

TRANSFORMING ENGLISH LANGUAGE EDUCATION THROUGH DIGITALISATION

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Abstract

The overall language teaching and learning graph has changed very rapidly, specially over the recent years. The instruction and learning of languages now include a significant amount of technology and communication. Digitalization is the process of translating various kinds of content into digital form. Any type of material can be converted, including text, audio, and video. Technology usage has become inevitable in the present-day learning and teaching process in and out of classrooms. In other words, we can term it as the perfect amalgamation of the contemporary technologies and digital tools to aid language teaching and learning. Digital learning is reshaping education in extraordinary ways. Technology has empowered teachers to bring in their creativity and modify lessons, which further improves language acquisition. It has further helped create real and enjoyable atmosphere for young language learners and enhance their awareness. The ability of technology to deliver individualised language education and materials, allowing students to choose the lesson and customise it to their requirements, is one of the reasons why it has become a crucial component of today's language learning environment. Through computer-assisted language acquisition, users of digital technology can gain considerable advantages (CALL). The finest teaching tools for young language learners are mobile technologies, specifically mobile assisted language learning, or MALL.

Keywords- Digital learning, online learning, language education, computer assisted language acquisition.

Introduction

In the era of digital technology, the learning aspect of language instruction and learning has received more attention. The benefits of using technology to support learning have been demonstrated by recent advancements in the field of computer-assisted language acquisition. Almost every action of a person have been impacted by the advent of the internet. Internet use inevitably has an effect on everyone's daily life. We use the internet to place food orders, send money online, purchase tickets, and even buy stuffs online. A computer is a tool and a medium that makes it easier for people to learn a language, but the success of the learning process is entirely

dependent on the users. Recently, there has been a noticeable growth in the number of English teachers adopting CALL (computer assisted language learning). With the advent of digital technology, the learning aspect of the language teaching and learning process has received more attention. The benefits of using technology to support learning have been demonstrated by recent advancements in the field of computer-assisted language acquisition. The two ways that students can use technology are to learn from it and to learn with it. The former accentuates the use of technology as a tool and the students' largely passive involvement in the process, while the latter emphasises a more active involvement or interaction from the students. But "teaching from" technology refers to the immersive, participatory experience of teaching inside a learning environment, whereas "teaching with" technology usually denotes a methodical approach to using technology in language lessons. Teachers must strike a balance between the more casual learner-centred strategy, which provides students control over their learning process, and the widely used teacher-centred approaches, which are based on predetermined goals and uniform ways of assessment. This challenge applies whether using online, blended, or class-based learning. The purpose of this paper is to address the learning outcomes and the challenges faced by the teachers and the students while using educational technologies for teaching and learning. This paper would evaluate the experience of the teacher and the learning outcomes and evaluate the prospect of digitalised education in India.

Review of Literature

1. A research analysing the current state of the educational system was conducted by Nivedita Jha and Veena Shenoy (2016) in India. They discussed how the nation is rich in a wide variety of cultural and ethnic groups, as well as in its purchasing power and affordability.
2. To better understand the impact of technology on learning, Pawel Mkosa (2013) conducted research. The implementation of digital schooling in India was another topic he investigated. The author also considered the wide range of outcomes that might occur as a result of introducing digitalized education.
3. Computer use for language learning has grown widespread. Students take advantage of the resources and virtually daily use edictionaries, visual vocabulary, grammar software, and e-books. Through their personal computers, they may put their language learning into practise. Through moodle, teachers stay in touch with their pupils. Additionally, learning on mobile devices can enable students to make better use of their time wherever they are. In order to overcome these obstacles, MALL has been shown to be effective (Mosavi Miangah and Nezarat, 2012).
4. Technology has the potential to transform education and advance it. In the modern classroom, technology such as computers, the Internet, different software, and even mobile phones are indispensable. The function of contemporary technology will appeal to both teachers and students. Due to their ability to be extremely inventive in this area, CALL, WALL, and other modern trends have a significant impact on the study of second or foreign languages. Attempts to integrate technology into the classroom have been made by educators since the start of the twenty-first century. English language education and learning have been impacted by CALL seminars and

conferences (Chapelle, 2003). Technology use in English Language Teaching (ELT) was initially opposed. However, over time, its considerable advantages became clear. Technology now plays a developed role in ELT. Additionally, most colleges throughout the world now offer a choice of online courses and distance learning.

