Effect of Digital Technology on English Language in New Teaching Paradigms in 21st Century in India

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Abstract

This study aims to develop a comprehensive understanding of the impact of digital technology on English language teaching in the light of new teaching paradigms in 21st century. For this purpose, the researcher reviewed literature where English learners got engaged with their teachers. Google Meet and Webinar provide a platform for our learners to interact with their teachers in online teaching where learners and faculty of English language got new ways of disseminating English language teaching. This article implies the importance of using digital platforms and tools by the faculty as well as learners in teaching English in higher Education sector. The results revealed that teaching English believes in digital applications to improve teaching and evaluation effectiveness The whole scenario of teaching English, in this new paradigm shift from the conventional teaching of English to the virtual teachingthereby encourages and motivates the learners for independent and distance learning.

Key words

Digital technology, Teaching Paradigms, Online Teaching, Language learning, Digital tools, English language

Introduction

Alexandar&Poyyamoli, (2014) described that the role of digital literacy is unquestionable in all spheres of life, whether it is business or education. Digital literacy is the key for acquiring knowledge and skills for users in employing digital media like communication tools, internet networks. Various experts of education and teaching technology suggest that digital technology becomes mandatory for teaching. English is one of the official language in the United Nations (UN), The present study is to make an impact on readers that English teaching and evaluation depend upon digital tools for innovating the teachers of English language education as a new paradigm in 21st century.in India. Motteram,(2013). studied that digital tools transform English language teaching to attain optimal learning outcomes. Digital teaching becomes mandatory for our education system. The learners can engage with their teachers through on-line tools through different apps like Zoom, Google

Meet, Cisco Web.. For teaching through new paradigm, teachers believe to change learning outcomes from the traditional to modern teaching. Serdyukov (2017) added that the traditional ideas and thoughts of homeroom education is accepting new pedagogical approaches due to significant advancement in data innovation and correspondence.

For revealing English, the teachers expect the potential from learner point of view. The current informationthat changes due to their social status and their developments result in innovations worldwide. Cowie &Sakui, (2015) added that English at this level is encompassing difficulties faced by teachers/ instructors where tools really help them for teaching English. Kin (2014) explored that English instructor must be innovative, creative and intellectual.knowledge of teaching methods, approaches and tools on the subject can hold new procedures to digital technology. Digital technologies aid in learning English significantly.

The first virtual knowledge programs keen to learn foreign languages with the technological era union with the educational sector. Benson &Voller (2014) added that the online information resources were revealed in the 1970s where computers for language learning and email project appeared first time in 1990s. Sutton et al., (1986) discussed that the world of education has arrived a new period in which, that language learning reveal English language at the postsecondary level. Smedaet al.,(2014) expressed that digital is appealing to the learners ,through enhancing digital tools on particular sites for teaching English. In this way, student learning outcomes may be encouraging them for studying English language. Sweeny, (2010). viewed that teachers got creative ideas for developing digital technology and also added that the content taught to learners, the specific features of them, conditions in which they learn better and the competence of educators are the sources for analyzing the learning needs of digital Technology.

For this reason, teacher needs to prepare his lesson plans and teaching plan that must be adapted to the needs of the learners. The selection of digital media for learning require activities depends upon its accessibility, cost, technology, interactivity, organization and originality where.the learners belongs to a generation that has grown up with digital technology. Cowie &Sakui (2015). found that English teacher face difficulties and replace tools that help teaching English. believe that educators, specially English teachers, must enhance and refresh their capacity to provide high-impact education in the era of globalization.

Digital media in learning English, is the most significant aspect in learning activities, that becomes accessible for information. Digital media makes students with technological advancement that is designed to be highly

improved. Sun & Chen(2016) added that both teaching tools and evaluation tools are significant in teaching English language in 21st century that places digital media for learning applications at the higher education level.

OBJECTIVES:

• To find out the elements of the application of digital technological medium in conversation of English language teaching and learning.

• To evaluate success of learner through the application of digital technology in English language learning.

• To find out different applicable digital technologies as teaching aid of teacher in classroom of English language teaching.

First Objective Attainment: The objective of finding out the application of digital technologies in conversation of English Language teaching and learning has been revealed through digital technology application from the stages of development of the distance learning mode to the online learning for enhancing English learners the acquisition of English language.

