

Role of Modern Digital Technology in Teaching and Learning of the English Language in Indian Tertiary Classrooms

Pala Srinivas

Research Scholar, Department of English
Osmania University

Abstract:

Rapid and dynamic change is taking place in the field of language teaching. Modern and innovative techniques are replacing outdated educational paradigms and revolutionizing how we understand, learn, and impart knowledge. The settings in today's classrooms differ significantly from those in earlier generations. The traditional pedagogical approaches, mostly based on lectures and rote memorization, devalue the art of learning English and impede most students' progress in developing it as a useful ability. With the universal technology's advent, teaching methodology has significantly transformed. Modern technologies like the Internet, YouTube, Skype, Twitter, and blogs have made it possible to introduce engaging tools that increase student engagement and foster meaningful classroom interaction. A depressing problem—the frequency of teacher burnout, which affects the teaching profession on many levels—looms among this positive shift, though.

The hallmark of a trainee's path in the twenty-first century is learning by example more than before. Educators may capitalize on this trend by utilizing modern English Language Teaching (ELT) techniques. English songs, movie clips, dramatic interpretations, commercials, sports commentary, and other creative methods can capture students and shape them into competent English language specialists. This article examines the necessity of developing seamless and engaging English language training using various contemporary techniques.

Keywords: modern technology, rote memory, traditional vs modern teaching, English language teaching techniques etc.

English is widely used over the world as the language of communication. Its importance is crucial for successful international economic and advanced academic endeavours and as the foundation of worldwide accomplishments. A planned initiative for universal English language education is necessary in response to its rising significance inside our educational institutions. While pursuing proficiency is unquestionably important, it must also be supported with a dedication to pursuing greater greatness. This endeavour must proceed harmoniously in all its aspects. Our commitment to tackling the difficulties of learning the English language is unwavering. A crucial requirement for achieving this goal is the development of outstanding

English language instruction teachers. These educators will be crucial when meeting the changing standards for excellence in English education. The road to excellence necessitates a diverse strategy, a response to several problems, and a nurturing atmosphere for extraordinary abilities. The difficulties of teaching English are numerous and complex. Thus, it takes extraordinary and skilled teachers to succeed. To successfully navigate the intricacies of language instruction and achieve the objectives of competency and quality, their experience will be crucial.

Indeed, the foundation of any successful endeavour is perfection. It motivates people to achieve admirable success in all spheres of life. Technology is a useful tool for solving problems and is well-known for its efficacy. While immersion in the English language in person is ideal for speeding up language learning, practical issues frequently make this strategy unworkable for many language learners aiming for fluency. Technology becomes a viable option to close the gap and improve language immersion experiences in this situation.

Most language learners find it impractical to travel abroad to immerse themselves in their chosen language fully. But immersion's advantages can be duplicated by technology. Even distant students can use technology to connect with excellent and fluent English speakers, opening up opportunities for real-world language practice outside conventional classroom settings. The use of technology in the classroom can promote regular interactions between students and give them access to peers and teachers from across the globe. Technology aids in increased engagement and targeted language acquisition by replicating real-world communication circumstances. As evidenced by its beneficial effects on the learning process, integrating multimedia technology within the classroom environment is intimately linked to the increasing efficacy of educators (Shyamlee & Phill, 2012).

Essentially, technology catalyzes enhanced language learning opportunities. It goes across geographical boundaries, allowing students to speak with linguists and practise in realistic settings. The use of multimedia technology enhances learning and gives teachers more control. Such technological interventions enhance the dynamic, accessibility, and engagement of language learning, ultimately assisting in fully developing learners' linguistic talents. In addition to providing content, teachers play a crucial role in language instruction by adjusting their methods to meet the individual needs of their students. They can offer insightful explanations of the needs of their students and are in a good position to efficiently assess their

performance. Teachers can considerably improve the efficacy and efficiency of the learning process by matching their instructional strategies and practises to the demands of their students.

One of the most important qualities of an excellent teacher is adaptability. Teachers should concentrate on reviewing their students' classroom performance rather than spending time on examples unrelated to the group's needs. This strategy ensures that the lesson matches the needs of the students, maximizing the educational experience's impact. Technology has become an adaptable instrument that creatively solves problems and improves language learning processes in this dynamic environment. It may play a crucial part in determining the overall strategy for language learning. By utilizing technology, instructors can effectively gather information on students' progress, pinpoint areas that need work, and adjust their approaches as necessary. Technology can also support personalized learning by letting students interact with material tailored to their strengths and shortcomings. Flexible teachers' efforts and technology-driven interventions can provide a comprehensive language learning experience. This strategy guarantees that learning is efficient, interesting, and pertinent to the learners' objectives. The language learning process becomes more dynamic, responsive, and ultimately more successful in obtaining the desired goals as educators utilize the possibilities of technology and adopt the practice of individualized instruction.

