

The Role of Digital Technologies in Teaching and Learning of English Language

Anuradha Kahal*

Lecturer in English, Haryana

Email id- anu.rimjim@gmail.com

Abstract - This study offers the findings of an investigation into the use of digital tools in language classrooms, with a focus on the English language. The goals included discovering how often and in what ways students use digital communication to learn English, as well as exploring the types of digital communication students use to learn English. Finding out what kinds of digital communication students use and how they use them to study English was another goal, as was identifying the barriers that students confront when attempting to use such tools for language study. The research strategy for this study will be descriptive analytical. The method is an exploratory sequential design in which qualitative data is gathered & analyzed to draw conclusions about the relationship between two variables. The findings indicate that digital communication has an impact on language development, particularly English, if the necessary resources are made available & technical issues are resolved.

Keywords - Digital communication, English Language, Learning, teaching

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INTRODUCTION

The globalized & digitalized world requires a high level of technological literacy, and without command of the English language, success in this environment is quite unlikely. "English is the language on which the sun never sets, whose uses never sleep," write Randolph Quirk & Widdows on. In the second part of the twentieth century, advanced digital technology was employed to supplement secondary school English instruction. The role of English as a "global language" or "bridge language" has been steadily expanding in recent years. The need for steady progress in the classroom instruction of English is strongly acknowledged in Haryana. Teaching and learning depend on three primary elements: the instructor, the learner, and the medium through which they communicate. When a teacher teaches English to students using digital technology, that person is engaging with the students through the use of electronic devices. He shifts the focus of lessons. The right combination of digital devices enables digital technology to convert data into meaningful information. The current generation has a strong preference for utilizing digital technologies to speed up the learning process. Undergraduates' natural curiosity about the English language is a resource that teachers can leverage to their advantage. Students are encouraged to employ all of their senses in the pursuit of language learning, and as a result, they focus intently on the material at hand. Projector, Personal Computer, Laptop, Notebook, Digital Videos, Local Area Network, Mobile Phones, TABS, Internet, Email, Chat, Digital

Libraries, Language Laboratory, Computer Mediated Conferencing, Video-Audio Conferencing, Pager, Transistor, Virtual Learning Environment, and countless other digital technologies fall under the umbrella of ICT.

LITERATURE REVIEW

Aravind B. Ret al. (2023) the current study was conducted to validate computer-based English language testing utilizing the easy test creator software. In addition, we seek comments from educators who work with ESL students on their experience with Easy Test Maker. Eighty educators who teach English as a second language took part in the research. The study used a practitioner research approach. To gauge the effectiveness of the evaluation strategy, a perception scale questionnaire was disseminated. After experimenting with the easy test maker software, the teachers' use of computer-based testing improved, as shown by the study's findings. Seventy-five of eighty respondents (80%) were happy with the easy test maker overall, as shown by the perception scale scores. Extensive information on the benefits of evaluating and assessing English proficiency is included in the study.

Hussien Mohamad Alakrash et al. (2021) there is a lack of data on the efficacy of using digital tools in the English classroom to foster the four linguistic abilities. In addition, the COVID-19 epidemic has brought attention to the significance of digital

technology and digital literacy in the English language classroom. The primary purpose of this research is to explore how and where digital tools are being used to improve English instruction and instruction overall. Second, to assess the wide gaps in students' and educators' digital literacy & technology adoption in EFL classes. A total of 150 students and 40 educators were given questionnaires to fill out. SPSS 23.0 was used to perform a descriptive analysis on the data. According to the data, students make the most use of digital tools for learning new words and the least for improving their reading comprehension, while educators make the most use of these tools for broad pedagogical purposes and the least for improving students' literacy. A high level of digital literacy is seen among the participants. The results backed up the no-change null hypothesis for the large variation in digital technology's use in language education. These results have important implications for policymakers as they work to incorporate digital technologies into the language classrooms of underserved groups like the B40 in Malaysia.

