

Emerging Trends in Teaching and Learning English Language

Dr. Pundlik Nalinde

Bhagwan Baba College, LonarDist- Buldana

The proliferation of web-based technologies and the availability of high-speed internet have opened up a wealth of new options for the improvement of educational technology. In education, and particularly for those learning a foreign language, the use of technology has shown to be very useful and effective in helping instructors achieve their aims. Technological advancements have impacted and improved every aspect of modern life. We have never had it so simple to talk to one another. Some of the newest technologies, such as the web, internet, and mobile devices like Personal Digital Assistants (PDAs), iPhones, etc., have helped to break down the geographical barrier between individuals all over the globe (Sarica & Cavus, 2008). If you want to communicate with anybody anywhere in the globe, you had better learn English. As a result, English has emerged as the go-to lingua franca for communicating emotions and mastering new technologies. Technology in the classroom has made learning more efficient and enjoyable for students. Students have a better chance of succeeding as computer professionals if they get training throughout their school years. Students' language skills are honed via studying English. Students' interest in learning English has increased as a result of the widespread use of innovative teaching practices in higher education. It is no secret that fluency in English is now a requirement for most jobs. With so many resources available, learning English is now simpler and more pleasurable than ever. In recent years, online education has become one of the most rapidly expanding sectors of the academic industry. It is generally agreed that recent innovations in both IT and learning science have opened up exciting new possibilities for developing e-learning platforms that are not only user-friendly but also learner-centric, interactive, cost-effective, and highly adaptable (Khan, 2005). Therefore, it may be argued that learning English online is an additional option. Web-based technologies and robust internet connections provide a wide range of new opportunities and cutting-edge developments for educators and students. Online Instruction E-learning, or "web-based learning," has supplanted "technology-based" and "distance" education, as well as "online" study in recent years. Internet-based language learning activities may help students improve their proficiency in a range of foundational language abilities. Learning to listen, talk, write, and read in English are the four cornerstones of fluency. There are several ways in which this knowledge may be presented on the web in an interactive format. E-learning, email, blogs, and chat are all examples of internet-based communication technologies that may be used in this respect. Teachers and students can work together in a more unified setting thanks to these technologies. When web-based learning tools meet these three criteria, students have a good attitude about them (Storey et al., 2002) Technology is rapidly evolving and changing, and its proper use may greatly advance the teaching-learning process. The following examples of technological resources have educational applications:

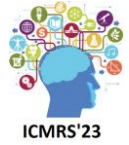
The use of e-mail as a means of communication is proving useful in the study of other languages. For most Internet users, email is the sole reason to log on. E-mail accounts make it possible for both international educators and their students to participate in online language-learning activities. Because of its practicality and convenience, e-mail is a great method of communication between students and teachers in the field of English language learning. The use of a shared email account makes it possible for international educators and students to include email-based activities into their lessons (Le Loup, 1997). One other use for e-mail is in the field of web-based education. Some days before class, a teacher might send out an email to his pupils asking them to exchange essays on the day's assigned reading. A teacher may do the same thing with a discussion by giving students a subject and asking them to start communicating about it through email. Students who take the time to

