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ADOPTION OF TECHNOLOGY IN TEACHING OF LANGUAGE: A CRITICAL ASSESMENT OF PUNJABI (MOTHER TONGUE)

Mother-tongue plays a paramount role in child's development. It is the heart and soul of child's education. It is the foundation on which the personality of the child is built. The study of mother-tongue is of dire necessity on psychological, intellectual, emotional and cultural grounds. It is our duty to adopt and adapt mother-tongue as medium of all non-linguistic subjects, thereby making it easy and interesting for the child to learn these subjects. Teachers rarely use teaching technology like multimedia, instructional technology etc. They adopt lecture cum text book method-a boring procedure. Students are made to mug up even stories and poems. Students are passive partners in the learning process. No attempt is made to arouse their creativeness or encourage their self-expression so what they learn is poor learning. This calls for drastic changes. Language learning is a part of education in the wider sense. One of the important causes for the deterioration of the standard of mother-tongue (Punjabi) in Punjab is inadequate provision of teaching aids. In the present study, an attempt has been made to arrive at some precise conclusions.



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Language is an essential element in the culture of a society and basis of all cultural activities of a social organism. It is the blood and flesh of our culture. Without language our human society is not possible. Language is a mean of self expression and exchange of ideas through which we communicate with each other by means of words. Oral and written language is God's special gift to mankind. Without language, human society would not be able to communicate but

through language human beings' can communicate to each other and share each other's thoughts, feelings and, emotions. Language is the vehicle of human culture and civilization. From birth to death, we are surrounded by it .When we think of anything we give shape to our thinking with the help of language. Language is the expression of ideas by means of which speech sounds are combined into words, words are combined into sentences and combination of sentences gives answer to ideas and thoughts.

Language is a system of arbitrary vocal symbols by means of which social group communicates. It is a set of connected parts or things. It is complex whole like the human body. The system of the body functions through different organs such as the heart, lungs, brain, eyes and ear. The various, organs are inter-connected and work in coordination. Similarly, the system of a language functions through sounds, words and structures. These are integrated with one another and constitute the complex organic whole which is language. Likewise, language is a system of symbols. The railway guard uses certain symbols-the green flag, the green lamp, the red flag and the red lamp. The train does not move till the driver sees the guard showing the green flag or the green lamp for they are symbols of "All-clear-go". This system works effectively because the symbols used are known to both the guard and the driver. The systems of language similarly work through symbols; Language functions effectively when the symbols used are known to the speaker and listeners, the writer and the readers. The symbols of language-words are very varied and complex

The most important thing about language is that: it is structured, not a string of isolated items joined together. There are, in other words, general principles behind the way people speak and listen, pronounce and understand, we do not simply listen to each word, recognize its meaning and add up the meaning. It is these principles which determine the way one understands. In a nut shell, the ***Random House Dictionary of the English Language*** defines language: "*as the body of words and systems for the use of common people who are of the same community or nation, the same geographical area or the same cultural tradition.*"

Language is an important part of human culture. Without language there would not have been cultural advancement in human society and man would not have been better than animals, now he is the noblest of all creations. The language factor has contributed more than anything else in making him so, language is rather the basic elements of human society. We cannot imagine a society without a language. It is a series of natural phenomenon. It is a medium by which thoughts are conveyed from one person to another. Consequently all words or combinations of words used orally or in written form must be considered as coming within the scope of language. It

is a mirror of thought. Each community is formed by the activity of language. Man alone has the power to learn language of his society and pass it on to others. A man can be judged from his language. In fact, it is language which makes a man good or bad. What distinguishes a man from an animal is language. By using language, a man can win the hearts of others. With the same language, he can lose his dignity and degrade himself in the society. A teacher who has command over language can impress the students. The beauty of language used by a teacher can make him lovable. The speakers who have a good command over language can attract a good number of audiences.

Language in fact is a tool of social behaviour. It is a vehicle of literature. It sheds light on the history of the people and on the spiritual, mental and material civilization. It is one of the unique possessions of man. It is an important and familiar feature of our daily life. The language of people therefore reveals their life. Each community is formed by the activity of language. Speech utterances give us the most direct insight into its working and play a part in every thing that is done. In order to observe a human group, we must understand its speech. If we want to probe deeper into the ways of the community and their historical origin; we must possess, to begin with, a systematic description of its language. In order to know anything about mankind, we must study in this way; a varied set of communities, what little we know about man has come from the study of this kind. Without such knowledge, we are slaves, in this matter, to rationalization, prejudice and superstition. A language helps a person in the development of his personality. But it does not exist in vacuum. In fact, it gives rise to society and the society in turn re-shapes and remodels the language according to its needs and desires. Both language and society are deeply related with each other. Without language, the human society is unthinkable. Language is the flesh and blood of our culture. It helps in the preservations of and civilization of the people. It is also necessary to secure national integrity and solidarity. In this way language plays a very important role.

Each language is unique because it has its own style of functioning. There are geographical and cultural diversities and that is why one language differs from the others. Only through language we can pass on our ideas to others. If we use the language correctly, only then our ideas will be communicated accurately. Every person should have the right type of pronunciation, which is intelligible to others. Thus, better communication will take place and it will be all the more satisfying. The only basis for correctness in a language is the usage of its native speakers. Speech is the instrument of society. Language develops in a cultural context and therefore, meets the need of a society in which it develops. For example, one African language has 120 separate words for walking'. Why? Because in that society, walking is the

only means of moving from one place to another and different ways a person moves (walks) are expressed through different words.

