TEACHING THE ENGLISH LANGUAGE USING TODAY'S STATE-OF-THE-ART MEDIA AND TECHNOLOGY

Dr. G. RAMAMURTHY

Freelance Trainer in English, Vijayawada, Andhra Pradesh, India.

ABSTRACT

One of the most cutting-edge and technologically-advanced methods of imparting knowledge of the English language to students and bolstering their chances of success in the field of language education is the use of multimedia tools and resources. Many educators, scholars, and professionals increasingly recognise the need of incorporating various forms of technology into the language-learning process. Because of these fresh methods, learning a new language is now more fruitful, efficient, and communicative than ever. Despite the fact that many educators lack the necessary technical expertise to make full use of these tools, they are available at the classroom level. As a result, this article explores the perspectives of educators on using ICT into language classes. Therefore, the definitions of various significant phrases that correlate to modern technologies such as Multimedia, ICT are provided. Additionally, some observation of the feasibilities to use Multimedia applications for effective learning of English is to be ventured. Furthermore, the perspectives of students using Multimedia tools to study English will be elucidated in this research.

Keywords: *English Language Teaching (ELT); Multi Media Solutions; Language Learning Process*

INTRODUCTION

This issue of ELT Documents focuses on the use of radio and television as tools for linguistic education. None of us want to give lower ratings to any other forms of entertainment. Media that are more in the hands of the learner, such as books, audio recordings, and videos, will be discussed in greater depth in a subsequent issue. The essay discusses the ramifications of using broadcasting as one component of a fully integrated multi-media learning system. The focus on broadcasting in this topic is essentially a technique of segmenting a massive industry. As the quantity of published recorded information grows, as off-air recording techniques advance, and as copyright constraints allow, the broadcasting industry is becoming more and more intertwined with the audio and video cassette. Radio continues to be the primary medium for news and educational programming, despite the fast advances in audiovisual technology. The first factor is financial, while the second is related to the learner's background and, by extension, their approach to the material.

Even if the price of television drops to the point where it can compete with radio on a worldwide scale, that won't happen for quite some time. In many of the poorest countries, when teachers, books, even newspapers are a luxury, a radio is owned by or is at least within earshot of practically every family. Its function can range from educational aid to political rallying cry to light hearted diversion. Regardless of how a television is typically used, it presents an opportunity for language

instructors the moment it is turned on. Thousands of people in outlying areas won't miss the five minutes of English sandwiched between the news and the music they love. The English class on the airwaves could lead students to literature, group projects, and home study. Some people have access to and will make use of these other forms of education, while many more will not. Television receivers, on the other hand, are still the ownership of the few. The gearbox range is rapidly expanding thanks to technological advancements.

The Indian satellite experiment (SITE) is a good illustration of how television may be broadcast across a large region using a small number of transmitters, yet nevertheless only a minority of the population has access to it in their homes. Although valuable, group viewing does not provide the medium with the all-day accessibility offered by radio. With the development of smaller and cheaper sets, television will eventually become as affordable as radio. Similar to how audio cassettes make music easily accessible, video discs will do the same for published video content. Second, there's the medium-specific learning approach that will always be necessary. There is no hard and fast rule that says TV is better than radio at imparting information quickly. In this issue, you'll find an article that examines both television's strengths and weaknesses. However, TV does offer a vast variety of information.

More realistically than just through sound, the combination of sound and sight can deliver language in its context. This calls for a new approach to education, one that incorporates visual as well as auditory cues. Because of this, the medium's potential applications are constrained. The author, like untold numbers of other people, has taken an African taxi where the driver was actively learning English via radio lesson while deftly navigating the city's traffic. He overheard a saleslady of Asian descent muttering to herself while people shopped, only to find out that she was actually reciting English lines she had heard on a radio behind the counter.

Under those conditions, a television programme would have been useless. Unlike the textbook author, the script writer and producer have to deal with the challenges posed by the wide variety of contexts in which radio and, to a lesser extent, television may be used. A broadcast lesson could be viewed or heard in a classroom setting, complete with pre- and post-viewing activities and possibly printed or recorded supplementary materials. It is, however, safe to presume none of this. The transmission itself is ephemeral, after all. It starts at a specific time that can't be changed to accommodate the student's current circumstances. It is heard (or seen and heard) once, and then forgotten (at least in the present; repeats on another day give a form of recollection, but nothing like the immediate re-reading of the page of a book not fully absorbed).

