Instructional Revolutions in English Language Pedagogical Process

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Abstract
One of the languages that have had the biggest impact on globalization and the explosion of knowledge is English. In the natural world, it is the most commonly used kind of communication. Using technology has become essential to learning a language, both inside and outside of the classroom. Almost all language classes use some sort of technology. The use of technology has helped and enhanced language acquisition. ICTs have a lot to offer teachers and students in language classrooms. Teachers must fulfill the roles of educator and facilitator while students improve their vocabulary, reading, and speaking skills. The use of Internet communication technology (ICT) in English language pedagogy is a relatively recent tradition in India. Technology gives teachers the ability to modify lessons, which improves language acquisition. Technology continues to gain relevance as a tool to assist teachers in facilitating language learning for their students. This study examines the usage of modern technologies in relation to teaching and learning English as a second or foreign language. Using technology, English language learners can improve their learning abilities.
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Introduction

Language is one of the key elements affecting communication across borders. Grabe and Stoller (2002) state that student's employ speaking, reading, and writing as well as other components of their English language proficiency and communication. Furthermore, Ahmadi (2017) asserted that a key component of learning is the method teachers' use in their classrooms to expedite the learning of a language. As stated by Becker (2000), when teachers have easy access to computers, they are an essential teaching tool in language classes. Well-prepared and possess some degree of curriculum control. Computer technology is seen by many educators as essential to providing students with a top-notch education. Technology has always been a major component of education and training. Given that teachers can use it to support students' learning; it is an essential part of their job description. When talking about the use of technology in teaching and learning, the term "integration" is used. We should reevaluate the curriculum and concentrate on integrating technology into instruction to enhance the learning process, as technology is an integral part of our everyday lives. Stated differently, technology becomes an integral part of the learning process and a significant

challenge for educators starting with the planning of learning experiences and continuing through the teaching and learning process (Eady & Lockyer, 2013).

Pourhosein Gilakjani and Sabouri (2014) emphasized that through technology; students can become active participants in their education and access a multitude of knowledge that is outside the purview of teachers. Technology has a big impact on how teachers teach and is essential for promoting student activities. If technology is not incorporated into their lessons, teachers will not be able to keep up with it. Teachers need to be well-versed in these technologies in order to teach language skills (Pourhosein Gilakjani, 2017; Solanki & Shiamlee, 2012).

Equitable opportunities are provided by improving the knowledge and computer technology-related skills of learners, regardless of their backgrounds. Learners might not be skilled technologists even though they grew up in a technologically advanced society (Bennett et al., 2008). Furthermore, it is insufficient to merely grant people access to technology. All students must develop relevant technology-based knowledge in order to maximize learning (OECD, 2010).

Technology Use in English Language Class

For students, technology is an invaluable resource. It is imperative that students use technology in the classroom. Teachers should set an example of how to use technology to support the curriculum for their students in order to encourage the use of technology in language learning (Costley, 2014; Murphy et al., 2003). Students' cooperation can be encouraged by technology. Cooperation is one of the most important learning resources. Students collaborate to complete assignments, and by reading each other's work, they can learn from one another (Keser et al., 2011).

Susikaran (2013) asserts that because the chalk-and-talk approach is inadequate for teaching English effectively, fundamental changes have been made in classrooms in addition to instructional strategies. In a classroom that is well-organized, students can learn effectively, claim Raihan and Lock (2012). Lessons conducted through lectures are not as effective as those conducted through technology. Teachers should figure out how to use technology as a useful teaching tool for their students, even if they haven't studied it or aren't computer experts.

The way English is taught has changed significantly as a result of technological use. It provides a plethora of choices for stimulating instruction and learning enhancement (Patel, 2013). In traditional classrooms, instructors stand in front of the students and provide lectures, explanations, and instructions using a whiteboard or blackboard. In light of technological progress, these methods must be adjusted.

In the classroom, multimedia texts are utilized to help students learn vocabulary and grammar rules. Multimedia instruction also makes use of print books, movies, and the Internet to raise students' language proficiency. Students can use print, video, and the Internet to gather information and access a variety of materials for the analysis and interpretation of language and situations (Arifah, 2014).

