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Innovative Techniques in English Language Teaching: Harnessing Technology for Effective Learning

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ABSTRACT:

The way in which English is taught and studied has been drastically altered as a result of the infiltration of technology into every facet of our life in the modern world. Educators in the modern day are progressively using a wide range of technology tools in order to improve the delivery of instruction and engage students in a way that has never been seen before. Traditional methods of instruction, which are focused on lectures, have been rendered less dynamic and engaging as a result of the introduction of digital media into the classroom. In order to meet the technical requirements of students in the 21st century, terms such as "e-learning" and "technology in education" have emerged as essential components of present-day educational discourse. The use of technologies like blogs, the Internet, interactive boards, mobile phones, Skype, Twitter, and YouTube, amongst others, not only encourages learning but also encourages true interaction within educational environments. The purpose of this study is to investigate the many aspects of technology in English language education and to highlight novel teaching methods that are successful and of high quality.

Keywords: Digital Era, English Teaching, Interactive Activity, Modern Technology, Pedagogy.

INTRODUCTION

In the past, when EFL classes were still held in India, instructors were seen as the ultimate authority figures in the classroom, with students only serving as their conduits for information. The focus was on the teachers, while the pupils acted as bystanders. Today, this idea has evolved. The focus of education has shifted to the pupils in recent years. Learning occurs both in and out of the classroom as a result of teachers' tireless efforts and primary responsibilities as facilitators of instruction, managers, counsellors, and role models for students in the language they teach.

The term "modern technology in teaching English" may be used in its widest meaning to refer to the innovative utilization of strategies, resources, gadgets, systems, and techniques that are relevant to English as a Second Language (ESL) instruction and eventually result in the results that are desired. Despite the fact that technology is generally acknowledged as a useful instrument for education in a variety of domains, it offers a great deal of potential for enhancing both the content and the delivery of conventional English language training. This is particularly true in the subject of teaching English to speakers of other languages. The most important way in which this is achieved is by ensuring that there is sufficient chance for the instructor or the student to revisit difficult subjects as many times as is required until the information is thoroughly assimilated. More than simply having access to exciting new gadgets, using current technology in the classroom means being able to adopt innovative new systems and methods of education that help students learn more effectively and efficiently. This is because kids are able to study more effectively and efficiently when they use current technology.

Students may be able to increase their language acquisition and competence by making advantage of technology learning resources, according to the current educational philosophy. The use of technology in English language classrooms is beneficial to students because it enables instructors to retain a holistic picture of the existing set of systems and the linkages between them. Consequently, as a result of the enormous breakthroughs that have been made in a broad variety of fields and fields of study, the use of modern technology in English as a Second Language classes is now vital. It is imperative that the education sector adopt contemporary technological means such as computerization, multimedia devices, mobile

phones, audio/visual effects applications, and social media in order to maximize English language instruction and equip teachers to connect with language learners in the classroom in a methodical and advanced manner. This will guarantee that the industry is always current with the technological change that is taking place all over the world. Since the Internet allows for the rapid and simple access to a wide variety of extra platforms and resources, including software, applications, and a multitude of other resources, it is an excellent medium for aiding the teaching and study of English. Despite the fact that these affordances are available to everyone, it is essential to acknowledge that teachers often play a pivotal role in the use of the many different tools and instructional strategies. In addition, a significant number of these programs have the objective of enhancing the quality of English language training while simultaneously elevating the level of understanding and competency among pupils.

LITERATURE REVIEW

In 1999, Jay Cross was the one who first proposed the idea of e-learning, as stated by Yoon et al. (2012). As a result of the growth of technical resources, a number of new terminology have come into existence. These include online learning, web-based training, online education, network education, and remote learning. According to Doris Holzberger and colleagues (2013), digital learning is defined as the dissemination of educational materials and instructional strategies through digital means, such as the Internet, with the intention of either enhancing the effectiveness of instruction or fostering the development of students' knowledge and abilities. Media that makes use of computers and network technology was included into learning scenarios, including both synchronous and asynchronous network learning (Kaklamanou et al., 2012). This was done in order to overcome limits that were imposed by time, location, and schedule, and to achieve learner-centered tailored learning. In this day and age of immediate information distribution, digital learning is becoming more popular across a broad range of industries.

Different interpretations are derived from a variety of perspectives or points of view. An example that sticks out the most is the one that was published by the American Society for Training and Education (ASTD). Utilizing digital media for educational purposes is what is meant by the term "online learning." Digital media encompasses a wide range of formats, including but not limited to the Internet and corporate networks, computers, satellite

transmission, audio and video cassettes, interactive television, compact disks, and more. The application includes a variety of learning methods, including learning on computers, learning across networks, online classrooms, and digital collaborative methods. According to Anttila et al. (2012), digital learning is described as a method of acquiring digital instructional materials for use in either online or offline learning activities (Hockly, 2012). This may be accomplished via the use of wired or wireless data networks.