5. The effectiveness of mobile devices in language learning is revealed by recent studies on the use of technology in second or foreign language learning. Some language learning domains where MALL has been used in research include writing proficiency (Morita, 2003 cited in Tai and Ting, 2011), Reading comprehension, vocabulary, and listening skills are all cited in Tai and Ting (2011) along with references from Edirisigha et al. (2007), Chen and Hsu (2008), and Levy and Kennedy (2005). Some research suggests that using a mobile phone can help students learn vocabulary and idioms.

6. Mobile devices, in the opinion of (Kolb 2012), can make learning fun and more successful for students. According to her, cell phones can be transformed from toys to educational instruments (Kolb, 2008). Focus has recently been on integrating digital technologies into the classroom. They investigate the use of mobile phones as voice recorders, digital cameras, and camcorders, as well as data collection tools. The ability of mobile phone features to play roles in learning has been taken into consideration while developing initiatives for the classroom (ibid). It has been claimed that cell phones can function as several tools in the classroom.

Research Questions

- a) Can students acquire English language effectively through digital medium ?
- b) To what extent students use mobile phones and tablets to acquire language learning skills?
- c) Do students rely on You Tube as an effective medium for language learning?

This paper seeks to determine whether or not undergraduate university students are keen to use mobile technology and other digital medium to learn English. Since properly teaching and studying the English language is essential for the pupils. In order to assist the students in learning more quickly and easily, we aim to conduct an investigation, gather data, and evaluate the data in order to uncover the answers to the questions.

Additionally, this will aid teachers in providing better instruction.

Research Design

The goal of this study is to determine how many undergraduate students are willing to use digital mediums and devices to learn English, as well as whether they can use these gadgets and apps to help and facilitate their language learning studies. We wanted to produce findings that will facilitate effective English teaching and learning.

A classroom was chosen at random. There were 30 undergrads enrolled. For this examination, the small-scale case study method was taken. An analysis of a social group, such as the students in a university classroom, is done in a case study. A case study is the best method for organising social

data when a researcher wants to see social reality since it allows them to evaluate a social case as a whole.

Method Of Data Collection

Finding trustworthy answers to the research issue is fundamentally dependent on selecting a suitable data collection method. Due to the fact that combining quantitative and qualitative data will improve understanding of the study, mixed method tactics were used. Semi-structured interviews were used to gather qualitative data since they give the researcher more flexibility.

A small number of students were randomly selected.

Each interviewee's 10/12-minute interview was taped using an audio recording device. They were questioned during the interview about their age, general English language learning criteria, and language learning method digitization.

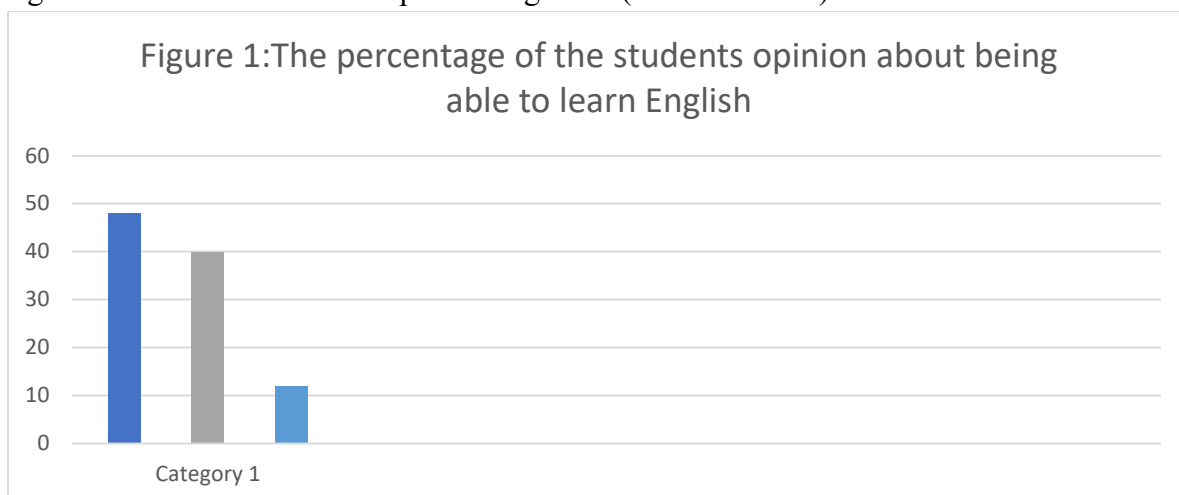
Additionally, students were asked how they picked up new vocabulary and what they thought of utilising smartphones and other digital devices to learn English.