1. Stages in Development of the Distance Learning Method

The digital technology got its existence firstly from that teaching mode, that needs both teacher and pupils in a single physical space. Three generations of distance learning were evolved in the world of academic teaching where the "correspondence learning" is the first generation in the nineteenth century. It is entirely based on the ability of the person to print study material and issue the same. Elementary, secondary, academic, and vocational education as well as correspondence studies were also included. The second generation of "distance learning" explains different teaching tools, through broadcast media, video, audiotapes and computers. Sumner (2000) studied that the third generation of "computer-mediated distance learning" was useful in its various ways like internet, computerized questionnaires etc. Anderson & Dron (2011) studied that. online teaching technologies are reflected as fourth or even fifth generation of distance learning. Still, time models of distance learning are utilized. Matt & Fernandez, (2013) suggested that different modes of online learning, starts from the basic model of a teacher where he presents his lecture with no aids to the lecture aided through innovative models. This new innovated form combines an arrangement of content sources with the latest innovative resources for a new and collaborative forms of learning.

2. Development of Online Teaching in Indian System of Higher Education

Reviewing the whole development of online teaching at Indian institution of higher education got started in the 1970s. Open University was established in 1987 in IGNOU at New Delhi in the distance learning format. The students got online Education through distance or correspondence mode. This university has various courses of graduate and post graduate where each course has a designated website and students get information and study materials on web sites. Different forums were there for student's interaction with faculty and discussion among them. Students receive information about the examinations and other schedule from time to time.

Another institute for distance learning mode wheregraduate, post- graduate, professional courses like computer, management courses can be studied from'Lovely Professional University'. Various departments provide pupils guidance through interactive online guidance sessions. Here, the learners interact in classes using chats. Online sessions can be recorded and sent to the pupils also. For English learners, another institute CIEFL has designed various courses through distance mode like M. A. (linguistics), M. A. (English), Certification courses in English Language acquisition.

3.Online Learning for Enhancing Language Learning among Learners

McBrien et al. (2009) discussed that the developments in distance education modes makes easy for the learners. Different forms of learning like online learning, web-based learning, blended learning, m-learning, are connected to a network that makes the learners learning from anywhere, anytime, through any waysattentive during live lectures. It establishes real-time interactions between learners and teachers. Therefore, online learning for English learners is quite helpful for them through learner-centred, innovative, as well as flexible environment. Singh & Thurman, (2019) described that online learning provides English instructors the learning experiences through various devices like mobile phones, laptops with internet access where learners can interact from anywhere with their teachers or friends. Littlefield (2019) told that asynchronous learning environments does not provide learning content of English inaccessible in the form of live lectures or classes. There is no possibility of immediate reinforcement and immediate response. On the other hand, synchronous learning provides those pupils a lot of opportunities for social engagement with their instructors and peers and enhance language skills. It requires online platforms through video conferencing having 40-50 pupils, discussions with them for their engagement, regular internet facility, accessible lectures in their mobile phones, probability of

noting down already recorded lectures, instant reinforcement from the pupils and regular assignments from the pupils. This kind of feedback provides the learners to enhance their language skills and proficiency.

In this way, digital technology from open learning and distance mode paves a way for English learners to enhance their skills through teleconferencing, web learning, blended learning and whats up.

Second Objective Attainment

English learners achieve English language with the help of digital technology. Massive Open Online Courses (MOOCs), New EdTechs, Edu Set and Starts- Ups are the new innovations and set ups for engaging the learners through its different modes. Various digital technology practices like blogs, twitter, email, face book and other devices make English learning easy and interesting for them during virtual teaching and learning.

