The Impact of Digital Technologies on English Language Teaching and Learning

M. Pravallika [1]| N Swarna Latha[2]| S.Shirisha[3]| Md Khaleel[4]

1, 2 & 3 Assistant Professor, English department, Kasireddy Narayanreddy College of Engineering And Research, Hyderabad, TS.

4 UG SCHOLAR, English department, Kasireddy Narayanreddy College of Engineering And Research, Hyderabad, TS.

Abstract: As the universe progresses continuously, the pace of change is evident across all aspects of life. The impact of development can be observed globally, with significant social, economic, and educational transformations reflecting the influence of digital technology. When focusing specifically on educational advancements, the integration of digital technology has increased remarkably. In the domains of science, technology, and language studies, information and communication technology (ICT) is utilized extensively.

This paper examines the implementation of digital technology in English language teaching and learning at the undergraduate level in Arts, Commerce, and Science colleges in Aurangabad city. It emphasizes how digital technology facilitates the development of LSRWC (Listening, Speaking, Reading, Writing, and Comprehension) skills among students. By creating a favorable and effective learning environment, digital technology enhances the process of acquiring the English language.

Keywords: *Digital Technology, under graduate level, Information and Communication Technology.*

1. INTRODUCTION:

The English language is continually gaining prominence, and without mastering it, progressing in our globalized and digitalized world becomes increasingly challenging. As Randolph Quirk and Widdowson state, "English is the language on which the sun does not set, whose uses never sleep." In the latter half of the twentieth century, modern digital technology began to play a significant role in enhancing the teaching and learning of English in higher education classrooms.

The significance of English as a bridge or universal language has steadily risen. In India, there is a growing recognition of the need for sustainable development in English language teaching and learning. The effectiveness of this process primarily depends on three fundamental factors: the teacher, the student, and the mode of interaction—essentially, the medium of learning. When teachers incorporate digital technology into their English instruction, they are utilizing digital devices as a means of interaction, thus modifying their teaching strategies.

Digital technology enables educators to transform raw data into meaningful information through the effective integration of various digital tools. The new generation leans heavily toward using digital technology to learn diverse subjects quickly. Teachers can leverage this inclination among undergraduate students to enhance their English language knowledge. The use of multiple sensory systems during the learning process captivates students' attention, facilitating easier comprehension and retention of the material presented.

Within the framework of Information and Communication Technology (ICT), a variety of digital tools are employed, including projectors, PCs, laptops, notebooks, digital videos, local area networks (LAN), mobile phones, the World Wide Web, CD-ROMs, DVDs, email, chat platforms, digital libraries, language laboratories, computer-mediated conferencing, audio-video conferencing, and devices like pagers, iPods, Walkmans, transistors, and Virtual Learning Environments (VLEs), among numerous others.

2. OBJECTIVE:

- To identify the elements involved in the application of digital technology in the teaching and learning of the English language.
- To assess the effectiveness of digital technology in enhancing learners' success in English language acquisition.
- To explore various digital technologies that can be utilized as teaching aids by educators in English language classrooms.

3. USES OF DIGITAL TECHNOLOGY:

3.1 Email:

Digital technology plays a crucial role in facilitating communication between teachers and students. For instance, a teacher can send emails to students to inform them about the chapter that will be taught in the upcoming class. This allows for a focused discussion on the chapter's theme the following day. At the end of the discussion, students can be encouraged to share their thoughts by emailing their opinions back to the teacher.

Additionally, the teacher can create group messages by forming a group of students, making it easier to communicate with multiple individuals at once. Platforms such as Gmail, Yahoo, and Hotmail can be utilized for setting up email accounts for students, either personally or through the college's resources. Furthermore, the teacher should choose an appropriate keypal site that aligns well with the needs of graduate students.

3.2 Blogs:

It is originated in 1990 and called as online diaries. Teacher can use Blogs to get feedback from graduate students of arts, commerce & science while learning English language. With the help of Blogs many comments can be collected from the students about the theme of the poem or prose at the same time can involved graduate student to learn grammar section e.g. The Articles in 1st year compulsory English language students book. Suels http://suelonglishblog.blogspot.com 4 is educational blog teacher uses with students.

3.3 Facebook:

It was started in Harward University room in 2004.Students are using it at large scale. Teacher can share story on Facebook to the group of students which was form on the basis of friendship. It is safe because if we choose close group option then it can be viewed by group members only.

3.4 YouTube:

Teacher can show it to students in class discussions and lecturers. Teacher can upload many video of native speaker to speak English language properly in the classroom. Eg. He can give more solved examples of types of sentences to students of 1st year in the classroom.

3.5 Twitter:

It helps to describe in 140 characters only.18-24 is the age group of youth who were using it at very fast speed. Now a day's teacher starts to use digital technology like twitter in the class room to get the feedback of the students (*Bodge et.al, 2001)5* . Teacher can use his accounts to tweet on student's questions. The tweet conducted via the teachers account protects the student privacy issues. It helps to guide the students, collect the course material, and improve discussion & comprehension.

3.6 Skype:

Now a day it becomes one of the famous digital technologies for graduate college students. All of them are using it at very high speed. Here the user gets unlimited free call too. It can be operated with the help of mobile (smart phones) & computer or laptop. IT can be used by peer to peer network .Skype help to do conversion by IM and Voice application. Students can hear different audio and video records of native speakers and try to develop their own pronunciation.

