

Technology-Enhanced Learning Methods – Current Trends and Practices

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ABSTRACT

Every area of life is changing at a breakneck pace in the contemporary digital age. The digital world reduced in size because of technical advancements. Even in the classroom, we cannot avoid the urge. Because technology has invaded our everyday lives to such a degree, traditional educational methodologies have lost their usefulness. Students are ill-prepared to utilize modern technology because of a lack of exposure to it in the classroom. Both instructors and students in ESL classes must access current technology, such as Skype, ICT-based resources, and podcasts, to participate in this new dynamic learning environment. Technological improvements have made the conventional way of pupils memorizing verb lists from text books entirely outdated. L2 learners may learn more quickly and efficiently in classrooms that use technology. A fundamental change occurs when technology is used as a collaborative learning tool rather than a teaching instrument.

Individuals who use technology are more creative and efficient than those who do not. It facilitates the four talents of listening, speaking, reading and writing. Instructor's objectives are directly related to their abilities to gain new technologies. At this juncture, it is very essential to understand the various aspects, techniques, strategies and teaching methods that incorporate technology in the classroom environment. Accordingly the role of the conventional teacher is shifted to a facilitator and the teaching methods are loaded with abundant elements that have a potent backdrop of technology.

This paper is an attempt to discuss the current trends of language learning through technology, and the ways that a language learner could make the classes technologically loaded with a variety of applications, sites in a way making the students language experience much more interesting and light. Technical advancement brought innovative methods of teaching in the English classroom. In the globalized education scenario, the usage of ICT tools influenced the teaching learning process. It showed rapid change in methodology. The article discusses the challenges in educational practices of technology to engage the learners by avoiding rote learning. Its core aim is creation of learning environment, the learners, the tremendous impact of technology on the learning process, requirement of resources, training and time. Its usage facilitates universal platform in a systematic way.

Key Words: E learning, student-centric learning, ICT, Podcasts, LSRW, New Technologies

INTRODUCTION

The English language is usually considered as an international language, mindful of its various purposes and favourite over numerous other languages around the world. Apart from being a language of global association, English is also considered as an authentic tool for learning, business and interactional purposes. It has become essential for English language teachers and learners to realize the fundamental role of information and communication technology (ICT) as a catalyst in the advancement of knowledge in language acquisition which is an essential to the viability of the global economic development.

Process of pedagogy and mastering English language in conventional classroom

Those days are gone, when teaching of English was restricted to all that the teacher had to say to the learners, a situation which made learners inactive in the teaching-learning situation. In the globalized world, situations like covid pandemic permitted to realize the role of ICT tools, technology not only in the arena of language pedagogy, it influenced the world economy where the usage of English language paved the growth and development. It has therefore become practical to note that the effective teaching and learning of English has gone beyond the stereo typical to tradition of mere classroom teaching because of the advent of many gadgets in Information communication technology.

Technology expanded the number of activities included in a class and provided a student with more avenues for investigating a new subject. Students are active in the classroom. We wanted students to feel comfortable with technology since they would use it as a tool in the future. We wanted to find out how technology could improve the classroom experience.

In the globalized era, youth require skills than qualification; survival skills linguistic ability should support the standards. In the present decade methods of teaching from schooling no attention is paid towards enhancement of skills. In school, college level there is no variation towards teaching process of English like other subjects. The main focus in school level is to pass the students. E sources would suffice to students needs. Traditional classrooms should be replaced with E-classrooms. Language Lab will attract their attention and provide opportunities in language learning.

Introducing technology into the classroom has altered students' perspectives. Historically, language learning occurred in a teacher-centred classroom, where the instructor served as the only resource for the student. The instructor previously utilised a chalkboard and text as genuine materials. 3English was also taught as a second language. Traditionally, learning involved drilling students through repetition and recitation. Process tests (unit tests) and progress tests (main examinations) were used to evaluate the learner's progress to the next level. The curriculum and syllabus have been spiral-designed. Previously, students got additional input by working in libraries. They used to adhere to the 'Note-taking' rule. There were only typewriters available to make carbon copies. These are the classes that are focused on the instructor.

