

An Analysis on Usage of ICT and Strategies to adapt New Techniques in Teaching English

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Abstract : This study discusses how far ICT (Information and Communication Technology) can be used to improve the quality of education by comparing traditional methods of teaching with ICT models of Teaching English to the College students of different streams. Today's challenge in education is to define the best use of ICT for improving the quality of teaching and learning. There is a great possibility for the application of ICT at the college level as it helps to improve language skills in English (LSRW), in a communicative method classrooms in India. The findings of the study were positive about ICT familiarity of teachers and students, the researcher conducted an experimental study on the effectiveness of ICT tools in teaching. There are vast English learning apps created by edupreneurs to enhance the skills in learning English. There are advantages and the range of challenges in executing the research. The experiment also done on choosing the right app that motivates the learners and sustains their motivation and enable them to make steady progress.

Key words: Traditional, quality, enhance, sustain

Introduction

The demand for learning English language and the due status of the global language and the rising interest of the students to be proficient in the language metamorphosed the English

Language Teacher to be the content renderer to a facilitator to create the vested interest in the teaching and made them to create pragmatic and eclectic teaching methodology. The team of English teachers complain that they get six hours of teaching and provided with the lab classes and the need to design the tasks and the teachers strongly agree that digital narrative techniques can be tailored or designed to suit different learning styles of the students. It can be inferred that genre-based instructions can go a long way in developing the skills of students and thus it will enhance the overall development with practical situations simultaneously improving their vocabulary skills. Teaching in the New-Age demands a stronger and more focussed interrelationship between technology and class room teaching, Systematic use of online dictionaries, language apps, educational videos, games, enable students to use the digital resources that are related to content and curriculum. The major benefit of technology helps the learner to interact with the native speakers and helps them to focus attention to improve the accent and intonation. Learning new words does not need interruption of the task at hand because of the presence on online dictionaries. Piaget studies have shown “The intellectual growth is contingent on his mastering social means of thought, that is language.”

Objectives

1. To enable the students to speak English
2. To enable the students to develop the reasoning skills.
3. To Motivate and to create interest through activities.

Digital Age

MC Gowan in her recent article has mentioned that the status of different societies that have been forefront of the information age are in dire straits with the rise of AI, which is actually a form of meta cognition resulting from advanced organic cognition. The present graduates may not be static in one particular and changing of jobs are quite imperative due to dire need and consequences, in such scenario the back up of the skill set is quite essential to be versatile and sufficient in the job market.

The need of the Skills as follows

1. Oral and written communication skills
2. Adaptable dexterity with language skills
3. Analytical Skills
4. Social Skills
5. Handle information precisely in addition to creativity and Innovation

As these skills are need of the hour for conventional careers like teaching language or language support, content writers, journalists, copywriters so as to align with the need, various language skills that are acquired and the curriculum or structure has to realigned according to the Global skills and foremost thing is to understand that the human skills cannot be simulated by machines as it would be

1. Conflict Resolution
2. Negotiation skills
3. Critical thinking
4. Empathy
5. Emotional Intelligence

6. Problem Solving skills

Along with the supporting gadgets and apps promoting humanities to overcome the challenges of the New age has to be emphasized. New age replaces the conventional jobs and emerge with new age jobs, where greater number of graduates need to deal with the globalized online customers and should be familiar with English. Equipped with language skills along with the above-mentioned skills will be in demand for the corporate clients. But with technology, the modern student could be scaffolded from “Remembering” to “Creating” so teachers building a curriculum should find here a range of possible goals or outcomes in the knowledge, thinking, problem solving and creating.

Conventional Teaching methods

English has made its way towards the globalisation and the pedagogy remained same throughout the years as it helped other sectors in mushrooming the spoken English classes. Grammar Translation method was followed earlier. In 45 Minutes or 50 minutes of class students were encouraged to rote and to write more instead of practical functioning of the classes and later as the demand emerged for language proficiency, lot of Teacher Training programmes and workshop were conducted but the implementation of those skills varied according to the requirement of Individual. Later they realised that mere introduction of technology will not help the enhanced learning environment as it requires standard practice for both the facilitator and the students.

