

# Emergence of Technology and Facilitator in Modern Education System

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**Abstract:** *The only permanent thing in this world is change. This paper intends to trace the changing role of teacher as a facilitator rather than controller in classroom teaching. There are many teaching methodologies working in most of the institutions where teacher is in commanding position. Such a teacher is an epitome of teacher-centered class allowing less freedom to develop students' expressions. Does student need a teacher like one discussed in above lines? This study leads to identify changing role of teacher to facilitator. Nowadays in the classroom to support the teaching learning process use of technology has increased. Teachers prefer to use PPTs, animated videos, etc. Not only use of technology has increased but also use of modern techniques of teaching is also emerging. An active teacher wish to use techniques like Role play techniques, Computer aided learning etc. It is identified that the above mentioned technologies and techniques are beneficial and used for undergraduate and postgraduate students. Learning by using such methodology is long lasting. The data for this paper is collected from an in depth literature review.*

**Keywords:** Facilitator, Cognitivism, technology, Behaviourism

## 1. Introduction

Indian education system has changed a lot. In the older days, only particular group of privileged people used to get education facility. Many changes occurred in the long run and now almost every person is more or less educated. Teacher at undergraduate and postgraduate level teaches student who already knows many things thereby increasing challenges for teacher. Here in this situation, which has developed over a certain period, teacher needs to rethink about his role as a teacher. If teacher needs to be an important asset to educational institution, he needs to convert his stereotyped notions about "teacher-centered" class and develop dynamic views about "learner-centered" class. A teacher is a kind of learner in modern education system who facilitates the learning, coordinates and govern students' activities. Apart from this, this paper will also explore how the advent of IT helped education, role of technology in modern education, need of new technology to be used in the conventional Indian Classroom, new technology to be applied in the Indian education scenario, future envisage for Indian education and feasibility to implement such changes in India.

## 2. The advent of IT and its role in modern education

Since the advent of I.T. almost two decades ago, education has changed drastically. Apart from vast area of information, students can have it at their finger tips. IT has changed the outlook of today's student. Today's student is no longer the table learning or slow learner. He has come to accept computers, he has come to accept Internet and since fifth std

he is into IT. This has helped a lot. This has given a student modern and imperial perspective which perhaps fifty years of Indian education have failed to develop. The other side of the coin is that I.T. is no longer limited to a certain group of students. Facilitators, students, schools and colleges had made it sure that students get Information Technology right in the institution.

## 3. New technology in the conventional Indian Classroom

A conventional Indian classroom is characterized by two things. Number one the vast number of students and number two a single teacher running after each student. This situation makes learning process really very difficult. Technology implies that technology is used for masses and in such a manner that everyone benefits from the technology. Now suppose we take a situation of the tenth std and there are about eighty students in the class. In such a situation how is the student to learn the principle of science and principle of mathematics. If the teacher is supposed to look at eighty students in fifty minutes this become difficult. So the facilitator puts on video cassettes and makes the student listen to mathematical solution in video conferencing manner or in the video lecturing manner. This way the students get engaged for all the fifty minutes and we can assure learning, that is what helps technology and the Indian conventional classroom is the place where technology is to be implemented because of the number of students in classroom.

## 4. Audio video system in conventional Indian classroom

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The other reason of usage of technology in Indian conventional classroom is the manner of presentation. The teacher after all is a human being and human being has certain limitations. A video camera or a video cassettes recorder or a T.V. does not have human limitations. it can go on , play on for hours together and this is very important. Human psychology says that you can get engrossed into the picture, a cinema for hours together without even recalling what is going on outside the classroom and this makes the usage of audio video system in Indian classroom very important.

Though the audio video system are the heart of technology in Education system, there are many new technologies coming up like video conferences facilities where sharing of information becomes important. The Internet based conferencing technology makes a student an active participant. He is being recorded, his voice is being heard by many people and this makes him more conscious of himself and in this way he becomes intelligent in the use of information he has. The questions he puts are intelligent questions and thus learning becomes more important.

## 5. Framework and methods to facilitate language learning:

There are many teaching methodologies working in most of the institutions where teacher is in commanding position. Such a teacher is an epitome of teacher-centered class allowing less freedom to develop students' expressions .Does student need such a teacher? Nowadays in the classroom to support the teaching learning process use of technology has increased. Teachers prefer to use PPTs, animated videos, etc. Not only use of technology has increased but also use of modern techniques of teaching is also emerging. Learning by using such methodology is long lasting.

