

IMPACT OF GLOBALIZATION AND INFORMATION TECHNOLOGY ON TEACHING OF ENGLISH

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ABSTRACT

Globalization and information technology has its own impact on teaching of English in India; this study is based on examining and observations on the same. Also in-depth meaning and definition of globalization on society and its environs will be understood.

In present scenario, the paper also reflects English language as the universal currency to be used across the globe for communication, Focus here moves moving to the changes coupled with English language teaching. In this context, a facets of English language, and its characteristics may be discussed along with the language of technology

The language abounds with variation, if it is natural. Variation is the life-line of any living language. This is also a very crucial and intensified character. Here, variety gives strength, and adds richness. Unfortunately, the features of variation itself are an obstacle for the growth of information technology. Much-desired goal here is Uniformity. There is a danger when natural languages absorb technology creates ripples across, and is a major threat. They tend to be more standardized, qualitative, or homogenized because the technology becomes easier and accessible only with standardization. Moreover, technology at times finds it tough to capture all the intricacies of a linguistic expression and convention, and opts for things that may not really reflect what the user wants to communicate. To cite one such example, spelling variation is one of the major and natural corpuses of the language.

As of today, the Indian language technology has failed to catch up with the fast developing technology. In formal curriculum, the emphasis of

teaching English was on using English literature. Many languages were making faster strides and some were limping and fading away. At this juncture, technology came in and hampered their continued all-round and total development. It is a paradox, but it is true. While this approach may not have really helped learning English for day-to-day purposes, there was no doubt that it helped broaden the perspective of the students. But now the emphasis and scenario has changed. Our focus is only on communicational purposes. A similar trend is set for the teaching of English with the help of Information Technology is the highlight of this research paper. .

The default language of Internet is English it gets diffused in the Indian society now with greater speed. Communicating content and messages it is used in a different way. A new genre of Internet English, new form of English is fast developing on-line. Present day students are learning and using this English. Can we think of any other Indian language, as the language of Internet, the way English is today? It may take a long time for such a new genre to be created.

Key words: Globalization, Technology, Communication, English language, Information Technology

The Study

In a third World multilingual country it is essential to study its impact on the most important possession of

human beings – language the current theme that is discussed in local to international flora all over the world is term **globalization** and its impact on society and its environs. 1,550,000 sites or references within 0.31 seconds are provided if we go to the internet search engine **Google** and search for the word **globalization**. The impact of this economic force coupled with the technological developments is changing the way people think and live in the world.

Natural Language and the Language of Technology

In this context, a characteristic of natural language and the language of technology may be discussed. The natural language abounds with variation. Variation is the life-line of any living language. It is the critical character. Here, variety gives strength, and adds richness. Unfortunately, the characteristic of variation itself is an impediment for the growth of information technology, as seen in the above-cited report. Uniformity is the much-desired goal here. There is a danger when natural languages absorb technology. They tend to be more standardized or homogenized because the technology becomes easier only with standardization. Moreover, technology at times finds it difficult to capture all the intricacies of a linguistic expression and convention, and opts for things that may not really reflect what the user wants to Communicate. To cite one such example, spelling variation is one of the major and natural features that have grown along with the natural languages spoken by groups of people in wide geographical areas. But when a spell check is developed for a language it fails to capture and cater to all such variations present today. The suggestions offered as corrections sometimes make one to laugh. However, it is possible that one-day variations would be taken care of through more sensitive software.

Globalization and the Language of Media of Uniformity

Research Design

Subjects:

The study was carried out among ten young Under Graduate students of Seshadripuram First Grade College in Bangalore. The category of “young students” was chosen because it represents the

A new form of English, a new genre of Internet English, is fast developing on-line. Since English is the default language of Internet, it gets diffused in the Indian society now with greater speed. We use it in a different way while communicating content and messages. This is the English that present day students are learning and using. Can we think of any of the Indian languages as a language of Internet, the way English is today? It may take a long time for such a new genre to develop in any Indian language.

In order to control the damage being done to Indian languages due to globalization and information technology the concept of localization of technologies is advocate. In all the Indian languages, however, a different kind of digital divide is developing. Even this so-called localization may not percolate down to languages other than Hindi and some major Indian languages. On the one hand, the level of literacy in the mother tongue/regional language is on the increase because of the accelerated effort from the non-formal and informal sectors, and, on the other hand, in the formal sector of education, literacy in mother tongue is losing value in the context of demand for English and computer literacy.

