

English Language Teaching through Traditional Methods and with Aid of ICT in Education System of Andhra Pradesh

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Abstract:

This research paper reflects on intertwined relation of a second language with Information and Communication technology. It gives illustration about traditional methods of language teaching where ICT can also be an assistance of teaching foreign language at current scenario. It puts efforts to disclose the instructions of language through ICT from the level of pre primary to engineering. Second language acquisition plays a pivotal role in education system by any Indian students whereas ICT can add fun to teaching and learning. It aims to bring out an information home about the usage of ICT in the language classroom and its application with direct teaching methods. A narration is also done with traditional teaching and incorporating ICT into language lab.

Keywords: Second language, traditional methods, experience, learning strategies, global scenario.

Introduction:

Language is the mirror that reflects the personality of human. It is used not only to communicate but also interconnects people with different cultures, practices, social and economical conditions of the other nations. In simple, the speaker becomes a part of the other nation. Mother tongue is learnt by us as it is acquainted from many sources since we exposed it.

Andhra Pradesh is one of the southern states in India where Telugu is considered to be a main regional language and English as the second language. English is introduced as a second language in regional medium schools run by the government of the state whereas it is the first language in English medium schools and Government English medium schools introduced in 2012. As it is an evident fact that teaching methodologies vary from teacher to teacher and region to region as they are influenced by environmental, cultural and technological aspects.

Language teaching and learning in this state are followed by both traditional and technical methods at present where traditional methods of teaching are given priority in most of the rural areas. Clear parities are seen between rural and urban areas in the state which delineate varies in teaching methods.

Traditional Methods VS ICT in English language teaching and learning:

English language teaching and learning are entangled with Information and Communication Technology in the present education system. It is applied from school level in India and these have become essential tools to survive in this global scenario. The second language opens doors to the world of learning and to other cultural, social, economical and regional aspects whereas the emergence of ICT, the world has changed itself into a global village that makes everyone meet with their criterion. English plays a vital role in every field such as medicine, education, art, law, music engineering, management and used as a medium for business transactions. Acquiring knowledge in English and technological usage have become mandatory for surviving in this competitive world today.

It is an evident fact that teaching and learning a language through traditional methods haven't an impact like a classroom with technical usage now a day. Technology is introduced from schooling itself through various schemes. Communication in English has been facilitated through computers by providing language labs from second standard onwards in the corporate education system. Students are exposed to sounds of the second language through CDs and DVDs availed by many linguists. According to Kent, "Information Communication Technology such as computers, communications facilities and features that variously support teaching and learning and a range of activities in education". Some of the common methods of traditional methods followed by the teachers are illustrated briefly and tried to bridge them with Information and Communication Technology.

Direct Method: it helps the learners to prevent from using the learners' native language and encourage them use targeted language to acquire second language skills. The direct method highlights on teaching concept, vocabulary through teaching on the blackboard as well from the text book. It gives opulent scope for the learners to learn rules of the language through the presentation of adequate linguistic form in the target language in targeted period. It focused mainly on question answer patterns. It is one of the much prioritized methods of teaching used

from schooling to teaching engineering English. Learners are equipped with rules and correct usage of the language.

The Direct Method is Supported with ICT: some of the e books are available on the internet and exercises on rules of the language with pictorial representations are avail that update from time to time. Though the direct method is used in the class room by the teacher she /he can extract some exercises data and inculcate interest among the learners.

Grammar Translation Method: students are exploited to learn through translation from mother tongue to English in this connection Grammar rules are to be memorized for a long time and list of extensive vocabulary learn by heart. Opportunity for developing oral ability is considerably less here.

The Grammar translation method supported with ICT: there are extensive amount of work sheets are availed for all the ages of students in their mother tongue to translate them into English even it is supported with audio tasks. The learners can individually learn by using them.

The structural approach: this method regards language as a complex of grammatical rules that are to be learned one at a time in a structure format. This method is not considered with age or the class they are pursuing. It is the method mostly used to teach from schooling to graduation level.

The structural approach method is supported with ICT: there are immense worksheets are available which answers can be done and checked spontaneously. The tests are given to develop structural learning in a fun and easy manner which impresses learners to follow them. the teacher can also have a chance to extract them and used them as a source of material to come out of stereotyped teaching.