### 5.1 Rivers and Temperley's skill getting and skill using stage of language learning

#### Components of Skill getting stage:

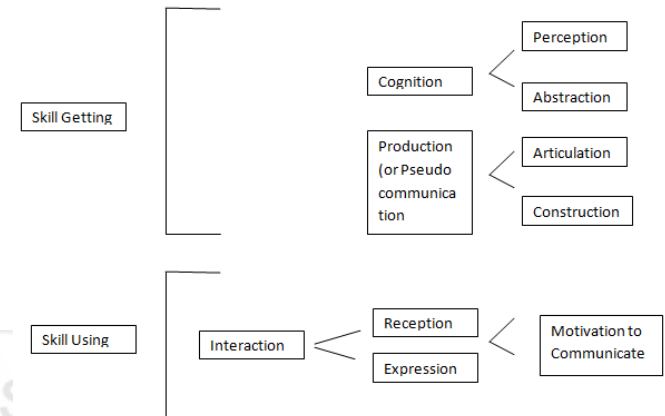
Learners have to become aware of the key features of the target performance, so that they can create the mental plans which are necessary for producing it themselves. They have to practice converting these plans into actual behaviour. So at skill getting stage both dimensions of cognitivism and behaviourism gets involved as it involves pronouncing new sounds, selecting vocabulary items, producing grammatical structures, expressing specific communicative functions etc. Ability to communicate, to interact verbally, presumes some cognition both in the perception of units, categories and functions and in abstraction i.e.in the internalizing of these categories and functions. In the process of acquisition students learn the production sequences, but in this skill getting stage student is near - communication with all outward appearances of communication.

#### Components of Skill using stage:

Apart from selecting particular limited structures or vocabulary in conversation language learners must be capable of expressing an idea in response to a particular

communicative intention which arises unpredicted during interactions.

In skill using stage we have tended to assume that there would then be automatic transfer to performance in interaction both in reception and expression of messages. Here in this process facilitator gives supporting hand.



**Figure 1:** Skill learning Model by Rivers and Temperley (1978)

## 5.2 Methods of teaching listening

### a) Story-based method

A facilitator can think of many other ways of teaching listening. S/he can come out with his/her own listening activities if the text book doesn't have enough of them.

For example, the facilitator can tell the learners a story, real or imaginary, and pause frequently while narrating the story and ask them to guess what is going to happen next. When we listen a story, we want to know what happens next. So the use of these questions is natural. However, the facilitator should see to it that all the learners take part in the discussions. This technique will help in developing their ability to predict, which an important sub - skill of listening.

### b) Task based teaching

Task based teaching has come into fashion in the last two decades. In this method, learners have to listen to the speaker and carry out the task given by the speaker. For example, they listen to the text and fill in a table/label a diagram etc. Successful performance of these tasks shows that learners have listen and comprehended the message. These tasks resemble language use.

## 6. Future of Indian education

We can see future where a student is empowered with not just knowledge but the use of knowledge i.e. He must know how his knowledge is going to get used right from the place when he gets out of the school and goes for further higher education. This future is not imaginative. This is very real because let's take the case where the student scores less marks today , what happens is he does not have a knowledge of how to use the information he has and this makes him

more and more inferior inside his mind and this affects his whole career. The future of Indian education should not be like this. The future of Indian education is that each and every student today should empower according to his own abilities. This is what we envisage for the future.

## 7. Possibility to implement such changes in India

Possibility is a result of will. If there is will, there is possibility and certainly in Indian education system many changes are feasible for example we can start with basic infrastructural facilities like fresh, airy classrooms with enough space and light. Certainly the government can implement such changes and such changes are the seed where technology and facilitator slowly takes their roots.

## 8. Conclusion

It is feasible that government and certain private parties take interest into implementing technological changes and appoint facilitators into Indian education system and in absence of facilitator; the emotional and intellectual part of students' mind will be redundant. Therefore we cannot say that the facilitator is an age old item in a technological system. The facilitator is the main implementer of the whole system and therefore the facilitator is necessary and important. We cannot deny his role even in modern Education.

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