Arif Nugroho et al. (2020) many research over the past two decades have reported on the differences in technology integration ideas and practices among EFL teachers around the world. Despite the vast literature on the attitudes and perceptions of EFL teachers about the implementation of digital technology in the language classroom, little is known about the connection between the attitudes and behaviors of EFL teachers in Indonesia. This research provides insight into the attitudes and behaviors of 15 EFL educators in Indonesia on the use of technology to teach and learn English. The findings, based on the written reflections and semi-structured interviews, showed that these EFL teachers understood the significance and goal of teaching English via digital devices, but they seemed hesitant and unprepared when actually implementing these strategies in their classrooms. The semi-structured interview also showed that the lack of confidence and preparation was due to factors other than poor training, such as a lack of materials and digital support. Their effectiveness in using digital resources to learn English was affected by the institutional supports, which in turn were influenced by environmental preparation. The results add to the body of literature on the subject of English language teacher training, which has wide-ranging implications for the field as a whole.

Sert Nehir et al. (2017) Teachers now face a new set of difficulties in the digital age. Teachers who didn't grow up in the digital era have a hard time keeping up with their students who are accustomed to it before age 6. The use of technology, especially outside of traditional classroom settings, can facilitate self-directed learning, which is essential for lifelong learning. The purpose of this research was to compare how students from low- and high-income backgrounds rated their own technology skills and those of their English professors. The students' and their English teachers' technological literacy was evaluated, as was the degree to which students felt responsible for their

own language acquisition. A total of 145 students made up the study's population. Methods of correlation and comparison between groups were used. According to the findings, there was no difference in the low- and high-income students' opinions of their own technology use skills or the technology use skills of their English professors. Students from both low- and high-income backgrounds had the same impressions of their English teachers' technological proficiency. Finally, there was no correlation between how they saw their own technology skills and how they saw their English teachers using technology and how they saw their students' self-directed learning practices. These findings were examined in light of their potential educational consequences, and recommendations were made for how to improve the quality of educational settings.

TESL-EJ et al. (2014) Turkish EFL educators are regularly criticized for not making adequate use of computing technologies in the classroom, despite the obvious benefits afforded by digital instructional tools. Teachers' lack of digital literacy is often cited as the reason for this gap. Most research on technology use by Turkish EFL teachers has concentrated on quantitative characteristics of teachers' competence and performance in the classroom. The researchers hoped that by asking Turkish English teachers questions about their confidence in using digital tools, they might gain insight into whether or not teachers actually have the skills to make the most of such resources. Six different educators from different levels of education were interviewed as a result. Participants reported high levels of confidence in their ability to use these tools, contrary to the findings of most previous research. They also discovered that students' motivation, attitude, and skill in language acquisition were all enhanced by the use of digital resources. However, teachers' lack of ready access to computers & Internet often hindered them from integrating digital material into their lessons.

RESEARCH GAP

In-classroom instruction The English language only touches on the surface. Time limits prevent us from teaching the entire language. Putting what was learned in language classes into practice is the only way to truly master it. Because of how closely the world is now connected because to globalization, it is crucial to have a common language spoken everywhere. In order to thrive in today's ever-changing, interdependent world, mastery of the English language is essential. Collins & Halverson (2018) found that people's preferences and time spent in the digital realm are both higher than they were in the past. Unfortunately, there is a lack of study into the best ways to develop students' English language skills through the use of digital communication platforms. When it comes to the internet, English reigns supreme. The majority of methods for imparting the English language are antiquated and inefficient. Incorporating digital

communication to help develop on abilities is necessary to close the gap between theoretical classroom knowledge & practical communication element of English.

RESEARCH OBJECTIVES

1. To determine how often digital communication is utilized to learn English.
2. To examine the digital communication methods students utilize to study English.
3. To assess if digital communication improves English language learning.
4. To identify the barriers to success when utilizing online tools for communicating & learning English.

