POST-COVID PEDAGOGY OF LANGUAGE TEACHING

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Abstract

'Pedagogy,' an emerging concept of 21st century has got its root in Greek Dictionary. Comprising of two Greek words 'Paidos' and 'Agogos' connoting 'Boy, child' and 'Guide' and ultimately directly indicates a teacher or teaching related issue. Until the impact of Covid-19 (A highly infectious disease prevailing in the world with mild to moderate respiratory illness caused due to newly discovered Corona virus) on Education system teachers were comfortable with traditional 'Chalk and Talk' method but the sudden circumstances arrived due to the pandemic Covid19, the habitual face to face mode of transaction transforms into a world of virtual digital world where Technological skill enhancement for the teachers gains utmost priority. Here this study was done with sixty language teachers of ten schools (six teachers from each) of rural and urban regions of Kolkata to assess their awareness of Techno-pedagogical skills. A self – made standardized questionnaire was distributed to them for data collection and it revealed that though we are in the age of digitalization the language teachers of today still lag in technical application in the field of education. The trained teachers' awareness of Techno-pedagogical skill was higher than the untrained ones. There was no difference in the area of awareness of Techno-pedagogical skill between the male and female language teachers. Urban language teachers showed greater level of alertness in techno-pedagogical skill than the Rural Language teachers.Keywords: e-teaching learning, e-gadgets, epidemic, COVID-19, ICT, Learning- design

Keywords- Post-Covid, Pedagogy, Language Teaching, techno-pedagogical skill

INTRODUCTION

'System changes with the flows of Time'. Nothing is stagnant in this ever-changing world. Every existence in the world has to match up with this alteration process for development as well as for purposeful existence. 'Teaching', a profession is not different from that. The age-old method of classroom teaching now

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faces a new change- a complete virtual reality knocks at the door of the teachers as well as students. So, the teachers have to modify their learnt pedagogy with the help of technology named as Techno-pedagogical skills. As the presence of infectious corona virus / Covid 19 disease it is not possible for the teachers as well as students to continue the face-to-face transaction, they have to rely on the e-learning system. So the need of techno-pedagogical skill comes to the fore-front. Pedagogy refers to the skills and knowledge imparted in the context of education where as Techno-pedagogy becomes a hybrid method of teaching by making the virtual classroom interactional and joyful. According to NCF 2005 "ICT used for connecting child and teachers with scientists working in universities and research institution would also help in demystifying Scientists and their work." Originated from Shulman's PCK (Pedagogical Content Knowledge), here this Technological Pedagogical Content Knowledge(TPACK) can be described as a framework for understanding different kinds of knowledge necessary for a language teacher for useful pedagogical practices in a virtual learning environment enhanced by Technology.
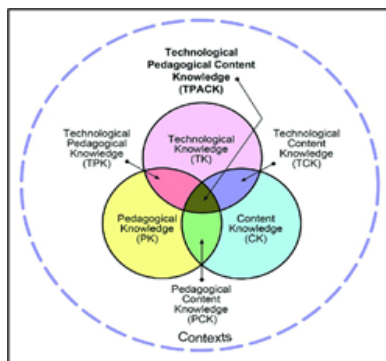
The Dimensions of Techno-Pedagogical Content Knowledge Approach
(Koehler, M.J., & Mishra, P., 2009)

STATEMENT OF THE PROBLEM

The problem of the following study was stated below-

Post-Covid Pedagogy of Language Teaching and the awareness level of the Language Teachers of Techno-pedagogic Skills.

OBJECTIVES

1.   To assess the level of awareness of trained and untrained language teachers in regards to the techno-pedagogical skills at school level.

2.   To compare the level of awareness of male and female language teachers in the area of the techno-pedagogical skills at school level.

3.   To analyse the level of awareness of rural and urban teachers belonging to different languages in the context of the techno-pedagogical skills at school level.

RESEARCH QUESTIONS

1.   Would the trained language teachers have positive level of awareness in compare to untrained language teachers in regards to the techno-pedagogical skills at school level?

2.   Would there have any significant difference between the male and female language teachers in the area of the techno-pedagogical skills at school level?

3.   Would the urban teachers belonging to different languages have higher level of awareness than the rural teachers belonging to different languages in the context of the techno-pedagogical skills at school level?

