varieties as a challenge.

**The Study:** The learning of grammar too underwent subsequent changes. The move is directed towards “data-based” approaches from the “intuition-based” approach. The data-based approach serves to get the native and non-native speakers of English on par with each other. “Corpus linguistics” is the term associated with the learning of grammar through the use of computer programs. According to Conrad, Corpus linguistics influences grammar teaching in the following ways:

i) Monolithic description of English which will pave way to register specific description.

ii) Teaching of grammar will become integrated with the teaching of vocabulary.

ii) The teaching of grammar will change from structural accuracy to appropriate conditions of use.

**The Tasks:** The tasks of the first category consist of computer mediated communication such as e-mails, chats, etc. The other type is
the interaction with the computer with such hypermedia listening or concordancing. The tasks are designed both for oral and written communication with innumerable opportunities to participate in interactive exchanges. The figure illustrates the CMC tasks:

<table>
<thead>
<tr>
<th>Traditional L2 Tasks</th>
<th>Technology-mediated L2 Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics</strong></td>
<td></td>
</tr>
<tr>
<td>Textbooks and opinions based</td>
<td>Information, opinion, news, discussion of specific topics....</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td></td>
</tr>
<tr>
<td>Familiar classmates</td>
<td>Familiar and unfamiliar language users with varying levels of proficiency</td>
</tr>
<tr>
<td><strong>Mode</strong></td>
<td></td>
</tr>
<tr>
<td>Oral face-to-face</td>
<td>Oral face to face, oral remote, written language</td>
</tr>
</tbody>
</table>

Expanding options for L2 tasks with technology

The opportunities galore have expanded as mentioned in the diagrammatic representation and indicate how a learner can benefit
from technology based ELT in comparison to the traditional classroom teaching. These tasks are highly interactive in nature. The task options available through classroom situation are fewer than the technology based tasks. These tasks are flexible enough to be posted on the web page which can be accessed by the learners. The learner computer interaction is an important element in the technology based teaching. The tasks sometimes offer the learner opportunities to interact with the computer for necessary inputs. Today students take a number of computer based tests (CBTs) such as GRE, TOEFL, etc., the tests require usage of a number of response formats to give their answers. A student’s unfamiliarity with the computer hampers the attempt and results in a failure. Thus CALL and CALT (Computer Assisted Language Testing) form an important phase of learners’ lives.

As the professional infrastructure continued to expand, the books on CALL published so far were methodologically oriented and they focused on practical classroom techniques, with less introduction on computers and more focus on the pedagogical issues of CALL said Hardistry & Windeatt 1989; Tribble & Jones 1990. For the first time since the early CALL projects of the 70s explicit treatment of CALL evaluation and research issues began to appear in CALL volumes. The first developed and most widely known use of the computer was Computer Adaptive Testing (CAT). Though, CAT gained momentum by mid 80s it was considered by language experts as a narrow path in the exploration of CALT (Computer Assisted Language Testing). A
number of researchers in the field emphasised the necessary connection between instruction and assessment periodically in order to be a successful teacher.

Thus, research on CALT offered an opportunity to language teachers develop awareness on the multidimensional language constructs and the usefulness of testing for instruction. But to realize these potentials researchers needed to look beyond testing methods constrained by a uni-dimensional psychometric model. Some researchers argued that CALT applications could be constructed to resemble instructional activities and that these assessments could record and analyze learner’s performance to provide them with useful information about the knowledge and needs of the learners. Thus the research on CALL has identified five types of CALL\textsuperscript{42} activities that have been suggested and discussed over the past twenty years.

1. Computer assisted Classroom discussion: LAN based Computer mediated instruction at university level is expected to provide opportunity for some focus on form which can be modified interaction in real life situation.

2. Micro World: The activity was designed for beginners of German language learning. The goal and topic are controlled by the program. The task is intended to focus learners’ attention on
meaning by constructing a scenario in which the computer and
the learner play roles as language users engaging in a dialogue.

3. Text analysis: Liou (1993) described the use of grammar
checking program in a first year writing and grammar course for
EFL majors at a university in Taiwan. The writing class took a
process-oriented approach in which the learners were to write,
participate in peer editing receive comments from the instructor
and revise. The written mode and absence of time pressure
favoured the attention to grammar.

4. Story board: This activity was described by Jones & Fortescue (1987) as an activity where a group of students sat together in
front of a computer screen in a computer lab. The text is
entirely obliterated and the learners can see only the title, a
mass of blobs, a reference to various help features and an
invitation to guess a word. The activity is therefore a guessing
game which is set up as a story board containing a text on
superstition. The learners work collaboratively through oral
conversation to determine what, when and how they will input
words into the game.

5. Concordance: Johns (1994) illustrated the use of concordancing
activities with international students. The language of the task
is both oral – the learners use to analyze and understand the forms and written – that serves as example for them to analyze. This activity is tailored exactly to the learners’ language level. The task is intended to develop not only linguistic abilities but also strategies for analysis. It provides observable data that serves as evidence of CALL activities. Most English language teachers would agree that their students need to practice using English outside the classroom if they have to improve their communication skills. Carol Chapple as an ESL teacher at a large university observed that most of her international students spent time outside the classroom in computer labs silently typing. She made the observation and found out that the language they are using to type was English. This observation is a milestone as it conveys how technology could influence the learning of English among the learners. The three specific reasons that bolster the argument are:

1. Students preferred computer labs because peers were there.
2. The fact that computers required English, in a way, the English they used was shaped by technology.
3. Linguistic demands for using English in computer labs were something a language teacher has to consider as to what type of English learners needed for their academic life.
These observations indicated that motivation for English use shifted from interaction with peers that students engaged in twenty years back at computer labs to the communication activities of the internet era where the learners communicate through chat rooms, emails and discussion groups. Prior to the advent of internet community the learner always opined that English to be his/her worst enemy and it would never improve but with the new interest that he developed on internet community gave the learner motivation as internet became his venue for expression of creativity and interest and a desire to communicate with his newly found friends. This behaviour resulted in positive personal and linguistic development. The technology and English were identified the tools, which go hand in hand and are needed to accomplish the language learning task.

Warschauer (2000) argues that capturing the idea that new language and literacy skills are needed for effective communication by replacing target constructs of reading and writing in ELT with broader activities.

The tasks with a pedagogical function should be goal-oriented, have few possible outcomes and require participants to request and supply information (the level of the vocabulary, grammatical forms must be set according to the types of learners and production principles for realizing the benefits of planning should be included in CALL pedagogy. Error correction prompted by teacher other learners
or the computer comprises one type of help that a learner might receive in producing linguistic output. These suggestions focus on the micro level where learners’ attention is engaged with the language of a pedagogical task, but they need to be orchestrated into larger fabric of classroom or CALL tasks. The ongoing research will continue to seek evidence concerning the value and usability of the mentioned pedagogical suggestions, in the meantime they offer basis for designing and using CALL tasks. These suggestions should be of interest to learners, software developers and teachers.

Research should be able to address questions that can inform teachers/learners about the best ways to design and use technology. Research results are needed to strengthen the empirical basis for software developers and applied linguists working in teacher education,

Chapters III and IV analyse the software and Platform Devices used in India in the Language Laboratories to examine their usefulness and impact on the use of multimedia lab in the English language teaching arena.
CHAPTER II

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