



Available online at www.jlls.org

JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES

ISSN: 1305-578X

Journal of Language and Linguistic Studies, 16(4), 2259-2273; 2020

The Role Of English Language Teacher At Developing Academic Writing Skills Through CALL For Post Graduate Students

Dr. Prabhakar Vadlamudi

Mailid: Prabhu.eflu@gmail.com

APA Citation:

Vadlamudi, P., (2020). The Role Of English Language Teacher At Developing Academic Writing Skills Through CALL For Post Graduate Students , *Journal of Language and Linguistic Studies*, 16(4), 2259-2273; 2020.

Submission Date: 30/08/2020

Acceptance Date: 02/11/2020

Abstract:

This study investigates the process of English language teaching and learning at Jawahrlal Nehru University at postgraduate level. Although educational technologies that could be used to achieve these ends are available, the question that remains is how they might enhance teacher's performance in the classroom. These technologies might provide essential new elements for educational programs, but they need to be tested and proven. Computers have become common in both the personal and professional lives of citizens of India at New Delhi". Computers have made everyday tasks and activities easier and faster, as they have done elsewhere in the world. At present, English teaching in India at Jawaharlal Nehru University is the need of improvement. Writing is one of the essential poles of language learning, and should be one of the senior interest, and concern to teachers, students, and researchers. The purpose of this study is to rol of teacher and identifies the effect of using the Designed Materials through CALL on postgraduates 'learners to develop the Academic writing skills.

Keywords: The Role, English Language Teacher, Developing, Academic writing skills, CALL, Post Graduate students.

1. Introduction:

This study investigates the process of English language teaching and learning at Jawahrlal Nehru University at postgraduate level. Although educational technologies that could be used to achieve these ends are available, the question that remains is how they might enhance teacher's performance in the classroom. These technologies might provide essential new elements for educational programs, but they need to be tested and proven. Computers have become common in both the personal and professional lives of citizens of India at New Delhi".

Mailid: Prabhu.eflu@gmail.com

Computers have made everyday tasks and activities easier and faster, as they have done elsewhere in the world. At present, English teaching in India at Jawaharlal Nehru University is the need of improvement.

Writing is one of the essential poles of language learning, and should be one of the senior interest, and concern to teachers, students, and researchers. The purpose of this study is to identify the effect of using the Designed Materials' through CALL on postgraduates 'learners. To develop the Academic writing skills, 3 months implementation is applied to thirty postgraduates 'learners, who are studying English as a foreign language (EFL) .The participants were from Masters Arts English at Jawaharlal Nehru University, India, during the academic year 2019-2020. It was carried out in a single-group pre-post-test model only. A pre-test on selected tasks writing conducted to participants a week before the strategy applied. The experimental process of the study conducted and 3 months, where the participants received 20 treatment sessions. Six different passages choose from their textbooks which were recommended by the university. The selected written passage for post-test was conducted on selected material. The participants asked to summarize amylase the passage within 40 minutes according to the new strategy. Data of the summary written test collected, and scored according to the five criteria such as; (grammar, vocabulary, organizing, content, and coherence). The findings of the study indicated that the summarizing strategy has a significant effect on postgraduates' learners in academic writing skills, so it is recommended that this strategy be applied in the curriculum of universities.

“A technological system such as CALL will assist in the learning and teaching of the English language and in attaining competency in English communication at JNU. According to Vrasidas, Georgious & Papanastasiou (2007), CALL is a computer programme developed specifically for educational purposes, to help both teachers and students in English language education. CALL has been in continuous development since the introduction of computers into

the learning environment. It has advanced from simple digital textbooks to programmes where students have the opportunity to produce their own learning paths and outcomes. As a result of

such progress, teachers are being encouraged to make use of CALL so that they can enhance teaching and learning experiences. The interactive element provides students with some control

over their learning. Interactive elements are being developed in an ongoing manner. For example, it is now possible to use mobile phone cameras to capture images which can then be

used to generate animations and thus tell digital stories (Hoban, 2009)”.

“CALL has become widely popular due to the impact and influence of information

technology on society and education (Zaytoon, 2005). Computer-mediated courses such as

CALL provide opportunities for learning in a cooperative environment, enabling learners to communicate in pairs and in groups, synchronously and asynchronously (Abu Seileek, 2009).