Language is ever changing. No language on this earth is static. Every language is undergoing a change with the passage of time. We live in a changing world. We cannot possibly think in terms of state of affairs in language or anything else and our regional languages we go through this process of scientific and industrial revolution will themselves be changing and developing. Each language will reflect the needs of the culture to which it belongs. If the society has a need for words to describe certain things, those words will be developed. With the passage of time, some words become old and obsolete and they are then rarely used. Some new words are being evolved according to the present requirements of the people. Even the meanings of words undergo a change with the passage of time.

Life does not merely consist of knowledge, skills and attitudes but values and emotions. Knowledge of the sounds, grammar and meaning of words cannot be adequate for proficiency. Knowledge of the special ways by which people interact with each other is essential. Familiarity with set expressions used for seeking information, making requests, giving suggestions, opinions, thanks and excuses etc. and also the ability to use them appropriately is necessary.

All educational theorists concluded that the study of modern languages can bestow for reaching advantages on society in general and the individual in particular. It is through the study of language that an individual can be in possession of the keys of the vast treasures of pleasure, culture and inspiration. We must recognize that language permeates our lives so fully that it enters into every level of activity from the most immediate and practical pre-occupation with satisfying the first needs of the body to the highest achievement of imagination and reason. Language is patterned system of arbitrary sound signals, characterized by structure dependence, creativity, displacement, duality and cultural transmission. Language, in fact, is well-defined object in the heterogeneous mass of speech facts. Language is something we study separately. It is set of human habits, the purpose of which is to give expression to thoughts and feelings; and especially to impart them to others.

Learning of a language is not an automatic process. No doubt, it is a behaviorism acquired by making efforts. It is not the type of behaviour like walking, crawling etc. This comes to the child in a natural way. It is a specific type of behaviour for which we have to make efforts. Take the case of small child who is just born. To

start with, he does not know any language. He is continuously in the social group and there he learns the language through imitation and practice. With the passage of time, he is able to produce meaningful sounds. The point is that language is an activity and it has to be learnt through Efforts. Learning of a language is a skill. The psychologists of the behaviour school argue that the teaching of language skills is essentially a process of habit formation. Language is learnt only through use and practice. Language development is a holistic personal-social achievement.

IMPORTANCE OF MOTHER-TONGUE

A person's first language, native language or mother-tongue is the language that was learned first by the person. Correspondingly, the person is called the native speaker of the language, although one may also be a native speaker of more than one language learned naturally without formal instruction, such as through cultural immersion before puberty. Often a child learns the basis of his or her first language from his or her family. 'The terms *first*, *native* and *mother* can be misleading. It is quite possible that the first language learned is no longer a speaker's dominant language and therefore no longer the first language. Young immigrant children whose families have moved to a new linguistic environment may lose, in part or in totality, the language they first acquired.

Good skills in one's native language are essential for further learning, as a native language is thought to be a base of thinking. Incomplete first language skills often make learning other languages difficult. Native language has, therefore, a central role to play in education. Mother-tongue is the language that a child learns from his mother. It is the language which a child inherits from his mother and learns in her lap. It is natural to the child who is exposed to it right from the cradle stage. At last, it serves as a source of his future intellectual, mental and cultural growth. It plays a role of paramount importance in Child's developments. It is the heart and soul of child's education. It is the foundation on which the personality of child is built. Thus, the study of mother-tongue is of dire necessity on psychological, intellectual, emotional and cultural grounds. It is our duty to adopt and adapt mother-tongue as medium of all non-linguistic subjects, thereby making it easy and interesting for the child to learn these subjects. Furthermore, mother-tongue is a person's natural means of self-expression and one of his first needs to develop his power of self-expression to the full. Every pupil should begin his formal education in his mother-tongue. The importance of mother-tongue is gradually being recognized. Those who are keenly interested in the progress of real education in India, understanding the vital position of the mother-tongue in life, are gradually changing things for the better. The teaching of mother-tongue and teaching of foreign language can support and assist each other whether the language is mother-tongue or a foreign

language, some of the methods in the teaching will be very similar and, most of the principles underlying those methods will be the same. A man's proper vernacular is nearest unto him in as much as it is more closely united to him, for it is single and alone in his mind before any other. In fact the language which grows-up with people, is confined their organs, descriptive of their climate, constitutions and manners, mingled inseparably with their history and their soil, is fitted beyond any other language to express their prevalent thoughts in the most natural and efficient way. The language of a nation's youth is the only easy and full speech for its manhood and its age. And when the language of its cradle goes, itself craves the tomb.

It is important for a number of reasons First, thought and language are inextricably linked together, "For if thought and inner speech are so closely interwoven that they grow and decay together we cannot cultivate one without cultivating the other and training in the use of mother-tongue the tongue in which a child thinks and dreams becomes the first essential of schooling and the finest instrument of human culture'. It is therefore of the greatest importance for the pupils get a firm grounding in their mother tongue for at the same time, we are giving them a firm grounding in their intellectual life. In the words of **Reborn**, "Mother Tongue is once a tool, a source of joy and happiness and knowledge, a director of taste and feeling, and a means of using the highest powers that God has given us, where we come closest to him, that is, our creative powers."