Classrooms transitioned from being instructor-focused to becoming student-centered. Where professors' speaking time is reduced, and student discussion time increases. Managing Significant classroom abilities appeared in the teaching setting where activities, including pair work and group work, were introduced. They have restructured teacher positions on a case-by-case basis. The teacher will be the facilitator, mentor, monitor, manager, planner, and resource person. In a learner-centred classroom, the teacher will assign pairs of students to work on and monitor the class. He or she will assist learners and facilitate pair work. Depending on the pupils' strengths, the instructor will split them into groups. The core groups will function by being heavily involved in the assigned activities. The teacher will carefully monitor and differentiate between active and passive pupils. Slow learners will gain more confidence from their peers if they watch and teach each other. According to Dennie Hoopingarner, "Language teaching can be enhanced by effective uses of educational technology.

Based on research findings in language acquisition and computer-assisted language learning, Fashionable practices in the technology usage to boost up language instruction in the teaching and usage of technology as a tool that can improve teaching learning process by increasing input, by offering more opportunities for language practice, and serving as a platform for interaction and task-based learning activities". Active teaching and learning occur through activity-based instruction and learning. We may teach LSRW skills via a variety of exercises. Task-based activities facilitate the acquisition of communication skills by learners. The noise learners generate in this environment is called "productive noise."

Here is where learning occurs.

- LAPTOP Projector
- WEBCAM
- L-PAD
- Cell Phone

Classroom instruction has shifted to ICT-based instruction in this digital age, an ideal or e classroom. The effective use of technology in education has altered teaching content and increased the number of instructional opportunities. Both educators and learners have benefited from various instructional innovations; instructors have worked out how to integrate innovation into their classrooms, while learners are more motivated because of their innovative learning experiences. Using technology in education has broken down barriers to learning. It means that both students and teachers can work together more effectively with the help of new instructional tools.

Mobile learning and long-distance learning have benefited from technological advancements. Teachers may now contact students across borders, and students from impoverished nations can now enrol in sophisticated educational courses via internet technology. Many colleges and universities have embraced online learning via virtual classrooms. Online training is flexible and reasonable. L2 learners can take classes when they can, and they can also interact with other people. Recent technological breakthroughs in education have positively impacted our educational system. This new instructional innovation can accommodate different teaching and learning styles. It has digitised classrooms by introducing computerised learning devices such as PCs, iPad tablets, cell phones, and sophisticated advanced whiteboards; it has also expanded course offerings and made learning more exciting and motivating for L2 students.

Carol A. Chapelle, ShannonSauro observes that many diverse language learners in the world use computer technology for all facets of second language learning as the reach of the internet continues to spread, providing access to social media, reference materials, online instruction, and more.

ADVANTAGES IN TECHNOLOGY-BASED ADOPTIONS IN EDUCATION:

Opening educational borders through the usage of technology

Innovations reinforce Virtual or Online Learning. Unlike physical classrooms, online instruction is adaptive, allowing students from diverse geographical regions to attend a similar lesson without travelling from those regions. The advancement of virtual technology has enabled face-to-face communication between learners and instructors in the virtual world. Students may easily ask their remote-based lecturer questions using virtual specialist gadgets such as Skype.

Online education is another development in our educational system, as it has made countless instructional courses and materials accessible to anybody in the world.

Free Educational Resources

Technology assists students in obtaining free educational resources. We make these resources publicly available and accessible to all through the World Wide Web. The only educational materials available are electronic publications (e-books), podcasts, digital libraries, instructional games, educational films, instructions, and tutorials. Teachers use video hosting services such as YouTube to publish recorded lectures, allowing students who missed lectures to view them from anywhere. Students and instructors benefit from the use of mobile phones for educational reasons.

Learning through Online Sources

Teachers use lesson recordings and clasps online to observe how different teachers incorporate innovation into their classrooms and training; these systems and methodologies shared by various teachers advance self-preparation and assist many educators in incorporating innovation into their specific classrooms. Sites like Teacher Tube, YouTube, and Learn let people watch and listen to online classes and recordings that teachers and instructors have made and sent.