Methods of data analysis and findings

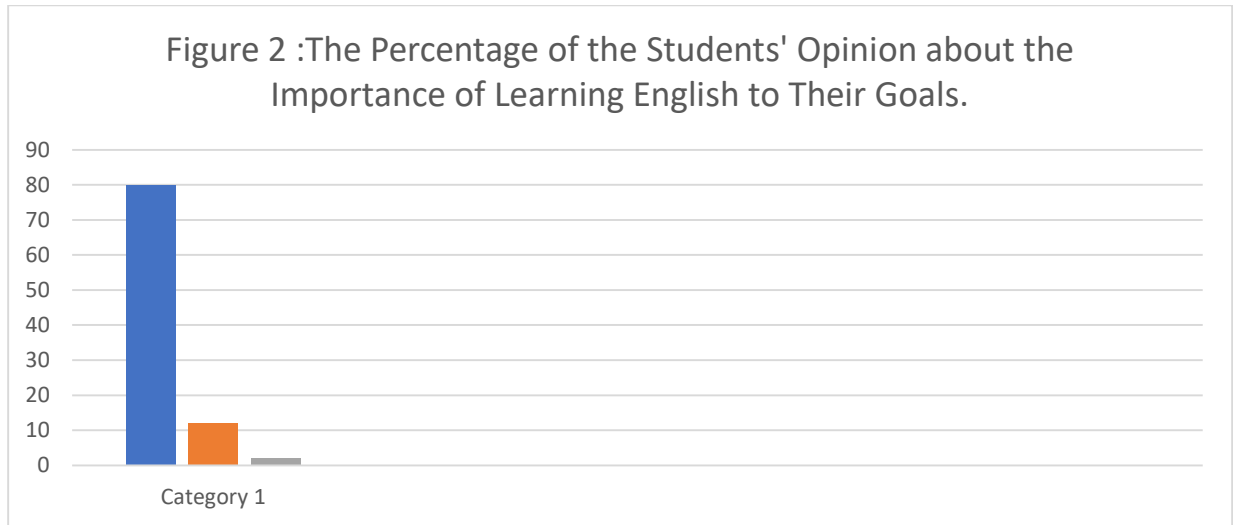
The quantitative and qualitative data were gathered using the limited sample size. The audio interviews were summarised, transcribed, and divided into units. After categorising and coding the data, a count of the codes' occurrences was made.

(Cohen, Manion, & Morrison) used content analysis to analyse the data. The findings showed that the students wanted to learn English, and as a result, they were keen to discover a new method of instruction to help and facilitate their English learning. To efficiently study English, they favoured using mobile devices over other digital gadgets.

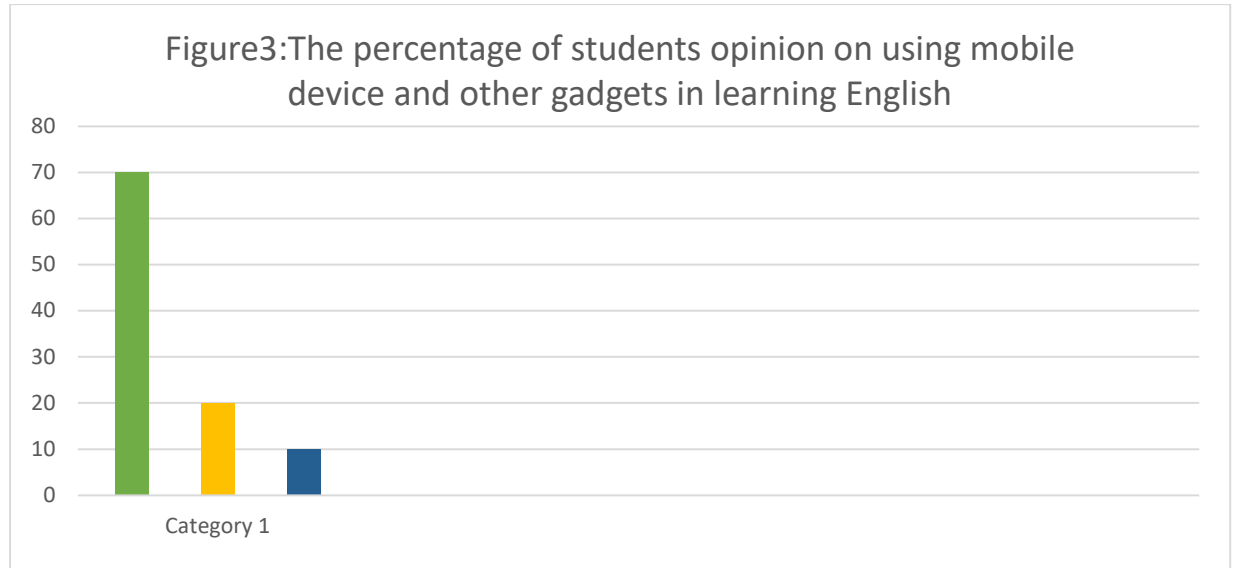
According to exploratory data analysis, the quantitative data were analysed. According to the findings, 48% of the students believed they could learn English well, compared to 40% who disagreed and 12% who had no opinion. Figure 1. (Self structured)



