

# TECHTALK



**REVOLUTIONISING  
ENGLISH LANGUAGE  
TEACHING IN THE 21ST CENTURY**

**Editor-in-Chief :**

**Dr. K. John Wesley Sasikanth**

**Editors:**

**Prof. (Dr.) Sanjay K Jha**

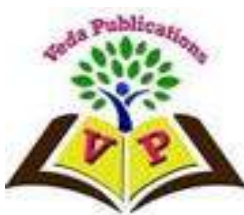
**Dr. S. Chelliah**

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*Techtalk: Revolutionising English  
Language Teaching in the 21st Century*

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# FOREWORD

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In today's fast-paced digital world, technology is reshaping every aspect of our lives, including how we teach and learn. *Techtalk: Revolutionising English Language Teaching in the 21st Century*, published by Veda Publications, fulfils the important goal of utilizing technology to elevate language learning and teaching processes. This book presents thought-provoking insights and innovations that redefine English language teaching (ELT) in the modern classroom, making it a vital resource for educators and learners alike.

As we witness this ongoing revolution in ELT, it's crucial to approach it with openness and creativity. Technology, in the hands of skilled and innovative teachers, becomes far more than a simple tool; it transforms into a powerful catalyst for change, enabling students to engage with language in previously unimaginable ways. As George Couros wisely stated, "Technology will not replace great teachers, but technology in the hands of great teachers can be transformational."

I extend my heartfelt congratulations to Dr. John Wesley Sasikanth and the editorial team for producing this invaluable book. My best wishes also go out to all the contributors for their commendable efforts in enriching this work.

Happy reading!



*Technology Won't Replace Teachers...*

*...But Teachers Who Use Technology Will  
Probably Replace Teachers Who Do Not.*

# PREFACE

The 21st century has heralded a remarkable shift in English Language teaching with the integration of technology into educational frameworks. This book, *Tecktalk: Revolutionising English Language Teaching in the 21st Century*, emerges as a response to the pressing need for innovative approaches to teaching and learning.

This volume is a collaborative effort, enriched by the insights and expertise of academicians working in reputed institutions and universities. We hope that this volume serves as a valuable resource and a source of inspiration for all those committed to advancing the field of ELT. This collection of Chapters serves as a roadmap, inviting readers to delve deeper into the challenges, strategies, tools, and methodologies that are reshaping English language teaching.

This book presents a comprehensive exploration of the evolving paradigms in ELT, from leveraging AI tools like ChatGPT to foster analytical and writing skills to examining the role of mobile learning in inclusive education, the chapters delve into how technology is being harnessed to meet the demands of 21st-century learners.

Contributions such as *AI in ESL Classrooms: ChatGPT for Enhancing Teaching Writing and Literary Analytical Skills* and *Revolutionizing Language Learning: The Role of Chatbots in ELT* highlight the growing influence of AI in facilitating personalized, efficient, and engaging learning experiences. Simultaneously, studies like *The Impact of Technology Integration on Academic Performance of EFL Undergraduates: A Case Study* and *Global Perspectives on English Language Teaching and the Usage of ICT Tools* investigate the broader implications of technology on pedagogy and academic success.

Beyond technological innovation, this volume addresses critical pedagogical and socio-cultural dimensions of ELT. Chapters such as *Empowering Students: The Role of Extracurricular Activities in Soft Skills Acquisition* and *Examining the Reciprocal Effects of Teaching Strategies and Teacher-Student Relationships on Students' Self-Esteem and Learning*



*Success* underscore the importance of holistic education that nurtures both academic and interpersonal competencies.

The book also sheds light on global challenges and opportunities in ELT, as seen in *English Language Teaching in South Asia in the 21st Century* and *Navigating the Complexities: A Comprehensive Study on the Current Issues and Challenges in ELT*. These contributions explore the intersections of globalization, policy, and pedagogy, emphasizing the need for adaptability and innovation in an ever-changing educational landscape.

At its core, this book seeks to inspire educators, researchers, and policymakers to embrace the transformative power of technology while remaining mindful of the ethical, cultural, and pedagogical nuances that shape effective language instruction. It is a tribute to the resilience, creativity, and dedication of ELT practitioners worldwide who continue to navigate the complexities of their profession with unwavering commitment to excellence.

We hope that this volume serves as a valuable resource and a source of inspiration for all those committed to advancing the field of ELT. By fostering dialogue and collaboration across disciplines and borders, we can collectively build a more inclusive, effective, and dynamic future for language education.

Dr.K.John Wesley Sasikanth

## **ACKNOWLEDGEMENTS**

I am ever grateful to God for His abundant grace that enabled me to bring out this edited book, *Tecktalk: Revolutionising English Language Teaching in the 21st Century*.

I thank all the contributors for their dedication, intellectual rigor, and insightful perspectives in exploring the evolving landscape of English language teaching in the 21<sup>st</sup> century, particularly with the advent of technology.

My heartfelt appreciation goes to the editors, whose meticulous work and attention to detail have elevated the quality of this book.

My sincere thanks to Veda Publications for their unwavering support in bringing this book to life.

Finally, to the readers for embarking on this journey. Together, let us reimagine the future of English language education in the age of technology.

Dr.K.John Wesley Sasikanth

**THE DIGITAL REVOLUTION IS  
FAR MORE SIGNIFICANT THAN  
THE INVENTION OF WRITING  
OR EVEN OF PRINTING**

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# English Language Teaching (ELT) in the South Asia of 21st Century

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Prof.(Dr) Sanjay K. Jha<sup>1\*</sup>, Dr.Girija Suri<sup>2</sup>

## 1. Introduction

It goes without saying that English is not merely a language of communication for the world community but more importantly, it has become a tool of success and a means of livelihood and survival for a vast majority of world population (Jha, 2013). Given this growing importance of English, Russell Group universities are making best use of English having made a huge social, economic, and cultural impact locally, across the UK and around the globe. In doing so, the RGUs have maintained the very best research, to create an outstanding teaching and learning experience and produce ELT practitioners who stay competitive in the global profession of ELT.

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Unprecedentedly, the ELT world is getting flooded today with a number of ELT brands (programmes) like TESOL, ESOL, TESL, TEFL, TEAL, DELTA, CELTA, and many others at certificate, diploma, master, and Ph.D level. These outnumbering courses have not only flummoxed both ELT employers and employees in terms of recognizing an ideal ELT brand but also created a discriminatory gap between new and old ELT practitioners due to ongoing changes in the desirable qualification(s) criteria set by the recruiters (Jha, 2015). Since qualification is the first licence to undertake any teaching task, today's ELT world is in the doldrums as to *recognizing a valid ELT qualification globally*. Although the eligibility criteria differ from one country to another and sometimes within the same country among different employers, the outnumbering ELT courses have caused unexpected conundrums in the ELT world (Jha, 2014).

## **1.2 Background of the Study**

As English set its feet firmly in the Indian subcontinent in the early 19<sup>th</sup> century, several universities were established on the model of University of London in Bombay, Calcutta and Madras using English as the medium of instruction. Although it is fairly homogeneous across the subcontinent, sharing "linguistic features and tendencies at virtually all linguistic levels", there are some differences based on various regional factors. South Asian English is sometimes just called "Indian English", as British India included most of modern-day South Asia except Afghanistan. It is no wonder that today almost every nuance of human life is undergoing the process of globalization be it industrial, economic, social, cultural, linguistic or whatsoever, And, English, being the sole world lingua franca, has proved to be the best linguistic means of globalization. With growing importance of English, the face of English also started changing (see figure-1).



**Figure-1: The Changing Face of English**

In the centre is ENL that stands for English as a native language whose geographical location is mainly confined to Britain and surrounding areas. As for dark green circle, it shows that English started to be treated as a Second Language during 18th and 19th centuries due to British colonialism in countries like India, Singapore, etc; whereas **violet** circle shows the usage of English as a foreign language especially in countries that became part of industrial revolution worldwide. As for **blue** circle, it displays English coming into existence as a global language in 20th century due to American domination in technology, economy, and political leadership; whereas, the **yellow** circle has been termed as IVE standing for indigenous varieties of English which has been elaborated further in table 1 as follows:

**Table 1: Major Varieties and Variants of English**

<b>British</b>	BBC English Welsh English	Ulster English Scottish English	Cockney English Irish English
<b>American</b>	CNN English, Northern/Southern English	Black English Gullah English	Midland English Appalachian English
<b>Caribbean</b>	Jamaican English Guyanese English	Nicaraguan English Barbadian English	Trinidadian English Bahamian English
<b>African</b>	South African	Kenyan English	Nigerian English



	English Ghanaian English	Cameroon English	Zimbabwean English
<b>South Asian</b>	Indian/Pakistani English Burmese English	Bangladeshi English Nepalese English	Sri Lankan English Bhutanese English
<b>East Asian</b>	Hong Kong English Singapore English	Malaysian English Philippines English	Japanese English Chinese English, etc.
<b>Australian/ New Zealander</b>	Aboriginal English Antipodean English	Tak Plain English Beach la Mar English	Maori English Northland English
<b>Canadian</b>	Quebec English, Franglish	Newfoundland English Athabaskan English	Inuit English Ukrainian English

The table above classifies English into two broad categories namely major varieties in the left column and major variants in the right column. There are eight major varieties of English namely British, American, Caribbean, African, South Asian, East Asian, Australian and New Zealander, and Canadian. As for major varieties, they bear continental identity; whereas, the major variants bear nation-based identity. The nation-based English can be further subclassified into region-based English. For instance, Indian English can be further subclassified into Kashmiri English, Punjabi English, Bihari English, South Indian English, North-Eastern English, and so on which are laced with the speakers' mother tongue accents. Reflecting upon the aforementioned eight types of English and their sub-types, the statement of problem is students of non-native countries despite having good proficiency of English remain deprived of getting admissions not only in ELT programmes but also in other tertiary programmes of RGUs. The RGUs clearly mandate in their specifications that those who have either completed an academic qualification equivalent to a UK degree or hail from any of the following countries are exempted from English proficiency tests like IELTS, TOEFL, etc.

**Table-2: Countries exempted from IELTS and TOEFL**

1. Anguilla	17. Fiji	33. Singapore
2. Antigua and Barbuda	18. Gambia	34. South Africa
3. Australia	19. Gibraltar	35. St Kitts and Nevis
4. Bahamas	20. Grenada	36. St Lucia
5. Barbados	21. Guyana	37. St Vincent and the Grenadines
6. Belize	22. Ireland	38. Swaziland
7. Bermuda	23. Jamaica	39. Tanzania
8. Botswana	24. Kenya	40. Tonga
9. British Virgin Islands	25. Lesotho	41. Trinidad and Tobago
10. Canada	26. Malawi	42. Turks and Caicos Islands
11. Cayman Islands	27. Malta	43. Uganda
12. Christmas Islands	28. New Zealand	44. UK
13. Cocos Islands	29. Niue	45. USA
14. Cook Islands	30. Norfolk Island	46. Zambia
15. Dominica	31. Papua New Guinea	47. Zimbabwe
16. Falkland Islands	32. Sierra Leone	

Contemplating on the data as cited from the website of University of Leicester, validating a particular type of English to be considered as standard English or making its users eligible is debatable which I shall deliberate under the last section of this chapter *Challenges Surrounding ELT Practitioners*. Parenthetically, with the increasing varieties of English, many scholars like Crystal, Chen, and many others have confirmed in their studies that today the number of non-native speakers of English is more than the number of native speakers of English. Not only that, one recent finding by (Braine, 2010) shows that currently 80% of English teachers worldwide are non-native speakers of the language. However, the demand of ELT practitioners in non-native countries is very high but the supply is very low. To meet the growing demands of ELT practitioners worldwide, most of the top universities, especially in the UK have

come up with a range of ELT programs a glimpse of which can be had below in terms of their cursory and pedagogical implications (Jha, 2015).

**Table-3: ELT Programmes Offered by RGUs and their Cursory and Pedagogical Implications**

SN	MA/MSc in	Cursory Implication	Pedagogical Implication
1.	ELT (English Language Teaching)	ELT is a generic term used for different brands of ELT. It is offered as a highly specialized master programme for the aspiring ELT practitioners to actuate ELT theories into practice.	ELT programme motivates students to design their lessons for actual classroom teaching by investigating issues in second language pedagogy, aspects of applied linguistics, second-language acquisition, varieties of English, testing, and ELT management and publishing.
2.	TEFL (Teaching English as a Foreign Language)	TEFL is a term used for teachers' training in EFL. The primary purpose of this programme is to give the aspiring ELT practitioners theoretical insights and extensive hands-on experience to meet the growing demand of high-quality EFL.	The major pedagogic concerns of this programme are principles of second language acquisition, principles of linguistics, curriculum and materials design, language assessment, technology for TEFL, culture in EFL classroom, academic writing, capstone project, and practicum.
3.	TESOL (Teaching English to Speakers of Other Languages)	Many English learners are already trilingual or multilingual, so referring to English as a 'second language' seemed inapt. So, the term TESOL was coined which is professionally more focused on ELT than TEFL or TESL.	The core components of TESOL are principles of language learning and teaching, language analysis, sociolinguistics, second language acquisition, culture pedagogy, teaching practicum, testing and assessment, curriculum and course designs, and research methods.

4.	ALTESOL (Applied Linguistics and TESOL)	Given the union of TESOL and applied linguistics, it is imperative to clear that TESOL focuses on pedagogy; whereas, applied linguistics focuses more on theory and language research.	The core components of ALTESOL are language analysis, survey of applied linguistics, principles of SLA, teachers' language, culture, testing, technology, world Englishes, practicum: the reflective practitioner, curriculum and course designs, and L2 research.
5.	ELTESOL (Educational Linguistics and TESOL)	ELTESOL is a specialized course in language learning and teaching, educational policy and practice, and interdisciplinary theory and research in linguistics.	The main topics covered in ALSLA are educational linguistics, second language acquisition, language diversity and education, sociolinguistics in education, research methods, and principles of language learning and teaching.
6.	TEAL (Teaching English as an Additional Language)	Since English can be the first, second, or third language for a learner, TEAL considers English as an 'additional language'. This programme prepares ELT practitioners to teach young learners in particular.	The core components of this master programme are topics like practicalities of curriculum and material designs for EAL children, language acquisition and learning theory, motivation, evaluation, sociocultural perspectives on education and identity, seminar, methods of research in EAL, and capstone project.
7.	ALLT (Applied Linguistics and Language Teaching)	This is the latest brand introduced by Lancaster University to accentuate the strength of TESOL and TEFL together for the ELT practitioners. It is relevant to ELT and teaching other languages.	The core components of ALLT are trends and issues in language teaching methodology, second language acquisition, language test construction and evaluation, research methods in linguistics and English language, test construction and evaluation, dissertation, etc.

8.	ALSLA (Applied Linguistics and Second Language Acquisition)	ALSLA is a unique programme offered by the University of Oxford to mediate between theories of second language and the practice of second language learning.	The main topics covered in ALSLA are advanced readings and current practices in applied linguistics, principles of second language acquisition, psycholinguistics, educational pedagogy, linguistics, and sociolinguistics, and a research dissertation.
9.	TESL (Teaching English as a Second Language)	TESL is used for teachers' training in ESL. The shift from TEFL to TESL is intended to orient learners to learn English for the sake of using English anywhere in the world.	Topics covered in this programme are functional grammar, language analysis, discourse analysis, second language acquisition, research methodology in second language research, teaching methodology, etc.

To see the aforementioned ELT programs offered by the RGUs, one may wonder as to how many of these ELT programs are being offered in the South Asian universities especially in Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka. Secondly, the question arises as to whether the ELT practitioners of South Asia are able to compete or stay afloat in the competitive profession of the ELT globally. The answer is disappointingly 'NO' as revealed in the pilot study of this research. Though there are several factors accountable for South Asians' failure to compete in global ELT profession or global ELT industry, but this study makes its statements of the problem as follows:

### **3. 1.3 Statements of the Problem:**

The study problematizes two statements of the problem. First, South Asian ELT practitioners do not become eligible for ELT in global scenario because they are not products of the required ELT programmes. Second, South Asian ELT curricula are not aligned with the curricular modules of RGUs. These problem statements can be viewed as the point of departure for this study as the researcher opines that when South Asians can compete with the rest of the

world in almost all sectors like science, technology, education, etc. then why can't they compete with other nationals in the profession of ELT too. The stated problems lead to set three objectives as follows:

#### **1.4 Research Objectives:**

- To explore the status-quo of ELT education in Russel Group Universities (RGU) and South Asian Universities (SAU) and highlight modular gaps between them.
- To identify employment opportunities for ELT practitioners in non-native countries.
- To explore and mitigate ELT related challenges.

#### **1.5 Research Questions:**

- What is the status-quo of ELT education in Russel Group Universities (RGU) and South Asian Universities (SAU) and highlight modular gaps between them.
- What are the employment opportunities for ELT practitioners in non-native countries.
- How to address and overcome ELT related challenges surrounding ELT and its practitioners.

#### **1.6 Significance of the Study**

As for the significance of this study, the paper has pioneered a new area of discussion by addressing the perceivable curricular gaps between RGUs and SGUs. Moreover, the study can be viewed as an eyeopener for educational policy makers to realize the importance of offering right ELT programs in SAUs so that their ELT practitioners could prepare themselves to enter the lucrative world of ELT industry. The study is also significant as it outlines major ELT programmes in terms of their cursory and pedagogical implications. The study also makes prospective ELT practitioners aware of choosing right ELT programmes for their careers. Another strength of this study is its recommendations against the stated challenges and

issues. The outcomes of this study will also pave the path of designing an ideal ELT curriculum for the learners of different proficiency levels. Another significance of this study is its remedial approaches to address current challenges lying ahead of ELT practitioners of the South Asian countries.

## **2. Methodology**

This study has used mixed research design as it deals with qualitative and quantitative data to address the aforementioned research questions. The subjects of the study were 25 Russel Group Universities (RGU) and 25 universities of *eight* South Asian countries namely Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka. The subjects of 25 RGU were selected using purposive sampling technique as they were considered to be specialized in tertiary level ELT education. As for the sampling of SGUs, 15 SAUs were selected using purposive sampling technique because they have specialized ELT programmes; whereas, 10 SGUs were selected using random sampling technique to explore the existence of ELT programs in normal universities of the selected eight countries. The study has used *document analysis* (in the form of online archival artifacts) as a prime data gathering tool to elicit the required data. The collected data were analysed using analytic induction and thematic analysis.

## **3. Results And Discussion**

In response to the first research question, the study surveyed the existence of popular ELT programmes in RGUs specialized in ELT education (see the 2<sup>nd</sup> Column in table-4). The data of 25 recruiters (see the 1<sup>st</sup> column in table-7) were analyzed to know what kind of qualifications do they expect as part of eligibility criteria for the prospective ELT practitioners or English language teachers at tertiary level. In doing so, the study had surfed job adverts of the past two years in the ELT job websites namely, [www.tefl.net/esl-jobs/esl-jobs.pl](http://www.tefl.net/esl-jobs/esl-jobs.pl), [www.eslemployment.com](http://www.eslemployment.com), [www.esljobfeed.com](http://www.esljobfeed.com), [www.tefljobsoverseas.com](http://www.tefljobsoverseas.com), [www.findworkabroad.com](http://www.findworkabroad.com), [www.jobs.ac.uk](http://www.jobs.ac.uk), [www.esljobfind.com](http://www.esljobfind.com), and [www.eslcafe.com](http://www.eslcafe.com).

**Table-4: Popular ELT Programs in the Eyes of Recruiters and the RGUs**

<b>POPULAR ELT PROGRAMMES in the UK</b>	
<b>RGUs Specialized in ELT Education</b>	<b>Name of the ELT Programs</b>
Durham University	MA (Applied Language Studies for TESOL)
Lancaster University	MA (Applied Linguistics and TESOL)
Newcastle University	MA (Applied Linguistics and TESOL)
Northumbria University	MA (Applied Linguistics for TESOL)
University of Bath	MA (TESOL) plus Delta
University of Brighton	MA (TESOL)
University of Edinburgh	MSc (TESOL)
University of Leicester	MA (Applied Linguistics and TESOL)
University of London	MA (TESOL)
University of Manchester	MA (Educational Technology and TESOL)
University of Oxford	MSc (Applied Linguistics and SLA)
University of Sheffield	MA (Applied Linguistics with TESOL)
University of Sussex	MA (English Language Teaching)
University of Ulster	MA (TESOL) with internship
University of Warwick	MA (English Language Teaching)



### 3.1 Status of ELT Programs Offered by SAUs

Assessing the status of ELT programs offered by SAUs, the study firstly made a pilot survey of the existence of tertiary-level ELT programs offered by SAUs. The result is astonishing as none of the South Asian countries offer ideal ELT program even up to 20% except Maldives. The reason of the highest degree (78%) of Maldives' higher educational institutions (HEIs) offering the ELT programs is that three out of five HEIs of Maldives offer the ideal ELT programs.

#### Figure 2: Percentile of ELT Programmes Offered in the South Asian Countries

At this point, it could be well argued that the worth of an academic program should not be judged by its name rather by its curricular contents. Hence, this study further delves into finding desirable components of internationally recognized ELT programs and finding their existence in the master-level ELT curricula of the eight SAUs (see table-5). It is important to note in table-5 that the binary features: '+' stands for 'existence' and '-' stands for 'non-existence' of any component.

**Table 5: Curricular Components in ELT Programmes in South Asian Countries**

SN	ELT Curricular Components Prescribed by RGUs	8 South Asian Countries							
		Ind	Pak	SL	Afg	Nep	Mal	Bhu	Ban
1.	Application of Linguistics to ELT	+	+	+	+	+	+	+	+
2.	Classroom Management	+	-	+	-	+	+	-	+
3.	Intercultural Communication	-	-	-	-	-	-	-	-

4.	Curriculum Development	+	+	+	+	+	+	+	+
5.	Delta Modules	-	-	-	-	-	-	-	-
6.	Designing Online Pedagogy	+	+	+	-	+	-	-	+
7.	Discourse Analysis	+	+	+	-	+	+	-	+
8.	English for Specific Purposes (ESP)	-	+	-	-	+	+	-	+
9.	English Phonetics and Phonology	+	+	+	+	+	+	+	+
10.	Bilingual Education	+	+	+	-	-	+	-	-
11.	Individual Learner Differences	-	-	-	-	-	-	-	-
12.	Language Assessment and Testing	+	+	+	-	+	+	-	+
13.	Methods of ELT	+	+	+	-	-	+	-	-
14.	Field-based Master thesis	-	+	+	-	-	-	-	-
15.	Second Language Research Methodology	+	+	+	-	-	-	-	+

*Techtalk: Revolutionising English Language Teaching in the 21<sup>st</sup> Century*

16.	Theories of Second Language Acquisition	+	+	+	-	+	-	-	-
17.	Sociolinguistics of English as a Global Language	+	+	-	-	-	+	-	-
18.	Teaching Practicum	+	+	+	-	+	+	-	+
19.	Teaching and Learning in Diverse Classrooms	-	-	-	-	-	-	-	-
20.	Teaching Four Macro Skills Using Authentic Materials	-	-	-	-	-	-	-	-
21.	Educational Technology and ICT Literacy for Language Classroom	+	+	+	-	+	+	-	+
22.	Workshop, Seminar, and Distinguished Lecture Series	+	+	-	-	-	-	-	-
23.	Language System: phonology, lexis, syntax, and pedagogic grammar	+	+	+	-	-	+	-	+

Comparing the 25 desired curricular components in the ideal master-level ELT programs of RGUs with those of SGUs, it is evident that none of the ELT programs (offered by SGUs) prescribe all the vital curricular components. However, it is imperative to take stock of the status quo of ELT at university level in the selected eight countries of South Asia.

## **Afghanistan**

In the current scenario, a country like Afghanistan is facing substantial opposition over foreign language teaching in general and English language teaching in particular by the policy makers as girls are already forbidden from availing education in most part of Afghanistan. As a result of these restrictions, the ELT fraternity in Afghanistan are facing a lack of opportunities to teach in public-funded higher education institutes. However, the ELT environment in the country is still supported by private learning centers and online English language learning portals that help to overcome the barriers of physical presence in training centers or classrooms. Some examples of these are Victory Afghanistan and Afghan Opportunity Centers based in Kunar, Kandahar, Zabul, and Helmand, that provide modern education to underprivileged groups including English language teaching through WhatsApp and Hallo app. Global TESOL certification providers such as International TEFL Training Institute of New York are also important players in the field as they provide a 120-hour on-site TESOL training with the support of the international training and testing center of the Afghan National Association of Adult Education in Kabul.

Afghanistan Institute of Higher Education offers a Diploma in English Language that is based upon the TOEFL iBT Test comprising six semesters. On successful completion of their course, the students receive an English Accomplishment Diploma. The curriculum designed for this system includes six essential parts that include Grammar, Vocabulary, Reading, Speaking, Writing, and listening. Another important centre for ELT teaching in Afghanistan is Kabul

Education Society's Faculty of Language and Literature that offers a Masters' degree course in TESOL.

## **Bangladesh**

Bangladesh has 53 public universities, 107 private universities, and 3 international universities in which nearly 1 million students are studying their undergraduate, graduate, and Ph. D courses. In this context, English language teaching in Bangladesh exhibits a vibrant status with several undergraduate and postgraduate programs being offered in TESOL, TEFL and ELT. Jahangirnagar University in Dhaka runs an MA in Applied Linguistics and ELT Programme that constitutes components like psycholinguistics, sociolinguistics, approaches and methods in ELT, as well as a practicum component. Similarly, East West University, Bangladesh University of Business and Technology, and Chittagong Independent University offer an MA in ELT that includes several elective courses such as "Designing Language Course, Materials and Tests", "Literature in Language", "Issues in Communicative Language", "Psychology of language", "Management and Evaluation of Innovation", MA thesis, internship program and many more. Khulna University offers an M.A. in English language while BRAC University and Dhaka University (under the Institute of Modern Languages) provide Masters' degree course in TESOL. This is offered in a multiple entry and exit format providing the students to obtain a certificate, diploma, Masters' degree depending upon the number of years of study they have undertaken. It covers important curricular components such as Discourse Analysis, Statistics for EFL Researchers, as well as teaching practicum. Apart from these, Bangladesh University of Professionals has an M.A. in English Language Teaching and Applied Linguistics (ELTAL) while Jagannath University offers an M.A. English (Applied Linguistics and ELT) that combines development of linguistic skills with language teaching abilities.

## **Bhutan**

Bhutan reports only two universities namely Royal University of Bhutan and Khesar Gyalpo University of Medical Sciences of Bhutan. None of these universities offer any ELT program at undergraduate or postgraduate level.

## **India**

As per the latest data, UGC lists 1200 Indian universities comprising 507 state universities, 174 deemed universities, 56 central universities, and 463 private universities. From India, only 23 universities were selected in which 12 universities were purposively selected due to their reputation in language education and 11 universities were randomly selected to see whether they offer any of the popular ELT programs offered by RGUs or not. This bar chart (Figure 3) highlights that that none of the Indian universities offer the ideal MA TESOL or MA ALTESOL. Only MA (ELT/TESL) which is closer to MA (TESOL and ALTESOL) was found to be offered by EFLU, Hyderabad. Few more universities that offer MA ELT are University of Kerala, Aligarh Muslim University, and Vanasthali Vidyapeeth and few others. What is normally offered in Indian universities is our traditionally designed MA (English) programme which is a blend of both English language and English literature. But here one can raise a question why the Indian MA (English) program is not at par with MA (TESOL) or MA (ALTESOL).

For instance, MA ELT programs offered by the selected Indian universities are more oriented towards English literature rather than English language. Next, it is remarkable that Indian MA (English) offers only one paper from ELT perspective (as shown in Table 6).

### **Table 6: ELT Curricular Components Prescribed by RGUs and Curricular Components of India's MA (English)**

**Table 6: ELT Curricular Components Prescribed by RGUs and Curricular Components of India's MA (English)**

SN	ELT Curricular Components Prescribed by RGUs	Curricular Components of India's MA (English)
1	Application of Linguistics to ELT	Anatomy of Literature
2	Classroom Management	The History of English Literature and Language
3	Intercultural Communication	Chaucer and the Elizabethan Age
4	Curriculum Development	The Neo-Classical Age (Theories)
5	Delta Modules	British Literature from Chaucer to Augustan
6	Designing Online Pedagogy	The Romantic and the Victorian Ages
7	Discourse Analysis	Classical and Medieval European Literature
8	English for Specific Purposes (ESP)	Twentieth Century Literature
9	English Phonetics and Phonology	Comparative Literature
10	Bilingual Education	Theory and practice of Translation
11	Individual Learner Differences	Indian Literature in English
12	Language Assessment and Testing	Postcolonial Literature
13	Methods of ELT	Modern European Literature
14	Field-based Master thesis	American Literature
15	Second Language Research Methodology	Canadian Literature
16	Theories of Second Language Acquisition	Modern Masterpieces of World Literature
17	Sociolinguistics of English as a Global Language	Dalit Literature
18	Teaching Practicum	Women's Writing in English
19	Teaching and Learning in Diverse Classrooms	Commonwealth Literature
20	Teaching Four Macro Skills Using Authentic Materials	Film Reviews and Presentation
21	Educational Technology and N.T Literacy for Language Classroom	Analysis, Approaches and Applications
22	Workshop, Seminar, and Distinguished Lecture Series	Literary Theory and Criticism
23	Language System: phonology, lexis, syntax, and pedagogic grammar	Basics of Applied Linguistics, English Language Teaching, Grammar and Usage

Since 14 out of 1200 HEIs of India offer master programs in ELT, the researchers wanted to see the existence of desired ELT Curricular Components in India's popular MA (English) programme. It is

noteworthy that only 4% curricular components of MA (English) program is relevant to the ideal ELT program.

## **Maldives**

Under the National University Act, Maldives established its first University in 2011 as The Maldives National University. Since then, the University and Colleges in Maldives are on a developing path to offer various courses and programs to students. Following is a list of universities/colleges and Institutes of Higher Education in Maldives: Maldives reports five higher academic institutions namely The Maldives National University, Maldives Polytechnic, Mandhu College, Cyryx College, and Villa College. Out of these five institutions, only The Maldives National University and Villa College offer ELT programs like Master of Education (English Language Teaching), Advanced Diploma in English Language & Communication, and Advanced Diploma in TESOL at undergraduate and postgraduate levels. Having examined their course structures (curricular modules), the modules that were emphasized to be taught included “Research Methods in Education”, “Educational Sociology”, “ICT Skills for Teaching and Learning”, “School Experience”, “Bilingual Learning” and “Teaching Reading and Writing to Language Learners”. It is noteworthy in the figure-3 that Maldives stands tallest with 78% offering of ELT programs by its universities.

## **Nepal**

The first public university in Nepal, namely Tribhuvan University was established in 1959, which placed significant emphasis on the teaching of English language in the country. Prior to this, English language education was opened to the general public in 1951 by Tri-Chandra College that offered English courses under the aegis of Patana University, India. Presently, out of the 11 universities in Nepal, namely, Tribhuvan University (T.U.), Nepal Sanskrit University (NSU), Kathmandu University (K.U.), Pokhara University (Pok U), Purbanchal University (P.U.), Lumbini Bauddha University (LBU), Agriculture and Forestry University (AFU), Mid-Western University (MWU), Far Western University (FWU), Nepal Open



University (NOU) and Rajarshi Janak University (RJU), at least three universities are actively engaged in offering courses in English education and English Language Teaching.