OPERATIONAL DEFINITION OF THE TERMS

Post-Covid-

Covid 19 is defined as an illness caused by a novel corona virus now called severe acute respiratory syndrome coronavirus2 (SARS-COV2) formerly called 2019 nCoV which was first identified amid an outbreak of respiratory illness cases in Wuhan City, China and now it almost encompasses the whole world with more than one crore cases. Post Covid refers to the situation of teaching and learning after the outbreak of the Pandemic.

Pedagogy-

Generally Pedagogy refers to the 'Art and Science of Teaching.' Every teacher should adopt this to make teaching learning the most effective. Here Pedagogy refers to the Techno-pedagogy or how a teacher can use his pedagogical knowledge with the help of technology in an emergency situation of Covid19.

Language Teaching-

Language is a set or symbols of linguistics symbols as used in a more or less uniform fashion by a number of people who are thus enabled to communicate intelligibly with one another (Random House Dictionary of the English Language). Language Teaching refers to the adoption and dissemination of Instructional, Pedagogical skills by a teacher of language for his/her students.

DELIMITATIONS

i)   This particular study was concerned with language teachers only.

ii) This study was to measure only the awareness of Techno-pedagogical Skills of the language teachers.

iii) This study could be done in vast scale and with more divisions from the samples.

SIGNIFICANCE OF THE STUDY

In the Pandemic situation of Covid 19 a great problem arises. Instead of face to face communication digital communication comes to the forefront. For having safe physical distance, e-platform for teachers as well as students becomes the most important place. So it is very important to know the existing awareness level of Techno-pedagogic skills of the language teachers because if they are not conscious about the techno-pedagogical skills then teaching learning in this troublesome situation can lead to a greater level of difficulty.

REVIEW OF RELATED LITERATURE

Beaudin & Hadden (2004) stated that the teachers who are techno-pedagogically trained could exemplify the exposure of technology, meta-teaching, hybrid approach and critical reflection to enhance the model of instruction. So training should be incorporated with technology as well as pedagogy in a blended way. Mouza (2011) states that a teacher of rural as well of urban area should be well aware of the pedagogy, content as well as technology. Professional Development programme will act as the key of this practice. Prescribed curricula, beliefs about students and lack of resources are the factors that can influence a teacher's learning. Mishra (2015) stated that in rural India as there is scarcity of modern technological equipments and tools, a teacher has to be well aware of the pedagogical issues of the subject concern. By transforming from "Chalk to Talk" a rural teacher though lacks in advantage from an urban teacher should be a good motivator, Supervisor, Trainer and

Facilitator. Yildiz, A. (2017) made a research on the pre service Elementary level Mathematics Teachers to discover the significant relationship among the Critical Thinking Skill and Techno-pedagogical Competencies and the result revealed that the teachers had mid level of Techno Pedagogical Competencies within them. Gloria, R. & Benjamin, E. (2018) in their article wanted to assess the teachers' attitude towards their Techno-pedagogical Skills as without this in today's rat race the teachers as well as their students cannot cope up with the situation. Alirezabeigi,et.al. (2020) described the importance of digital media and its usage in the breakdown and how a whole school could be created in a virtual reality based world by the teachers' expertise in Technological skill. Arora, A. & Srinivasan, R. (2020) studied with 341 high school teachers about the effect of Pandemic Covid19 on teaching related issue and the result declared that the lower level of awareness about Technological Knowledge among teachers became the key issue of not attending the virtual classes and also the problems and drawbacks of the virtual classes were also explained in this study. Basilaia, G. & Kvavadze, D. (2020) studied about the improvement in teaching learning atmosphere with the advent of the e-learning sources like Google Meet, Zoom and also described the importance of teachers pedagogical skill in this respect. Chowdhury, R. (2020) in an article described that in the Pandemic situation of Covid 19, where the higher education system is totally disrupted, e-learning solution is the only way where the DIKSHA Platform, EdTech are the path to solve this problem. Daniel, J.(2020) discussed in his article the role a teacher, a school should play for the reformation of teaching techniques, curricula, assessment techniques advantageous to the learners. Williamson et. al (2020) discussed in his article that digital pedagogy should play an important role in the covid19 Pandemic situation and there came the emergence of 'EdTech Experimentation

METHODOLOGY

The study was an Online Descriptive Survey and was done by Mixed Method. (Qualitative and Quantitative both)

Variables

In this study Awareness of Techno Pedagogical Skill of the Language Teachers was regarded as Independent Variable and its effect on Post Covid Pedagogy of Language Teaching was taken as Dependent Variable.

Population

All language teachers of West Bengal Board of Kolkata region were taken as population.