Furthermore, 80% of the students agreed to the fact that learning English would be important for them to achieve their goals, 12% disagreed to it and 8% didn't express their views. Figure 2. (Self structured)



While 70% of the students said they preferred to learn English via mobile devices like phones, tablets, and other gadgets, 20% disagreed, and 10% had no opinion. Figure 3. (Self structured)



ANALYSIS OF APPS FOR DIGITAL LEARNING

Students can now experience a variety of digitalized learning apps even while at home thanks to the development of the internet. The students can use TED talks, BYJU's-The Learning App, moneycontrol.com, dictionary.com, and other websites to expand their information.

1. YouTube recordings - Students can capture and download videos of their favourite instructors in order to watch them later, thanks to digitalized learning. The pupils can review the material as needed with the aid of this technique. Sentences or words that might otherwise be challenging to understand can be better understood by giving them context by listening to videos while watching a scenario. The student can watch the film on their own with the aid of subtitles in both the native and the target languages. It is clear that, generally speaking, students found YouTube to be effective for classroom exercises. Only 4% of the students were hesitant when asked if watching YouTube has improved their vocabulary knowledge, compared to 96% who agreed with the assertion. When asked if using YouTube videos to boost their vocabulary knowledge may improve the quality of the papers they present, 83% of students believed that they helped them produce better assignments, while 5% disagreed. A total of 13% of the pupils weren't sure. 89% of the students who were asked if watching YouTube videos helped them learn English vocabulary agreed, while the remaining students were split. When asked if YouTube was useful for learning good pronunciation, 81% of the students said yes, 7% said no, and 12% said they weren't sure.

2. Smart learning - Students can even use their smartphones for education. Applications for mobile devices can access information about different public service examinations. Students who engage in this kind of learning find the process of learning to be more pleasant. Since nearly all university students own smartphones and utilise them as learning tools, MALL has been created at universities in nations like the United Kingdom, the United States of America, and Japan. Educational materials are created for specific platforms so that students can access them readily on various websites. This is due to educators' desire to enhance mobile learning. Using mobile devices enables students to get the knowledge they require quickly. As a result, these gadgets serve as helpful teaching tools that can raise students' performance in the classroom. Additionally, mobile learning allows students to customise their education and learn at their own pace. However, due to the expensive price, which is a major drawback of mobile devices, some students cannot afford to purchase them. He continues by saying that a potential drawback is the battery life. Even while some mobile technologies, such smartphones and tablet PCs, are regarded as excellent learning tools, price is still a major drawback. Mobile gadgets could be allowed in classrooms in an effort to lessen the drawbacks.

EDUCATIONAL APPLICATIONS WIDELY USED –

Few applications used widely by the student and teachers community are as follows-

- *Amazon kindle**
- *Coursera**
- *Khan academy**
- *Duolingo**
- *You tube**
- *Udemy**
- *LinkedIn learning**

Merits of digitalised Learning

1. **Improved student employability skills** - Students' abilities to work with computers and networks are significantly improved by using technology and the internet to deliver instruction. Students who experiment with digitalized learning will learn much more practically than those who experiment with conventional learning.
2. **Worldwide knowledge sharing** - The best method to ensure that the knowledge is shared among a large category of students is through digitalized education. The introduction of the internet has made it possible for students to interact with one another across international borders, greatly enhancing their communication skills.
3. **Examining digital learning applications** - Students can now experience a variety of digitalized learning apps even while at home thanks to the development of the internet. The students can use TED talks, BYJU's-The Learning App, moneycontrol.com, dictionary.com, and other websites to expand their information.
4. **Video recordings** - With the help of digital learning, students can capture and download videos of their favourite professors to watch at a later time. The pupils can review the material as needed with the aid of this technique.
5. **Mobile learning** - Students can even learn while using mobile phones. Applications for mobile devices can access information about different public service examinations. Students who engage in this kind of learning find the process of learning to be more pleasant.
6. **Facilitates Collaboration**- In many businesses in 2022, working alone with others will play a significant role in the working environment. Digital learning can also be used in education as a tool for teamwork, bringing people together via video conferencing, allowing students and instructors to use shared documents, or just by assisting in preparing students for the workforce.
7. **More Resources**- Students have the opportunity to maximise their learning, go over subjects that they find more difficult, and get additional information relating to subjects that they desire to comprehend better. Resources like recorded lectures or additional reading can be easily shared.
8. **Facilitates new digital learning strategies**- In addition to the learning techniques already used by educational establishments, there is mounting proof that techniques like microlearning and gamification are excellent teaching aids. By incorporating digital technology into schooling, these "new" are given a facelift.
9. **Building Peer Communities** - Online friend sharing is frequently more comfortable for younger people than face-to-face sharing. Technology can be a great way to create communities among students, whether it be through simple community chat groups or a more formal learning setting. In addition to their teachers, who assist and benefit everyone. Without forcing them to be confined to a single space, this can be used to connect students from all over the globe.
10. **Boosts Accountability**- One of the main benefits of digital learning is that it increases student accountability. If students have more influence over their education, what they study, and how