Second, the mother tongue is important because it is the medium by which we communicate thought both by speaking and writing. For the ordinary inter course, of life it is important that we should be able to say and write exactly what we mean, and to do so clearly and simply. One realizes this when listening to people or when reading letters and one sees how people suffer in consequence.

No child can become a good citizen unless he has been properly educated in the use of his mother tongue, and in the appreciation of all that he can gain through knowledge of his mother tongue. All the virtues that are necessary in a good citizen, clear thinking, clear expression, sincerity of thought and feeling and action, fullness of emotional and creations life all these things can be properly cultivated and developed only if sufficient attention is paid to the foundation of emotional and intellectual life, the mother tongue.

Third, the teaching of mother-tongue is important because on it depends the growth of our pupils: growth in their intellectual life; growth in knowledge, growth in ability to express themselves,' growth in creative and productive ability. The growth and development of our emotional life especially, greatly depends on how the mother-tongue is taught. The effect of literature and poetry is something which vital importance in the development of personality. This emotional training and development depends absolutely

on the mother-tongue. Literature is a foreign language, for all but a few exceptional people, can never perform the function that is performed by literature in the mother tongue.

Mother-tongue plays a tremendously useful role in the education of a child. It has great importance in the field of education. Therefore, mother-tongue must be given an important and prominent place in the school curriculum. The teacher of mother-tongue has to keep before him/her some clear objectives, some of which are given below:

- Development of self-expression through conversation and written work.
- Development of knowledge content.
- To create aesthetic sense is also one of the subtle aims of teaching of mother-tongue. It is through the native language that the children learn to appreciate various forms of literature and find realms of joy.
- The teacher of mother-tongue should inculcate among the children original thinking instead of cramming. The child is essentially creative. Some children have a flair for reading or writing. It is the teacher of mother tongue, who would have to mould and channelize the natural tendencies of these gifted children. The future poets, novelists and writers can be found in the class rooms and the teacher of mother reading or writing. It is the teacher of mother tongue, who would have to mould and canalize the natural tendencies of these gifted children. The future poet's novelists and writers can be found I the class rooms and the teacher of mother tongue have to see their flowering.
- The aim, thus, it to equip the student with mastery of four major skills listening, speaking; reading and writing.
- The aims of teaching language vary from time to time. In the case of Punjabi language also the aims and emphasis have been changing. Till 1967, it was never a language, of the state. It has emerged as the principal language of the state.

We always do a thing better if we know what we are trying to do. What are the aims that we should have before us when teaching the mother-tongue.?

- To give our pupils such a command of their ordinary tool, language, that they can say simply and write simply clearly what they want to write. In other words, to teach them to express themselves clearly and simply.
- To give our pupils a medium through which they can express themselves, not only for purposes of inter course, but to express their feelings, thoughts and experiences so that they may have the great satisfaction that such expression given, and may have the chance of the mental, emotional and moral development for which such expression is essential. This expression may be oral or written.

- To teach the pupil to read for information and for pleasure; to introduce him gradually to the joys of great prose and poetry, and to show him what stores of information there are in books, in short to cultivate in him the reading habit.
- To help the pupil to develop his creative faculties. He has in his mother tongue a medium through which he can give expression, in different direction to the creative urge that is in him. The teaching of the mother-tongue should always have as one of its important aims the encouragement of creative work.
- To give training in logical thought and its expression. This is perhaps an indirect aim and is the aim of all education.

Adequate language instructions have become very important in the present set up of the society. No such advancement in science and technology has taken place as it has been emphasized by various commission and committees that the students must express themselves in their own language to enrich their society with the science. Among the fourteen major Indian language recognized by the constitution of India, Punjabi is one of them and has been declared as an official language for Punjab since April 13, 1968. It is used as a medium of instruction in all government, government-aided and private recognized schools of the state. The present position of the teacher of Punjabi and state of affairs concerning teaching of Punjabi calls for drastic changes. Language learning is a part of education in the wider sense and humanistic goal has been universally recognized as the aim of teaching the language. Humanism is concerned with the sense of brotherhood of all mankind, perfection of human nature. In this regard we crave to remember that Punjabi was for quite sometime limited to a religious outlook. It has now come out of the shell and has still to look up to reach the humanistic goal. The ideal of beauty, goodness and human dignity is a disposition of mind that can be brought about by the teaching of mother-tongue. Father of Nation, ***Gandhi Ji said: The boy takes its first lesson from its mother. I, therefore, regard it as a sin against mother-land to inflict upon her children a tongue other than their mothers...***

Punjabi as the language of the masses has been enjoying literary glory right from 12th century A.D and has on its record great and immortal writings of Seikh Farid, Guru Nanak, Waris Shah and others. The Punjab State Act 1967 made it an official language of the state. It is now the medium of instruction in our schools and along with Hindi, Urdu and English, in colleges and universities. A child born in Punjab, whose mother tongue is Punjabi must get proper grounding in his native language to find a stable foundation for further education and social intercourses. Punjabi is spoken by the people of Punjab, East Punjab, and Jammu, some parts of Haryana, Himachal and in the

Ganganagar district of Rajasthan. Punjabi (Mother-Tongue) is the language of the people of Punjabi origin. They speak Punjabi, whether they are settled here or abroad. For example in U.K. and Canada and many more; Punjabi people speak it and their children learn it as their mother-tongue.