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Because they use technology on their own, learners are more self-directed. In line with Arifah (2014), students' motivation is increased by using the Internet. Students are more likely to interact with the material and increase their knowledge when films are shown in the classroom. When a computer and the Internet are used for learning, students can take meaningful courses. Students who use technology in their education are able to develop higher order thinking skills.

ICT Resources and Programs Utilized in the Field of Teaching English

ICT use in the language classroom can be advantageous for both teachers and students, with students improving their vocabulary, reading, and speaking skills and teachers needing to act as a facilitator as well as an educator. One of the languages that has had the biggest impact on globalization and the explosion in knowledge. Because of this, it's called a global language, a link language, and a common language. In the Indian context, it is referred to as ESL (English as a Second Language). English Language ability is now necessary for improved learning and financial success. As such, it is imperative that to begin instructing students in English in schools and assist them in becoming fluent. The list that follows consists of a few essential ICT tools and resources used in English as a second language instruction.

Internet Communication Technology (ICT)

There is a new English language education tradition throughout all of India. Taiwo (2007) refers to the Internet and mobile telephony's role in connecting Asia to the rest of the world as "one of the most remarkable events in the last fifty years in Asia." Computer-mediated communication (CMC) in teaching and learning English as a second language has been introduced to India's socio-cultural context as a result of the new "digital literacy" culture's widespread networking.

The Computer Based Language Training (CBLT)

A variety of courses, including language-based ones, can be taught using it. To help different students learn how to pick up skills in a target language without an instructor present, a software program known as CBLT was developed. CBLT is a digital tool that enables meaningful interaction with students by fusing text, audio, graphics, video, and animation with an interactive multimedia component.

Email

The students can create a free personal email account with Gmail, Yahoo, or Hotmail and send emails to native speakers of the language. The appropriate teachers will correct the homework that the kids mail in. Before turning in any assignment, the teacher is also free to make edits, provide feedback, and suggest ways to make it better.

Blogs

A publicly accessible, regularly updated personal or professional journal is called a blog. They are perfect for serving as online personal diaries for students because they allow users to upload files and link to them from blogs. When contributors play different roles in the writing process, such as readers and reviewers who remark on other contributors' posts and writers-readers who reply to criticism of their articles after revisiting their postings, blogging becomes interactive and communicative, according to Pinkman (2005). Readers are able to comment on the content they have read, even though blogs can also be established in secure areas.

Skype

Every internet service includes audio capabilities and contemporary hardware, such as laptops with cameras. The students could talk to their friends and teachers who lived far away. People could have their pronunciation checked and converse with native speakers to get better at speaking.

Mobile Device

By using the mobile phone's search function to find new terms, students can increase the size of their vocabulary. They could verify the word's usage, pronunciation, and spelling looked for.

Additionally, people can use Short Message to ask their professors questions service (SMS) and have their questions answered.

iPods

The iPod is one of the multimedia devices that enable users to produce, distribute, and share text, image, audio, and video scripts as needed. Teachers can send text messages to their students, who can read and reply. Students can also record and listen to their news articles, poetry, short stories, speeches, and more. iPods therefore give English language learners an opportunity to improve their vocabulary, writing, grammar, and listening abilities.

Audio devices

Audio devices can be used to create interactive multimedia along with other kinds of media. It can, nevertheless, also be utilized as a stand-alone tool. There are speakers, earbuds, CDs, and other audio devices available.

Radio

It has a major positive impact on rural students' education and training. Many open enrollment and distance learning courses are offered via radio. It is also beneficial for audio conferences. Language skills can be developed via radio shows, particularly dialogue and dramas.

Television

It can be useful for both education and entertainment. It has been found to be highly motivating, enhance listening skills, and aid in the acquisition of situational language. It is very helpful in understanding the language of the media. Television shows have the potential to help a large number of students at once. Some open universities and distance learning institutions, such as the Maulana Azad National Urdu University and the Indira Gandhi National Open University, broadcast their educational programming on television. It is an essential part of the audio-visual conference system. This allows for live broadcasting of training sessions and conversations.