Invention Of new methods and curriculum

The concept of professional development has picked up in the recent years and it has become crucial to follow the teaching ethics and the development curriculum with the cognitive skills

and the working qualities abstracted by designing new methods of teaching. With four hours of teaching, two hour retained in the class room, 1 hour considered for activity interacting with the students by sending the topics to listen in You tube, Ted X or to listen to the speeches and greatly dedicated for interaction in the heterogenous group by involving all and 1 hour dedicated to the Lab hour especially for listening and for task force methods. The technology such as Whats app, we chat, Ted X, Moodle, Edmodo can be utilised to enhance the skills.

An outline or frame work of Application of ICT

A survey among students and few faculties in College level sections were conducted in Bangalore to understand the attitude towards the ICT methods and tools. An experimental study was conducted on the effectiveness of these tools for teaching and for assisting as one of the language methods to improve the quality of the learning. Few TED X speeches, Story Telling tools were used to the Non- Engineering sectors.

Sample Data of the survey

As part of the research study, 150 students form Engineering classes has been taken and the You tube speeches, TED X and 2 stories were sent to them to initiate the procedure. The results were quite interesting as the sector is Engineering few students were well trained in using the computers except few students where the technical intervention is needed to assist and to help them. 65% of students know how to operate the systems. At initial level listening capacity of the students were not to the level of expectation, later they developed the skills by marking few sentences and rectified the level of understanding with the help of the facilitator. The vocabulary skills improved among the students and students from the rural background

break the ice. The activity improved the quality of understanding, analysing, reasoning and also the speaking skills.

Sample Activities

1. Students were given the topic week before to listen to the You tube Ted X speech : Looks aren't everything believe me I am a Model. As they are hand-cuffed to the mobile and the best time make use of the opportunity as per our design and curriculum.
2. Students were divided into the groups and the List of 10 American short stories such as, The Gift of Magi, Little Match Girl, Monkey's paw, Dark Brown Dog, Eve's Diary, The Story of an Hour, Regret were listed out in weeks' time.
3. Students were shown short movies and Clipping, and were asked to write the Reviews.
4. Students were asked to have Skype conversation with the topics for the dialogues given.

Sample: 150

Rural Students : 85

Urban Students: 65

The questionnaire issued to collect the feedback

1. Was the task interesting?
2. Was it helpful to develop the required skills?
3. Were you motivated towards exploring more into the vocabulary of English?

4. Has your confidence level improved in order to face an audience?
5. Has it improved your speaking skills?
6. Was the task useful? And is there any suggestions.