METHODOLOGY

Research Design

The research strategy for this study will be descriptive analytical. Participants' responses will be utilized in conjunction with qualitative data and analytical approaches to draw conclusions. (Creswell, 2014). As Nassaji (2015) points out, the context, perception, and experience of both the teacher & student can make the process of teaching & learning a second language particularly challenging. Understanding and analyzing the overall learning environment & important aspects in the environment are necessary for conducting meaningful & fruitful research in the field of English language teaching and learning (Nassaji, 2015). In addition, it's important for the researcher to have a sense of the learners' backgrounds, perspectives, and actions. Since the technique incorporates a teaching and learning setting that is difficult to regulate or stage-manage for observation, it is well-suited to the study (Rensick, 2018). To ascertain the role of digital communication in the growth of the English language, we combine analytical methods in addition to descriptive ones.

Since we don't know anything about the English language learners in the study, we've decided to apply a qualitative approach as part of the descriptive research design. The qualitative data will be used in conjunction with analytical methods to illustrate the connection under investigation. Combining a descriptive & analytic study will shed more light on the most popular digital communication tools and their impact on students' English proficiency (Rensick, 2018). Analytical methods will be utilized to examine the impact of digital communication platforms on English language proficiency, while descriptive methods will be used to characterize English language learners & digital communication platforms they use to study English.

Study Area

Ambala, District (Haryana) will serve as the site of the study. The area was selected because of the great

prevalence of the native language, necessitating a unique setting for English language instruction. It takes a lot of time and effort to become fluent in English language. The government is encouraging people to study the language in order to improve their skills. The number of people who are fluent in English is growing rapidly there.

Target Population

Convenience sampling, a form of non-probability sampling, will be employed. Participants will be selected for the study using a convenience mechanism that takes into account their availability, as well as their desire to minimize any potential disruptions to their daily lives (Etikan et al., 2016). The study will be online via video chats Via Meeting Interview, therefore this instrument is employed for that purpose. The technique is efficient and economical (Creswell, 2014). Forty students will be selected to take part. Members of the Indian English learning community will be chosen for this role. The study will focus on adult speaking students of English & may affect how quickly they pick up English and how much practice they need to become proficient and overcome that barrier. Adults will take part in the study because they are the most likely to have unrestricted access to digital communication tools and to be able to explain the English language abilities improved without the necessity for test evaluations.

Research Instruments

The interviews used in this study will take place via video conversations or personal meeting. The interview times for each subject will be staggered. To prevent any information loss & protect the privacy of the participants, the video calls' audio will be recorded (das Nair et al., 2019). During the video chat interview, notes will also be taken.

Data Analysis

To analyze the qualitative data, we will employ content analysis, which entails listening to the recording again while taking notes to help us understand & organize its (Harding, 2018). Next, we'll transcribe the collected data. The acquired data will be compared to the study's stated goals. The research issue can be answered with the help of a literature review & theoretical framework.

RESULTS

Participant Information

All participants spoke learned English.

Digital Communication Device.

Digital Devices Owned

Device	Percentage of participant
Mobile phone only	30%
Laptop only	None
Both	70%

The majority of time, especially in their spare time, is spent using digital communication devices, as reported by all participants.

Digital Communication Platforms to Learn English language

Digital Communication Platform	Percentage of participants who used the platform
Facebook	100%
You-tube	95%
Twitter	75%
Whatsapp	98%
Video Conferencing	70%
Story bird	7.5%
Peer grade	1%
Google Translate	25%

Participants' social interactions centered on writing, speaking, listening, and reading with peers, teachers, classmates, other English language learners, and English native speakers.

Benefits from the Platforms.

Regardless of the platform, all participants improved in some way, whether it was their pronunciation, writing, reading, communication, collaboration, or confidence.

Challenges

Eighty percent of respondents reported having difficulty with some aspect of using digital communication tools. Sixty percent of respondents said it was difficult to find economical internet options. Eighteen percent mentioned that it was difficult to overcome the skepticism of others while using social media for educational purposes.

English language enhancement perception of digital communication.

All forty participants acknowledged that they had learned a great deal via online forums and other types of electronic communication that they had not been able to learn in a traditional classroom setting. Thirty-five of them suggested joining conventional schooling with the aid of electronic means of communication.

