



## **WILL COMPUTERS REPLACE CONVENTIONAL TEACHERS AND TEACHING METHODS?**

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### **Abstract:**

The authors in this article elucidate that the current computer technology is capable of taking over the more basic and everyday teaching tasks done by the human characters. Moreover, computer technology allows even the students with a low proficiency in English to participate in language activities in a self-paced, enlightening and innovative learning environment. Multimedia principle makes it possible to learn a foreign language in a realistic communicative setting, which can never be easily provided by conventional teaching methods. Advanced generation multimedia offers a wide variety of forms such as databases, dictionaries, translation tools, games and simulations, exercises, drill, special purpose programs and multilingual word processing. With regard to training systems, the typical exercises in the existing software are gap filling, multiple choice and scrambled text, while the Fast Generation Multimedia tools run under windows, with text, sound, pictures, graphics video and animation. Although the age old lecture method has been followed in our classrooms, it is felt that this method needs a change, considering the fact that better facilities are available by means of which the teacher could be more effective.

**Keywords:** classrooms, computer technology, language learning, multimedia, Students.





### **Introduction:**

With the introduction of computers we may revise the saying, “A computer is worth a million pictures!” Now with the advances in computer hardware and software, graphics has achieved a full circle and more and more people are teaching to share their ideas through various standards such as graphics or replacing words. Since the future student may be Technocrat, built up with skills to function effectively on the network world, the teacher needs to be given appropriate training for the development skills needed for facing the challenges, opportunities and to meet the demands of the lifelong learning of the mixed group of students. In the teacher – training programs, teachers are trained to be groomed in terms of skills required and feasible attitudes towards integration of Technology Component in the teaching learning process. Development in teaching has revealed considerable problems both in the measurement of progress and in the qualification of the students. We have to consider not only the examinations in detail but also to note their effect on teaching, thus remaining the importance of examinations, subjects and approach to language teaching.

### **Computer –Substitute or Supplementer**

With the advent of computers as powerful teaching device, a new balance between the computer and the teacher has to be evolved. Usage of computers makes the Teaching -Learning process easier to explain meanings, to reinforce memory and to reduce boredom. In this modern era, a teacher will be lagging behind in his/her progress of teaching if he/she does not implement the modern advanced techniques and tools to cater to the needs of the modern youth. The teachers need to equip themselves with the knowledge of recent trends in educational scenario for the development of their students. They have to constantly probe on how the modern gadgets like computers can be effectively used to facilitate language acquisition. Computers cannot replace a teacher, but the teacher has a rather different role than the one he/she has been playing hitherto. The teacher has to programme the teaching materials and supplement them to the students whenever necessary. It is the teacher, not the technology who should hold the power to make decisions. The following is a list of computer aided teaching tools suitable for the techno-pro younger generation.





### **Word Processing and Desktop Publishing**

Word processor is a product of Information Technology which is a very useful tool for teaching the writing skill. It helps in different stages of writing such as pre-writing, writing, revising and editing. The embedded activities designed on the features of word- processing and desktop publishing help learners develop their skills in conceptualizing, drafting, and editing their written work. For example, Correct My Work, Please; Checking the Spelling Checker; Thesaurus Testing and Use; Refining Report Writing; On-Screen Outlining for Reading Comprehension; Rebus Writing; Job Hunting, are a few online tools to enhance one's writing skill.

### **Getting Connected: E-Mail and MOOs**

Conferencing (discussion forum), Partner Classes and Keypals (a free online dictionary with pronunciation, synonyms and translation), E-Mail (electronic mail) Networks and MOOs( "Matter of Opinion" or "My Own Opinion") contribute towards establishing the connection between the teacher and the taught.

### **Working with the Web**

The World Wide Web is a great source of language learning and teaching which can be effectively utilized in the language class rooms. The Internet and World Wide Web are ideal communication tools as medium for communicating thoughts. Internet constitutes certain activities which use Web sites as sources of facts for data definition, search, gathering and organization of ideas. Some classroom teaching modules include the applications of the World Wide Web, Visiting and Creating Web Sites, use of social media and so on.