Tribhuvan University offers an M.Ed. degree in English Education that caters to a diverse range of curricular components such as applied linguistics, ELT, sociolinguistics, SLA, language testing, discourse analysis, teacher training, and syllabus design. Since its inception, TU has played an instrumental role in enriching the academic field of ELT and applied linguistics in Nepal. Furthermore, Kathmandu University (KU) offers a one-year program i.e. M.Ed. in ELT that emphasizes upon developing ELT skills in tandem with recent pedagogical trends and practices, development of ELT materials, and design of teacher training courses and activities for ELT practitioners. Apart from courses at the masters' level, M.Phil/Ph.D. in TESOL and English is actively offered at Far-Western University. Their course titled "English Language Pedagogies and Practices" is an advanced course of English language methods and practices consisting of six units that cover various aspects of language teaching methods, curriculum design and testing practices, use of technology in English language teaching and research in language teaching.

## **Pakistan**

It is found that Virtual University of Pakistan and Lahore Leads University offer MA in ELT with notable subjects like Bilingualism, World Englishes, Computer Assisted Language Teaching (CALT) amongst other components. National University of Modern Languages (NUML) in Islamabad provides an Advanced Diploma in English and ELT apart from Certificate courses in English language. Well established universities like the University of Karachi offer Applied Linguistics at M.Phil and Ph.D. levels. Air University in Pakistan offers four language based courses namely MS/M.Phil in Linguistics, MS/M.Phil in Linguistics and Literature, Ph.D. in Linguistics, and Ph.D. in Linguistics and Literature. In addition to these, it also provides a professional course namely English for

Specific Purposes that focuses upon Communication Skills and English Comprehension and Composition. University of Peshawar (Department of English and Applied Linguistics) enlists MS and Ph.D. in Applied Linguistics, while University of the Punjab offers a postgraduate diploma in ELT at Master's level:

1. Comsats Institute of Information and Technology (CIIT): MS English (Linguistics)
2. Quaid-i-Azam University: MA English (Linguistics and Literature), MPhil in English (Linguistics)
3. National University of Sciences and Technology (NUST): MS in Applied Linguistics
4. International Islamic University Islamabad (IIUI): MA TESOL, MPhil in Applied Linguistics
5. Aga Khan University: Postgraduate Diploma in Education (English Language Teaching)
6. Government College University, Faisalabad: MA in English Language Teaching (ELT), MPhil in Linguistics
7. Riphah International University: MS in Applied Linguistics
8. Hazara University: MA in Applied Linguistics, MPhil in English (Linguistics)
9. University of Sargodha: MA TESOL, MPhil in Applied Linguistics
10. University of Education, Lahore: MA in TESOL, MPhil in English (Linguistics)
11. Government College University (GCU), Lahore: MPhil in Applied Linguistics
12. University of Sindh: MA in English (Language and Literature)
13. University of Balochistan: MA in English Language Teaching (ELT)

## **Sri Lanka**

Sri Lanka, at present, has 18 public universities (called the state universities) in addition to 47 government approved universities and 27 private universities. The Faculty of Education, University of Colombo offers a one year Postgraduate Diploma in Education (Teaching English as a Second Language) that covers components such as Language Arts, Applied Linguistics, Educational Measurement and Assessment, amongst others. Similarly, The Open University of Sri Lanka runs a Department of English Language Teaching (DELT) that offers one postgraduate program, i.e., Master of Arts in Teacher Education (MATE International) in addition to English for Academic Purposes (EAP) as a support course for undergraduate students. The National Institute of Education, Sri Lanka, conducts Diploma in Teaching English as a Second Language (Dip/TESL) for the professional development of English teachers. The Faculty of Management, Social Sciences and Humanities of General Sir John Kotelawala Defence University has a provision for Bachelor of Arts in Teaching English to Speakers of Other Languages (TESOL).

### **3.2 Status of Employment in ELT Industry**

In response to the second research question, the study made an assessment of eligibility criteria set by ELT job advertisements posted on the websites of [www.tefl.net/esl-jobs/esl-jobs.pl](http://www.tefl.net/esl-jobs/esl-jobs.pl), [www.eslemployment.com](http://www.eslemployment.com), [www.esljobfeed.com](http://www.esljobfeed.com), [www.tefljoboverseas.com](http://www.tefljoboverseas.com), [www.findworkabroad.com](http://www.findworkabroad.com), [www.jobs.ac.uk](http://www.jobs.ac.uk), [www.esljobfind.com](http://www.esljobfind.com), and [www.eslcafe.com](http://www.eslcafe.com).

**Table-7: Eligibility Criteria Set for Tertiary Level ELT**

<b>Required Eligibilities Set for ELT Practitioners by the Employers/Hiring Agencies</b>		
<b>Recruiters</b>	<b>Position</b>	<b>Eligibility Criteria</b>
Arlington, VA, Jeddah (KSA)	(EFL) Instructors	MA in TESOL and Native
Bishkek, Kyrgyzstan	(ESL Faculty Member)	MA TESOL, TEFL + 300 hours practicum
CELCA, Aston University	Teaching Associate	DELTA and MA in TESOL / Applied Linguistics
College of Lake County	Adjunct ESL Faculty	MA TESOL or TESOL specialized Linguistics
Community College of Philadelphia	ESL Faculty	MA/MSc. In TESOL or related field
Syracuse University, NY	Senior Lecturer- ESOL	Ph.D in TESOL or Applied Linguistics
Lingnan University, HK	Language Instructor	MA Applied Linguistics/related field
The British Council, Qatar	ELT Trainer	MA (TEFL/Applied Linguistics)
University of Tampa	Assistant Professor of English	Ph.D in English with TESOL experience
Oxford Brookes University	EAP Lecturer	TEFL Q status (DELTA or equivalent)

QA Business School London,	EFL Lecturer	MSc/ MA (TEFL/ TESOL) or DELTA
San José State University, California	Asst. Prof- TESOL	Ph.D (Applied Linguistics/ TESOL)
School of Education, Queens, NY	(Prof-TESOL)	Ph.D in TESOL plus record of TESOL research
SELS Language Center, Point Park University	ESL Instructor	MA (TESOL/ Applied Linguistics)
Quality Education Company, KSA	ESL Teacher	MA / Ph.D (TEFL/ TESOL) with CELTA

Assessing the current trend of eligibility criteria set by recruiters in the third column of table-7, the study reveals the graded preference of ELT programs among employers (see the bar chart in figure-3).

**Figure-3: Graded preference of ELT Qualifications Set by Recruiters**

It is evident that ALTESOL was found to be the most preferred ELT qualification as 65% recruiters have asked for Master or Doctoral level ELT degrees in Applied Linguistics and TESOL followed by 32% for TESOL, 5% for TEFL, and 2% for ELT. This finding takes us to answer our second research question whether there are sufficient employment opportunities for ELT practitioners in non-native countries or not. This question is further probed by assessing the data about various universities of South Asian countries as to whether they offer the desired master programs in ELT programs or not.

**3.3 Vital Components of an Ideal ELT Program**

Subsequent to assessing the status of ELT programs and their 23 curricular components as prescribed by SAUs in comparison with RGUs, the study here lays emphasis on the inclusion of nine vital components in an ideal ELT program because they are considered to be the backbone of an ideal ELT curriculum as they give theoretical

and practical insights into second language learning and teaching. Here is a brief description of the nine vital components to be included in an ideal ELT curriculum.

### ***Principles of Second Language Acquisition***

Understanding second language theories, principles, and hypothesis is the prerequisite to enter the field of language learning and teaching as it lets prospective language teachers know how a second language is learnt inductively and deductively. It lets language teachers understand their learners better and create appropriate learning conditions for them by designing and delivering effective lesson plans and authentic course materials.

### ***Principles of Syllabus Design***

Including principles of syllabus design is essential for the effective lesson plans and effective use of authentic course materials to meet the needs of learners with different proficiency levels.

### ***Techniques of Evaluation***

Normally, any method of teaching does not hold any value if it is not followed by an evaluation. But in case of language learning techniques of evaluation should be used very sensibly because many a time it has been found that test, assessment, examination or evaluation proves an impediment or a bottleneck in learning a second language. Therefore many L2 learners develop a kind of testophobia, The term evaluation is associated with assessment and test but Evaluation is used in broader perspective subsuming both assessment and test, whereas assessment is being widely used in the field of ELT with two basic types: formative and summative. Critically speaking, the learners feel over-stressed due to formative assessment, whereas, summative assessment mounts up more pressure on the learners as it becomes vital for them to get through the test with good grades. And this is why, it has been argued that English should be taught not as a subject but more as a language (Jha, 2014). Even Stephen Krashen in his Affective Filter hypothesis says

higher the anxiety lower the learning and lower the anxiety higher the learning. So, the purpose of evaluation should be to identify and rectify any learning deficiency rather than grading those deficiencies with scores and marks.

### ***Second Language Research Methodology***

All the ELT practitioners must find themselves in the role of researchers or more precisely action researchers as in action research we not only identify but also rectify various language issues.

- ***Practicum***

Teaching without practicum (a key component for an ELT curriculum) is like learning to drive without ever encountering traffic. Only 6% SAUs were found to have practicum in their ELT programmes. Practicum component is missing in the majority of ELT curricula of the ELT programs offered by SAUs. Not to say of SAUs, even most of the foreign universities, do not have practicum-based ELT programmes.

- ***Capstone Project***

The capstone project is a unique opportunity for ELT practitioners to do some action research at the end of the programme in order to resolve real-life problems faced by the learners of any second language.

- ***ELT Management and Publishing***

ELT management and publishing ensure standardized, high-quality resources that align with international language learning frameworks. They provide accessible, culturally relevant materials, enhancing both teaching and student engagement. By integrating technology and offering assessment tools, they promote innovative, effective language learning methods. Publishing enhances professional development of teachers and ensures that curricula meet

diverse learner needs. Overall, they play a vital role in delivering a consistent and efficient ELT curriculum.

- ***Blended Use of Technology.***

Components like ELT management, ELT publishing and blended use technology are the new additions to the current ELT curricula.

- ***CPD (Continuous Professional Development)***

CPD is primarily aimed at making ELT practitioners aware of new developments in the field of ELT and secondarily, it keeps them motivated professionally active and growing.

### **3.4 Vital Competencies for an ELT Practitioner**

Along with nine vital components, the study also advocates six competencies to be acquired and imbibed to become an ideal ELT practitioner:

- **Systemic Competence:** Systemic competence is our knowledge about the language on the front of its phonology, morphology, syntax, and semantics.
- **Communicative Competence:** As for Communicative Competence, it can be seen here as your proficiency of using the language appropriately with proper cohesion and coherence.
- **Sociolinguistic competence:** It is knowing the appropriate use of language in social contexts keeping in mind the participants' social status, sex, age, and other factors which influence styles and registers of speech. Since different situations call for different type of expressions as well as different beliefs, views, values, and attitudes, the understanding of sociolinguistic competence is very important for today's ELT practitioners.



- **Strategic competence:** It is one's ability to repair communication breakdowns while fumbling for grammatical knowledge and social communication norms. The breakdowns are normally repaired by using paraphrase, synonyms, gestures, context clues etc.
- **Inter-cultural Competence:** Intercultural competence is one's skills of getting along, working, and learning with people of diverse cultures as it helps learners view the world from others' perspectives and meet the desired behaviours of the learners from different ethnic groups in EFL classrooms.
- **Research Competence:** Research competence expects an ideal ELT practitioner to have an adequate amount of competence that could be used to understand the impediments in effective teaching and learning inside and outside an EFL or ESL classroom from both causal and remedial perspectives. So, research competence can be viewed as a procedural knowledge to introspect and retrospect over errors and right usage of the acquired knowledge.

### **3.5 Challenges and Issues Surrounding ELT Practitioners**

The world of ELT is facing a plethora of challenges surrounding ELT practitioners and ELT materials. The following are some the challenges and issues surrounding ELT practitioners as revealed in the study of Jha (2015):

- **Lack of Globally Harmonized Syllabus:** There is a lack of unanimity among the employers in terms of endorsing an ideal ELT qualification. On the one hand, the aspiring ELT practitioners hesitate a lot prior to opting for an ELT course for fear of its appropriateness and validity in the ELT job market. On the other, in-service ELT practitioners too are apprehensive viewing the gap between their own qualifications and the ongoing changes in the desirable qualifications. What matters more is the right curricular components rather than the name or brand of an ELT

programme. Currently, the world ELT fraternity lacks a harmonized curriculum or syllabus to be followed by the RGUs and SAUs equally so that the passing out ELT practitioners need not face any problem in terms of having ideal ELT qualifications. If commonality of curricular components can be established globally, the names, labels, or brands of ELT programmes will become immaterial.

- **Accreditation-Qualification-Competence:** Accreditation has become a paradoxical subject for ELT course providers, ELT practitioners, and ELT employers. In the field of ELT, accreditation is a benchmark to measure the quality of an ELT course in terms of its contents and delivery approved by the experts of the field. The pertinent issue here is whether an accredited qualification is important or one's competence. Among those with the present orthodox qualifications, there are of course many excellent teachers; and of course there are many 'unqualified' people teaching English who should not be doing so. But what makes good teachers good is not their qualifications; it is their conscientiousness. From that come all the other capacities needed for serving their students well (Gethin, 2002). Similarly, Jha (2014) opens a debate among the ELT practitioners whether a piece of paper (transcript) qualifies one to be a good teacher or one's ELT competence comprising systemic, procedural, and experiential knowledge. Despite having over-inflated qualifications in ELT, there are many who are poor at ELT competence (ibid). ELT fraternity of RGUs must set a benchmark or guidelines to accredit an ELT course and its products of SAUs to make native and non-native ELT practitioners equally eligible for the ELT jobs. This will also help non-native ELT practitioners to overcome time, space, and financial constraints as online ELT courses are not at par with those of offline courses.
- **Nativity amid Englishes:** English being a lingua franca is no more an asset of any particular speech community as it

pertains or belongs to all. Nativity should not become a barrier in applying for an ELT job or ELT courses it has proved to be a setback for many aspirants in ELT jobs and courses. Nativity is becoming a mandatory criterion as 18.1 % recruiters have exclusively specified it (Jha, 2014). With changes in the role of English language teaching and learning, many English educators realize that learners know more than two languages. English is not simply their second language anymore. Many of the recruiters require ELT practitioners to be native especially from the UK, America, Canada, Australia, Ireland, South Africa, or New Zealand. Since the number of non-native speakers of English is outnumbering the native speakers of the language (Chen, 2009), the issue of nativity is becoming insignificant. Proficiency is more important than nativity for tertiary level ELT.

- **Cultural Imposition:** Despite being an integral part of language learning, the conceptions of good teaching differ from culture to culture (Richards, 2009). Pertinently, Far, (2008) remarks that every culture has a particular way of teaching a language, e.g. one trained in India to 'reproduce' what is taught finds it difficult to understand and cope with the demand of 'production' of knowledge when studying in Europe. Despite having a fancy for glossy ELT brands and getting educated by native ELT practitioners, the learners often express their fear of acculturation. They believe that influx of native ELT practitioners and textbooks loaded with native culture pose a threat of affecting the indigenous thought process of the students and indirect cultural invasion which in turn may lead to indirect colonization of their country.
- **Lack of Experiential Knowledge:** "Learning to teach without classroom practice is like learning to drive without ever encountering traffic". Keeping this view in mind, experiential knowledge here refers to the knowledge gained from

practicum (practical teaching) as well as from adequate and appropriate usage of English language. Not to say of non-native environment, even in native environment, the aspiring ELT practitioners are deprived of practicum-based ELT programmes. For instance, University of Bath offers DELTA along with MA TESOL so that the aspiring ELT practitioners could be more oriented towards practicum. Given the importance of practicum, course makers have begun introducing an element of 100+ hours of teaching including 6 hours of observed teaching practice upon successful completion of the course (Jha, 2014).

## **Conclusion**

To sum up, this exploratory study has tried to attain three prime objectives. Firstly, it explores the widely recognized ELT programmes and their pedagogical implications. Secondly, the study talks about job requirements for ELT practitioners in terms of their eligibilities. Thirdly, the study draws attention of the world ELT fraternity towards challenges and issues surrounding ELT and ELT practitioners. To summarize the results of this study, six important findings are apt to be reiterated here. Firstly, the study documents 15 RGUs that provide widely recognized ELT programmes as shown in table-4 above. Secondly, the study finds nine ELT programmes whose curricula are highly specialized in ELT as shown in table-3. Thirdly, MA ALTESOL was found to be the most preferred and widely recognized ELT programmes among RGUs and also among employers. However, a huge gap is found between the existing qualifications of the ELT practitioners of SAUs and the desirable qualifications set for them by the employers. There are two main reasons of this gap. First is lack of globally harmonized ELT curriculum and the second is lack of experiential knowledge. Fourthly, branding ELT programs by different acronyms nomenclatures is undesirable as their cursory and pedagogical values remain more or less the same as long as they have the same core components of curricula. Fifthly, practicum, an inevitable component

of ELT curriculum, is offered minimally among RGUs and SAUs. Sixthly, the study articulates five major challenges surrounding ELT and ELT practitioners followed by 11 remedial measures to overcome them as follows:

- An immediate need assessment is required to identify much sought-after ELT programmes from vocational perspective and introduce them in SAUs so that the ELT practitioners could not only get global recognition but also enter global ELT industry with ease.
- A global ELT forum and regulatory cum monitoring body needs to be formed not only to update all the stakeholders of ongoing developments in ELT in terms of ongoing validity of globally offered ELT programmes.
- Given the void of teaching practicum, SAUs must provide at least 100+ hours teaching practicum in their concerned ELT related programs.
- As all the UK based ideal ELT programs are of one year, SAUs should also do the same by restructuring the master-level ELT programmes.
- As time, distance, and fees become hurdles in availing overseas ELT programs for the South Asians, SAUs need to launch them in collaboration with the RGUs.
- Design such an ELT programme that could orient the learners to be constructive social change agents with awareness of world issues and gear their communication skills to respond to the changes with analytical, complex, and critical thinking.
- Frequent branding of ELT should be stopped and unifying ELT modules should be maximized by having globally harmonized ELT curriculum with equal focus on theory and practicum.

- Given the time, space, and financial constraints of ELT practitioners, the widely recognized ELT courses need to be launched in non-native countries and online ELT programmes should be given due recognition by the employers.
- Viewing the growing varieties of world Englishes, employers should not make nativity a mandatory criterion in hiring process.
- Native ELT practitioners need to strike a balance by revering both source and target culture and language of the learners while designing ELT modules and lessons.
- With growing expectations from ELT practitioners for raising professional standards of the learners, today's ELT practitioners need to develop additional expertise in behavioral psychology, workplace English, persuasive English, intercultural nuances, and English for conflict resolution through prescribed curriculum.

Thus, there are several challenges ahead of us. Unlike yesteryears, today's ELT practitioners need to think out of the box. They need to teach beyond what they know, what they have, and what they believe. They need to develop additional expertise in behavioral psychology and intercultural nuances to acclimatize themselves to the overseas learners. An immediate challenge is to counteract academic imperialism of USA and UK in ELT education. But prior to that we have to be at par with countries like Thailand, China, Japan, Hong Kong, Singapore, Middle East, and many African countries. They are doing marvelous jobs in the ELT profession and ELT research. Before we are surpassed by our counterparts in this lucrative and noble profession of ELT, this paper makes a wake-up call to draw the attention of all the stakeholders to set an ideal ELT environment in South Asian universities, and India in particular with globally harmonized curriculum so that the multi-faceted, culturally rich, innovative, workaholic, and ready-to-excel South Asian ELT

practitioners could also become eligible to undertake the task of ELT and excel in global ELT industry.

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## The Impact of Technology Integration on Academic Performance of EFL Undergraduates: A Case Study

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Dr. Reji George<sup>1</sup>

### 1. Introduction

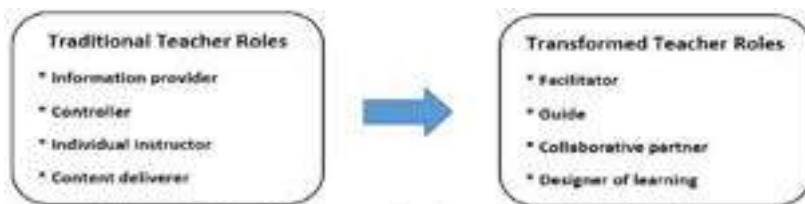
In the rapidly evolving educational landscape, the integration of ICT innovations has significantly impacted modern teaching and learning practices. The digital era has brought about profound shifts in education, reshaping traditional paradigms and creating new opportunities for both learners and educators. The role of technology in enhancing the language proficiency of EFL undergraduates is increasingly significant, as it offers diverse opportunities for interactive learning, heightened engagement and increased motivation - ultimately resulting in enhanced academic performance.

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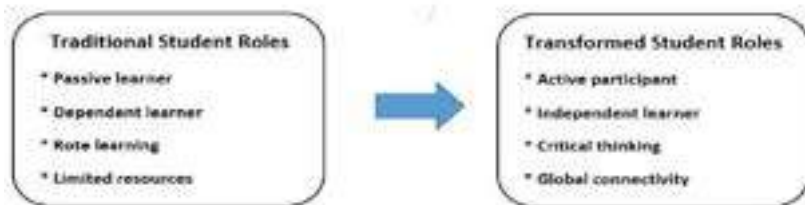
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This paper aims to investigate the multifaceted impact of technology integration on the academic performance of EFL undergraduates, with a focus on a case study conducted at Jazan University. By assessing the correlation between the use of technological tools and students' language proficiency, motivation, and overall academic performance, this research seeks to provide valuable insights into the effectiveness of technology-driven educational strategies in EFL contexts. Furthermore, the study will explore students' attitudes towards technology supported learning, the challenges associated with it, and the potential for technology to bridge gaps in traditional language learning methods.

Additionally, the number of self-learning technological tools available to students is greater than ever before. There have been enormous changes in how teachers teach and how the students learn. Technological innovations not only provide abundant learning resources, but have also significantly altered the role of teachers and students. The figure below provides an overview of how teacher roles have evolved from traditional classrooms to ICT-enabled classrooms:



*Figure 1-Roles of ICT in transforming teacher roles in the classroom*



*Figure 2-Roles of ICT in transforming student roles in the classroom*

The findings of the study reveal that ICT integration can generate students' learning participation, autonomy, and motivation, leading to the attainment of the learning goals and better preparing the learners for the technological world. Through this case study, the researcher aims to contribute to the broader discourse on the role of technology in education, specifically within the realm of EFL instruction. Moreover, the findings may offer practical recommendations for educators, policymakers, and institutions aiming to advance the use of technology in enhancing the academic performance of EFL undergraduates.

## **2. Literature Review**

Information and Communication Technology (ICT) has become an integral part of education, significantly influencing the way English as a Foreign Language (EFL) is taught and learned. Numerous studies have explored the impact of ICT in the EFL context, revealing its transformative role in enhancing educational outcomes. Researchers like Reksten (2000); Greenfield (2003); Hui-Fang (2007); McMinn (2008); Abu Naba'h (2009); Ilter (2009); Hussain (2010); Seiltad (2012); and Azmi (2014) have all demonstrated that the integration of ICT in EFL classrooms has positively altered the nature and direction of education. The benefits of ICT range from increased motivation and engagement among students to greater flexibility and accessibility of learning materials for both teachers and learners. Moreover, ICT facilitates the creation of authentic and personalized learning environments, fostering genuine communication among English language users and learners (Ibrahim, 2010; Shyamlee.2012). These advancements contribute to a noticeable improvement in overall academic performance, making ICT a vital component of modern EFL education.

Undeniably, the emergence of Internet and various technological tools (ICT) offers fruitful choices for enhancing educational quality both processes of instructional practice and the learning outcomes (Lin et al. 2012). It has shifted the learning environment from teacher-centered to learner-centered, generating increased motivation and

engagement among learners (Dianti, 2019). Pennington (1996) shares similar view when he claims that the use of ICT in English language classrooms can significantly optimise students' language acquisition and continued learning, stimulating their creativity and passion. This is supported by Ilter (2009), who found that technology positively influences students' attitudes in the teaching-learning process, potentially leading to increased motivation and better academic performance. Moreover, Mayora (2006) affirms that the use of technology can increase students' interest in the content, which is a critical factor in achieving higher academic success.

Another advantage of integrating ICT in English language classroom is its ability to promote enhanced interaction and authentic communication among English language users and learners (Rank, 2011). ICT allows language users to exchange information, discuss issues and engage in meaningful, authentic exchanges. Cohen (2002) further supports this by asserting that language learning apps can enhance collaborative learning experiences by minimising social pressures associated with face-to-face participation, such as turn-taking, dominating discussion and the fear of counterattacks. These apps also reduce cognitive inactivity, as learners are not under immediate pressure to produce feedback; instead, they have ample time to formulate appropriate responses. De Ramirez (2010) also emphasizes that web-based platforms can provide a safer, more anonymous space for practicing English, especially for beginners who may feel reticent or uncomfortable speaking in class or sharing their writing with peers in a face-to-face setting.

Multisensory delivery is another significant advantage of using ICT in the English language classroom. Reksten (2000) emphasizes the potential of advanced technologies in EFL classrooms to engage students through multisensory delivery, integrating text, sound, video, and graphics to cater to diverse learning styles. Reksten continues to claim that multimedia is one of the best options for educationalists looking to address students' different learning styles, because it is a combination of text, video, sound, and graphic

animation. Multisensory delivery not only has the potential to cater to different learning needs but also enables students to grip difficult concepts through visual multimedia formats, with a high degree of flexibility in learning. This view is supported by Rajeshwa, Shailaja, and Damodar (2001), who highlight how multimedia environments can appeal to both visual and auditory senses, offering an advantage over traditional teaching aids.

Furthermore, various studies suggest that ICT-enabled English language learning environments significantly improve students' language skills, increase motivation and enhance overall academic achievement. For instance, Hussain (2010) investigated the effectiveness of technology-enhanced teaching on English language learners' academic performance. The study found that both high achievers and low achievers in the experimental group showed a significant improvement in mean score, indicating that even students with lower initial performance benefited from ICT-supported instruction. Similarly, Abu Naba'h (2009) explored the impact of a technology-enhanced environment on English grammar learning. The study revealed significant differences in the achievements of students learning in a technology-enhanced classroom compared to those in a traditional setting. Both studies highlight the positive influence of ICT-supported learning environment over conventional methods, suggesting a need for educationalists a transition to technology-enhanced teaching in order to foster creativity and productivity among students.

However, while these sources celebrate the flexibility, accessibility and effectiveness of multimedia, it is crucial to consider the associated challenges. For instance, adequate technological infrastructure, comprehensive teacher training, and managing students' overdependence on smart devices are all critical factors that can influence the success of ICT integration. Ertmer et al. (2012), identify inadequate teacher training as the primary barrier to effective technology implementation in classrooms. To address this, the National Education Association (NEA) has emphasized the need for

expanded professional development in technology (NEA, 2008). The NEA reported that although teachers are increasingly confident in using classroom technology, the rapid pace of technological change necessitates continuous professional development. Similarly, Lai and Kritsonis (2006) argue that both teachers and students must possess at least basic technological knowledge to maximize the benefits of ICT in language teaching and learning.

Furthermore, overdependence on and misuse of smart devices for recreational purposes is another setback of technology integration in education. Valentine (2002) argued that this issue partly arises from promoting autonomous learning in conditions with limited supervision. Additionally, Whelan (2008) indicated that students' addiction to internet for recreation can reduce their social interaction, leading to feelings of exclusion and even isolation from the broader world.

While the adoption of ICT in the teaching and learning process is imperative due to its numerous benefits in improving educational quality, it is crucial to address these challenges. Further research is needed to explore and mitigate the issues related to technology integration, particularly within the context of EFL learning.

### **3. Research Questions**

To identify the impact of technology integration on academic performance of EFL undergraduates at Jazan University, the researcher primarily concentrated on inquiring into the following research questions:

1. How does the use of technological tools affect the academic performance of EFL undergraduates compared to traditional teaching methods?
2. Which technological tools or platforms create the most optimal environment for a varied and productive language learning context?

3. What challenges do EFL undergraduates encounter when engaging with technology-supported learning, and how do these challenges affect their learning outcomes?

## **4. Research Methodology**

### ***4.1. Background of the Study***

The study was conducted in the department of English, at Jazan University, Kingdom of Saudi Arabia (KSA), during the first semester of the academic year 2024 - 2025. Due to cultural and religious considerations, the university maintains separate campuses for male and female students, and they are being educated by male and female teachers respectively. Jazan University has already embraced technological tools for both educational and administrative purposes, supported by a reasonably well-developed infrastructure. In an era of global technological advancement, the integration of technology into various aspects of education has become essential, particularly in EFL (English as a Foreign Language) program. As Saudi Arabia invests heavily in English language education, especially at Jazan University, it is worth exploring the impact of technology integration in this specific context.

### ***4.2. Sample of the Study***

The study's sample constituted of **60** female undergraduate students from the Department of English, at Jazan University, aged between 20 and 25. The researcher adopted a random sampling technique, selecting the respondents from the final-year graduating students. This sample size was considered appropriate to ensure the statistical validity of the study's findings and to represent the broader population of female EFL students at the university. The final-year students were chosen specifically due to their advanced level of language proficiency and their extensive exposure to the technological tools integrated into their curriculum.

### ***4.3. Research Instrument***

A survey research design was adopted in this study. It was aimed to obtain information on EFL undergraduates' use of ICT and its impact



on their academic achievement, as well as exploring the challenges encountered. The self-structured quantitative survey questionnaire consisted of 14 multiple choice items:

- First 4 items: Focus on ICT access and usage.
- Next 6 items: Explore the effectiveness of ICT on academic performance.
- Last 4 items: Address potential challenges in ICT application for educational purposes.

The responses were calculated using a 5-point Likert scale: 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree.

## 5. Findings

### 5.1. ICT Usage and Access

ICT Aspects	Distribution	Number	Percentage
Type of device used	Laptop	17	28.3
	Tablet	25	41.7
	Smart phone	25	41.7
	Desktop	0	0
Apps used for learning	You Tube videos	35	58.3
	Duolingo	18	30
	Contexto	5	8.3
	Croscic	2	3.3
Use of educational tools per day	More than 5 hours	9	15
	3 – 5 hours	29	48.3
	1 – 3 hours	21	35
	Less than one hour	1	1.7
Proficiency in using ICT	Very proficient	20	33.3
	Proficient	30	50
	Sometimes	9	15
	Not proficient	1	1.7

**Table-1. ICT Usage and Access among EFL Undergraduates**

The findings of the study regarding the type of device used among the students revealed that Tablets and Smartphones (41.7% each) are the most commonly used devices. This preference could be due to the

ease of access, mobility, and the availability of educational apps on these devices. **Laptops** are also used by a significant portion of students (28.3%), suggesting a preference for devices that offer more robust features and a larger screen, which can enhance task efficiency. Notably, Desktops (0%) are not used by any students, which aligns with the trend of increasing demand on portable devices over stationary ones, particularly among younger generations.

In terms of learning apps, YouTube videos (58.3%) are found to be the most popular learning tool among EFL students at Jazan University. It could be due to its vast array of educational content and its ability to cater to different learning needs and styles, making it the most preferred learning resource. Duolingo (30%) is the second most favoured app, which is particularly beneficial for language learners due to its focus on language acquisition. Meanwhile, a limited number of students use Contexto (8.3%) and Crostic (3.3%), possibly due to these apps being less well-known among the students. The respondent's fondness for YouTube and Duolingo underscores the need for incorporating diverse and engaging digital resources in the curriculum to enhance language acquisition and retention.