Although CALL has been discussed widely in English as Foreign Language (EFL) literature in recent years, it remains a relatively novel concept in India at New Delhi, where learning

English as a second language is limited in practice and confined to the classroom. In countries such as Japan and Singapore, CALL is the cornerstone of English teaching (Clarke & Guger, 2007)". "The use of CALL could also benefit at Indian colleges if they are enabled to follow this international trend in the digital age in which technology is integrated into the education system.

If this is to be achieved, JNU English fraternity must be provided with state-of-the-art technology, training and resources". An interest in integrating new technology in "the Indian education system has stirred a desire to move from traditional teacher-centred methods to participatory classrooms. Sendi (2013) suggested that the introduction of CALL into English language learning (with the support of appropriate training to ensure that teachers are up-to-date with technology) would have a strong and positive impact on teaching and learning. By using CALL students' perspectives may be broadened through exposure to different cultures in the context of English as second language learning. Learning may also become more enjoyable and rewarding (Alshumaimeri, 2008)".

This researcher proposes the researcher program as a suitable platform for the implementation of Computer-assisted Language Learning (CALL) in India at JNU. Researcher focuses on improving teaching by updating software technology and other tools that create opportunities for English Foreign Language (EFL) teachers and students to practice English using computers". "Researcher, in conjunction with this current research, might bring together the elements necessary for implementation of CALL in the Indian education system".

Although "the use of technology now characterises the Indian Education System, very limited discussion of CALL has occurred to date. The studies established the effectiveness of CALL for teaching English as a foreign language in India".

Statement of the Research Problem

"English is a second language in India, even though most of the teachers and learners are using English, it is not sufficient. The teachers know the basic knowledge of computers. But language teachers and learners are not utilizing computers and materials in their professions. To develop efficient communication skills, CALL is an instrument or tool. In addition to this, English is not used in the field of administration and as a consequence it is seldom practiced in real life situations. However, after the advent of new teaching technology, the use of English could be promoted. Students of JNU, learning the language through communicative and interactive means, such as Computer-Assisted Language Learning (CALL), could have the opportunity to interact with others who are the native English speakers, thus increasing access to the English language skills used in all aspects of life. It could provide non-English speaking students with the opportunity to improve mastery of the language. Technology has added this perspective to English language learning, enabling learners to understand the language in relation to its cultural context".

Despite the advent of the cyber age in technology that covers all walks of life, "the dominant methods and traditional methods are used. For ESL/EFL teachers at the postgraduate level, a significant impediment to use computers in teaching English is that the curriculum is based more on theory than practice. According to Fodha (2006), EFL teachers in the study area are neither qualified nor trained to use computers in teaching. Students do not have sufficient access to computer facilities, and the schools are not equipped with advanced technology and the government does not encourage schools and institutions to use computers in teaching English".

“EFL/ESL teachers are faced with the difficulty of teaching English to students in the Indian

context of 45 minute-periods each week, with over 30 students in a class. JNU teachers and students have facilities. But those are not sufficient. The intention of this study is to examine the most up-to-date English language teaching methods in order to improve teaching outcomes and enhance students’ skills in the acquisition of English”. Although interest in teaching and learning English has increased in India “(Santhosh, 2005), the standard of English spoken in India remains unsatisfactory (Ghamdi & Abduljawad, 2005). Although the use of computers has been introduced, there has been no publicly available study to establish to what extent this has been or can be effective. Therefore, this research investigates whether the colleges are well-equipped with appropriate technology in order to implement computer assisted language learning, as well as examining how both teachers and students feel about the use of computers in teaching and learning English. According to Fodha (2006), materials for Indian speakers of English are readily available through the Internet via educational charts, Skype and videoconferencing. These methods can improve English proficiency and acquaint users with the

cultures of native English speakers, thereby opening avenues for greater understanding and communication (Erben, Ban & Castaneda, 2008)”.