Review of Literature

Several researchers have thoroughly investigated and discussed the substantial contributions technology has made to English language teaching and learning. Technology integration in Education has a long history that spans several centuries. Since the invention of the modern library and the pencil in the seventeenth century, technology has been used in Education. These developments represented pioneering efforts to simplify information access and documentation. Later in the Eighteenth Century, as technology advanced, classroom interactions and administrative chores were gradually altered using calculators, typewriters, chalk and slates, and other tools. Numerous technological aids to teaching and learning were introduced in the nineteenth century. The educational environment changed with projectors, radios, mimeographs, slide rulers, videotapes, and photocopiers, extending chances for visual and aural learning and information distribution.

Even more revolutionary developments were made during the twentieth century. Classroom dynamics were revolutionized by computers, the Internet, and interactive whiteboards, allowing for interactive learning, digital information access, and multimedia content delivery. The education industry continues to change as we enter the twenty-first century due to the tremendous rate of technological advancement. Social media, mobile devices, and 3D technology are essential for improving teamwork, communication, and hands-on learning. These latest advancements offer opportunities for engagement, customization, and immersive learning experiences, reflecting the changing landscape of Technology in Education.

Globalization has come to define the 21st century, and studying foreign languages, especially English has gained significant importance. Numerous economic structures, procedural procedures, literary works, and forms of popular entertainment are all underpinned by the language of English (Graddol, 2006). Since English has long been a priority in Education, Graddol conducted a study in which he predicted that in 2000, there would be one billion English learners. That number would double in ten years (Graddol, 1997). Due to its widespread use and global significance, English links local and international contexts. For English language instruction in the past, educational institutions used language labs outfitted with radio cassette players, headphones, and microphones. Although these labs were beneficial, students frequently felt their learning process was uninteresting and monotonous (Singhal, 1997).

The difficulty sustaining student involvement and enthusiasm in language learning persisted despite the technology-based approach. This insight emphasizes how frequently new ideas must be developed to build dynamic and efficient learning environments. As technology develops, educators must use it to give students access to materials and keep the learning process interesting, participatory, and relevant to their needs and interests. Thus, it can be stated that emphasizing globalization in the twenty-first century has increased the value of learning foreign languages, with English playing a key role.

Role of Technology in English Classroom

Technology in the classroom helps English language learners succeed by motivating them. Technology creates a wide range of learning opportunities besides conventional teaching

techniques. Teachers also gain from technology by accessing various tools and materials to improve their teaching methods. By pointing out that students frequently show better motivation when working on computers and using modern technologies compared to old textbook-based techniques, Cutter (2015) accurately demonstrates the increased engagement with technology. This finding highlights the technology's revolutionary potential in establishing a more dynamic and engaging learning environment, eventually resulting in improved outcomes and a richer educational experience for English language learners.

By combining conventional pedagogical methods with technology-driven approaches, educators may take advantage of the best aspects of both worlds, fostering a learning environment that makes the most of contemporary resources while considering each student's unique requirements and preferences. Technology's role in Education is becoming increasingly important as it develops, influencing how students learn and how teachers assist in learning creatively and efficiently. Murray's viewpoint highlights The need to utilize new-generation technology to give learners contextualized identities and autonomy. This means utilizing technology to promote motivation and enable creative language. As a result, students can participate in group activities and exchanges that close the gap between them and their teachers (Murray, 2005). Language instruction with technology can potentially revolutionize education, and support to promote collaboration, autonomy, and incentives among learners and make language learning easier. Educators may design dynamic and engaging learning environments that align with contemporary learners' changing requirements and preferences by carefully integrating technological tools and tactics.