While analysing the use of educational tools per day, it has been noted that, 3 - 5 hours (48.3%) is the most common duration for daily use of educational tools, followed by 1 - 3 hours (35%). This suggests that a majority of students spend a considerable amount of time to using educational technologies daily, which is a positive sign for technology integration in EFL education. The study also found that only a smaller portion of students spend more than 5 hours (15%) or less than one hour (1.7%) per day on educational tools. This suggests a variance in study habits and possibly in the effectiveness of technology usage.

Moreover, it is observed that the majority of students, (50%) are proficient and (33.3%) are very proficient in using technological tools. It indicates learners' confidence in their ability to use ICT tools effectively. However, a smaller number of students reported being

only sometimes proficient (15%) and not proficient (1.7%), suggesting that the students who struggle with technology are few in number.

Overall, the data indicates a strong reliance on multimedia and interactive learning apps like YouTube and Duolingo, with students dedicating a significant amount of time daily. The findings are very encouraging for initiatives aimed at further integrating technology into the educational field.

### **5.2. Impact of ICT Integration on Students' Academic Performance**

No.	ICT Aspects	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Improved motivation and engagement.	54.2%	33.9%	11.9%	0%	0%
2	Provides platform for collaborative learning.	58.3%	36.7%	3.5%	0%	0%
3	Easy access to learning resources.	58.3%	35%	5%	0%	1.7%
4	Promotes platform for independent learning.	56.9%	37.9%	3.4%	0%	1.7%
5	Improved academic performance.	62.7%	32.2%	5.1%	0%	0%
6	Increased opportunity for skill development.	52.5%	39%	8.5%	0%	0%

**Table 2- Impact of ICT integration on Students' Performance**

The data presented in the table provides insights into the perceptions of English language learners at Jazan University regarding the impact of ICT (Information and Communication Technology) integration on various aspects of their academic performance. The analysis is categorized into six aspects to study students' levels of motivation, learning habits, access to learning resources and learning outcomes. Each of the ICT aspects evaluated in the study shows a strong agreement among students, indicating the effectiveness of these technologies in enhancing their educational experiences. Below, each aspect is analysed with implications and recommendations:

### *5.2.1. Motivation and Engagement*

A significant majority (88.1%) of students agree that ICT integration has improved their motivation and engagement in learning activities. A small percentage (11.9%) remain uncertain about its benefits, while notably, no students expressed disagreement. This overwhelmingly positive response highlights the powerful role of ICT tools and applications in making learning more interesting and accessible, thereby fostering greater student involvement.

The findings align with earlier studies by Pennington (1996), Ilter (2009), Mayora (2006), and Dianti & Atmanegara (2019), who emphasize that technology enhances students' interest in learning content, leading to higher academic success. To maintain and further enhance student engagement, educators should continue to increase the use of diverse applications like educational games, simulations, and tools that offer real-time feedback.

### *5.2.2. Platform for Collaborative Learning*

The findings reveal that nearly all students (95%) consider ICT as an effective platform for collaborative learning, with only a small percentage (3.5%) remaining neutral. Interestingly, none of the participants expressed disagreement. The widespread agreement on the benefits of ICT in facilitating collaborative learning, both within the classroom and across distances, suggests that it effectively supports group work, peer-to-peer learning, and knowledge sharing, thereby enhancing exposure and experience.

The present findings strongly support the claims of earlier research by De Ramirez (2010) and Cohen (2002), who emphasized the significant role of web-based collaborative learning platforms. Based on these findings, **the study recommends that teachers design** more collaborative assignments using ICT tools, which can encourage team work and enhance communication among students.

### *5.2.3. Easy Access to learning Resources*

The majority of students (93.3%) find that ICT facilitates easy access to learning resources, though a small percentage (5%) remaining

neutral and (1.7%) disagreeing. The broad agreement suggests that ICT tools considerably lower the academic pressure associated with finding suitable learning resources. The integration of ICT tools can contribute to a more inclusive learning environment, where learners have access to enormous resources at any time, providing a flexible and pleasant learning experience. The findings of this study is in line with the findings of Bibi et al. (2023) and Dawes (2001), who argue that ICT has become an integral component of the education system, transforming how students learn and access information.

#### *5.2.4. Promotes Platform for Independent Learning*

Most students (94.8%) strongly agree or agree that the integration of ICT tools in English language learning provides a supportive platform for autonomous learning, while (3.4%) are indecisive and (1.7%) strongly disagree. Cultivating independent learning habit is crucial for developing self-regulation and lifelong learning skills. ICT tools help students to learn at their own pace, explore topics of interest, and become more independent and more self-sufficient in their learning process. This aligns with the findings of Murray et al. (2005), who emphasize the role of ICT in fostering autonomous learning and supporting students in taking control of their educational journey.

#### *5.2.5. Improved Academic Performance*

Most students (94.9%) believe that ICT integration has significantly improved their academic performance, while (5.1%) are uncertain about their choice and no one expressed disagreement. The strong positive responses suggests that ICT tools are highly effective in enhancing students' understanding, retention, and application of knowledge. The main implication of this research study is that ICT can be successfully implemented to maximize learning outcomes and enhance students' performance. The present findings align with those of Hussain (2010) and Abu Naba'h (2009), who highlight the positive influence of ICT-supported learning environments over traditional ones in boosting overall academic achievement.

### 5.2.6. Increased Opportunity for Skill Development

A significant proportion (91.5%) agrees that ICT offers increased opportunities for skill development, while (8.5%) are indecisive about their choice. The results of the study suggests that ICT tools not only enhance academic knowledge but also develop essential skills such as digital literacy, problem-solving, critical thinking, effective communication and increased self-confidence. These are considered to be some of the vital skills for success in the modern digital workforce. The findings are consistent with several earlier studies, including those by Lai & Kritsonis (2006) and Barani, Mazandarani, and Rezaie (2010), who argue that the effective use of technology can help foreign language learners strengthen their linguistic skills, and learning attitudes, as well as build their self-instruction strategies and self-confidence by exposing them to multiple input sources.

Overall, the data strongly indicates that the majority of students perceive ICT integration positively across all the listed aspects, particularly in enhancing motivation, collaborative learning, access to resources, independent learning, academic performance, and skill development. Disagreement is minimal, suggesting that students generally find ICT tools advantageous in their academic journey.

### 5.3. Challenges to ICT Integration in EFL Education

No.	ICT Aspects	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Over dependence on smart devices	12%	35%	26.7%	15%	3.3%
2	Lack of computer literacy among teacher & student	10.85%	40%	25%	20%	4.15%
3	Too much time spend on recreational videos	18.3%	46.7%	16.7%	18.3%	0%
4	Limited human interaction	21.7%	38.3%	21.7%	13.3%	5%

*Table 3 - Challenges to ICT Integration*

The table presents data on the perceptions of English language learners regarding the challenges associated with the integration of Information and Communication Technology (ICT) in their educational environment. It indicates that while ICT offers several

benefits, its integration comes with obstacles such as overdependence on smart devices, Low level of computer literacy among teachers and students, overuse of recreational videos, which results in lack of human interaction.

The analysis reveals that 47% of respondents either strongly agree (12%) or agree (35%) that there is an overdependence on smart devices for educational needs. Additionally, 26.7% are neutral on this issue indicating uncertainty, while a smaller portion of respondents 18.3% disagree. Nearly half of the respondents view overdependence on smart devices as a challenge in achieving their educational goals. Another significant issue is the low level of computer literacy among teachers and students. More than half of the students (50.85%) agree that computer illiteracy is a challenge in the effective use of ICT applications. Meanwhile, 25% are indecisive, and about a quarter of the respondents (24.15%) do not see it as a challenge. Furthermore, the results reveal that 65% of the students spend too much time on recreational videos, 16.7% are unsure of their choice, and 18.3% express disagreement. The potential distractions posed by recreational videos is a prominent issue that could affect the effectiveness of ICT in education. Lastly, 60% of the participants agree that they prefer spending time on technological devices rather than engaging in human interaction, while 27% are neutral, and 18.3% disagree. This might affect social skills development and collaborative learning.

Overall, the major challenges identified by the participants are excessive use of recreational videos and limited human interaction due to ICT use, both of which received agreement from the majority of students. Over reliance on smart devices and a lack of computer knowledge are also crucial challenges, with almost half the student population indicating agreement.

## **6. Recommendations**

The findings of the study strongly support the integration of Information and Communication Technology (ICT) due to its significant positive impact on the academic performance of EFL

undergraduates at Jazan University. The majority of students strongly agree or agree that ICT enhances motivation and engagement, provides a platform for collaborative and independent learning, improves access to learning resources, and leads to better academic performance. However, the concerns associated with ICT integration in education, such as over-dependence on smart devices, lack of computer literacy, excessive time spent on recreational videos, and limited human interaction cannot be ignored.

Considering both the positive and negative impact of ICT in English language learning, the study recommends the following:

- Jazan University should continue to invest in and expand the use of ICT tools in the curriculum, ensuring that students and faculty are adequately trained to maximize the benefits of these technologies.
- Teachers are encouraged to incorporate more ICT-based learning activities that could further enhance students' skill development, fostering a more interactive and engaging learning environment.
- **The University should encourage Digital Literacy** by providing training programs for both students and teachers to enhance their technological skills.
- Teachers should educate students on the potential drawbacks of excessive use of digital devices for non-educational purposes, promoting a balanced approach to technology use.

## **7. Conclusion**

The findings of this research underscore the transformative potential of technology integration in education. By enhancing student engagement, motivation, collaboration, and access to resources, ICT has proven to be a powerful tool in elevating academic performance. The high levels of agreement among students regarding the positive impacts of ICT validate its role in enriching the learning experience. This study thus supports ongoing efforts to further



integrate technology into the educational process, emphasizing the need to expand these initiatives to fully realize their potential.

However, the study also reveals certain challenges associated with technology use in education, including over-dependence, insufficient digital literacy, and reduced human interaction. To maximize the benefits of ICT, it is essential to adopt a balanced approach that addresses these challenges through comprehensive strategies and timely interventions. By doing so, we can ensure that the integration of technology not only enhances learning outcomes but also fosters a holistic educational experience.

To sum up, while technology integration offers limitless opportunities, its success ultimately depends on how we approach its implementation. By combining the inherent potential of technology with thoughtful application, we can elevate education to a new heights of excellence, equipping students with the skills and knowledge needed to thrive in a technology-driven world.

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## **Navigating the Flux in Language Teaching: The Evolving Role of Teachers , Methodology and Technology Integration**

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'Change is the only constant', said Heraclitus, which stands true even after 2500 years, and each one of us learns to accept this only through our experience, although we come to know this long before in our lives. English Language teaching, mainly as a second language, has been around formally for more than two centuries, and every decade has witnessed a change in its approach, believing the new method is better suited for second language acquisition in some aspect. While at the turn of the century, the internet started to provide teachers and learners of a second language unique opportunities to enhance the process of L2 acquisition, the advent of the smartphone multiplied

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these ways manifold through mobile applications and by being accessible 24/7 in any place and any circumstance.

Technology and online resources have drastically changed the idea of learning a second language from painful and time-consuming to pleasurable and fast. The case of Benny Lewis is a spectacular story for any language aspirant. Lewis, a self-taught polyglot who described himself as quite ordinary in languages at school and struggled to learn Spanish later, could learn more than 20 languages quickly (Lewis, 2014) using online sources and print materials. This article presents several popular language teaching methods in the last few decades. How each one was better than the others, but at the same time, how each one was limited in some other respect. On the other hand, it traces the role of each method in the process of L2 acquisition and the responsibility of the language teacher in choosing the best method based on the need and the stage in which a learner is to enhance learning and the learning experience.

Content-based Instruction (CBI) became popular in the late 1980s (Brinton, 2003), where the syllabus was typically the subjects taught in the curriculum which focused on the content through the L2 rather than putting the features of the L2 such as grammar, vocabulary, and pronunciation in the foreground. Therefore, it created a quasi-immersion method and surrounded students with L2 in their geography, science, and other learning. It is still followed in most of the schools in India under the name of English Medium Schools. It proved that instead of focusing on the language being learnt, it is possible to acquire L2 relatively well by using it as a means to present new content to students, so students need not have to rely on literature written in the language, organized grammar lessons, or lengthy lists of vocabulary to acquire the L2. However, a downside of this method was that it indirectly focused more on accuracy and developing writing skills than fluency and enhancing speaking skills, which are more naturally considered when measuring one's communicative competence in the L2.

A decade earlier, in 1979, N. S. Prabhu, from the Regional Institute of English in Bangalore, set up 'the Bangalore Project' where school students followed a hitherto unknown method in the Indian school curriculum to acquire English. He set up a series of tasks requiring students to work individually and in groups to arrive at the desired result. Their attempt to complete the tasks through collaboration and communication created ample opportunities for them to practice, repair, and consolidate their acquisition of L2. In essence, it was similar to the theory Dell Hymes proposed in the late 1960s as 'communicative competence', where he presented the idea that communication is intrinsically being aware of and sensitive to the use of language choice, which depends on various factors, including the subject matter, the nature of the conversation, and the level of participants, which led to the foundation for Communicative Language Teaching (CLT)—in the Bangalore Project, or the Communicative Teaching Project (CTP), which comprised problem-solving tasks that required participants to communicate in their L2 to accomplish the tasks. The exciting aspect of the experiment was that the syllabus did not have any linguistic specifications, and only through their collaboration and communication did they internalize grammar, practice vocabulary, and rework pronunciation inadvertently and inevitably (Beretta, 1985). A drawback of such a task-based language learning (TBLL) strategy is that it is more suited to students with a specific goal, as in the ESP courses than the students in general language courses.

In this sense, using technology in language learning and teaching is only natural as technology creates something new every few years. Integrating digital tools and platforms has significantly enhanced language learning to be more interactive, engaging, and personalized. Computer- Assisted Language Learning (CALL) appeared on the language teaching horizon through the Illinois PLATO project in the 1960s. It spread its wings in the 1970s by entering every school and university with the help of the breakthrough in microcomputers (Hart, 1994). Its reach was so solid and appealing thanks to its personalized learning experience. The significant advantage of CALL

is that it provides instant feedback, which helps learners identify specific areas they must work on. Its limitation is that it severely needed more social interaction factors that greatly assisted in developing conversation skills and imbued confidence in learners.

For instance, learners can practice grammar, vocabulary, and pronunciation and receive instant corrective feedback. However, CALL may suit only some learning styles, as some learners prefer traditional face-to-face interactions or hands-on learning. Additionally, CALL programs often need more social interaction to develop conversational skills. Nevertheless, CALL is a valuable tool for self-directed learners (Chapelle, 2001).

The popularity of mobile phones in the 1990s brought about mobile-assisted language learning (MALL), and Burton confidently claims that its participation could be traced back to 1994. Language learning through mobile phones took firm roots with the introduction of apps such as Babbel and Busuu in the first decade of this century, which presented autonomous learning opportunities with engaging, user-friendly interfaces. MALL's single most attractive quality compared to the previous approaches is the 'fun' factor. The ease of carrying the device and its accessibility at places and times such as waiting rooms and commute times made learning possible around the clock. Nevertheless, the constant notifications, difficulty accessing texts and notes, and the small screen size pose challenges to many people. Despite these challenges, MALL is a handy tool for language learning, especially for busy young learners who prefer flexibility in learning (Kukulska-Hulme & Shield, 2008).

A little more than a decade ago, in 2012, Duolingo launched its mobile app. It made a remarkable impact by presenting tasks in 'bite-size' units and rewarding every achievement with 'lingots', its reward program. Learners got hooked on the platform for various reasons. Setting their everyday goals, getting rewarded for their achievements and completion of tasks, comparing and sharing their progress with friends and officemates, providing instant feedback, and even a chatbot for practicing everyday conversations are some of the reasons

that have made more than 500 million users register for the 43 languages offered on the mobile app. It is a recent development in the field of language acquisition; it follows the basics of the Behaviorist Learning Theory proposed by John B. Watson and B.F Skinner in their works almost a century ago. As with any other approach, this self-taught and self-regulated way of learning is found missing in some respects. Accurate and accepted structures are the only possible language items that can be practiced, repeated and mastered since it is machine-based learning. For this purpose, grammar, vocabulary, and pronunciation features are broken down into smaller units and presented in short lessons to establish the correct use of language. However, this learning method based on rewarding one's adherence to correctness has a dent in its effectiveness because although each learner aims to reach the correct usage of the language features, there needs to be a concession for possible lapses in grammar, vocabulary and pronunciation. For instance, communication is possible even when the syntax and vocabulary are broken or disjointed due to the awareness of socio-cultural contexts in which the speakers engage. In addition, such errors are only standard in the process of L2 acquisition as they play a crucial role in checking, fixing and consolidating the language items, allowing the learners to juggle the newly learned language pieces with the existing knowledge to place them in the right grooves for easy and repeated access in the process of language acquisition. The limitations of isolated vocabulary and grammar exercises mean that learners may not get sufficient practice using the language in real-life situations. Additionally, these apps' explanations of grammatical rules can be too brief or straightforward, resulting in an incomplete understanding of the language (Godwin-Jones, 2011).

The significant advantages of using the internet and mobile applications in language learning (CALL & MALL) include asynchronous learning, the availability of materials, and endless possibilities for practice. The asynchronous learning method is the most important of these advantages and needs special mention. Not long ago, learners had to be present at a specific time at a specific



place in order to participate in the learning programs run by various institutes, but it is different now.

Many online courses are available on platforms such as Coursera, edX, and Udemy through Massive Online Open Courses (MOOC). Many courses from reputable institutions are available at a cheaper fee. The number of courses available at present is at a staggering level. A learner can learn at any time and from any place. The materials are available through instructional videos, downloadable attachments, and accessible resources, allowing learners to access them anytime. Several asynchronous tools, such as discussion boards, blogs, weblogs, file chats, and video sharing, have made learning more readily available in the current scenario. Features like peer interaction, peer -review and instructor feedback have made online learning interactive. However, one must be strongly motivated to benefit from these developments. A lack of touch and slack in practice will eventually lead to gaps in learning, leading to low confidence and poor linguistic competence.

According to Ammanamanchi (2016), Edmodo is acknowledged as a valuable tool in English Language Teaching, particularly for promoting communication and engagement in the digital classroom. She emphasizes Edmodo's capability to improve communication, collaboration, and personalized learning by enabling teachers to assign student-specific tasks like regular class assignments and monitor the progress by involving students through quizzes and polls, where this digital platform also supports community-building and parental participation in education. Although there are some limitations, like heavy dependence on internet connectivity and device quality, Edmodo is a user-friendly tool for modern education.

In their 2015 paper, Dewitt, Dorothy, Norlidah Alias, and Saedah Siraj emphasize using Padlet for collaborative learning in higher education. They reiterate how Padlet enables and promotes higher interaction, allowing learners to share and organize ideas in real time on a virtual board. Furthermore, Padlet enables students to collaborate, build knowledge, participate in discussions, and receive

instant feedback from their teachers and peers. Many studies underscored Padlet's effectiveness in improving critical thinking, communication skills, and participation in academic environments, and it is the most used favourite of teachers and learners.

Platzer et al. (2021) investigate using Quizlet, another popular tool for learning almost every subject in most languages, as an educational tool in language learning. They emphasize its capacity to improve vocabulary acquisition through interactive flashcards and quizzes. The platform offers various learning modes to aid mastery over pronunciation, spelling, and memory retention through images, including matching games and tests. Additionally, Quizlet's adaptability allows students to study independently by creating language items that need specific emphasis, making it valuable for self-directed learning and classroom instruction. It is a ready reckoner for weak learners to make a slow yet positive impact on their language learning.

Virtual Reality (VR) and Augmented Reality (AR) are the most expensive technological tools at the forefront of language learning by creating immersive experiences, which is the only advantage of VR and AR. These immersive technologies create simulated environments that enable learners to practice language skills in various contexts close to real-life situations. For instance, VR can throw light on experiencing a virtual café in England, where they speak British English to order food and interact with waitstaff, leaving the learners to experience the scenario that significantly improves retention and comprehension. Learners can hone language skills in a realistic context, boosting their confidence for real-life language use. However, the affordability of VR and AR equipment may hinder widespread adoption. Furthermore, language-specific content remains limited, making these technologies potentially unsuitable for specific language learners (Hanson & Shelton, 2008).

Social media platforms, such as Twitter, Facebook, Instagram, and others, have emerged as potent tools for language learning, providing avenues for genuine communication with mostly native speakers or

linguistic experts and access to abundant language resources. Learners can also join language learning groups, engage in discussions, and follow accounts sharing content in their target language. Exposure to the variations of real-world language use can come in handy in developing reading and writing skills and cultural understanding. Among the critical advantages of using social media for acquiring language learning is the opportunity for authentic, real-time interaction within a global community. Another highlight of language learning through social media is that language aspirants can learn and practice their language skills in a natural, informal setting, contributing to increased comfort and fluency. However, this approach invites certain risks through the informal nature of social media. When engaging on social media platforms, learners may be exposed to threats to privacy and security and may encounter inappropriate and incorrect language use, slang, and/or inappropriate content (Blattner & Fiori, 2009).

However, teacher-led or teacher-directed use of social media platforms can be of definite use as the widespread use among language teachers is notable. YouTube is the most commonly utilized platform, followed by WhatsApp, Instagram, and Facebook (Annie and Sree, 2024). The platforms help explore informal spaces for vocabulary building, gain speaking prompts in informal writing, and complete collaborative output. These findings emphasize how educators can integrate social media into their language teaching practices, highlighting the platforms' diverse applications.

Video conferencing tools like MS Teams, Zoom and Skype have become indispensable in online education, especially during and after COVID-19, providing a real-time communication and interactivity platform. These tools allow learners to participate in virtual language classes and develop a rapport with teachers and peers while developing linguistic needs. Class participation, though virtually with others, helps recreate the conventional classroom engagement, which opens doors for the learners to break their shells and acquire language in an easy way conversations, such as asking questions and

receiving immediate feedback from instructors and peers, supporting real-time and interactive learning. This interaction with peers is vital for building language fluency and instilling confidence in using the language. However, the challenges included are the possibility of a stable internet connection and a seamless learning experience, and technical issues, along with compatibility versions, which are common on desktops, laptops, and mobiles, can disrupt the class flow. Furthermore, managing large groups in a virtual environment is a herculean task for the teachers who are less tech-savvies, especially in maintaining engagement and ensuring equal participation for all attendees (Wang, 2006).

One obvious factor from the above discussion is that a new language teaching method appears every decade or at shorter intervals. There have been various approaches, from the Direct Method to Grammar-Translation and Total Physical Response to Community Language Learning, all succeeding one after the other, claiming each one's uniqueness in their role in achieving language acquisition. From Berlitz's proposal of the Natural Method in 1911 to Thornbury's Dogme ELT method in 2000, from Coleman's Reading Method in 1929 to Lewis' bold declaration that one can learn a language in 3 months in 2014, the area of L2 acquisition has been subjected to much research and debate leaving the field wide open with numerous choices to deal with for the learner and the teacher.

No man ever steps in the same river twice, for it is not the same river, and he is not the same man-- Heraclitus. As language is a dynamic aspect of homo sapiens, L2 learning, with its intrinsic challenges and contextual barriers, is in constant flux (to borrow another piece of the philosophy of Heraclitus). The learner, the teacher and the learning subject matter keep evolving continuously. At every point of time in the learning experience, each one is at a different and higher point in the continuum of learning, which is more so in the language classrooms as each (the teacher, the taught and the teaching) progresses at varied speeds in the band of learning-continuum which brings us to the point that every approach in L2

learning and teaching has a place. None other than the teacher, the learner and the learning item/material is in a better position or place to decide on the best-suited approach for the class at that specific stage in their learning continuum. The fact that several language teaching methods are followed proves that we have yet to understand how to teach a language. We have yet to crack the best method that makes everyone learn a new language effortlessly and effectively.

The fact remains that the same language item is presented differently to different groups of students by different teachers depending on their levels, learning aptitude and other external and internal factors. The success of a program largely depends on the curriculum and its instructional design. In this myriad of L2 acquisition theories and approaches, the teachers' role in choosing the best method to cater to the needs of the students assumes enormous importance. This awareness of the constant changes that happen cognitively and linguistically in the journey of L2 acquisition, in addition to the knowledge of the various methods and their intrinsic characteristics with an understanding of their background, places the language teachers above others well equipped to choose the best method of instruction at a specific time for a specific class to maximize learning as he/she is more likely to be aware of the position of the students on the learning continuum for it to succeed.

To conclude this discussion, one must realize that each development in the realm of second language acquisition works better as a supplement to the whole process of teaching and learning, and they complement each other as every method has worked in some place, in some way, to some people. Hence, it should not be seen as an attempt to supersede the current method in vogue. Generally, a teacher works within a set framework since the curriculum and instructional methods are defined mainly by geographical and cultural parameters. The syllabus should be a guideline, and the learning objectives are the yardstick to see how much competence a student has achieved. The institutions and the

administration should allow their teachers to choose the best method that suits the students and the lesson in context. Despite the staunch support for methods in language teaching in the last two decades of the 20th century, many TESOL authorities vehemently opposed it at the turn of the 21st century, saying that it stunted the growth of the skill it was supposed to nourish. In the current post-methods era of language teaching, the teacher's role in choosing a method is anything but simple. The differences in learning situations, the competence level of participants and the variety of learning materials provide a diverse challenge for the teachers to choose from the long list of methods-- the grammar-translation method, the audio-visual method, the task-based method, or total-physical response method; the bilingual or pluri-lingual method, or the content and language integrated method. If the teacher can support their choice through a vital principle in achieving continuous and incremental learning experiences for their students, the teacher has masterly maneuvered the maze of methods and provided a solid platform to enhance their language acquisition.

Another aspect of teaching language is technology integration, which makes language education more accessible, interactive, and personalized through countless tools and methods available but with some limitations. They result in comprehensive language learning strategies that can be evolved by understanding their downsides, which will help teachers and learners make informed decisions and choices that best meet their language learning needs.

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## Revolutionizing Language Learning: The Role of Chatbots in ELT

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For decades, intelligent computer systems have been the subject of science fiction. Today, however, Artificial Intelligence (AI) is profoundly shaping our daily lives, impacting areas from business to precision medicine to transportation to education. AI is the study of how to make computers do things at which, at the moment, people are better (Richard Knight, 1991). Among the most prominent AI applications is the AI chatbot. A chatbot is a computer program designed to simulate human conversation with users. Although not all chatbots utilize AI, modern ones increasingly leverage conversational AI techniques like natural language processing (NLP) to understand user questions and automate responses.

Business leaders see this trend accelerating, with 85% of executives anticipating that generative AI will be interacting directly with customers within the next two years, according to *The CEO's Guide to Generative AI* by IBV. While conversational AI chatbots can

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understand and respond to user queries in a human-like manner, generative AI chatbots take it a step further by generating new content as output. These AI-powered interfaces can recognize, summarize, translate, predict, and create content in response to user queries, reducing the need for human intervention. The latest AI chatbots, often termed “intelligent virtual assistants” or “virtual agents,” are not only capable of comprehending natural conversation but can also automate related tasks. Notable examples include popular consumer-facing assistants like Apple’s Siri, Amazon’s Alexa, Google’s Gemini, and OpenAI’s ChatGPT. In the enterprise setting, virtual agents are increasingly used to support customers and employees.

Recently, Elon Musk’s company, xAI, introduced a chatbot called Grok. Musk encouraged users to submit medical images, like X-rays and MRIs, for analysis by the AI platform, noting that although the tool is in its early stages, it is already accurate and expected to improve over time. Musk invited feedback on Grok’s performance via X.

In education, AI’s influence is sparking innovation, particularly in English Language Teaching (ELT). AI chatbots allow learners to engage in simulated human conversation, using NLP to understand and respond to input while providing real-time feedback on grammar, vocabulary, and sentence structure. Chatbots are computer programs designed to have human-to-human interactions, which are becoming essential for language practice (Petrović & Jovanović, 2021).

### **Evolution and Importance of Chatbots in Language Learning**

With the invention of computers came the development of a new technology known as “chat.” Over the past few decades, chat has become a central mode of communication. Today, scientists have advanced this concept by merging chat functions with robotic technology, resulting in what we now call “chatbots.” This transformation signifies the successful fusion of these technologies.

Modern chatbots are carefully designed with specific goals in mind. A key objective is to enhance the authenticity of interactions that these systems can produce, creating a more natural communication experience (Augello, Saccone, Gaglio, & Pilato, 2008). The fundamental goal and premise of so-called chat-bots is that a computer converses with human clients in natural language in a manner that is as human-like as feasible (Bradeško & Mladenčić, 2012).

### **ELIZA: The First Chatbot**

In the late 1960s, German-American scientist Joseph Weizenbaum introduced the world to a simple chatbot named “ELIZA.” Functioning as a virtual agent, ELIZA generated responses by identifying keywords from users' inputs (Fryer & Carpenter, 2006). ELIZA is often recognized as the first chatbot ever created, capable of conversing with users in English. People were fascinated by ELIZA's ability to discuss any topic, as it accessed information stored in data banks. One of ELIZA's unique features was its capacity to mimic users' speech patterns by rephrasing their statements as questions. This allowed ELIZA to respond in a way that felt reflective and engaging. The following passage shows a conversation between ELIZA and a teenage girl, with the system's prompts marked as “>” and the user's responses marked as “\*.”

#### Passage of Eliza Conversation

> Hello, I am Eliza.

\* Can you help me?

> Don't you believe that I can help you?

\* Yes.

> I see.

\* I feel depressed.

> How long have you been feeling depressed?

\* Since last month.

- > That is quite interesting.
- \* what is interesting in this?
- > Have you asked anyone else?
- \* NO
- > Are you saying no just to be negative?
- \* No I did not ask anyone.
- > Why no?
- \* I do not believe other people.
- > Say, do you have any psychological problems?
- \* I do not know.
- > Tell me more.

The development of chatbots has evolved significantly since the first AI conversational model, ELIZA. Created as an early attempt to simulate human conversation, ELIZA's approach relied on recognizing keywords without truly understanding language. Many subsequent versions of ELIZA have maintained this fundamental approach, simulating intelligent behavior by matching keywords to responses from a predefined table. While not intelligent in a true sense, ELIZA set the foundation for future conversational models, demonstrating the potential for AI-driven communication.

In 1994, Michael Mauldin, the creator of the Verbot "Julia," introduced the term "chatterbot," derived from "verbot" (a blend of "verse" and "bot" for robot). This innovation marked a shift from ELIZA's approach, as Julia aimed to mimic natural human conversations rather than emulate a therapist's responses. With real-time animations and dynamic expressions, Julia showcased how chatbots could bridge the gap between human and machine, facilitating more engaging interactions (Lokman & Ameen, 2019).

## **Chatbots in English Language Teaching (ELT)**

Today, chatbots have become a valuable tool in English Language Teaching (ELT), providing a human-like experience in both voice and text-based interactions. Virtual assistants like Google Assistant, Siri, and Alexa have familiarized people with AI-driven conversation, while text-based chatbots are increasingly integrated into platforms like Facebook Messenger, Discord, and Telegram (Chuah & Kabilan, 2021). In language learning, AI-powered chatbots offer students a platform to practice conversational skills, receive instant feedback, and engage in a low-pressure environment that encourages experimentation without fear of judgment.

Through Natural Language Processing (NLP) and machine learning, chatbots interpret and respond to users in a conversational way. A chatbot may guide, advise, and resolve inquiries and issues on any topic. This technology allows chatbots to adjust conversation difficulty, correct grammar, suggest vocabulary improvements, and tailor interactions to learners' needs. Some chatbots can even simulate real-world scenarios, enabling students to practice specific conversational skills. Popular educational applications like Duolingo's language chatbot and Google's Homework Helper demonstrate how chatbots are being adapted for language learning and academic support.