they study it, they will be held more responsible for their success.. Although the educational establishment should not leave all the responsibility with the student, this does imply that the student can have some control over their education.

11. **Students' Progress tracking-** Educational institutions can carefully monitor students' progress thanks to technology. This can include anything from test findings to character evaluations and attendance logs. This makes it possible for teachers to quickly grasp trends and areas for teaching and learning improvement.

Drawbacks of Digitalised Learning

1. **Not available to a lot of students** - The first-order barriers to successful classroom technology integration are external factors that are beyond the authority of the technology-using teachers. Undoubtedly, having widespread access to the hardware required to run instructional computer programmes is the first and most crucial stage to a successful technology integration. It is impossible to use educational technology consistently if computer lab time is restricted to one hour each week. Many students do not have regular and dependable access to a computer, even though many schools across the nation are making the switch to one-to-one computing. Regular access to computer hardware, software, and an internet link are necessities.
2. **Training** -The biggest obstacles to implementing technology in the classroom are a lack of professional growth and training. The National Education Association (NEA) has suggested policies, one of which is to increase professional growth in technology. (NEA, 2008). Findings from the NEA show that teachers today feel more at ease using software, conducting online searches, and utilising classroom technology. However, because technology is ever-evolving, it is crucial that even teachers remain current in their technological knowledge. Throughout their teaching careers, a plethora of new technologies will be created, necessitating extra training to keep their skills up to date.
3. **Resistance to change** - A lot of instructors have shown a reluctance to embrace change and educational technology. However, research has shown that this reluctance is not a result of teachers disliking technology. Instead, it's partly because educators view picking up a new teaching instrument as a risky tactic for which they are unprepared.
4. **Lack of self-motivation** - For students who are motivated to experiment with various learning tools and apps, digitalized learning is best matched.
5. **No interest in solitary learning** - Some students view attending class as a great chance rather than choosing to study on their own at home. The best chance to make friends is through school.
6. **Lack of communication** -Many students find it difficult to interact and speak with their instructors when using digital learning. It can be challenging to keep the students' focus if the teacher is not present. Likewise, it can be difficult to comprehend classes like the sciences that frequently require physical presence.
7. **Problem for underprivileged students** - Learning through digitalization is a method made possible by technology, and it widens the divide between those with access to it and those without it.

PROSPECT OF DIGITALISED EDUCATION IN INDIA

1. **Federal Digital Library** - The government started the National Digital Library programme to give students internet access to educational resources. The website gives users online access to numerous e-books and documents, which facilitates students' studying.
2. **Swayam**- Swayam is an online learning platform created to offer online courses to students across all topic areas. According to estimates, over 30000 students enrolled for MOOCs through the online portal.
3. **Depository for Academic Research** -The Ministry of Human Resource and Development launched the National Academic Depository programme in cooperation with for the digitalization of academic credentials. The project was launched to make it possible to store and distribute certificates digitally.

CONCLUSION –

In India, digitalized schooling is extremely important. The education industry has undergone a revolutionary shift as a result of technological change. With the advent of digital education, students can easily study at home on a laptop, tablet, or smart phone. Students were more interested in learning when instructors used new technology in the classroom as opposed to the more conventional chalk and talk approach. Additionally, digitalized education is one of the key ways the government makes money and is widely regarded as a boon for the Indian economy.

Although integrating technology into classrooms is a difficult job for school districts, administrators, and teachers equally, there are exciting new educational technologies that are becoming more widely accessible and give teachers creative ways to present material to students. Although there may be some possible obstacles, efforts to implement new educational technologies in the classroom will be rewarded.

The first-order (external) barriers to technology integration have been significantly reduced, according to recent study on technology use in the classroom.

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