FEATURES OF (MOTHER-TONGUE) PUNJABI

- ***It is a Visile Language:*** Though it is not easy to have the whole essence of any language epitomized in a single phrase, yet, if there is an expression which more than any other can denote an essential attitude of the Punjabi Language. Punjabi's are marked by an outstanding masculine character which is clearly reflected in their language. The impression of masculine strength and vigour is produced by the very sounds of Punjabi speech. Punjabi is very economical language of man. It is brief and concise.
- ***Punjabi Language is Logical and Practical:*** It is not governed by narrow minded pedantry. Punjabi has a rich and ever growing vocabulary. It has capacity of borrowing words from other language and assimilating them.
- ***Punjabi Has Faithfully Preserved Its Ancient Character:*** Some words of the Vedic language can be discerned in present day Punjabi language whiles other sister language do not have *them*.
- ***Punjabi Has Its Own Script Called Gurumukhi Script:*** It appropriately represents Punjabi phenomenal. The alphabet consists of thirty five letters. The alphabet is known as '*Painti*'.

Stories and poems play an important role in our life. The children have a great appeal for the stories and poems. The child lives in the world of fancy. It has a great fascination for him. They take him to a fairy wonderland, world of ecstasy and is a particular way of reconstructing experience. He is initiated to hearing of stories quite early in life. Almost in every home it is night cap. What is lullaby for the infant- a story? The purpose of both is to induce the young-ones to sleep. Some old person in the family, generally a grand mother, gladly undertakes this job. The doting lady fondly relates some anecdote, a fairy tale and the story of a king, prince or businessman at bed time and this is the daily routine. The master the manner and the tone of her narration is such as can sustain the interest of the child. This process of the story telling goes on for a pretty long time and the child gets attained to story. When he joins the school, he quite receptive to them when he finds them in the curriculum. The language course book caters to this need and provides a certain number of stories. The bed, the bed time and proverbial grand mother are replaced by the school, the day time and the language teacher. He has grown up a little and is of school going age. He is no longer a passive listener with half sleepy eyes, but an active participant in the teaching learning process. The narrator i.e. the teacher is a literate person and the

master of his subject. He knows what to teach and how to teach. He has many devices at his disposal to make the teaching of stories interesting. The use of technology like instructional technology, multi media make his stories lively and interesting.

The conditions under which mother-tongue (Punjabi) is being taught in our schools are unscientific on the one hand and classes are over crowded on the other hand. Mother-tongue is held cheap. It is not allowed to play its part as the focal point in education. Even the objectives of teaching of Punjabi, have not been crystallized. Faintly methods of teaching like text book, lecture method are being used by the teacher. One of the important causes for the deterioration of the standard of mother-tongue (Punjabi) in Punjab is inadequate provision of teaching aids.

The method of teaching of Punjabi stories is hackneyed. Students are merely passive listeners. There is hardly any reshuffling of existing ideas and no creative thinking of any kind is done. Since the mechanical nature of the class work is boring, the attainment of a student in Punjabi is never more than planned, organized and presented. The lesson should be introduced by putting stimulating questions which must be simple, clear thought provoking, to the point, intelligible and suited to the mental age of the child and based on his previous knowledge the lesson explaining ideas, words, and idioms, along with pronunciation on drill.

Besides stories most of Punjabi language teachers of high schools seem to agree that the study of poetry should occupy an important place in the curriculum. It is true to say that there is poetry inherent in the human spirit, love of literature, and especially of poetry is the characteristic bond among all teachers of Punjabi. There is poetry in everyone; deep down beneath, where everyone really lives, lies poetry. Poetry represents one way of ordering experience. As a way of communicating and managing experience poetry is not however, only a mean of communicating, it has an aesthetic function as well, and in this sense it reaches everyone though not necessarily through the poems must often taught in high school and college course in literature. There is a fundamental human need for rhythm which poetry serves.

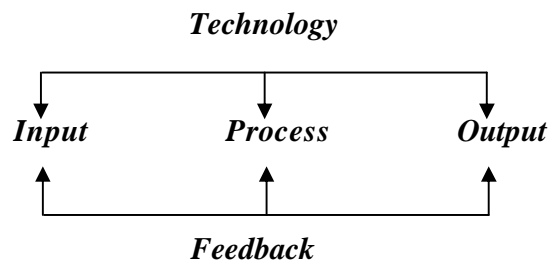
Poetry is emotional and as one grows older, the emotions retreat further and further below the surface. **According to John A. Myses:** poetry can provide intense enjoyment, add a rich dimension of delight in the language that is our heritage. Make us more responsive to the verbal word in which we do so much of our living. It extends the territory of our perception, enlarges and deepens and refines our emotional sensibilities, our capacity to feel and by doing so makes us more sensitive, more sympathetic human beings. **Mergoz:** describes "poetry as the art of conveying through words more than what words have expressed before." Poetry has a tremendous appeal for children and is the