### **Advantages of Chatbots in ELT**

A chatbot can replicate conversation and idea exchange to provide low-stakes skill practice. Users can practice language-based soft skills such as leading a class discussion, facilitating a parent-teacher conference, and even assessing English proficiency levels. Users can utilize a chatbot to test out new competencies and refine skills while avoiding the drawbacks of training with a person (e.g., judgment, time, repetition). Chatbot talks can be recorded and reviewed. Instructors can look through anonymous discussions to get a feel of how the chatbot is being used and what types of inquiries are coming

into it. This might also serve as a temperature check for any common misconceptions or worries among students.

A chatbot can be a useful tool for memorizing tasks. By asking or replying to a series of questions, students can learn through repetition and explanations. The chatbot will not weary as students utilize it repeatedly, and it is available as a practice companion at all hours of the day and night. This gives learners the ability to learn at their own pace and with their own topic concentration. Additionally, chatbots can change and modify over time to fit the learner's route.

The benefits of chatbots in ELT are numerous. They provide learners with a readily accessible practice tool, allowing for continuous engagement outside the classroom. Immediate corrections help students refine language skills instantly, and chatbots serve as a cost-effective option for large-scale language programs. In a study by Okonkwo & Ade-Ibijola (2021), chatbots were shown to enhance the effectiveness of online learning by making resources accessible anytime and anywhere, encouraging consistent engagement and motivation.

Moreover, chatbots support administrative functions by providing information on admissions, scholarships, and course fees (Hwang, Xie, Wah, & Gašević, 2020). Their availability on both web and mobile platforms makes them highly practical, as students can interact with them without downloading extra software, conserving storage on mobile devices (Huang, Hew, & Fryer, 2022).

The integration of chatbots into ELT offers students a comfortable, judgment-free platform for practicing language. Many students report a preference for interacting with chatbots over teachers or peers due to the privacy and freedom chatbots provide, allowing them to explore language use without the pressure of being monitored. According to Hubert (Pham et al., 2018), chatbots impact education by automating essay grading, enabling spaced repetition, supporting course evaluations, and offering personalized feedback, making them a valuable resource for both students and instructors.

## **Essential Skills for effective use of chatbots**

The effective use of chatbots requires several key skills and understandings. First, individuals must be able to recognize and troubleshoot issues, such as identifying when a chatbot provides an incorrect response due to misunderstanding a question, and then finding appropriate solutions. Abstract thinking is also essential, as it allows users to connect various content-related concepts, recognize patterns, and engage in analytical thinking. Additionally, an understanding of chatbot learning capabilities is important; chatbots are designed to improve over time based on user interactions, meaning they evolve through accumulated queries and behaviors, which can either enhance or detract from their effectiveness. Creativity is also valuable, as users may need to rephrase questions or explore alternative ways of interacting when a chatbot fails to provide a suitable answer. Moreover, integrating knowledge from different fields is beneficial for recognizing when a chatbot may generate content that is inadequate for a specific subject area. Language skills are equally important, as they enable individuals to formulate questions clearly and understand the chatbot's output. Lastly, it is crucial for users to be aware of the chatbot's language limitations, as these systems are often constrained by their programming, which affects their accuracy and relevance in responding to complex or nuanced inquiries.

## **Challenges in Using Chatbots**

Despite their benefits, chatbots come with limitations. NLP still struggles with nuanced or complex language, and chatbots lack the emotional intelligence of a human teacher, which can affect learner motivation. The scope of chatbot conversations is often restricted to pre-programmed responses, resulting in repetitive or predictable interactions. Additionally, while chatbots can help students become independent learners, they may limit creativity if students overly rely on predefined answers. While helpful, chatbots lack a deep contextual understanding and a personal touch. Privacy concerns,

such as data security and limited human intervention, are important considerations when using chatbots in language learning.

## **Conclusion**

In conclusion, the integration of AI, especially chatbots, in English Language Teaching has proven beneficial by making learning accessible, personalized, and interactive. Chatbots provide a convenient way for students to practice, offering immediate feedback and constant availability, which are crucial for language acquisition. However, as Dr. Evelina Galaczi from Cambridge University Press notes, AI should complement rather than replace teachers. While AI can automate certain tasks, the social and emotional aspects of teaching remain vital for holistic learning experiences. Moving forward, educators can enhance learning by creatively integrating AI tools, like using chatbots for rewriting exercises or error correction tasks, to foster a balanced approach to technology in the classroom.

AI and chatbots in ELT hold great promise, but they must be used judiciously to maximize their benefits while retaining the irreplaceable value of human interaction. As AI continues to evolve, its role in language learning will likely expand, offering increasingly sophisticated tools for learners and teachers alike.

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## AI in ESL Classroom: ChatGpt for Enhancing Teaching Writing and Literary Analytical Skills

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### Introduction

The recent emergence of Artificial Intelligence (AI) tools has made a significant influence in education and students' methods of studying and learning, particularly for second language learners. The use of AI in education, is considered unethical given its prospect for plagiarized content, biased algorithms, and the possibility of reducing the critical thinking skills and the genuine work of students. Thus, many institutions forbid students from making use of it and detect any inclusion of GenAI content. It has been challenging to prevent students from using the accessible AI-powered tools such as Large Language Models (LLMs) ChatGPT.

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This situation seems like a single-sided perspective. As Sullivan et al. (2023) have demonstrated that students' voices have been ignored in this matter. (as cited in Glahn 2023). There should be guidelines on how to implement GenAI content without harming the learning process. Recent empirical research on the use of several AI tools among ESL students has highlighted their potential to develop grammar, vocabulary, writing, and speaking skills, yet the researchers urge careful implementation (Nghi, 2019; Qasem et al., 2022; Ali, 2023; Marzouki et al., 2023; E. Madhavil, et al, 2023).

This study aims to address such concerns by promoting the ethical use of ChatGPT in teaching and enhancing ESL students' quality of writing and ability to respond to literary analysis questions. This approach will allow the instructors to learn better utilization of ChatGPT in their pedagogical teaching approaches, devote time to their students, give them feedback, and ensure a positive impact as discussed in Mollick & Mollick (2023) and Glahn (2023).

## **1. Research questions:**

This study will address the following questions:

- a. In the light of AI development, how can reluctant ESL instructors benefit from AI tools in their classrooms?
- b. How can AI tools like ChatGPT be ethically integrated into ESL classrooms to enhance teaching writing and literary analysis writing skills?

## **2. Literature review:**

### *2.1 AI Advancement Revolutionizes Education*

The first theme of this literature review focuses on the transformative impact of AI technology, such as ChatGPT, on education, and aims to boost ESL instructors' awareness of its advancement. This section explores studies showing how AI reshaping the educational paradigm.

## ***The Pandemic Push***

Remarkably, in this technology-driven era, education is available even more than it has ever been (Qasem,2022); it is important for the instructor to become an expert in technology. As seen during the COVID-19 pandemic, all the institutions, particularly ESL, had to replace the traditional teaching methods with online teaching methods, which were completely unexpected and left instructors unprepared. However, the pandemic accelerated the integration of AI, and this technology-associated transition was revealed to be effective for teaching and learning (Pazilah et al., 2019; Qasem,2022). This has resulted in the advent of many applications and accommodations for teaching English to second language learners. As referenced in Sahrifuddin& Hashim (2024, p. 2) the findings of Siti Saleha, Dg. Syuhadaand Melor (2022) suggests that the only positive aftermath of COVID-19 is that it has pushed instructors to place greater emphasis on the combination of technology in their instructional methods. Instructors must adopt alternative pedagogical approaches to meet the demands of this new generation. Apparently, AI is set to revolutionize education and some aspects of the learning experience, and the discomfort with its services may not be an option.

Given the push from COVID-19, the focus has shifted to how AI revolutionizes education. Mollicks (2023) sets the stage by providing five AI evidence-based teaching strategies that can be quickly and easily implemented. The authors emphasize that the instructors should follow these strategies and use AI tools carefully and cautiously to fully optimize their efficacy.

These strategies include providing examples and explanations, analogies to help the students overcome misconceptions, employing low-stakes testing to assess the knowledge gap, and distributed practice to reinforce learning through Large Language Models (LLMs)

They stressed that it is ultimately the instructor's responsibility to evaluate AI's output and determine its value for the class, emphasizing the importance of the instructor's expertise.

Building on Mollicks' insights, Nernere and Kastuhandani's (2024) study discusses the lived experience of eight English teachers in Indonesia integrating ChatGPT in their teaching preparation. According to these researchers, the Indonesian government requires teachers to obtain a professional teaching certificate through an in-service program. The results showed that the teachers agreed that AI has led to improvements in teaching planning and learning approaches, which require thoughtful adaptation of the generative content. They indicated that they will use it regularly. This inclusion of the emotional phase is necessary to emphasize the potential psychological impact of ESL teachers on AI engaging strategies for ESL learners. As they mention its effectiveness in developing Higher-order Thinking Skills (HOTS) learning materials in interesting ways.

Furthermore, they acknowledged that ChatGPT responses have limitations. Nevertheless, they suggested a way to avoid this issue by modifying the prompt for more eliciting and precise GenAI content. The prompt "must be detailed," and additional adjustments may be necessary to obtain better responses. The teachers noted that AI responses are rigid and less humanized, necessitating the adaptation to avoid plagiarism and ensure the content is relevant and suitable for students.

The final study of this theme is an intervention study in an ESL classroom (Abrar Ali,2023). This study synthesized the effectiveness of personalized learning tools (ChatGPT) in developing students' grammar levels in the classroom. The participants were divided into two groups: the intervention group and the control group. The intervention group received personalized grammar assignments created by ChatGPT on the secure institutional platform, "Digiexam". Both groups were then given a second written task, and the results showed that the intervention group benefited more than the control group.

The ChatGPT later used the control group responses to identify and develop their grammatical level. Ali presents empirical evidence on the use of optimal Zone of Proximal Development (ZPD) as defined by Vygotsky (1978): “the gap between a learner's current level of ability and their potential level of ability when provided with appropriate supervision and assistance,” as cited in Ali's work. Ali underscores that ChatGPT can support students within their ZPD, as reflected in a study conducted by Ferguson et al., (2022) which highlights the significance of AI in aiding students in learning from their current level with a range of their ZPD. It is necessary for teachers to identify the optimal Zone of Proximal Development for their students so that they can offer them a learning comprehensive plan to make them progress.

To answer the first question, instructors should take into account the ongoing AI development at different stages. AI has made significant progress in terms of intelligence and capabilities. For instance, a study conducted in Vietnam by Nghi et al. (2019), demonstrated the effectiveness of teaching English prepositions using Facebook chatbots, with students showing progress. Another study by Qasem et al (2022), which used dialogue chatbots for teaching English for Specific Purposes (ESP) vocabulary, enhanced the students' learning experience. In 2022, the emergence of ChatGPT with a sophisticated language model provided new opportunities. Subsequently, many studies have investigated the incorporation of Artificial Intelligence into teaching several English language learning courses. As a result, students have been able to benefit and learn effectively. For instance, Ali (2023), Marzouki et al. (2023), and E. Madhavi et al. (2023). Most recently, Amin (2024) explored the AI Text-to-Speech (TTS) tool to enhance the learning of pronunciation, as shown in Amin (2024). The study demonstrated a positive pedagogical outcome of teaching pronunciation.

It can be inferred that in the coming years, AI will be more fascinating and suitable for educational settings. In research, AI

has almost been tested in most ESL courses, and the results are promising, so ESL instructors should be willing to consider any AI integration into their classes; achieving ethical integration requires thoughtful adaptation and prompt engineering to achieve the desired outcome.

## *2.2 AI in Teaching Writing*

Moving from AI advancement in educational pedagogy to its application in teaching writing. This section includes a review of some articles that investigate different aspects of this application.

The first of these reviews is empirical research for Marzouki et al. (2023), which explores the impacts of AI writing tools from the viewpoints of EFL teachers. Their research aims to answer questions related to what tools can be used to enhance students' writing quality and how EFL teachers perceive the impact of AI writing tools on organization and content in students' writing.

The study assessed the impact of AI writing tools like QuillBot, Word Tune, Jenni, GPT-3, Grammarly, and Essay Writer on students. Each tool was used for specific tasks such as brainstorming, paraphrasing, editing, and simulating conversational writing skills. These tools have a positive impact on the quality of students' writing in regards to content and organization, punctuation, grammar, tone, style, and paraphrasing. However, "teacher 2" in the study expressed concerns about this integration, pointing out the possibility of students over-relying on these tools, which could cause them to neglect their critical thinking and problem-solving skills, which are part of writing (p. 12). Marzouki et al.'s (2023) findings confirm the positive and negative influences of such tools on the writing process.

Next, adding to the body of knowledge is the empirical study by Glahn (2023). It investigates the effectiveness of ChatGPT as a writing tool for freshman students. The syllabus was modified to include ChatGPT for class activities and assessment from the beginning of the semester, based on Mollick & Mollick's (2023) research. The students composed their essays using ChatGPT and were obligated to submit

both their original essay and a one-page reflection on the AI-generated version of their essay. During their presentations, they will be required to specify whether they intend to incorporate any content from the AI-generated version into their final essay.

At the end of the semester, the students were asked open-ended questions to collect data on their perceptions of the tool's strengths and weaknesses and how they plan to use it in the future. According to Glahn, seven thematic analyses emerged from students' responses: "generating ideas, improving essay structure, editing, too vague sentences, prompting, limiting creativity, and critical thinking."(1). The results showed that the students didn't think AI helped improve their writing skills; they pointed out its limitations in providing inaccurate citations and vague sentences. Nevertheless, they noticed its effectiveness in editing, vocabulary, grammar, and generating ideas, stating that its responses must be analyzed critically.

To expand upon, the successful study of Karatas et al. (2024) combined the AI in teaching writing in foreign language centers employed ChatGPT in online classes for the preparatory students in the center for four weeks. Writing was one of the classes. The instructor provided them with the guidance on how to use the tool properly. In writing class, ChatGPT assisted in brainstorming, writing the cause-and-effect essay genre, and offering feedback and there was a positive outcome in terms of engagement.

### *2.3 AI in Teaching Literature*

The final theme of this review shifts to the potential use of AI in teaching literature. This section reviews four articles. Applying AI in teaching Literature to either ESL institutions or higher education is new, and few related scholarly works have been published.

Starting with the first article, Sameera (2023) provides an overview of how AI can be used to teach literature. The author explores AI's potential to develop literature teaching through analysis, comprehension, and personalized learning experiences.



However, there are concerns regarding privacy, loss of human interaction, bias, and technological accessibility. It also anticipates that the future of AI in literature education could involve a hybrid model where AI will reshape the traditional methods and empowers students to think innovatively.

The same insight has been drawn in Eric's (2024) investigation of whether AI in teaching literature is catalytic or disruptive. It delves into ways in which it serves as a catalyst for critical thinking and a disruptor for this cognitive skill. The author advocates using AI to supplement traditional teaching methods rather than replace them, creating a dynamic and balanced approach in the digital age.

Moving forward to an action study on the use of the AI tool ChatGPT in teaching literature to second language learners. Beloufa's (2023) study encourages the use of ChatGPT in literary classes for activities like lesson planning and questions, but it needs accommodation. The paper employs ChatGPT to prepare a lesson plan, which includes identifying the student's level, objectives, analytical questions about the literary work, author, engaging questions, and activities. The author also underscores that ChatGPT's limited answers which encourage users to ask follow-up questions, which results in more critical thinking in constructing the conversation. He calls this a "counter-effect" of ChatGPT. Beloufa touches upon the potential for utilizing virtual reality (VR) technologies in literature education to provide a comprehensible experience of the elements: plot, characters, themes, setting, and narrative.

### **Classroom-Based Pilot Study**

This study applies the methodology of Glahn (2023) and Mollick & Mollick (2023) to ESL classrooms. In Mollicks' work, the instructor utilized ChatGPT to help with lesson planning, demonstrating further examples and explanations, assessments, and giving feedback on students' work. As in Glahn, the instructor reflected on the weaknesses and strengths of AI versions of the students' essays and

then gave a presentation discussing what from the AI version could be used in the final draft.

To answer the second question, the study will utilize ChatGPT and specific prompts to enhance pedagogy for ESL students in writing and literature analysis questions. It aims to encourage critical thinking among students about GenAI content by following guidelines to ensure the ethical integration.

### **3. Participants**

There were five participants in this experiment, all of whom were Pathway students in the ESL program at University of Colorado Denver. They were selected based on their advanced level, which enabled them to engage and perceive the objectives of the experiment without any disruption to their language learning. Unlike lower-level students who might not be familiar with ChatGPT or misunderstood the objectives.

### **4. Materials**

The material used for this experiment is from the ESL Communication class for Pathway students. In this class, students respond to a weekly discussion prompt through Canvas, LLMs provided by their institution. For this experiment, two discussion prompts were examined, and their corresponding responses as well. One prompt focused on ethical communication, while the other discussed the fable story "The Boy Who Cried, Wolf."

### **5. Descriptive Analysis**

The data collection approach for this study is a constant and comparative method. Pre-experiment and post-experiment. Students read the copies of GenAI, and they were asked to highlight the sentences in the texts in terms of accuracy, vague sentences, repeat sentences\ideas, valid arguments, new vocabulary and sentence structure, and accuracy of correction and feedback provided, and lastly, they indicated whether AI follows prompts properly.

## **6. Prompt**

### *6.1 The discussion1 prompt:*

" What do YOU think counts as ethical communication? What rules for communication do you think would make a better place if EVERYONE followed them. This is an interesting question to consider in light of social media, which tends to promote divisive communication. What could make social media communication more ethical? Use course concepts: Truthfulness, Sharing or Withholding information, Benefit and Harm of Messages, Absolutism vs. Relativism"

### *6.2 The discussion 2 questions:*

"Q1-Understanding the Boy's Actions: Why do you think the boy cried "wolf" when there was no wolf, and why did he choose to do it more than once? Please provide evidence from the text to support your answer. "

"Q2-Interpreting the Wise Man's Words: What do you think the wise man's final quote, "A liar will not be believed, even when he speaks the truth," means? How can this message apply to real-life situations?"

### *6.3 The ChatGPT prompts:*

The prompt must be detailed according to the in-service teacher's experience. Therefore, constructive and detailed prompts are used for the three copies, tailoring them to the students' CEFRB1 intermediate level.

The first one for responding to the discussion1 question is *"Please respond to the following prompt using language appropriate for CEFR B1 level English learners: ...."* The question is given after colons. It responded to the prompt and the content was suitable for the level of the students.

The second one, for proofreading the first discussion posts, It took two steps. First, it is given this prompt: *"Please proofread the text I will*

*share with you to correct mistakes and improve its writing for CERF B1 level English learners. Please Highlight the mistakes in the original text in bold and provide another corrected version of the text, where you highlight the changes in bold as well. At the end, provide a suggestion section with examples and details for how to improve the writing in the future. You should provide all three sections:....."* After it understood the instruction, the student's original responses were given separately.

The third one for improving students' literary analysis writing has three steps. The first step is giving it clear expectations of what it is expected from it, using this prompt: *"I will give you the content of the story, "The Boy Who Cried Wolf" by Aesop and I want you to respond to the prompt I will give you after"*

After it seemed to understand the first prompt, the story content is given using this prompt: *"Here is the content of the story:...."*

Finally, the last prompt with students' original responses is given: *"Please review the following student's paragraph that analyzes why the boy cried 'wolf' and provide feedback. Assess the clarity of their argument, the effectiveness of their textual evidence, and the coherence of their explanation, and offer suggestions for deepening the analysis and improving the structure:...."*

## **7. Results**

### *7.1 AI Response to Discussion Prompt*

The initial findings of this study demonstrate that when interacting with the GenAI text for "Ethical Communication," participants noted that ChatGPT didn't respond to the prompt properly. Moreover, the text contained many repetitive, vague, and irrelevant sentences.

### *7.2 AI Proofreading Discussion 1*

In examining the AI-proofread version of "Ethical Communication," participants reported the following issues and observations: They said, "It changed our words and the way we wrote them." One of them stated, "I wrote in my point of view, and ChatGPT has highlighted it and corrected it into 'in my opinion'".

Another added, "AI didn't highlight all the errors I have, and some of the highlighted words were true, and some were flagged but weren't corrected at all". One of the students said, "I wrote good relations, and AI corrected it to good relationships, which is not bad." There was similar positive feedback regarding its good work on grammar, punctuation, and capitalization errors.

### *7.3 AI Proofreading Discussion2*

As for the AI-corrected versions of their Literary analyses, the participants revealed their dissatisfaction. No one highlighted anything. They expressed, "It is all wrong!", "It is the same, but it did make it longer," "My evidence from the text is correct, and the one it gave me is wrong," and, "I think it just made my writing fancier!"

They recalled their experience with "Reading 5" in the fifth level, which involved short stories and film adaptation. They shared how it was difficult to understand the story's content, and when they consulted ChatGPT, it gave them a complex-level interpretation, leading them to not consider any of these interpretations. Unlike reading stories, they enjoyed watching the films more.

They also mentioned that this fable story was easy for them to grasp because its content was easy, it was only one page, and it shared the same theme as what they studied in the chapter.

Generally, all participants agreed that they would use ChatGPT for brainstorming purposes only, as it generates complex content that may be difficult to understand. Furthermore, they declared their preference for using AI proofreading capability for checking grammar and punctuation only.

## **8. Discussions**

In light of the data obtained, it can be implied that students were able to actively and skillfully evaluate the AI's three versions due to the simple language that was adjusted to their language level. Their acknowledgment of AI inaccurate content and future consideration for brainstorming and correcting grammar errors contribute to the

study's outcome, paving the way to more engaging integration, like acting as a mentor, explaining, and giving Illustrative examples.

Examining the results of AI making their answers to story's close reading questions "longer" and "fancier" suggests that students need to further enhance their literary analysis writing. This involves articulating and expanding upon their answers while employing their rich vocabulary.

They indicated that they were unable to get simple language from AI when interpreting the stories. This highlights the necessity for well-constructed detailed prompts while consulting ChatGPT.

As for their engagement with film over reading, this finding aligns with the other study by Beloufa (2023), which emphasized that EFL students interacted better with the films compared to texts. They noticed that the students liked the *Pride and Prejudice* (2005) film adaptation more than the book, and it encouraged them to go back to the book to learn more details. In a similar vein, Nystrom's(2019) systematic examination of seven EFL empirical research using film to improve language skills like listening comprehension, writing, and critical thinking.

In ESL literature classes, it may be beneficial for the students to watch the film adaptations before reading the story. This approach should be accompanied by critical questions that draw comparisons between the story and its film adaptation.

Sometimes, there are no film adaptations of certain stories. However, it is worth considering the use of AI tools like "Web 2.0 " applications that can create digital storytelling with editing, as in Hung (2019). It enhances the students' cognitive, metacognitive skills and their class engagement. Alternatively, instructors can explore the new AI tools that can transform text into video, which can enhance student's understanding of important parts of the story.

To sum up, assessment in this technology era is changing compared to the previous one. As Gimple et al. (2023) have concluded that educators must not regard the "link" between

linguistic and content quality anymore, and the assessment in the presence of ChatGPT would focus more on the ability of students' demonstration rather than the language. Given that it is used to edit their text, it is advisable to not regard more points on grammar, syntax, and use of language, but more focus should be on argumentation, examples, citations, and analysis. As these points show effectively if the students grasp the concepts they are taught. (as cited in Glahn 2023). This can summarize the argument around integrating AI in education and how to accept the wide use of ChatGPT among students.

## **9. Conclusion**

Today, Artificial Intelligence (AI) has advanced beyond what it was before. The recent occurrence of ChatGPT proves its promising ability to continuously evolve and revolutionize education. Students are becoming increasingly interested in discovering the characteristics of AI and how it can aid them in their schoolwork, particularly second language learners, who have found AI and its capabilities to be extremely helpful. Educational institutions have restricted the integration of generative AI into students' work to preserve the educational objective of genuineness and prevent unethical use.

AI has the potential to be used ethically, such as by ensuring it follows the right prompts and thoroughly checking the generated content, as demonstrated in Mollicks (2023). It can also be used to familiarize students with AI's strengths and weaknesses as well as to encourage critical thinking when it comes to AI-generated content and its future uses. When used in a presentation, instructors can evaluate students based on their ability to comprehend the content and their approach to their final paper.

Based on a limited, short experience, it was observed that ESL students used ChatGPT to reflect on its generative content of ethical communication discussion and fable story were able to identify areas where ChatGPT was hallucinated and improved their original texts. This positive outcome sets the stage for instructors to further examine

ChatGPT's integration into the ESL classroom as a personalized learning tool.

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## **AI: A Tech Platform for Revolutionized English Language Teaching & Learning**

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Dr. N. Lakshmi<sup>1</sup>

Artificial Intelligence (AI) is a branch of computer science focused on creating systems capable of performing tasks that typically require human intelligence. These tasks include learning, reasoning, problem-solving, perception, and language understanding. AI is reshaping how we teach, learn, and assess, offering both opportunities and challenges. AI systems can analyze vast amounts of data, recognize patterns, and make decisions with minimal human intervention. They are used in various applications, from virtual assistants like Siri and Alexa to more complex systems like self-driving cars and advanced medical diagnostics.

AI continues to evolve, promising to transform industries and everyday life by enhancing efficiency and enabling new capabilities. Education is a fundamental human right and a key driving force for social and economic development. However, education also faces

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many challenges: such as access, quality, equity, relevance, innovation, identifying diverse student needs, rapidly shifting information landscapes, and a pressing demand for 21<sup>st</sup> century skills. AI is not a magic bullet, but a powerful tool waiting to be harnessed with creativity and purpose. Moreover, it is the key to meeting these challenges head-on. From adapting lessons in real-time to providing instant feedback on student projects, AI is poised to reshape the way we teach, learn, and conduct research.

### **AI & Educational Revolution:**

Artificial Intelligence (AI) is spearheading a revolution in education by transforming traditional teaching and learning methods. One of the most significant impacts of AI is its ability to personalize learning experiences. AI algorithms can analyze individual student data to identify strengths, weaknesses, and learning preferences, thereby tailoring educational content to meet each student's unique needs. This personalized approach not only enhances student engagement but also improves learning outcomes by allowing students to progress at their own pace. Additionally, AI-powered tools such as virtual tutors and adaptive learning platforms provide instant feedback and support, making education more accessible and effective.

Beyond personalized learning, AI is also revolutionizing administrative processes in education. Tasks that once consumed a significant amount of educators' time, such as grading, scheduling, and attendance tracking, can now be automated using AI. This automation frees up valuable time for teachers, enabling them to focus more on instruction and student interaction. AI also helps to provide real-time insights into student performance and behaviour, helping educators make data-driven decisions to improve their teaching strategies. As AI continues to evolve, it promises to bring even more innovative solutions to the educational landscape, ultimately enhancing the quality and accessibility of education for all students.

AI has the potential to transform various domains of human activity, such as health, education, entertainment, business, and security. One of the most exciting and promising areas of AI is Generative AI, which is the ability to create new and original content, such as text, images, music, code, and more, based on some input or guidance.

### **The Use of Generative AI in Teaching and Learning**

Generative AI, a subset of artificial intelligence that can create new content, is transforming the landscape of education. Its applications in teaching and learning are vast and varied, offering numerous benefits while also presenting certain challenges.

#### **Ensures Personalized Learning**

One of the most significant advantages of generative AI is its ability to provide personalized learning experiences. AI algorithms can analyze a student's performance and learning style, then generate customized content that caters to their specific needs. This ensures that each student receives a tailored educational experience, which can improve engagement and retention.

#### **Administrative Tasks automation**

Generative AI can automate many administrative tasks that typically consume a significant amount of educators' time. For instance, AI can generate quizzes, exams, and even grade assignments, allowing teachers to focus more on instruction and student interaction. This automation not only increases efficiency but also reduces the potential for human error in administrative processes.

#### **Facilitates Creative Learning**

Generative AI tools can foster creativity among students by providing them with new ways to express their ideas. For example, AI can help students generate creative writing prompts, design projects, or even compose music. These tools can inspire students to think outside the box and explore new creative avenues.

Generative AI can be particularly beneficial in language learning. AI-powered language models can generate realistic conversational practice scenarios, helping students improve their speaking and comprehension skills. Additionally, AI can provide instant feedback on pronunciation and grammar, which is crucial for language acquisition.

### **Challenges and Ethical Considerations**

Challenges continue to hamper the benefits, the integration of generative AI in education also raises a question of moral and ethical concerns. One major issue is data privacy. The use of AI requires the collection and analysis of vast amounts of student data, which can pose risks if not properly managed in the right form and format. Additionally, there is a great chance for AI to perpetuate biases present in the data, leading to unfair or discriminatory outcomes.

### **AI as a Progressive and Inclusive tool**

AI is proving to be a highly effective tool in English language learning, offering a range of benefits that enhance the learning experience. AI proves to be helpful with the wide range of tools it offers and helps both teachers and learners to think and act progressively. It acts as an inclusive tool for all whether in academics or professions to use English in an effective way. Let us look at the different levels of inclusion and the useful tools for all:

### **Adaptation tools to Personalized Learning approach**

AI can adapt to individual learning styles and paces, providing customized lessons and exercises. For example, platforms like Duolingo use AI to create adaptive lessons that adjust based on the learner's progress. Personalized learning AI tools for English language learning are revolutionizing how students acquire language skills. These tools, such as Duolingo, Babbel, and Rosetta Stone, use advanced algorithms to tailor lessons to individual learners' needs and usage. Duolingo adapts its exercises based on the user's

performance, ensuring that each lesson is neither too easy nor too difficult and suits the students' level of learning.

Babbel focuses on practical conversation skills, providing personalized review sessions for students that help reinforce learning. Rosetta Stone, emphasizes pronunciation and speaking practice, using AI to offer instant feedback. AudioPen is an AI-powered voice-to-text tool designed to transcribe spoken words into written text efficiently. It uses advanced algorithms from OpenAI to convert audio recordings into clean, readable text, removing unnecessary fillers and repetitions. This makes it ideal for various applications, such as taking notes, writing journal entries, creating blog posts, and more. AudioPen, can work as a web app, making it accessible from nearly any device with an internet connection either a mobile or a wi-fi. Users can record their voice, and the AI processes the audio to produce a polished text output, complete with proper grammar and punctuation. This tool is particularly useful for educators and students, as it allows for hands-free note-taking and can help streamline the process of preparing and sharing written content.

Canva Magicwrite is another tool which can assist with many writing tasks that educators may have by analysing the word prompts and then helping with brainstorming, creating an outline, writing lesson plans, or generating a visually engaging presentation in far less time. Curipod is an effective tool which enables teachers to create interactive lessons in minutes using AI. Students can explore various topics, and the AI functionality helps generate customized lessons tailored to their learning needs. Teachers simply type in a topic, and a ready-to-run lesson is generated with text, images, and activities such as polls, open-ended responses, word clouds, and more.

Quizizz is another tool which helps in creating quizzes, using already prepared quizzes by teachers world over. Teachers can also create lessons with Quizizz, which now has an AI enhancement that can adjust question difficulty, check grammar, and redesign

questions. Revisely.com; deepgram.com; quizgecko.com and questgen.ai are other AI powered websites and tools for helping the teachers to evaluate and create different types of quizzes for enhancing the learners' knowledge.

These AI-powered platforms make learning more engaging and effective by providing customized content, real-time feedback, and interactive exercises, ultimately enhancing the overall language learning experience.