Natural understanding of a language, external forces (imported technology or values, immigration) and last is internal contradictions (new social patterns and needs) are the three reasons why educational systems might seek to create change:

It is the third reason that is relevant to the educational context discussed in this paper. In response to the spread of English as a global language and the need to equip the teachers and students with academic and communication skills with changing information technology is the purpose for which this research is designed.

generation of Internet users. Young professionals are of course not representative of the overall population or even of current Internet technology. The young students in this study were selected through personal contacts; the subjects may not be representative of all young students in Bangalore. These students were defined for the purpose of the study as people between the ages of 18 and 21 engaged in introductory graduate or middle level of education.

All ten of them in the sample had at least a higher secondary certificate.

The next target audience was comprised of five English faculty of the same college. This group was aged between 30 to 60, and also had a Master's or Doctorate. Yet another group of five participants of Commerce and Management faculty of same age was selected for this Investigation.

Methodology:

Written-Survey

A written survey was developed that inquired about people's language and literacy practice (see [Appendix A](#)). The survey included ten questions about Information Technology and Globalization on each group. General questions about computer, Internet access and use, and its impact on the mother tongue were asked. Whereas, some other questions were based on English as the medium of communication. Recipients were also asked to include voluntary suggestions of any kind related to the subject at the end of the questionnaire.

Data Analysis

The summary of Teachers and Students performance on the basis of the written survey, and interviews conducted revealed the difference in the levels of comprehending language between these two groups.

The interviews were transcribed and the written transcripts were examined by the researcher to identify patterns and examples of when and why the participants used a particular language, dialect, and script or slang.

The analysis of the social content of language teaching and learning:

The social content of language learning can be regarded as a set of factors that is likely to exercise a powerful influence on language learning. Socio-cultural factors that bear upon motivation are most significant aspect in the teaching of language. Sociolinguistic and socio cultural factors in learning environment are equally important in the learning process. Also, the ethno-linguistic attitudes and language learning in the global scenario provides

The data of this paper is drawn from the following sources;

Pre-implementation and post implementation questionnaires which queried participating teachers' views and practices which ask them to characterize their teaching methods and practices based on technical language and English language. Same questionnaire was provided to participating 10 students who were more prone to the present day information technology and global language of communication.

Interviews

Teachers were interviewed personally and observations were carried out on each participating teachers. (Appendix-B).

the social opportunities for contact with the second language learners.

Limitations:

Finally, it is important to point out the limitations of this study. The sample size is small and was selected through personal contacts of the researchers, and is thus non-random. The facts that the subjects were personally known by the researcher and that the survey was non - anonymous (to allow for follow-up

Contact), may have affected people's responses. The survey was not formally tested for reliability. Only 20 participants were interviewed, and the interview transcripts were examined for patterns and were systematically coded. However, this examination process was designed to know the inter-rater reliability. In addition, systematic attempt was made to assess participants' fluency in English. For all of these reasons, the results of the study cannot be assumed to be general to other populations beyond this group of subjects. Rather, this study should be considered an exploratory investigation that had the

goal of identifying possible issues and trends for further research.

The present discussion is based primarily on the first and last of these sources.

Summary of Findings

1) Teachers' Perception

Based on the feedback, the starting point on the project for all the teachers was focused on not themselves, but on students' understanding of English as the shortcut language of communication with the help of information technology. But later, after the interviews were taken up and the written questionnaires were given to them, they changed their vision of one-sided usage of language. The theme of better communication with the help of English language for globalization and the interference of technology was considered necessary after the research was carried on. In spite of implementation of the Information Technology and Globalization mixed up completely with the curriculum, the feedback suggested lack of acceptance to certain extent. The incongruence between the intended curriculum and practicality of implementation of technology was obvious.

The participating teachers group -1, which comprised of five English faculties had an opinion that the impact of globalization on society and its environs is not very positive. They also felt that English language is losing its originality because Information technology is rapidly absorbing this language. For this group 1, English is the default language of the internet in the existing global scenario.

It was felt by all the ten teachers of both Commerce and English Depts., that with the fast developing global technology, India has failed to catch up very rapidly, because of many languages are used here.

The five participating teachers of Commerce and Management Department, group – 2

had opined during the interviews that in this era of globalization the formal curriculum of teaching requires Information Technology which is mandatory for knowing global culture. This group, contrary to the English faculties laid more importance on the use of IT in present day teaching. The Questionnaire also reflects the mix of opinions as per their perceptions.