first means of exciting the love of language. If taught well poetry brings joy and expansion of self to the children. As it has rhythmic quality, it is easy to memorize. It sticks longer in the mind and therefore is by itself a valuable asset towards the acquisition of language. The child is very near to the poet. They both live in the world of emotions and take delight in the music words and rise and fall of rhythm, both dream and build up of their own and find you to live in the air and in substantial dreamland than in our mundane world. They feel passionately, they have no resaving power. Thus it is very essential that the pleasure of poetry should enhance the growth of the child but not poetry. Poetry has a special appeal for the aesthetic and intuitive side of child's personality. Poetry educates our emotions and increases our power of imagination. "We can compare prose to walking, moving from one place to other on the surface of earth, getting dancing, rising, above the surface of earth, perceiving its relations, getting a fuller vim of its reality."

Moreover poetry imparts pleasure and lay the foundation for the appreciation of the beauty. Poetry is beauty of form, beauty of language, beauty of thought, mood or feeling. It introduces variety in the Punjabi course and is a good antidote against boredom. The Punjabi poetry is rich in content and thought. It is full of beautiful works by great writers and some of the compositions are internationally acclaimed. It is however a sad story that the poetry is being smoothened in the classroom of our schools. Most teachers giving just a summary of the bare facts of the poem, paraphrasing it stanza by stanza and giving the dictionary meanings of difficult words thereby depriving the poem of its inherent beauty.

TECHNOLOGY

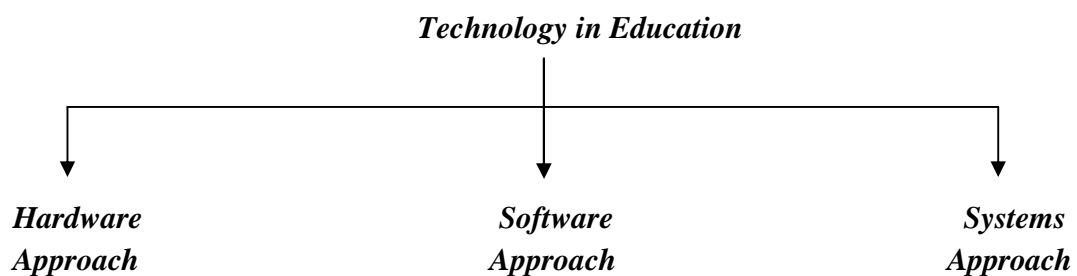
In the recent times, the term *Technology*' is widely used. The present era is known for technological advances. **H. J. Learil** defined technology as problem of technology is essentially related to attempt to be rational and affect greater efficiency. According to **Granth** technology includes methods and strategies of teaching, mechanical and electronic devices and instruments, media equipment, library inventories and text books. Technology is a means of components however observation of practice and other evidence lead to the conclusion that frequently advocates and the users tend to view them as ends. Technology is the contribution of cybernetic psychology or theory of feedback having three basic components as shown below:



Technology means scientific principles applied to practical task for specific outcome. Thus, technology has the following characteristics:

- Technology is based on the theory of feedback
- It has three components-input, process and output
- It makes human tasks effective as well as efficient
- Technology indicates the use of machines or engineering
- It does not produce anything but it is used for specific outcomes.

The questions, "how we can teach efficiently?" can only be answered by technology. The use of machines and technology makes educational process more efficient, economical from time, energy and money point of view. The application of technology in teaching-learning tasks makes education efficient as well as object centered. The basic concept of Technology in Education' is also termed as "Education Technology"



The main features of educational technology are:

- The major emphasis is on the use of machines in teaching, training and instruction such as radio, television, computer etc.
- It has shifted the emphasis from learning to teaching in educational context.
- It includes all the concepts such as technology of education, technology in education and system approach.
- The major feature is to use media in education.

- It establishes close relationship between teaching and learning in view of achieving educational objectives.
- It employs hardware, software and system approach in the process of education to make it effective as well as efficient.

Education is the development of the power of adaptation to an ever changing social environment. Technology is a science of techniques and methods of doing things related to any art, science or a profession. Educational technology could be considered as a science of techniques, methods and media by which educational goals could be realized put in simple words, it is nothing but a communication process resulting from the adaptation of the science method. Technology has come to stay. It has extended human capabilities, which is fundamental to the successful use of technology. In other words, "increased productivity is a function of human abilities extended through the soft (methods) and the hard (equipment) components of technology. Kersey (1984) goes on to quantify productivity as:

$$\text{Increased Productivity} = \text{Human Abilities} + \text{Soft Technology} + \text{Hard Technology}$$

Twentieth Century "has been rightly remarked as the *Computerized Century*. Technology in the form of computers introduced a very important instructional capability. Though in 19th century, it was developed as a calculating tool. But in the 20th century, it has brought a revolution in the field of education with the use of computers for instructional purposes. Computer assisted instructional system is a common educational practice the west at all levels of education. Multi-media in education and training have enhanced the quality of education in various educational organizations and training institutes. Recently Japanese technology has introduced some of the educational technology devices such as laser video disc player and recorder, national language processor, speech synthesizer and Robotic talking computer. These are also very useful as interactive learning devices in language teaching and research.