### **Tools for Pronunciation and Speaking Practice**

AI-powered tools like Rosetta Stone focus on improving pronunciation by providing instant feedback. These tools use speech recognition technology to help learners practice and perfect their speaking skills.

AI tools for teaching pronunciation have revolutionized language learning by providing personalized, real-time feedback and interactive practice. Tools like ELSA Speak, Pronounce, and Rosetta Stone use advanced speech recognition technology to analyze learners' pronunciation and offer instant corrections. ELSA Speak, for example, listens to users as they speak and provides detailed feedback on how to improve their pronunciation, focusing on aspects like intonation, stress, and rhythm.

AI helps users to refine their accents and pronunciation by comparing their speech to native speakers and suggesting improvements. AI has supported language teaching and learning with studies showing that AI can support language-specific skills, such as reading comprehension (Xu et al., 2019), practicing repetitive language skills on a machine (Kim, 2019) and correcting English pronunciation (Noviyanti, 2020). These tools make learning more engaging and effective by offering tailored exercises and immediate feedback, which are crucial for mastering pronunciation.

### *Interactive and Engaging English Language and Literary Content with AI*

AI can make learning more interactive and engaging through gamification and adaptive learning techniques. This keeps learners motivated and makes the learning process enjoyable. There are several notes and content generator tools provided by AI like openai.com; ChatGpt; sider.ai; Rytr ai etc., which enable both the learner and the teacher to upgrade and engage in progressive learning.

### *Real-Time Feedback in English learning with AI*

AI provides instant feedback on exercises and quizzes, helping learners understand their mistakes and improve quickly. This immediate feedback loop is crucial for effective learning. Nazari et al. (2021) also studied the use of Grammarly as a feedback tool for ELLs and the findings again reported positive outcomes of statistically significant improvement in behavioural engagement, emotional engagement, cognitive engagement, and self-efficacy in writing.

### *Easy Accessibility for English learning with AI*

AI tools can make English learning accessible to a wider audience, including those in remote or underserved areas. Apps like Babbel and Busuu offer comprehensive language courses that can be accessed from anywhere.

### *AI for Community and collaborative English language learning*

Some AI tools, like Busuu, incorporate community features where learners can interact with native speakers and other learners, providing a collaborative learning environment.

### *Practical Applications for English language learning with AI*

AI can simulate real-life conversations and scenarios, helping learners practice English in practical contexts. This is particularly useful for improving conversational skills and building confidence. AI can track and analyse a learner's progress with data driven insights, gradation,



rubrics, providing detailed insights and recommendations for improvement. This data-driven approach helps in identifying key areas of learning that need more focussed efforts.

### **Practical Approach of AI Tools for English Language Learning**

AI tools have revolutionized English language learning by providing personalized and adaptive learning experiences. Platforms like Duolingo and Babbel use AI algorithms to tailor lessons to individual learners' needs, adjusting the difficulty based on their progress and performance. This personalized approach helps learners stay engaged and motivated, as they receive content that is neither too easy nor too difficult.

AI-powered chatbots and virtual assistants offer real-time practice and feedback, allowing learners to improve their conversational skills in a low-pressure environment. These tools also provide instant corrections and suggestions, which can significantly enhance the learning process.

The importance of AI in English language learning extends beyond personalization. AI tools can analyse vast amounts of data to identify common learning patterns and challenges, enabling educators to develop more effective teaching strategies. For instance, automated writing evaluation systems like Grammarly provide detailed feedback on grammar, style, and coherence, helping learners improve their writing skills. Speech recognition technology, used by tools like Rosetta Stone, offers immediate feedback on pronunciation, aiding in the development of speaking skills. By leveraging AI, educators can offer more targeted support and resources, ultimately leading to better learning outcomes and greater language proficiency. AI can help with broader teaching and learning activities, including automatic marking, providing feedback, adaptive educational experiences, intelligent tutoring, and prediction systems (Pokrivčáková, 2019).

## Conclusion

The future of AI tools in English language teaching and learning is poised to be transformative, offering increasingly personalized and immersive experiences. Advancements in AI, such as Virtual Reality (VR) and Augmented Reality (AR), will create more engaging and interactive learning environments, making English language acquisition more effective and joyful in the long run. AI-driven platforms and systems will continue to provide tailored lessons and real-time feedback, helping learners improve their skills at their own pace. Further, AI will assist educators by automating administrative tasks, allowing them to focus more on personalized instruction and student engagement. Technology will evolve and eventually break down geographical barriers and make high-quality English education accessible to a broader audience.

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## Mobile Learning and Accessibility

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### 1.0 Introduction

#### 1.1 Overview of Mobile Learning

Mobile learning has been identified as a game-changer in modern education, reflecting the symbiosis of technology and pedagogy to disrupt educational domains, reconfiguring this space with each passing year. Simply put, mobile learning uses portable gadgets like smart phones and tablets to deliver educational content or make them experience this as a two-way interaction. This reinvention of education is about not only the medium, but how we can redefine what learning might look like, and when or where it could happen. Integrated with the omnipresent technology of mobile devices, mobile learning takes away the hindrance created by time and space turning it into one everlasting process which is easy to operate at any

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given point making accessibility unparalleled and adaptable to new entrants.

## **1.2 Relevance in Modern Education**

In modern educational contexts, the importance of mobile learning is manifold. There are several reasons for that: It democratizes the access to education by making course materials and quality learning resources accessible via a mobile device connected to Internet; it is location-agnostic, meaning learners can learn anything from anywhere in real-time on any topic they want (provided someone has made content available). The beauty of it is the part that really sells me on this, which is bridging education divide between literate population v/s people living in remote areas or hard to reach learners where they cannot access brick and mortar schools. The first is that of mobile learning which supports the personalized and self-paced nature of modern education, providing students with a way in order to have an educational experience tailored towards their interests' choice more than ever. This kind of personalization creates higher levels of engagement, accomplishment and learning success.

Another upside of m-learning is that it helps the learners develop from them new age 21st-century skills which are so crucial. You see, while mobile learning platforms provide the content that helps develop skills like digital literacy, critical thinking or problem-solving and creativity; but also foster those very same 21st century skills in its application. But as students engage with digital spaces, they develop skills necessary for success in the digital world of today.

## **1.3 Significance of Mobile Accessibility in eLearning**

Even in the light of such clear benefits, one major shortcoming which makes mobile learning not yet universal is how you will ensure that all learners can access it. Methods aimed at accommodating the needs of all participants (including those with disabilities) when designing Mobile Libraries-that process is what falls under accessibility here. Not simply a matter of equity, this inclusivity is also the cornerstone on which successful mobile learning initiatives are built.

The solution for providing accessibility in mobile learning is complicated and encompasses considerations about the UI design, its compatibility with assistive technology to display content as well other patterns of production for supplying information under another

format. To enable a truly inclusive learning environment, one that bridges the digital gap and ensures everyone can learn’.

#### **1.4 Objectives of the Chapter**

The key aim of this chapter is to investigate how the mobile learning and accessibility domains are interacting with each other over time while also identifying challenges, opportunities as well strategies in mobilizing accessibility for every learner. This chapter seeks to:

- Give a detailed introduction on mobile learning by discussing what it is its emergence, why we need it and issues.
- Explain how accessibility is relevant to mobile learning, focusing on the importance of an inclusive design and implementation.
- Explore the principles and rules behind designing accessible mobile learning. Add Model Error
- Give real world solutions and case studies of how accessibility can be successfully integrated into mobile learning efforts.

This exploration, offered herein is hoped to supplement this continuing discussion regarding accessibility and mobile learning by setting a new agenda focused on educational ecology innovation and an inclusive resolution.

### **2.0 Section 1: Introduction to Mobile Learning Ideation**

#### **2.1 Mobile Learning – Definitions and Evolution**

M-learning or mobile learning refers to learning across multiple contexts, through social and content interactions using personal electronic devices. The flexibility of needing to be able access educational materials anytime and anywhere mean that mobile learning is fundamentally different from the type of classroom-based instruction most people are familiar with. Over the last few decades, this idea has developed as fast or even more than mobile technology itself came into our hands.

Shortly after the birth of mobile learning, it was used mainly with PDAs and basic model cell phones to do very simple educational tasks such as vocabulary drilling or just answering some quizzes. But as technology becomes more sophisticated, a wealth of possibilities emerged through mobile learning. From accessing online courses and

participating in virtual classrooms, to engaging with interactive simulations or leveraging augmented reality (AR) for immersive learning experiences - a plethora of activities fall within the purview of mobile learning today. Such a change highlights greater levels of learner involvement and experiential learning in pedagogy than the usual textbooks as teaching materials.

## **2.2 Portable Learning: Benefits of Mobile learning**

Mobile learning has long been gaining popularity among educational platforms and it is due to multiple advantages that come as part of the package.

**2.2.1 Flexibility and Convenience:** This means that students can learn at their own pace, according to their time availability; this, for instance makes education much more accessible to working professionals as well as parents and others with less flexible schedule.

**2.2.2 Personalization:** Mobile learning platforms enable the delivery of content and paths that are custom-tailored to individual student needs, preferences, and learning styles for better engagement & retention.

**2.2.3 Engagement:** mobile-friendly, interactive and multi-media enhanced content helps drive student interest in learning activities.

**2.2.4 Accessibility:** Mobile learning addresses the issue of remote learners or those with mobility issues, and brings education to them.

## **2.3 Challenges Related to Mobile Learning**

However, as with every other form of learning method the challenges that come along would be-

**2.3.1 Digital Divide:** Increases educational inequities as all learners do not necessarily have access to mobile devices or reliable internet connectivity

**2.3.2 Distractions:** Using mobile devices for learning outside controlled scenarios may be a source of distraction, impairing the focus and learning.

**2.3.3 Technology:** Compatibility issues with the devices and learning platforms, as well as questions of data security on mobile phones can shape how effective a m-learning initiative turns out to be.

## **2.4 Case Studies that Feature Successfully Implemented Mobile Learning Solutions**

There have been a number of case studies that demonstrate the applications and benefits of m-learning in different educational scenarios.

**2.4.1 Language Learning Apps:** You can see evidence of gamified and micro learning based instruction in successful language learning apps like Duolingo, which makes the arduous process of acquisition fun. With a user base of millions, the mobile language learning application Duolingo shows how personalization can scale up to support individualized instruction when students do not participate in typical classroom environments.

**2.4.2 Virtual Classrooms in Higher Education:** Mobile learning platforms are also used by universities to augment or even replace traditional lectures, allowing students the freedom to take classes from anywhere. The University of Central Florida (UCF), for example, introduced a mobile learning initiative that allowed students to use their smart devices in accessing modules content. This helped them partake on online discussions and submit assignments though the result was greater student satisfaction and engagement.

**2.4.3 Field Trips with AR:** Schools have started adopting AR technology for field trips, and that helps students to take virtual tours of historical places, museums or even the planets. One example is the British Museum - their app encourages learning by taking ancient artifacts and coupling them with AR to create animated, interactive experiences that can take education beyond the walls of a classroom.

The case studies offer compelling evidence that mobile learning can change the way we learn by creating a more interactive, accessible and personalized experience for all learners. With the surge of technology and its unprecedented progression, it is exciting to see new pathways for mobile learning solutions.

## **3.0 Section 2: The Need for Educational Accessibility**

### **3.1) The Legality and Morality of Education Accessibility**

For education to be accessible, it is not just an established practice but also an absolute legal obligation. At educational institutions the worlds law and regulations mandate that learning opportunities be



provided equally to all students, regardless of any disabilities. Such as in America, the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, together with other laws both at federal as well as state levels, ban discrimination against people with disabilities in public schools and colleges. Moreover, through the Individual Education with Disabilities Act (IDEA), handicapped children can really be provided a wholly free appropriate public education suited to their needs.

Whenever education is made accessible, the good tradition and moral principles of fairness, equality and justice are served. Every individual should be given the opportunity to gain knowledge and grow, no matter his or her level of ability or living conditions. When colleges and schools give first priority to inclusiveness, they are fulfilling their moral responsibility to provide for all members and encouraging everyone to participate in public life

### **3.2 Overview of Common Learning Disabilities**

It is of the utmost importance for those implementing plans that make education accessible to recognize what different disabilities directly impact learning. A number of types can be found which come roughly under several large categories:

**3.2.1 Visual Impairments**-People's vision can range from mild loss up to complete blindness. It can spell trouble seeing printed material, viewing multimedia on displays, or navigating around a digital interface for a student suffering from visual impairments.

**Hearing Impairments**-Students with a hearing disease may find it hard to learn auditory materials, have great difficulty participating in classroom discussion or other oral presentations and multimedia content without captions on video discs.

**3.2.2 Physical Disabilities**-A physical disability is an obstacle to bodily motion and coordination. It might prevent a pupil using a computer or writing from moving about the halls at school for herself, then having to be taken out of these classes temporarily actually impairs her learning experience (otherwise she would learn well enough back home).

**3.2.3 Cognitive Disabilities**-Memory, Attention, reading comprehension and skills relating to executive functioning: the scope

of cognitive disorders is vast, covering dyslexia and autism as well as ADHD on that list.

**3.2.4 Speech and Language Disorders:** These conditions all impede communication skills, affecting both expressive and receptive language abilities.

### **3.3 Introduction to Universal Design for Learning (UDL) Principles**

Universal Design for Learning (UDL) provides a framework for creating education experiences that are accessible and effective. Developed by the Center for Applied Special Technology (CAST), UDL is based on three principles.

**3.3.1 Multiple Pathways of Action:** By offering instructions in a number of ways and inviting learners to interact with information through numerous activities, the learner is not limited by any one mode of learning. By designing resources that are inherently flexible, increase access to further information sources without decreasing ease of use and ease of learning for one mode or medium alone, print-disabled learners also can access information at comparable rates as their sighted peers.

**3.3.2 Multiple Means of Representation:** To address various learning styles and needs, this principle advocates offering information in more than one form. For example, having text for audio descriptions and visual diagrams can help people as varied as people with disabilities who might receive different sensory information than each other or even those without particular disabilities but who tend not to process things according to fixed mental images all benefit equally. Those more sensitive to taste or smell may not understand certain illustrations in their minds while others cannot make them out at all from a static image alone; an audio description would allow all but those physically unable to read text descriptions printed right next to pictures on paper see what it represents instead.

**3.3.3 Multiple Means of Expression:** Since learners may demonstrate what they know in so many different ways, this principle offers flexibility of assessment methods. It also gives students a wide range to show understanding by drawing or speaking, as well as in writing contexts, or digitally-produced media.

**3.3.4. Diversity of Participation:** There have to be opportunities for all participants to get into the act; whether their particular interests in

so doing are slanted this way or that way is immaterial. This variety should include some from the past experience track of student enthusiasm; some which challenge traditional views about particular topics or assumptions held by professionals on relevant issues in industry sectors other than their own; as well as others involving mutual assistance between students and groups for example, where tasks or exercises may not be completed if teamwork is lacking (or vice versa). This helps not only those who are disabled but it also helps everyone else achieve higher learning success. Because I am different; you are different from each other--and these points of difference are the focus around which UDL designs what it does, so as one part fits in with all other parts. In short, better access to education means an equal opportunity for everyone--including people with disabilities. Understanding that students have a variety of disabilities and adopting universal design for learning standards in higher education will help institutions better serve all their students.

#### **4.0 Section 3: Bridging the Gap between Mobile Technology, Information and Higher Education**

One of the biggest challenges includes accessibility, or in particular how to deal with mobile learning contexts for students who have disabilities. In this section you will find the principles for designing mobile learning applications that work in an accessible way, why technology is such a key piece into making accessibility happens also considerations around how to keep broad accessibility across content with-in Mobile Learning Platforms.

##### **4.1 Guidelines for Accessible Mobile Learning Application Design**

From the ground up, accessibility is vital for mobile learning applications. Linked into WCAG2.1 by the W3C, its Web Content Accessibility Guidelines 2.1 would be a main cornerstone. It bases around four core principles: content must be perceivable, operable, understandable and robust. Compliance with these principles ensures that mobile learning applications are designed to be accessible and support a broad range of users, including those with visual, auditory, motor or cognitive impairments (W3C, 2018).

Key considerations include ensuring text alternatives are provided for non-text content, making all functionality available from a keyboard, providing a contrast ratio between visual elements high enough that users can read text on a given background color and

making content that is adaptable and can be presented in different ways without losing any information or organization of its components. Not only does it mean compliance with legal requirements; it also provides greatly improved user experience 'for all learners domestically and globally alike.

#### **4.2 Role of Technology in Making Accessibility Possible**

These technologies ensure that digital content can be processed and consumed by people with physical impairments who use alternate input devices. Screen reading programs, such as JAWS, read out what is on the screen in a voice that's easily understandable for blind users. For example, they can change text size (Web AIM, 2020).

Likewise, descriptions of pictures in text form make sure that even those who cannot shown these images are able to partake meaning from the content. By instance developing, which sounds like a touch screen on any small writing pad present for the blind all that was written seems realized by synthesizer spoken aloud (Web AIM 2018)." Moreover, such telephone interfaces should come with many different methods for manipulating data and communicating.

#### **4.3 Strategies for Creating Accessible Content within Mobile Learning Platforms**

Creating accessible content within mobile learning platforms goes beyond just being technically compliant; it is about being inclusive and following the principles of Universal Design for Learning (UDL). UDL requires providing multiple means of representation, engagement, and expression so that learning materials are accessible and engaging for all learners, regardless of their abilities or learning styles (CAST, 2018).

A very helpful strategy is to have multimedia elements in mind as you create content. This involves, among other things, making sure that videos are captioned and have transcripts, audio is accompanied by descriptive text, animations present themselves visually (as not everyone can hear audio cues) or tactile equivalents are available where appropriate. Also, allowing the user to take control - it's not practical for an author to predict how each individual will need their information to appear on screen - is important.

Another important consideration is to use language that is easily and simply understood. Avoiding technical jargon and long clauses

improves comprehension for all users, while offering choices among different methods for learning helps the learning experience feel more natural.

In conclusion, to make mobile learning accessible means really knowing your guidelines for the creation of accessible content and using technology strategically, at the same time embracing an inclusive approach to content so that everybody can engage with it. Educators and developers can assure that mobile learning platforms are truly inclusive by making accessibility a priority. The medium then becomes equally revealed to all learners, and they can profit from its educational content at will.

## **5.0 Section 4: Challenges and Solutions in Mobile Learning Accessibility**

The mobile learning accessibility landscape is fraught with challenges that challenge us to innovate and plan for the future. In this section, we delve into these common challenges and share some of the most successful examples for overcoming them, and look ahead to provide future insights on mobile learning accessibility.

### **5.1 Common accessibility barriers in mobile learning**

The technology has moved on, and the benefits of accessibility may be more universally accepted nowadays than in 2006 or before) yet there still remain many barriers to effective mobile learning. One of the biggest problems is that educators and developers are unaware, do not understand how to make content available for users with disabilities. This vulnerable position may lead to the unintended exclusion of learner groups unless you understand how accessible design works.

There are also considerable technical obstacles to be overcome. For example, the latest accessibility features are not supported on all mobile devices and operating systems, or integrated into quality educational software under Fire OS.

This unequal experience may lead to unequal educational delivery: some pupils have clean access right from the beginning while others are hampered time and time again.

Further, the rapidity with which technological can shift places extra pressures upon colleges/universities (and indeed app developers

who cannot develop accessible content at the same speed). It takes a strong commitment to continued education keep up with these changes, combined with teamwork from experts in the field.

## **5.2 Innovative Solutions and Best Practices to Overcome These Barriers**

Dealing with the barriers preventing access to mobile learning means that solutions have to be subtle and sophisticated, and vary with each given instance. One important way is in the development process to make accessibility an integral part called “build in”--not just something one tacks on; this proactive approach lets the product have its very center become a source of accessible features.

A second pivotal element in overcoming obstacles to access is cooperation among educators, designers and people with disabilities. Designers can make applications that take into account the disabilities of others, and people who suffer from the difficulties can support design work by giving experienced advice on any current problems which their students face.

For example, making use of already available tech and tools can also contribute to allow them better accessibility. Adding captions to videos, alt text for images and being compatible with screen readers can greatly improve the user experience on mobile learning content.

## **5.3 Trends for the Future Development of Mobile Learning Accessibility:**

Looking into the future, the prospects for mobile learning accessibility appear good indeed with at least several emerging trends ready to transform education. The advance of artificial intelligence (AI) and machine learning offers great potential for tailoring the learning experience to meet the handicapped individual's needs. According to AI theory, the content communicated should be based on how well a student has learned previous material. This gives students a tailor-made educational pathway designed for their particular abilities in each subject area. Personal content delivery and the filtering of information are thus controlled by the student.

The diffusion of wearable technology, such as smart watches and fitness trackers, opens new horizons for mobile learning. These devices can furnish subtle, real-time feedback and reminders, even

further heightening the immersion and interactivity of learning techniques for users with disabilities.

Also, the growing emphasis on Universal Design for Learning (UDL) principles in educational policy and practice is a sign moving towards more inclusive learning environments. By following UDL, educators and developers can construct learning experiences that are both flexible and meet the needs of all learners. This sets the stage for a future mobile learning accessible to more people.

In conclusion, while many obstacles remain to mobile learning accessibility, we can see from these innovations; collaborative efforts that promise the road ahead is bright. By keeping up to date with other developments and best practices, educators and developers can work together to remove barriers so mobile learning becomes accessible for all.

## **6.0 Section 5: Evaluating Accessibility in Mobile Learning**

The accessibility of mobile learning applications is a key part of making educational content fully inclusive. This section introduces the tools and methods used for assessing accessibility. It emphasizes the need for thorough user testing by people with different abilities before presenting some examples of how evaluations can influence mobile learning systems.

### **6.1 Tools and Methods for Assessing Accessibility**

There are a variety of tools and methodologies available for evaluating the accessibility mobile learning applications. Arguably the framework most widely recognized within this field is WCAG2.1 (Web Content Accessibility Guidelines), which sets down an exhaustive set of criteria for checking digital content (W3C, 2018). Mobile-specific guidelines such as those found in Apple's Mobile Application Guidelines for Accessibility bring in additional considerations designed specifically to meet the challenges posed by mobile devices (2020).

Some automated testing tools, like Lighthouse and WAVE, can scan apps quickly to point out potential accessibility issues\226showing where manual review may be needed. Manual testing means actually using an app in every way with different situations and assistive devices to check that design functions as intended.

Another valuable approach is a heuristic evaluation, in which experts assess the app against established principles of accessible design. This method combines technical expertise with practical experience so as to identify potential barriers and make suggestions for improvements.

## **6.2 Importance of User Testing with Diverse Audiences**

User testing remains the gold standard for evaluating accessibility-although expert-led tools have their place behind this. By involving learners from the disabled community in assessing a system, developers can get an insight from the coal face and pick up problems that automated testing misses.

Participants in user testing have varying skills and are asked to go over how the app works in a test the Environment, Frequently, they claim areas where the app fails to provide for some users ' needs by Watching remain synchronized user sessions and gathering feedback. This method ensures that the app meets the needs of its intended users, thus offering a genuinely inclusive learning experience. While involving disabled learners in the evaluation process empathy among developers and educators is generated and thus the climate of educational institutions is transformed This leads to apps that are not only standards compliant, but truly can be used by all learners.

## **6.3 Case Study -Accessibility Trials in Different Ability Cases**

Case Although several studies on the topic have preceded this one there are two in particular with relevance for mobile learning.^3evaluated a cell phone version of an APP used by people afflicted with autism spectrum disorder ( ASD ). Through a mixture of automated testing and user observations, procedures were identified that could be improved such as: visual contrast is not steady alt text missing from some images etc.,research has found many studies with similar results (Kim et al., 2019).As a result of these discoveries, changes were made to the app. Color combinations were improved, alt text was applied to all visual elements and audio explanations added for multimedia content. Consequently, the app became considerably more accessible to autistic students and this in turned around their participation and learning performance significantly improved. There were also significant findings from another study on the issue of accessibility at universities with respect to mobile learning platforms. A team of researchers carried out



heuristic evaluations and then held user test sessions with students who had diverse disabilities. This confirmed the necessity for such things as keyboard-only navigation, and clearly identifying interactive elements (Burgstahler & Corya, 2008).

These studies demonstrate the critical role played by accessibility evaluation for improving the educational experience of all learners. Thanks to such undertaking, today it is possible for educators to make sure that all students have a fair chance of success in their studies, regardless whether they are handicapped or not. By systematically appraising the accessibility of mobile learning applications and then reexamining them, we enable each and every student to be equally successful in learning no matter what their background or level of ability. If app developers and educators consider these methods together, they can produce a predominantly mobile learning experience with mass appeal that braces for any student need no matter how special or standard. It can be seen from the above that the assessment of accessibility in mobile learning is a multi-faceted process that combines technical appraisals, user feedback and incremental improvements in one. Through these means, app developers and educators can create a mobile learning environment that is truly inclusive and caters for the needs of all learners.

## **7.0 Conclusion**

This brings us to the end of our mobile learning and accessibility exploration which has seen a lot of movement since its inception. What originally started as a niche topic has now become widely recognized concern in educational technology: accessibility is critical for ensuring mobility learning initiatives. In this chapter, we have done a deep dive into many underpinnings of the wonderful but lousy topic- Undoubtedly larger in scope and intricacy an area as can be for sure – concerning the introduction to mobile learning; from how it started through some challenges then moving towards potential solution points so that everyone could benefit.

### **7.1 Summary**

Recap of Key Points

So, to summarize what we learned in this chapter:

### **7.1.1 Understanding Mobile Learning:**

We discussed what mobile learning actually means, and how it evolved to become an integral part of modern education. We learned about how mobile learning does give us a remarkable amount of agility and mobility, but also very many hurdles, especially around accessibility.

### **7.1.2 Importance of Accessibility:**

We stressed on how accessibility is the real hero in mobile learning, and it is not merely a compliance issue but an inherent quality that epitomizes inclusivity. We spoke about how universal design guarantees that everyone has the same chance to participate in educational activities fully.

**7.1.3 Creating Accessible Mobile Learning Applications:** We also reviewed advice on how to create accessible mobile learning apps, and we learned about the Web Content Accessibility Guidelines (WCAG) as well as why accessibility needs to be considered from day one of any developmental process.

**7.1.4 Technology** How this can improve accessibility (discussing screen readers and other assistive technology, describing images)

**7.1.5 Guidelines for Accessible Content:** We also reviewed guidelines and strategies to develop accessible content in mobile learning spaces with a focus on the use of Universal Design form Learning (Schelly et al. 2011).

**7.1.6 Problems and Solutions:** We explored how to overcome obstacles in accessibility features, such as the implementation of AI and wearable components for upcoming mobile learning programs.

**7.1.7 Accessibility** looking at tools and techniques on how to evaluate the accessibility, why test with real users as well as case studies for effectiveness of evaluation.

## **7.2 Mobile learning and accessibility: A time for reflection**

What we can take away from the predictions above is that mobile learning and accessibility seems poised for a bright future. A number of new developments offer promise for advancing inclusive:

**7.2.1. Personalization through AI-** With the advancements in Artificial Intelligence, Educational technology providers are now able

to deliver personalized learning experiences on a grand scale by adjusting educational material based not only on user progress and interaction but also demographic factors.

**7.2.2. Wearable Technology Integration** – smart watches and fitness trackers that can now be part of a mobile learning environment, offering real-time feedbacks and prompts.

**7.2.3. More UDL Principles:** The growth of Universal Design for Learning means greater personalization and custom flexibility in learning.

**7.2.4. Advances in Assistive Technologies:** Screen readers, speech recognition software, and other assistive technologies – along with the universal design for learning movement as a whole (which we will address later) are opening new possibilities to learners disabilities.

However, many obstacles remain despite these accomplishments. At the same time, maintaining high availability across different devices and operating systems is a big challenge. Faster technological change requires a continuous effort to learn new skills, and partnerships between educators, developers and accessibility experts.

### **7.3 Call to Action**

With the technology landscape changing so quickly, it is even more vital for educators and developers to put emphasis on accessibility in mobile learning initiatives going forward. Here's our call to action:

**7.3.1 Early Accessibility Integration:** This facet consists of integrating accessibility features in the early stages of app development, using parameters as defined by WCAG 2.1 and mobile platform-centric regulations for ease-of-use requiring minimal dexterity actions on Android/iOS platforms;

**7.3.2. Work across Disciplines:** Bring together educators, developers and people with disabilities to make sure products meet the needs of individuals in real-world situations.

**7.3.3. User Test Ad Nauseam:** Perform user tests with a broad set of users, including those who are disabled, to catch and fix as many usability issues as possible.

**7.3.4. Keep current:** Attend professional development to keep up with today's latest accessibility standards and technology.

**7.3.4. Keep current:** Inspire the creation of an inclusive culture in higher ed, recognizing that accessible design helps all learners (with or without disabilities).

With accessibility as our top consideration in any mobile learning initiative, we have the opportunity to make a level playing field for educational access. Above all, for a future in which everyone can experience every lesson and take part into the digital classroom, make sure basic right is not just to do with ethics; it has become an essential ingredient of good education from 21st century.

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## The Impact of ICT on English Language Teaching: A Global Analysis of Evolving Pedagogies

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Dr. Raju Bollavarapu<sup>1</sup>

### Introduction

In an increasingly interconnected world, English has solidified its position as the global lingua franca, driving a surge in demand for English language proficiency. As the role of English expands across borders, the methods employed in teaching it have also undergone significant changes. The advent of Information and Communication Technologies (ICT) in education, and particularly in English Language Teaching (ELT), has led to transformative shifts in pedagogical paradigms. The integration of ICT tools such as digital platforms, multimedia resources, and language apps has introduced a new era in language instruction. These tools not only facilitate the development of core language skills—reading, writing, speaking, and listening—but also cater to a more diverse range of learning styles and abilities. This paper explores the global perspectives on the role of ICT in ELT, tracing the advances, challenges, and potential of these digital interventions in the classroom.

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## **2. The Evolution of ICT in English Language Teaching (ELT):**

The integration of Information and Communication Technologies (ICT) into English Language Teaching (ELT) is the result of decades of technological development and innovation. In its earliest stages, technology in education was relatively rudimentary, with tools such as overhead projectors, audio tapes, and language laboratories serving as the primary aids in language instruction. These tools, while effective in their time, were largely static and did not offer the interactivity or flexibility that characterizes modern ICT. As personal computing emerged in the late 20th century, the landscape of education began to change. The advent of desktop computers, followed by laptops, introduced an era in which teachers could diversify instructional methods through word processing, multimedia presentations, and basic e-learning platforms. This period marked a shift from traditional, teacher-centered approaches to more dynamic, resource-rich classrooms where students could engage with digital content in new ways. However, it was the rise of mobile technologies and the internet in the late 1990s and early 2000s that truly revolutionized language teaching. The internet allowed for unprecedented access to authentic language materials, such as online news articles, videos, and discussion forums, enabling learners to engage with real-world English in ways that were previously impossible. With these tools, the classroom expanded far beyond its physical walls, offering learners the chance to connect with a global community of speakers, writers, and educators.