Task based language learning: the focus of teaching is laid on the completion of a task which itself is interesting to the learners. The tasks include various activities with regard to English language.

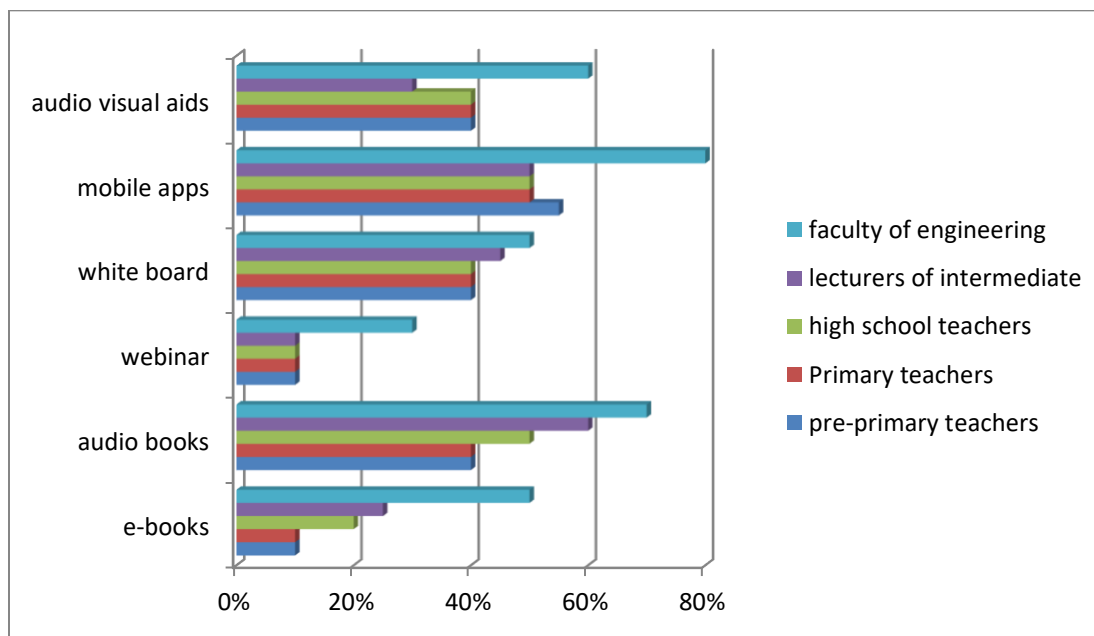
Task based language learning is supported with ICT: this kind of teaching and learning include searching internet, listening to taped materials, selection of important vocabulary to teach and learn as well .

The natural approach: this is a natural approach which has no correction of mistakes and it helps to know the difference between the first and second language.

The natural approach is supported with ICT: there are several programs designed to develop natural approach.

Some of the teachers have been interviewed through a questionnaire in order to know about how the assistance of ICT is taken to teach second language through traditional methods. It is illustrated through a pictorial representation. The questionnaire has been prepared in view of teachers teach in pre-primary teachers, primary teachers, high school teachers, lecturers of intermediate and engineering.

1. Do you use e-books to refer the subject you teach?
2. Do you take the assistance of audio books to improve your pronunciation skills ?
3. Do you interact with other teachers through webinar?
4. Do you use interactive white board in the class as a teaching aid ?
5. Do you use mobile apps as tools to assist and improve your teaching skills?
6. Do you use tape-recorder or television or film projector in your language laboratory?



The above diagram illustrates the usage of ICT in teaching second language at various levels of education system in Andhra Pradesh. System of teaching in schools haven't been explored to webinar, e-books and mobile apps considerably it is less usage of technology at intermediate level and it is appreciably used at engineering level as it is a technical course.

Conclusion:

Language teaching with collaboration of ICT is expected bring revolutionary changes in the future which helps the future generations to cop up with much easier acquaintance with language and inculcates sense of interest to learn language apart from academic subjects. In this regard, the government has to ahead to in force ICT support for second language development in order to become the state much effective in global communication. Non government sectors have already taken measures and enacted it at early stages of education in the schools and colleges.

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