Learning English is crucial to succeeding in the global context of academics and professions, science and research in the 21st century because it opens doors to communicating with and understanding people from all walks of life and all parts of the world. It is important to keep in mind that communicative competence and language proficiency are interconnected and mutually contribute to the understanding of language when teaching and learning English language and literature.

The Goals of English Instruction

Computers, the World Wide Web, and other forms of electronic delivery systems like radios, televisions, and projection systems are all commonplace in today's classrooms. Students are shown to regularly engage in a smaller subset of computer-related activities at home in addition to their more extensive participation in school-related activities. ICT is finding increasingly fruitful applications in classrooms and classroom assessments.

The use of ICT is often regarded as a potent instrument for bringing about educational reform. Numerous studies have demonstrated that effective use of information and communication technologies (ICT) improves the quality of education and strengthens students' ability to make connections between classroom theory and real-world practise. They will need to be open-minded and anticipate the emergence of novel information resources in the future. These students really must have proficiency in the use of digital technologies. In general, ICT helps more people get a college degree.

With the use of ICT, education can take place whenever and wherever it is most convenient. Unlike traditional textbooks, course materials like those found online are available whenever the student needs them. Learners and instructors can have seamless, real-time communication using teleconferencing classes. Technology in education has freed us from relying solely on written texts. The Internet is home to a plethora of informational tools; one can learn anything from anywhere with just a few clicks of the mouse. Recent studies have shown that using ICT can aid in creating a more learner-centric classroom.

Multi-Media Language Learning System Component Integration

The time, intensity, efficiency, and appropriateness of the learner's own effort to learn is the most valuable human resource. The impact of every other system variable is measured against these metrics of knowledge acquisition. A system that allows the student to work for longer, harder, and more effectively and appropriately will be seen as superior than one that does not. Estimating the societal price of students' time and energy is challenging. So much rides on who gets to claim that work first. Learning, even as a leisure activity, often comes at the sacrifice of other goals and accomplishments. The direct socioeconomic cost may be quite significant where language study necessitates, for example, a CEO or highly trained craftsman to take time away from his professional occupation.

The second type of human resource is the instructor, who is an initiate who plans and delivers lessons, assesses students' progress, offers constructive criticism, and helps students find solutions to problems such as low motivation, difficulty retaining information, and disruptive peer pressure. 'Native informants,' or members of the speech community who produce the behaviour to which the learner is assimilating himself, provide a third human resource. These individuals supply the learner with a corpus of linguistic artefacts from which he can directly model his behaviour and with which he can engage in direct conversation and pragmatic interaction. The student's fellow students also offer this assistance.

Fourthly, human resources (including engineers, technicians, writers, printers, publishers, secretaries, producers, etc.) are the driving force behind the provision of all material resources used in the education system and its organisation. The price of these human resources is determined by a number of interconnected factors, including their level of expertise, their level of training, their level of availability, their level of efficiency, and the extent to which their dedication is specially commissioned (hence, 'immersion' learning is aided by the fact that the behaviour of members of the speech community is produced in the course of everyday living and is not specifically modifiable). One such "side effect" is picking up a new language. In addition, the scale at which a service is supplied (the total number of students) affects the per-student cost.

Management Systems for Education and Training

Edmodo and similar learning management systems (LMSs) are gaining in popularity. Students can access course materials, participate in ongoing conversations, and turn in assignments all in one convenient online location. Educators and administrators may now get a bird's-eye perspective of the curriculum, manage lesson plans and resources, and connect with parents and other stakeholders all through online platforms.

The Royal ABC (Prosper Education Pte Ltd) curriculum is designed for children ages 4 to 6, and it includes a teaching platform that facilitates the management of class planning, administration, homework scheduling, and parent reporting. This frees up instructional time for educators to better serve students.

These gadgets may be appealing because of their fresh appearance. However, innovations are only worthwhile if they improve students' ability to communicate in English and if they enable educators to motivate students in effective, engaging ways.

- **Learning Through Exploration and Questioning**

Sometimes the examples included in textbooks can seem overly simplistic and unlikely, leaving educators to question whether or not their students are being prepared for life in the twenty-first century.

- **The Use of English as A Global Language**

English as a lingua franca was met with scepticism when originally proposed by educators, researchers, authors, and facilitators. Not many people were willing to think about how the idea of English as an international language could be incorporated into textbooks and classroom instruction. Materials like Pron Pack 1–4 (Mark Hancock) are popular now because they take a less prescriptive approach to accent and emphasise clarity of speech. This pronunciation course doesn't make the student sound more British or more American; rather, it uses gasification and other parts of blended learning to get the student ready to utilise English in the global arena.