Internet

It is the most important means of communication. All contemporary communication takes place in this manner. These days, communication is quick, useful, affordable, and aesthetically pleasing. There are numerous communication tools available on the Internet. Many of them are in pursuit.

Social Media

Social media is becoming a more popular tool for communication. It provides a forum for the sharing of concepts. Blogs are created on it. By adding themselves, students can join the English language study groups and gain from the sharing of knowledge. It provides access to a wide range of social media sites, including Instagram, Twitter, Facebook, and others. It is very helpful when studying situational language.

ICT Applications for ELT Teachers

To teach more effectively, a teacher must stay current with the times. ICT is helpful in this regard. Here are some ways that a teacher could benefit from ICT.

It supports the professional development of the educators. By utilizing information and communication technologies, a teacher can become proficient in a variety of languages. Reputable educational institutions like Cambridge University, the British Council, and others offer a variety of

certification programs for English language teachers that he can enroll in. These programs help him become a better English teacher by simplifying and making his subject matter more approachable, affordable, and understandable.

A teacher can increase the breadth of his English language proficiency by using electronically accessible journals, magazines, and libraries (e-libraries). He can also take part in talks and conferences with subject matter experts in his field of English language teaching through audio and video conferencing, which will help him expand his knowledge and skills in ELT.

Teachers can learn innovative teaching methods thanks to ICT. He is able to work with the students on a range of assignments and projects. Having access to teaching resources, homework, etc., is also beneficial to him.

He can take part in a variety of in-service training courses and workshops that are essential to his professional development thanks to information and communication technology.

With the use of ICT, a teacher can better educate students about the online resources available for studying the English language, including social media platforms like LinkedIn and e-books, e-journals, and e-magazines. He uses ICT to help him create a curriculum for learning English. He is able to investigate the benefits and drawbacks, challenges, and sociological and psychological issues related to English language learners in diverse ELT curricula across different countries. He can develop a curriculum that helps him achieve the aims and objectives of teaching English because of all these factors.

Factors Influencing Technology Use

Teachers need to be computer literate before they can even consider adding modern technology devices to the classroom. More computer courses are required. Courses that instruct learners in Internet usage and the use of computers in the classroom needs to be prioritized more. As stated by Mumtaz (2000), the absence of resources, instructional skills, teacher perspectives on ICT, and the kinds of applications and the biggest obstacles to technology integration are accessible software English language instruction. The majority of teachers of English as a second language lack sufficient preparation. Using out-of-date textbooks that will be difficult for even native speakers to understand. Furthermore, according to Cui and Wang (2008), students usually only study the language for exams and do not use it outside of the classroom. According to Mumtaz (2000), the majority of teachers only use ICT when it's mandated by the institution, when there are sufficient resources available, or when they possess strong ICT skills. He went on to explain that instructors' reluctance to use technology stems from their insufficient staffing, lack of devices, lack of time, or lack of funding, among other reasons. Schools are adapting, according to Davis (2000), to fulfill the increasing demand for resources and the technological demands of society.

Suggestions for the Effective Utilization of Technology

The research provides recommendations for language learners who want to improve their technological language proficiency:

- Pourhossein Gilakjani, Leong, and Hairul (2013) state that educators should create a technology plan that takes purchase decisions and integration strategies into account.
- Professional development should be explicitly considered in order to guarantee students' learning and to change the attitudes of teachers who are unaware of the advantages that technology offers (Pourhossein et al., 2013).
- Teachers of languages ought to motivate their pupils to use technology to improve their language skills.
- A major element of university teaching and learning initiatives is technology.

- Technology experts should provide extra assistance to educators who use technology to teach English courses.
- Teachers should think about how technology may help them teach rather than just concentrating on teaching.
- Encourage learner-centered learning. Technology is a vital tool for language learning activities, as it helps pupils in refining their language learning skills.
- Teachers ought to encourage their pupils to use technology to enhance their language proficiency.

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