

Application of Technical Advancements in Instruction of Professional English



Prabha Pant

Assistant Professor,
Deptt. of Social Sci. & Humanities,
G.B. Pant University of
Agriculture & Technology,
Pantnagar

Abstract

Technology today has become a great boon in English Language Teaching. Learning English language has always been very important since the past decades. The desire to learn English is not very new but the urge to acquire the ability to speak is relatively new. Today we perceive that Technology has paved its way to enhance the communication skills through different technological teaching aids like Audio Visual aids, CD's, DVD's, LCD, use of projectors, PowerPoint presentation, Electronic Dictionaries, E-mails, and modern applications. Earlier traditional classroom teaching methods were in practice but with the advent of globalization the technological tools gained importance so the teacher and the taught need to stride into the world of multimedia technology, thereby the urge to acquire proficiency over technological tools has become a necessity. These technologies help in motivating the students and thereby develop their interest in the subject. It even enables the students to cultivate their listening and comprehending ability and even promote their communicative aptitude but the conventional teaching aids revolves around the teacher while the modern methods help the students to learn and understand the use of technology to progress in this era of modernization.

Keywords: English Language Teaching, Technological Teaching Aids, Motivation, Communicative Aptitude.

Introduction

With the advent of globalization, there has been a development in every field like aviation, medicine, industries, and above all in education. English learning has become popular globally. In country like India it holds an important position. Earlier there was a desire to learn English among the masses but with modernization, where the professionals interact with each other across the globe to speak has gained momentum, but the trend is relatively new. As the number of English learners is rapidly increasing, there has also emerged a need to adopt different new teaching methods to test the effectiveness of learning.

Since ages the conventional or the traditional methods of teaching have been used but it is well known that for progress in every field we need to move with the changing time. Today our life is entirely affected by technology. It is indispensable for the professionals to adopt the modern technological aids for moving ahead with the fast changing world. These technological tools like the CD's, DVD's, LCD's, audio visual aids, computers, T.V.'s, mobile phones have proved advantageous in replacing the traditional teaching methods using chalk and duster. The traditional method of teaching was based on classroom instruction, including exercises, workbooks, lectures etc. which was basically teacher centered as the space given to the learner was very small but the new technological aids enhanced the classroom environment, thereby prove to be a great determinant in acquiring lucrative jobs.

Aim of the Study

The aim of the paper is to analyse and compare the use of traditional and modern methods of teaching English along with their positive and negative impact on the learners.

The urge to learn English has gained popularity because of its necessity in every field. To survive in the fast changing world, one needs to have command and develop fluency over the language. The traditional method of teaching though are good but the latest teaching methods using multimedia enables the students to get access to new technology, as they have to stride into a world full of modern technologies.

Learning English has become a primary need for every individual as the whole world is getting transformed into a global village and English is used as a global language. In every field be it educational, professional, English is taken to be a necessary criteria for eligibility.

We are living in the 21st century where command over foreign language is of utmost importance and English being the first of all is used globally. It is observed that most of the information available on the internet is in English Language and is no longer the monopoly of few aristocrats, but is rather available to all. With this there has been a great expansion of literature regarding the use of technology in teaching English Language. Multimedia technology in teaching using audio visual aids, animation effects invigorates the classroom environment and gives a conducive platform for teaching.

In English language learning, language laboratories are proving a great help in drawing out the student's potential as the learner faces a natural environment which stimulates him to learn the language. Modern technological tools like audio visual aids help in developing interest in the learner. Today there are various companies which help the educational institutions to develop language laboratories and provide teachers a tool to create an exciting, effective, interactive learning experience while staying in control of class and monitoring the progress of each student. Institutions like IITs and various universities have been using these language laboratories to cultivate communication skills of their students. Some Indian companies like Young India Films, Focus technologies, Sanoko etc offers students a detailed spoken English skills program which helps the students to converse in daily life situations. It gives them the required skills and the necessary confidence to practice use of English Language and encourages students to speak in English more frequently thereby helping them to learn the language faster.

Audio visual aids, animation and moving pictures create a deep impact on student's learning pace as animation grabs more attention than listening to a lecture delivered by a teacher in the class room. Modern applications based on English conversation, vocabulary building and online dictionaries also assist the students to search the answers for their queries. Internet is also providing a great help in gathering information of every kind. CD's, DVD's and other softwares are programmed to let the students practice and evaluate themselves. Nowadays CD's are being provided with textbooks so that the student can learn things on his own. Educational games are there for making the students learn the language without having a feeling of boredom which is generally faced by them in a traditional class room.