learn about all sides of an issue before forming debate teams in class are better prepared to choose a position based on their knowledge rather than their emotions. E-mail accounts (Yahoo, Hotmail, Gmail, etc.) are a great resource for English instructors, and many websites provide them for free. To facilitate class discussion, educators may now generate and distribute discussion prompts through electronic mail. Once students get the email, they begin working on an English composition or essay to give back to the instructor. Both their writing and vocabulary will benefit from this. Blogs Since most blog platforms allow for file uploading and linking, they are well suited to act as online personal diaries for students. A student's blog that is integrated with their language learning course might serve as an electronic portfolio to demonstrate growth over time. If the student chooses to make their blog public online, they may potentially share their writing with their peers. "According to Pinkman (2005), blogging becomes communicative and interactive when participants assume multiple roles in the writing process: as writers who write and post, as readers/reviewers who respond to other writers' posts, and as writer-readers who, returning to their own posts, react to criticism of their own posts." Students may be more deliberate (in substance and organization) if they write for an authentic audience, and this is something that may be fostered via self-publishing. All topics are up for discussion as students work to improve their writing and reading abilities. Use of online testing and quizzes Teachers have long utilized assessment tools like quizzes and tests in class, requiring them to create the materials, print them off, photocopy them, and hand them out to students. A number of students are reading the questions and then crossing out the correct answer. Students and teachers alike are increasingly turning to online quizzes and exams because they eliminate the need for traditional testing implements such as paper and pencil. Papers may be handed out electronically, saving time for teachers. Teachers may save time on grading by not having to manually assess student performance on exams, and they can provide valuable feedback to students. A student's exam scores are available at the press of a button. Educators and students alike may choose from a variety of innovative and engaging assessment options. Multiple-choice, short-answer, jumbled-sentence, crossword, matching, sorting, and gap-filling tests may all be crafted with the use of test-making software and published on the web. To assess their pupils' progress in a foreign language, educators may design their own websites. A general-purpose instant messaging service did not exist until ICQ debuted in 1996 (www.worldstart.com/tips/tips.php/1498). Over time, a number of other instant messaging platforms came into widespread use. These include MSN Messenger, Yahoo! Messenger, etc. Typing in English is mandatory for all students. Students may practice their typing and reading abilities by responding to messages from classmates and teachers. Furthermore, in these digital classrooms, not only can students and instructors have greater communication and collaboration, but students and teachers may also converse and exchange knowledge with one another. Interaction between instructors and students in real time is crucial. When discussing MSN Messenger, for instance, it is important to note that it has many more capabilities than just text, voice, video, and file transmission. For those who want to see each other while chatting, Messenger may be used in conjunction with a Webcam to display a little video window. As a result, students may practice speaking and listening in English with their classmates and instructors. As a result, students may access their courses whenever and wherever they choose using a mobile learning system. There is no more widely used electronic gadget than the mobile phone. iPods iPods are a kind of portable media player that lets their users create, save, and share media on the go. Users may also communicate with one another and with their educators via the exchange of text, photos, audio, and video. The purpose of the ipod's activity elements is to improve not just listening, but also vocabulary, grammar, and student output via the use of the ipod. The iPod's "Pod Text" advanced capability expands language learning opportunities even further (Shinagawa & Schneider, 2007). Students may combine listening and speaking practice by recording themselves reading or performing an oral text. The news, songs, poetry, vocabularies, and translations are all real-world examples that students may listen to and read while they improve their English language skills. Learning a new language using an iPod opens up many possibilities. PDAs Personal digital assistants (PDAs) are portable mini-computers. Portable data terminals may grow with their users because to their modular design and array of add-on features (e.g. word processors, databases, bilingual dictionaries, flash-cards). Even though

PDA's are expensive, they have no operating expenses since most of the software is free (Houser et al., 2002). There has recently been a rise in the number of projects that include the use of mobile devices in a variety of educational settings. Web site for English idioms with definitions, descriptive films and animations, and multiple-choice quizzes designed by Thornton and Houser (2003) for use with mobile devices. iPhones and other mobile phones Participants may at least expand their vocabularies by using the mobile phones' built-in dictionaries to explore the internet. English language students may look for vocabulary or practice tasks. In addition, students may reach out to their peers and instructors with queries through SMS. By utilizing their mobile devices, educators may provide instantaneous feedback to pupils. Communication between mobile phones for things like voice calls, text messaging, and brief online browsing is accomplished through wireless internet. English vocabulary may be studied and practiced on the go with the help of short web pages accessible via a student's mobile device. Alternatively, the increasing use of iPhones in the classroom provides pupils with a more engaging and dynamic setting in which to study foreign languages. By working with a native speaker, students may improve their vocabulary and pronunciation. Three, they may draw a comparison between their recorded pronunciations and those of a native speaker. It is important for students to continue their language learning outside of the classroom. This process is sustained by the technological tools utilized by both students and instructors. Communication between teachers and students, as well as between students themselves, is greatly facilitated by the widespread use of the Internet and mobile devices in today's language classrooms. The use of the Internet to facilitate language instruction and study is an intriguing and developing field. As computational linguists, instructional designers, and programmers advance the field of linguistics, language educators may benefit from the web's underlying resources. In addition, these resources may be used by language instructors to develop and share their own online language exercises. Now that academics have accumulated a sufficient body of knowledge on the topic of language learning through the Internet, they may move on to implementing interactive language classes and inspiring educators to develop their own web-based activities.

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