Fig 1 Shows the response of Rural Students

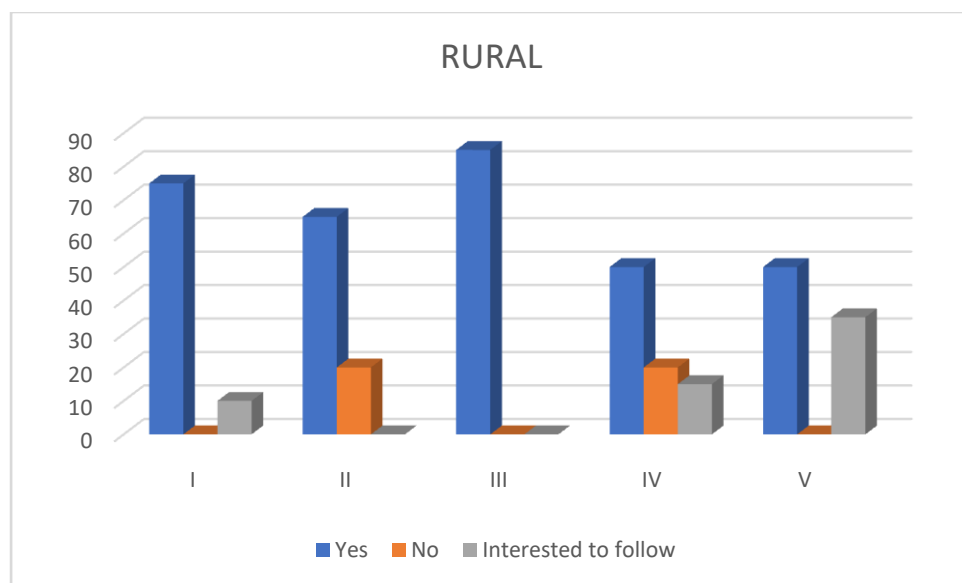
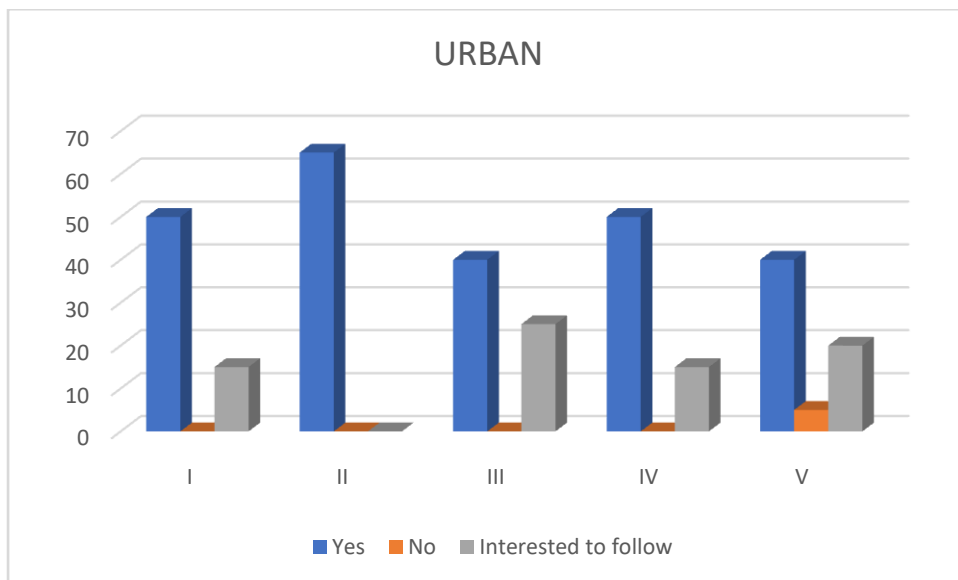


Fig 2 Response of the Urban students



The open-ended questions in the feedback form reveals the perception of the students towards the task and some of the responses for the 6th question was fascinating to register here.

1. It has improved my confidence in speaking.
2. Native accent is difficult to follow, as Indian accent is different which made to listen more than 5 times.
3. Initially distracted by many uncontrollable situations as the accent and vocabulary is difficult to follow.
4. Learnt new words and mentioned in my notebook, so as to enhance my speaking skills.
5. I come from the Regional medium school, hence understanding and following it is too difficult but this will help me to learn the language. Interested to follow
6. It is different from traditional teaching methods but I followed the instructions to engage in the activity task.

7. When I called to give speech based on the video listened, I struck with the choice of words but my friends told me that I have used vocabulary from the stories I listened.
Interested to follow
8. I have never exposed to any of the learning materials, but now I will make sure to listen audio to compete in the Globalized world.
9. The speeches were too fast for me, I struck initially and didn't listen, later I started listening again and again while travelling which helped to understand and follow.
10. I am the tongue-tied person and have less-confidence but these tasks helped me to gain my level of confidence.

At initial level as a researcher finding a task to the set of students was actually complex as Engineering students were quite equipped with LSRW, but they lack in listening skill. Since it is given for heterogenous students selecting the speech and the stories for the group of students was challenging. The choice of the speech and few stories helped them to understand wide range of concepts and also helped them to develop the reasoning skills. With the advent of new technologies adhering to the innovative methods are nonetheless is the process of embracing the future as it increases the skills of the students to face the Challenges that they exhibit in the society. Teaching is a complex process and challenging but the same has taken in a creative way, figuratively there will be tremendous change followed by the younger generation as the process is shifted from Traditional to creative and Conventional to Modern. As they are paralysed without the mobile phones, the same can be utilised as the language source in teaching modern methods in the class room. There are tools such as Audio pal, Vocaroo, Audio boom andvoki, both Audio pal and Vocaroo are very simple voice recording tools as students can record their speech. Voki is an essential tool to practice in literature

