



VIDHYAYANA

ISSN 2454-8596

www.vidhyayanaejournal.org

An International Multidisciplinary Research e-Journal

Acquiring proficiency in English Language through Video recordings

Deepak J. Mashru

Assistant Professor,

Marwadi Education Foundation's Group of Institutions, Rajkot

VIDHYAYANA



VIDHYAYANA

ISSN 2454-8596

www.vidhyayanaejournal.org

An International Multidisciplinary Research e-Journal

ABSTRACT:

21st century is the century of knowledge, information and technology. The advent of Web 3.0 in education has opened up the new horizons for the effective process of teaching and learning by using ICT approaches. The four static walls of the classrooms have been transformed by the dynamic Facebook walls. Education has been redefined as to learn, unlearn and relearn. Learners have been more intelligent as a generation than before. A great number of quality researches are being carried out by the researchers focusing on how a second language can be acquired with the help of ICT approaches. The concept of blended learning has come in to practice. Social Media being transformed as Academic Media has overcome the limitation of time and place for imparting education along with the pace of learning. The learners are free from time, place and pace of learning. When there is almost

nothing which cannot be answered by Google, the role of teacher is changed from a teacher to a facilitator rather a mentor. In this 21st century, the teacher will have to be accoutered with technology to cater the learners and their need. This paper focuses the core idea why learners fail to acquire proficiency in English as a second language. The objective of the present study is to explore effective use of ICT approaches in acquiring proficiency in English as a second Language.

KEYWORDS: English, ICT, ESL, Social Media,

Introduction:

21st century is the century of knowledge, information and technology. The advent of Web 3.0 in education has opened up the new horizons for the effective process of teaching and learning by using ICT approaches. The four static walls of the classrooms have been transformed by the dynamic Facebook walls. Education has been redefined as to learn, unlearn and relearn. Learners have been more intelligent as a generation than before. A great number of quality researches are being carried out by the researchers focusing on how a second language can be acquired with the help of ICT approaches. The concept of blended learning has come in to practice. However, there more in numbers who have shared the concepts of what can be done than who have practiced actually in the classroom and could come out with results. The learners are very intelligent, but at the same time they are easily distracted having little or no patience. In this scenario, to generate and sustain interest in learning can be called a mammoth task to deal with. Looking at this situation, I have experimented in teaching English as



VIDHYAYANA

ISSN 2454-8596

www.vidhyayanaejournal.org

An International Multidisciplinary Research e-Journal

second language using Social Media as a platform. The thought behind this was to train them using their platform where they are more convenient and comfortable rather than bringing them to the traditional classroom. Lord McLuhan's theory seems to be expired which says that the learners can only impart education at particular place and time. Social Media being transformed as Academic Media has overcome the limitation of time and place for imparting education along with the pace of learning. The learners are free from time, place and pace of learning. When there is almost nothing which cannot be answered by Google, the role of teacher is changed from a teacher to a facilitator rather a mentor. In this 21st century, the teacher will have to be accoutered with technology to cater the learners and their need. This paper focuses the core idea why learners fail to acquire proficiency in English as a second language.

Objectives of the Experiment:

The objective of the present study is to explore effective use of ICT approaches in acquiring proficiency in English as a second Language. More precisely, the current study aimed to lighten;

- Impact of Video recordings in English Language learning.
- Find out the impact of first language on learning second language.

Review of Literature:

India is a multilingual country where a learner deals with mother tongue, official language (Hindi), language of communication (English), language for learning the past (Sanskrit) enters into multiliteracies (Group ,1996) where he / she learns the grammar, vocabulary and many more forms of the language. This research aims to address / attain the basics of learning the second linguistics as the first language / mother tongue becomes the translator while learning the second language i.e. the learner respondent thinks in mother tongue and translates into the second language. It also accentuates replacing the new identities and bridging the old identities by the learning process (J. ,2003).

Multiliteracies:

New London Group (Group ,1996) coined the word "Multiliteracies" in 1996. The word describes that with the introduction of new technologies, there has been changed found in the way of communication among the people which as literacy, must be used and developed. There were two major ways carried out during the study were:



VIDHYAYANA

ISSN 2454-8596

www.vidhyayanaejournal.org

An International Multidisciplinary Research e-Journal

1. As the world has become smaller due to technologies used, the use of English Language has been changed.
2. Technology has brought revolution in using language in reference to using multimedia as a source while communicating in the English language.

Use of ICT in English Language Teaching:

"The Internet is a tool which has great potential in the language classroom, but its effectiveness in practice depends to a large extent on the way it is exploited by teachers and students. Your general methodology is also important." (Windeatt S ,p.8, 2000)

ICT has a crucial role in modern communication. ICT has boomed for digital literacy in each field. India has been passing through the paradigm shift from traditional to technological learning process. The young generation is more comfortable with the technological advancements compare to the older ones. Government has also shown the positive gestures by taking many initiatives to promote ICT in education and the field of education is also not an exception. Every discipline, every subject does have its digitally stored bulk of information worldwide which is open to easy access. So far as language learning is concerned most school going kids are now very much aware of using the mobile phone and tablets to learn and to play with. Language learning has always remained a common stratum for each and every person as per one's own need and requirement and ICT has entered into this phase too. Today many software and applications are available for learners of different age groups, starting from school children to adult learners.

