

**A COMPARATIVE RESEARCH ANALYSIS OF TASK-BASED ENGLISH
LANGUAGE TEACHING AND TRADITIONAL PATHS OF ENGLISH LANGUAGE
TEACHING IN PROFESSIONAL COLLEGES IN INDIA**

Dr. K. Gayathri

Guest Faculty

SR and BGNR College of Arts and Science (Autonomous) College, Khammam, Telangana

Abstract: From a pedagogical point of view, English has played a prominent role in the past. Before independence, it was the language of instruction in both school and college. Higher education in science, medicine, engineering, technology, etc. was impossible without English. Advanced studies in these areas are not yet possible even without knowledge of English. Good books on all of these topics are only available in English. The Indian languages are not sufficiently developed to meet the demands of these difficult subjects. If we decided to give up English altogether, we would cut ourselves off from the living flow of ever-increasing knowledge. Teaching English is of great importance in countries like India as it has contributed to knowledge in the field of science and technology. The commercial weight, technical importance and cultural contact of English both in the original and when translated into other languages explain the worldwide acceptance of the language as a medium of intellectual exchange.

Keywords: Globalization, Language Teaching, Grammar Translation Method, Direct Method, Structural Approach, communication Technologies, CAI, Benefits of CAI, Interactive Learning, Individual Learning, Principle of self stimulation.

Introduction:

Even the following words from the Indian University Education Commission (1949) show the meaning of English: "However, English must continue to be studied. It is a language rich in literature - humanistic, scientific and technical. If we were to give up English amid sentimental impulses, we would cut ourselves off from the living flow of growing knowledge. If we did not have access to this knowledge, our research standards would deteriorate and our participation in global thought movements would become negligible. Its effects would be catastrophic for our practical lives, because a living nation must evolve over time and respond quickly to environmental problems. English is the only way to prevent our isolation from the world, and we will act ruthlessly if we let ourselves be wrapped in the folds of a dark curtain of ignorance. Even today's students have realized that students who are trained in school, university, or various professions will admit that by

acquiring adequate English skills, they will gain access to the treasure trove of knowledge. Many people believe that no student can graduate from university unless they acquire the ability to read and understand the works of English authors with ease. Even its meaning is shown in the following words from French (1966): "No ancient or modern language can have in terms of the number of geographically dispersed houses, shops, factories and offices in which language is spoken, written and spoken English to be compared. " read. ""³ English is therefore of great importance as a language at the educational level, without which the development of individuals and society appears difficult.

Work like a Window to the World

The study of the English language by Indians serves the purpose of a window. Just as the window helps us look through our surroundings or see what is going on outside around us, by learning English we can get to know progress in different parts of the world, even if it acts as a path indicator for many. People. It also helps us to know the advances that have taken place around the world, which may be related to the field of technology, science or any human activity. Not only does it help to know the latest things in the world, it also helps to find a job. It's kind of a privilege because people who speak English are preferred for a large number of positions to choose from. The person who speaks English can be anywhere in the world and have better career prospects. Due to globalization and liberalization, many countries like the USA, Canada, Australia, England, New Zealand etc. opened their doors for Indian students to study and study. A good command of English is essential for entering these countries. Jobs in international agencies and companies such as the Knowledge Processing Organization (KPO), the Business Processing Organization (BPO) and the Multinational Enterprises (MNC) also require a good command of English. So this is a one-person asset. Mastery of the English language depends on his knowledge of grammar, which is very important in order to properly express thoughts and ideas. It conveys meaning and thoughts to others. The grammar is therefore of great importance.

Methods and Approaches To English Language Teaching

Different approaches and methods are used in teaching and learning a second or foreign language. All of these methods and approaches are based on different principles and have their own advantages and disadvantages. All of them are unique and have something to offer to teach and learn English.

Let's discuss the different methods and approaches to teaching English with their characteristics and limitations.

The Grammar Translation Method (GTM)

The method of grammatical translation dates back to the 17th century when learning foreign languages was combined with learning Latin and Greek. These two languages

should promote the intellectuality of their speakers. To this end, it was crucial to focus on grammatical rules, syntactic structures, various statements and conjugations, as well as memorizing vocabulary and translating literary texts. Although it can be said that the contribution of the grammatical translation method to the learning of foreign languages has been very small, it remains one of the most popular and preferred methods for language teaching when considering English as a second language while considering the mother tongue as the mother tongue. Mother tongue (L1). This method was later adopted as the main resource for foreign language teaching and the second language (L2).