The progression from static to dynamic digital tools can be charted through several key technological milestones:

### *a. Early ICT Tools: Overhead Projectors and Audio Tapes*

The first phase of technology integration in ELT involved simple tools such as overhead projectors and cassette tapes, which allowed teachers to display written information or play recorded dialogues to supplement traditional lectures. While these tools enhanced the learning experience by adding a visual or auditory dimension, they remained largely teacher-controlled and did not promote active learner engagement. Lessons were often passive, with students listening or watching content without much opportunity for interaction.



b. *Personal Computing and Multimedia Learning*

The rise of personal computing in the 1980s and 1990s marked a significant turning point. CD-ROM-based learning software began to emerge, offering learners interactive exercises and activities that allowed for greater autonomy. These programs typically featured multimedia content, combining audio, text, and visuals to create a more immersive learning environment. Although still largely confined to individual use in language laboratories, this phase laid the groundwork for more interactive and personalized learning experiences. With computers becoming more common in schools and homes, ELT began incorporating PowerPoint presentations, digital encyclopedias, and educational games. This multimedia approach enriched language learning by making it more engaging and visually stimulating. However, the level of interactivity remained limited, and the content was still primarily controlled by the teacher.

c. *The Internet and Web 2.0: Expanding the Classroom*

The Internet Revolution of the late 1990s brought about a dramatic change in the way language could be taught and learned. With access to the internet, learners could now tap into an endless array of authentic English materials—from news websites and blogs to videos and podcasts. For the first time, students could engage with native speakers or participate in global online forums, allowing for exposure to different dialects, accents, and cultural contexts.

Web 2.0 technologies, characterized by the rise of social media platforms such as Facebook, Twitter, and YouTube, transformed the internet into an interactive space where users could not only consume content but also create and share their own. In the context of ELT, this meant that students could practice writing by posting on blogs, engage in conversations on discussion boards, and share videos or podcasts of themselves speaking English. This shift encouraged more student-centered learning, where learners had more control over their language practice.

d. *Mobile Learning and Language Apps*

The widespread adoption of smartphones and tablets further accelerated the evolution of ICT in ELT. These portable devices made learning accessible anytime, anywhere, ushering in the era of mobile learning (m-learning). Language learners could now use their mobile devices to practice English on the go, utilizing apps such as Duolingo, Babel, and Memrise. These apps

gamified the learning process, offering short, engaging lessons that learners could complete in minutes, making it easier to incorporate language practice into daily routines. Mobile learning also introduced the concept of microlearning, where learners absorb small chunks of information over time, which proved particularly effective in language learning. Additionally, apps could provide instant feedback, track user progress, and adapt to individual learning paces, making the learning process more personalized and motivating.

*e. Virtual Learning Environments (VLEs) and Video Conferencing Tools*

Another critical development in the evolution of ICT in ELT has been the rise of Virtual Learning Environments (VLEs), such as Moodle, Google Classroom, and Canvas. These platforms allow educators to create structured online courses, where students can access lessons, submit assignments, and collaborate with peers—all in a virtual space. VLEs provide a comprehensive digital ecosystem for language learning, enabling both synchronous and asynchronous learning. Coupled with VLEs, the rise of video conferencing tools such as Zoom, Skype, and Microsoft Teams has revolutionized synchronous language learning. Through video calls, students can now engage in real-time conversations with native speakers, participate in online classrooms, and receive immediate feedback from teachers, irrespective of geographical location. Video conferencing has become especially important in the context of remote learning, as seen during the COVID-19 pandemic, when virtual language classes became a lifeline for students and teachers alike.

**Artificial Intelligence (AI) and Advanced ICT Tools:**

Today, the cutting edge of ICT in ELT is represented by the integration of artificial intelligence (AI). AI-driven tools such as ChatGPT, Google Translate, and Grammarly have introduced a new level of sophistication to language learning. These tools offer real-time corrections, personalized feedback, and even natural language processing, allowing learners to have conversations with AI-powered chatbots that simulate human interaction. AI also enables teachers to create adaptive learning experiences, where the content and exercises adjust to the learner's level and progress. Moreover, AI's ability to analyze vast amounts of data has paved the way for personalized learning paths, where each learner can follow a unique trajectory based on their specific strengths, weaknesses, and goals. This

customization ensures that learning is more efficient and targeted, making AI one of the most promising developments in the future of ELT.

The integration of Information and Communication Technologies (ICT) has brought about significant pedagogical shifts in English Language Teaching (ELT). Traditional methods, which were largely teacher-centered, have evolved into student-centered approaches, thanks to the interactive capabilities of modern technology. ICT tools like interactive software, gamified learning platforms, and online simulations allow students to take a more active role in their learning. These tools foster autonomy, giving learners more control over their pace and style of learning. For instance, virtual exchanges and collaboration platforms enable students to communicate with peers across the globe, offering real-life language practice and intercultural exposure, which are invaluable for language acquisition. As a result, learners feel more motivated and engaged, which enhances their progress.

Globally, the adoption of ICT in ELT has varied significantly, largely due to differences in technological infrastructure and access. In developed countries, where access to technology is widespread, ICT tools have become central to language education. Institutions in North America, Europe, and parts of Asia have pioneered the adoption of blended learning models, combining face-to-face instruction with online resources. High-speed internet, advanced digital tools, and robust educational platforms such as Learning Management Systems (LMS) and Massive Open Online Courses (MOOCs) are frequently employed to personalize the learning experience. These tools not only allow for real-time feedback and progress tracking but also enable teachers to customize lesson plans to meet the specific needs of individual students, ensuring more targeted and effective teaching.

However, the situation is different in developing countries, where ICT integration faces more significant hurdles. Poor internet connectivity, limited access to devices, and a lack of trained educators are common challenges in many regions. Despite these obstacles, mobile technology has emerged as a promising solution. In countries such as India, Kenya, and the Philippines, where personal computers and stable internet are scarce, mobile phones have become powerful tools for language learning. With mobile-based apps and SMS-based learning systems, students can access educational content and practice language skills even in low-resource settings, making ICT an increasingly important tool in leveling the playing field for learners across

diverse socioeconomic backgrounds. One of the most noticeable impacts of ICT in ELT is in the development of key language skills, particularly listening and speaking. Technologies such as speech recognition software and real-time conversation simulators have transformed the way students practice these skills. Applications like Rosetta Stone and English Central offer immersive audio-visual content that replicates real-world conversations, allowing students to engage with native speakers and improve pronunciation and fluency through immediate, automated feedback. These tools create a more interactive and practical learning environment, which is critical for mastering spoken language.

Similarly, ICT has played a crucial role in enhancing reading and writing skills. The rise of e-books, digital reading platforms, and writing aids has made it easier for students to practice and refine their abilities. Tools like Grammarly and ProWritingAid provide instant feedback on grammar, spelling, and style, helping students to improve their writing proficiency. These platforms offer personalized recommendations and corrections, fostering more effective self-editing skills and encouraging a deeper understanding of English syntax and structure. Despite these significant advantages, there are challenges that hinder the full potential of ICT in ELT. One of the most pervasive issues is the digital divide—the gap between those with access to technology and those without. Socioeconomic disparities continue to limit the availability of these tools, especially in rural and low-income areas. The global COVID-19 pandemic starkly exposed these inequalities, as students in regions with poor technological infrastructure were left at a disadvantage, unable to access online learning opportunities. For many, participation in virtual classrooms or the use of digital learning platforms depended entirely on their ability to afford devices like laptops, tablets, or smartphones, along with reliable internet access.

Another significant challenge is the lack of teacher training in using ICT effectively. In many regions, educators are not sufficiently equipped to integrate technology into their teaching. Without proper training and professional development, teachers may struggle to utilize digital tools to their full potential, leading to underuse or misuse of the technology available. Some educators may even cling to traditional methods out of necessity or familiarity, thereby missing out on the benefits that ICT can offer in creating more dynamic, engaging, and interactive learning

environments. Addressing this gap in training and resources is essential for maximizing the impact of ICT in ELT.

Looking to the future, the role of ICT in ELT is poised to grow even further, particularly with the advent of emerging technologies like artificial intelligence (AI), virtual reality (VR), and augmented reality (AR). AI-driven language learning platforms, such as ChatGPT and Google Translate, are already making a significant impact by providing students with real-time language assistance, translations, and conversational practice. These tools offer personalized, on-demand support, enabling learners to improve their language skills at any time, whether they are in a classroom or studying independently. Virtual reality and augmented reality hold the promise of revolutionizing language learning by offering immersive environments where students can practice English in realistic, simulated settings. For instance, VR could enable students to "travel" to English-speaking countries, interacting with virtual characters and practicing language in authentic cultural contexts. This type of experiential learning could provide valuable practice that is often unavailable in traditional classrooms, especially for students in non-English-speaking countries. Additionally, the continued growth of mobile learning will play a pivotal role, particularly in developing regions where mobile phones are the most accessible form of technology. As mobile networks expand and apps become more sophisticated, mobile learning will continue to offer flexible, affordable, and accessible language education to students around the world.

In conclusion, the integration of ICT into ELT has brought about significant changes in teaching methodologies, creating more interactive, student-centered learning environments. While challenges such as the digital divide and inadequate teacher training persist, the future holds great promise as technological advancements continue to expand the possibilities for language learning. Whether through AI-powered platforms, immersive virtual environments, or the ongoing rise of mobile learning, ICT will undoubtedly remain a key driver in shaping the future of English language education.

## **Conclusion**

The integration of ICT in English Language Teaching has opened new horizons for both educators and learners. These tools offer the potential for more interactive, flexible, and personalized learning

experiences. However, the digital divide, lack of infrastructure, and insufficient teacher training remain challenges that must be addressed to ensure equitable access to ICT-enhanced education. As we move forward, it is crucial to continue bridging the gaps between technology and education by ensuring that both learners and educators are adequately supported. The journey towards more inclusive and technologically driven ELT is ongoing, but the possibilities for innovation and growth are boundless.

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## **Innovative Trends in Educational Technology**

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### **1.0 Introduction**

Distance learning was introduced by the pandemic, so it already created an opportunity to adopt novel methods of digital training that can be continued in residential settings. Some of the major themes in educational technology that continue to develop include connectedness, flexibility/agility for personalized learning and student-centred instruction.

All of them, being developed at varying stages through complementary technological innovations are poised to converge digital with the material world and social with cognitive realities in a manner unknown so far. The novelty of the proposed interaction lies in a previously unseen intertwining of educational, digital

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environmental and industrial policy that leads to an alternative vision on education outlook.

## **2.0 Educational Technology: What Is It?**

This research paper explores some innovative trends in educational technology as mentioned before from the rest: IoT (Internet of Things), Cloud Technology, Block chain Technology, Machine Learning and Artificial Intelligence. This interactive technology has enhanced the learning process and made it more fun for people; which in turn helps teachers with tasks like grading. The adoption of new technology or digital tools used within the classroom has become a trend that is defined as educational technology, which basically intends to improve...Continue Reading.

By leveraging education technology, educators can provide facts in a manner which increases retention for students. The tired old ways of teaching have been transformed into a more exciting learning journey.

### **2.1 Why Is Educational Technology Important?**

If we put straightforward EdTech (Education Technology) then it is the incorporation of technology in educational space to make teaching/learning happen more effectively and consequently enhance learning outcomes. We reason the past to pinpoint why teachers left for EdTech than to teaching in a traditional way. So, without much delay let us head to answer some of the most common reasons for using EdTech or benefits of it that you can see right here:

#### **2.1.1 Makes Collaborative Teaching Easier**

Technology makes it possible for you to keep all connected. Advanced technologies of the new-edge have provided teachers and students with a stomp-proof collaboration where they can communicate, talk, offer ideas about assignments, and keep an



invasive eye on student progress so as to deal with any kind of emergent situation. The collaborative learning process has benefitted a lot of students in acquiring human to human relations and the relationship between professors and students.

### **2.1.2 Instructional Innovations and Immersive Learning**

Edtech Enhances Teaching Online and In-Class APP Episode Summary Education technology makes teaching better. Students can learn anytime and anywhere according to their schedule, in contrast to required classes. By innovating in education tech, we are enabling students to learn better and have more fun.

### **2.1.3 Learn Flexibly**

They can either use a smartphone, desktop or any other device professionals want to gain access for their study materials at anytime from anywhere. In this modern lifestyle, training videos have added that much needed mobility.

### **2.1.4 Cost-Effectiveness**

Using films for corporate training can be cost-effective. There are no filters. Companies can send a message to the masses with just a couple of clicks. This is a lifeline for large global corporations. Training videos decrease instructor fees and other training costs. This means no cost for hiring locations, money spent on travel or co working bookings off site.

## **3.0 Current Developments in Educational Technology**



Let's examine the most recent developments in educational technology and their advantages for both teachers and students.

### **3.1 E-Learning**

E-learning is one of the greatest factors why Educational technology has been in trend so much. Similarly E-learning is also called Ed tech. With spike in demand of online educational platform, the utilization is also on higher side now. This is called e Learning, and is done with the help of electronic media. These could range from online exercises that are slide-based to a full-blown Online Course allowing a corporation to train its employees on key skills.

Edtech and digital Learning work directly with PCs, laptops, tablets or mobile phones which allow electronic educational content to be sent without being in place. In addition to saving time, you get more opportunity for participatory learning. This way, learners will have choice to choose whatever they would like to learn regardless of where they are instead sitting in a passive learning experience. They can learn by interacting with on-screen information, even dragging things from one place to another.

### **3.2 Programs for Learning via Videos**

It has been another development of educational technology that enhances the utilisation e-learning through films, diagrams and graphics resources. Lecture recordings will also be made available for independent viewing outside of the live class. The epidemic has made everyone a higher-need segment and they now demanded the e-learning apps in their daily needs. It is not like a movie day where

the students could learn something from it, this particular video however. It is a far more fragile medium, and this has been important given the amount distance learning occurring.

It is one of the better Study materials content which could explain how they learned in chapters or topics from days back and know about all causes, effects as well theories ahead. Following advanced features as 3D video, AI/virtual-based learning and all that come under Video based online training.

### **3.3 Differentiating and Personalising**

A Student Assessment of Learning and Evaluation (SALE) is one the salient features of the academic program. How successful education is depends on type of evaluation used. As the name suggests, students are assessed through theory exams mostly. The students are assessed as per the theoretical knowledge. Students answer a conceptual or descriptive question, which teachers' then grade. They can fail or pass based on their knowledge of theory.

### **3.4 Augmented and Virtual Reality**

The concept of AR-VR is very cool, used to convey more complex ideas. AR allows you to bring photos, videos and interactive data into the user experience in real-time. AR can be light due to the use of portable equipment, such as smartphones or smart glasses. This content is a completely artificial experience delivered in 3D (also known as virtual reality or VR). This makes consumers feel like they are living in a virtual space. Users can listen to sounds and view magnificent images in digital environment, another sound feature of AR-VR. The experience of virtual reality needs you to have a VR headset.

Virtual reality has the capacity to convert theoretical concepts into practical demonstrations. It's extremely helpful for students. For example, by using virtual reality devices only Biology students can have a tour walk through the human body. It is one of the best-experienced learning AR-VR application example for education.

### **3.5 Digitally Online Assessments**

Big data uncovers various assumptions and turns them into insights. Digitally delivered data evaluation helps students to comprehend the concepts taught in their syllabi, while working side by side with

differentiation and personalization. In digital assessments, they can use an adaptive new technology that provides them with the extra training and practice.

In this more modern take, missed lessons can be made up seamlessly after last spring when school stopped suddenly. Two, lessons are getting personal and EdTech is a way to convert those fins into scales.

### **3.6 Gamified Learning**

Gamified learning, think of this not only as a teaching technology trend, but arguably the most relevant one. Kids have no reason to be left out of classroom games. Then playing some more literary translation games to practice what they have just learnt. Game elements are of utmost help for learners because these game features enable you to have fun and a positive learning culture.

It is the KG to 12-grade students' education sector where game-based learning proves most useful. Here is where the gaming industry gets all fun and exciting. This is also the reason why children are interested in gaming videos or for levels so that they can improve their game study too. This does not detract from the need to make elements of higher education and corporate training entertaining in order to ensure learner engagement.

### **3.7 Informal Learning Space**

This type of learning is in trend worldwide and there are many examples where distance education overtook with a difference. There are already a number of education technologies in the digital space, and it keeps on developing and improving. Mobile apps and software technology now for a big credit as learning finally comes out from under the confines of those walls. M Learning and E Learning – Due to the advent of M-learning, students are able to learn at their own pace & time. Hopefully, this trend will continue as education seems to be the most practical way of giving and getting one. Creating mobile-first responsive content provides the ability for students to access your classes at any time, and from anywhere.

Also, this institute provides the option of offline reading for that you even do not require an internet connection. You can combine multiple facets with eBooks or online material that helps students in learning at best. Digital material is even more flexible for studying

(you can highlight and make notes all day long!), but since it's on a screen, you also have the ability to add extra tools like bookmarks, hyperlinks, dictionary lookups in seconds or just type what you're looking for with Ctrl F. Mobile learning has been incorporated as a part of the learning ecosystem by most educational institutions and it is also beneficial to both students and teachers.

### **3.8 Growing Big Data**

Such exponential growth in data continues even during these pandemic shutdowns. Even many other educational institutions absorb the following trend of distant learning and thus that produce big datasets for others. Additionally, with so many schools having to actually be run out of the home as an educational institution was collecting significant student data example; levels of interaction-based engagement or participation attendance what about your level interest and any forms /type that you can mention. The potential of data regarding how students learn has significantly increased. But it hardly surprising when its assets are submerged in the great data deluge. This is how big data can be most helpful.

There is valuable data to strip out of specialized techniques. The market is flooded with heaps and mounds of data to sift through just seeking insights. This information is used to show how well new strategies work, revise programs and the curriculum and also monitor children growth. Teachers can cross check the instructional strategies and procedures with their student's performance, making them enable to figure out best possible method.

### **3.9 Learning Analytics**

The emergence of the analytics industry has been ramping form a frequency in last decade and especially learning analytics is becoming very vast, particularly for higher education. Learning analytics enables educators to measure and report on only with the internet qualified student learning. This will help in understanding and learning better.

The analytics used in the learning sector helps teachers to enhance and improve their students' knowledge or it's a skill development by understanding insights from how they are exactly been learned. For instance, teachers can determine which type of materials (text, images, infographics or videos) a majority of students prefer and then

use that material more often in their future classes. Alternatively, this also shows teachers what portions of knowledge were not taught well and can be improved upon for the future. Learning analytics further helps educators to identify (both early and later in some cases, as we will see) cohorts of students who might be at risk, either because they are not doing so well academically or behaviourally. Only if he/she understands the logic and thinks in a way that is just predictable, teachers can benefit from it.

### **3.10 AI-Enabled Education**

We often hear about Artificial intelligence that in some way is part of every industry. There is nothing that can compare to the advantages of technology. Artificial intelligence (AI) as we know automates the process first. Now with the help AI, learning will become more fun and less time taking. Our list of course does not end here, and naturally you are thinking what the other additional advantages?

The cementing role of AI in education is evident by its advantage to teachers and students can be benefitted with Artificial Intelligence in education. And in the last case, create when there are no teachers present, features of AI. This simplifies the process of teachers to not check each single-profile and academic performance. Receive updates on the latest trends or so. Through their chat bot technology, it is capable of customizing the aims and needs of teachers. For all we know, students could potentially check their schedules in this manner.

### **4.0 The Future of Learning: Education will change as a result of technology**

Someday, technology will transform how students learn and teachers teach it in the accelerating field of education. The possibilities range from personalised learning with AI to virtual classrooms, among many others. Data analysis based learning advancement: It is developed on the basis of better tracking progress, and by use offline as well online interactive platforms that will help them to deliver their classes in more fun ways apart. Technology is the one that makes education in India two-tailed, three-ply and four-eyed. The tech-driven shift in how we learn is set to become a more productive education system lifting students and educators into the technological era.

#### **4.1 Personalized Learning**

Technology is going to help people learn at different paces, styles and strengths for each student. Through adaptive learning platforms and AI-driven assessments to identify individual needs, educators will have new tools with which they provide targeted support, leading to improved understanding & mastering of subjects.

#### **4.2 Interactive Content**

Dynamic digital content will replace stale textbooks. Interactive learning with the help of videos, simulations and virtual labs will make the e-learning process fun as well immersive in such a way that students can easily and effectively be able to understand any complex topic. Education will become more inclusive thanks to visual aids catering to different learning styles.

#### **4.3 Skill Development**

Education will adjust to the requirement of the job market using technology. Examples: Online courses, webinars and workshops will offer residents the ability to develop skills in new fields outside of traditional subjects like coding/cyber security or even beyond general introduction to other workforces.

#### **4.4 Teacher Empowerment**

Whether for classroom management or instruction, teachers will use technology to work harder – and smarter. The prevailing wisdom is that digital tools will handle the easy stuff like administrative tasks, which in turn allows teachers to focus on teacher-student relationships and new teaching strategies.

#### **4.5 Infrastructure and Connectivity**

The technology sparks global collaboration among students and teachers where they can interact with other peers worldwide. This will teach us more about respecting other cultures, which in turn can only lead to a beneficial vision at all scales.

#### **4.6 Assessment Redefined**

Assessment: The ways of assessing the students will begin to move away from exams as we know them. Technology will allow for real-time assessment, measuring not only knowledge but also critical thinking and creativity. As a student records its journey on e-

Portfolios, project-based assessments equip administrators with assessment models that capture the wholeness of each individual.

#### **4.7 Inclusive Education**

Technology will make it easy for a variety of student to give their exam. Therefore, the aspirational inclusive ecosystem envisaged by NEP would be experienced because assistive technologies such as text-to-speech and speech to text tools will ensure that students with disabilities are able access content effectively.

#### **4.8 Holistic Development**

The NEP puts emphasis on highly integrated development which technology would only enable. Students can develop interests and talents not related to the syllabus online, which would lead them towards an overall growth.

#### **Conclusion**

With an ever-evolving higher education technology landscape, institutions have to keep up in order to still be relevant. Following these educational technology trends improves student who learn from an up-to-date education experience that is interactive, flexible and customized. AI -powered tutoring system, Micro learning offline learning (AR/VR experiences) Gamification, Personalized learning, Block chain Automated Assessment and what one can think will the education space look like come 2024 and beyond? The convergence of technology with education is not a fad; it heralds the promise that more learners from across the world can access brighter futures.

Thanks to technology evolution, the teaching and learning methods are better now. Industrial Exposure to train the students in industry based practical training for real time knowledge for distance learning program, focused amongst student sharing maximum of their skills and even benefit with enhanced studying. Whilst following the path of concept based curriculum through online learning and using a collaborative approach to learn, students taking an interest become engaged with learner centred style.

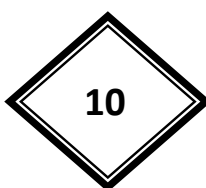
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## **Navigating the Complexities : A Comprehensive Study on the Current Issues and Challenges in ELT**

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Dr. Y.Venkateswarlu<sup>1</sup>

### **Introduction**

In the realms of international business, English facilitates trade negotiations, contracts, and corporate expansions, allowing companies to transcend geographical and cultural boundaries. Diplomacy, too, is conducted largely in English, with the United Nations and other international organizations relying on it for policy discussions, treaties, and cross-border conflict resolution. Meanwhile, in education, English serves as the gateway to knowledge, with the majority of academic research, scientific literature, and global conferences being presented in this language. For students, mastering English opens doors to academic and professional opportunities, while for educators, teaching English involves the responsibility of shaping learners for global citizenship.

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Yet, despite the widespread adoption of English, the field of English Language Teaching (ELT) faces a myriad of challenges. These challenges stem from the diverse contexts in which English is taught, the rapid evolution of technology in education, the increasing heterogeneity of learner profiles, and the constant pressure on teachers to adapt to new pedagogical methods. ELT is not a uniform practice; it varies widely based on factors such as geography, socioeconomic status, learner goals, and the institutional frameworks within which it operates. This paper seeks to explore the multifaceted challenges currently confronting the field of English Language Teaching, from both the perspective of educators and learners. By delving into issues such as teacher preparedness, pedagogical shifts, technological integration, and learner diversity, this research aims to illuminate the complex landscape of modern ELT. It highlights the urgent need for adaptive solutions to navigate the evolving demands placed on educators and institutions, as well as the learners' need for equitable, accessible, and effective language instruction. Through this investigation, the paper will provide a comprehensive understanding of the pressing issues in ELT and suggest pathways for future improvements.

### **Teacher Preparation and Professional Development:**

In the rapidly evolving landscape of English Language Teaching (ELT), the role of the teacher remains pivotal. However, the effectiveness of teaching hinges not only on the availability of educators but on their training, competence, and ability to respond to the complexities of modern classrooms. Teachers are often tasked with guiding learners through the intricacies of a global language, yet many enter classrooms inadequately prepared, which can severely compromise the quality of instruction and learners' outcomes. The following sections examine the key issues surrounding teacher training, the need for continuous professional development, and the growing demand for cultural sensitivity and awareness in ELT.

### **Lack of Adequate Teacher Training:**

One of the most pressing challenges in ELT is the shortage of well-trained teachers, a problem that affects both developed and developing countries. In many regions, the demand for English education far outstrips the supply of qualified instructors, leading to the employment of under-trained or even unqualified individuals to meet the rising need. This gap is often more pronounced in rural or economically disadvantaged areas, where access to formal teacher training programs is limited. The consequences of insufficient training are far-reaching. Teachers who lack proper pedagogical grounding may struggle to deliver lessons that are both engaging and effective. For example, without an understanding of second language acquisition theories, teachers may resort to outdated, ineffective methods, such as rote memorization or rigid grammar drills, rather than fostering communicative competence. Additionally, they may be ill-equipped to handle the diverse needs of learners, including those with learning difficulties, different levels of proficiency, or varying cultural backgrounds. As a result, students may receive an education that is superficial and fragmented, ultimately hindering their ability to use English fluently and confidently in real-world contexts.

Moreover, inadequately trained teachers may themselves experience high levels of stress and burnout, particularly when they feel ill-prepared to manage classroom challenges. This can lead to a vicious cycle where teachers either exit the profession or continue without further professional development, perpetuating a cycle of low-quality instruction.

### **Continuous Professional Development:**

The dynamic nature of ELT demands that teachers continuously update their skills and knowledge. As new research emerges in language pedagogy, educational technology advances, and global trends shift, teachers must be prepared to integrate these changes into their classrooms. Continuous Professional Development (CPD) is not merely an option but a necessity for educators who wish to remain

effective and responsive to their students' needs. CPD encompasses a broad range of activities, including workshops, conferences, online courses, peer observations, and reflective teaching practices. These opportunities allow teachers to deepen their understanding of innovative methodologies, such as task-based learning, flipped classrooms, or content and language integrated learning (CLIL), which prioritize practical language use over traditional instruction. By engaging with these approaches, teachers can move beyond outdated models and focus on fostering learner autonomy, critical thinking, and real-world communication skills.

Educational technology, in particular, is transforming the landscape of language learning, and teachers need continuous training to harness its potential fully. Digital tools, from language learning apps to online platforms, provide interactive and immersive learning experiences, allowing learners to practice English in diverse contexts. However, without adequate training in how to effectively use these technologies, teachers may struggle to integrate them into their curriculum, either over-relying on them or underutilizing their potential. Furthermore, CPD fosters a sense of professional growth and motivation among teachers. It can combat the feelings of stagnation or inadequacy that may arise from routine teaching practices, while also fostering a community of practice where educators can share insights and solutions to common challenges. Ultimately, ongoing professional development empowers teachers to meet the ever-changing demands of ELT, improving both teaching quality and learner outcomes.

### **Cultural Sensitivity and Awareness:**

In today's increasingly globalized world, ELT classrooms are often microcosms of multiculturalism, bringing together learners from a variety of linguistic, cultural, and socio-economic backgrounds. As such, cultural sensitivity and awareness have become critical components of effective language teaching. Teachers must be adept at navigating the cultural dynamics that influence language learning, recognizing that culture shapes not only communication styles but

also learners' expectations, learning preferences, and classroom behaviour. For instance, students from collectivist cultures may prefer group work and cooperation, while those from individualist cultures might thrive in more competitive, independent tasks. Teachers must understand these differences to create an inclusive learning environment where all students feel valued and supported. Additionally, cultural norms around communication—such as eye contact, gestures, or forms of address—can vary widely. A teacher who is unaware of these differences might misinterpret a student's behavior as disengagement or disrespect, leading to misunderstandings or even conflict in the classroom. Cultural sensitivity also extends to the content of the lessons themselves. Materials that are contextually irrelevant or culturally inappropriate can alienate learners or reinforce stereotypes. Instead, teachers should strive to incorporate culturally diverse and inclusive content that reflects the global use of English. This not only enriches students' learning experiences but also fosters intercultural competence, preparing them to use English in a variety of cultural settings.

In multilingual classrooms, cultural awareness is particularly crucial. Teachers may encounter students whose first language (L1) is vastly different from English in terms of grammar, syntax, or phonology. Understanding these linguistic differences can help teachers anticipate common errors and provide targeted instruction to address them. Moreover, being sensitive to the challenges of learning English as a second or third language fosters an empathetic classroom atmosphere, where students feel comfortable taking risks and making mistakes—an essential part of language learning.

### **Pedagogical Challenges:**

The realm of English Language Teaching (ELT) is continually evolving as it grapples with diverse pedagogical approaches, shifts in learner expectations, and the challenges of managing multilingual and multicultural classrooms. Pedagogical methods once rooted in tradition are being reexamined in the light of innovative techniques, with a growing focus on student-centered learning and effective

classroom management in varied contexts. Each of these challenges presents its own set of difficulties for teachers, particularly as they attempt to balance tried-and-true methods with newer, often more demanding, teaching approaches.

### **Traditional vs. Innovative Teaching Methods:**

One of the most significant pedagogical challenges in ELT is the tension between traditional grammar-translation methods and more modern, communicative and task-based approaches. The grammar-translation method, which dominated language teaching for centuries, focuses on the explicit teaching of grammatical rules and vocabulary through rote memorization, translation exercises, and an emphasis on reading and writing skills. While this method offers learners a deep understanding of grammar and structure, it often neglects the development of communicative competence, leaving students ill-prepared for real-world language use. In contrast, communicative language teaching (CLT) and task-based language teaching (TBLT) prioritize practical language use over strict grammatical accuracy. CLT encourages learners to engage in authentic communication, using language to perform tasks such as negotiating meaning, solving problems, or interacting in social contexts. Similarly, TBLT involves learners in activities that mirror real-life situations, such as booking a hotel room or asking for directions, with the primary goal being communication rather than the flawless use of grammar.

The shift from traditional methods to these more innovative approaches presents numerous challenges for teachers. On the one hand, many educators, particularly those who were trained in more conventional methodologies, may find it difficult to relinquish the structured, rule-based nature of grammar-translation in favor of the unpredictability of communicative activities. Teachers may feel uncomfortable with the less-controlled classroom environment that communicative methods foster, where errors are seen as natural parts of language acquisition rather than as mistakes to be corrected immediately. On the other hand, communicative and task-based

methods require a higher level of preparation, creativity, and adaptability from teachers, as well as a deep understanding of language acquisition theory to design activities that are both meaningful and pedagogically sound.

While the benefits of innovative methods are well-supported by research, they are not without their drawbacks. In contexts where standardized testing still holds sway, teachers may be pressured to return to traditional methods that emphasize accuracy and test preparation over communicative competence. Additionally, in classrooms where students are accustomed to a more passive learning style, there may be resistance to the more active, student-driven nature of communicative and task-based approaches. Thus, the challenge lies in finding a balance between these methods, integrating the best of both to create a dynamic, flexible, and effective language learning environment.

### **Student-Centered Learning:**

Another critical pedagogical challenge in ELT is the growing emphasis on student-centered learning, which shifts the focus from the teacher as the primary source of knowledge to the learner as an active participant in the learning process. Student-centered learning encourages learners to take responsibility for their own learning, engage in problem-solving, critical thinking, and self-assessment, and collaborate with peers. This approach stands in stark contrast to traditional teacher-centered methods, where the teacher controls the flow of information, and students are passive recipients of knowledge.