Using the Internet and films in the classroom encourages enthusiastic understanding and knowledge development in students by acting as a potent motivator. Technology offers students efficient learning opportunities, particularly through computers and the Internet. Students' use of technology improves language learning and sharpens their analytical abilities. To hold the interest of English language learners, Arifah (2014) encourages the integration of multimedia and instructional strategies. Warschauer offers two different viewpoints on how to incorporate technology into the classroom. From a cognitive perspective, technology allows students to increase their exposure to language and create unique knowledge. Software tools like text reconstruction and multimedia simulation show these technologies. With the help of multimedia simulations, students can become fully immersed in virtual communities based on

language and culture. Students can successfully modify linguistic input thanks to these programs. The significance of the social component of language learning is emphasized from a social perspective. The best way to practise real-world skills is through social engagement. This social engagement is facilitated by authentic tasks and projects that teachers and students jointly construct (Warschauer, 2000).

According to research by Lin and Yang (2011), using Wiki technology improves students' writing abilities. In this study, participants wrote paragraphs on a group Wiki page and then reviewed and commented on the work of their peers. The learners valued the quick feedback from this technology and considered it helpful for enhancing their vocabulary, spelling, and sentence structure. Using computers and other technical tools to empower English language learners can inspire them to attain their goals effectively and successfully. Ilter (2009) cautions against viewing technology as the only driving force, though. Instead, he emphasizes the requirement for a well-rounded strategy that blends prudent technological use with serious educational considerations. Gustad draws attention to the changes that unfettered Internet access for students has brought about. Students now have access to more in-depth learning opportunities and the freedom to undertake research outside the constraints of the traditional classroom and library (75).

Hence, incorporating technology into the classroom—especially the Internet and movies—strongly motivates student involvement and comprehension. However, the cornerstone of successful lessons continues to be the intentional and strategic integration of technology with strong pedagogical principles. When students are exposed to a rich and varied learning environment that goes beyond conventional materials and procedures, the dynamic potential of technology is realized.

New Methods in Teaching English:

Due to technology's pervasive influence on all facets of society, the twenty-first century offers its residents new options, opportunities, and difficulties. Given that English is the language of technology, science, the arts, politics, and more, there is a pressing need for creative approaches to teaching English (Bracewell et al., 1998). The mere transmission of a specified set of information from teacher to student within a set time is no longer sufficient for educational institutions in the modern world. Instead, they ought to approach Education

methodically and scientifically. As a result, educators now must get ready to fulfil the needs of the modern environment. Equipping people with English language competency has become essential, and it is now possible thanks to a well-balanced approach to Education, activism, and modern Technology, especially e-learning tools. Adopting cutting-edge technological tools in educational practices has altered the established teaching and learning paradigms. The teaching and learning process must be improved because educators utilize various tools and platforms made available by modern technology.

These technological tools act as catalysts to provide students with more engaging, inspiring, stimulating, and meaningful learning experiences. These resources are essential for engaging students in learning and making it relevant to their lives. These tools provide fresh educational revolution and reform opportunities as more educators adopt them. A more dynamic and productive learning environment is being created because of the integration of digital technology into English language instruction, which is transforming the educational landscape (Underhill, 2004). By utilizing the power of technology to promote greater learner engagement, comprehension, and language competency, educators are helping to advance the field of language education.

Modern Technological Tools

Internet:

A wealth of real English information and materials can be found online, including articles, tools, conferences, and more. Each website that educational institutions have created offers a variety of materials. Learners can use various online software programs that are frequently free of charge. For instance, "Spelling Bee" helps students perfect the spelling of English words. Instructors can give tasks to students via email and even administer online tests. Real-time performance monitoring for parents of young children is convenient.

Additionally, academic institutions can communicate with one another via Internet networks to work together on projects and exchange resources. To meet the needs of their students, teachers can alter the degree of difficulty of their lessons. Through project-based learning, the Internet encourages a socio-cognitive approach to language learning. Online games assist language learning by expanding vocabulary and offering helpful linguistic feedback (Gee, 1996). More effective Education is made possible by the Internet's speed,

accuracy, and capability to offer lessons quickly. This repetition helps students with comprehension and memorization.

Language learners have quick access to knowledge and high-quality materials thanks to computer-based activities, multimedia, and many websites, eventually improving their learning (Tomlinson, 1998a). Compared to conventional approaches, teachers can improve the learning environment by incorporating the Internet into their lessons. Thanks to the digital transformation of Education, students can connect with real-world language materials, access resources, and participate in interactive exercises that advance their language skills.