Sample

5 schools each from urban and rural areas (total10) of Kolkata were selected and 6 language teachers from each school were used as sample. Total 60 language teachers were taken as samples and a self made standardized questionnaire was distributed to them. Here snowball sampling was used for advantage.

Tool

Here in this study a standardized questionnaire was made in Likert scale. Content Validity and the Reliability (.89) were tested.

Design

In this Descriptive Survey Research a questionnaire was prepared in Likert Scale

consisting of 64 questions from 8 dimensions of the Techno-pedagogical Skills of a language teacher. The questionnaire encompassed the four skills of a language like Reading, Writing, Speaking and Listening in its arena. The eight dimensions were as follows-

i) Capacity for the Improvement of the e-materials

ii) Development of Linguistic Ability

iii) Career Guidance and Counseling

iv) Participation in Examination and Enrolment Process

v) Stimulation of Self-learning Potentialities

vi) Designing Multi-graded Instructional Materials

vii) Specific Pedagogical Preparation

viii) Teaching-Learning Enhancement

PROCEDURE

60 language teachers of 10 schools were given a questionnaire online consisting of 64 statements in Likert Scale. They were asked to rate every question according to their choice(5 point scale- Strongly Agree(SA), Agree(A), Undecided(UD), Disagree(D), Strongly Disagree(SD).

DESCRIPTION AND INTERPRETATION

To analyse the data collected from the sources and keeping in view the nature of the objectives and Research Questions, Bar Diagrams were created for every Research Question to get the probable answer.
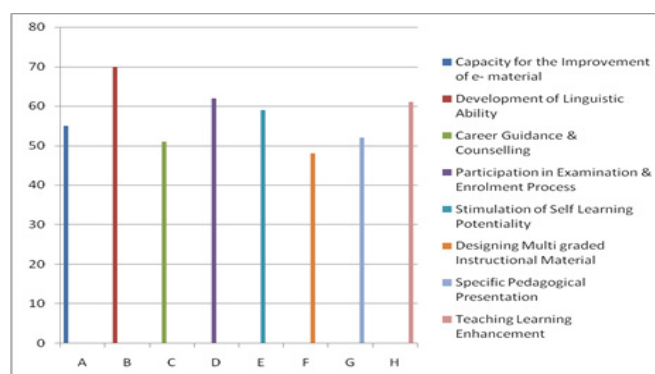
RESEARCH QUESTION 1

Would the trained language teachers have positive level of awareness in compare to untrained language teachers in regards to the techno-pedagogical skill at school level?

RESULT OF TRAINED LANGUAGE TEACHERS:
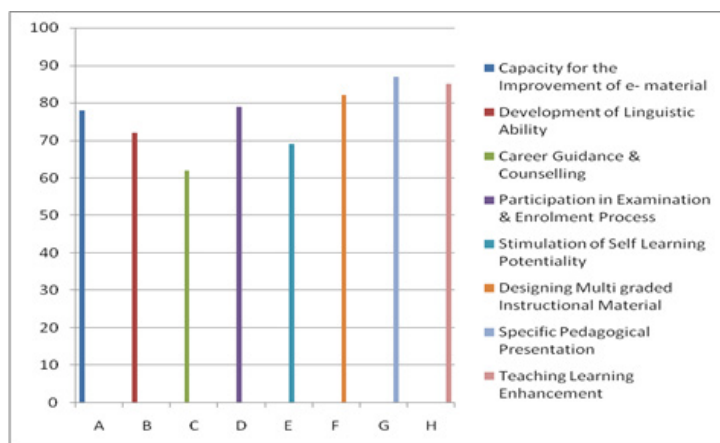
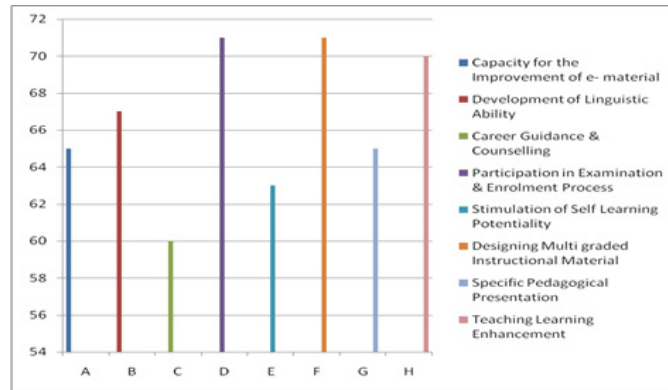**RESULT OF UNTRAINED LANGUAGE TEACHERS:**

