An Examination Of Digital Pedagogy As An Inevitable Shift For ELT

Narendra Sonu Tayade

Dadasaheb D. S. Patil Arts, Commerce and Science College Erandol Dist.- Jalgaon Maharashtra, India

Abstract:

Methods, approaches and techniques for teaching diverse subjects at diverse places can be vary from teacher to teacher, age to age of learners and teachers, and easy to hard in relation to the levels when it comes to schooling and teaching English Language. In ancient times India has gurukul system of gaining knowledge of different kinds. In modern times the scenario has changed tremendously. Government took charge of education and it became public concern after independence but in the era of technology the traditional education needs changes in approach and techniques.

With the principal objective of examining the digital pedagogy with multiple alternatives for teaching, the present research article has been attempted. It discusses the digital tools in short, emphasis on the digital pedagogy in New Education Policy, risks and danger in using the digital tools and most importantly the investigation into the problem of using digital pedagogy and its inevitable shift in the era of technology for teaching English Language. Digital tools, software, applications, digital platforms and their use and challenges on the part of the students as well as the teachers are the major concerns of the research article.

Keywords: Digital pedagogy, methods and approaches, inevitability of technology.

Introduction: The journey of teaching and learning can not be traced in dates because the process has been started quiet inadvertently to human beings in an unknown time. Gradual development of human beings, as science proves, made him curious to know the world around him. This curiosity has given birth to many things in the world and highlighted their existence on the earth. Few of them were for the luxury, a few for obtaining knowledge, and a few more for acquiring enough money for him. However, the process of teaching and learning was going on continuously sometimes in a way of telling stories by the grandmother in the house, sometimes through self-experiences. When the need of establishing schools for learning came in front, the physical structure of four walls erected and the decided knowledge had started to come by the teachers (gurus) to the students. Twentieth century witnessed commissions on education system, various new methods and approaches for teaching developed. The dawn of Twenty-first century brought technology to our doors, though it evolved in the last decades of twentieth century. The technology changed human life tremendously.

Video conferencing for teaching was the thing unimaginable before COVID-19. To some extent platforms like ZOOM and GOOGLE MEET proved successful during pandemic to let the education go on. In this regard Dr. Vikas Dongre rightly noted his observation in his introduction to the book, Video Creation and Online Teaching. He writes, "With the development of technology, education is taking a paradigm shift. At the beginning of the year 2020, the whole world faced the Covid-19 pandemic. Most of the countries imposed lockdown and teachers as well as students stuck up in their homes.………The teaching learning process could take place only through the internet using various online platforms." (Dongre)

Mobile in the hands of common man of India changed his outlook towards the external and material world. Their world started to move around this magical device from just phone calls to shopping at their ease at home. The students are being used this instrument for getting latest updates about exams of different types. It opened another door of opportunities for the software developers, application developers and the users of mobiles. In twenty-first century, mobile phone has emerged as a digital tool for teaching, learning and communication. The varied mobile friendly-applications introduced for students and teachers. As they became digital teachers for the masses for the things unknown, they played crucial role in ELT classes too. The research article discusses few of the Digital tools which can help an English Language Teacher to blend technology in teaching effectively. The Digital shift in English Language and Literature teaching, it seems, becoming inevitable day by day. Teaching -learning process requires feedbacks on the topics taught and learned. The feedbacks are collected through questions of different types. Hence, The Digital Applications which provide information with assessment facility are in the centre of the teaching learning. Such tools or applications are Google Classroom, Kahoot, Preziz, Edpuzzle etc. There are number and variety of digital tools. A few are devoted for video creation, a few for evaluation purpose and a few are game based educational tools. This research article takes review of the above-mentioned digital tools. Though there are tools like Live Board, Team link, Kinemaster, Superscreenrecorder, Prezi, Haiku Deck, Scratch, Animoto, Pixton, BoomWriter, Explain Everything, Educreations, Glogster, Flipsnack, Padlet, VoiceThread, Story Jumper, Story bird, Quizlet, Socrative, Edmodo, Schoology, Piktochart, the research article limits itself to Google Classroom, Kahoot, Preziz and Edpuzzle.