3.7 WhatsApp:

It is used with the help of smart mobile phone. Teacher can send messages about latest updates and lesson which he is going to teach in the classroom. He can tell students to collect the information about the pronunciation of words in the native speaker's language, so that they can become able to speak proper words. He can tell students to work in peer groups, so that they can able to discuss the theme of prose and poem in the classroom.

3.7 Hike:

It is also one of the important messenger apps which are used in India on large scale. It is also used by many college students for transferring data on large scale. Teacher can use it to teach student of colleges to improve

their listening speaking, reading, writing and communication skill. Teacher can teach them types of sentences by sending them contain related to examples of sentences. It is also used for sending themes of poems and prose in the classroom.

3.8 Mobile:

Mobile is used in many foreign countries as a means of educational study. Although Mobile learning concept is very latest, near about 16.6 million Canadian individuals subscribed to mobile communication service till 20056 . Teacher can play the record of RavindranathTagores poem, Then he will explain it and tell students to exchange their view about the theme of poem. poem and tell them to give reply on different app which they use for communication on mobile like Whats App, Chat App, and hike.

3.9 Satellite:

ISRO started the EduSat project in 2002. It is first important satellite for assisting the educational sector. It is helpful in distance education through audio-video medium, employing DTH quality broadcast. The satellite has multiple regional beams to cover different part of India. Five Ku-band transponders help to cover northern, north eastern, eastern, southern & western region part of country. Edusat satellite is the best example of digital technology which serves the needs of urban & rural people. Due to the launch of Edusat on 20 September, 2004 it become possible to provide efficient education at the National, regional & state level.

Table 1.1: The Channel Count for Education

	Remarks
	One dedicated channel per stat
	One dedicated channel per stat
nal Education	Indian and Foreign languages

3.10 Podcast:

"Pod" word's prefix comes from the expression "play on demand" 7 . Graduate students can use it as recording of audio material for learning English language in the classroom of colleges. With the help of podcast students and teachers can record related material of English language content and at the same time teacher can give instruction on their personal computers or mobiles. It can be used to record the poetry or novels of English writers at the same time structure of English language too.

3.11 CD-ROM:

It is helpful for storing information of permanent nature; it means that when power supply get switch off its store data remain as it is. It is easily available, low cost and high speed. Use of CD-ROM at home is possible for students. They should have access to computer. Pairs of English language learners can do few activities with CD ROM e.g. a couple of grammar drag-drop-activities.CD-ROM content can project on projector. All students can see the theme of lesson & letter on it can English language discussed.

3.12 D.V.Ds

Teacher can show many films on computer by projector or with the help of DVD player to the graduate students and on the content he can start the questions and answers session in the classroom, like this he can check the comprehension of students also. He can make students able to hear the native speaker's records at home and tell them to do discussion on it in the classroom. He can allow students to do role play by switch offing the audio.

3.13 Language Laboratory:

Language laboratory is used in the higher education. It gets started from 1991 in technical college. He can take them to language laboratory and tell them to hear the records of native speakers and then tape it on audio tape recorder of teacher. The audio activated headset thus provides immediate feedback to the student's .The milking machine has now thus the audio active laboratory

3.14 Virtual Language Environment

It includes computer conferencing, access to remote database, email, www etc. Learner can give response to teacher with the help of any application used in computer or mobile e.g. teacher can teach to 1st year under graduate students about punctuation marks by using email. Then we can get response mail from his limited students to whom he sent email. He can check email in his free time & can discuss it in the classroom. Here

we have reliable high speed of digital communication.

3.15 Tele Conferencing:

It is live conversation using telephone lines or satellite in the form of two way communication by connecting learners at different places. Audio, video and computer conferencing are types of it. Teacher can make use of it and organise discussion between students and native speakers**.**

3.16 Whiteboard:-

White Board is a way of learning with the help of computer, projector and White board. Computer should have interactive white board software installed. Projector help to show images from computer screen to white board screen .Teacher use marker to explain the contact on White boards. It can be also used with wireless P.C. The most famous size is 190cms (75 inches) across it is easy to mount any wear. Teacher can give ample practice to 1st year graduate students for salving the example grammar section on white board.

4. CONCLUSION:

In this way, teachers can harness the technical skills of their students to enhance their listening, speaking, reading, writing, and communication abilities. By utilizing various digital devices, educators can concentrate on English language instruction and explore innovative approaches to make the learning process more effective. This study ultimately aims to enhance engagement and interaction between teachers and students in the teaching and learning of the English language.

REFERENCES:

1. Phan le Ha, Teaching English as an International Language: identity, resistance and Negotiation (Great Britain:Cromwell publisher, p.70. 2008)

2. J. C. Aggarwal, Essentials of Educational Technology innovations in Teaching –learning (IInd Edi.)(New Delhi: Vikas publishing house, p.34. 2008). Idbi p.388

3. Kay KeyongJuSeo ,Using Social Media Effectively in the Classroom, Blogs, Wikis Twitter and more (First edi.) (New York: Routhledge Publisher, p.147, 2013) Idbi p.207

4. Terry Anderson, The Theory and Practice of Online Learning(IInd Edi.) (Canada:AU Press,2008)pp.203-207.

5. Abedin,B : web 2.0and online learning and teaching: A preliminary bench marking study. Asian Social Science 7(11),5-12, (2011) doi:10.5539/ass.v.7n11p5