- **Literacies Across Languages and Cultures**

The ability to communicate in more than just English is a valuable skill in today's increasingly interconnected world. Teachers are urging students to speak their native tongues rather than teaching them a second language in a "subtractive" manner. Complex cognitive and social abilities are needed for this. However, classes where English is spoken only are disappearing. Programmes like the Family Skills Toolkit (Learning Unlimited Ltd) highlight the positive aspects of children learning English as a second language to their parents and teachers.

- **Helping Students with Special Needs**

As the world grows more interconnected, 'globalisation' (the process of tailoring a foreign product to meet consumer demand in a given region) is increasingly important. The more we know about the needs of different students, the more we can modify our teaching methods accordingly. Students can learn more than just medical terminology with Ros Wright's book Learning English: English for Health and Social Care Workers (Pavilion Publishing). This podcast is the first of its kind dedicated to teaching legal English, and it features supplementary materials and quizzes available online.

- **Making And Disseminating Media**

While there is a wealth of educational material available online, some developers have created tools that enable students to create and share their own materials. Sites like Quizizz and Socrative have become popular because they allow educators and students to collaborate on the development of and access to user-generated online games. Teachers and students alike can benefit from using online tools like Canva to make posters, memes, and banners. Then there are mind mapping sites, comic-strip creation sites and movie-editing/movie-making sites.

TECHNOLOGY USED IN EARLY EDUCATION AND RECENT DEVELOPMENTS IN COMPUTERS

The author, who reflects on the history of teaching machines and their place in the present and future of second and foreign language education, notes that the first patents for "teaching machine" were filed in the late nineteenth century. Machines like the Constructive Response Slider Machine and the Typewriter-Input Computer Machine were among the earliest forms of educational technology. Used B. F. Skinner's idea of reinforcement to shape behaviour. These early educational devices ranged in complexity from mimeographed materials used in a box or piece of cardboard to the first large-scale computers. During the middle of the 1940s, the electro-mechanical computer ENIAC debuted, followed by the stored-program computer EDVAC in the early 1950s.

Integrating Media Technology into ELT

Many people now have some form of technological device in every room of their house. Its effects can be seen everywhere, including in the classrooms where English is being taught. The purpose

of this research is to examine how teaching English as a foreign language (ELT) with media technology influences students' learning of the four linguistic skills (listening, speaking, reading, and writing). In the 1950s, phonographs, films and tape recorders were introduced into English language classrooms at tiny language schools.

One of the most influential factors on interactions in global communication is the language spoken. One of the most crucial factors in a student's success in acquiring a second language is the strategy their teachers employ in the classroom to help them develop their listening, speaking, reading, and writing abilities in English. In language classrooms where teachers have easy access, adequate preparation, and considerable curricular leeway, computers are widely regarded as an essential instructional tool.

Many educators believe that access to and use of computer technology is crucial to delivering a first-rate education. The tools available to students of foreign languages have never been more extensive than with the advent of technology. Teachers should stress the importance of using technology to help students find meaningful activities, and students should be encouraged to do the same. Say that students can benefit from using appropriate technological resources. Learners work together better when utilising computer-based language activities.

The Technological Development of ELT

Learning a second language, and English in particular, has become increasingly important in the modern world due to the increased need for communication across borders. The Internet has greatly contributed to the expansion of English as a teaching language's influence over the course of its long history. According to research done by Griddles in 2000, the number of native English speakers has doubled in the last decade, from over a billion in 2000 to nearly two billion today. In 2010, there was an unprecedented uptick in the number of people taking classes to improve their English. It has also been observed in the same study that English is used for storing more than 80% of the material available online. Today, there are many more people who are not natural English speakers who utilise the language.

This multifaceted variation in student age, native language, educational background, and more has become a watershed moment in English language teaching. Multimedia technology and its educational applications, including the use of audio-visual and animation effects, have become essential in English lessons as the pace of scientific and technological advancement continues to quicken. They are considered useful additions to modern ELT reform and research efforts. Promotion of events and student initiatives, as well as the outcomes of English instruction, have all benefited from the incorporation of multimedia technologies. Technological advances have had a direct impact on the growth of English and communication today. Thus, it wouldn't be unfair to infer that English has grown with the rise of the Internet, especially since computers have become available far and wide. As a result, there's more content out there about incorporating digital tools into the English classroom.

