Updating Teacher with Technology: Teacher becoming unstoppable with the help of Web Tools in 21st Century

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Teacher is heart of any institution like school, college or University. Student gives lots of respect to teachers because teacher teach not only syllabus to them but teaches most important life skills for surviving in these competitive world. Previously teacher teach inside the four walls and with the use of chalk and duster but now today's generation of students are ultra-modern, highly equip with gadgets like smart mobile phones, tablet, pc or laptops. So, now teachers often complain about student not focusing on lectures.

The expansive nature of the Internet and the accessibility of technology have generated a surge in the demand for web based teaching and learning (Chaney, 2010). Distance learning is a rapidly expanding environment which allows users the flexibility of operating outside of the constraints of time and place (Chaney, 2010).

Concentration of students is on their smartphones or they are distracted through technology often teacher also complains about students using mobile phone in lecture. Why students behave in these manners? If closely look at the matter teacher teaching with same old methods of lecturing inside the four walls with chalk and duster or by oral lecture and compare to that students are so advance doing multitask at time with use of smartphones, tablet, pc or computer. So to solve this problem and to bridge the gap of teacher and student teacher need to learn the use of technology so teaching learning gets smoother. Future of teacher will be depended on how early adopt the change with technology. Technology will not replace the teacher but certainly it will change the role of teacher.

In 21st century the use of technology has turn out to be an essential part of the teaching and learning inside and outside of the classroom. Each language class typically uses certain form of technology. In learning the language technology contributed significantly. Technology allows teachers to engage classroom activities, thus increasing the process of language learning. Technology remains as a significance tool to help teachers enable language learning for their students.

Technology constantly had been an essential aspect of teaching and learning environment. It is crucial part of the teaching profession that can be used to facilitate learners' learning. Whenever we say about teaching and learning with the help of technology the important word integration is connected with it. Now a day's technology has become part of everyone's life so it is best time to rethink about integrating use of technology adding in to curriculum and let technology help teacher in making learning more effective. It is observed, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process (Eady &

Lockyer, 2013).

Researchers see technology in deferent way. One researcher defined technology as; it is the practical use of knowledge particularly in a specific area and is a way of doing a task especially using technical processes, methods, or knowledge. The usage of technology includes not only machines (computer hardware) and instruments, but also involves structured relations with other humans, machines, and the environment (Isman, 2012). The application of technology has considerably changed English teaching methods. It provides so many alternatives as making teaching interesting and more productive in terms of advancement (Patel, 2013).

According to Arifah (2014), the use of internet increases learners' motivation. The use of film in teaching helps learners to realize the topic with enthusiasm and develop their knowledge. Learners can learn meaningfully when technology is used in the process of learning through using computer and internet. When learners learn with technology, it assists them in developing their higher order thinking skills. It can be concluded that the true combination of multimedia and teaching methodology is very important to attract learners' attention towards English language learning.

According to Rodinadze and Zarbazoia (2012), technology helps learners and teachers in studying the course materials owing to its fast access. Advancements in technology have a key role in preparing learners to use what they learn in any subject matter to finding their place in the world labour-force. Technology facilitates learners' learning and serves as a real educational tool that allows learning to occur.

Technology is effective in many ways but it is in the beginning stage now so there are many disadvantages also. Many experts also agree that infants first learn by interacting with humans and physical world. It is also possibilities of infants passive interaction with smart devices and not with humans led to disturb or misinform neural development.

As one grow older with more time spent on devices that replace time actually spent in physical world with associating with other people on face to face basis can led to substitution of emotional parameter and injurious to mental health.

In childhood and adult life the company of technology although for learning environments can also cause some negative outcomes like loneliness, lower grades, not able to concentrate more or attention deficits. We trained our brain to do one task at a time and in learning to do multitasking is difficult to adopt in initial stages but in use of technology its common one can do multitasking by opening many windows as one want

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to and it affects in learning, one can finish the learning quickly but not able to remember for a long time.

When best use of technology integration creates new dimension for learners and effectively evolves students in such a manner that students forget they are using technology and students are more enthusiastically involved in projects once technology tools are a unified part of their learning process. "Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyse and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions -- as accessible as all other classroom tools." -- National Educational Technology Standards for Students, International Society for Technology in Education.