2. Review of Literature

International, national and state level studies:

“CALL uses a constructivist, technology-based approach. It has a positive influence on the learners’ attitudes and motivation towards learning English as a foreign language (Valerie &

Zumbo, 2009). In India, there is considerable support from the NCERT project for the implementation of constructivist, computer-assisted language learning in a technology-based environment for foreign language teaching and learning. It is time to take positive and practical

steps to move from passive learning approaches and limited use of teaching aids towards a more learner-centred approach, combining computer and digital technologies. The use of computers in language learning and teaching has become familiar in many educational institutions (Mahdy, 2013), thanks to extensive progress in the field of information and communication technology”.

These changes have led to better learning outcomes in those Indian contexts in which they have been applied to EFL teaching practices (Abbad, 2009).

“The role of teachers in the digital age has changed from being ‘the sage on the stage’ to being ‘the guide on the side’, moving from a behaviourist towards a constructivist approach (King, 1993). This does not mean that the teachers need to abandon their role as content experts (Palloff & Pratt, 2003). However, teachers should always be well-trained to cope with the state-of-the-art technology. Where once teachers were considered the primary source of knowledge, their role has been redefined by modern theories of learning and teaching in which learning activities are derived from the learners’ interests, and take place through reflection and interaction applying written, read, audiovisual and spoken media. CALL facilitates

the three forms of interaction – learner-content, learner-instructor and learner-learner (Moore, 1989). Most modern learners are accustomed to using many types of technologies in their everyday activities. This generation has been described as the next generation due to the vital role played by the Internet in communication and provision of up-to-date information”. (Zaid, 2011, p. 196),

The research literature documents a strong association between new technology-based practices and changes in the current curriculum. “In many countries, the use of educational technology has become part of an instructional shift toward constructivist approaches to teaching and learning within the context of improving schools. Improvements in educational outcomes follow from application of a constructivist approach because it involves the learners in the educational process. It brings them together with the teacher to construct meaning through interaction and takes into consideration each learner’s needs. This alteration in the role of the teacher has automatically led to a transformation in the role of the students. Students now interact and participate to a greater degree in the learning process” (Zaytoon, 2007).

“Apprehending the new roles of both teachers and students requires a precise understanding of what is meant by interaction. This is crucial to the domain of education in general and to teaching in particular. This needs to be addressed with respect to the context and methods of teaching English in Andhra Pradesh at JNU. In general, postgraduate students in India are accustomed to recitation and rote learning in the classroom.

Learners are required to learn the structure of a language by heart, so as to be able to repeat their lessons whenever the teacher wishes them to do so. These practices are prevalent in India. Yet, recitation as a teaching method is contrary to modern trends in language learning. In contrast, interaction is regarded as the optimal language learning practice today. Interaction as a teaching method was introduced in the era of communicative language teachers and learning. Interaction is the heart of communication. Communication usually involves sending messages which we receive and interpret in a context. We negotiate meanings and collaborate to accomplish certain purposes. Interactive learning, preceded by several decades of research in the field of language teaching, has proved that the most promising way to learn how to reciprocate is through interaction”. (Philips,R, 2008)

(Khamkhien, 2012) “Teachers can use CALL to provide easy and rapid access to different learning resources and multimedia components of dynamic and authentic input in all fields of language. Teachers would be unable to present these in the absence of additional teaching aids. Activities such as problem solving, information gaps, animated graphics would become available as a result of implementing CALL. Such tasks would open windows for the students to actively interact with authentic contexts and discuss meanings in the target languages. Discussion and brainstorming creates new ideas that help improve learning”. This is a very different kind of teaching to the didactic style that currently prevails in most Indian classrooms (Anderson2013).

Language acquisition and the development of sufficient proficiency to benefit from academic instruction in English is a slow and complex process. “It is not an automatic and natural process for many children and often requires that teachers help students make clear connections between the material which they read and write in one language and their activities in the target language. It is necessary for teachers to bear in mind that the mere ability to translate one language into another is not sufficient. Understanding of a language means understanding feelings, anecdotes and culturally based nonverbal messages. This necessitates mastering both languages; the mother tongue or the first language, and the foreign or second language”. (Smith, 2004)