Scientists and engineers in the developed countries have entered the educational scene, particularly in language teaching to hasten the development of instructional technology. Educational technology in its wide sense includes the development, application and evaluation of systems, techniques and aids in the field of learning". Educational technology-based approach can certainly help to improve the efficiency and effectiveness of the teacher learners and teaching process.

TYPES OF EDUCATIONAL TECHNOLOGY:

Teaching Technology:

It is an application of philosophical, sociological and scientific

knowledge to teaching for achieving some specific learning objectives. It implies the input, process and output aspects side by side. All the three types of objectives-cognitive, affective and psychomotor can be achieved by this technology. The teaching can be organized from memory level to reflective level. Teaching technology can be used to formulate teaching theories. The pupil-teachers and in-service-teachers can improve their teaching and make it more purposive by the teaching technology.

Instructional Technology:

The instruction has a significant role in human learning because most of the human learning is accomplished through instruction. The systematic actions which induce learning are known as instruction. Instructional technology means a network of techniques or devices employed to accomplish a certain defined set of learning objectives. It implies an application of psychological, sociological and scientific principles and knowledge to instructors for achieving the specific objectives of learning. The learner gets an opportunity to learn according to his own pace. Thus, the individual differences can be controlled through this technology. The instructional theory may be developed by using this technology in the learning process. Technology According to **S.M Murin (1970)** has defined the term instructional technology comprehensively, "Instructional technology is a systematic way of designing, carrying out and evaluating the total process of learning and teaching in terms of specific objectives based on research, on human learning and communication and employing a combination of human and non-human resources to bring about more effective instruction.

Behavioural Technology:

The behavioural technology is an application of scientific knowledge or modifying the teachers' behavior. This is also termed as training technology. The theory and practice of classroom teaching behaviour are included in behavioural technology. It is not confined only to study the classroom teacher behaviour but mechanisms of feedback devices for modification of teacher behaviour are also employed for developing teaching skills and competencies. Behavioural technology has the focus to achieve the psychomotor objectives. The specific teaching skills can be developed. It may be helpful in developing the theory of teaching.

Instructional Designs: It involves three major concepts.

Training Psychology,
Cybernetic Psychology and

System Analysis.

TECHNOLOGY AND TEACHING OF MOTHER TONGUE

The main purpose of teaching poetry is to develop the child's power of appreciation of beauty. A lesson in poetry is a failure if it has not been enjoyed by the students. Only a few Punjabi teachers taught poetry with zest, proper recitation and by creating the necessary atmosphere. By and large it is being taught by the prose way. Therefore it is very much needed to teach poetry taking into account the child and his need. The Punjabi-teacher must teach poetry with the help of technology like multi-media, so that students have better understanding of the poem. Technologies especially instructional technology, play an important role as the handiest materials in the hands of teacher of Punjabi. Technology made the lesson interesting, capture attention, impart first hand multi sensory experience and increase students' participation in learning. Therefore if the stories and poems taught with the help of technology will lead to better understanding and clear conception of ideas, because two senses i.e. sense of sight and sense of hearing work simultaneously.

If Punjabi is to be taught in our schools it must be taught well and for that purpose the existing conditions under which Punjabi is being taught must be changed rather revolutionized. The teaching of Punjabi should not be taken as a period in the school time-table but an essential part of modern education. It is therefore essential that teaching of Punjabi should be made as interesting and attractive as possible, through the effective use of technology. Technology as stated in **Tata MC Grow Dictionary** of Education, "is industrial science or systematic knowledge of the industrial arts, especially as applied to manufacturing."

Technological education is that education which emphasizes the application of principles rather than their theoretical development. Today technology of education is being developed with the aim not only of making education more widely available, but also of improving the quality of education. Practice of teaching is to day entering a period of revolution. The teacher of today does not consider the child as a vessel waiting to be filled up with facts, nor as a pliable plastic material which can be transformed into any shape enabling him to project his idea on it but the modern teacher consider each child as a kin to a plant and helps the child to grow according to his abilities and aptitudes. Traditional education was operated on the assumption that the time consuming step of learning could be bypassed; that the final knowledge could be transmitted to the learner by a sort of intellectual intravenous feeding process. Schools were considered knowledge shops and teachers information mongers. Subjects were taught according to logical method of presentation and little attention was paid to the eagerness, curiosity and capability of the

pupils.

As a result of the impact of educational technology, a few ideas have acquired currency in education. Educational Technology implies a behavioral science approach to teaching aids in its wide and it makes use of pertinent scientific and technology sense as understood today includes "the development, application and evaluation of systems, techniques and aids in the field of learning". As such its scope encompasses educational objectives, media and their characteristics, criteria for selection of media and resource, management of resources, as well as their evaluation.

Referring to the innovations, **ERIC ASH** (1967) talks of four revolutions in education.

- Revolution of shifting the task of educating the young ones from parents to teachers and from home to schools.
- Revolution of adoption of the written word as a tool of education.
- Revolution as a result of invention of printing and availability of books and other teaching learning material.

