

IN AN ELT APPROACH, TECHNOLOGY IS USED TO TEACH ENGLISH AS A SECOND LANGUAGE

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Abstract:

We live in the age of globalization, and things are changing at a breakneck pace. With the advancement of technology, the world has shrunk. The English classroom is no exception, and it has undergone significant changes. Traditional teaching approaches are ineffective. Because technology has had such a profound impact on life at all levels, it is extremely motivating for pupils. Students are technologically savvy as a result of their exposure to them. Teachers are unable to engage students in this new digital learning environment. pupils who use the same old approaches and who need to learn new things.

Keywords: Technology, Advancement, Traditional teaching, Digital learning environment, etc.,

In an ESL classroom, use technology to energize students:

The teaching of English in engineering institutions does not inspire pupils to study the language. The cause for this is due to the instructional methods of the teachers. Despite the fact that engineering colleges are equipped with

technology, teachers are hesitant to use it due to a lack of training and are unable to adapt to the current changing environment in ESL classrooms.

Students at engineering institutions spend more than seven hours a day in class, and chalk and talk approaches often bore them. Furthermore, the curriculum includes a lot of grammar, which most pupils dislike. Technology-enhanced classrooms, on the other hand, promote meaningful learning rather than serving as a delivery vehicle. It is regarded as a shift from technology as a teacher to technology as a learning partner. Technology can help people think more productively and learn more effectively. What are some ways that technology may energise English learners? We make the following assumptions:

Hardware is only one aspect of technology. The designs and surroundings that interest students are referred to as technology. Any dependable strategy or method for engaging learning, such as cognitive learning methods and critical thinking skills, can be included in technology.

- Learning technologies can be any setting or defined collection of activities that encourage learners to participate in active, constructive, purposeful, authentic, and cooperative learning.
- Technology isn't a meaning-transmitter or communicator. They shouldn't either. They

shouldn't dictate and manage all learner interactions.

- Technologies assist meaningful learning when they meet a learning need—when learners initiate and control interactions with technology, and when those interactions are conceptually and intellectually stimulating.
- Technologies should serve as intellectual toolkits that allow students to develop deeper personal connections.

The goal of this study is to address a key worry about utilizing technology to teach English. The impact of technology on today's society, particularly in education, is enormous. The quality of the teaching and learning process has substantially improved. This fresh fashion and Change has become a barrier for teachers who have never worked in an educational setting. As a result, the study project aims to look into the skill level of teachers' knowledge of how to use technology in the classroom and students' knowledge of how to use technology in the classroom.

Using technology to help you learn English:

Objectives of the study:

- To match teachers' teaching style with students' learning type
- To energize English language teaching using selected technologies
- To make students self-sufficient in learning English
- To identify appropriate technologies and internet tools for energizing English learners.

Research approach and design:

The overall goal of the study is to learn more about how teachers use technology in the ESL classroom. It's

important to understand because the number of technology-enhanced ESL classrooms is continually growing. Students, on the other hand, bring sophisticated communicative gadgets to class and spend the majority of their time with them. In this setting, it is critical to assist Language teachers in properly using technology in the ESL classroom. The study primarily looked at engineering college professors and their technical abilities in using technology to teach English. It has also attempted to assess the technical abilities of students in the area of English learning. As a result, the investigation was split into two halves. The first stage aims to assess teachers' understanding of the technologies they employ in their classrooms.

Data Analysis:

In the first step of the research, data is collected from engineering college lecturers and students in their pre-final year. These data are compared in order to determine the level of technology competency of both teachers and students. In the second step of the research, some technologies are chosen, and the researcher teaches a lesson to the pre-final year engineering students chosen for the study. For analysis, the pre-test and post-test scores are used. The student response is examined in order to determine which technology is most appealing to them.

Teacher's involvement in planning:

Experts agree that when teachers are involved in the development and acquisition of technology, they are more likely to consider it valuable and integrate it into their classes. Teachers were involved

in creating the program's learning goals and determining what role technology will play in fulfilling those goals, according to the researchers. Teachers choose the technology-assisted activities and equipment that will be used in their classrooms.

Developing units in realistic environments with authentic learning challenges (O'Bannon & Judge, 2004; Rodriguez & Knuth, 2000) and providing hands-on experiences with new abilities (O'Bannon & Judge, 2004). Designing effective integration techniques (Alberta Education, 2006). Case studies allow teachers to modify and apply what they've learned in other classrooms to their own (Johnston, 2000).