According to Santrock, 2006 Language is a form of communication—whether spoken, written or signed—based on a system of symbols. “Language consists of the words used by a community and the rules used for varying and combining these words. We need language to speak with others, listen to others, to read and to write. Language enables us to describe past events in detail and make future plans. It also helps us pass information from generation to generation, thus enabling transmission of a rich cultural heritage. CALL can provide the opportunity for the learners to be exposed to a variety of fields through which they can come in contact with the cultural background that is necessary for learning a foreign language. CALL can help learning to take place in an interesting way. Through a variety of interactions, learners can acquire the basic skills of a foreign language, directly and indirectly”. This interaction involves the collaborative exchange of thoughts, feelings or ideas between two or more people resulting in a shared effect for both sides. “ a result of such interaction, the teacher has become a participant in constructing knowledge along with the group of students Computers have been used in the field of education and training since the 1960s, and increasingly since the 1990s. According to Philips “Vast sums of money have been spent all over the world on developing computer applications designed to help people to learn. Since the advent of the World Wide Web in the mid-1990s, it has been possible to develop courseware that is adaptable to a great extent and is less expensive to create (Philips, McNaught, & Kennedy, 2012). Computers have come to be fundamental in all fields of life. They have replaced traditional methods of data storage and, because of the Internet, instant communication across the globe is now possible. Research was conducted in the field of information communication technology (ICT) that realized its need and importance and resulted in several advocates for ICT.

ICT has become popular worldwide because it was seen as crucial to the progress of developing countries. As a consequence, the United Nations (UN) placed it at number three on the list of the most important global issues after poverty and domestic violence. The United Nations Development Programme (UNDP) also designed a programme known as Information Communication Technologies in the Indian Region (ICTIR) to help reduce poverty and improve administration performance”.

3. Research Gap

Previous studies role of cognitive process in acquiring the second language, was not analysed the Role of Teacher in previous studies.

Those are the influence of foreign language learning on cognitive process, this also not analyzed.

The above all the studies one focused on language learning those are not analyzed teacher role and innovative materials and process, second language acquisition or English as a foreign language was not analyzed, research happened on second language but not specifically done research on the above points.

4. Significance of the Research:

The postgraduate students of JNU not only need to develop proficiency in English communicating skills, but also have a sound understanding of the context in which the English language is used. “The traditional method of teaching has failed to meet this need (Alshumaimeri, 2008). This research investigates whether CALL could provide students with a more effective method of learning the English language through the use of computers and

the Internet. It is anticipated that the results of the study could help the educational administrators of JNU to devise teacher training programs and introduce reforms in the curricula. The results of the study could provide information that may

alter the perception of educational administrators and technical supervisors in regard to the use of

CALL in teaching English language, contributing to computerized teaching becoming more accepted. Participation in the study could encourage the teachers of English and postgraduates

to update their skills in the use of computers in English teaching and learning, Teacher should be a facilitator students have to do all the tasks to develop their academic writing skills . Proficient teachers in English could make use of the results of this research in training new teachers. The results and data collected from teachers’ interviews could be used by the syllabus designers to design courses that respond to student needs. The results obtained from this study may provide efficient skills. If the results show that CALL is effective and it is then implemented and students have the opportunity to speak with native English speakers at times of their own choosing, they could change from being foreign learners to greater capacity to be able to communicate easily and fluently in English whenever they wish, both within the country and in the outside world (Alurani, 2005)”.

5. Scope and Limitations of the Study

The study revolves around few major studies like real understandings for teachers role and academic writing skills acquiring English as a second language or foreign for student of post Graduation at JNU New Delhi. The studies are limited to analysis of data of students of selected group of people. It is assumed at this stage a student get serious for their career, life goals, sincerity towards education which needs acquisition of second language for smooth attaining of goals. The schools selected for study are two groups. The cognitive study is not well versed with the updating in pedagogy, faculty, curriculum and environment of learning. The reason for choosing students to get actual data pertaining to research study because researcher also working in the university with the demands of English language for student, it is the academic writing skills development.

6. Aim and Objectives of the Study

“This current study researches the readiness of English teachers at the postgraduate level at JNU for general implementation of digital classrooms using CALL. It investigates their beliefs about how computers and

the Internet will help their students be more successful in learning English than by the traditional lecturing method currently being used. It is the emphasis on the attitudes and readiness of the teachers at the postgraduate level to embrace computers and the Internet for teaching English that distinguishes the current study”.