Usage of Technology enhances students learning and writing skills

Usage of computers in the classroom has enhanced to improvise their writing skills and learning skills. Students take notes in class using word processing software on computers; many word processing apps have built-in dictionaries that assist students in auto-correcting spelling and grammatical errors within a phrase.

Encourages Independent Learning

Technological resources such as cell phones and the internet allow students to study on their schedule. Many students prefer to study and learn independently; this method allows them to try different approaches to completing a specific school assignment. Students gain a variety of academic abilities via interactive educational games and software. Art and design students, for example, may use Photoshop software to practice various design and editing techniques; learning how to use Photoshop is complicated, but the more mistakes and attempts a student makes, the more proficient they become. Another reason using mobile phones as teaching tools encourages kids to download educational podcasts that they can listen to at home.

Facilitates Collaboration Between Instructors and Students

The use of sophisticated communication technology in education enables teachers to easily communicate with their students and communicate in real-time with their teachers or other students. Shy students can improve their grades because their teachers can be more flexible about interacting with them.

Prepares Students for Tomorrow's Technological Jobs

As the world develops, each employee will need applicants to possess specific abilities in the future. Thus, including innovation in education prepares our children for tomorrow's advanced working situations. Learners use PCs in the classroom to design innovative programmes that may be used for instructional purposes on mobile phones or tablets. It is a good idea to learn how to use a computer, and the more time an understudy spends at school using different mechanical tools, the more experienced and creative they become.

Encourages Student Innovation and Creativity

Many teachers have discovered that incorporating innovation into their classrooms increases student engagement. As a result, they now host technical contests in which students may create modest instructional devices, such as robots, smartens, and mobile apps. Students' levels of creativity and originality have grown because of these technology contests in schools. Innovation helps students deal with problems and prepare for more complex tasks later in life.

We think that embracing technology's potential for personal, commercial, or educational growth will pave the road for all of us to go ahead.

The increase of gadgets and digitalized tools usage shown great impact on language acquisition in teaching English. In this era, many applications improvise English language learning and caters to many proficiency levels in various countries. These apps can be used to assess reading comprehension, vocab building, practice of grammar,

pronunciation. These tools are integrated one to create learning experience. It brought rapid changes in conventional methods and offers new possibilities for language instruction. Teachers experience challenges due to lack of technical expertise, relying on theoretical knowledge.

Digital Pedagogy

Digital pedagogy provides platform to language teachers for upgradation of themselves in their arena and strengthen student learning results. In the words of George Chinnery MALL- Mobile Assisted Language Learning is a useful interactive medium. It allows student participatory and provides feedback where physical presence in the classroom is not possible. The digital decade has brought drastic change in the learning process, making it more efficient one. As part of technological innovations, students opting mobile apps for education support. Mobile apps like You tube, Dulingo, Grammarly have mainly improvised English language studies, caters approaches of teaching and learning. These tools provide a flexible, personalized opportunity and engage the way for improvisation of learners language skills.

The knowledge of English will enable us to establish intellectual, cultural, economic commercial and political relations with the rest of the world and its knowledge is essential for higher legal, technical and scientific education, and research in almost all branches of learning. English language teaching has changed significantly over the past ten years. Language education has strengthened into a notable trend in the twenty-first century. Technology enables language acquisition, demanding that instructors and students stay current in advancements and changes in the conventional classroom environment. The large class size and restricted chances for learners to practice the language they are attempting to gain have prompted educators to wonder if providing real-world situations through technology and language learning tools will increase their language interest.

CONCLUSION

This paper aimed to explore learners' perspectives on using different multimedia technologies in their language learning process. It talks about what they think about using digital resources in English language instruction. A significant methodological shift has involved moving the focus from outcomes to processes. As a result, emphasis is now placed not only on the final result but also on the methods and quality of the approach taken to achieve it. The technological innovations in recent decade created opportunities for teachers to teach English. Instructional resources today extend beyond printed materials, with audio, video, and digital texts on computers serving as valuable tools for teaching and learning. At nearly every stage of such a journey, a key decision involves striking a balance between laying solid foundations and creating space for calculated risk -taking. Skill acquisition and skill application are two sides of the same coin-both are essential, and neither should be overlooked.

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