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Ajanta Prakashan

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3. A Comparative Analysis of Conventional and Technology Based Methods in Teaching-Learning Englilsh As Foreign Language

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Introduction

As we are moving towards the best and sophisticated terms and types of higher education in almost every field of knowledge, there are several observations regarding the teaching-learning process that are followed across the globe. The developed nations have their own changes and alternations made in the light of fast changing situations in the field of education. The developing nations like India which are emerging as powerful nations have focused their attention towards developing newer course and following updated designs of study. There is an immense and potential growth in this sector. An educationist's approach but differs in this case as he/she may be given to the basis issues of delivery of the content.

English as second language is taught right from the primary education and it becomes more compulsory as a ward reaches higher education system. There are varied reasons why English as an international language is made compulsory for various course content and syllabi. Knowing the fact that there are issues of interest for the learners as well teachers that are even more relevant and essential, the conventional methods of study are scrutinized and filtered to reach at a more feasible and required methods.

The conventional methods that we follow to maintain the classroom climate, focusing the learners to study material and the most important to make it delivered well so that it becomes lasting are not suitable to each other. It is because of this simple reason that either there is a combination or total replacement in some cases where the teaching-learning process is changed altogether. It is yet but restricted to a few alterations made in the conventional methods and a minor support of technology based equipments, tools or merging both. A general observation but bring to us a fact that there is a wide gap between what the global demand is and what we all follow.

Effectivity and realization of all such methods is not handled in critical terms for the reason that these methods are not weighed in comparison. It is also possible that there is no

proper understanding of the change seen around in the field of education as a whole and teaching-learning languages in particular.

Recent trends in development are all about instructional technology where there is a great focus on substituting or changing as well as assisting the existing methods of delivering knowledge content. This is not at all to maintain that the conventional methods have become obsolete but there is a need to put it through a better analysis whether something more relevant can be done so that education can be made happening in a more meaningful manner.

Worldwide, English rules for almost every operation in case of communication and teaching-learning. It is one such language that forces us to study it in a more comprehensive way without which moving through becomes difficult. The initial outlook towards English as 'language of the foreigners is changed to foreign language' and now taking into consideration the vast number of English speakers and writers, it needs no explanation that instead of we force ourselves to teach and learn the language, it become vice versa.

In case of higher education there is hardly any alternative by which studies can be made 'global'. English now has become superimposing to every case and we do experience in our daily life too. The first basics of learning/acquiring mother tongue are done at home and in social groups but in case of acquiring a foreign language, teaching-learning environment is much essential. To make it happen the right way as the need is increasing in a new way and manner, we all are responsible to change the way we really teach or learn English as foreign language.

Simple assistance from language laboratories where an installed progam in a computer helps us to know English language in a much better way too has its significance. It works on predesigned vocabulary, pronunciation, grammar rules and usages as well as drafting and formatting, etc. but this should not be taken as the standard methods that shall applicable and useful for all. Taking into consideration the scope and limitation of such technology based teaching-learning, it can be but formulated that it too needs alterations.

Aims and Objectives

It is because we are given to academic plan along with many other discussions on conventional as well as technology infrastructural facilities that are available in academic institutions too are important. The core aims and objectives of this study shall be as follows where all related issues shall be put through discussion analysis made by educationists and overhauling of education, innovations and recent trends and developments in content delivery especially learning English as foreign language.

Instructional technology works hand in hand with technology based teaching learning and therefore forms a core area for the present study.

Comparative Analysis of Conventional and Technology Based Teaching-Learning

At a national level, English continues to serve as our 'window to the world' and thereby function as a language of development. This is so because of the access provided to the growing funds of knowledge in Science, Social Sciences and Humanities. The continuation of English seems important if our science and technology, trade and commerce are to be truly international. As an Intra-national ling language, English is a promoter of interstate mobility contributing in some measure to national unity and integration. As an associate official language, it also serves as the official link between the central government and the governments of the non-Hindi speaking states, an international 'ling language'.

The legal and banking systems, trade and commerce and defense are using English language as a superior means of communication. It is needless to mention here that English is a language of 'upward social mobility'.

It is clear, therefore, that English has important functions is communications of diverse types. The skills of communication will continue to be at a premium, and teaching will have to try to impart a certain minimal competence in these skills. It is important that we should be able to identify the English requirements of various groups of students precisely, and try to provide for each such group the patterns of courses which will be relevant to the needs of learners. This is important because not all the students will need English to the same level of competence.

The main focus must shift from teaching as a unidirectional, teacher-oriented, knowledge-oriented activity to learning as an interactional activity, involving sub activities like problem solving, group work, drawing inferences, making generalizations, participating in a variety of other activities. The ultimate objective of all these activities should be to develop human resources-to enable teachers and learners to play their roles effectively, helping learners acquire not only context-restricted and syllabus bound competence in handing English but to attain that level of competence which will enable them to use it effectively according to the roles that they may have to play in a variety of situations.

The teaching and learning of English as a second language may be considered as two mutually defining aspects of the same process, for the teacher is not just a giver but also a receiver and the learner is also an active participant.

Taking into consideration all these significant issues integrally related with English as second language of higher importance, we need to improvise on the methods and means of

teaching-learning. It becomes therefore pertinent to change, replace or modify or least mix up certain tools and tech-base gadgets that will realize the truer aspect of English to the learners. The traditional content and its delivery does not sufficiently address the issues of learning in an effective manner. While the conventional content and methods are highly given to memorizing the content and finally answering questions based on the lessons and poems prescribed, we lag behind to achieve even minimum competence in the language.

What stands more significant is the active participation and involvement of the learners and this is not assured at all unless there is something that is supported with beyond the ordinary reception of the learner. We must also take into consideration that in doing so, we shall also be serving some benefits to the teachers. Tech-based methods and interventional support of audio-visuals adds upto the knowledge of the learner in a more concrete way and makes it permanent for a longer period. This is not only to allow it last longer but also to make the learner active in the process of learning. This shall allow the learner to learn many things is a direct manner and facilitate the contextual and situational usages of elements of English. The expression shall be recorded with a greater impact and instead of delivering it in written or oral form after he has translated it from the mother-tongue, the technology shall help remember proper usages within a shorter duration.

Eliminating, at least partially, the conventional impressions about English language from the minds of the learner is very necessary and the first step towards achieving competence in that field. As this habit maintains its momentum on utility, there shall be seen a growing affection towards the diverse features of language.

Conclusion

With a fast growing attention towards expressions and presentations in almost every field the conventional manner of communication too has undergone a drastic change. There is a considerable difficulty towards accommodating oneself in the modern professions where language does make a difference. While many of the assignments are sought from different corners of the world integrating in new and challenging fields academics, information technology, banking and other sophisticated areas, we require a complete makeover of the conformist methods of teaching-learning English language. It is seen and experienced that the supply hitherto has not been proven upto the needs of all and therefore analyzing both the cases becomes important. The tech-base methods do not feature themselves as the only alternative to traditional appearance but while there is difference maintained with the basics of approaching

toward a career, it stands apart. Besides all the conceptions of pedagogy, moving ahead with a handful of tactics over using English language is found inadequate.

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