While student-centered learning has been lauded for fostering autonomy, motivation, and deeper engagement with language, its implementation presents significant challenges for both teachers and learners. Teachers who are accustomed to a more directive role may struggle to step back and allow students to take the lead. They may find it difficult to relinquish control over classroom activities, particularly in large classes where managing student interaction can



be challenging. Moreover, student-centered learning requires teachers to design activities that are open-ended and learner-driven, which demands time, creativity, and a deep understanding of each learner's needs and abilities.

For learners, the shift to student-centered learning can be equally challenging. In many cultures, students are accustomed to a hierarchical classroom structure where the teacher is the authority figure, and learners are expected to follow instructions rather than question them or take initiative. Encouraging students to take an active role in their learning can be met with resistance, particularly in contexts where students lack the confidence or skills to engage in self-directed learning. Teachers, therefore, need to provide scaffolding and support to help students transition to this more autonomous mode of learning, gradually building their capacity to manage their own language learning process.

### **Classroom Management in Diverse Contexts:**

Managing a diverse, multilingual, and multicultural classroom is one of the most significant challenges in modern ELT. In today's globalized world, English language classrooms are often melting pots of cultures, languages, and educational backgrounds, each bringing its own set of expectations, learning styles, and challenges. Teachers must navigate this diversity while ensuring that all learners feel valued and included in the learning process. Multilingual classrooms, in particular, present unique management challenges. Learners with different first languages (L1) may struggle with different aspects of English, leading to varying levels of proficiency within the same class. Teachers must find ways to address these differences without leaving some students behind or allowing more advanced learners to become disengaged. Additionally, students may bring with them different learning strategies and cultural attitudes towards education, which can affect classroom dynamics. For example, in some cultures, it may be considered disrespectful to question the teacher, while in others, active participation and debate are encouraged. To effectively manage these classrooms, teachers need to develop cultural

sensitivity, flexibility, and a repertoire of strategies to meet diverse learners' needs. This might include differentiating instruction, using multilingual resources, and fostering an inclusive classroom environment where all cultural perspectives are acknowledged and respected. However, achieving this balance can be difficult, particularly for teachers who lack formal training in intercultural communication or who are teaching in under-resourced environments where support for diverse learners is limited.

### **Technological Integration in ELT:**

As technology continues to transform education, its integration into ELT has become both an opportunity and a challenge. The rise of educational technology (EdTech) tools, from learning apps to AI-driven platforms, has opened new possibilities for language learning, but it has also created barriers related to access, digital literacy, and teacher preparedness.

### **Role of EdTech in Language Learning:**

Educational technology has the potential to revolutionize ELT by making learning more interactive, personalized, and accessible. Language learning apps, such as Duolingo or Memrise, provide learners with opportunities to practice vocabulary, grammar, and pronunciation through gamified, self-paced exercises. These apps are particularly beneficial for learners who may not have access to formal English classes, allowing them to practice English on their own time and at their own pace. AI-driven tutoring platforms, such as Google's AI Tutor or other adaptive learning systems, take this personalization a step further by tailoring lessons to the individual learner's needs. These platforms can analyze a learner's progress, identify areas of weakness, and provide targeted exercises to address them. Blended learning models, which combine traditional face-to-face instruction with online learning, offer even more flexibility, allowing learners to engage with content both in and out of the classroom. However, the rapid proliferation of EdTech tools has also created new challenges. Teachers need to be proficient in using these technologies to

incorporate them effectively into their teaching, which requires ongoing training and support. Additionally, not all EdTech tools are pedagogically sound; some prioritize engagement and entertainment over meaningful language learning, leading to shallow or surface-level learning experiences.

### **Challenges of Access and Digital Literacy:**

One of the most significant challenges associated with technological integration in ELT is the digital divide, which refers to the gap between those who have access to digital technologies and those who do not. In many low-resource settings, both teachers and students may lack access to reliable internet, computers, or mobile devices, making it difficult to incorporate EdTech tools into language instruction. This lack of access exacerbates existing inequalities in education, leaving learners in disadvantaged areas with fewer opportunities to benefit from technology-enhanced learning. Even in contexts where access to technology is available, digital literacy remains a barrier. Teachers and students alike may lack the necessary skills to navigate online platforms, use digital tools effectively, or critically assess the quality of digital content. For teachers, this lack of digital literacy can lead to frustration and a reluctance to integrate technology into their teaching. For learners, particularly adult learners or those from less tech-savvy backgrounds, the use of digital tools can be intimidating, leading to disengagement or a reliance on traditional learning methods.

### **Teacher Preparedness for Digital Pedagogy:**

Teacher preparedness for digital pedagogy is a critical factor in determining the success of technology integration in ELT. While many teachers are familiar with basic technology, such as using PowerPoint or playing audio files, the demands of digital pedagogy go beyond these simple tasks. Effective integration of technology requires teachers to rethink their instructional strategies, redesign their lesson plans, and incorporate digital tools in ways that enhance, rather than detract from, the learning process. Unfortunately, many

teachers are not adequately prepared for this shift. Teacher training programs often lag behind technological advancements, leaving teachers without the skills or knowledge to effectively use EdTech tools. Additionally, professional development opportunities for in-service teachers may be limited, particularly in low-resource settings where access to training is scarce. As a result, many teachers feel overwhelmed by the prospect of integrating technology into their classrooms, particularly if they are already struggling with large class sizes, diverse learners, or limited resources.

### **Language Policy and Curriculum Issues:**

Language policy and curriculum design play pivotal roles in shaping the nature and quality of English Language Teaching (ELT) across the globe. National language policies, driven by a country's cultural, political, and historical contexts, often determine the framework within which English is taught, while curriculum design needs to balance local realities with international standards. These factors collectively influence how effectively English is taught and learned in different educational contexts.

### **National Language Policies:**

National language policies significantly impact the role of English in education and society. In some countries, English is positioned as a second language (ESL), necessary for international communication and economic participation. In others, English may be a foreign language (EFL), taught primarily for academic purposes rather than daily use. Bilingual education models are common in countries where multiple languages are spoken, blending English instruction with the teaching of other local or national languages. For instance, countries like Canada and Singapore have embraced bilingualism, integrating English with indigenous or heritage languages, enabling students to become proficient in both. This model, while beneficial, can present challenges in maintaining linguistic balance and ensuring equal emphasis on both languages.

Conversely, in nations with strong language preservation efforts, there may be tension between promoting English and protecting the national language. Countries like France and South Korea, where cultural identity is closely tied to the national language, often limit English exposure in public schooling to safeguard their linguistic heritage. This can affect students' proficiency and their ability to compete globally. In some cases, national policies may inadvertently widen educational gaps between urban and rural areas, where access to qualified English teachers and resources can differ dramatically, depending on how government policies are enacted locally.

### **Curriculum Design and Standardization:**

Designing an English language curriculum that caters to local needs while aligning with global standards is another formidable challenge. Curriculum standardization is often driven by global frameworks such as the Common European Framework of Reference for Languages (CEFR), which set benchmarks for language proficiency. While these standards provide consistency and facilitate international mobility, they do not always reflect local linguistic, cultural, or educational contexts.

In many regions, the implementation of globally standardized curricula is complicated by the diversity of learners' backgrounds and needs. For example, a curriculum designed for urban, middle-class students may not be relevant or accessible for students in rural areas or those from disadvantaged socioeconomic backgrounds. Additionally, the pressure to conform to international standards can lead to a one-size-fits-all approach, neglecting the unique challenges of specific learner groups, such as refugees, indigenous populations, or learners with special needs.

Teachers often struggle to find the balance between preparing students for international assessments, such as IELTS or TOEFL, and addressing the practical language skills required for their local environments. Curriculum flexibility is essential to accommodate the wide-ranging educational goals of learners, yet too often, rigid

standardization stifles creativity and responsiveness to local educational demands.

### **Learner Challenges:**

In the diverse landscape of English language learning, students face numerous obstacles that hinder their progress. These challenges are not only related to the cognitive aspects of language acquisition but are also shaped by psychological factors, socioeconomic conditions, and the age at which learners begin their English studies.

### **Language Anxiety and Motivation:**

Language anxiety and a lack of motivation are significant psychological barriers that impede many learners' ability to acquire English. Language anxiety, often characterized by feelings of nervousness, self-doubt, and fear of making mistakes, can lead to poor performance, especially in speaking and listening activities. This anxiety is particularly acute in communicative classrooms, where students are expected to actively participate in discussions or oral presentations. Fear of being judged or embarrassed in front of peers can prevent students from taking the necessary risks involved in language learning, thus slowing their progress. Motivation, too, plays a critical role in the success of English learners. Learners who are intrinsically motivated, driven by an internal desire to master the language for personal satisfaction or to achieve specific goals, are more likely to succeed. In contrast, learners who are motivated extrinsically—due to pressure from parents, job requirements, or societal expectations—may struggle to stay engaged and persistent in their learning. A lack of clear goals or immediate relevance of English to their lives often results in reduced enthusiasm, making it difficult for these learners to commit the time and effort required for language acquisition.

### **Socioeconomic Factors in Learning English:**

Socioeconomic background is another powerful determinant of a learner's access to quality English education. In many parts of the world, the quality of English instruction varies greatly depending on

a student's economic circumstances. Wealthier students often have access to private language schools, better-trained teachers, and technologically advanced learning tools, while those from lower-income families may attend under-resourced public schools where English instruction is minimal or of lower quality. This creates a stark disparity in learners' outcomes, perpetuating a cycle of inequality in educational opportunities.

Furthermore, students from disadvantaged backgrounds often face external pressures, such as the need to work while studying, which can limit their time for language learning. In low-resource settings, access to English language materials—such as textbooks, libraries, or online resources—may be scarce, further hampering their ability to practice and improve. Teachers in these environments often lack the training or resources to effectively address the specific needs of learners from lower socioeconomic backgrounds, exacerbating the educational divide.

### **Language Acquisition in Early vs. Late Learners:**

The age at which learners begin studying English is another key factor in their success. Early learners, typically those exposed to English from a young age, often acquire the language more naturally, developing native-like pronunciation and fluency. This advantage is linked to critical periods in language development, where young learners are particularly receptive to new languages. Early exposure to English also allows for a more gradual and immersive learning experience, where children can absorb the language through play, interaction, and informal communication.

However, late learners, such as adults or teenagers beginning English later in life, face distinct challenges. Older learners often bring more established cognitive abilities and stronger metacognitive skills, which can help them learn rules and structures more quickly. However, they may struggle with pronunciation, intonation, and fluency, as the plasticity of the brain for language learning decreases with age. Moreover, adult learners often have to balance language

learning with other responsibilities, such as work or family, which can limit the time they can dedicate to their studies. Motivation and anxiety may also be more pronounced in older learners, as they may feel greater pressure to achieve results quickly, particularly if learning English is necessary for employment or migration.

## **Conclusion**

This paper has explored the multifaceted challenges currently facing the field of English Language Teaching (ELT), highlighting issues related to teacher preparation, pedagogical approaches, technological integration, language policy, curriculum design, and learner challenges. Teachers often lack sufficient training and continuous professional development, which hinders their ability to adopt innovative teaching methods or manage diverse classrooms effectively. The integration of educational technology offers new possibilities for language learning but also poses barriers related to access and digital literacy. Meanwhile, national language policies and the tension between global and local curricula further complicate the landscape of ELT. Learners, too, face numerous challenges, including psychological barriers like anxiety and motivation, the impact of socioeconomic factors, and the differing needs of early versus late learners. To address these challenges, a multi-faceted approach is required. Policymakers should focus on implementing reforms that promote equitable access to high-quality English education, especially in underserved areas. Enhanced teacher training programs are essential, with an emphasis on continuous professional development that keeps pace with changes in pedagogical approaches and technological advances. Governments and educational institutions must invest in resources that support the integration of technology in language classrooms, ensuring both teachers and learners have the digital literacy skills necessary to succeed. Future research in ELT should continue to explore the intersection of technology and language learning, particularly in developing tools that are accessible to low-resource communities. Investigating the long-term impacts of early versus late language



acquisition can also offer valuable insights into tailored pedagogical approaches. Additionally, further research into the effects of national language policies on ELT outcomes can provide data-driven recommendations for policymakers aiming to improve English education within diverse linguistic contexts. Finally, studies that focus on teacher training models, particularly in how to integrate digital pedagogies and multicultural competencies, will be critical for shaping the future of English language education.

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## **Blended Learning and Flipped Classrooms**

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### **Introduction to Blended Learning**

Blended learning is an innovative educational strategy that merges the conventional methods of in-person classroom instruction with the advantages of online educational resources and interactive digital platforms. The concept of "blended" in this context refers to the intentional combination of two fundamental components: traditional face-to-face classroom engagement and the incorporation of online instructional content. This hybrid approach is designed to optimize the learning experience by drawing on the strengths of both in-person and digital education methods, making it a versatile and adaptable model in today's educational landscape. At the core of blended learning is the idea that neither traditional classroom instruction nor online learning alone can fully address the diverse needs of all learners. By integrating both, educators can create a more dynamic and responsive learning environment. In a traditional classroom

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setting, students benefit from direct interaction with teachers and peers, which can foster a sense of community and support immediate feedback and guidance. However, this approach can sometimes be limited by time constraints, fixed schedules, and the one-size-fits-all nature of classroom instruction.

Online learning, on the other hand, offers unparalleled flexibility and access to a vast array of resources. Students can learn at their own pace, revisit complex concepts, and access materials that cater to their individual learning styles. Digital platforms also allow for interactive elements, such as quizzes, discussion forums, and multimedia content, which can enhance engagement and retention of information. However, online learning can sometimes lack the personal touch and real-time interaction that many students find beneficial. Blended learning seeks to bridge these gaps by combining the best elements of both traditional and online education. For example, a blended learning course might include weekly in-person classes where students engage in discussions, group work, and hands-on activities. These sessions are complemented by online modules that students can complete on their own time, which might include video lectures, reading assignments, or interactive exercises. This model not only allows for more personalized instruction but also encourages students to take greater ownership of their learning.

Moreover, blended learning can be particularly effective in catering to diverse student needs. It offers the structure and accountability of a classroom setting while providing the flexibility that many students need to balance their studies with other commitments. For educators, this approach allows for more innovative teaching methods and the ability to use data-driven insights to tailor instruction to each student's needs. Blended learning represents a powerful shift in educational practice, combining the benefits of face-to-face interaction with the flexibility and accessibility of online learning. This approach leverages the strengths of both modalities to create a more flexible, engaging, and personalized learning experience. By integrating traditional and digital

instructional methods, blended learning has the potential to enhance educational outcomes and better prepare students for the demands of the modern world.

## **Historical Background**

Blended learning, though seemingly contemporary, has a rich historical background rooted in the evolution of educational technology and pedagogical needs. The concept emerged as a response to the increasing demand for more personalized and flexible learning experiences. Its origins can be traced back to the late 1990s and early 2000s, a period marked by the rapid expansion of e-learning. This era saw the introduction and widespread adoption of digital tools and online platforms that allowed students to access educational materials from anywhere with an internet connection. The initial enthusiasm for e-learning stemmed from its convenience, allowing learners to study at their own pace and access a wealth of resources beyond the confines of a traditional classroom.

For instance, in the late 1990s, institutions like the Open University in the UK began offering online courses that included digital lectures, reading materials, and interactive forums. These online courses provided students with unprecedented flexibility, enabling them to balance their studies with other responsibilities. However, while e-learning offered significant advantages in terms of accessibility and convenience, it also highlighted some limitations. Many students missed the face-to-face interaction with instructors and peers, which is often crucial for deeper understanding and motivation. Additionally, online learning environments sometimes struggled to provide the immediate feedback and hands-on experiences that traditional classrooms could offer. Recognizing these challenges, educators began to explore ways to combine the best aspects of both online and traditional instruction. This led to the development of blended learning models, designed to harness the strengths of both methods while mitigating their individual shortcomings. Blended learning integrates face-to-face classroom experiences with online educational components, creating a hybrid model that enhances

learning opportunities. One illustrative example of blended learning in practice is the "flipped classroom" model. In a flipped classroom, students first engage with new content through online videos and interactive materials outside of class. The in-person class time is then devoted to activities that reinforce the online learning, such as discussions, problem-solving exercises, and collaborative projects.

For example, a high school biology teacher might assign video lectures on cellular respiration for students to watch at home. During class, students could participate in experiments and group discussions that apply the concepts learned in the videos, allowing for a deeper understanding and practical application. Another example can be seen in higher education, where universities have implemented blended learning approaches to improve student engagement and performance. For instance, at the University of Phoenix, courses often blend online coursework with periodic in-person sessions. This model allows students to benefit from the flexibility of online learning while also gaining the interpersonal interaction and support of face-to-face classes. The evolution of blended learning is deeply connected to the rise of e-learning and the need for more flexible educational solutions. By integrating online resources with traditional classroom instruction, blended learning models address the limitations of both approaches and offer a more dynamic and personalized learning experience. This historical development underscores the ongoing commitment to enhancing education through innovative and adaptive methods.

### **Key Components of Blended Learning**

Blended learning environments typically include several key components:

- a. Face-to-Face Instruction involves traditional classroom-based teaching, where instructors deliver lectures, lead discussions, and facilitate in-person activities.
- b. Online Learning component includes digital resources such as video lectures, interactive quizzes, discussion forums, and

other online tools that students can access at their convenience.

- c. In Self-Paced Learning students have the flexibility to progress through the online content at their own pace, allowing for personalized learning experiences.
- d. Collaborative Learning in Blended learning often incorporates group activities, both online and offline, fostering collaboration among students.

### **Models of Blended Learning**

Blended learning can take various forms, depending on the needs of the students and the goals of the educational institution. Some of the most common models include:

#### **The Rotation Model**

In the rotation model, students rotate between different learning stations, including online and offline activities. This model allows for a balanced mix of direct instruction and self-directed learning.

**Station Rotation:** Students rotate through different stations, with each station focusing on a specific learning activity, such as small group instruction, online learning, and independent practice.

**Lab Rotation:** Similar to station rotation, but the online learning component takes place in a dedicated computer lab.

**Flipped Classroom:** This variation involves students completing online coursework at home and engaging in interactive activities in the classroom.

**The Flex Model** is designed to offer students a self-directed learning experience by emphasizing online content as the primary mode of instruction. In this model, students access educational materials such as video lectures, interactive modules, and digital readings at their own pace. This approach grants them significant autonomy over their learning process, allowing them to revisit content as needed and progress according to their individual needs and learning speeds. Teachers in the Flex Model take on a more facilitative role rather than being the central figure in daily instruction. Their primary

responsibilities include providing support, addressing students' questions, and guiding them through complex topics. For instance, if a student struggles with a particular concept in an online physics module, the teacher can organize a small group session to clarify the topic and offer additional practice.

An example of the Flex Model in practice can be seen in some high school and college settings where core subjects like mathematics or language arts are taught predominantly through online platforms. Teachers might schedule weekly or bi-weekly group meetings to review progress, discuss challenging concepts, and conduct hands-on activities. This structure allows for a personalized learning experience while ensuring that students receive targeted support when needed.

**The A La Carte Model** is a flexible approach to blended learning where students have the option to take one or more courses entirely online, while still attending traditional face-to-face classes for their other subjects. This model provides a high degree of customization, allowing students to choose which courses they prefer to complete online based on their individual needs, interests, or scheduling constraints.

For example, a high school student might enroll in an advanced calculus course online if it is not offered at their school or if their schedule does not permit attending in-person classes for that subject. Meanwhile, the student can continue attending regular in-person classes for subjects like history or English that are available at their school. This approach allows students to benefit from the flexibility of online learning, such as working at their own pace and accessing a broader range of courses, while still participating in traditional classroom settings for subjects that benefit from direct teacher-student interaction.

The A La Carte Model is particularly useful for students with specific learning needs or interests that are not met by their school's standard curriculum. It also helps schools offer a wider array of

courses without needing to provide every subject in person, leveraging online resources to expand educational opportunities.

**The Enriched Virtual Model** is a blended learning approach that integrates face-to-face instruction with online learning in a distinct manner. Unlike the rotation model, where students move between various learning stations (such as online labs and traditional classroom settings) on a regular schedule, the Enriched Virtual Model follows a different structure. In this model, students attend in-person classes on specific days of the week, while completing the remaining coursework online at their convenience. The Enriched Virtual Model provides students with the opportunity to benefit from both in-person guidance and self-directed online study. It is particularly useful for courses that require a blend of collaborative learning and independent work, offering a balanced approach to education that supports varied learning preferences and schedules.

For example, a student might attend a classroom session for a history class every Monday and Wednesday, where they engage in discussions, group activities, and receive direct instruction from the teacher. On the other days, such as Tuesday and Thursday, the student would complete online assignments, participate in virtual discussions, and view instructional videos related to the same course. This setup allows for a more flexible learning experience, combining the benefits of face-to-face interactions with the convenience and accessibility of online learning.

### **Benefits of Blended Learning**

Blended learning offers several advantages, making it an attractive option for educators and students alike:

Personalization- Blended learning allows for personalized learning experiences, enabling students to learn at their own pace and focus on areas where they need improvement. Teachers can also tailor instruction to meet individual student needs, using data from online assessments to inform their teaching.



**Flexibility-** The flexibility of blended learning means that students can access course materials at any time and from any location. This is particularly beneficial for adult learners or those with other commitments, such as work or family responsibilities.

**Enhanced Engagement-** Blended learning can increase student engagement by incorporating multimedia content, interactive quizzes, and collaborative online activities. These tools help make learning more dynamic and interactive.

**Improved Learning Outcomes-** Research suggests that blended learning can lead to improved learning outcomes compared to traditional classroom instruction alone. The combination of face-to-face interaction and online resources provides a more comprehensive learning experience.

### **Challenges of Blended Learning**

While blended learning offers many benefits, it also presents several challenges:

**Technological Barriers-** Access to reliable technology and internet connectivity can be a significant barrier for some students, particularly in rural or underserved areas. Additionally, not all educators are comfortable using digital tools, which can hinder the effective implementation of blended learning.

**Increased Workload for Teachers-** Blended learning requires teachers to design and manage both online and offline components of the course, which can lead to an increased workload. Educators must also monitor student progress and provide timely feedback, which can be time-consuming.

**Student Motivation and Self-Discipline-** Blended learning places greater responsibility on students to manage their own learning. This requires a high level of motivation and self-discipline, which some students may struggle with.

**Assessment and Evaluation-** Assessing student performance in a blended learning environment can be challenging, particularly when it comes to evaluating online activities. Educators need to develop

effective assessment strategies that account for both online and offline components of the course.

### **Introduction to Flipped Classrooms**

The flipped classroom is a specific type of blended learning model that has gained significant popularity in recent years. In a flipped classroom, the traditional instructional model is "flipped" so that students first engage with new material outside of the classroom, typically through online videos or readings. Then, they use class time to apply what they have learned through interactive activities, discussions, and problem-solving exercises. The flipped classroom is a distinctive and increasingly popular form of the blended learning model that represents a significant departure from traditional teaching methods. This approach inverts the conventional instructional sequence, where the introduction of new material traditionally occurs during class time and is followed by homework assignments for practice. In the flipped classroom model, this sequence is reversed: students first encounter new content outside the classroom, usually through digital resources such as online videos, recorded lectures, or reading materials.

This preliminary exposure to new content allows students to familiarize themselves with the subject matter at their own pace and convenience. For instance, a high school chemistry teacher might assign a video lecture on chemical reactions for students to watch at home. This video serves as an introduction to the topic, providing foundational knowledge and context before students come to class. Students can pause, rewind, or rewatch the video as needed, which enables them to grasp the concepts more thoroughly than if they were only exposed to the material during a single in-class lecture.

Once students have engaged with the new material independently, classroom time is repurposed for more interactive and application-focused activities. Instead of spending class time on direct instruction, which is now done online, students use their classroom hours to deepen their understanding through practical

exercises. For example, in the chemistry class, students might conduct experiments, solve complex problems, or engage in group discussions based on the content they learned from the video. This shift allows teachers to provide targeted support and facilitate active learning experiences that reinforce the material covered outside of class. The benefits of the flipped classroom model are manifold. By moving direct instruction online, teachers can allocate classroom time more effectively to address students' individual needs and foster a more engaging learning environment. This model promotes a deeper level of understanding as students are not only passively receiving information but are also actively applying and discussing it. The interactive nature of classroom activities helps students develop critical thinking skills and enhances their ability to collaborate with peers.

Moreover, the flipped classroom model encourages students to take greater ownership of their learning. By engaging with new content independently, students can work through material at their own pace and revisit concepts as needed, which can lead to a more personalized learning experience. This self-directed learning approach can be particularly beneficial for students who may need more time to grasp certain topics or who benefit from reviewing material multiple times. Teachers also benefit from this model, as it allows them to better identify areas where students may be struggling and provide targeted interventions. Instead of spending valuable class time on lectures, teachers can focus on facilitating meaningful discussions, answering questions, and guiding students through complex problems. The flipped classroom model represents a shift in educational practice that leverages technology to enhance learning outcomes. By reversing the traditional instructional sequence, this model allows students to engage with new material independently and use classroom time for interactive and application-focused activities. This approach not only supports a more dynamic and personalized learning experience but also enables educators to provide more effective and responsive instruction.

## **Key Characteristics of Flipped Classrooms**

The flipped classroom model is characterized by several key features that distinguish it from traditional teaching methods. These features include pre-class learning, active learning during class, and a shift in the teacher's role. Each characteristic plays a crucial role in creating a more dynamic and interactive educational environment.

**Pre-Class Learning:** In the flipped classroom model, students are assigned instructional content to review before attending class. This preparatory work is typically delivered through digital means, such as videos, podcasts, or readings. For example, a mathematics teacher might assign a series of instructional videos covering a new algebraic concept. These resources are designed to provide students with the foundational knowledge they need before coming to class. By engaging with these materials at home, students can familiarize themselves with the subject matter at their own pace, allowing them to come to class better prepared for deeper exploration of the topic. This approach also ensures that class time can be utilized more effectively for interactive and application-based activities.

**Active Learning During Class:** Once students have completed their pre-class learning, classroom time is dedicated to applying the knowledge they have gained. Instead of focusing on delivering new content through lectures, teachers use this time to facilitate activities that require critical thinking and collaboration. For instance, in a science class, students might conduct experiments or participate in group discussions that explore the concepts introduced in the pre-class materials. This hands-on approach allows students to apply what they have learned in practical ways, reinforcing their understanding and helping them develop problem-solving skills. Active learning activities encourage students to engage more deeply with the material, fostering a more interactive and participatory learning environment.

**Teacher as Facilitator:** The role of the teacher in a flipped classroom shifts significantly from that of a traditional lecturer to that of a facilitator. In this model, teachers are responsible for guiding students through the learning process rather than delivering content directly. They provide support and feedback as students work on activities and projects, helping to clarify concepts and address any difficulties. For example, during a group project, the teacher might circulate among groups, offering guidance and answering questions as needed. This shift allows teachers to focus on supporting individual student needs and facilitating collaborative learning experiences, rather than spending the majority of their time delivering lectures.

These key characteristics of the flipped classroom model work together to create a more engaging and effective learning experience. By assigning instructional content for pre-class review, dedicating class time to active learning, and adopting a facilitative role, the flipped classroom model enhances student engagement and promotes a deeper understanding of the material. This approach not only makes better use of classroom time but also allows for more personalized and interactive learning experiences, ultimately supporting improved educational outcomes.

### **Advantages and Disadvantages of Flipped Classrooms**

1. Enhanced Classroom Engagement shifts focus to interactive activities, increasing student participation and involvement.
2. Personalized Learning allows students to learn at their own pace and revisit material as needed, accommodating diverse learning styles.
3. Increased Teacher Support frees up class time for teachers to offer personalized support, feedback, and guidance.
4. Improved Learning Outcomes encourages deeper understanding and retention through active learning and practical application of concepts.

5. Development of Critical Thinking Skills promotes collaboration and problem-solving skills through interactive, hands-on classroom activities.
6. Flexible Learning Environment students can access materials at their convenience, making learning more adaptable to individual schedules.

### **Disadvantages of Flipped Classrooms:**

1. Requires Reliable Technology relies on students having access to devices and internet, which may not be available to all.
2. Increased Preparation Time- teachers must spend significant time creating high-quality pre-class materials such as videos and interactive content.
3. Potential for Uneven Learning let students who do not engage with pre-class materials may struggle during class activities, leading to inconsistent participation.
4. Adjustment Period for both students and teachers need time to adapt to the new model, which may initially disrupt learning.
5. Challenges with Content Delivery some complex topics may be difficult to effectively convey through online materials alone.
6. Dependence on Student Accountability requires students to be self-motivated and responsible for completing pre-class assignments.
7. Limited In-Class Instruction reduces time for direct instruction, which may be needed for certain students or topics.
8. Potential for Overreliance on Technology- students may become overly dependent on digital resources, possibly affecting their ability to engage in traditional learning methods.
9. Varied Student Access and Equity Issues disparities in technology access can create inequities among students.

10. Difficulty in Measuring Effectiveness can be challenging to assess the overall impact of the flipped classroom model on student performance and learning outcomes.

### **Implementation of Flipped Classrooms**

Successfully implementing a flipped classroom requires careful planning and consideration of several factors:

1. Teachers need to create or curate high-quality instructional materials that students can access before class. This may include recording video lectures, creating podcasts, or assigning relevant readings. The materials should be engaging and aligned with the learning objectives.
2. In-class activities should be designed to reinforce and extend the knowledge gained from the pre-class materials. These activities should encourage active learning, collaboration, and critical thinking.
3. Not all students may be familiar with the flipped classroom model, so it is important to provide clear instructions and support to help them adapt. This may include offering guidance on how to effectively engage with the pre-class materials and how to prepare for in-class activities.
4. Assessment in a flipped classroom should take into account both the pre-class preparation and the in-class activities. This may involve a combination of quizzes, participation grades, and project-based assessments.

### **Challenges and Considerations**

While flipped classrooms have been praised for their innovative approach to education, they come with their own set of challenges and considerations that need to be addressed to ensure their effectiveness. Here, we explore three significant challenges: student accountability, technological issues, and resistance to change.

**Student Accountability-** Student accountability is a central challenge in the flipped classroom model. For this model to work

effectively, students must engage with pre-class materials, such as videos, readings, or online lectures, before attending class. If students do not complete these assignments, they may struggle to participate in the interactive and application-focused activities planned for class time. This can lead to uneven learning experiences and hinder the overall effectiveness of the model. To address this challenge, teachers need to implement strategies to ensure that students are held accountable for their pre-class learning. This might involve regularly checking for completion of pre-class assignments through quizzes or participation logs. Additionally, teachers can incorporate formative assessments that gauge students' understanding of the material before class. Another approach is to use online platforms that track engagement with the content, providing teachers with insights into which students are participating and how effectively.

