

## EDUCATING ENGLISH LANGUAGE THROUGH BILINGUAL STRATEGY AND ICT TOOLS

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### **Abstract:**

Bilingual strategies using ICT (Information and Communication Technology) to enable students acquire English language skills is one of the most sought after concepts in the present century. In India, ancient dialects such as Pali and Sanskrit were taught by the process of remembering books; but, in the twenty-first century, there was a significant shift in language education. It uses the phrase "bilingual instruction" and ICT tools to describe teaching in which students with rural background are exposed to at least two dialects (i.e.) their Mother tongue and Global language and online applications in order to better comprehend one another. It's a technique applied for demonstrating the target language for acquisition by the students. Students are able to comprehend the content of the language with a full understanding when they use tools that are facilitated by ICT. Though English is a global language, English is not a mandatory subject in Indian schools and universities, Indian graduates are unable to practice and speak English effectively. However, most teachers in schools & colleges teach English without giving students proper speaking practice as they lack the strength and consistency to do so. This research focuses on teaching English through Bilingual Strategy Using ICT Tools using to professional students in India.

**Keywords:** Bilingual technique, Global language, ICT Tools, Native language

### **Introduction**

In bilingual education, students are taught in two languages Bilingual language education is a concept which refers to the teaching of perspectives of language in two different languages viz native and second language. According to Catherine Snow (1990), the term bilingual education is "a simple label for a complex phenomenon".

With modern education so close at hand, everyone prefers to use English rather than the native language for their own needs. As a result of advances in information and communication technology (ICT), transnational English learning competencies have emerged. Educational fairness is the backbone of societal growth, and English plays a significant role in strengthening this backbone. It is estimated that English is the second most commonly studied language in the world. It is one of the important factors that have an effect on activities related to communication.

ICTs, especially mobile devices, provide new opportunities for enhancing learning and have the potential to reach a larger audience for higher education. This is especially true for online education.

There are a lot of opportunities for bridging the gap between students and their instructors or the educational institution itself with the help of e-learning and mobile learning. This helps to dispel the myth that remote learning is a solitary kind of education that only occurs through electronic media, such as the Internet, television, radio, audio and video tapes, and CD-ROMs.

### **ELT in Educational Institutions**

English is a unique means of communication that serves as a link language in a diverse cultural and multilingual society similar to India, as well as a universal facilitator.

Instructors of English throughout the world are currently leaning towards some informative teaching and learning techniques. We should keep in mind that a good TESOL (Teaching English to speakers of other languages) instructor should not be one-sided for the sake of a certain technique. First and foremost, he or she must be knowledgeable with and comfortable with the tactics that must be employed. The instructor could also mix and match different exhibiting approaches from numerous strategies to meet the needs of students.

The instructors interact in English while adhering to local linguistic norms. Because English is not a standard of guidelines in Indian classrooms and institutions, Indian students are unable to practise and perfect their English enunciation. It doesn't matter how well-prepared students are for speaking English because most teachers, especially in schools, don't provide them ample opportunity to practise. As a result of studying and demonstrating English for an extended period of time at colleges, a big percentage of persons are unable to explain the language precisely.

It is common knowledge that students and teachers alike make use of a wide variety of information and communications technology ICT skills.

It is imperative that educators update themselves with the latest ICT skills.

### **The Role of ELT Instructors in Educational Institutions**

Bilingual instructors are more concerned about first language use in the unknown dialect. Their phonetic repertoire expands from one to two recognized dialects, allowing them to navigate and assist larger groups. Bilingual educators also have a clear knowledge of acquiring a second language and, up to a point, accepting second language jargon in settings where their original language is used. Bilingual educators may purposefully practise the two dialects in class. They can minimize the psychological stress on graduates, while demonstrating the goal of multilingual working by combining the two languages at predetermined periods. The bilingual teacher always has the option of using both dialects. A classification of bilingual education by William Mackey

(1970) makes a distinction between the different patterns. His account of different patterns of bilingual schooling considers the languages of the home, the language of the curriculum, and the languages of the community in which the school is located, as well as the international and regional status of the language used in the school. A different approach to categorizing types of bilingual education is to examine the aims of such education.

With the increasing demand for new kinds of skills and competences, notably digital competency, in the world of work, it becomes all the more vital to not only introduce and educate the youth with ICT-related inventions, but also to enable them to modernise the existing technologies, particularly the ICT techniques, and their judicious application.

In the past, direct interaction with one's instructor during predetermined class times was a must for efficient instruction and comprehension. New forms of engagement between instructors and students include the use of online tutorials and audio and video conferencing. To continue the process of learning and teaching at home, the method of e-Learning emerged. It introduced a unique, new, and different teaching and learning environment for both teachers and students. To make this method successful, a different set of skills is needed (Chitra & Raj, 2018).

### **The Standards of the Bilingual Technique**

For children, the process of learning a language begins when they acquire their first language. They practise saying things over and over until they get them right. Teachers of the Bilingual Strategy are confident since it is possible to recreate a situation while displaying an unknown dialect on occasion. Their distinction is that teaching a learning technique is simplified if it just fits the student's primary language without reproducing the situation. As a result, it denotes the restricted use of the first language.

The mentor uses the first language to convey the consequences in the Bilingual Technique. Furthermore, under the Bilingual Strategy, reading and writing are emphasized from the start over language instruction, and speaking and writing abilities are linked.

- Students are not permitted to speak in their native tongue.
- The instructor uses L1 to concentrate on his correspondence or explanation.
- In L1, the teacher explains the ramifications of key phrases or clauses.