Objectives of the paper: The prime objective of the paper is to study digital pedagogy in relation to ELT. Beside the prime objective , the paper is meant for making discussion on the selected digital tools and their feature to reach to conclusion about digital pedagogy.

Hypotheses of the Paper: It is hypothesized that technology always help people irrespective of gender and age if used properly. Again, it is hypothesized that it is need of the time to use technology in the ELT classes.

Digital Pedagogy: Broadly speaking Digital Pedagogy is that pedagogy which involves digital tools for teaching and learning. Digital tools of different kinds can be used as per the need of the subject and its content which is to be taught. In general, English Language Teaching in rural province in India is connected to literature. However, assessment is an integral part of every teaching and learning process. Digital pedagogy, in the research paper entitled **Digital Pedagogy. Definition and Conceptual Area**, Olimpius Istrate quotes the definition. He quotes, "A working definition for digital pedagogy is given by JISC: "We define digital

pedagogy as the study of how digital technologies can be used to best effect in teaching and learning" (JISC, 2020/ 2021)" (Istrate)

It can be defined as "Digital pedagogy is **the use of digital technologies and tools in teaching and learning**. Digital pedagogy may be applied to online, hybrid, and face-to-face learning environments. Gabriel Dediu describe it in his edited book, **Digital Education Pedagogy,** as "Digital Pedagogy is precisely not about using digital technologies for teaching and, rather, about approaching those tools from a critical pedagogical perspective. So, it is as much about using digital tools thoughtfully as it is about deciding when not to use digital tools, and about paying attention to the impact of digital tools on learning." (Dediu)

In short, Digital pedagogy is an innovative pedagogy wherein technology or digital tools or applications are being used for teaching and learning.

Discussion : The digital tools which helped the teachers to organise their classes during Covid-19 pandemic are many but the most used by the teachers is Google Classroom. Even after pandemic teachers are being used the application as it is free of cost and comes with Gmail. **Google Classroom** is a learning platform which offers features like management of classes, assignments, grades, communication facility, and personalized learning experiences. It supports various Google tools, integrates with other services, and offers tools for analysing student progress. Tests of different types can also be conducted with this.

Kahoot: Another digital tool which help the teachers of English Language to create tests for their students which can easily be available without constraint to time is Kahoot. It is used for gamification. It has following features: The user can create a quiz in minutes. The user can choose one of its pre-designed templates as the basis. Questions can be imported from a spreadsheet.

Preziz: A presentation software can be used by the teachers of ELT for preparations of inter-active presentations. It provides facilities like dynamic, canvas-based approach to presentations, traditionally different slides with a zoomable canvas and non-linear navigation. The add on, Canva helps the teachers to create real time sharing of the presentations.

Edpuzzle: It is one of the interesting tools which an ELT teachers can use effectively in his class. It provides facilities like voice over. An ELT teachers can use and modify a video which is already existed through voice over facility. It has many features like screen recording, video editing, and real-time analytics to assess student learning.

Conclusion: A review of the Digital Tools has been taken in brief. No doubt technology helps an ELT teacher to keep pace with the changing time. The digital pedagogy is undoubtedly beneficial for the teachers. However, it must be used when its use is necessary. The teachers should know when and how to use the technology or digital tools in the class. The applications discussed here come with paid facility except Google Classroom. For teachers it is, at one time, may be affordable but for students may not be affordable. Google classroom and Edpuzzle are the best applications and platform for assessment while Preziz is a presentation application. Kahoot is typically a gamification application which provides music and shields for wrong answers to play them again. Overall, technology is everywhere in the life of human being and education in the era of mobile can hardly be imagined without it, though problems are there in rural province during its use.

Finally, it can be concluded that though technology help the ELT teachers to teach and conduct tests smartly. Technology is double sided- useful and harmful. Problems of paid versions of applications and software may become obstruction in Teaching and learning for the students. It can be concluded that the digital shift is inevitable but the ELT teachers need to be cautious. Digital pedagogy is all about this when, where and how to use digital tools.

References

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