Youtube:

Videos on YouTube can be useful for improving vocabulary, accents, pronunciation, and voice modulation in English language instruction. The main benefit of using YouTube videos in English language teaching (ELT) classrooms is its ability to present authentic examples of how regular people use the language. Teachers can use this tool to help their students become better speakers, writers, readers, and listeners (Cox et al., 1999b). Teachers can present relevant video segments for analysis that are appropriate for the student's level of proficiency. Teachers can use a creative strategy by having students watch the video with the sound muted at first. Students can then rewatch the video and practise framing conversations corresponding to the video's subject matter. Teachers can also pick particular film parts to have their students extrapolate the rest of the plot or guess what will happen next. In addition to encouraging creativity, this activity improves students' verbal communication abilities. By incorporating YouTube videos, teachers can provide students with realistic and interesting language content that mimics language use in everyday life. As students engage with audio-visual content, this dynamic method strengthens language skills and develops students' capacity for critical thought.

Skype:

Skype is a potent tool that creates countless possibilities for communication between educators and students, regardless of their location. It provides an amazing platform for students taking foreign language Education to connect with classmates throughout the globe, making it easier for them to hone their language skills. Teachers can mentor students, help them with their assignments, and direct their learning experiences over Skype. Skype can be used by

students for a variety of things in a classroom setting. They can participate in educational events like performances, conversations, and presentations. Skype makes it easy to carry out collaborative initiatives, whether they are related to writing or research. The interactive features of Skype enable students to take an active role in their Education, build relationships, and deepen their awareness of diverse viewpoints. The limits of the traditional classroom are altered, providing a window to the outside world and allowing for dynamic interactions that improve educational opportunities and prepare students for the interconnected world.

Twitter:

Millions of people use social media sites like Twitter and Facebook, and that number keeps rising. University students have profited the most from using these platforms among all the users since they may communicate with their peers, coworkers, and teachers while working towards academic and educational learning goals. English language instruction has historically included media use, including more conventional sources like books, newspapers, television, and radio (Shyamlee & Phill, 2012). These media types offer educators and students useful and innovative suggestions to improve learning (Nawaila & Bicen, 2018). While choosing the appropriate media for a particular classroom environment can be difficult, when done well, it can encourage, inspire, and thrill students and make learning engaging and pleasurable for all (Biagi, 1996).

Teachers can use Twitter to increase their vocabulary. Instructors designate a "word of the week" and then invite students to tweet the term's synonyms, homonyms, and antonyms. To further strengthen the students' vocabulary, the teacher might review these responses, check for accuracy, and provide a link. Twitter is useful for having online discussions as well. Debates amongst students in the same classroom can be arranged using the class's Twitter community. This platform provides a flexible setting for debates on various subjects, such as the proverb "Pen is mightier than the sword" or the negative health impacts of fast food. These discussions encourage students to think critically, communicate clearly, and explore different viewpoints.

Smart Mobile Phones:

There are many educational applications for using smartphones, tablets, and other devices with powerful functions comparable to personal computers and greater portability. Utilizing the built-in camera of their mobile phones, students may create content in the form

of documentaries in one creative application. For these documentaries, teachers might give students specific topics, allowing students to record visual stories. Students can then post their movies to websites like Flickr with accompanying narratives describing each image. Thanks to this sharing, they may show their work to teachers, peers, family, and friends. However, it's crucial to highlight that mobile learning has also produced successful results. According to research, mobile phone-based learning can result in better academic performance, effective task completion, and higher rates of learning objectives being met (Chen, Chang, & Wang, 2008). This demonstrates the potential advantages of integrating mobile devices into learning environments, but it also emphasizes the need for appropriate and balanced use to achieve beneficial outcomes.

Podcasting:

Students now consume media through laptops and portable DVD players rather than traditional media outlets like TV and movie theatres. They are actively watching news videos and segments that are online. Podcasts have given teachers a new way to interact with students (Higgins & Moseley, 2001). A podcast is a collection of digital media files disseminated online via syndication feeds for computer and portable media player listening. It's simple to include podcasts in the classroom. Teachers can use many free ESL (English as a Second Language) podcasts online to supplement their courses. These podcasts might be sent out as homework, and following class discussions could be based on the material. Teachers can also assign podcasts related to music, exposing students to cultural concepts and demonstrating creative language use. Students can learn intonation, stress, and the practical use of language by watching news programmes and listening to podcasts that feature dialogues. Using podcasts, teachers can choose a format that appeals to students' digital consumption preferences and fosters engagement and efficient language acquisition using audio-based information.