IMPLEMENTING COMPUTERS IN THE CLASSROOM

In the same decades that saw widespread adoption of computers in the commercial world, educators began to envision them as an integral part of the classroom experience. In the 1960s, some forward-thinking educators began visualising classrooms in which computers would serve as "infinitely patient tutors, scrupulous examiners, and tireless schedulers of instruction." Katz and others at the University of Michigan and Stanford University conducted studies that demonstrated the efficacy of integrating computers into the classroom.

Although computers had made their way into most American classrooms by the 1980s, their utilisation remained low for a number of reasons, including the high initial cost of the hardware, a lack of high-quality courseware, and scepticism about the efficacy of computer-assisted instruction, the educational system, and the teachers.

The Role of Technology in The English Classroom

Learners can benefit greatly from the use of technology. Students today can't get by without incorporating tech into their education to any meaningful degree. So that students can more effectively use technology to learn a language, teachers should demonstrate its use to supplement the curriculum. Technology can be used to encourage students to work together. Learning is facilitated in part through the use of cooperative efforts. In this study, we found that the use of computer technology led to an improvement in both teachers' teaching and students' learning since students worked together to develop projects and learned from one other by reading their peers' work. Teachers are better able to address their students' individual learning needs when they make use of computers. Educators and students alike can benefit from the widespread availability and accessibility of online resources thanks to the widespread use of computers in the classroom.

They went on to say that teachers have a lot of agencies in determining whether or not computer technology has a good effect on language learning in the classroom. Because a purely oral, chalk-and-talk approach to teaching English is insufficient, fundamental shifts have occurred in the classroom. You should explain how students can learn to learn well in a well-organized classroom. Better results can be achieved in the classroom when using technology to supplement the traditional lecture format. Even if they themselves have not taken the time to grasp the ins and outs of technology, teachers should still look for ways to incorporate it into their lessons so that their students can benefit from it. Teaching English has been revolutionised by the use of technology. It provides so many possibilities as making education engaging and more fruitful in terms of growth.

Institution with Limited Access to Technology

Teachers will not be able to use ICT if they do not have access to both classroom technical support and school-wide resources. revealed that primary and secondary school teachers cited a lack of technical support as a major obstacle to their usage of ICT in the classroom. It was discovered that technical issues posed a significant challenge to educators. The time it took for websites to load,

the inability to connect to the Internet, the inability to print, the malfunctioning of computers, and the use of outdated computers by teachers all constituted examples of such technical obstacles. Those who believe that "technical barriers impeded the smooth delivery of the lesson or the natural flow of the classroom activity" may consider the argument that ICT support or maintenance contracts in schools allow teachers to make better use of ICT in instruction by avoiding time-wasting interruptions caused by problems with software or hardware.

The survey warned that schools were more likely to experience technological problems due to a lack of available technical help. Many of those who participated in the survey expressed concern that technical issues with their equipment would prevent them from adopting ICT in the classroom. A lack of available technical support has been identified as a significant impediment to the integration of technology in the classroom by a number of studies.

Insufficient Training

One study's conclusion was that there weren't enough possibilities for training for teachers in using ICTs in the classroom, and this was cited as the primary difficulty in the literature. Similarly, one of the top three obstacles to instructors using ICT in the classroom was a lack of training. Limited teacher training in ICT use in Turkish schools is a hurdle, according to recent research in Turkey. As a result of the many factors that must be taken into account to guarantee training success, the topic of training is undeniably difficult. Training, pedagogical training, skill development, and the use of ICT into preservice teacher education all occupied these periods.

Correspondingly, recent research across a range of topics has concluded that a lack of training in digital literacy, pedagogic and didactic training in how to use ICT in the classroom, and training concerning technology use in particular subject areas were barriers to the implementation of new technologies in teaching practise. Some studies from Saudi Arabia reported similar reasons for the failure to implement educational technology: insufficient teacher training in the use of computers, a "delivery" teaching style, and a lack of investment in modern technology. Providing pedagogical training for teachers, rather than simply preparing them to utilise ICT tools, is an important issue says that if instructors are to be convinced of the importance of utilising ICT in their teaching, their training should focus on the pedagogical difficulties.