Revolution on account of development in electronics chiefly involving Radio, Television, Cassette Recorder and Computer and development of systems concept usually the stages of adoption the person or institutions first becomes amazed of innovation already existing or are likely to be introduced. Ash asserts that change goes through three different phases in education.

- **Enthusiasm:** Where by each tool is introduced with boisterous excitement by the advocates.
- **Vulgarization and Spread:** Which is a period of rationalization used to install it in education, the classrooms as a do it yourself innovations.
- **Institutionalization:** An Institutionalization set in that is traditional practices is redefined to make them fit according to innovation.

All over the world educationists and psychologists are engaged in creating materials for instruction that are original and superior as compared to what we had in the past. Nowadays great importance is attached to individual learner. A number of teaching learning strategies have been evolved in recent years, which emphasise the individual of class-room instruction.

Broadly speaking educational technology can be divided into three categories. One is concerned with behaviour modification like micro teaching, simulated teaching, interaction analysis etc. Second is concerned with teaching technology and third is concerned with instructions in teaching i.e. C.A.I., P.S.1, cybernetics, programmed learning etc.

Technology in education emphasizes the concept of service like technology in the

service of mankind. It signifies the uses of technology in education. It refers to the use of technological advancements in terms of various equipments, materials and machines for education purpose. It involves audio-visual equipments hardware and sophisticated electronic devices like radio, television films, projectors, tape recorder, teaching machines and computer assisted instructions for individualized and group learning. Educational technology is not confined to the role of service as confined in the case of technology in education. It presents it-self as a system for bringing improvement in the total process of teaching and learning all available resources in an economical way for the best results.

JUSTIFICATION OF THE PROBLEM:

All Educational Commissions and Committees emphasized the need the importance and adequate command of mother tongue (Punjabi) before the learning of a foreign language like English is begun. It is trough the study of one's mother tongue that an individual is in possession of the keys to the vast treasuries of pleasure, culture and inspiration. Mother tongue helps to develop all-round individual's personality. For example, reading and thinking helps to bring about intellectual development while reading, writing and appreciation of poetry helps to bring about emotional and aesthetic development; grammar helps to discipline the mind and literature brings about cultural development as well as enrichment of personality. Thus mother tongue is one of the most important instruments to bring about personality development- most accepted aim of education.

Teaching of mother tongue, however, in our school is unscientific and defective. Teachers rarely use teaching technology like multimedia, instructional technology etc. They adopt lecture cum text book method. This procedure is boring. Students are made to mug up even stories and poems. Students are passive partners in the learning process. No attempt is made to arouse their creativeness or encourage their self-expression so what they learn is poor learning. But teachers must know that technology like instructional technology enhance learning. Use of technology surely proves effective. Moreover, a very few studies have been carried out to examine the effect of technology with students of different grade levels. In the present study an attempt has been made to arrive at some precise conclusions. It is expected that in the light of findings of this study, the investigator may be in a position to recommend the best use of technology in teaching of Punjabi especially teaching of stories and poems. In other words, selection of present problem is justifiable to study the effect of technology in teaching of Punjabi (stories and poems).

OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objective:

- To compare the performance of the students taught with the help of

technology and without technology in the teaching of Punjabi (Poems and Stories).

- To have a comparative analysis of the performance of male students taught with the help of technology and without technology (Poems and Stories).
- To have a comparative analysis of the performance of female students taught with the help of technology and without technology (Poems and Stories).

HYPOTHESES OF THE STUDY

Based upon the above cited objectives, following hypotheses are formulated:

- There will be significant differences between the performance of experimental group (taught with the help of technology) and controlled group (taught without technology) in teaching of Punjabi (stories).
- There will be significant differences between the performance of experimental group (taught with the help of technology) and controlled group (taught without technology) in teaching of Punjabi (poems).
- There will be significant differences between the performance of male students of control group and experimental group in teaching of Punjabi (Poems).
- There will be significant differences between the performance of male students of control group and experimental group in teaching of Punjabi (Stories).
- There will be significant difference between the performance of female students of control group and experimental group in teaching of Punjabi (Poems).
- There will be significant difference between the performance of female students of control group and experimental group in teaching of Punjabi (Stories).

DELIMITATION OF THE PROBLEM

The present study was restricted in the following ways:

Data was collected from six government schools.

Only 10th grade students were included in the sample.

Study was delimited to the teaching of Punjabi stories and poems only

Only two technological aids i.e. Over-head Projector (OHP) and video disc was used.

SAMPLING PROCEDURE

Six Schools within the Amritsar Municipal Corporation limit were selected using convenient method of sampling as these schools are easily approachable. The students from these schools were selected by applying purposive sampling procedure because the students available on the day of visit to these schools were taught and examined by the investigator.

TOOLS FOR DATA COLLECTION

A total sample of 500 students was selected from these six schools. Selected students were divided into two equal groups. One group was taught with lecture method and second group was taught with the help of technology i.e. Video Disc and Over Head Projector (OHP). Following poems and stories were taught to the selected students.

1. ———— *Poem* ———— (*Trijan*)
2. ———— *Poem* ———— (*Visakhi Da Mela*)
3. ———— *Story* ———— (*Eke ch Barkat*)
4. ———— *Story* ———— (*Imandar Lakarhara*)

After teaching, the performance of students was examined with the help of self made questionnaire. Students were asked to answers six questions from each of the taught lesson. The questionnaires comprised of 6 questions, out of these four questions were related to fill-in the blanks and two were descriptive (Subjective) type questions. There was no negative marking.

