

A Study on Digital Tools in Language Education

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Abstract: *This investigation investigates the perspectives of participants on the integration of Internet resources into language learning activities. The descriptive study has elucidated the perspectives of a senior high school class on the acquisition of language skills in a technological setting. A critical initial step is to inform students that the acquisition of English through multimedia technology necessitates the implementation of novel learning strategies and self-directed learning. The following are some pedagogical recommendations for the effective use of computer networking in second- and foreign language classrooms. Technology is no longer a peripheral course enhancement that is of interest to only ardent instructors, learners, and administrators; rather, it is of importance to all individuals involved in language teaching. The field of technology-enhanced language learning is highly contentious, as there are numerous perspectives on the integration of technology into the classroom. This paper investigates the opportunities that English instructors have established to assist students in achieving their English language literacy objectives in classrooms that utilize technology-enhanced language learning (TELL)*

Keywords: Technology-enhanced, language learning; Internet-based teaching

I. INTRODUCTION

The primary objective of learning English is to engage in communication with others. The objective of English instruction is identical to that of effective teaching, which is predicated on communication. It is exceedingly uncommon to locate a language course that does not incorporate technology, specifically to enhance students' proficiency in conversing with individuals in a foreign language in authentic contexts. As a result, English can only be acquired through traditional classroom instruction, radio broadcasts, television, newspapers, and periodicals. Additionally, the predominant instructional approach in the majority of Indian high school English classes is textbook-based lectures, teacher-dominated grammar-translation methods, and large-groups. Consequently, students acquire knowledge in a manner that is decontextualized. Consequently, it is challenging for students to apply their acquired knowledge in a flexible manner in their daily lives. Additionally, class sizes are excessively large, and there are few opportunities for individual students to engage in one-on-one conversations with their instructors or peers.

Technology has been employed in recent years to facilitate and improve the acquisition of language skills. In order to facilitate the teaching process, engage students, provide authentic examples of the target culture, and connect their classrooms, educators have implemented a variety of technological tools. Additionally, certain technology tools allow educators to customize classroom activities and homework assignments, thereby improving the language learning experience by enabling them to differentiate instruction. Furthermore, the significance of technology as an instrument to aid foreign language instructors in facilitating and mediating language learning for their pupils is on the rise. The effectiveness of any technological instrument in supporting and augmenting language learning is contingent upon the knowledge and expertise of the qualified language teacher who manages and facilitates the language learning environment. Nevertheless, technology can play a significant role in this regard. The primary objective of learning English is to engage in communication with others. The objective of English instruction is identical to that of effective teaching: to cultivate students' capacity to communicate with individuals in a foreign language in authentic contexts. As a result, English can only be acquired through traditional classroom instruction, radio broadcasts, television, newspapers, and periodicals.

II. LITERATURE REVIEW

The difference between CALL and Technology-Enhanced Language Learning (TELL) is that the computer becomes more ubiquitous while concurrently becoming less visible. The shift from computer to technology emphasizes the media of communication that the computer enables, which frequently remains unobserved, rather than the computer itself. In contrast, CALL and TELL utilize computer-assisted learning. Multimedia and the Internet are the distinguishing features of this third phase of technology integration in foreign- and second-language instruction. Multimedia computers can offer learners control and feedback, as well as an authentic representation of the target language. However, they are more significant in that they enable a methodological and theoretical advancement that emphasizes "input and intake" rather than the conventional production of sentences that is prevalent in CALL. The Internet has the capacity to enable learners to collaborate and jointly construct knowledge through computer-mediated communication (CMC). Instantaneous information exchange between individuals and between sites is enabled by the World Wide Web. The utilization of the Internet necessitates a level of pupil engagement in authentic language interactions that would be exceedingly difficult to achieve in person.

Technology-Enhanced Language Learning (Tell)

The impact of technology on the teaching and learning of a second language, also known as the L2, is the subject of technology-enhanced language learning (TELL). Technology-enhanced language learning is the practice of utilizing a computer as a technological innovation to display multimedia as a means of complementing a language teacher's teaching method. It is crucial to recognize that TELL is not a teaching method, but rather an approach that can be employed in conjunction with a teaching method to facilitate the learning process.

TELL is a strong advocate for Computer Mediated Communication (CMC). CMC has been extensively researched and supported as a highly beneficial tool for facilitating the communication and writing of foreign languages among students, a critical component of the TELL teaching process. "The process can be described as a successful means of bridging the gap between written and oral expression for the linguistically limited student, whose oral skills are insufficient to enable the full expression of ideas in the target language."

