

## **TRADITIONAL TECHNIQUES OF LEARNING ENGLISH AND THEIR USE FOR MANAGEMENT STUDENTS.**

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### **Abstract:**

Technology has the potential to revolutionize the educational process. It has the potential to help bridge long-standing barriers in access, revolutionize how we teach and collaborate, fortify the bonds between educators and their students, and personalize learning for everyone. The purpose of this research was to profile the pupils.

### **Introduction:**

The advancement of technology has exploded. Young people are torn when it comes to work and education in the field of technology (Johansson, Mathematics, Science, and Technology Education Report, European Round Table of Industrials, Brussels, 2009). This is despite the fact that young people have a strong interest in technology. Students are better able to take control of their education and develop skills that will serve them throughout their lives thanks to technology. According to Owston (1997), digital technology makes education more focused on the individual learner.

Learners of the English language in a great number of wealthy nations almost universally have access to personal computers and the internet. The use of smartphones and other mobile devices that can connect to the internet is growing more widespread. NLP, along with other technologies, is undergoing development. Instructors may decide to modify their practises when technology advances, becomes more widely available, and is more suited for the instruction of foreign languages. Students' engagement, motivation, language learning (TL) input, interaction, and feedback, as well as instructors' material organization and multi-person communication, may all benefit from the use of technology. According to Golonka et al. (2014), the use of technology in education might result in students having improper input, shallow engagement, and erroneous feedback; student annoyance with software and hardware; student distraction from the learning job; and an overemphasis on delivery mode over learning goals.

Students make use of interactive technology both at school and at home. It is unknown how the use of interactive technology in the classroom affects students' levels of English proficiency. Does the use of interactive technology help pupils enhance their language skills? In addition, there is no evidence to suggest that either students or teachers support the use of digital learning techniques.

Previous Studies:

Goodwin (2012) claims that the rise of interactive technology has given rise to a new class of learning resources that have been hailed as game-changing innovations with the ability to completely revamp the way we teach and learn. As these resources become more widely used, they shift the focus of education away from a classroom-centered, instructor-led paradigm and towards a more decentralized, student-centered one. Because of their mobility and internet connection, mobile devices like tablets and laptops provide students a wider and more versatile range of learning resources than those available in conventional classroom settings, such as blackboards and books (Goodwin, 2012). Schuler (2012) found that more than 500,000 educational apps could be downloaded from the App Store, giving schools access to a wealth of resources optimized for use on tablets like the iPad.

To the best of our knowledge, only one research has directly compared the efficacy of CMS usage to that of more conventional, non-technological methods. In research conducted by Sanprasert (2009), 57 Thai English as a Foreign Language (EFL) students were randomly assigned to either an experimental (CMS usage) or control (no CMS use; identical learning materials) group. Sanprasert stated that CMS users become more autonomous and confident learners based on quantitative analyses of pre- and post-course surveys and qualitative analyses of learner journals, suggesting that CMS usage may aid to improve a learner's feeling of autonomy.

**The objectives:**

1. To Compare the success rates of students learning English by more conventional means with those of students learning English with the use of technology.
2. To Identify the success of students learning English via more conventional means with those of students studying English in a technology-enhanced setting.

**Hypotheses:**

- There was no statistically significant difference in outcomes between pupils whose English language instruction focused on conventional methods and those whose instruction centered on the use of technology.
- There was no statistically significant difference in the academic performance of pupils whose teachers used conventional methods of teaching English and those whose teachers' used technology.

**Participants:**

The participants in the present research were students of management in Hyderabad, India. Eighty-five pupils made up the group. Participants in the study's sample were selected at random. Tests of English proficiency were given to both the traditional-method students and the technology-based students.

**Instrument:**

In this research, an English accomplishment test was employed to gather information on the

variety of differences between the two groups.

Experts in the field of English language instruction were polled to determine the reliability and validity of the instrument. Therefore, 86 percent of the English education approach found common ground on what would work best with the pupils. The scale's internal consistency was determined by a reliability analysis as well. Cronbach's alpha for the total sample was rather high, coming in at 0.87.

We have purposefully left out the computer (desktop or laptop) and internet access. Their almost universal (if not universal) adoption and usage by college teachers and students speaks volumes about their popularity and usefulness. Similarly, we did not include technologies that have been around for at least a few decades but are still widely used in the classroom (such as televisions, videotapes, and audiotapes) or those whose functionalities primarily provide minor modifications to previous similar technologies (such as DVD and CD players; digital slide presentation hardware or software). The reviewed technologies do not represent the whole range of available technology tools for foreign language instruction. We didn't include them because we already considered them to be extensively used for CALL, and we also didn't include them because we thought they were already well-established in society and in the classroom.

#### **Procedure:**

The efficacy of using an experience approach against a more conventional approach in secondary school English instruction was compared using an experimental study methodology. McLeod (2007) claims that a typical experimental design involves randomly assigning people to one of two groups: the "experimental" group, and the "control" group. The control group does not get the novel notion presented to the experimental group. Pre- and post-test data collection was used to get the information. Both groups were taught English using typical methods up to the midterm tests, which included extensive lecture time followed by student completion of a work sheet. We compared the averages of the two groups and looked for a statistically significant difference to prove that they were dealing with the same thing. The control group was instructed to study treatment group students were taught utilizing an experiential learning approach via the use of media such as radio, television, computers, the Internet, an electronic dictionary, email, blogs, audio-visual aids, video, and DVDs or VCDs until final examinations were administered. Again, the average scores of each group were compared to see whether there was a statistically significant difference.