1. **Massive Open Online Courses (MOOCs)**

Massive open online courses (MOOCs) took initiative in 2008. In 2012, Stanford University in the United States initiated three courses for the students all around the world, This course set up a new perspectives for both faculty as well as the students in higher education sector. Various studies have surveyed the efficacy and its effects of innovative teaching method.Online education makes teaching convenient for the pupils, researchers as well as faculty. (Bolliger&Wasilik, 2009; Baran, Correia, & Thompson, 2013) focussed on different obstacles in online teaching as well as the roles of the faculty in innovative learning environment. Shea, Pickett, & Li, (2005) provided different challenges for the students as well as faculty.Bennett & Lockyer (2004) also laid emphasis on the satisfaction of students with the online teaching. Young (2006) indicated their involvement in furthering the development of this trend. Robinson &Hullinger,(2008). discussed that the employment era is categorized by the extensive use of video clips and photographs asthe recent trends. Further, these are interrelated through employment of online teaching method in conventional mode. Pitt (2016). asserted that the evolution phase covers a number of academic courses from face-to-face teaching to online teaching. Others focused that the pupils were satisfied with the use of online teaching. Young, (2006) found that pupil's involvement in online teaching lead to the development of teaching as a new paradigm in 21st century. (Bach, Haynes, & Smith, (2007).Studiedthat the use of screens for viewing video clips and photographs make online teaching method a natural process. In this way, this era implies from the conventional classroom to virtual classrooms makes online teaching a viable approach that encourages teaching in a new horizon. Orr, Williams, & Pennington, (2009) further mentioned that the process of transition from a traditional teaching method to this innovative method requires the academic institution different plan activities, tasks and evaluation procedures.

2. New Ed-Tech and Start-ups for Teaching English

The history of EdTechs found that pupils learnt English language through writing slates used in Indian schools during the 1100s. Johannes Guttenberg in 1440 discovered the first printing press. Abacus helped pupils in understanding fundamentals of Mathematics in the year 1600. In 1913, film clips replaced teachers that was invented by Thomas Edison In 1927, the first teaching machine named MCQ was discovered by Sydney Presey. Online education instigated at the University of Illinois in 1960s while EdTechs journey finally have its roots in India in1994 through launch of Edu comp. Around 2010, EdTechs start-ups entered into the education sector. Byju's, a learning application as one of the most significant Ed-Tech companies in the year 2019. Therefore, online Learning became the future tha leads to accelerate the education process." EdTechs Start-ups provided free online courses to pupils among this crisis. UNESCO preferred EdTechs Start-ups and learning apps that support students during such hard times. Digital payment companies, like Paytm, Mobiwik, Tez, PhonePe, grew rapidly during the crisis. In this critical phase, Ed-Tech start-ups are growing further and trying by providing several free courses as well as e-resources to the pupils of teaching English. The stable internet connection is a bigger challenge for Indian pupils. they are not connected with their classes of teaching English thereby lagging behind in getting foreign language. Educators especially of teaching English to pupils act as facilitators face a lot of troubles while working on Ed-Tech start-ups. Pupils make nervous about its start and use. Faculty makes worry about reducing disturbances and learning pupils' skills via Ed-Tech. The foremost merit of this app is pupil's participation make effort to enhance their engagement, maintain their attention, and evaluate them in various means. All these create an effective and meaningful learning environment. Ed-Tech results in enhancing the instruction in teaching English and learning the same for pupils during such crisis. Ed-Tech start-ups include various apps like Byju's, iStar, Jungroo Learning, Global Gyan, Lido Learning, Vedantu, Edu brisk, ZOOM Classroom, e-Pathshala and SWAYAM portal. SWAYAM is an educational program initiated by the government of India to achieve the significant objectives of our educational policy, that is, access, equity, and achieve.

Third Objective Attainment:

Different digital technologies as teaching aid by English teachers for English language learning acquaintEnglish learners to engage in practices of digital technology like twitter, blogs, face book, whats up, language lab etc. These play a vital role in enhancing their skills especially in virtual classrooms. Digital

technologies associate online teaching methods like Zoom, Google Meet, Webinar, Skype etc collaborate English learners to enhance their skills and integrate themselves in learning language effectively.

1. **Digital Technology for Communication of English Language Learners**

Digital, the most common communication application, got its presence in 1990s as the most popular unifying method.My space has been replaced by Google Translation in July 2006. The Google Translate tool for learning English make comfort our English teachers who can employ various kinds of on line tools like Facebook, Instagram YouTube for engaging the learners in collaborative learning. My tep enables English instructors to organize the subject matter and achieve the learning objectives of teaching English. Teachers may employ PPt, overhead projectors and slides to engage with the learners for discussion outside the class. YouTube can pay the learners the flexibility that foster them for practicing their social skills helpingthem in learning a new language where they can record their speaking skills by uploading them on YouTube for future perspectives.