INTERPRETATION

From the above two bar diagrams it could be stated that the trained language teachers showed a greater level of awareness of Techno-pedagogical Skills than the untrained ones. Though in the area of development of Linguistic ability they showed same type of awareness more or less but a huge difference occurred in the areas of Designing Multi-graded Instructional Materials, Specific Pedagogical Preparation and Teaching Learning Enhancement. Above 80% trained language teachers were aware of Techno-pedagogy and how it would help in teaching learning enhancement where as in average 50% to60% untrained language teachers were aware of the necessity and usage of techno-pedagogical skill in Teaching-learning Enhancement and Designing Multi Graded Instructions. So it can be concluded that B.Ed training is very much necessary for acquiring Pedagogical as well as Technological knowledge. ICT inclusion in B.Ed course helps the would be language teachers pedagogically as well as technologically resourceful. These diagrams revealed that in the case of Career Guidance the teachers having guidance or Counseling related courses excelled in that area much.
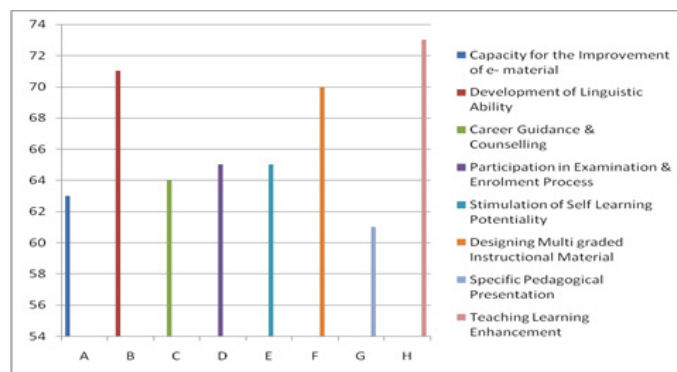
RESEARCH QUESTION 2

Would there have any significant difference between the male and female language teachers in the area of the techno-pedagogical skill at school level?

RESULT OF MALE LANGUAGE TEACHERS:

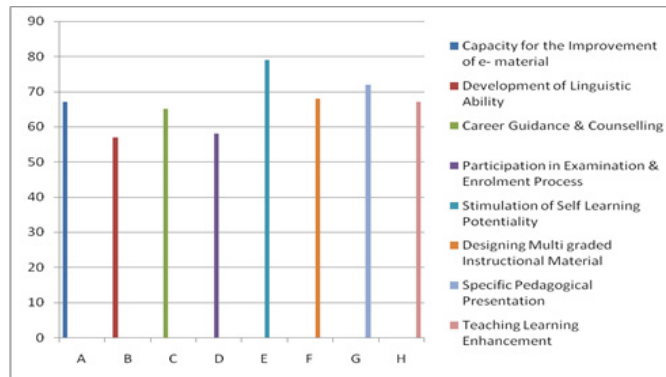**RESULT OF FEMALE LANGUAGE TEACHERS:**

INTERPRETATION

From the 60 language teachers taken as samples 35 were female and rest 25 were male teachers. After making the diagrams for both the groups of language teachers it could be said in the area of Techno Pedagogical Knowledge male and female teachers had no basic difference. Though in some aspects like Linguistic Ability, Career Counseling, Self Learning Potentiality and Teaching Learning Enhancement female language teachers surpassed male language teachers a little in other cases male teachers scored better than the female but in both the cases the differences were ignorable. Both of the two groups of language teachers' patience, dominating power and emotional intelligence might play a good part in this study.
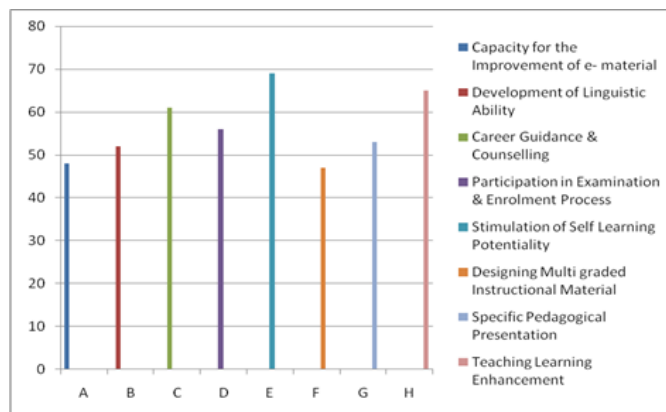
RESEARCH QUESTION 3

Would the urban teachers belonging to different languages have higher level of awareness than the rural teachers belonging to different languages in the context of the techno-pedagogical skill at school level?

