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Integrating Technology and Pedagogy for Innovative Approaches in English Language Teaching

Dr. N. Prabakaran, Guest Faculty in English, Department of English and Comparative Literature, Madurai Kamaraj University, Madurai, Tamil Nadu, India.
ORCiD: https://orcid.org/0009-0006-5423-0209
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Abstract

The setting of English Language Teaching (ELT) has developed drastically with the combination of technology, presenting new methodologies and equipment to enhance mastering effects. This article examines innovative procedures in ELT, focusing on the synergy between technology and pedagogy. It discusses key developments consisting of blended learning, cell-assisted language getting to know (MALL), and the use of artificial intelligence (AI) in language training. The paper also explores the implications of those innovations for teachers and learners, offering sensible strategies for powerful implementation. The end emphasises the significance of continuous adaptation and professional development in leveraging technological advancements to enhance English language coaching and gain knowledge.

Keywords: English Language Teaching (ELT), Technology Integration, Blended Learning, Mobile Assisted Language Learning (MALL), Artificial Intelligence (AI).

Introduction

English Language Teaching (ELT) has gone through huge changes during the last few years, driven by advancements in the era. The conventional strategies of language preparation, which on the whole depended on textbooks and classroom interactions, were supplemented and, in some cases, changed by using progressive techniques that include virtual gear and structures. This paper explores the combination of eras in ELT, focusing on the advantages and demanding situations it presents for each educator and newbie. By inspecting cutting-edge trends including mixed getting to know, cell-assisted language gaining knowledge of approach (MALLM), and artificial intelligence (AI), this text objectives to provide comprehensive information of the way those improvements can be effectively utilised in English language training.

Blended Learning Method in ELT

The blended getting to know technique combines face-to-face preparation with online mastering, has come to be more and more popular in ELT. This approach offers a flexible and personalised way to gain knowledge of experience, allowing college students to access academic resources and complete assignments at their own pace. According to Graham (2006), blended getting to know environments enhance student engagement and improve gaining knowledge of effects by way of presenting various opportunities for practice and interaction. In ELT, mixed mastering can consist of the use of on line systems for grammar sporting events, vocabulary constructing, and interactive language games. This equipment not only caters to specific learning styles and alternatives. One of the important benefits of blended mastering is the capacity to offer immediate feedback. Online quizzes and tests can automatically evaluate students' overall performance and provide corrective comments, which is important for language acquisition. Additionally, blended learning allows

collaborative studying through online discussion forums and organisation tasks, fostering a sense of network among rookies. However, implementing blended getting to know you calls for careful planning and coordination to ensure that the web and offline components are seamlessly included (Garrison & Vaughan, 2008).

Mobile Assisted Language Learning Method

Mobile Assisted Language Learning (MALLM) leverages the widespread use of clever phones and devices to provide language learning possibilities anytime and everywhere. MALLM packages offer various features, consisting of interactive sporting events, language video games, and multimedia content that enhance your experience. According to Kukulska Hulme and Shield (2008), MALLM supports informal learning by permitting learners to exercise language skills outside the study room in real-life contexts. One of the primary blessings of MALLM is its accessibility. Learners can use mobile apps to practice listening, talking, studying, and writing capabilities on the move. For instance, language getting to know apps like Duolingo and Babbel offer dependent classes and instantaneous feedback, making language exercise engaging and powerful. Moreover, MALLM encourages self-reliant learning, as college students can choose when and the way to engage with the getting to know materials (Burston, 2014). However, the effectiveness of MALLM relies upon the nice of the apps and the inexperienced persons' motivation to apply them continuously. Educators need to cautiously select apps that align with their coaching targets and combine them into their curriculum. Additionally, they must offer guidance on a way to use that gear successfully to maximise mastering consequences (Stockwell & Hubbard, 2013).