Modern teaching aids have proved to be advantageous to an extent, which are as follows:

Develops Interest among the Students

It is a well known fact that visual images help the child to imbibe and comprehend better than what is delivered orally in the classrooms. Instead of reading the published material in the books, the students find it great fun to think, imagine and understand the lectures using images. It is easier to remember the visual form of a movie rather than reading a novel. Therefore classroom teaching accompanied with visual aids conveys the idea easily and quickly. This has proved to be advantageous specially in imparting scientific knowledge and it is

observed that it has become popular mostly among the teenagers.

Enhances Listening and Speaking Skills

Listening plays a significant role in our daily formal and informal interactive process. Students listen to lectures in the classroom and professionals to their colleagues, boss and subordinates. An audio aid sharpens the concentration of the listener and also enables to comprehend the foreign accent thereby enabling one to learn correct pronunciation as well. Today many people go on international tours and participate in international seminars and conferences, to these adds a great demand for effective listening and speaking. Multimedia teaching trains the students to improve upon his listening ability and thereby develop their competence to communicate. Here the teacher plays a major role as he creates a platform for communication between the teacher and the student and at the same time provides an environment that improves on the traditional classroom teaching.

Promotes Communication Skills

Traditional teaching mainly revolves around the teacher. It has hampered the student's ability to creative thinking. With multimedia student's participation becomes active and he no longer remains a passive listener. It provides learning incentives like making of PPT, and presentations and encourages them to active thinking thereby "transforms English learning into capacity cultivation" to learn new things. Various classroom activities like public speaking, oral presentations, mock interviews, debates and group discussions offer good opportunity for communication between the teachers and the students. These classroom activities can be recorded so that the students could identify their own flaws and rectify them. So this becomes a powerful tool to access ones strengths and weaknesses.

Cultivates Imaginative Instincts

Multimedia technology provides a lively environment and cultivates students' interest in studies. Visual images or animations makes one's access to abundant information with a click of a button, and cultivate their interest and encourage their involvement in classroom activities. This also enhances their imaginative instinct.

All teaching is based on the guidance of the teacher and is totally student oriented. Every coin has two sides. So is the case with the use of multimedia technology. It does have the positive and the negative sides as well. If we perceive the negative aspects we find that Multimedia devices cannot totally replace the teachers but if one is totally dependent on multimedia technology one would become its slave. It might also have a negative impact on the students as they would not know the presentation strategies, that is, the use of body language in oral communication, instead would fix their gaze on the computers rather than the teacher.

Another drawback of these is that what the teacher analyses in the student, a computer or a machine cannot. No doubt these aids enhance the interest of the students but also results in lack of communication between the teacher and the student. It also weakens the relationship between the teacher and the taught. Most of the time technology also reflects flexibility in teaching as the notes and

teaching material is given to the students via email too. The use of multimedia technology in the presence of a teacher and a healthy discussion between the teacher and the learner would definitely not break this relationship.

The teacher raises impromptu questions in the class room based on language learning which stimulates student's thinking capacity in learning the language, but teaching through excessive use of technological tools might mar their capacity to contemplate; therefore, multimedia technology should be used within limitations. Today most of the teachers seem to have become prone to technology. They prepare all their lessons on the laptop and use them in class room teaching. This entirely neglects the traditional method of teaching because the teachers tend to avoid using blackboard to explain the exercises. A classroom equipped with modern technologies certainly plays a very important role in teaching learning procedures but at the same time it might lead to passive listening. The learner's attention is grabbed by the screen display instead of the teacher which makes the classroom atmosphere dull and multimedia based.

Conclusion

It is certainly an undeniable fact that multimedia language teaching enables the students to

get accustomed to the new technological tools, motivates them to develop interest in the subject as well. It also enables the students to cultivate their communication skills as use of multimedia would provide a practical aspect of learning the language. Adopting new technological methods of teaching has also become a necessity to move and grow with this fast changing world of technology, but these technological aids would surely be more effective and fruitful if both traditional and modern means of teaching are synchronized for purposeful teaching.

References

1. <http://www.nhinet.org/russo.htm>
2. <http://www.ipedr.com/vol33/030-ICLMC2012-L10042.pdf>
3. www.ccsenet.org/journal/index.php/ells/article/download/...15584
4. Sethi, J. et al. A Practical Course in English Pronunciation. New Delhi: Prentice Hall of India Pvt.Ltd, 2005. Print.
5. Sharma, R.C. & Krishna Mohan. *Business Correspondence and Report Writing: Practical Approach to Business and Technical Communication*. Third Ed. New Delhi: Tata McGraw Hill Publishing Company Ltd, 2006. Print.