classes. The Activity based teaching helps in cooperative learning as mentioned by Slavin(1980) cooperative learning helps to solve the problems of learners as they get motivated with the peer group learners and friends, to fall into the category of collaborative learning. Group investigations and problem solving will be improved in the co-operative learning and propel the students to incorporate the elements of learning methods and ensure them to work according to the set rules and principles. The cognitive skills of the students will be improved as they are traversed from the traditional learning model, Positive interdependence, Individual participation, synthesising the idea, simultaneous interaction in the heterogenous group is identified and the healthy competition among the students have improved. As the Rural students consider themselves as inferior group compared to Urban students. The idea and intervention of technology, innovative methods and interaction acts as a catalyst in learning the language and such idea explained in the process of learning. As the groups divided accordingly with the ratio of urban and Rural and the motivation of the group acts as the stimulant to develop their skills. Language competent is a significant aspect of an Engineering students academic and professional life, besides subject knowledge analytical knowledge with the reasoning skills focus them to participate in the competition. Identifying assumptions and reformulating knowledge with the help of advent technology is the best way of casting the younger generation towards the field of expression. Language should not be taught but to be experienced and to experience need based education and real situation and by exposing them theoretically along with the practical exposure improves their global opportunities. Sustainable professional development will be enhanced through the problem based curriculum and the deviation from the traditional class room method to the innovative

method a little step in interacting with the vision of improving the present generations will awaken the minds of the students.

Challenges Faced

1. There were lot of challenges faced both by the teachers and also by the students and through untiring effort those challenges were taken as the bold steps to start with the Innovation.
2. Watching the video clipping and the movies interest the students and when they asked to write the reviews of the movies the task has become difficult as they later become tired or not interested so list of questions based on the movies were given and they were asked to answer not less than 250 words.
3. Watching You tube speeches and listening to the great speeches were initially tough as the students complained about the technical, internet difficulties and also the level of concentration was too low initially.
4. The problems of poor concentration level was addressed by giving the suggestions to follow the speech with the sub-titles and later without sub-title. Students were advised to listen to the same speech for more than 3 to 4 times till they get reasonable understanding on the topic.
5. Randomly invited the students to give a speech was not successful initially as they had stage freight and the time consumed to motivate them to speak.

The above are few challenges, but when considered about the growth and there should always be the supplement for the new methods of learning and teaching the new generations demands a stronger and more focussed incessant confidence. The choice of

methods, stories or speeches is the required skill to create interest to the new generation. To engage, entice and to enthral special investigation and methods has to be adopted, it is also possible to bring in few poems, stories or literature-based fiction as the stories create and enthuse interest in the readers. Through the stories the value-based education too catered. There is the particular aspect that every teacher or the facilitator should always be the motivator and should not lose interest or should never postpone the activities designed on particular date. Coherent and cohesive spoken discourses and in organising the sentences using linkers, changing the sentences of simple into complex are must try in the class room which is focussed on writing skills. Each of the skills should be given special need and each skill should adhere to the special activities as it will help the students to face the language challenges.

Findings:

The above activities and experiments encouraged the students to get the awareness and to know about their ignorance in their acquired skills. It Developed the students to comprehend and to interpret the abilities and helped to perform the function without any interruption. Class Room and Traditional teaching has to be modified according to the need based scenario. Students embraced the changes and attempted sportively if the circumstances imposed with cautiousness.

Conclusion:

Technology transcends the book and the resource limitation to the curriculum and text book creates boredom among the students and the classes will be taken as the class for the sake of the attendance. Any sort of technology has to be welcomed and it should be

utilised accordingly to manage the situations. Computers, Tablets, Whats app, Mobiles and any other app has to be utilised to develop the digital literacy and self- directed development in the education sectors. Flawless language competence, technical skills and the soft skills are imperative for the high quality contribution and delivery. Virtual communication has taken its importance and created interest as it is helping them in rewarding to take decisions and it has become the marker of identity to represent the values and skills. There is an awakening call for the youngsters to compete with the global world and the circumstances and the teaching methods should favour according to their needs.

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