Method of grammatical translation method

Little thought was given to the oral use of languages in this method. The emphasis on translation into the mother tongue, as Storm (1988) put it: "Only when you can translate the word do you have complete control over it, so no. Only we understand it, but we can use it."

The Direct Method (DM)

François Gouin's heartbreaking experiences in learning German gave him insight into the intricacies of teaching and learning languages. As he observed his three-year-old nephew, he concluded that language learning is about turning perceptions into ideas. He later developed a teaching method based on these ideas known as the series method, in which learners directly learned a series of related sentences that were easy to understand. Even so, this method did not last long and was replaced a generation later by Charles Berlitz's direct method. He believed that "the direct method involves a direct association of the foreign language with the learner's thoughts, that is, by thinking in a foreign language".⁴ The basic principle of the direct method was that learning a second language is similar to learning a first language. Proponents of this method have attacked the grammatical translation method hypothesis. They reject translations not only as an unnecessary aid in language acquisition, but also as a positive nuisance, as they cause difficulties that should otherwise not exist and cause disturbances from the mother tongue. The direct method was based on the following principles.

- A language can only be learned in the classroom.
- Learning will only be more effective if teachers encourage direct and spontaneous use of the target language in the classroom.

Primacy of language, the grammar of language can be learned through induction.

Main features of the direct method

Richard and Rodgers (1986) summarize the following key features of the direct method.

- Lessons take place exclusively in the target language.
- Only everyday vocabulary and phrases can be taught using this method.

- Oral communication skills are based on a carefully exchanged and organized sequence of questions and answers, that is, the exchange between teachers and students in small intensive classes.
- Grammar is taught inductively.
- New teaching points are imparted through modeling and practice.
- Concrete vocabulary is imparted through demonstration and through the use of objects and images.

The Structural Approach (SA)

The direct method emphasized the importance of exposing learners to the target language. Proponents of the direct method believed that listening and speaking could make learning the target language easier. It was later given the impression that mere contact with the target language would not help the learners and it would be better if the learners could learn certain patterns (structure) and vocabulary in the target language. This new emphasis has led to the development of a new method called the audio-lingual method. This method aimed to develop listening and speaking skills that would form the basis for developing reading and writing skills. Deductive approach, which uses different structures in the audio-linguistic method, for which it is also known in the UK as the structural approach. It is also known as the auditory-oral method. *Main features of the structural approach*
Prator (1979) summarizes the following main features of the structural approach. ⁵

- Memorization of dialogues: Students memorize different dialogues.
- Extension exercise: the teacher gives a set of models. She / he then gives pointers to help students develop their knowledge.
- Repetition Exercise: Students are asked to repeat the teacher model.
- Chain exercise: The students ask each other questions and answer each other in a circular in the classroom.
- One Interval Substitution Exercise: The teacher speaks a line of dialogue and then uses a word or phrase to instruct students to replace it in the correct place in the phrase while repeating a line.
- Exercise for replacing multiple slots: Corresponds to the exercise for replacing individual slots, but several markings in the line must be replaced.
- Transformation exercise: the teacher gives a sentence that needs to be converted into something else, e.g. B. the question must be converted into a negative statement, etc.
- Question and Answer Exercise: It helps students answer questions or ask questions quickly.
- Using Minimal Pairs: Using contrast analysis, the teacher selects a pair of words that appear identical except for a single tone, which is usually difficult for the learner. Students need to pronounce and distinguish the two words.
- Exit the dialog: The selected words are deleted from the line in the dialog and students are prompted to find and insert them.