RESULT OF URBAN LANGUAGE TEACHERS:

RESULT OF RURAL LANGUAGE TEACHERS:

INTERPRETATION

30 urban and 30 rural language teachers of different language subjects were taken as sample. From the above diagrams it could be said that urban language teachers had greater level of awareness of Techno pedagogical Skills than the rural Language teachers. In the case of Linguistic Ability their results were more or less the same and Enhancement in the process of Teaching-learning showed near about the same results. But rest of the domains showed the difference. Rural language teachers' responses proved that they had poor level capacity in producing e-learning materials (48%). They lagged behind much in the area of designing Multi-graded Instructional Material (47%). As in the rural area still now Technology is not practiced in a large scale and most of the educational institutions are devoid of the technological structures(e-lab, computers, Language Lab, Smart Class), teachers are not exposed to such situations to cope themselves up with the new advent of technology. So how much improved they can be in Class teaching or Pedagogy related issue, when it comes in the

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area of using this knowledge technologically, they start faltering.

FINDINGS

i) The language teachers had lower level of Techno Pedagogical skills than expected.

ii) The trained language teachers had greater level of awareness of Techno Pedagogical Skill than the untrained ones and it proved the importance of B.Ed course in Teachers' training process.

iii) The male and female language teachers had more or less same level of awareness of the Techno Pedagogical Skills.

iV) Urban language teachers had higher level of consciousness of Techno Pedagogical Skills than the rural ones.

v) Some language teachers especially those who were from urban area had the knowledge of using technology for developing the students' Speaking and Writing capacity.

vi) Some language teachers prescribed online e-books to students for developing their reading skill.

EDUCATIONAL IMPLICATIONS

The educational implications of the following study are as follows-

i) In 21st century Knowledge of ICT for all professionals becomes the key feature for being successful. This particular study can assess the existing knowledge of language teachers about ICT related to their pedagogic skills.

ii) After being aware of their own loopholes the teachers can redirect themselves for their proper development.

iii) This multi-pronged strategy is important 'for managing the crisis and will build a resilient Indian Education System in the Long run.'

iv) In this problematic situation this type of well rounded effective educational practice is needed to develop the capacity building among the young students.

v) In the digitalized era this techno-pedagogical knowledge will help the teachers to promote education.

vi) Special Need students can gain extra attention and ample time from the teachers as they have to cover up only the virtual distance.

vii) Group teaching, Collaborative Learning will get a raised platform.

viii) Pedagogy, the ultimate essence of teaching will get a new essence in the new world where physical distance will be the key issue for safe and secured life.

ix) Language teachers will be aware of various language teaching channels like 'Learn English with Emma', Babble, 'Easy Languages' and also different Websites related to languages and apps like Twitter, Facebook, Instagram etc.

x) Uses of e-dictionary and e-library will be developed.

CONCLUSION

In the emergence of Covid19 situation our habituated life style has got a sudden push that compels us to see and understand the world in a new way. In spite of being distressed due to the unexpected condition we have to move ahead with new solutions. Our Educational arena has to undergo through an immense breakdown as a result of the pandemic. Face to Face transaction becomes impossible for the lockdown purpose and there is the importance of digital world ICT. In the case of language teaching it is the duty of the teachers to be equipped with the new concepts of teaching Vocabulary , Grammar and how the prose and poetry in whatever languages they are written should be taught not only on the basis of books rather on the basis of technology. So the teachers also have to be expert enough in dealing with the new concept. Their learnt pedagogy till date has got a new dimension, a new way of implementation. So the question about how much awareness about Techno-pedagogical Skill they already have comes to the forefront and this assessment will help them for judging and improving themselves. Thus it can be said that like every area of work field Technical knowledge holds its importance in educational area also.

RECOMMENDATIONS

Based on the following study some recommendations are as follows-

i) This study can be done to assess the awareness levels of Techno pedagogical knowledge of Social Science and Science teachers.

ii) Google Meet, Slack, TV Schools and other network for the online educational platform can be raised more and more.

iii) In 'Tertiary Education system' the spreading of online learning will develop and also the schools will prepare themselves as more organized and systematic to be enriched with this 'technology-based learning' which have been found by them most useful.

iv) More elaborate study can be done in future as now in this Covid 19 situation the knowledge of Techno-pedagogy is a must to know concept for all level of teachers.

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