Researchers both at home and abroad have various ideas on what digital learning is and how it works, according to the current literature. Digital learning may be categorized into four categories based on a thorough analysis of other scholars' perspectives (Keane, 2012). It stresses that students might learn by excluding some parts from digital instructional resources. The term "digital teaching material content" describes any content that is delivered via digital technologies, such as e-books, data that has been digitalized, or similar terms.

Learners are encouraged to use digital resources, including desktop computers, laptops, tablets, and smartphones, to carry out their learning activities.

One aspect of digital delivery is the emphasis on the possibility of students completing their coursework via online mediums such as intranets, the Internet, and satellite television. Autonomous learning is centred on students actively participating in their learning, whether it's online or offline, using digital tools. It encourages students to take an active role in their education by requiring them to engage in autonomous learning before engaging in any formal instruction.

CURRENT STATUS OF TEACHING ENGLISH

The residents of the 21st century is faced with unprecedented opportunities, challenges, and alternatives as a result of the pervasiveness of technology in every facet of life. Instead of only acting as conduits for the transfer of a specified set of facts from instructor to student over a given amount of time, educational institutions in this day and age are obligated to encourage "learning to learn," which refers to the development of skills that enable learning to continue throughout one's whole life. As a result, it is the responsibility of educators to respond to the requirements of the present day.

The current situation calls for the development of people's English language skills, which may be achieved via an appropriate combination of traditional teaching methods and online learning resources. The influence of e-learning tool integration into educational processes has disrupted traditional teaching and learning paradigms. The term "e-learning" refers to a wide variety of online resources that innovative educators might use to improve classroom instruction. These are used to enhance the learning experience for pupils by making it more engaging, inspiring, dynamic, and relevant to their lives. As they are making significant strides in integrating digital technology with English language instruction, these tools have been hailed as potentially strong enabling instruments for educational reform and transformation.

USE OF E-LEARNING TOOLS IN TEACHING ENGLISH

The term "E-learning" describes a method of education that uses structured instruction in conjunction with digital materials. While there are many other ways to educate, the most important part of E-learning is using computers and the Internet. The transmission of education to a large number of receivers at the same or various periods is made possible by network-enabled transfer of skills and knowledge, often known as e-learning. At first, people weren't really on board with it since they thought the system couldn't replace humans in the learning process.

On the other hand, now that learning techniques have increased and technology has grown at a rapid speed, everyone is utilizing it. Computers were the vehicle that launched this revolution, and now that our culture is so reliant on mobile devices, such as smartphones and tablets, they play a big part in the process of education. In the process of gradually replacing books, electronic educational tools such as optical discs and pen drives are becoming more popular. Due to the fact that it is accessible at any time and from any place, the Internet also makes it easier to disseminate information.

INTERNET

The Internet has become the most indispensable tool for contemporary life, assisting us in both our personal and professional endeavours. It is extensively used in educational settings to collect data, conduct research, and expand knowledge in a variety of fields. In addition to

being a great resource for students, the Internet has emerged as a powerful instrument for educators. Teachers may include it in their lessons by sharing supplementary resources like videos and class notes on the school's website or forum. The use of instructional films and notes adds variety and excitement to the learning process. Animated PowerPoint presentations, graphics, and other visual aids may captivate students and enhance the learning experience.

YOUTUBE

A wide range of English language skills, including pronunciation, vocabulary, accent, and voice modulation, may be improved with the use of YouTube videos in the classroom. The main benefit of using YouTube for English language instruction is that it provides real-life instances of ordinary English spoken by regular people. The Instructor may use it to enhance their students' abilities in reading, writing, speaking, and listening.

SKYPE

Skype opens up a world of possibilities for global collaboration between educators and their students. Connecting with classrooms in other countries gives students of foreign languages many opportunities to practice what they've learned. Instructors may meet with students one-on-one or provide homework assistance using Skype. In addition to working on writing or research projects in groups, students get the opportunity to perform for their peers. They have the option to take part in professional development events either within or outside of the company.

TWITTER

As a social networking program, Twitter is a technological gift that has the potential to improve pupils' English proficiency greatly. Twitter has limitless potential as a tool for online education technology that engages students in learning topics. There are a dozen different ways in which a teacher might include an online education technology application in the classroom to help pupils learn and retain more complex ideas.