Artificial Intelligence in ELT

Artificial Intelligence (AI) is remodelling ELT with the aid of imparting customised learning stories and automating administrative tasks. AI-powered equipment, which includes chatbots and digital tutors, provides real-time language exercise and feedback, making language mastering greater interactive and engaging. According to Tegos et al. (2020), AI can analyse beginners' performance records to pick out strengths and weaknesses, allowing the advent of custom-designed learning paths that deal with character needs. One of the extensive packages of AI in ELT is the use of natural language processing (NLP) to expand smart language evaluation tools. These gears can compare spoken and written language with excessive accuracy, supplying precise feedback on grammar, pronunciation, and fluency. For instance, AI pushed systems like Grammarly and Write & Improve offer real-time writing assistance, supporting learners in improving their writing abilities through automated recommendations and corrections (Wilson & Schwabsky, 2020). AI also enhances language training by way of automating ordinary responsibilities, which include grading and administrative tasks, permitting instructors to recognition extra on customised coaching and student aid. However, the combination of AI in ELT increases moral considerations related to information privacy and the capacity for bias in AI algorithms. Educators need to be aware of those issues and ensure that AI equipment is used responsibly and transparently (Holmes, Bialik, & Fadel, 2019).

Implications for Teachers and Learners

The integration of the era in ELT has profound implications for each instructor and beginner. For instructors, the shift closer to technology-enhanced language training calls for continuous professional development and flexibility. Teachers want to be gifted in the use of virtual gear and platforms, designing mixed mastery activities, and incorporating AI-driven assets into their teaching exercises. According to Hockly (2012), professional development packages need to consciousness on growing digital literacy abilities and pedagogical

techniques for powerful technology integration. For newcomers, generation offers a greater engaging and personalised learning enjoy. However, it additionally demands a higher degree of self-regulation and motivation. Learners want to be proactive in using virtual sources, setting mastery dreams, and looking for comments. Additionally, they have to develop digital literacy capabilities to navigate and evaluate online content significantly (Reinders & White, 2016). Effective technology integration in ELT additionally calls for addressing the digital divide. Access to the era and the internet can vary drastically amongst newcomers, leading to disparities in gaining knowledge of possibilities. Educators and policymakers need to work together to make certain equitable get admission to to virtual assets and aid for all college students (Czerniewicz & Brown, 2014).

Practical Strategies for Implementation

To effectively integrate technology into ELT, educators can adopt numerous sensible strategies. First, they must begin with a clear understanding of their teaching objectives and pick out appropriate digital gear that aligns with these objectives. For instance, instructors can use online systems for supplementary grammar activities or cellular apps for vocabulary practice. It is critical to evaluate the great effectiveness of those tools earlier than integrating them into the curriculum (Reinders & Benson, 2017). Second, educators ought to lay out combined gaining knowledge of activities that combine online and offline components in a cohesive way. This can include flipping the school room, wherein college students get access to instructional content online and use study room time for interactive sports and discussions. Blended gaining knowledge of calls for careful planning to ensure that online activities complement and give a boost to study room preparation (Garrison & Vaughan, 2008). Third, teachers should offer clear guidance and aid to novices on the way to use virtual tools efficiently. This consists of demonstrating the way to navigate online systems, setting expectations for participation, and supplying guidelines for self-directed studying. Providing ongoing feedback and tracking students' development can assist in maintaining motivation and engagement (Stockwell & Hubbard, 2013). Finally, educators must engage in non-stop expert development to stay updated with the state-of-the-art technological tendencies and satisfactory practices in ELT. Participating in workshops, online courses, and professional studying groups can assist teachers in expanding the competencies and information needed to integrate the era successfully into their teaching exercise (Hockly, 2012).

Conclusion

The integration of technology in English Language Teaching offers several benefits, which include increased engagement, personalised getting to know, and greater language exercise opportunities. However, it additionally affords demanding situations related to digital literacy, get admission to, and the ethical use of AI. To leverage the potential of generation in ELT, educators have to undertake a thoughtful and strategic approach, specialising in professional improvement, effective pedagogy, and equitable get admission to. By embracing revolutionary methods and constantly adapting to technological improvements, teachers can create dynamic and effective language mastering environments that cater to the various wishes in their college students.

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