RESEARCH ARTICLE

ELT – A COMPLEMENTARY APPROACH

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1.0 INTRODUCTION

English language learning and teaching has become more challenging, complex and enriching than ever before. A number of methods and approaches practiced over the years, intervention of post method pedagogy in the later part of 20th century, integration of technology with language learning in 21st century and the expectations of the corporate from graduates are the reasons for language learning and teaching being considered thought provoking and pivotal. In this context, it is not an overstatement if anyone says that web based learning has come to dominate the domain of English language teaching. The fruits of technology especially apps in language learning have to be experienced as majority of the learners are fond of using the gadgets like laptops, tabs, smart phones rather than traditional educational tools like pen, paper and books. At the same time,the kind of language being evolved in the name of experimentation and innovation is to be carefully scrutinized and revisited. It is, more importantly, imperative to consider standards set by the corporate for graduates, to live up to their expectations and become employable. Thus, exposing a standardized language to learners becomes a mandate. Accuracy along with fluency and creativity, formal language in the place of informality and text based learning being complemented by web based learning are the need of the hour. Therefore, language learners and teachers reflect upon 'a pedagogy of complementarity'that would suggest a combination of 'learner-centered' and 'teacher-centered', technology driven and text based, accuracy and 'fleuncitivity' approach. This has the potentiality to make language learning comfortable, accessible and standardized.

2.0 TECHNO-CONSTRUCTIVISM

Intervention of technology in education especially language learning is inevitable. The world experiences a transition as stated by Michelle Pacansky-Brock (2013) who said that "This is an amazing time to be teaching. We are at a juncture between centuries-old traditions and fresh untouched territory. At once our classrooms

are both relics of antiquated traditions and symbols of the future of a global society." As this kind of change is ubiquitous and a continuous process, teachers and learners adopt different attitudes to change: some become 'techno-phobic'and many become 'techno-addict'. Actually they need to become 'techno-constructivists'.

Constructivist learning theorists (Piaget, Vigotsky&Brunner) believe that learners build knowledge actively through the interactions with environmental stimuli; they construct knowledge for themselves either individually or socially. Constructionists focus not on the subject but on the learner in thinking about learning and constructing meaning. In other words, learning focuses on learners' questions and exposure.Therefore, learners have to be exposed to the classroom environment wherein learner-friendly technology and web based learning / instructional materials /tools are integrated. The web-based learning is one of the most powerful and versatile tools.

3.0 WEB BASED LEARNING

The web-based learning provides learners with optimal learning environment. Secondly, learners are exposed to the multiple perspectives through collaborative social negotiation within peers or teachers. In addition, independent learning may be promoted, as language study is not a one-size-fits-all hobby and no single style of learning will appeal to all learners. Moreover, learners may enjoy the benefits of digital explosions.Hence, teachers are not expected to remain as electronic traditionalists who use electronic gadgets, or at the most administer tests, quizzes, tutorials, online projects, virtual field trips, distance learning, web quests. Instead, they should integrate technology into curriculum so that it complements and redefines it. Effective teachers realize the full potential of technology to help learners build on their own experiences, construct their own meanings, create products and solve problems.Websites, apps, e-books, online study communities, and translators can be great assets for language learning.

3.1 CREATIVITY AND FLUENCY

Web based leaning with its 'flexibility' and 'virtuality' has triggered a greater volume of fluency and creativity. Language usage is being shaped up by net climate.Kenneth M. Price and Ray Siemens (2013) assert that "The field of literary studies is being reshaped in the digital age". It was once trendy to try to speak like people wrote, and now it's the other way around. For the first time in history, netizens achievedigital fluency(Jane Solomon 2013) and write quickly enough to capture qualities of spoken language in their writing, and teens are skillfully doing just that.

Learners are, for instance, fond of using 'texting' language and whatapplanguage and abbreviated spelling. They feel that it is their space to experiment fluency and creativity. Sentences like "I have whatsappedthe list", text me, please", 'why don't you google and look for information' are common in usage and such expression are not questioned for validity. Hence, learners find themselves comfortable using this kind of hybrid language. 'Netymology' is a fantastic Linguistic Celebration of the Digital World tracing the stories behind new words.'Selfie', 'groufie'and 'elephie' are some of the words coined out digital experience. 'Avatar', the word for our digital incarnations has a marvelously mystical origin, beginning with the Sanskrit

term 'avatara', describing the descent of a god from the heavens into earthly form. Arriving in English in the late 18th century, via Hindi, the term largely preserved its mystical meaning until Neal Stephenson's novel *Snow Crash*(1992) first popularized it in a technological sense. 'Twitterature' is another term to refer to literature being produced in twitter. Who knows the word 'neterature' may, in the days to come, be in usage.

Creativity also flourishes in web based learning. To an English man's inquiry, "What is curd?", "Milk sleep at night and morning become tight" is the honest reply of a retailer. 'Textspeak' could be another example. From the Guardian dated 12.6.2015"YOLO Juliet. srsly Hamlet. Macbeth #killingit. Shakespeare goes 'textspeak'. One may imagine what if those star-crossed lovers Romeo and Juliet had smartphones? A classic is reborn in this fun and funny adaptation of one of Shakespeare's most famous plays.