OUTCOME

This study will investigate the current digital communication platforms available and how they aid in the development of students' linguistic competence in the English language. By examining students' responses, the article will shed light on how digital communication might be used to reinforce what students have learned in the classroom. Positive attitudes, experiences, and perceptions of digital communication are also noted by the study's participants. Students' awareness of their own writing & communication abilities is raised through their use of social media. According to the research, the efficiency of digital communication for language enhancement can surpass that of most formal & conventional methods. Competence in the 21st century requires proficiency in digital literacy. These competencies are distinct from the normative curriculum. Knowledge & discovery of online English language groups are strengthened by repeated exposure to English sentence structure & word use on the digital platform.

CONCLUSION

The study's finding that digital communication has a favorable influence on English language improvement adds to the body of knowledge in this area. Each individual had improved in at least one area of language proficiency thanks to the online environment. It is clear from the outcomes that students have embraced the use of online media for communication & language learning. They have also shown remarkable development in English language skills. Findings suggest that students' interest & motivation can be boosted when traditional teaching approaches are combined with digital communication channels. The social networking site Facebook has boosted their ability to express themselves in writing & expand their vocabulary. Their listening, pronouncing, vocabulary, and communicating skills have all improved thanks to YouTube. The spoken portion of a language can be better mastered through the use of video calls.

FUTURE SCOPE

The future scope of digital technologies in the teaching and learning of the English language is vast and promising. As technology continues to evolve and become more sophisticated, its potential to transform language education becomes even more significant. Here are some key areas where digital

technologies are expected to play a crucial role in the future of English language teaching and learning:

- **Personalized Learning:** Digital technologies will enable more personalized learning experiences for individual learners. Adaptive learning platforms, powered by artificial intelligence, will assess learners' strengths and weaknesses and tailor instructional content and activities to meet their specific needs.
- **Immersive Language Learning:** Virtual reality (VR) and augmented reality (AR) will revolutionize language learning by providing immersive and interactive experiences.
- **Gamification and Language Learning:** Gamified language learning apps and platforms will become more sophisticated, making the learning process enjoyable and motivating for learners.
- **Natural Language Processing (NLP):** Advancements in NLP will enable more sophisticated language learning tools that can understand and analyze learners' spoken and written language.
- **Multimodal Learning:** Future digital technologies will facilitate multimodal learning experiences, combining various media formats like video, audio, text, and interactive elements.
- **Collaboration and Global Connections:** Digital technologies will facilitate collaboration among learners from different parts of the world.
- **Artificial Intelligence in Assessment:** AI-powered language assessment tools will offer more accurate and comprehensive evaluations of language proficiency.
- **Enhanced Teacher Training and Professional Development:** Digital technologies will support teachers' professional development, providing them with access to online training courses, webinars, and collaborative networks.
- **Data-Driven Insights:** The integration of digital technologies in language learning will generate vast amounts of data.
- **Ethical and Inclusive Technology Use:** As digital technologies become more pervasive in language education, there will be an increased emphasis on ensuring their ethical use and promoting equitable access to technology.

RECOMMENDATIONS

- The goal of English language courses should be to motivate students to study the language through the use of various media and social contact. Teachers of English as to embrace new technology & investigate ways to include students' use of social media in classroom communication.

They need to think of creative uses for technological pursuits.

- The use of digital communication platforms to enhance linguistic competence should be taught to students. They should make it a priority to improve their communication skills so that they may more easily participate in cross-cultural exchanges.
- The focus of the research is solely on the student's perception of the value of digital communication in enhancing language skills. However, further research is needed to determine the impact of digital communication on pedagogical methods & student learning.
- Research into how students in low-income areas gain access to digital communication tools & into the efficacy of one-on-one encounters with native speakers is also warranted. Research is needed on how best to incorporate digital communication platforms into educational infrastructures.
- Students should be urged to use more English-learning apps on their mobile devices. Some of these sites allow teachers to assign work outside of class time.
- Through partnerships between schools and ISPs, educational institutions can offer discounted internet packages to their students. The school should give students with wireless internet connectivity so that they can use online teaching & learning resources.

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Corresponding Author

Anuradha Kahal*

Lecturer in English, Haryana