The present globalized world throws many challenges to the youth. “The use of computer and Internet along with their subject knowledge is compulsory and they should also be good at communication. And this communication is essentially in the global language, English. Hence, it

becomes the moral responsibility of the nations to train their students to communicate in English

effectively and successfully across the national, linguistic and cultural borders. To meet the challenges of this technological era a strong and effective form of education has to be developed.

There are many innovative, social and technological resources which offer promising results in this challenging scenario. CALL is one of those resources for improving the proficiency levels of the students in English.

7. Hypothesis

The usage of CALL cognitive approach, psychological perspective is confined to the English language learning and its interdependence on cognitive process to develop writing skills. This materials and approach may success in English as a Second language acquisition especially Academic writing skills development.

8. Research Questions

The “purpose of the research is to investigate the effectiveness of using computers and the Internet to teach English as a second/foreign language. It also aims at investigating the readiness of teachers of English at JNU to adopt computer aided language learning and supplement and/or replace their traditional methods of teaching”. This research addresses the following questions:

1. What are the beliefs and attitudes of teachers pertaining to the teaching of English in India at Jawaharlal Nehru University?
2. How can the teachers adopt their current, traditional methods of teaching to include CALL in teaching English?
3. How can CALL be effectively implemented in Jawaharlal Nehru University to postgraduate students?
4. What are the constraints for the implementation of CALL in Jawaharlal Nehru University?

9. Approaches to the Study

A technological system such as CALL will assist in the learning and teaching of the English language and in attaining competency in English communication at JNU. The effect of using the Designed Materials' through CALL on postgraduates' learners. To develop the Academic writing skills, 3 months implementation is applied to thirty postgraduates' learners, who are studying English as a foreign language (EFL). Cognitive factors comprise intelligence, language aptitude, and language learning strategies. Linguistic approaches to second language acquisition research view language as a separate part of knowledge which is distinct and unique from any other forms, and rely on the outcomes of linguistic studies to analyze this acquisition. There are two crucial strands of research belonging to this group: universal grammar, and typological approaches. Second language acquisition can also be approached by the sociocultural perspectives, which emphasizes the importance of social context in understanding how learners acquire languages.

10. Methodology

The experimental process of the study conducted and 3 months, where the participants received 20 treatment sessions. Six different passages chosen from their textbooks which were recommended by the university. The selected written passage for post-test was conducted on selected material. The participants asked to summarize the passage within 40 minutes according to the new strategy. Data of the summary written test collected, and scored according to the five criteria such as; (grammar, vocabulary, organizing, content, and coherence). The findings of the study indicated that the summarizing strategy has a significant effect on postgraduates' learners in academic writing skills, so it is recommended that this strategy be applied in the curriculum of universities.

11. Source or Types of Data

“This research Study uses mixed methods (quantitative and qualitative). There are 20 items in the questionnaire and seven questions relating to the interview that the respondents answer in the context of the study. The sample consists of 60 ESL/EFL students in the study area at JNU for the questionnaire and 60 for the interview”.

12. Methods of Data Collection:

In order to gather the numerical data, a structured questionnaire was used. “The respondents were 60 postgraduate level English students. In order to increase the reliability and validity of the questionnaires, the survey data was collected by a procedure, outlined above, that facilitated anonymity and confidentiality, in order to make it easier for the participants to complete the questionnaire honestly and accurately”. “A semi-structured interview was used for 60 postgraduate students. The interviewer asked teachers their opinions about ICT and whether they were willing to use ICT. It also questioned their perceptions of CALL. The interviews were

all administered by the sole researcher, enabling substantial procedural reliability. The exception

to this was the need to conduct the interviews with the female teachers by telephone due to regulations prohibiting their face-to-face conduct. The face-to-face interviews with the male teachers had already been commenced prior to the researcher's realization of the barrier to face-

to-face interviews with the female teachers. This had not been anticipated at the outset of the study, or else all of the interviews would have been conducted by telephone, in order to standardize data interview procedures for both participant genders. As some face-to-face interviews with the men had already been conducted, it was decided to proceed that way through

all the male teacher interviews. On average, the interviews went for two and a half hours. There is a limited effect on the results as the researcher remained focused on the questions to help obtain data without influencing the participants.