### **Different Perspectives of Bilingual Strategy**

This Strategy enables educators to teach the significance of convinced phrases. It puts the time saved in providing example practice for good use. A regular English teacher, on the other hand, may teach this strategy without any detailed preparation. Both familiarity and precision are valued in the Bilingual Technique. It encourages precision since the implications of new words are

explained in the student's primary language. It does not contain any showing assistance and is coordinated with a wide variety of building schools in a rural location. It does not involve.

The professionals of the digital era are expected to have ICT (information and communication technology) and mobile technology skills to survive and succeed in their careers. The aspect of acquiring knowledge with e-technology consists of ICT products such as teleconferencing, e-mails, audio, television lessons, radio broadcasts, interactive voice response systems, online videos, etc. Some of the challenges in implementing the Bilingual Technique are as follows:

- The focus is on syntactic advances rather than daily conversation.
- The educator must be able to communicate in both L1 and L2.
- Substitutes become dependent on their native tongue.

Educators regularly do the most generous job in the teaching of English in current multilingual designs in India. Results creators should allow instructors to customize their lessons. The success of teaching and learning is determined by the teachers' demonstrations and the available quality of the teaching and learning environment. Things are rapidly changing. Educators must be elevated and gifted in order to fulfil the changing needs of pupils.

In order to prepare students for the difficulties of the twenty-first century, they should be taught how to collaborate with others, how to be visionary, and how to make decisions. As a result, there is a wide range of ICT tools that can be used to make education more accessible and engaging.

Communication across ICTs will, therefore, have an impact on how people learn and build their knowledge in the technological environment.

It's a good concept for educator preparation organizations to provide a stage for the exchange of ideas. There is a need to deviate out from the generalization approach and allow another developer to fight without interfering. The vast majority of Indian states have anticipated a practical, open approach to teaching English at the auxiliary level. This methodology allows for English-language exchanges.

### **Objectives of the Study**

The primary issue acknowledged for evaluation in the current inquiry is to inspect the various tactics for instructing English used by instructors and whether they have ample knowledge about the strategies for showing the subject, so they can ensure themselves to be competent.

### **The present educational goals are as follows**

1. Examine the scholastic and professional abilities of English educators at the Minor level.
2. To consider the tactics and talents employed by English instructors

3. Examine the capabilities anticipated of an English instructor and how the skills differentiated vary with educator segment elements such as age, gender, and instructional capabilities, as well as educator relevant factors
4. To look into the methodologies for English Method training at Teacher Education Institutes (TEI).

The ICT-based teaching and learning process has received increased attention from Indian policymakers as a way to revolutionise the educational system and bring about growth. The Indian government recognises the value of information and communication technology ICT in higher education and is working to implement this technology across the country.

#### Strategic Methods in adopting Bilingualism

The current study has emphasized on the educating and learning process with the assistance of L1 in successfully transmitting L2 in EFL class rooms. Broad assumptions haven't been established yet. Hence, expert has focused mostly on

1. The verbally articulated part of L2 accompanying L1 in coordinated aptitudes classes.
2. Appropriate use of jargon while communicating at a moderate level
3. The age grouping between 15-26 years

The purpose of this study was to explore if using bilingualism to teach and learn L2 and L1 promotes pupils. Semi-organized gatherings, polls, and study hall perceptions were among the instruments used. Respondents expressed widespread concerns about appreciation and capability.

ICTs can enhance the learning environment in multiple ways, such as by giving students more motivation and self-confidence, making it easier for them to get the skills they need, and making sure teachers are better prepared. ICTs are also innovative tools that can promote a student-focused environment. ICTs can facilitate the transmission of fundamental skills and concepts that develop higher level calculating skills and creativity through radio, television, the Internet, video conferencing, and collaboration. Mobile devices, support systems and the requirement for communication made the learning available anytime, anywhere. Different types of collaborative tools can be used for communication and collaborative learning (Sarkar, 2012).

#### **An Insight into Classroom Observation**

L1 was used by the instructors based on situations put forth by the specialist, who stood behind his recommendations. To him, even speaking English may have an unpleasant effect on the linguistic activity. The same may be said for all of the previously named educators; their first goal was to clarify the words, and meanings of difficult English thoughts.

The current circumstances indicate that in order for teachers to properly use ICT, they must have adequate access to working computers as well as adequate technical support. If ICT is to be used

effectively, teachers should have ample time to learn new techniques, maintain their current lesson plans and course materials, and arrange any necessary supplementary classes. The support of both the school administration and the community can be quite beneficial. The experiences that have been gained through the use of ICT in educational contexts must be discussed in teacher forums. The use of information and communication technology ICT in the classroom is on the rise, and this development is typically linked to broader initiatives for educational reform. Information and communication technologies can be split into three components: the technology part; information that the technology helps deliver, and the communication process that the technology facilitates and serves as a medium for the information. (Rhine, 2006).

### Conclusion

It may be firmly minded that achieving a consistent approach or strategy for language learning in an Indian setting is excruciating. Language learning is such a complex process that it is impossible to provide a single explanation for all of our problems. Probably the best strategy is the one that works, which varies depending on the situation. Any technique that simulates the situation for determining how to proceed is acceptable. Instead of providing information, it should allow the pupil to learn how to adapt. Using a bilingual approach may be an effective way to reach an agreement with students from an Indian setting. As a result, we believe the majority of instructors in Indian institutions employ this method.

Acquiring new talents is one of the most important factors in determining one's ability to progress professionally. After gaining LSRW skills, the younger generation would be able to successfully engage with its peers all around the world. To attain these goals, it is even more important to integrate ICT into the teaching and learning processes in a methodical and organised manner. Such pedagogies have always placed an emphasis on giving students the opportunity to study as well as develop certain abilities that can be used to learn more information. The process of teaching and learning has evolved over time and through various phases of history.

Incorporating the newest innovations specifically, ICT is important if professional education is to become more skilled, professional, qualitative, and global in its approach.

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