Sample:

The students / respondents from three engineering branches i.e. Mechanical Engineering, Electrical Engineering and Environment Science Engineering have been selected on random basis and their speaking tasks were video recorded. There were total 59 students who had spoken on the random topics for one minute in both English and their first languages i.e. Gujarati and Hindi.

Experiment:

The list of common words on which students can brain storm and speak in English was prepared and it was converted in to small chits. The students had picked up the chits randomly and had spoken on the topic instantly in the English language. Their performances were video recorded for the purpose of



VIDHYAYANA

ISSN 2454-8596

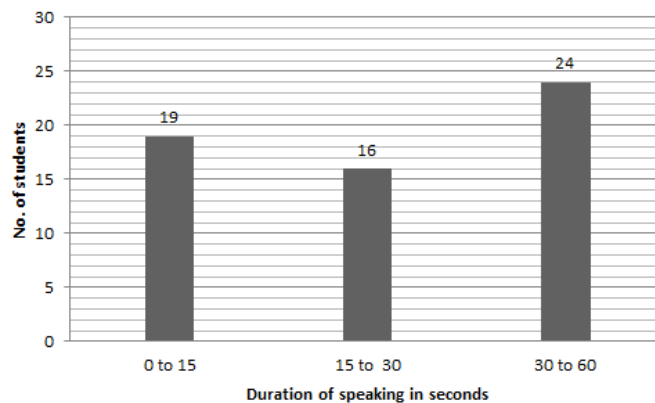
www.vidhyayanaejournal.org

An International Multidisciplinary Research e-Journal

analysis. The same students were asked to speak on the same topic in their first language i.e. either Gujarati or Hindi. There were total 59 students who were taken as a sample who had spoken on the same topic in two languages. 118 video recordings were played and analyzed simultaneously.

Findings and Analysis:

Duration of Speaking (Seconds)	No. of Students who performed
0 to 15	19
15 to 30	16
30 to 60	24



The above table and chart show that out of 59 students there 19 students who could not speak for 15 seconds whereas 16 students spoke more than 15 seconds but could not spoke more than 30 second, but there were 24 students who could speak on the given topic up to 60 seconds.

Articulation of ideas found lacking in first language	Students
Found	43
Not Found	16



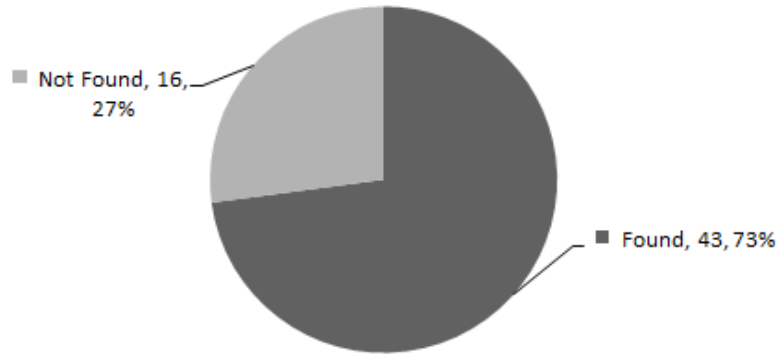
VIDHYAYANA

ISSN 2454-8596

www.vidhyayanaejournal.org

An International Multidisciplinary Research e-Journal

Articulating of ideas found lacking in first language by the students



The above table and pie chart depict that out of 59 students there 43 students who could not speak in English on the topic also could not speak in Gujarati / Hindi too. On the other side of the coin, there were 16 students who could not express well in English but could manage to express in Gujarati / Hindi.

Conclusion:

Hence, it was found that the fundamental criterion of acquiring proficiency in the second language is linked with the first language. If the learner fails to articulate his / her thoughts in the first language, he / she cannot articulate in second language too. The learners may be proficient in the dialect of the first language which they try to translate in to the second language and they fail to express their thoughts in to the second language. The learner should know the difference between dialect and language. It is advisable to acquire proficiency in the first language in order to acquire proficiency in the second language.



VIDHYAYANA

ISSN 2454-8596

www.vidhyayanaejournal.org

An International Multidisciplinary Research e-Journal

References:

- Barnett, R. *The Limits of Competence: Knowledge, Higher Education and Society*. Buckingham.: Open University Press., 1994. Print.
- Group, New London. "A Pedagogy of Multiliteracies: Designing Social." *Harvard Educational Review* (1996).
- J., Gee. *Learning and identity: What does it mean to be a half-elf?* n.p., 2003. Print.
- Windeatt S, Hardisty D & Eastment D. *The Internet*. OUP, 2000. Print.



VIDHYAYANA