- Grammar Games: Various games for practicing a grammar point in context.
- Information and communication technologies
- In addition to these many techniques and teaching materials such as pictures, graphics, television, flash cards, etc. In this technological age, information and communication technologies (ICT) have rocked the world and have profoundly affected most layers of society. Education cannot be isolated from its effects either. There are different avenues and components of ICT that have been used in teaching the learning process to achieve better results. The main technologies used in education are computer science, artificial intelligence (AI), computer-aided teaching (CAI), computer-aided learning (CBL), computer-aided learning material by computer, dial-up access, interactive digital video (DVI), educational television (ETV).), Email, Internet, Interactive Video, LAN, Conference Call, Conference Call, Teletutorial, Video, Video Control, etc. One of the components of ICT used in teaching the learning process is Computer Aided Teaching (CAI). Although most of the tools can greatly influence the students, the new textbook, which is based on a communicative approach, can be taught with the help of the CAI. Computer Assisted Instruction (CAI) may be more effective than other tools. It can even be used for self-study for students where students have complete freedom to study. Here the teacher acts as a mediator and leads the student in the truest sense of the word. This self-study material can provide various simulations in which students will better expose audiovisual effects, which is more important than other aids. Let's briefly discuss this as the research topic is mainly focused on the implementation of CAE in different modes.

Introduction of CAI

The role of the computer in CAI is to teach the material preferably in dialogue, evaluate the student's reaction and take remedial action, generate teaching material according to the student's level, stimulate the system of interest and save the student's file. Computer-based teaching offers a special type of learning environment and successfully conveys both written and visual content. Its main goal is to bring about a desirable change in the cognitive area of learning behavior. The structure of the teaching method is that the selected content is analyzed and divided into smaller parts. Each element consists of independent frames based on each element. Answers are also given in order to program learners for various brochures. The correct answer from the learner is knowledge or the new behavior. The immediate confirmation of the correct answer strengthens the learner and he moves on to the next frame. Wrong answers required a comment. The physical presence of the teacher is not required. The teacher can come and give instructions about the program.

Students need to Principles of the CAI

1. Principle of small steps

CAI consists of a large number of small, easy-to-follow steps. A student can move from very little knowledge of a subject to proficiency in the subjects by following a program.

2. Principles of active response

This principle is based on the assumption that a learner learns best when he is active. The CAI enables the learner to respond frequently. Not only does it present material to the learner, it also induces sustained activity.

3. Principle of instant confirmation

The psychological phenomenon of reinforcement is the basis for the need for immediate confirmation, which is important from two points of view:

- i) The learner will not guess extravagantly.
- ii) If the learner is unsure of the answer, confirmation should be given that the answer is correct or that it is given the correct answer.

Principle of self-stimulation

CAI is an individualized learning technique based on another basic assumption that learning can take place better when a person is allowed to learn at their own pace. The student is not required to travel with the other members of the class. Of course, some students learn faster or slower than others. In a normal classroom, some students may be left behind because they cannot study at their own pace. This principle controls individual differences in the learning process.

5. Principle of the student test

Continuously evaluating the learning process to maximize learning is another assumption on which the CLI is based. The student leaves a record of their answers as they have to write an answer on an answer sheet for each frame. This detailed record will help revise the CAI and also give the teacher feedback on the student's progress.

Taking all aspects into account, the CAI does not necessarily replace teachers, textbooks, classrooms or laboratories. CAI is another aspect of learning that harnesses the potential of the computer and makes it a tireless participant in the educational process. Perhaps the biggest benefit of CAI is giving the fringe student a little boost that leads to success.

There is a need to identify and integrate techno-pedagogical skills in teacher training institutions. There is a need to use technology to manage education wherever it is needed from admission to certification and placement. The technology must be used to the full, especially for disadvantaged groups. This can range from access to dealing with language for the visually impaired to timely medication advice for people in and in social need. Can computer technology make life and life easier? Yes, it can make both of these easier. The aim of the present study is to examine the effectiveness of the traditional ICT V / S method for communicating the academic success of students.

Benefits of CAI

In the age of technology, the teacher has to develop a lot to meet the needs of the students. CAI is one such material that can help the teacher deal with student needs. In addition to this, it also reduces the workload on the teacher and can have many benefits which are stated as follows. " (Khirwadkar, 1998)

Interactive learning

CAI helps students learn on their own and offers them direct communication. They can get direct feedback as they learn. Another thing is that since it is one-to-one, the students are actively learning without the help of the teacher. Even someone may have the appropriate pointers to learn about what makes learning interesting and active.