2) Students' Perception:

The feedback from the ten participating students suggested that their level of understanding about the language (default) is limited and lacks maturity. Based on the questionnaire and personal interviews, it was found out, that the actual area of difficulty, which the students faced was in the methods of learning how to write complete sentences, as the (basic syntax) of constructions of sentences was not taught at lower grades. (Appendix –A)

It was found out in the investigation, that the items to be taught in class should be relevant to their respective disciplines, for example, the Under graduate courses such as B.A., B.Com, B.B.M., BSc, BCA etc should have English usage for specific purposes as in languages, and as in for science and technology specifically. The students in the interviews suggested the remedy to overcome this problem with the help of the English language teachers and with the support of computer science teachers. While each of these practices and principles can stand alone on its own: when all are aptly adapted by teachers, the effect can be multiplied and be reflected on their students and together they can employ an implement the usage of information technology and global language in English language. (Appendix –B)

The study of feedback also suggested that the present genres of students are inseparable from the new modes of information technology, as they are more familiarized and accustomed with it. According to them, the impact of globalization and IT is very good, as answered in the questionnaire and it is not negative at all. The research also indicates that in future the adaptability of ICT will only increase enormously by the students. They depend entirely on ICT Modes of

Communication and are least bothered about originality of any language.

The investigation reveals that students also have no attachment to their mother tongue, when it comes to the question of which language is important for communication, either mother tongue or default English. For the **students default English** is the only language of interpretation and it can not be replaced by any other language as it is the technically correct

and globally accepted language for communication. Hence, any Indian language to be recognized as computer language has no scope. But, on the contrary, they feel that some limitation should be adopted for the unlimited use of global ways of responding to technical communication with the help of IT.

RECOMMENDATIONS

Being a part of educational system, and as a teacher, I strongly feel that the methods adopted by the teachers today in India have to undergo a major change. However, to inculcate the habit of using the correct language the teachers should pay more attention on the students written language, as it is the only one which is more camouflaged with the colors of technology. As some teachers have suggested in the feedback that an attempt may be made to develop literacy skills at Grade-I. Also, what is crucial is to make sure, that innovation in language can be handled by the intended users properly i.e. both teachers and students. In this respect, the primary issues such as teachers' language abilities must be addressed without further delay.

The Internet also offers an instructional environment in which assessment may be easily integrated into the learning process. Interactive "quizzes" can be designed that provide students' immediate feedback on the progress of their learning while they are engaged in the very process of that learning. Through Internet technology, the feedback generated by students' response choices can be designed to provide insight into not only how much the learner knows, but also the way in which he/she is conceptualizing the material. This makes assessment a much more powerful tool that can be used to improve, not just to evaluate the progress of learning.

Finally, to assure that Internet technology is used to its best educational advantage, teachers must be trained in the most effective ways to use it. They must learn how to transfer their courses to an online environment, in the process remaining faithful to sound pedagogy and well thought out curricular

goals. To do these teachers must be trained to use information technology. They must learn how to design activities for a web-based environment. They should learn how to construct educationally useful web pages. They should learn how to use hypermedia to promote educational goals.

Concluding Comment

A limitation of the present study is that it was cross –sectional.

The Teachers who participated in this investigation, found ways to work within the constraints of the uncontrollable factors of the larger context, by focusing on the mutually interactive and controllable teacher and student factor at the class room level, creating a recursive cycle of mutual adaptation of perceptions and behaviors between teachers and students. By making changes in class room roles, relationships, and types of interaction between them, letting students take more control of their own learning a language, teachers can support them. Also by allowing them to work more in groups ,and to let them participate independently to much greater extent ,in marking their own writing with the aid of good English language supported by internet language, but at the same time maintaining the dignity of the language.

What is important in adopting any kind of innovation should be answered with encouragement to the extent to which an innovation can be carried out in the incremental stages.

Although, there seems to be a consensus, that we are living in increasingly globalized world, there is by no means agreement about related issues. Compression of space and time, shrinking of world. Globalization has various aspects which affect the world in several different ways such as: Industrial, Financial, Economic, Political, Informational, Cultural, Social and Ecological. In cultural aspects, there are many international exchanges such as: Spreading of multiculturalism, International travel and tourism, Immigration, formation or development of a set of universal values, Development of a global telecommunications infrastructure, Internet, Communication satellites and the other related tools, Increase in the number of standards applied globally. All this is possible due to advanced technology.