FOREIGN AND SECOND LANGUAGE PEDAGOGY IN THE MEDIA

It says that "media" is a broad term that covers many different forms of communication, such as movies, TV, radio, photography, ads, newspapers and magazines, recorded music, video games, the internet, and computers. Buckingham also says that these kinds of media are called "mass media" because they reach a lot of people. Buckingham actually says that the media has become just as important for young people to learn from in today's world as the more traditional ways. Many difficult problems are being faced by teachers from all areas of education because information and communication technologies (ICTs) are being used in more and more different ways in schools.

Most of these problems are technical, managerial, and, most importantly, educational. The need for new ways of thinking about education is one of the main problems that has come up because of the educational issues.

While most new technologies, like radio, TV, DVDs, satellite phones, and computers, have changed the way people connect with each other, it's not clear whether they have also made teaching a second language easier or harder. It seems that new tools are usually seen as revolutionary in the classroom as well, even if they are only revolutionary from a technological point of view. Some people say that we are all living through a microelectronic change. Insist that you shouldn't separate official and informal learning spaces. Also, say that language training should change because of how the media is growing and changing how people talk to each other. The speaker makes a point when he says that pictures are more interesting and stimulating as training tools.

- **Radio**

One way to look at radio is as the phonogram's successor. Identifies the primary benefit of studying at a distance I have found that radio is the most useful tool for use in the classroom. Second, radio is more "concrete" than "abstract" on the media continuum. Explain how you think radio could be used in the classroom. They advocate having students take notes on radio broadcasts and then displaying those notes on an overhead projector. There was support for using shortwave radio for educational purposes. He listed thirteen benefits that can be gained from listening to shortwave radio. Benefits include exposure to a wider variety of L2 expressions and dialects, grammar instruction that is better suited to the context in which it will be used, the opportunity to hear the target language spoken at a natural pace, a boost in motivation thanks to exposure to authentic broadcasts, the cultivation of an international perspective on classroom discussion topics, and a greater degree of autonomy on the part of students.

- **Telephone**

In recent times, the telephone has emerged as a useful tool for acquiring a second language. Twarog and Pereszlenyi - Pinter claimed that the telephone can be an efficient tool for linguistic exchange and the acquisition of new vocabularies. They suggested using a teleprompter, a telephone with built-in prompts, as a teaching tool to encourage students to participate in class discussions and presentations. Two telephones, a speaker, and a tape recorder are included in the gadget. Students can have their talk in private and then listen to it to make any necessary adjustments. Sending students to multiple classrooms can assist a teacher simulate a wider range of actual scenarios, as suggested by Buscaglia and Holman. According to them this device is the ideal means as the very nature of telephone inspires learners to communicate message.

- **Television**

When it comes to education, television is an obvious progression from radio. The usage of television in the classroom has been shown to increase students' attention and their teachers' level

of genuine enthusiasm. Advocates of employing filmstrips in second language classrooms list the many ways in which their students benefit from the material's visual presentation. He recommends seeing the DVD to oneself first, then sharing what was learned with classmates. The filmstrip's transcript should be made available to the pupils if at all possible. The next step is for the class to watch the movie and pose questions afterwards. Instruct second-language students through five distinct steps that utilise video in the classroom.

Educators' Strategies in The Classroom

The most noticeable shift, as witnessed through classroom observations, was towards a more interactive method of language instruction. There are four eras of classroom technology use that can be used to compare and contrast the evolution of teaching methods. Enigma charts the growth of educators' knowledge, competence, and application of ICT in the classroom across four distinct phases. At this point, awareness of ICT among educators is just beginning to emerge. Using ICT during the application phase complements their standard method of instruction. When ICT is "infused" into the classroom, teachers' knowledge and expertise contribute to increased interdisciplinary usage of the medium. The final phase, "transforming," focuses on ICT-enhanced competencies for developing and administering collaborative educational settings. Below, we draw parallels between the four phases of classroom technology adoption and the corresponding changes to pedagogy and instructional strategies identified in this study.

- **Emerging**

Audiovisual content integration aided in the development of student-centered classrooms. Students' behaviours and thought processes could be analysed with the use of technology. Students' ability to ask probing questions improved over the course of classroom observations. Therefore, the tool aided student learning by rephrasing key questions, pointing them in the direction of relevant resources, and answering student inquiries.

- **Applying**

It was observed in the classrooms and recorded in the instructors' journals that the trained educators placed thought into the English lessons they would teach their students. They planned make-up sessions in case the class couldn't meet at its regular hour for any reason. All ICT schools, with the backing of administration, were observed attempting to restructure the daily schedule to prevent teachers from having to double-teach.