Individualizing technology applications to assist varied student learning styles Training on how to link professional development to the specific lessons presently being taught and the skills students are in the process of mastering. Developing units in realistic environments with authentic learning challenges (O'Bannon & Judge, 2004; Rodriguez & Knuth, 2000) and providing hands-on experiences with new abilities (O'Bannon & Judge, 2004). Designing effective integration techniques (Alberta Education, 2006).

Case studies allow teachers to modify and apply what they've learned in other classrooms to their own (Johnston, 2000). Individualizing technology applications to assist varied student learning styles Training on how to link professional development to the specific lessons presently being taught and the skills

students are in the process of mastering. Teachers have stated that they enjoy both formal training events, such as seminars, and informal chances, such as team meetings, co-teaching opportunities, and demonstration lessons, which are provided in a variety of formats (Bonifaz & Zucker, 2004).

Impact of Technology on Teachers:

Teachers' attitudes and opinions about technology's role in the classroom, as well as their technological skill levels, have been found to influence the types of activities they utilize technology for and how often they integrate technology into the curriculum, according to studies. Overall, it has been discovered that introducing technology into the classroom has an impact on both teaching techniques and the quality of student-teacher interactions. Lack of preparation and practice time, equipment issues, and insufficient professional growth are all common barriers to technology integration.

Teachers utilize technology less frequently when they believe it is not tightly related with the curriculum, according to studies. Teachers who were apprehensive that their students would misuse their laptops tended to use technology less frequently. Teachers who were confident in their technological talents and topic knowledge were more inclined to use technology in the classroom. Penuel (2006) and Apple Computer (2005) found that teachers who believed students could complete complex assignments with technology or who saw technology as a tool with a wide range of uses were more

inclined to incorporate it into their lesson plans.

The researcher looked into students' understanding of how technology might be used for learning, as well as teacher methods in teaching English in an engineering college. The investigation was carried out in two stages. Questionnaires were utilized in the first stage to assess teachers' and students' technological ability. In the second stage, selected pupils were introduced to several upcoming technologies. The pupils who were chosen were in their final year of high school. The lessons were all about job hunting. The researcher looked at how students use technology to study English and how far they've progressed in their communication abilities. The researcher was able to address questions about his own teaching approaches by focusing on one lesson.

Major research finding:

This section summarizes the research's most important findings. When it is utilized to learn a language, exposure to technology becomes critical. Because technology has such a strong influence on today's lives on all levels, pupils' proficiency in using it is undoubtedly high. The following are the findings of the preliminary research:

- While new and developing technologies are appealing to kids, teachers may find them challenging due to a lack of familiarity with them.
- Engineering colleges have various educational tools such as LCDs, learning software, smart boards, and internet centers and language labs, which are used more

effectively by students than by teachers. In this new era of online education.

- Recent techniques to integrating technology into ESL classrooms include E-learning, M-learning, CALL, LAM, and Moodle. Teachers, especially in engineering institutions, don't utilize them very much. They require motivation and instruction.

- Despite the fact that children are comfortable with technology, teachers are hesitant to employ it in the classroom because they lack the necessary skills.

- Teachers are hesitant to employ technology in the classroom due to technical difficulties.

- Students spend a significant amount of time on communication devices such as cell phones, iPods, and tablet computers. Students may be more motivated if those devices are integrated into the classroom.

- Despite the fact that teachers use computers, children are more adept at using various computer apps.

- Students are more adept at utilising online features than teachers.

- The use of the internet in ESL classrooms to teach English is limited. If kids are given the opportunity to utilize the internet in the classroom, they will gain exposure to genuine language.

- Students are fully informed of their requirements and have high expectations.

- There is a technical divide between teachers' and students' technology abilities. The lack of exposure to technology is the cause of this divide.

Conclusion:

The foregoing consequences have been a primary issue in developing stage two teachings. From both the teacher's and the learner's perspectives, the usefulness and influence of technology in the English classroom have been assessed. Students' enthusiasm and motivation were highlighted by the data analyzed from their feedback. Students have improved not just their language skills but also their technical abilities. The importance of pedagogical improvements in teaching English has been demonstrated via teacher assessment. Students appreciated their role as active learners and recognized the advantages of collaborative learning. Overall, kids have indicated enthusiasm for this new technology-assisted learning experience. Overall, study stage two has shown that technology-assisted learning has a good impact on students' English skills development.

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