2. **Practices of Digital Technology:**

Different practices of digital technology connect English learners with the technology results in making them proficient in English thereby fostering English language in India. There practices are given below:

Email: The most digital technology that helps the learners to send messages to their teachers. For delivering English prose, poetry and composition lesson to his pupils, teacher can send messages on his student's mail id thereby the learners learn the chapter. Email permits his pupils discussing on theme of the chapter by sending their views on his own mail account. For creating the group of students, the teacher can employ free Gmail, Yahoo. Hotmail service providers. Teacher employs exact keypal site for graduate students.

Blogs: The origin of blogs was in 1990 and named as online diaries. For getting feedback from graduate students of different streams, teacher can employ blogs while learning English language where he can receive different themes of the poem or prose as well as to learn grammar section E.g. The Articles in 1st year compulsory English language student'sbook.

uels http://suelonglishblog.blogspot.com 4 is educational blog teacher uses with students. **Facebook**: It was started in Harward University room in 2004. Students take the help of it at large scale where a teacher can share story, essay or a poem on Facebook to the group of students. The mode is safe as to choose close group option and viewed by group members to learn Engish language.

Twitter: Teacher can use twitter to help the pupils to get feedback to English language, learners. The teacher's account can be used to tweet on student's questions. The tweet of teachers tweet helps them to guide learners for collecting the course material thereby improving their comprehension.

WhatsApp: It is widely used by teachers in Corona pandemic to make his pupils about the latest updates and lessons of English Prose, poetry and composition to interact in virtual classroom. Students can be motivated to work in peer groups to discuss the theme of prose and poem in the classroom that enables the pupils can be enabled to pronounce words in their native speaker's language thereby improving their speaking skill.

Satellite: ISRO started the first vital satellite project in 2002 for assisting the educational sector. It proves to be helpful in distance education through audio-video medium through DTH quality broadcast. Edu sat satellite serves the needs of urban & rural people. Edu satlaunch was on 20 September, 2004 that provides teachers of different schools an efficient education at the National, regional & state level. Govt. has promoted use of English language through Edu Sat in different schools to enhance the fundamental skills of listening and speaking among English learners.

Table: 1 Depicting No. of Channels for Different Contents to Explore Languages through Distance Mode Learning

Contents	Remarks	No. of Channels
School Education	One dedicated channel per state	28
Higher and Professional Education	One dedicated channel per state	28
Language Learning	Indian and Foreign Languages	01
Youth Channel	Education in Sports , Music, Dramatic etc	02

Source: J. C. Aggarwal, Essential of Educational Technology Innovations in Teaching-Learning.3rdReprint (New Delhi: Vikas publication, 2009) p.297

 Podcast: This provides the opportunity to graduate students for recording of audio material for learning English language in the classroom where they relate the content of English language. The teacher can use it to record the poetry or fiction of English writers as well as for English languageStructure.

 CD-ROM: It is helpful for storing information for pupils of English language, At home, pupils can avail the use of CD-ROM at home. Some activities of grammar drag-drop can be done on projector for English language learners thereby enabling the students to notice the theme of lesson as well as letter.

Language Laboratory: In the higher education, Language Laboratory is prevalent for teaching English language learners to enhance their listening and speaking skills. English language learners can hear the records of native speakers and tape it on audio tape recorder which provides immediate feedback to them.

Tele Conferencing: It is live conversation as a two- way communication by connecting learners at different places. Teacher can employ different types of tele conferencing like audio, video and computer conferencing. In virtual classrooms, teacher can organize discussion for English lessons between students and native speakers.

Whiteboard:- It is a way of learning for English learners where teacher uses projector to show images from computer screen to the white board screen. The marker is used to explain the content on White boards. Teacher can provide sufficient drill and practice to the students for first year graduate in solving the example of grammar section on white board.