- **Infusing**

Teachers were given a great deal of help by the incorporation of supplemental e-content. Teachers' use of English in the classroom was observed. The material was used as background for teaching English in schools. The novel dual screen intervention in particular was considered to be quite helpful for the educators. Teachers were aided by the hints, examples, and probable responses provided in order to facilitate English classes more effectively.

- **Transforming**

Teachers were expected to actively engage their students in class as a result of the e-content activities. The extra materials focused mostly on expanding upon the text's emphasis on oral communication. As a result, pupils were more vocal and actively used English in class. The arrival of digital materials served as an impetus, inspiring educators and students to try something new. These were characterised by teacher-pupil and peer debate in inquiry, analysis, and reflection. Class four material is integrated into the classroom to provide students with authentic and interesting opportunities to practise reading, writing, speaking, and listening in English.

- **Students**

 For students, the biggest improvement over non-ICT sessions was the increased enjoyment of class time. Students using the digital materials reported increased levels of engagement, enthusiasm, and curiosity in their English studies. The use of video materials in the classroom allowed for a more learner-centered environment in which students' behaviours and mental processes could be observed. Students' abilities to ask insightful questions also sprang to the surface during classroom observations. Therefore, the tool aided student learning by leading them to relevant resources, assisting them in reframing crucial questions, and supplying them with more information and answers.

Learning and Teaching A New Language

Generally speaking, a language is deemed foreign if it is not widely spoken in the culture where it is taught. The ability to communicate clearly and imaginatively in true cultural contexts is a major benefit of studying a foreign language. Learning a new language is an excellent way to broaden one's horizons, expand one's viewpoint, and foster a more holistic awareness of the world and its many cultures. Having a command of one's native tongue and culture is essential for fostering meaningful relationships with others.

The National Standards in Foreign Language Education Project (NSFLEP) argues that studying a foreign language affords students the chance to broaden their horizons culturally and intellectually by learning the when, how, and why of appropriate linguistic and social interaction. Scholars of language use the term "acquisition" to describe how people pick up their native tongue and other languages, and "learning" to describe how people study a new language formally in a classroom setting. Children's SLA is often seen as natural and easy, while adults' SLA is seen as formal and challenging. When we talk about "foreign language education," we're not referring to the instruction of a contemporary language that is neither an official language nor the mother tongue of a sizable portion of the people.

Future Trends in Foreign Languages

The subject of whether or not "native-like attainment" is required or desirable in today's globalised environment remains contentious in the field of foreign and second language teaching. Since English is increasingly used in international contexts, the subject of whether speakers should

adhere to native speaker norms of English has been hotly contested in the field of English as a Foreign Language (EFL).

Many experts in the subject have wondered why communities of native speakers are used as examples for students of English as a foreign language. There has been a flurry of new terminology established in response to this trend (Global English, International English, International Standard English, World English, or World English's), some of which questions the notion that only the variations of English spoken by people who are native to the language should be respected.

Instruction that Focuses on the Learner

The major proponent of the input model of foreign language instruction argues that two models of theory and practise in the field study the language acquisition process from the perspective of the learners: the input model and the input interaction model. His idea rests on

1. Chomsky's theory of generative language;
2. Studying how well different ways of teaching a second or foreign language work; and
3. Looking into things like motivation, worry, and personality that affect how people feel.

How to Learn and Measure

Language teachers have made many changes to their lessons because they know how important it is to give students chances to learn and use a foreign language in real-life situations and in tasks that are relevant to their learning at all stages of the process. Communicative language teaching (CLT), which is the word most often used to talk about this method right now, became a big deal because it was supported by linguists, methodologists, and curriculum developers alike in theory and in practise in a wide range of situations and fields. It was important for the growth of CLT to realise that language skills alone do not equal communication skills and that it is easier to learn language when it is used in real, useful situations.

Foreign language classrooms now use pair work, group work, cooperative/collaborative learning settings, real-life materials, lesson content that is sensitive to different cultures, and interactive projects that focus on the mental and emotional aspects of learning. Some people have also said that the theoretical foundations for using the target language for language teaching should be rethought. In the past, policies about teaching have been based on monolingual teaching ideas that weren't backed up by much research. Translating from L2 to L1 (or L3 to L2) shouldn't be used to teach language or literacy, instruction should only be done in the target language without using the students' first language, and L1 and L2 should be kept strictly separate. These ideas need to be looked at again in today's multilingual classrooms. Recent study, on the other hand, shows that the L1 should be seen as a cognitive and linguistic resource that can help people do better in the L2.