The opportunities of Internet using inside the classroom are numerous. The modern teacher can make a blog for storing pictures, worksheets, lessons, assignments, notes associated to a topic. In this manner Teacher discuss the topic with students from anywhere and it gives student to learn not inside the four walls. Students also have freedom to upload their work on blog. If you search Teachers Blog on internet plenty off sites will open even teacher can create their own blog. Importantly student also can have their account on teacher's blog. It will help students to share their ideas confidently as well as get the platform and teacher can share more information easily otherwise that can be not possible in bigger class. Students who are introvert, shy and slow in learning will get opportunity in contributing something.

The teaching method depends on the nature of the topic. Certain topics are easily adaptable to group discussions, while some need to be explained, some can be debated, while others require lab work. For a topic that requires many pictures, animation, videos, etc., to be shown, multimedia can be used in the classroom. PowerPoint is very useful in making multimedia presentations on topics of study. Pictures and information on a variety of topics are available on the Internet, but you could use your own photos and videos in your PowerPoint lessons. All the information in the textbook need not be reproduced in the ppt. Students could be given worksheets to respond to base on the PPT as the lesson proceeds. This helps to assimilate information.

Blogs or classroom web logs are becoming increasingly popular with teachers and teacher education. Many experts predict that blogs will eventually become more successful teaching tools than web sites [Glenn, D., 2004]. A blog is a web page made up of usually short, frequently updated posts that are arranged chronologically-like a "what's new" page of a journal. The contents and the purposes of blogs vary greatly from links and commentary about other web sites to news about a company/person/idea, photos, poetry,

mini-essays, project updates, even fictions. A crucial blog mission is to link to other web sites, or, sometimes even other blogs. Many blogs are personal. Others are collaborative efforts based on a specific topic or an area of mutual interest. The use of blogs in instructional settings is limited only by one's imagination. There are many ways teachers can use blogs, some of them include content-related blog, networking and personal knowledge sharing, instructional tips for learners, course announcements and readings, annotated links etc., most importantly for the purpose of knowledge management. Learners can also take part in blogs by reflective writing, assignment submission, collaborative work, e-portfolios and sharing course related resources. For teachers, blogs are attractive because it needs little efforts to maintain, unlike more elaborate classroom web sites. Teachers can build a blog or start a new topic in an existing blog by simply typing text into a box and clicking a button. Such ease of use is the primary reason to predict that blogs are more successful teaching tools than web sites.

Increased access to technology in school was associated with improved proficiency with, and increased use of, technology overall. This is important in light of the fact that access to technology outside of learning environments is still very unevenly distributed across ethnic, socio-economic, and geographic lines. Technology for learning, when deployed to all students, ensures that no student experiences a "21st-century skills and opportunity" gap.

More practically, technology has been shown to scale and sustain instructional practices that would be too resource-intensive to work in exclusively in-person learning environments, especially those with the highest needs. In Multiple, large scale studies where technology has been incorporated into the learning experiences of hundreds of students across multiple schools and school systems, they have been associated with better academic outcomes than comparable classrooms that did not include technology. Added to these larger bodies of research are dozens, if not hundreds, of smaller, more localized examples of technology being used successfully to improve students' learning experiences. Further, meta-analyses and syntheses of the research show that blended learning can produce greater learning than exclusively in-person learning.

All of the above suggest that technology, used well, can drive equity in learning opportunities. We are seeing that students and families from privileged backgrounds are able to make choices about technology use that maximize its benefits and minimize its risks, while students and families from marginalized backgrounds do not have opportunities to make the same informed choices. Intentional, thoughtful inclusion of technology in public learning environments can ensure that all students, regardless of their ethnicity, socioeconomic status, language status, special education status, or other characteristics, have the opportunity

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to experience learning and develop skills that allow them to fully realize their potential.

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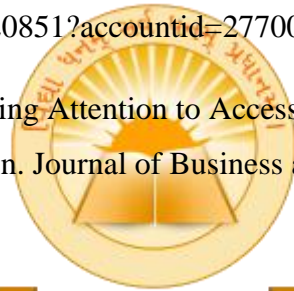http://chronicle.com/free/v49/i39/39a01401.htm

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