Blog:

With its superb platform for knowledge exchange and stimulating dialogues, blogging has become incredibly popular as a method of instruction. Moving away from conventional textbooks and methods, many educators are embracing blogging to teach students and improve their participation with other types of social media. It's not difficult to set up a blog for educational reasons. Teachers can host their blogs for free on sites like Blogspot, WordPress,

or Tumblr. In today's blogs, you can find features like audio, visual, and even video information. It's crucial to motivate students to check the blog frequently. Teachers can engage students in conversation by replying to students' posts with succinct remarks relevant to the material. Writing assignments on the blog may be included in grading for classes. Students might be encouraged to put their work on the blog rather than hand it to teachers as homework. Using blogs, teachers can develop an interactive learning environment that fits their students' digital habits, promotes engagement, and provides a fun method for students to practise their language skills and participate in stimulating debates.

Inculcating an Attitude to Learn :

Contemporary educational trends stress the placement of students at the centre of all activities. Educators go to great lengths for effective instruction to pique students' interests and passions. Success as a teacher depends on providing excellent instruction, but it also hinges on how far they can motivate their students to venture out independently. In this situation, promoting a mindset that values constant learning is essential. With this learner-centred methodology, teachers provide students with the tools they need to take charge of their Education and motivate them to participate actively. This method encourages critical thinking, creativity, and a love of learning that lasts a lifetime and improves students' motivation. The ultimate aim is to foster a mindset that views Education as a crucial and ongoing endeavour.

Limitations of Technology:

Although there are many advantages to incorporating Technology into Education, it's vital to be aware that doing so might occasionally have unanticipated negative effects, especially when psychological elements like student excitement are involved. Despite the benefits of digital resources, there are some situations where students prefer interacting with conventional, physical instructional materials more than digital ones. This emphasizes how important it is to balance the two methods. Teachers are essential in ensuring that technology is used in the classroom successfully. They must continue to pay attention to students' replies and modify their approaches as necessary. This entails understanding that not all students may be equally at ease with or inspired by technology and that some may favour more kinesthetic and tactile learning experiences. In addition, difficulties in accessing and finding technology should not be disregarded. Not all educational institutions may have the resources needed for

widespread technological adoption. Teachers' ability to effortlessly integrate technology into their teaching methods may be hampered by access restrictions to gadgets.

Furthermore, teachers frequently face practical challenges when it comes to integrating technology. The efficient use of technology in the classroom can be hampered by a shortage of personal devices, inadequate planning time, or restricted access to key tools. Teachers may occasionally need technology-related training outside of the typical classroom day. The successful integration of technology also involves maintenance and technical troubleshooting. To avoid delays in the learning process, it is crucial to ensure that hardware is in good working order, the software is current, and any technical issues are quickly fixed. Ultimately, adopting a balanced strategy that considers students' choices, technology constraints, and probable implementation difficulties is important. To ensure that technology enhances rather than detracts from the educational experience, teachers should work to build a learning environment that makes the most of technology's advantages.

Addressing these issues becomes essential as technology develops and becomes increasingly important in Education. The difference between technology's potential advantages and what is happening in many classrooms can be filled by giving teachers the assistance and training they need to advance their computer abilities and successfully incorporate technology into their teaching practices. A more successful incorporation of Technology in Education can also be facilitated by encouraging a positive attitude towards it and recognizing its potential to boost learning experiences.

References

- Altun, M. (2015). The integration of technology into foreign language teaching. *International Journal on New Trends in Education and Their Implications*, 6(1), 22-27
- Arifah, A. (2014). Study on the use of Technology in ELT classroom. (Master's Thesis, Department of English and Humanities, BRAC University, Dhaka, Bangladesh).
- Biagi, S. (1996). *Media Reader*. Wadsworth.
- Benoit, J., & Abdous, M. (1998). *The emerging Contribution of online resources and tools to classroom learning and teaching*.
- Chen, G. D., Chang, C. K., & Wang, C. Y. (2008). Ubiquitous learning website: Scaffold Learners by mobile devices with information-aware technique. *Computer and Education*, 50(1), 77-90.
- Cutter, M. (2015). *Using Technology with English language learners in the classroom. Education Masters*.
<http://doi.org/10.18869/acadpub.ijree.2.3.78>
- Graddol, D. (1997). *English as a Global Language*. Cambridge University Press.
- Graddol, D. (2006). *English Next* (Vol.62). British Council.