“The survey packets included an information statement, consent letters and a covering letter both in English and Hindi. However, the survey was in English. Next, the Ministry of Education in India was contacted and approval was obtained. Two months later, 60 surveys were distributed among the participants, who were asked to complete the survey. I delivered the surveys to the EFL teachers and students and collected them from each learner with the support of the faculty. The survey was followed by face-to-face interviews with the students conducted when visiting the college.

13. Universe of the Study:

The research is to locate problems of acquiring English as a second /foreign language especially in Academic writing skills for students of post graduation level. Design a solution by perceiving the problem through CALL perspective so that it will be of great help to students who are facing the problem, Teacher will help to do task individually as facilitator. The psychological perspective is confined to the English as second/foreign language acquisition and its interdependence on cognitive process. The research is carried forward on three facets :

First one is role of Teacher as a facilitator cognitive process in acquiring the English as a second/foreign language. Second one is the influence of second language acquisition on cognitive process in academic writing skills. The last one is synchronism of second language acquisition and cognitive process with the help of teacher and using Materials' becoming efficient in academic writing skills.

14. Data Analysis:

“Quantitative data requires statistical analysis to provide results which are valid and reliable. Statistics are “a set of procedures for describing, synthesizing, analyzing, and interpreting quantitative data” (Gay et al., 2006, p. 301). In quantitative data analysis, the researcher uses “statistical analysis” to describe trends, compare group differences or relate variables, and interpret and compare results with prior predictions and past research” (Creswell, 2005, p. 55).

Frequency is related to the number of times an occurrence takes place. “In descriptive statistics, frequency denotes the number of occurrences of each value of a variable (Gauuny et al., 2009). Tabulation and coding procedures are also important statistical methods. Tabulation is the process through which data are organized systematically. When dealing with comparisons within subgroups in analysis, the scores should be tabulated for each subgroup. Once the scores have been tabulated, descriptive statistics can be used to summarise the data. Graphic representation of the data may be presented as well”. This is important because the way the data have been distributed can influence the choice that the researcher makes in descriptive statistics.

Among the different methods of data representation and graphing, constructing a frequency polygon is the most common method. Other methods of displaying data are bar graphs, scatter plots, pie charts as well as stem-and-leaf charts (Gay et al., 2009). Both bar and pie charts are used to display frequency data in the research of this study.

It was found useful to apply interpretative analysis to the data yield (Young, 2004). “ In an endeavour to further economise the interpretative process I utilised various mechanisms suggested by Denzin and Lincoln (2003). The basic question of the study was defined as: What

is the attitude of teachers towards using computers for English instruction? Critical scrutiny and

consideration of relevant contemporary viewpoints were provided in the literature review so as to

ascertain prior conceptions and construct a theoretical working framework. Data was then collected from the field by way of questionnaire and interview. The data have been subsequently

categorised and sorted, then tabulated and deconstructed graphically and statistically. The results

were then amalgamated and compared with the findings and opinions from the literature reviewed with respect to the working theoretical framework of my research. This provided me with the means to achieve valid and reasoned conclusions that could be applied to the Indian government context. An additional aspect of this research focuses on the teachers’ attitude towards implementation of CALL in the Andhra Pradesh region and the effect of socio-economic

factors in spreading knowledge throughout the society and the teachers and students of JNU”.

A semi-structured interview was conducted with 25 postgraduate English teachers in the selected region. “The interviews provided data on the teachers’ current attitudes. To validate the

data collected from the interviews, the interview data were compared with the data from the questionnaire. The reliability of the data collection was further ensured by carefully scheduling

the interviews, and making extended use of questions that enabled the respondents to demonstrate their own ways of looking at the issue (Silverman, 1993). The questionnaire contained 20 items that assisted in gathering the data required to understand the effectiveness of

the students as well as teachers in the implementation of CALL. For in-depth, qualitative material, the EFL teachers in JNU were interviewed about their attitudes towards and perceptions of CALL. Qualitative data analysis can be defined as the organization and explanation of the data. It focuses on the participants’ understanding of the situation (Cohen et al., 2007). The organization of the data needs to be dependable and accurate

and leads to findings that will prove robust in the face of critical efforts at refutation (Gay et al.,

2009). Although there is more than one definitive way of analysing qualitative data, the important point is that the method used for data analysis should fit the purpose of the research”

(Gay et al., 2009).