3.2 LANGUAGE LEARNING APPS

Innumerable apps especially language learning apps both free and paid are available for language users. Moreover, as it was remarked by Reynol Junco (2014), "Social Media sites and services are incredibly popular among college students." Therefore, it is up to teachers and learners to selectively use for learning purpose and, not get lost in the wealth of information and reach nowhere. The list adapted from Jeong-Bae Son, University of Southern Queensland, Australia indicates the vast internet resources available for language learning:

Category	Tools	Learning
Learning/Content Management Systems(LMSs/CMSs)	Blackboard, Drupal, Joomla, Moodle and Sakai. Moodle	Online courses at many universities and schools
Communication tools	Gmail, Skype, TokBox, Windows Live Messenger, Yahoo! Messenger, Jabberwacky, Verbot, MyBB, phpBB, Tangler and Voxopop.	Voice chatting and video conferencing.
Live and Virtual worlds	Elluminate, Livestream, OpenSimulator, ActiveWorlds, Second Life, Ustream, Wimba Classroom and WiZiQ	Delivering live meetings and virtual word communities
Social Networking and Bookmarking sites	Delicious, Diigo, Elgg, Facebook, Grouply, MySpace, Ning, SocialGo, LinkedIn, Twitter, Lang-8 and Livemocha.	Sharing information and networking
Blogs and Wikis	Blogger, Edmodo, Edublogs, LiveJournal, WordPress.com, PBWorks, Wikispaces and Penzu,	Collaboration and Connecting
Presentation tools	280 Slides, Animoto, Empresser, Prezi, SlideRocket and Zoho Show	Innovative ways of presenting language-related materials.

Resource Sharing tools	Google Docs, TitanPad, Zoho Writer, Box.net, Dropbox, VoiceThread, Xtranormal, Flickr, Picasa, MyPodcast, PodOmatic, Glogster, Screenr, Slideshare, PhotoPeach, Dipity, OurStory, Jing, SchoolTube, TeacherTube, VideoPress, Vimeo, WatchKnow and YouTube.	Valuable tools on the web that connect and collaborate
Web Exercise Creation tools	ContentGenerator, ESL Video, JClic, Hot Potatoes, Quia, Lingt and Listen and Write, Learn English with English leap	Enabling teachers to create language exercises themselves
Dictionaries and Concordancers	Dictionary.com, Merriam-Webster Online, YourDictionary.com, Compleat Lexical Tutor, Forvo, Howjsay, Visuwords, OneLook Dictionary Search and VLC Web Concordancer.	Language reference tools
Utilities	CalendarFly, Doodle, ClustrMaps, Currency Converter, Dvolver Moviemaker, Google Earth, Lesson Writer, Storybird, Cacoo, Mindmeister, Mindomo, Remember the milk, SurveyMonkey, Voki, Time and Date, TinyURL.com, W3C Link Checker, Wallwisher, WaybackMachine and Wordle	Language learning activities

All these social networking sites, internet tools, Learning management systems and apps have revolutionized the way learning takes place today. In fact, the prediction of JCR Licklider, a pioneer of the early internet and Taylor: "In a few years, men will be able to communicate more effectively through a machine than face to face. That is rather a startling thing to say, but it is our conclusion" has come true.

4.0 EXPECTATIONS OF THE CORPORATE

Learning using internet tools has created tremendous effect on student community. It offers them scope for self-paced learning environment. At the same time, learners are carried away by the lenient atmosphere wherein they neglect the spelling, construct sentences in the mode of speaking and ignore the value of error-free language. These aspects are sadly reflected in their examination scripts too. These are the candidates who look for employment in prospective corporate sectors. According to Aspiring Minds National Employability Report, published in Times of India (Jan 24, 2016), which is based on a study of more than

1,50,000 engineering students who were graduated in 2015 from over 650 colleges, 80% of the them are unemployable. There seems to be a significant skill gap and there is a need for an upgraded education and training system. Based on a research conducted by World Bank, the skills which Indian employers demand from engineering graduates could be categorized into three factors: Communication Skills, Professional Skills and Core Employability Skills. Communication Skills include various shades of soft skills: Written Communication, Reading, Listening, Technical Skills, Experiments/data analysis and Verbal Communication. Therefore, candidates who are good at language skills get more opportunities than others. Most of the companies and organizations look for such skillful candidates.

4.1 STANDARD SETTING

The responsibility of sensitizing the learners on standards set by Common European Framework (CEF) rests on educators. The basics of such standards are found in the definition of Standard English (Merriam-Webster Dictionary) as "the English that with respect to spelling, grammar, pronunciation, and vocabulary is substantially uniform though not devoid of regional differences, that is well established by usage in the formal and informal speech and writing of the educated, and that is widely recognized as acceptable wherever English is spoken and understood". Therefore, candidates' level of knowledge, skill, proficiency, mastery or readiness has to be developed in order that they clear certain standardized tests for selection such as Test of English as aForeignLanguage (TOEFL), Test of Spoken English (TSE), Test ofWritten English (TWE) and International English Language Testing System (IELTS) and also become employable in corporate sectors.

4.2 INITIATIVES

Certain strong measures such as achieving mastery of language, accuracy, native like fluency and following text book approach have to be followed so that learning is complete.Acquisition (Fluency) is to be followed by learning (Accuracy). Learner-centered approach is to be complemented by teacher centered pedagogy; collaborative learning, individualized learning; fluency and creativity, accuracy; non-native speakers of English and their varieties, native like fluency; technology based learning, text book based learning; and networking, interest and support groups, knowledge generated by 'experts' and authority of 'the published book'. The pedagogy of complementarity as extension to post method pedagogy(Kumaravadivelu2001): pedagogy of particularity, practicality and possibility is to be seriously viewed and taken into consideration.

5.0 CONCLUSION

Harnessing internet tools for language learning, engaging in virtual learning and exploiting mobile apps for language exercises are surely rewarding experiences in an age of mobile apps. They should be complemented by a skillful mastery of language as standard set for being employable and professional. Learners should take advantage of both face to face and online teaching. It is a mix of academic instruction with practical professional experience beyond the traditional classroom. To sum up, complementarity is to be achieved for ensuring effective language learning.

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