### **The Multimedia Machine**

Multimedia plays a predominant role in making communication everlasting and impressive. It offers multifarious technological tools to make learning more interesting, interactive, meaningful and stimulating for the students. They are powerful as they are capable of bringing a change and reform traditional forms of learning. Internet, YouTube, Skype, Twitter, Smart-boards, Blogs and Podcasting are some of the successful tools that have transformed the scenario of language acquisition. The blending of sound and video technology incorporated in multimedia offers "edutainment" by way of reference software into teaching procedures and the use of sound technology to teach pronunciation. The 3D animation software and live videos create powerful virtual realities in the classrooms. A language laboratory also serves as an effective tool to enhance foreign language learning by providing a very conducive atmosphere using the multimedia. Students are thrilled to watch the colourful animated presentations of their lessons





on LCDs and 'smart boards' which sustain 'student-attention span' longer than the traditional teaching methodologies.

## Concordancing

It is a computer program that generates a **CONCORDANCE**, a list of all occurrences of a given word or expression in the given corpus, with the context in which it occurs. Concordancing allows us to discover how the language works. Students are asked to formulate generalizations on the basis of the data. With relevant items deleted (in selected, rearranged concordance lines), the concordance can be used as a fill-in-the-blank exercise. Students can do their own research with a concordancer or Web search engine. It explains how to use concordances, the programs which analyze text corpora and present comparative data about students' writing and target models.

## Other Applications

Still, there are other activities using database software, spreadsheets as data sources for writing about statistics, and other creative uses of software for language learning. Among them, **Spreadsheet software** is used to organize and manipulate numerical data. Numbers are organized on a grid of lettered columns and numbered rows. **Database software** is used to organize, manipulate and analyze data. A database can contain one or more tables as well as other elements. Database software is also referred to as **Database Management System**, or **DBMS**. The purpose of a database management system is to store and transform data into information to support making decisions

## Role of Computers in Language Classroom

- **Computer as teacher.**  
It can teach as a tutor. In Computer Assisted Language Learning, students listen to recordings, watch videos, speak on different topics in relation to what they see or listen, learn words on seeing pictures and improve their pronunciation
- **Computer as a tester.**  
It tests students on the already learned lesson modules. The teacher can prepare some multiple choice exercises, dual-choice exercises, true or false using computers. The students are asked to watch and answer the questions. The computers would respond by giving 'right' or 'wrong' remarks.





- **Computer as a tool.**  
It provides tools and assists students to do certain tasks in language acquisition .The large number of pictures, projects, exercises, audio and video materials constitute the tools.
- **Computer as a data source.**  
It is reference book providing information to solve different tasks. One can get access to any information under the sun on internet
- **Computer as communication facilitator.**  
It allows students to communicate with others. Teachers can set up discussion forums and use them to communicate with their students. Students can exchange their ideas through discussions on the topic taught in the class rooms.

## Conclusion

Thus in today's educational scenario, the teachers shoulder a higher and greater responsibility of leading the students on to the right-path. Their creativity should be triggered towards experimentation and self-learning. Intellectual skills like problem-solving, logical reasoning, organization and analysis have to be developed in the young minds to make them great leaders of tomorrow. In order to provide them roots to grow and wings to fly, the teachers should train them to be self-expressive and confident. To match up the knowledge of the GenY today's teachers should be well-informed, tech-savvy and well equipped with modern gadgets of teaching to provide them a 'comfort zone' in their pursuit of knowledge. As rightly expressed by Shri.Chandrashekar, Chief Operating Officer of the Jain Group of Institutions ,

**“Teachers cannot be replaced by technology;  
a teacher who does not use technology  
in today's world will be replaced by one who does.”**





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