“In addition to the above processes, special attention was given to analytic induction. In analytic induction, the data is scanned in order to discover meaningful relationships between the data categories and make summaries based on the data which has been examined, and refine and modify them where necessary (Cohen et al., 2007). Therefore, scanning, summarising and analysing were used in the research. In addition to the above, this research into attitudes, levels

of knowledge and other perceptions potentially influencing the implementation of CALL in JNU requires constant comparison of the obtained data with the existing data. Therefore, if the data derived from the study challenges the existing categories or

theories, these explanations must be modified until all the data is fully accommodated by the new

explanations that are formulated (Cohen et al., 2007)”. The data from this study adds to the information available to the stakeholders.

The “Statistical Package for the Social Sciences (SPSS)” programme was used for data analysis of the questionnaire responses. “This software uses descriptive and statistical analysis according to replicated tables. The numerical coding for the responses were derived from the Likert scale reflecting the intensity of agreement or disagreement as response alternatives, managed by participants rating responses as a minimum of one (strongly agree) to a maximum of five (strongly disagree). The data collected from the interview was analysed and interpreted by classifying, categorising and ordering the units of meaning and the final data were used to test

the hypothesis of the research using the Chi-squared method applied to a frequency table. The data analysis was conducted on both the interview and the questionnaire results, inductively and

deductively, so as to compare the relevant concepts and issues arising in the context of this dual

approach”. Cohen et al., 2007), Online teaching :

Online teaching of English will help to solve the problems faced by JNU students.

Response Observed		Expected	Residual
Strongly Agree	12	24.0	12.0
Agree	66	24.0	42.0
Neutral	30	24.0	6.0
Disagree	10	24.0	14.0
Strongly Disagree	2	24.0	-22.0

Data analysis was conducted as shown in the above tables and diagrams on the self-administered

questionnaires filled out by 60 students and the results of the structured surveys of 50 interviewees, both male and female. “SPSS was used to process the data yield and this analysis is shown in the frequency and chi-squared tables. The responses in this study suggest that assisting and maintaining teachers in gaining positive attitudes towards the use of computers and the Internet and providing them with sufficient hardware and technical support could influence them to be willing to use computers and the Internet in the classroom. The study has provided data that reflects attitudes towards the use of the Internet in the classroom and could be useful as a predictor of the intention to use computers and the Internet. Interpretation of the results of the interview will need to be moderated by a realization that the participants might have chosen more than one of the response alternatives to each item on the interview schedule, had they been given the opportunity. This limitation will be among those issues discussed. together with other limitations of research design, with a view to making recommendations to be noted by future researchers. findings in depth, relating the secondary data, as found in the literature review, to the primary data, obtained through teacher surveys and interviews”. Researcher also attempts to address and discuss the extent to which the research questions have been answered by the findings.

15. Conclusion:

After analysis of the responses of the sample population used in the study, through the two tools used for collecting the primary information, the following findings were reached: “India is not technologically advanced in teaching English but knowledge about the basics of the computer and the Internet is up to the required level and information about the implementation of the Internet at postgraduate level is available to most lecturers”. “Lecturers in English in JNU consider it necessary to have a computer or a laptop in the classroom, because it helps students understand and provides information and resources that are of great use in learning English as a second or foreign language. Learning a language cannot be achieved in isolation from the culture of the language being learnt. It is taken for granted that the meaning of a word is determined according to the cultural context in which it is used”. “Lecturers in English in the study area welcome the idea of using the Internet in teaching English, especially at the postgraduate level”. “Almost all lecturers in English at the post-graduate level colleges in the study area have the knowledge of the use of computers in teaching English. This is due to the training they have already received. Almost all of them believe themselves to be competent to use a computer in teaching and learning English”. “English lecturers believe that they should be trained to teach using computers because this will increase their expertise”. “Lecturers in English in the study area report familiarity with the use of ICT in language teaching and learning at the postgraduate level and they are aware of the range of interactive software available in colleges for teaching English via computers”. “The lecturers believe that computers and the Internet can be good sources of knowledge, and in particular, a medium for teaching and learning English and that learning English via computer is more effective and enjoyable than traditional methods”. “Online teaching of English will help to solve the problems faced by Indian students. They can listen repeatedly to any part of the lesson they might not have understood, just by pressing a button. Shy students will be given the chance to learn without being afraid that other students will laugh at them. They can learn freely in a non-threatening atmosphere.

