The topic of English language teaching and learning has emerged as one of the central issues of contemporary educational debate as studies have consistently demonstrated poor standards of student achievement across all levels. Since the current era is epitomized by the ubiquitous use of technology, it follows that technology has penetrated the field of teaching on a worldwide scale. In fact, since most educational institutions have now absorbed such technology into current and future curricula, technological and/or media-based pedagogies have assumed considerable prominence due to proven enhanced learning outcomes, especially in comparison with traditional teaching methods. Obsolete teaching practices include a number of problems.

1.4 Operational Definition:
Technology: methods, systems, and devices which are the result of scientific knowledge being used for practical purposes.
Teaching: the concerted sharing of professional knowledge and experience, usually organized within a discipline: more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact.

1.5 Objective of the Study:
1. To find out ways to strengthen teachers' technical skills in order to make teaching effective.
2. To know the experimentally teaching style with students' learning style.
3. To find out advantage of technologies in teaching English.

1.6 Research Design
1. Method of the study
The experimental Method of the research design forms an important of the research process. It deals with the collection of data, the research techniques adapted, the tool selected or developed for the purpose sampling procedure employed and the statistical techniques applied.

2. Experimental design
Selection of experimental design depends upon the information, the researcher wants to explore with respect to a particular problem. To test the hypothesis the experimental design selected by the researcher was a Pre-test post test single group design.

3. Research design
Pre test, post test single group design
1. Pre test
2. Implementation of programme
3. Post-test
1.8 Major Finding of the Study:
A sample is a small portion of population selected for observation and analysis. Sample in the present study constituted 10 teachers and 90 students, where, 45 students were from Government (Rural) secondary school; and 45 students were from Government (Urban) secondary school; 10 teachers were from five schools were selected randomly from Hyderabad Dist.

1.7.1 Hypothesis 1: There is a significant difference between the efficiency of teachers in using of modern technology in terms of teaching English language.

<table>
<thead>
<tr>
<th>Table 2: Mean &amp; SD values for POST TEST</th>
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<tbody>
<tr>
<td>POST TEST</td>
</tr>
<tr>
<td>N</td>
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<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Experimental group</td>
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<tr>
<td>Control group</td>
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The mean and standard deviation of technology (Experimental) group is 27.37 and 4.03 in the post test and the mean and standard deviation of conventional (control) group post test is 23.93 and 4.77. The calculated t-value is found to be 3.84 which is greater than the table value 1.99 at 0.05 and the research hypothesis is accepted. Therefore there exists a difference between conventional group and experimental group in their post test. This show a student who receives one month modern technology teaching from teachers has done well in achievement test than students in control group. Hence the hypothesis accepted.

1.7.2 Hypothesis 2: There is a statistical difference between the demonstrating the level of student assimilation of English language skills.

<table>
<thead>
<tr>
<th>Table 1: Mean, and Standard Deviation values in the pre test &amp; post-test of Experimental group</th>
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<tbody>
<tr>
<td>Experimental group</td>
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<tr>
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<tr>
<td>Pre test</td>
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<td>Post test</td>
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The mean and standard deviation of Technology experimental group pre test is 22.57 and 5.49 and the mean and standard deviation of post test is 27.37 and 4.03. The calculated t-value is found to be 4.72 which is greater than the table value 1.99 at 0.05 and the research hypothesis is accepted. Therefore there exist a difference between pretest and the post test scores of experimental group. This shows students in the experimental group significantly scored high in achievement test when compared to pre test. Hence Hypothesis accepted.

1.8 Major Finding of the Study:
- There is a statistically significant in the efficiency of teachers in using of modern technology in terms of teaching English language.
- There is a statistical difference between the demonstrating the level of student assimilation of English language skills.
- The research results support the uselessness of traditional English language teaching methods. This is evident in the studies conducted, where it was found that between 75% and 85% of students confirm these results and 60% to 80% of students are dissatisfied with the traditional methods. In contrast, students are more enthusiastic and interactive when using modern technology to absorb English by more than 90%.
- Statistical data confirm that a high percentage of those who learn English skills interact with modern technology means such as smart boards, computers and display screens compared to traditional teaching methods. According to statistics conducted on random samples of students, including private schools that adopt the modern means of technology and public schools that lack modern means were surveyed on a number of students in the classroom and others volunteers outside the perimeter of the interaction of most students from both the results of the analysis of students' performance showed that 75% to 95% achieve high results in their attainment in English, unlike those who are taught by traditional means, their achievement rates are very low.

1.9 Recommendation:
- The English language teachers in engineering colleges need to update their technical knowledge.
- The innovative teaching tools should be used to motivate students in learning English.
- Teachers need training on internet and latest technology.
- Teachers should develop learner’s autonomy through language lab and web based learning.
- Technology based learning should be introduced.
- The computer is being viewed more as an integral part of the learning activity, and as a means by which skills are transferred to learners.
- Theory and practice in second language learning can be matched together by the use of modern technology.
- Modern technicle ways should be followed for effective learning and teaching in the second language.

1.10 Conclusion
We believe that this process can fully enrich student thinking and practical language skills and promote improved efficacy in overall teaching and learning. Indeed it is evident that many routine learning issues that can be overcome through the effective incorporation of technology and appropriately trained teachers, while funding ramifications can be addressed through ministerial planning and the establishment of an infrastructure which prioritizes the interests of effective learning. We believe that this process can fully improve students’ ideation and practical language skills, which is helpful and useful to ensure and fulfill an effective result of teaching and learning. Barring a few problem areas multimedia technology can be used effectively in classrooms of EIT with proper computer knowledge on the part of teachers, overcoming the finance problems in setting up the infrastructure and not allowing the teachers to become technophobes.

REFERENCES