2. Individual learning

Learning through CAI is a completely individualized instruction. In addition, it offers students maximum flexibility. It offers them different learning experiences depending on their understanding and enough time to learn. It also gives the learner the opportunity to choose the topic that interests them at any given time. The student can be constantly informed of his progress as he receives constant feedback during the learning process. It does not allow the learner to move on to new content without completing the previous one, which allows the learner to learn and be comfortable with the subject at hand. CAI also pays individual attention to each student, which is one of the basic requirements for improving the quality of teaching and learning in crowded classrooms.

3. Provides motivation

It helps to motivate the learners with special effects, effects and games by introducing different topics, which makes learning more enjoyable. Along with simulation and animation, it provides unique experiences for students and helps teachers convey different topics in more interesting and realistic ways. It motivates the learner by presenting the content in a systematic and interesting way and by providing feedback in an effective way. Even the games that are used to present content dictate that they compete with themselves and learn more.

4. Offers a wide range of experiences

CAI helps the teacher offer a wide range of experiences. The concept can be illustrated by manipulating graphics in different dimensions. Graphics and drawing become practical for the teacher. And the most encouraging thing about it is that what the teacher wants, you can always change whatever you want. These graphics also draw students' attention to the point they want. Concepts With appropriate data, the teacher can present charts and graphs to help them clearly understand the longer-lasting concepts. Along with all of these benefits, the great benefit of using the computer is that it gives learners more

confidence and freedom to design their own learning program in terms of time, space, and content. In contrast to other AV devices where the learners only have limited opportunities to hear dialogues, music, etc. or watch the same cartoons, movies, etc. This disadvantage is overcome in the diversity by the extended memory of the computer. Variety and variety to suit the learner's taste is possible thanks to CAI, which enables students to participate in the language learning process. The principles and benefits of CAI show its implications for the teaching of language learning.

2.9 CAI in English classes

The main focus is on individual differences and student involvement. There is no set time for the learner. Students can learn at their own pace. Learning according to the teaching maxim is followed in order to involve the students in the learning process. Students are only exposed to the correct answers. Therefore, the possibility of errors is reduced. Immediate confirmation of the results empowers learners and encourages learners to go further. Wrong answers are given feedback so that the learner can develop a mastery of the content. It improves classroom efficiency and productivity. It brings abstract and difficult productivity to the classroom. It makes learning an enjoyable experience for students, improves student academic performance, and enables instant formative assessment of learning outcomes in the classroom.

Research does not have to contribute to knowledge development; it can also open doors for other researchers. The Indian government has developed a plan to introduce computers into education. The plan has been implemented since 1985 by installing computers in various schools. The aim is to improve teaching. This study was carried out with the increasing use and importance of computers in education in mind. Technological tools are an essential part of our lives today. The introduction of technology in education has completely wiped out the conventional method of teaching and learning by modifying and harnessing the enormous use of technology in education. In order to get the most out of our resources, it is important that everyone who works in the education company, and especially the teachers, correctly understand the dynamics and mechanism of educational technology and provide students with the best possible education. Likewise, teachers' positive attitudes towards the use of new technologies in technology in the classroom will certainly encourage them to use them in appropriate situations in the classroom, and therefore it is important to measure teachers' attitudes towards the use of new technology in the classroom.

Conclusion:

Nowadays, due to the changing relationship between teachers and students, the classrooms are increasingly crowded and this has worsened the condition of the classroom as teachers have difficulty paying proper attention to students. This crowded classroom can be dealt with the help of CAL CAI. This can be more beneficial for students and

teachers. This allows the teacher to pay attention to each student as a facilitator and allows students to proceed at their own pace. This device also fulfills the students' need for imagination as they can modify the presented content according to their imagination, thereby giving them the different situation of using the language differently. Different situations for better explanation, as there are many subjects that are considered students are viewed as complex understand. The foundation of grammar can be strengthened by putting students in different situations as CAI can offer more practice exercises in different situations, which may not be possible for the teacher, at least on an individual level. Discovering the relative effectiveness of CAI compared to the traditional method in teaching various subjects such as science, biology, geography and mathematics has been the subject of the study for many researches such as Jyoti Tare (2010), Sharma Sunita (2005), Jijish Elisa (2009), Vaidraj (2010), Barad (2010), Sadat Mohson, Fazeiian Pouran (2013), Choudhary, Roy. Basudeb (2014), Swami Naidu, NV (2008), Shaik Fehameeda, Humiera Jawad (2010) etc.

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