STATISTICAL ANALYSIS

The statistical tools viz., mean; standard deviation and critical ratios were computed to test the hypotheses of the study. Graphic statistics like graph and columns were drawn to have a comparative pictorial view of the performance of male and female students of both control as well as experimental group.

RESULTS AND DISCUSSION:

To meet the objectives of the study, data were collected from 400 Matriculation standard students selected from six government schools situated within the Amritsar Municipal Corporation. Initially 500 students were selected, but somehow only 400 students were available either at the time of teaching or test. Hence response rate was estimated at 80 per cent.

The estimated values of mean scores and standard deviation of both the controlled as well as experimental group are reported in Table1. Mean vales of the controlled group is 10.25 and 9.3 respectively for Punjabi stories and Punjabi poems respectively. The corresponding estimated values of means for experimental group were 17.1 and 17.6. The difference between the two groups was estimated at 6.85 and 8.3 respectively for Punjabi stories and Punjabi poems. Both these differences are very highly significant, estimated 't'- ratio beings 24.04 and 17.87 respectively. Hence, the hypothesis, that there will be significant differences between the performances of experimental group (taught with the help of technology) and controlled group (taught without technology) in teaching of

Punjabi (stories as well as poems) is accepted. Apparently, the adoption of educational technology has led to improvement in the understanding of Punjabi poems and stories of the sample respondents.

The comparative analysis of the performance of only male students taught with the help of technology and without technology (Poems and Stories) was also analyzed through Table 1. The estimated values of mean scores of both the controlled group are 9.6 and 8.5 respectively for Punjabi stories and Punjabi poems. The corresponding, estimated values of means for experimental group were 17.0 and 16.2. The difference between the two groups was estimated at 7.4 and 8.1 respectively for Punjabi stories and Punjabi poems. Both these differences are very highly significant, the estimated 't'-ratio beings 20.11 and 12.03. Hence, the hypothesis, that there will be significant differences between the performances of experimental group (taught with the help of technology) and controlled group (taught without technology) in teaching of Punjabi (stories as well as poems) is accepted. Apparently, the adoption of educational technology has led to improvement in the understanding of Punjabi poems and stories of the male sample respondents.

The comparative analysis of the performance of female students taught with the help of technology and without technology (Poems and Stories) was also analyzed through Table 1. The estimated values of mean scores controlled group are 9.9 and 10.5 respectively for Punjabi stories and Punjabi poems. The corresponding, estimated values of means for experimental group were 17.2 and 21.4. The difference between the two groups was estimated at 7.3 and 10.9 respectively for Punjabi stories and Punjabi poems. Both these differences are very highly significant, estimated 't'-ratio beings 16.2 and 7.8. Hence, the hypothesis, that there will be significant differences between the performances of experimental group (taught with the help of technology) and controlled group of female students (taught without technology) in teaching of Punjabi (stories as well as poems) is accepted. Apparently, the adoption of educational technology has led to improvement in the understanding of Punjabi poems and stories of the female sample respondents.

SUGGESTIONS:

As technological aids are helpful in improving teaching learning process, the teachers of Punjabi language should be encouraged to make proper use of these technological aids. Technological aids should be made available in the schools by the government/ management. Awareness should be created among the Punjabi teacher regarding effective use of these technological aids through in-service training; seminars, workshops and refresher courses.

On the basis of the findings of present study following suggestions are made for

further research on impact of technology in the teaching of Punjabi at different Levels; Effectiveness of technological aids on students of secondary schools representing rural and urban areas respectively can be undertaken. The sample taken for the study can further be increased. Effectiveness of technology, on students of different levels of intelligence. Impact of technology in the teaching of Punjabi grammar. Impact of technology in the teaching of other subjects i.e. English, Hindi, Social Studies, mathematics and Science etc.

Table 1: Estimated Values of Mean Scores, Standard Deviations and t- Ratio of Control and Experimental Group in Teaching of Punjabi

<i>Particulars</i>	<i>Estimated Mean Values</i>			<i>Standard Deviations</i>		<i>t-values</i>
	<i>CG</i>	<i>EG</i>	<i>Diff</i>	<i>CG</i>	<i>EG</i>	
		OVERALL				
<i>Teaching of Punjabi Stories</i>	10.25	17.1	6.85	1.16	0.53	24.04***
<i>Teaching of Punjabi Poems</i>	9.3	17.6	8.3	2.12	0.48	17.81***
		MALE				
<i>Teaching of Punjabi Stories</i>	9.6	17.0	7.4	1.1	.40	20.11***
<i>Teaching of Punjabi Poems</i>	8.5	16.2	8.1	1.81	1,61	12.03***
		FEMALE				
<i>Teaching of Punjabi Stories</i>	9,9	17.2	7.3	1.23	0.75	16.2***
<i>Teaching of Punjabi Poems</i>	0.5	21.4	10.9	2.4	3.66	7.8***

*** Implies Significant at 0.01 Level

CG Implies Controlled Group

EG Implies Experimental Group

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