Technology-enhanced language learning, which involves the use of computer technology, such as hardware, software, and the internet, to improve the teaching and learning of languages, by,

- Communicating with a friend on Instant Messenger using a limited amount of English
- Utilizing a hand-held electronic dictionary to look up a word in class
- Engaging in an online discussion board
- Reading a news website
- Completing a computer-based language exercise from the CD that is included with a textbook
- Conducting a search for a term in a corpus to observe its usage.
- Texting a classmate in English
- Playing World of Warcraft in English

TELL conceptualized according to activity (fill-in-the-blank, create a video, chat with a classmate), skills (reading, writing, listening, speaking, grammar), location (blended, distance, online) and technology (computer, Internet, chat, blog, wiki, gaming, video).

General Learning Resources: Considerations:

The content, format, methodology, evaluation, assessment, and treatment of social issues must be taken into account by teachers, school board/district personnel, and the department when selecting learning resources. The purpose, characteristics, and use of the various media selections, as well as the wide spectrum of audiences (e.g., age, first language, special needs), are equally essential considerations. Resources should be chosen for their strengths rather than their shortcomings, and every effort should be made to achieve this.

Content/Format/ Design:

Learning Resources should be,

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- have aesthetic, literary, and/or social value
- have a physical format and appearance appropriate for their intended use be one of a variety of media presentation modes
- be developed by competent authors and producers and meet high standards of quality in factual content and presentation
- be appropriate for the subject area and the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.

III. METHODOLOGY

Learning resources should:

- encourage students to question, think, react, reflect, and decide in ways that develop critical-thinking and decision-making skills;
- be activity-based rather than lecture-based;
- draw students into group and cooperative learning as well as provide for individual growth;
- promote hands-on activities and an applied approach to learning;
- offer choice and flexibility, as appropriate, to meet needs related to individual aptitudes, abilities, learning styles, multiple intelligences, and interests.

Assessment/ Evaluation:

Learning resources should

- Provide opportunities for formative and summative assessment/evaluation as needed;
- Support the individual's pursuit of lifelong learning; and
- Relate to the requirements of the learner.

Advantages of TELL:

- As opposed to conventional teaching methods, using TELL offers much more flexibility and accommodates a wider range of language learners' learning preferences.
- TELL may be used in conjunction with textbooks to provide a much more thorough educational experience.
- TELL creates a student-centered atmosphere in the classroom.
- Manage the speed of advancement (e.g., students may go through grammar levels 1 and 2 today and vocabulary levels 1 and 2 the next day).
- Choose the sequence in which the content is delivered to them (e.g., grammar program first and vocabulary building game last).

TELL improves motivation and develops better attitudes in students towards learning. The research indicates that students' attitudes and motivation tend to be better if they have control over their learning and that some students do learn more if given the opportunity to control the amount and sequence of their work." (Bush and Terry 1997, 8)

Learning is not confined to the area within the classroom, environment is enlarged. Students can learn about language at home and practice language in class.

Disadvantages of TELL:

- Cost of technology
- Cost of training
- Cost of media
- Teacher or instructor must be comfortable with using technology
- Technology not 100% fault proof
- Access issues outside the classroom
- Problem of too much work done by the computer.

The language student must not rely entirely on the help system of language software to guide them through exercises but must make conscious effort to attempt exercises for a better learning experience.

Main Types of Media Using Tell

Sound (audio)

radio broadcasts
recorded playback of speeches
recorded storytelling

Films (video + audio)

short films
interviews
full length full feature movies

IV. CONCLUSION

The integration of digital tools in language education has profoundly transformed the learning landscape, offering unprecedented opportunities for both educators and students. These technologies have made language learning more accessible, interactive, and personalized, catering to the diverse needs and learning styles of students. Through the use of multimedia resources, language learning apps, online courses, and virtual classrooms, students can engage with the material in dynamic ways that traditional methods cannot offer. Furthermore, digital tools facilitate immediate feedback and self-paced learning, empowering students to take control of their educational journey. However, while the benefits are substantial, it is essential to address the challenges, such as ensuring equitable access to technology, providing adequate training for educators, and maintaining the balance between digital and human interaction in the learning process. Overall, the judicious use of digital tools in language education can significantly enhance the effectiveness of language acquisition, preparing students for a globalized world where multilingualism is increasingly valuable.

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