TECHNO-SUPPORTED LANGUAGE CLASSROOMS HAVE NEW ROLES FOR TEACHERS AND STUDENTS

In language classrooms with technology, both teachers and students have very different responsibilities. With computer-based technologies and technology-enhanced learning settings, like virtual learning environments, teachers and students need to play different or more specific roles. For this reason, modern media technologies have created new ways to receive, display, process, and share information. Through technology, people can now look for and organise information, analyse data and change ideas, simulate complex systems, and talk to each other in ways that weren't possible before. For teaching and learning, they offer new ways of doing things.

Curriculum and teaching methods are changing because of new communication tools. Due to more students using ICT in school, new ideas like discovery learning, self-access, community learning, independent learning, and others have come up. Enhances creative ways of teaching and learning. Through a variety of these methods, project-based teaching and learning has grown.

There are four parts to the process of learning:

(a) Instructor
(b) College Student
(c) The content and goals of the curriculum
(d) The teaching materials work together.

These last two parts have changed a lot in this age of technology-enhanced learning and teaching. And because of these changes, the jobs of both the teacher and the student have changed. The new jobs of the students and teachers need to work well together, and the same goes for the students. Technology helps them do their jobs and make the classroom a good place to learn and teach.

Online Materials for Learning a Language

Assessment is important because it can change how teachers and students teach and learn a language, as well as how they teach and learn in general. One important part of education is assessment, which is described as a "dynamic developmental process that develops and changes as the needs arise and as understanding of the process improves" (preface). It is common for the wash back effect to happen, which is "the extent to which the introduction and use of a test influences language teachers and learners to do things they would not otherwise do that promote or inhibit language learning." This effect should also be thought about when assessing.

It generally shows up in language classes as new ideas and methods for teaching that are meant to get students more interested in learning and help them come up with more ways to do it. It is common for language teachers to try new methods and approaches in order to make sure that the lessons and materials they create are tailored to each student's needs, interests, and expectations.

The FCE Test Measures the Following Skills

Getting tested is a very important part of learning. It is mainly important because it can change how teaching and learning are done. Assessment is likely to cause teachers and students, who are the main people involved in learning, to change how they do things, how they act, and how they learn. To make these changes, "the particular kind of knowledge or ability that a test is designed to measure" would have to be taken into account. This is called the construct, and it is closely related to the substance validity process. When you try to show that the content of a test is a good representation of the topic being tested, that's called content validity. Considers that measuring the right thing is necessary for any test to be true and useful.

USING NEW MEDIA AND ONLINE RESOURCES TO TEACH ENGLISH

As a result of the globalisation of the English language, it is no surprise that English is widely used in India, both as a second language and as a first language in some regions. In this country, it is considered a high-status tongue. Its current prominence as a primary teaching tool attests to its unparalleled historical significance. With the increase in English learners, there have been advancements in teaching methodologies to measure the success of the process of teaching. Films, radio, and television are examples of genuine media that have been around for quite some time. The use of these materials has completely supplanted the previous methods of education. As with any profession, today's educators face additional demands and responsibilities in the digital age. Technology's disruption of the status quo in English language classrooms has been nothing short of revolutionary.

Thanks to technological advancements, educators now have more tools at their disposal to engage students and boost classroom output. It's crucial in influencing societal and linguistic shifts. "Technology is at the centre of globalization's impact on our lives," the article reads. After 1960, English's popularity skyrocketed. The current role and position of English is that it is "the language of social context, politics, culture, commerce, education, industries, media, library, cross-border communication, cross-curricular emphasis, and the medium of instruction."

The Role of Technology in the English Classroom

 As the demand for those who can teach the language rises, so does the number of people who can do so. Although some educators employ "state-of-the-art" technological tools, the vast majority continue to rely on time-tested practises. The conventional approaches are not horrible or harmful to the students, and they can be extremely beneficial. However, there is still opportunity for development, as more and more options emerge for students, especially ESL pupils for whom English is a serious medium of study. To stay up with ELT material and to build self-assurance, they require access to multimedia resources.

Lessons that use multimedia technology, such as audio-visual or animation effects, are becoming increasingly popular because they make a greater quantity of material readily available. It's both expansive in terms of data and geographical reach. Multimedia tools, by providing a more tangible

experience, are effective in inspiring students to learn and engage actively in the classroom. Traditional methods of instruction reduce students to passive receivers of knowledge by preventing them from developing an understanding of the language's structure, meaning, and purpose.