#### **Results:**

Table 1 presents the most fundamental demographic and outcome information. Detailed grading of the participants.

The data analysis findings are given taking into consideration the study's research assumptions.

Table 1: Background of participants

<b>Personal information</b>	<b>Category</b>	<b>Number</b>	<b>Ratio</b>
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Grade	5	43	51.18%
	5	40	48.19%
Specific	Human Resource Management	47	56.62%
	Marketing Management	36	43.37%

According to Table 1, there were more fourth graders (51.18%) than sixth graders (48.19%). In addition, there were 49 HRM (56.62%) and 36 MM (43.37%).

The next sections summaries the study's findings after data analysis, discussing how those findings relate to the hypotheses discussed previously.

The results demonstrated that the original hypothesis did not hold up under scrutiny. The t-test was used to determine statistical significance between means on the English test ( $t\text{-test} = t(83) =$ ,  $P > 0.002$ ) (see Table 1). There was a statistically significant mean difference between the groups on the English exam, with those who used technology scoring higher.

Table 2: Group Means for Conventional Technology Scores

Groups	Mean	N	StandardDeviation	T (81)
Conventional methodGroup	71.56	41	4.18	2.18
technologyGroup	76.43	42	5.02	

It was discovered that the acquired data corroborated the second theory.  $T\text{-test} = t(81) = -3.11$ ,  $P > 0.002$  (table 2) shows that the researcher used the t-test to compare the means of English exam scores by grade. There was a statistically significant mean difference between the groups on the English exam, with those who used technology scoring higher.

Table 3: Group Mean Scores (Grades 5 and 5)

Groups	Mean	N	StandardDeviation	T (81)
Grade 4	72.69	43	4.98	0.07
Grade 6	71.94	40	4.71	

The results demonstrated that the second hypothesis was not supported by the data. The t-test was used to determine statistical significance between means on the English test (t-test=  $t(81) =$ ,  $P > 0.07$ ; see table # for details). There was a statistically significant mean difference between the grade 4 group and the human group on the English exam, with the grade 6 group scoring higher.

Table 4: Group Means (HRM and MM Subjects)

Groups	Mean	N	StandardDeviation	T (81)
Science	77.54	47	4.75	4.28
Human	72.89	36	4.98	

The results gathered seemed to contradict the third hypothesis. T-test=  $t(81) =$ ,  $P > 4.28$  (as indicated in table 4) indicates that the researcher used the t-test to compare the means of the English tests. There was a statistically significant difference between the scientific group and the human group on the English exam, as shown by the evidence.

### Discussion:

Despite the widespread use of technological aids over the last three decades, few well-designed empirical investigations have shown their effectiveness in enhancing FL learning processes or results. Instead, most CALL research seems to describe the affordances provided by specific technologies or measure the impact of these technologies on students' emotional responses, such as improved motivation or enhanced pleasure of learning activities. It is not obvious whether or whether the activities made possible by the technology, or the supposedly enhanced motivation ascribed to them genuinely boost students' learning, despite the fact that articulating the applications of technology and students' satisfaction while using it are laudable and valuable aims.

### Conclusion:

Finally, it is crystal clear that despite earnest attempts to update traditional methods of teaching English, lingering antiquated practices should be phased out and replaced with the use of available technology in the form of computer, smart devices, display, audio-visual materials, and electronic approaches. This study explains how much money will be needed to set up the necessary infrastructure, helps educators get over their fears of using technology in the classroom, and demonstrates the vital pedagogical potential and numerous benefits of technology in the language classroom for improving student learning and outcomes. The goals of both traditional and innovative approaches are the same: to assist students enhance their English skills in a setting that is conducive to learning. One of the ultimate goals of using cutting-edge technology into language training is to inspire and encourage pupils to learn English in a way that is both realistic and useful. This might be achieved via the use of current technology means to foster openness and access to the subjects and material, as well as using an open learning environment in which students are trained and encouraged to communicate

with one another. The future English classroom of the twenty-first century will undoubtedly be student-centered and heavily use multimedia. Therefore, improving both the quality of teaching and the extent to which students apply what they learn would benefit from a thorough evaluation of students' command of the English language. In conclusion, we believe this approach has the potential to significantly enhance both the theoretical and practical language understanding of students and the overall quality of education. It is evident that many routine learning issues can be overcome through the effective incorporation of technology and appropriately trained teachers, and that this can be done with little to no additional cost if ministerial planning and the establishment of an infrastructure that prioritizes the interests of effective learning are prioritized.

### **Recommendation:**

- It is suggested that more classes use the blended learning approach to instruction.
- The rationale for this is that even the small percentage of students who choose to cling to conventional learning methods will likely be able to participate in utilising this approach.
- To create a more inspiring learning environment for their students, educators should make the most of all chances and tools at their disposal.
- It is suggested that the Ministry of Education progressively use the blended learning strategy, not only in English but in other subjects.
- In addition, the report suggests that all classrooms have constant access to the Internet.

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