SMART-BOARDS

You can show students anything that can be displayed on a computer's desktop (educational software, websites, and more) using an interactive whiteboard, making it a great alternative to standard whiteboards or flipcharts. When teaching language arts, SMART boards allow instructors to put the students at the centre. Reading, grammar, and writing are just a few areas in which language arts instructors might benefit from using SMART Boards. Teachers may educate students interactively using SMART Boards by combining video, audio, web surfing, and word editing.

MOBILE PHONES

Numerous fields might benefit from incorporating mobile phones into their educational programs. You may hold your online lessons whenever and anywhere you choose. It is lightweight and simple to control.

PODCASTING

A podcast is a collection of audio and video files shared online via syndication feeds and downloadable to desktops and portable media devices. It is simple to use podcasts as a teaching tool. Students are using the Internet to listen to music, videos, and news stories today. Podcasts provide a new medium for the Instructor to communicate with these students. Students may also acquire intonation and stress by watching news channels, which professors might prescribe.

BLOG

Because of its usefulness in disseminating knowledge and sparking debate, blogging has recently seen a surge in popularity, particularly among educators. Many teachers now choose these innovative approaches to student learning and social media development over more conventional methods and textbooks. The process of creating a course blog need not be difficult. Teachers may host their blogs for free on sites like BlogSpot, WordPress, or Tumbler.

It is the teacher's responsibility to ensure that students regularly check the blog, especially because blogs nowadays may also showcase photographs, and some individuals even use them with audio and video. In order to encourage students to write, the Instructor should swiftly reply to their contributions with brief comments that are relevant to the material and ask them questions about what they've written. Part of the grade for this course might depend on how often you post to the blog. The blog is a great place for students to turn in their writing assignments rather than just handing them to the Instructor.

ADVANTAGES OF USING DIGITAL TEACHING MEDIA

Here are some of the ways in which media-based instruction may improve student learning, as stated by Kemp and Dayton (1985): Presentation of course content consistently. Educators' grasp of a given idea could differ. Because of the media, there is less room for different interpretations, and the messages are communicated consistently.

More engaging when studying. Media aids in the transmission of both auditory and visual information in a manner that allows for the gradual concretization of previously abstract and incompletely described ideas, concepts, processes, and procedures.

Learning that is more participatory. Media may facilitate two-way active communication between educators and students if well-chosen and adequately prepared. Teachers may only express themselves in a certain manner when they don't have access to media.

Less time spent on instruction and study. A lot of the time, instructors have to pay to describe the course contents. Using media effectively may help you save time. As a result, students can devote more time to exercises and other forms of active learning.

Enhanced the quality of student learning. Media not only facilitates faster and more effective learning, but it also aids students in fully absorbing and mastering course information.

Less reliance on the Instructor by the students. Media "talk" is another way of putting it. Carefully organized media allow students to study whenever and wherever they choose, with little or no instructor intervention, and even when the teacher is not there.

Maximized optimism toward educational endeavours. Students' favorability, affection, and respect for the information and skill imparted and its investigation will be enhanced via the usage of engaging media.

Teacher's greater roles. Thanks to the media, teachers save time by not having to explain things over and over again. Giving explanations orally will save them time. This frees them up to focus on the kids more, providing them with more individual attention, encouragement, assistance, etc.

More and more, the classroom and the digital world are merging. Teachers, in order to make use of the new information environment and the many possibilities it offers, need to adjust their practices to accommodate the ever-changing technological world.

The use of digital resources, both at work and at home, is rapidly expanding. The use of digital learning tools not only broadens students' access to information but also equips them with the skills and mentality necessary to thrive in the here and now and beyond.

Google Classroom is an online tool that schools may use for free to create, distribute, and grade assignments without using paper. By facilitating the exchange of materials between instructors and students, Google Classroom simplifies and expedites the learning process. Student questions about course material may be posted here, and both instructors and other students can respond. Students may also review the content at home after class. Using Google Classroom, you can create and distribute assignments using Google Drive, write them using Google Docs, Sheets, and Slides, communicate with them using Gmail, and schedule them using Google Calendar.

BENEFITS OF DIGITAL LEARNING

What makes online distance learning so special right now? There is a rising demand for online distance learning programs to accommodate students who either do not want to or are unable to attend regular classrooms. People who live in distant areas, have full-time jobs that prevent them from studying during the day, want to learn on their own, are unable to attend regular courses, or are unable to locate a certain subject at their preferred school are all examples of this kind of learner.

A computer, an Internet connection, and the desire to learn in a non-traditional setting are the bare minimums for students to take part in an online class. Accessible at any time and from any place, online courses provide a great way to give teaching that is not limited by time or geography. Students like the flexibility that online learning offers in their already hectic schedules. Many modern students find the opportunity to access their courses at any time, day or night, from any computer with an Internet connection to be an enormous perk.