If you have trouble communicating, you will have a hard time learning a language. When it comes to motivating students to study, multimedia tools like the Internet and computer games have a clear advantage over traditional classroom instruction, which tends to be dictated by the teacher. Visual and engaging PPT courseware encourages critical thinking by shifting the focus of students' English studies to the development of their skills and abilities.

CONCLUSION

Most of the time, this Communicative method is used in the third group of institutes listed above, but it is slowly making its way into ELT classrooms. This method's most important effect is that it pays attention to what learners want and how they react. In India, the academic side of ELT has been missing this kind of empathy. The whole school system is so hard to use that it doesn't meet the needs of students; students' responses are ignored too often. The irony is that academics call these learning places "shops" or "commercial institutes," but it is these businesses that are a big reason why the ELT paradigm is changing in India. English is still seen as something that needs to be taught, not something that needs to be learned. Also, old ELT methods like the Grammar Translation Method, the Direct Method, and Situational Language Teaching don't help students at all now that things have changed and most students just want to be able to communicate in English.

REFERENCES

1. Tesfamichael, W. (2017) Students' attitudes towards cooperative learning in EFL writing class Arabic Language, Literature & Culture, 2(3), 60-68

2. Nasri, M. & Biria, R. (2017) Integrating multiple and focused strategies for improving reading comprehension and l2 lexical development of Iranian intermediate EFL learners. International Journal of Applied Linguistics & English Literature, 6(1), 311-321.

3. Warner, C. & Chen, H. -I. (2017) Designing talk in social networks: What Facebook teaches about conversation. Language Learning and Technology 21.2, 121–138.

4. Zourou, K., Potolia, A. & Zourou, F. (2017) Informal social networking for language learning: Insights into autonomy stances In Lewis, T., Rivens Mompean, A. & Cappellini, T. (eds.), Learner autonomy and Web 2.0 San Marcos, TX: CALICO, 141–167

5. Androutsopoulos, J. (2015). Networked multilingualism: Some language practices on Facebook and their implications. *International Journal of Bilingualism* 19.2, 185–205.

6. Arnold, N., Ducate, L. & Kost, C. (2012) Collaboration or cooperation Analysing group dynamics and revision processes in wikis. *CALICO Journal* 29.3, 431–448.

7. Arslan, R. A. & Sahin-Kizil, A. (2010). How can the use of blog software facilitate the writing process of English language learners? *Computer Assisted Language Learning* 23.3, 183–197.

8. Aydin, Z. & Yildiz, S. (2014). Using wikis to promote collaborative EFL writing *Language Learning and Technology* 18.1, 160–180

9. Bikowski, D. & Vithanage, R. (2016). Effects of web-based collaborative writing on individual L2 writing development *Language Learning and Technology* 20.1, 79–99

10. Chen, R. T.-H. (2015). L2 blogging: Who thrives and who does not? *Language Learning and Technology* 19.2, 177–196.

11. Chen, W., Shih, Y. & Liu, G. (2015) Task design and its induced learning effects in a cross-institutional blog-mediated tele collaboration *Computer Assisted Language Learning* 28.4, 285–305.

12. Christensen, M. & Christensen, M. (2015) Language learner interaction in social network site virtual worlds In Dixon, E. & Thomas, M. (eds.), 193–211

13. Crum, C. (2015, January 6). Guess how many wordpress.com blogs were created in 2014.

14. Dixon, E. & Thomas, M. (eds.) (2015) *Researching language learner interaction online: From social media to MOOCs*. San Marcos: CALICO.

15. Dizon, G. (2016). A comparative study of Facebook vs. paper-and-pencil writing to improve L2 writing skills *Computer Assisted Language Learning* 29.8, 1249–1258

16. Ellison, N. B. & boyd, d. (2013). Sociality through social network sites In Dutton, W. (ed.), *The Oxford handbook of internet studies* Oxford: Oxford University Press, 151–172.

17. Farr, F. & Murray, L. (eds.) (2016) *The Routledge handbook of language learning and technology* London: Routledge

18. Gabaudan, O. (2016). Too soon to fly the coop? Online journaling to support students' learning during their Erasmus study visit *Re CALL* 28.2, 123–146.

19. Vandergriff, I. (2016). *Second-language discourse in the digital world: Linguistic and social practices in and beyond the networked classroom.* Amsterdam/Philadelphia: John Benjamins.