As well, slower learners will be able to learn at their own pace”. “The lecturers see it as advantageous that the computer is available 24 hours per day. It can be used anywhere, at any time. Students can use it whenever, wherever and however they choose. Because the computer allows the students to listen to the native speaker of the language being taught, students’ pronunciation can be improved to a great extent”. “Online teaching could be utilized for the learning of English by ‘remote’ students. It is highly beneficial for the ‘remote’ students since they lack adequate exposure in learning English in their local environment. On a number of occasions they can communicate with the students who are in urban areas or even in foreign lands to exchange ideas. To some extent, online teaching provides access to the students who are in ‘remote’ areas and are unable to access facilities. It is also a cost effective programme in education”.

“The participant lecturers report that there are ICT systems which are available only in some colleges and confined to students from upper class. With CALL, students will have equality of opportunity when learning. All students, not only wealthier ones, can have access to up-to-date

facilities and expert teaching”. “Most of the students in the J.N.U area have access to the Internet and computers in their homes and colleges to allow them to benefit from learning English through online teaching and the efficiency and the quality of the Internet is considered satisfactory for utilizing online learning and teaching. The students can access up-to-date facilities and experts even from their homes”. “Lecturers in this study area believe that CALL method should replace face-to-face teaching or it should be supportive to face-to-face teaching”. “CALL method has some disadvantages related to programming and the unsuitability of the current syllabus that will need to be addressed before it can be implemented successfully”.

The research shows how facilitation affects students’ learning. Moreover, “how teacher is different from a facilitator. The outcome of the survey is that the teachers of JNU are merely teaching and the students are merely learning. Though there are some factors which make teachers as facilitators, till now teachers are following traditional teaching methods. In Regional medium teachers don’t try to facilitate students but in English medium post-graduate teachers to some extent do facilitation. If the trainer tries to facilitate students, learning would be doubled. Consequently, the result will be positive and effective for the students and the teachers. A new thing seems to be difficult for us to introduce in the teaching and learning process, but when we apply CALL (Computer Assisted Language Learning), language learning becomes as easy as a fish swims in the water”.

16. References:

Chapelle, C. A. (2001). *Computer applications in second language acquisition*. New York:

Cambridge

Carrell, P.L, Devine, J. and Eskey, D.E. (eds.) *Interactive Approaches to Second Language*

Reading. Cambridge: Cambridge University Press, 1988.

Hinkel, Eli ed. *Handbook of Research in Second Language Teaching and Learning*. Volume II.

Routledge Taylor and Francis Group. New York and London. 2011.

Hughes, A. *Testing for Language Teachers*. Cambridge: Cambridge University Press, 1989.

Kumar, Satendra. *The Magic of ICT in English Language Teaching: A Challenge for the Next Generation*. Yking Books Jaipur India. 2013. Print.

Methods of Teaching English, PGDELTA course book, The English and Foreign Languages University, Block I. *Skills in Language Learning and Use* Hyderabad: EFLU Press, 2007.

Nagaraj, Geetha. *English Language teaching: Approaches, Methods, Techniques*. Orient Blackswan. New Delhi. 2012. Print.

Richards, Jack C. & Renandya Willy A. eds. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press. 2011. Print.

Warschauer, M. (2004). Technological change and the future of CALL. In S. Fotos & C. Brown (Eds.), *New Perspectives on CALL for Second and Foreign Language classrooms* (pp. 15-25). Mahwah, NJ: Lawrence Erlbaum Associates.

Wright, T. *Roles of Teachers and Learners*, Oxford: Oxford University Press, 1987