Role of ICT and Digital Communication for Skill Development in Rural and Urban Areas in the Changing Scenario

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Abstract: *Technological sophistication is a significant and promising force for increasing efficiency in education more so in English language teaching and learning. In the past, most teaching was either verbal communication between teacher and students or written communication from printed materials. These communication channels continue to play important roles in the teaching-learning process even today, albeit students are learning from pictures, television, recorded lessons and other media. Today almost all educational institutions around the world use some form or the other technological media in education. Most technological devices and programmes are prepared to suit the needs of the teacher, students and their learning conditions. ICT can provide more flexible and effective ways for professional development for teachers, improve pre- & in-service teacher training and connect teachers to the global teacher community. Teaching is becoming one of the most challenging professions in our society where knowledge is expanding rapidly and modern technologies are demanding teachers to learn how to use these technologies in their teaching. In this paper communicative proficiency of the professional students from teacher education in Rural and urban areas were examined with a communicative proficiency scale.*
Key words: *Technological sophistication, ICT, technological tools.*

I.   Introduction

Language is being the most important medium of communication and education, its development occupies an important place in the National Policy of Education and Programme of Action. Linguistic Competence is the system of linguistic knowledge possessed by native speakers of a language. It is in contrast to the concept of linguistic performance, the way the language system is used in communication.

In recent years, several studies and reports have highlighted the opportunities and the potential benefits of information and communication technologies (ICT) for improving the quality of education. A variety of Information and Communication Technology (ICT) can facilitate not only delivery of instruction but also learning process itself. Moreover, ICT can promote international collaboration and networking in education and lifelong professional development for today's teacher. There's a range of ICT options – from videoconferencing through multimedia delivery to websites – which can be used to meet the challenges teachers face today. ICT can change the way teachers teach and that it is essential useful in supporting more student centered approaches to instruction and in developing the higher order skills and promoting collaborative activities. To use these tools effectively and efficiently, teachers need visions of the technologies' potential, opportunities to apply them, training and just-in time support and time to experiment. Only then can teachers be informed and confident in their use of new technologies. Teaching is becoming one of the most challenging professions in our society where knowledge is expanding rapidly and much of it is available to students as well as teachers at the same time. As new concepts of learning have evolved, teachers are expected to facilitate learning and make it meaningful to individuals learners rather than just to provide knowledge and skills. Literary meaning of information is that which can be communicated and can be understand, Communication means exchanging the views and ideas and Technology means process of using scientific material and human resources in order to meet human need or purpose. So it can be infer that use of diverse set of technology in education is ICT.

The Core Components of the grammar are included in the speaker's linguistic competence and these components correspond to the major subfields of Linguistics:
Syntax: The structure and formation of sentences. One can distinguish between grammatical sentences and ungrammatical sentences.
E.g: My hair needs washing is acceptable but not my hair needs wash
Semantics: Understanding the meaning of sentences. This is also how user of the language is able to understand and interpret the non – literal meaning in a given utterance. There are three distinctions drawn here:

(i) Meaningful and non – meaningful sentences

E.g. The accident was seen by thousands is meaningful but not * the accident was looked by thousands

(ii) Same structure but different meanings

E.g. The cow was found by the stream versus the cow was found by the farmer

(iii) Different structures and still be able to relate the meanings.

E.g. The police examined the bullet.

The bullet was examined by the police.

II. Objectives

- To measure the Linguistic Competence and Communicative Proficiency among student teachers.
- To find out the significant mean score difference in Linguistic Competence and Communicative Proficiency between the groups based on intervening variables viz; using Internet, chatting, reading habits and listening special speeches among the selected student teachers.
- To find out the significant relationship if any in the linguistic competence and communicative proficiency of student teachers.

Research Methodology

The sample for the present study was from four colleges of education 200 student teachers were taken as the sample for the study. The present study deals with the linguistic competence through ICT and digital communication. The primary data is collected through the questionnaire for linguistic competence test. the investigator adopted the survey method because it was found suitable to gather essential and relevant data.

Hypothesis of the Study

Hypothesis 1:

1. There is no significant mean score difference in Linguistic Competence of Student teachers with reference to Internet Usage.

Linguistic Competence Scores: Using Internet

Factors in Linguistic Competence	Using Internet	N	Mean	Std. Deviation	Df	t- value
Semantics	Regularly	108	13.99	2.69	397	0.940
	Occasionally	92	13.74	2.62		
Syntax	Regularly	108	24.69	4.41	397	0.516
	Occasionally	92	24.63	4.81		
Linguistic Competence(Total)	Regularly	108	38.68	7.1	397	0.179
	Occasionally	92	38.37	7.43		

The above table shows Mean score difference in Linguistic Competence and its factors between the groups based on using internet among the student teachers.

According to the table, the calculated t – value for all factors including linguistic competence as total is not statistically significant at 0.05 level. Hence "There is no significant mean score difference in Linguistic Competence with reference to the Internet Usage of Student teachers", is accepted. Internet Usage does not influence linguistic competence among the student teachers

Hypothesis2:

There is no significant mean score difference in Linguistic Competence of Student teachers with reference to Chatting with peers through internet.

Linguistic Competence Scores: Using Internet

Factors in Linguistic Competence	Chatting	N	Mean	Std. Deviation	Df	t- value
Semantics	Yes	122	13.88	2.72	397	0.113
	No	78	13.85	2.58		
Syntax	Yes	122	24.90	4.31	397	0.519
	No	78	24.66	4.96		
Linguistic Competence(Total)	Yes	122	38.78	5.3	397	0.016
	No	78	38.51	7.54		

The above table shows Mean score difference in Linguistic Competence and its factors between the groups based on chatting through internet among the student teachers.

According to the table, the calculated t – value for all factors including linguistic competence as total is not statistically significant at 0.05 level. Hence "There is no significant mean score difference in Linguistic Competence with reference to the Internet Usage of Student teachers", is accepted. Chatting through internet Usage does not influence linguistic competence among the student teachers.

III. Conclusion

The future of a nation depends upon the quality of education, quality of teachers, the quality of institutions, the management of men and material resources in the educational resources. Number of educational colleges and student enrolment showed a remarkable increase.

Teacher education and training, competence, motivation and the condition of work influence directly on teachers performance. In teacher education colleges a language based environment is very important for effective communication in teacher education program. Colleges have been established for the specific of all round development of its budding teachers. Teacher education colleges have to prepare effective teacher in such a way that sustain their performance throughout their career.

It is concluded that the selected student teachers are good at linguistic competence. There is strong relationship between linguistic competences. The variables like using internet, chatting through internet were not making any significant difference on linguistic competence.

Administrators and management of B.Ed; colleges have taken care to improve the linguistic competence of student teachers as they mould the future citizens. Student teachers and teacher educators are focused in the optimum utilization of ICT. They will definitely become effective and proficient language teachers in future.