Table 2: Different Digital Tools Representing their Accessibility

Digital Tool	Zoom	Skype	Google Meet	Webinar.ru
Free access (by time and number of participants)	40 minutes in the free version, the number of participants is not more than 100 people	No time limit, but the recommended number of participants is not more than 25 people	No time limit, but the number of participants not more than 200	There is no time limit, but the number of participants in the free version is no more than 5 people There is no time limit or the number of participants
Video recording possibility	Any participant can record	Any participant can record	Any participant can record	Recording is made automatically by the organizer
Technical support	Not available	Not available	Technical support	Available
The possibility to divide into session rooms or their analogs	Available	Not available	No time limit and no limit of participants	Available
The possibility to limit communication in chat	Available. Possible ways of interaction: all students to all students, all students to the organizer	Not available	Available	Available. Possible ways of interaction: all students to all students
A waiting room for students wishing to join the video meeting	Available	Not available	Available	Available
The necessity to install platform label on the user's device	Available	Available	Available	Not available
Lesson planning integrated with calendar	Available	Not- available	Not available	Not- available

3. **Online Teaching Method for International Collaborations**

Online teaching method has been one of the It is the most superficial method for teaching and learning process in various disciplines. Juan and colleagues 2011 reviewed its application in mathematics and statistics courses in European universities. Bosco and Rodríguez-Gómez (2011) analysed the use of online teaching in Europe as well in Spain. Wang & Chen (2003) discussed its role in higher Education sector in America. Use of online teaching in higher education is also common inAmerica. and Africa. Escher, Noukakis, &Aebischer,(2014) affirmed that online tool as a global development affected the structures of the higher education system globally. The interrelations between the various academic institutions all around the world resulted in sharing online courses for the learners in various countries. Through conducting online research helps in facilitating knowledge sharing among researchers from various countries.

 The effect of it lies in near future where it upholds an efficient automatic translation tools that will eliminate the traditional methods and approaches with the latest tools.

 The current study is the attempt to link the development of online teaching of English language with its effect in 21st century among the students and faculty as a new paradigm.

The increased interest in the use of digital tools made the researcher to grow a positive impact on the technological qualities. According to analysis of the tools discussed for teaching English to the learners:

1. Free access to teaching materials, both optional, e.g. audio and video, as well as obligator.

2. Possibility of the continuous interaction with the students through a full time classroom teacher;

3. Electronic devices found to be solid, light and available, enabling learners to make notes and enter any data in a device directly.

4. Device that enhances students' encouragement as working on different appliances and use them constantly.

5. Learners can approach their teacher even outside the classroom.

6. Students can do much labor at their own speed.

In- spite of advantages of digital appliances, some of the drawbacks regarding platforms maintenance are:

1. The work is interrupted due to rapid discharging of a device.

2. Due to lack of software power for enclosing teaching materials.

3. Problems regarding internet connected with its access as well as restrictions.

Although digital tools have a number of advantages and disadvantages, yet they provide a variety of functional possibilities pertaining to the system of teaching English. Using digital platforms and tools, it is necessary to integrate both audio as well as video contact for all the participants of the English class. Various activities like dialogues, asking questions, poetry recitation, elocution, conducting seminars,conferences can be conducted online. The role of teacher changes from the instructor to a moderator of online classes, thereby pretend the live communication. In this way, the teacher engages with his learners and interact in the English classes to provide effectiveness.

Conclusion

The study concluded that online teaching development in Indian system of higher Education in 21st century started from distance mode to digital technology applications for new teaching paradigms. Especially, the learners got English language paradigms from the conventional mode to the virtual mode where English language, in most of the countries, got the privilege of being an official language. The priority of it can be judged fromthat it remains as the most widely used language throughout the world for educational or business purposes. This remains as crucial for young learners to learn English as a foreign language in school where the 'window of opportunity" for children before the age of 10 is regarded as the most receptive language learning. The learners got opportunity for enhancing a competence orientation through poetry recitation, extempore, dramatization, role playing, situational conversations etc. Here, the trainers are trained professionally to foster their speaking skills. At higher Education level, the young learners are provided various opportunity and collaborations to make language learning easy for them. Digital Technology provides them opportunities to foster competencies like listening, speaking, reading, writing, skills among learners and a platform for English learners to know appropriate language tools. Practices of Digital Technology like Face book, blogs, What app, language laboratory, twitter. E- mail engage the learners with their teachers to learn English language in the crisis period.. Furthermore, the learners get an insight into the discovering of a new language, foreign cultures and strategies of language learning through digital technology applications in higher Education sector.

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