The term "online learning" refers to any instruction that is conducted entirely online. Many people use the phrase "e-learning" to describe it. The word "distance learning" encompasses all forms of education that do not take place in a conventional classroom setting and includes online education as one subset. Several forms of distance learning have been around for a long time and are accessible today, such as:

The letter Classes were held mostly over email with little in-person contact. Courses that are taught via the medium of radio or television are known as telecourses. CD-ROM Courses: In these types of courses, the student works with pre-recorded computer material.

Courses delivered over the Internet may be either synchronous or asynchronous. Learn on the go with the help of your phone, a personal digital assistant, or a portable music player (iPod, MP3 player).

A NEW PARADIGM FOR TEACHING AND LEARNING

The advent of online education has sped up a paradigm change in the way we educate future generations. Instead of teachers preaching at their pupils from on high, they are moving toward a model of student-instructor collaboration in which everyone plays an active role in making lessons. "The guide on the side" is replacing the Instructor as the traditional "sage on the stage."

CONSTRUCTIONS

According to this theory, as individuals engage with the world around them, they are actively building new information. In this method, students take the lead and "co-create" their educational journey. Instead of seeing themselves as just consumers of knowledge to be

regurgitated on standardized exams, this method encourages students to take an active role in their education.

COLLABORATION

Instead of just publishing and evaluating the material you believe is necessary for students to know, as an educator, you prioritize the experiences that would most effectively create learning from the perspective of the learner. In a classroom setting, everyone is expected to do double duty as both a teacher and a student. Your role shifts from that of an expert to that of an example to follow. You establish rapport with students by responding to their individual needs in terms of class instruction and by guiding group work towards the course's overarching objectives.

21ST CENTURY SKILLS AND THE "4CS" IN THE ENGLISH LANGUAGE CLASSROOM

The classrooms of today may seem and feel drastically different from the ones we remember from our youth, according to many language instructors throughout the globe. The terms "new literacies" and "21st-century skills" may have come up in discussions regarding professional development opportunities and seminars for educators. Many of us have realized that in order for today's kids to thrive in tomorrow's international society, they will need to acquire new skill sets. But, you may be a busy teacher who is having trouble grasping these new ideas or figuring out how to put them into practice in the real world. By analyzing the 4Cs, we will examine some of the most significant shifts occurring in education in the twenty-first century; more significantly, we will think about how these shifts should and may affect English language instruction all around the world.

These have been changing the face of education throughout the globe and are widely believed to be essential abilities for students in the twenty-first century. The world of the 21st century is increasingly globalized, digitally transformed, collaboratively moving forward, creatively progressing, seeking competent human resources, and quick to adopt changes. To put it simply, one needs 21st-century skills to thrive in this world.

- o The "4Cs" of effective communication, teamwork, creativity, and innovation

- o IMT: Information, Media, and Technology Literacy

- o FLIPS: Leadership, Self-Direction, Initiative, and Flexibility

- o SCI: Social and Cross-Cultural Interaction

FINDINGS

Over the last few decades, English's visibility and significance have grown exponentially due to the language's transformation into a worldwide language. However, in the current global context, the necessary objectives of learning English may not be accomplished if language instructors continue to teach in the same way as before. Historically, students have not been provided with any meaningful opportunities to practice the four language skills (LSRW). Every hour brings new technological advancements to meet the ever-evolving demands of our time. The 21st century is here, and with it comes a plethora of new technical marvels. Consequently, the availability of current technical tools has had a significant impact on English language instruction, and the usage of these tools has become a trend in recent years.

CONCLUSION

There have been technological developments in the language classroom that mirror those in other academic disciplines. English instructors should embrace technological advancements with open arms and find the best ways to incorporate them into their lessons. Every single educator, student, and parent has expressed gratitude and enthusiasm for this innovative approach to education. With this new approach, the pupils are much more engaged and enthused about learning. Lessons are now centred on the students rather than the teachers.

The incorporation of technology innovations into language training has a number of long-term goals, one of which is to stimulate the interest of students in the subject matter and to motivate them to increase their English proficiency in a realistic and practical manner. Students are able to do this by taking part in an open learning environment that promotes and supports open communication between themselves, as well as by providing them with easy access to information and resources related to the course via a variety of digital platforms. In the future, it is certain that multimedia will play a significant part in the student-centered

approach to teaching English in accordance with the standards that are already in place. Therefore, a complete evaluation of students' competencies in the English language in order to improve their general communication skills would result in an improvement in both the quality of teaching and the degree to which students conform to modern educational ideas. As a result, the existing pedagogy that does not include digitalization is ambiguous, incoherent, and incomprehensible.

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