For teachers and students, language learning and teaching a language is as “acquiring or getting of knowledge of a subject or skill by study, experience, or instruction” The concept of learning, as it is understood today, has been as “showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand” Your understanding of how the learner learns, will determine the philosophy of education and it should be the motto of the Teachers.

Results, Language and culture go hand in hand, each interacting with and shaping together. Language and culture are inter-linked to each others in various ways. Language is an integral part of culture and the vehicle of culture. Effects on every one of them, leads to affect the other, as it can be called directly or indirectly Globalization. Through linguistic and cultural homogenization, affects on language and culture as modernization, translation, standardization of values and cultural taste can be easily established. Globalization is the emergence that is common

cross-culturally and across national boundaries. The global communication leads to some extent to functional homogenization of culture and language which are particularly relevant for translating globalization as a reality. The active responses of sub-national languages and cultures to the global force are also very important for their own survival and progress.

The past two decades have seen an internationalization of information services involving the exponential expansion of computer-based communication, through the Internet and electronic mail. On the one hand, the electronic revolution has promoted the diversification and democratization of information, as people in nearly every country are able to communicate their opinions and perspectives on issues, local and global, that impact their lives.

Popular culture: The contemporary revolution in communication technology has had a dramatic impact in the arena of popular culture. Information technology enables a wide diversity of locally-based popular culture to develop and reach a larger audience.

Teaching community has been striving to carry out its yeoman service in the field of English language teaching and learning in its purest form. As the impact of Globalization and I.T is spreading in all the fields, the teaching fraternity must be trained, and be well equipped in handling the modern and most popular system of education based on the foundation of **Information and communication Technology.(I.C.T.)**, which is again a gift of **Globalization.**

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Appendix-A

Feedback from the Teachers and Students

QUESTIONNAIRE

Name of the Institution:

Name of the Teacher :

Name of the Student:

Put a tick mark against the appropriate option:-

Q.1 What is the impact of globalization on society and environs?

(a) Positive (b) Negative (c) Good (d) Very Good (e) Bad

Q.2 Is information technology is useful for present day teaching?

(a) Yes, it is (b) No, it is not (c) Very useful (d) Less useful

Q.3 Do Languages remain natural or are they losing their identity because of the advent of technical language?

(a) Remain Natural (b) Not so natural (c) Little loss of identity (d) Complete loss of identity (e) Loss of originality.

Q.4 Is uniformity the much desired goal for using ICT for teaching of English?

(a) Yes, it is (b) No; it is not (c) To some extent (d) None of these.

Q.5 Is there a danger to any language or English language when language absorbs technology?

(a) Yes, it is to any language (b) No, it is not to any language (c) Yes, it is to English language

(d) No, it is not to English language. (e) All the above.

Q.6 Do you think that Indian Language Technology has failed to catch-up with the fast developing technology?

(a) Yes, it has (b) No; it has not
(c) Yes, but not fully

(d) None of these

Q.7 Do you think that in the Era of globalization students are moving away from their mother tongue as the medium of instruction is English?

(a) Yes (b) Yes, but slowly (c) No (d) To certain extent

Q.8 Do you think that the formal curriculum of teaching English is fading faster with the advent of IT & Globalization in it?

(a) Yes, it is (b) No; it is not
(c) To certain extent

(d) None of these.

Q.9 Do you think that English is the default language of the internet?

(a) Yes, it is (b) No; it is not
(c) Yes, but not fully

(d) None of these.

Q.10 Can we think of any other Indian Language as a language of internet, the way English is today?

(a) Yes, we can (b) No, we can not

(c) Only English is the neutral language
(d) none of these.

Appendix-B

Interview Questions from Teachers and Students

1. What is the role of English Language in your life?

2. How important is your mother tongue to you?

3. What is the meaning of Globalization according to your comprehension?

4. For communication with your family and friends which language do you prefer?

5. Is Information Technology necessary for communication to take place?

6. For you, is the knowledge of English must have to send messages or chat?

7. Do you require more support in teaching English to your students?

8. If yes, what kind of support do you need?

9. Do you think your own competence in English has improved after the advent of I.T and globalization of language has taken place?

10. Do you use your mother tongue to teach English?

11. If yes, for what purposes do you use mother tongue?

(i) To explain the content & help students understand the meaning.

(ii) To give instructions.

(iii) To appreciate.

(iv) Any other.

Signature of Teacher: _____

(v) Specify.....

Signature of Student: _____

Date: