



Pedagogical Disconnect : Redefining Teacher-Student Interaction Through Technology

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Abstract :

The present paper reflects on the nature of teacher- student interaction in traditional classroom where English is taught as a general (compulsory) subject. It makes an attempt to redefine such classroom interaction with the support of educational technology. This needs to be understood in specific context of morbid state of Indian classrooms. This submission is in specific relation to teaching if it is there and learning in case it takes place at tertiary level in colleges situated in semi-urban, rural and tribal locality. Teacher- student interaction and more precisely student- student interaction in and outside the classroom is neglected to a large extent. It is limited. The limit indicates question if asked and answer again if needed. Classroom interaction is not a regular feature of learning process in many classrooms. Even, it does not attract much attention as the term method does. It is high time to understand, introduce and implement the concept of learner-centred pedagogy. Besides, it is a requisite to move beyond the hegemony of fifty minutes in the classroom to enrich student- teacher and student- student interaction to make learning a fruitful process. The author provides a few activities based on use of technology to make students active in the classroom that possibly culminates into learning.

Key Words: Pedagogy, Interaction, Tertiary, Technology, Redefining

Introduction :

Classroom interaction refers to the normal exchanges that happen between the teacher and learners, teacher and learner, learner and learner or learners in classrooms in the course of the lesson. Some of these interactions have to do with the lesson being taught and some with the opportunities of language use. It is said that learning occurs as each learner interacts; while interacting, negotiates meaning with the teacher of his/ her peers. In other words language learning happens through these unplanned interactions. The process of learning is implicit in the process of interaction.

Pedagogical Disconnect :

I was astonished to read the observation made by Allwright & Bailey. They observe, "Classroom is the crucible where learners and teachers come together and, learning, we hope, happens." (1987) The element of astonishment is due to the aptness of description that delineates the picture of many classrooms in India. Teachers supposedly teach and learners assume that they are learning without realizing what they are learning. Passing an examination is equaled with learning. I would rather describe this as a pedagogical disconnect. I ask these questions to me, do I teach what my students need? Or do students learn what they intend to learn? These questions lead to a sharp dichotomy of what students need, know and are able to do with what is