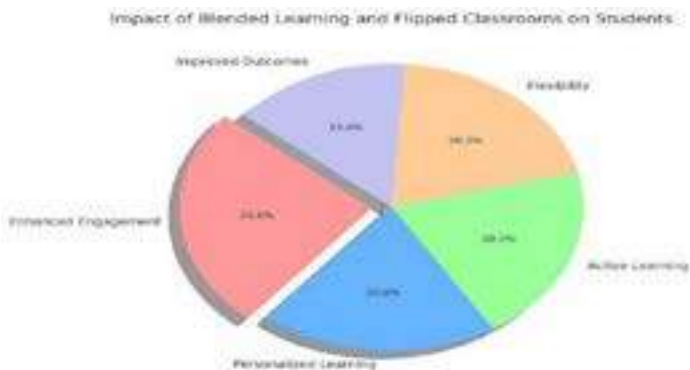
**Technological Challenges-** Technological access is a significant concern in the flipped classroom model. The reliance on digital content for pre-class learning assumes that all students have access to reliable internet and devices. However, this is not always the case. Students from lower-income backgrounds or rural areas may face difficulties accessing the necessary technology, which can create inequities in learning opportunities. Educators must consider ways to accommodate students who may have limited access to technology. One solution could be providing alternative methods for accessing content, such as distributing DVDs or USB drives with pre-class materials to students who lack reliable internet. Schools could also establish partnerships with local libraries or community centers to offer access to computers and internet services. Furthermore, teachers might develop printable versions of key materials to ensure that all students have access to the content, regardless of their technological capabilities.

**Resistance to Change-** Resistance to change is another significant challenge when implementing the flipped classroom model. Both students and teachers may be accustomed to traditional lecture-based instruction and may initially find the transition to a flipped model



difficult. Students might struggle with the self-directed learning aspect, while teachers may need to adjust their teaching strategies and adopt new methods for facilitating classroom activities. To address this resistance, it is crucial to clearly communicate the benefits of the flipped classroom model. Educators should explain how the model can lead to more interactive and engaging learning experiences, improved understanding of material, and more personalized support. Providing professional development and training for teachers can help them adapt to the new model, offering them the tools and techniques needed to effectively facilitate a flipped classroom. For students, orienting them to the new structure and offering guidance on how to manage their time and complete pre-class assignments can ease the transition. While the flipped classroom model offers numerous benefits, it is essential to address these challenges to maximize its effectiveness. Ensuring student accountability, overcoming technological barriers, and managing resistance to change are crucial steps in implementing a successful flipped classroom environment. By proactively addressing these issues, educators can create a more equitable, engaging, and effective learning experience for all students.

### **Impact of Blended Learning and Flipped Classrooms on students**



This visual representation emphasizes how these aspects contribute to a more effective learning experience for students. This chart representing the impact of blended learning and flipped classrooms on students. The chart breaks down the key benefits as follows:

- Enhanced Engagement (25%)
- Personalized Learning (20%)
- Active Learning (20%)
- Flexibility (20%)
- Improved Outcomes (15%)

### **Conclusion**

Blended learning and flipped classrooms represent significant shifts in educational practice, offering new opportunities for personalized and flexible learning. By combining the strengths of face-to-face instruction with the advantages of online learning, these models can enhance student engagement, improve learning outcomes, and better prepare students for the challenges of the modern world. However, successful implementation requires careful planning, effective use of technology, and ongoing support for both students and educators. As education continues to evolve, blended learning and flipped classrooms will likely play an increasingly important role in shaping the future of teaching and learning.

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## **Examining the Reciprocal Effects of Teaching Strategies and Teacher-Student Relationships on Students' Self-Esteem and Learning Success**

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Oyeyemi Ifeoluwa Bamidele<sup>1</sup>

### **Introduction**

Teachers are central to the educational process, impacting students' academic achievements, social skills, and emotional well-being. Their roles extend beyond merely imparting knowledge; they are crucial in shaping students' self-esteem and learning success through their teaching strategies and relationships with students. While extensive research has traditionally focused on instructional methods and curriculum design, understanding the reciprocal effects of teaching strategies and teacher-student relationships on students' self-esteem and learning outcomes has gained prominence. This study explores how teaching strategies and teacher-student relationships interact to

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affect students' self-esteem and learning success, positing that these factors are mutually influential.

Teachers' influence in educational settings is multifaceted, encompassing instructional practices, classroom management, and interpersonal interactions. The focus has often been on pedagogical methods and curriculum, but the impact of these methods and relationships on students' self-esteem and learning success is equally important. Teaching strategies, including how content is delivered and how students are engaged, play a crucial role in shaping educational outcomes. At the same time, positive teacher-student relationships—characterized by support, respect, and effective communication—can significantly enhance students' self-esteem and learning success.

The effectiveness of teaching is deeply intertwined with systemic factors, including the recruitment, preparation, support, management, training, and motivation of educators. Countries renowned for their educational excellence, demonstrate how a robust system of teacher development and support can lead to high educational standards. Conversely, in many diverse countries, the quality of education is hindered by insufficient or inconsistent methodologies and systemic challenges (Pritchett, 2022). The process of selecting and advancing educators can be influenced by political factors or patronage, potentially undermining the effectiveness of the teaching workforce (Gándara, 2022). Teachers often face the challenge of delivering high-quality education despite varying levels of preparation and support.

Imagining an educational setting where teaching is viewed as a calling rather than merely a profession highlights the evolving role of teachers. The traditional model of education, characterized by passive learning and rote memorization, has shifted towards a more dynamic and student-centered approach. Contemporary educational practices focus on personalized learning experiences, recognizing that education extends beyond the classroom to include the home, community, and global contexts (Loughlin & Lindberg-Sand, 2023).

This shift emphasizes the importance of teaching strategies that foster critical thinking, creativity, and problem-solving skills—essential components of self-esteem and personal development.

Self-esteem, which reflects students' confidence and sense of worth, is closely tied to their learning experiences. When teachers employ effective teaching strategies and build strong, supportive relationships with students, they create an environment conducive to higher self-esteem and better learning outcomes. For instance, research suggests that collaborative and student-centered teaching approaches boost self-esteem and academic success by fostering a sense of competence and belonging (Slavin, 2015). Conversely, negative or ineffective teaching strategies can undermine students' self-esteem and hinder their academic progress.

Self-esteem, a critical component of personal development, reflects an individual's belief in their own worth and capabilities. It encompasses a range of emotional states, including pride, embarrassment, and victory, and significantly influences one's overall well-being and success (Warner, 2021). In education, teaching strategies play a key role in shaping students' self-esteem and, consequently, their academic achievements. These strategies, encompassing diverse methods and approaches, are integral to the learning process and are influenced by the specific contexts in which they are applied (Dignath & Veenman, 2021). Effective teaching methods not only facilitate learning but also contribute to enhancing students' self-esteem, which is crucial for their future career choices and professional growth.

Moreover, teacher-student relationships play a critical role in this dynamic. Positive interactions between teachers and students, marked by empathy, encouragement, and respect, contribute to a supportive learning environment that enhances self-esteem and facilitates learning success (Mellom et al., 2018). Understanding the interplay between teaching strategies and teacher-student relationships can provide insights into how these elements

collectively influence students' self-esteem and academic achievements.

Therefore, understanding the correlation between teaching strategies and teacher-student relationships has become pivotal. This chapter explores how these elements reciprocally influence students' self-esteem and learning success, providing a comprehensive analysis of their interconnections and implications for effective teaching. By examining how different teaching strategies influence students' self-perception and academic performance, we can gain insights into effective practices that enhance educational outcomes.

This study aims to investigate the reciprocal effects of teaching strategies and teacher-student relationships on students' self-esteem and learning success. By exploring these interactions, the research seeks to identify effective practices and strategies that can enhance both teaching effectiveness and student outcomes, ultimately contributing to a more supportive and successful educational environment.

### **Research Objectives**

1. To examine how teaching strategies and teacher-student relationships affect students' self-esteem and learning success.
2. To investigate the reciprocal effects between teaching strategies and teacher-student relationships on students' self-esteem and learning success.
3. To identify effective strategies for optimizing teaching practices and enhancing teacher-student relationships to boost students' self-esteem and learning outcomes.

### **Research Questions**

Aligned with the research objectives, the study addresses the following research questions:

1. How do teaching strategies and teacher-student relationships influence students' self-esteem and learning success?

2. What are the reciprocal effects between teaching strategies and teacher-student relationships on students' self-esteem and learning outcomes?
3. What strategies can be implemented to enhance teaching practices and teacher-student relationships, and how can these strategies simultaneously improve students' self-esteem and learning outcomes?

### **Literature Review**

The connection between teaching strategies, teacher-student relationships, and students' self-esteem is a significant area of educational research. Self-esteem, defined as an individual's perception of their own worth (Rosenberg, 1965), is crucial for academic success, peer interactions, and overall psychological health. Research consistently highlights the importance of positive teacher-student relationships in fostering students' self-esteem. Hattie's extensive meta-analysis of over 800 studies revealed a notable effect size of 0.72 for teacher-student relationships on student achievement, which indirectly supports self-esteem (Hattie, 2009). Koca (2016) further emphasized that supportive and positive teacher communication enhances middle school students' self-esteem and academic motivation.

Student-centered teaching approaches, particularly cooperative learning, have also been linked to improved self-esteem. Johnson et al. (2008) found that students engaged in cooperative learning exhibited higher self-esteem compared to those in independent or competitive settings. Slavin (2015) similarly noted that collaborative environments fostered a sense of belonging and competence, contributing to elevated self-esteem.

The alignment of instructional methods with students' individual needs plays a crucial role in enhancing self-esteem. Tomlinson et al. (2003) demonstrated that differentiated instruction, tailored to diverse learning needs, not only improves academic performance but also boosts self-worth. Formative assessments and constructive



feedback are additional factors shown to positively impact self-esteem. Leenknecht et al. (2021) found that formative assessments enhance learning outcomes and students' self-perception, while Hattie and Timperley's (2007) feedback model, focusing on task content and process, effectively improves both achievement and self-esteem.

Culturally responsive teaching is another critical factor affecting self-esteem, especially among minority students. Gay (2018) argued that integrating students' cultural backgrounds into teaching practices promotes a positive self-attitude. Aronson and Laughter (2016) confirmed that culturally responsive teaching positively impacts both academic achievement and self-esteem. Growth mindset interventions, which advocate for the malleability of intelligence, also hold implications for self-esteem. Yeager and Dweck (2012) and Sisk et al. (2018) found that these interventions, while modest in effect overall, are particularly beneficial for students facing academic challenges and those from lower socioeconomic backgrounds.

The reviewed literature suggests the following research hypotheses:

H1: Teaching strategies significantly impact students' self-esteem.

H2: There is a significant correlation between the teaching methods employed and the level of self-esteem exhibited by students.

H3: There are notable differences in self-esteem levels between male and female students.

### **Research Methodology**

This study utilized a descriptive quantitative research design to investigate the reciprocal effects of teaching strategies and teacher-student relationships on students' self-esteem and learning success. The research focused on students in grades 4 to 6 and their teachers at International Delhi Public School - Narsapuram, Andhra Pradesh, India.

## **Sampling and Participants**

A combination of convenience and stratified random sampling techniques was employed. The sample included 200 students from grades 4 to 6, balanced by gender, and 27 teachers. The student sample was representative of the primary grades, ensuring a diverse distribution across different age groups. The teacher sample comprised a significant portion of the primary school staff, providing a comprehensive view of the teaching environment.

## **Data Collection Method**

A self-developed questionnaire with 30 items on a Likert scale was used to assess teachers' self-perception, teaching strategies, and interactions with students. This instrument focused on areas such as teachers' self-confidence, classroom management, and instructional approaches. Additionally, the Coopersmith Self-Esteem Inventory (CSEI) was used to evaluate students' self-esteem. This validated instrument includes 50 items designed to measure various dimensions of self-esteem, including academic competence, social acceptance, and behavioral adjustment, appropriate for the age group of the participants.

## **Data Analysis**

Data collected from the questionnaires and the CSEI were analyzed using SPSS software. Multiple regression analysis was conducted to examine the relationships between teaching strategies, teacher-student relationships, and students' self-esteem. Descriptive statistics were used to summarize the demographic characteristics of the participants, including mean scores and standard deviations for the relevant variables.

The demographic characteristics of the sample are summarized in the following tables:

*Table No 1: Gender Distribution of Student Respondents*  
 | Gender | Frequency (f) | Percentage (%) |

	Frequency (f)	Percentage (%)
Male	100	50%
Female	100	50%
Total	200	100%

*Table No 2: Gender Distribution of Teacher Respondents*

	Frequency (f)	Percentage (%)
Male	12	44.4%
Female	15	55.6%
Total	27	100%

### Findings of the Study

**Hypothesis 1:** The Impact of Teaching Strategies and Teacher-Student Relationships on Students' Self-Esteem

*Table 3: Regression Analysis Summary for Teaching Strategies and Teacher-Student Relationships on Students' Self-Esteem*

Predictors	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	F	P
Teaching Strategies (TS) and Teacher-Student Relationships (TSR)	0.420	0.176	0.16	16.4500.000	

*Table 4: Analysis of Variance for Regression Analysis*

Predictors	Model	SS	Df	MS	F	Sig.
(Constant)	Regression	4876.340	2	2438.170	42.450	0.000b
TS & TSR	Residual	22963.470	197	116.556		
	Total	27839.810	119			

The regression analysis shows that both teaching strategies and teacher-student relationships significantly predict students' self-esteem, with an R<sup>2</sup> value of 0.176 and an adjusted R<sup>2</sup> of 0.165. The F-value of 16.450 and a p-value of 0.000 indicate a statistically significant relationship between these variables.

**Hypothesis 2:** The Relationship Between Teaching Strategies, Teacher-Student Relationships, and Learning Success

*Table 5: Correlation Between Teaching Strategies, Teacher-Student Relationships, and Learning Success*

	M	SD	1	2	3
Teaching Strategies (TS)	75.34	12.345	-		
Teacher-Student Relationship (TSR)	81.20	10.765	0.420	-	
Learning Success (LS)	68.45	14.678	0.389	0.432	-

Note: Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis reveals significant positive relationships between teaching strategies, teacher-student relationships, and students' learning success, with correlation coefficients ranging from 0.389 to 0.432, all significant at the 0.01 level.

**Hypothesis 3:** Gender Differences in Self-Esteem and Learning Success

*Table 6: Gender-Based Differences in Students' Self-Esteem and Learning Success*

Variable	Male (N=100)	Female (N=100)	T	P	Cohen 's d
Self-Esteem (SEI) (M)	72.50	73.05	-0.623	0.534	0.15
Learning Success (LS) (M)	68.12	68.78	-0.530	0.597	0.13

The independent samples t-test shows no significant gender differences in self-esteem and learning success, with t-values of -0.623 and -0.530, and p-values of 0.534 and 0.597, respectively. This indicates that while there are slight differences, the overall impact of teaching strategies and teacher-student relationships on self-esteem and learning success is similar across genders.

### **Discussions**

This study explored the reciprocal effects of teaching strategies and teacher-student relationships on students' self-esteem and learning success. The findings suggest a strong correlation between innovative, student-centered teaching methods and higher levels of self-esteem among students.

### **Impact of Teaching Strategies and Teacher-Student Relationships on Students' Self-Esteem**

The regression analysis demonstrated a significant impact of teaching strategies and teacher-student relationships on students' self-esteem, with an R<sup>2</sup> value of 0.176. This finding underscores the importance of both teaching methods and the quality of teacher-student interactions in shaping students' self-esteem. The results align with previous research, such as that by Hattie (2009), which highlights the substantial effect of positive teacher-student relationships on student outcomes. Effective teaching strategies and supportive relationships

create a nurturing environment that enhances students' self-worth and confidence.

### **Correlation Between Teaching Strategies, Teacher-Student Relationships, and Learning Success**

The correlation analysis revealed significant positive relationships between teaching strategies, teacher-student relationships, and students' learning success. With correlation coefficients ranging from 0.389 to 0.432, these findings emphasize the interconnectedness of these factors. Students who experience supportive relationships and effective teaching are more likely to succeed academically and exhibit higher self-esteem. This finding supports the literature, such as Johnson et al. (2008) and Slavin (2015), which suggests that collaborative and student-centered teaching practices are associated with improved student outcomes.

### **Gender Differences in Self-Esteem and Learning Success**

The study examined gender differences in relation to teaching strategies and self-esteem. The t-test results showed no significant differences in how teaching strategies affect male and female students' self-esteem, although there were minor variations in mean self-esteem scores. This suggests that while the overall impact of teaching strategies is similar across genders, subtle gender-specific needs might exist. The small differences in self-esteem levels indicate that gender-sensitive approaches may be beneficial in addressing these nuances and improving educational practices.

### **Impact of Teachers' Self-Perception on Teaching Practices**

The study highlights that teachers' self-perception plays a crucial role in shaping their pedagogical approaches. Teachers who view themselves positively are more likely to engage in effective teaching practices that enhance the learning environment. This aligns with existing research which suggests that teachers' self-confidence and efficacy influence their instructional strategies and classroom management. When teachers perceive themselves as competent and

effective, they are more inclined to use innovative and student-centered teaching methods that cater to diverse learning needs.

### **Factors Influencing Teachers' Self-Perception**

Teachers' self-perception is influenced by various factors, including their professional experiences, feedback from students and colleagues, and personal beliefs about teaching efficacy. Positive feedback and successful classroom management contribute to higher self-confidence, while challenges and negative evaluations can diminish it. This aligns with research by Mbuva (2016), which emphasizes that teachers' self-confidence impacts their effectiveness. Understanding these factors is crucial for enhancing teaching practices and student outcomes.

### **Practical Strategies for Enhancing Teachers' Self-Perception**

To bolster teachers' self-perception, teachers can implement several strategies.

1. **Engage in Professional Development:** Regularly participating in professional development opportunities helps teachers stay updated on best practices, boosting their confidence and teaching effectiveness.
2. **Seek Constructive Feedback:** Actively seeking feedback from peers and mentors provides valuable insights for self-improvement and helps build a more accurate and positive self-assessment.
3. **Set and Achieve Goals:** Establishing clear, achievable goals and celebrating small successes can significantly enhance self-efficacy and motivation.
4. **Practice Reflection:** Maintaining a teaching journal or engaging in other reflective practices fosters continuous improvement and self-awareness, leading to better teaching practices and a more positive self-perception.

## **Factors Contributing to Positive Self-Esteem in Students**

**Positive self-esteem in students is influenced by several key factors:**

1. **Supportive Teacher-Student Relationships:** When students feel valued and respected by their teachers, it fosters a positive self-image and boosts their self-esteem.
2. **Encouragement of Students' Strengths:** Recognizing and encouraging students' strengths helps to build their confidence and sense of competence.
3. **Constructive Feedback:** Providing constructive feedback supports students' growth and development, reinforcing their belief in their abilities.
4. **Positive Classroom Environment:** An inclusive classroom environment that acknowledges and celebrates diverse talents contributes to students' self-worth.
5. **Opportunities for Self-Reflection and Goal Setting:** Allowing students to engage in self-reflection and set personal goals helps reinforce their achievements and enhances their self-esteem.

## **Teachers' and Students' Relationship**

The quality of the relationship between teachers and students is fundamental to the educational experience. Positive relationships characterized by mutual respect, trust, and open communication contribute to a supportive learning environment. When teachers create such an environment, students are more likely to feel safe, valued, and engaged, leading to improved self-esteem and academic success. Conversely, negative interactions or lack of support can hinder emotional development and academic performance.

## **Influence of Teachers' Perception on Teacher-Student Relationships**

Teachers' self-perception also affects the quality of teacher-student relationships. Positive self-perception enables teachers to build stronger, more supportive relationships with their students. These



relationships are essential for creating a classroom environment where students feel valued and respected. The findings of this study support the notion that teachers who have a high regard for their own teaching abilities tend to foster a more positive and engaging classroom atmosphere. This positive emotional climate is instrumental in supporting students' self-esteem and overall academic success.

### **Reciprocal Relationship Between Teachers' Self-Perception and Students' Self-Esteem**

The study highlights a reciprocal relationship between teachers' self-perception and students' self-esteem. Teachers who view themselves positively are more likely to engage in practices that foster a supportive learning environment, thereby enhancing students' self-esteem. Conversely, when students display high self-esteem and achieve success, it reinforces teachers' perceptions of their effectiveness. This positive feedback loop underscores the importance of improving teachers' self-perception to benefit both teaching practices and student outcomes.

### **Ten Essential Traits of an Effective Teacher**

1. Empathy: Understanding and responding to students' emotional needs.
2. Patience: Allowing students to learn at their own pace and providing support when needed.
3. Communication Skills: Clearly and effectively conveying information and engaging with students.
4. Adaptability: Adjusting teaching methods to meet the diverse needs of students.
5. Confidence: Demonstrating self-assuredness in teaching abilities, which instills confidence in students.
6. Creativity: Using innovative approaches to make learning engaging and relevant.

7. Commitment: Showing dedication to students' success and personal development.
8. Organization: Maintaining a structured and well-prepared classroom environment.
9. Respectfulness: Valuing each student's contributions and fostering an inclusive atmosphere.
10. Reflectiveness: Regularly assessing and improving one's teaching practices.

## **Conclusion**

This study provides valuable insights into how teaching strategies and teacher-student relationships impact students' self-esteem and learning success. It emphasizes the importance of fostering positive teacher self-perception and effective teaching practices to create a supportive educational environment.

## **Recommendation**

Future research should explore gender differences in self-esteem and investigate how tailored teaching strategies can address these differences. Expanding the study to include diverse educational settings and populations will enhance our understanding of these dynamics and help optimize teaching practices to support students' emotional and psychological development.

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## **Global Perspectives on English Language Teaching (ELT) and the Usage of ICT Tools**

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The evolution of English Language Teaching (ELT) has been profoundly shaped by several pivotal factors, including globalization, technological advancements, and shifts in educational paradigms. These forces have not only altered the way English is taught but have also transformed the role of the English language in the world today. As English has become the global lingua franca, it plays an essential role in bridging communication gaps across different countries and cultures. This widespread need for English language proficiency has driven the development of diverse and innovative approaches to ELT, which increasingly rely on the integration of Information and Communication Technology (ICT) to enhance educational outcomes. Globalization has been a significant driving force in the evolution of ELT. As the world becomes more interconnected through trade, travel, and digital communication, English has emerged as the dominant language for international communication. This has created

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a global demand for English language proficiency, particularly in non-English-speaking countries where English is often seen as a gateway to better educational and professional opportunities.

Consequently, ELT has expanded rapidly, with educators and institutions around the world developing new methods and curricula to meet this demand. These methods are often tailored to the specific needs of learners, whether they are business professionals, students, or migrants seeking to improve their language skills. Technological advancements have also played a critical role in shaping modern ELT practices. The rise of digital technology, particularly the internet and mobile devices, has revolutionized the way English is taught and learned. ICT tools, such as language learning apps, online courses, virtual classrooms, and multimedia resources, have become integral components of ELT. These tools provide learners with unprecedented access to language learning resources, enabling them to practice and improve their English skills anytime and anywhere. Moreover, ICT tools allow for more personalized and interactive learning experiences, catering to different learning styles and preferences. For instance, language learning apps often use gamification techniques to make learning more engaging, while virtual classrooms allow for real-time interaction between students and teachers, regardless of geographical location.

The integration of ICT tools in ELT, however, is not without its challenges. One significant challenge is the digital divide, which refers to the gap between those who have access to digital technology and those who do not. In many parts of the world, particularly in developing countries, access to reliable internet and digital devices is limited. This can hinder the effective implementation of ICT-based ELT programs, as students without access to these tools may be left behind. Additionally, there are concerns about the quality and effectiveness of ICT tools. While many digital resources are available for language learning, not all are of high quality or pedagogically sound. Educators must carefully select and evaluate these tools to ensure they meet the learning needs of their students. Looking ahead,

the future of ELT will likely continue to be shaped by these global and technological trends. As the demand for English proficiency grows, so too will the need for innovative and effective teaching methods. ICT tools will undoubtedly play a crucial role in this evolution, offering new possibilities for language learning and teaching. However, educators and policymakers must also address the challenges associated with these tools, ensuring that all learners have access to quality education. Ultimately, the evolution of ELT reflects broader changes in our global society, where English serves as a key to unlocking opportunities and fostering cross-cultural understanding.

## **Global Perspectives on ELT**

### **The Role of English as a Global Language**

The prominence of English in global communication, business, science, and technology has established it as an essential skill for participating in the modern, interconnected world. As English has become the dominant language for international discourse, its influence has permeated various aspects of life, making proficiency in English a key requirement for global citizenship. This widespread adoption of English has significantly impacted the field of education, particularly in how English Language Teaching (ELT) is approached across different regions. To cater to the diverse needs of learners from various cultural and linguistic backgrounds, numerous pedagogical strategies have been developed, each tailored to address the specific challenges and objectives of different populations. The global spread of English has not been uniform, leading to the emergence of a wide range of ELT models, each reflecting the unique educational goals, sociocultural contexts, and historical backgrounds of the countries where they are implemented. In regions where English proficiency is highly valued, such as Asia and Europe, distinct approaches to ELT have been crafted to align with local priorities and conditions. These approaches vary not only in their teaching methodologies but also in their underlying philosophies and objectives.

In many Asian countries, for example, the emphasis on English proficiency is driven by the need to compete in a globalized economy. Countries like South Korea, Japan, and China have invested heavily in ELT, viewing English as a vital tool for economic advancement and international competitiveness. Their ELT programs often focus on rigorous instruction, beginning at an early age, with a strong emphasis on grammar, vocabulary, and standardized testing. These programs are designed to produce learners who can excel in academic and professional settings, where English is often the medium of communication. However, the pedagogical approaches in Asia also reflect the region's complex sociocultural dynamics. In many cases, ELT in Asia must balance the promotion of English proficiency with the preservation of native languages and cultural identities. This has led to the development of bilingual or multilingual education models, where English is taught alongside the native language(s), allowing students to maintain a strong connection to their cultural heritage while acquiring the language skills necessary for global engagement.

In contrast, many European countries have adopted ELT models that emphasize communicative competence and cultural exchange. With a long history of linguistic diversity, Europe's approach to ELT often prioritizes the practical use of English in real-world situations over formal instruction. Countries such as Sweden, the Netherlands, and Germany have developed ELT programs that encourage active participation in discussions, debates, and collaborative projects, with the goal of fostering fluency and confidence in using English as a tool for communication. This approach is often supported by policies that promote the integration of English into various aspects of everyday life, from media consumption to education and business. Furthermore, the European model of ELT is frequently influenced by the region's commitment to multilingualism and cultural exchange. English is often taught not as a replacement for other languages but as an additional skill that complements a learner's linguistic repertoire. This approach reflects the broader European ideal of



fostering intercultural understanding and cooperation, with English serving as a bridge between different languages and cultures.

The spread of English and the resulting diversity in ELT approaches highlight the complex interplay between language, culture, and education. As English continues to dominate global communication, countries around the world will continue to develop and refine their ELT strategies to meet the evolving needs of their learners, ensuring that they are equipped with the language skills necessary to thrive in a globalized world.

### **Diverse Approaches to ELT**

ELT methodologies have evolved from traditional grammar-translation methods to more communicative and student-centered approaches. The Communicative Language Teaching (CLT) approach, which emphasizes interaction and practical communication, is widely adopted across the globe. However, the effectiveness of ELT methodologies often depends on the local context, including factors such as the learners' first language, cultural attitudes towards language learning, and the availability of resources.

In Asia, for instance, countries like Japan, South Korea, and China have incorporated CLT alongside traditional methods, resulting in a hybrid approach that accommodates both communicative competence and grammatical accuracy. In contrast, European countries, particularly those in Scandinavia, have embraced more immersive and experiential learning strategies, integrating English into various subjects and daily interactions.

### **Challenges in ELT**

Despite the increasing global demand for English, English Language Teaching (ELT) encounters numerous challenges that complicate its effectiveness and accessibility. One of the most pressing issues is the shortage of qualified teachers, particularly in rural and underdeveloped areas. In many parts of the world, especially in regions with limited educational resources, the lack of well-trained and experienced English teachers hampers the quality of instruction.

This shortage is often exacerbated by poor working conditions, low salaries, and inadequate support for teachers, which further discourages skilled educators from taking up positions in these areas. As a result, students in these regions are often at a significant disadvantage, lacking the high-quality instruction needed to achieve proficiency in English.

Another major challenge in ELT is the linguistic and cultural barriers that learners face. English, as a second or foreign language, can be particularly difficult for students whose native languages are vastly different from English in terms of grammar, syntax, and pronunciation. These linguistic differences can make it challenging for learners to grasp the nuances of English, leading to frustration and slower progress. Additionally, cultural differences can also pose significant barriers to language acquisition. English-language curricula and teaching materials often reflect the cultural norms and values of English-speaking countries, which may not resonate with learners from different cultural backgrounds. This cultural disconnect can make it difficult for students to relate to the content, diminishing their motivation and engagement in the learning process. The widespread use of a one-size-fits-all approach in ELT frequently fails to address the specific needs of diverse learner groups. Learners come from varied backgrounds, each with unique linguistic, cultural, and educational experiences. However, many ELT programs adopt standardized methods and curricula that do not take these differences into account. This approach often overlooks the individual needs of learners, such as their language proficiency levels, learning styles, and personal goals. As a result, many students struggle to achieve meaningful progress, as the teaching methods and materials do not align with their specific needs and contexts.

The rise of English as a global language has also sparked significant debates about linguistic imperialism and the potential erosion of local languages and cultures. While English proficiency is increasingly seen as essential for global communication and economic opportunities, its dominance has raised concerns about the impact on

linguistic diversity. The widespread emphasis on learning English often comes at the expense of local languages, which may be neglected or even marginalized in educational systems. This has led to fears that the global spread of English could contribute to the decline or extinction of minority languages, resulting in the loss of cultural heritage and identity for many communities. Additionally, the promotion of English as a global language has been criticized for perpetuating linguistic imperialism, where English is seen as superior to other languages. This dynamic can reinforce power imbalances between English-speaking and non-English-speaking countries, further entrenching global inequalities. Critics argue that the dominance of English in international discourse can marginalize non-English speakers, limiting their participation and representation in global affairs.

While the global demand for English has driven the growth of ELT, the field faces significant challenges that need to be addressed. These include the shortage of qualified teachers, especially in underserved regions, the linguistic and cultural barriers that learners encounter, and the limitations of a one-size-fits-all approach to language teaching. Moreover, the rise of English as a global language raises important questions about linguistic diversity and cultural preservation, highlighting the need for more nuanced and equitable approaches to language education.



Each section represents a different challenge, such as the shortage of qualified teachers, linguistic and cultural barriers, and more. The percentages are hypothetical, but they give a visual representation of how these challenges might be distributed. If you have specific data, I can update the chart accordingly.

## **Integration of ICT Tools in ELT**

### **The Role of ICT in Language Learning**

Information and Communication Technology (ICT) has revolutionized language learning by providing innovative tools that support interactive and personalized learning experiences. ICT tools, including language learning apps, online platforms, and multimedia resources, have made English learning more accessible, engaging, and flexible. These tools cater to different learning styles and paces, allowing learners to practice and improve their skills anytime and anywhere.

### **Types of ICT Tools Used in ELT**

**Language Learning Apps:** Mobile applications like Duolingo, Babbel, and Memrise offer gamified learning experiences, enabling learners to practice vocabulary, grammar, and pronunciation through interactive exercises. These apps often include features like speech recognition and instant feedback, which enhance language acquisition.

**Online Platforms and MOOCs:** Massive Open Online Courses (MOOCs) and platforms like Coursera, edX, and Khan Academy offer comprehensive English courses designed by experts. These platforms provide learners with access to high-quality content, including video lectures, quizzes, and assignments, often for free or at a low cost.

**Multimedia Resources:** The use of videos, podcasts, and interactive e-books in ELT has enriched the learning experience by exposing learners to authentic language use in various contexts. Platforms like YouTube and TED-Ed offer a wealth of content that

can be integrated into language lessons to improve listening and comprehension skills.

**Virtual Classrooms and Communication Tools:** Tools like Zoom, Microsoft Teams, and Google Classroom have become essential in facilitating remote language learning. These platforms support real-time communication, collaboration, and feedback, making them ideal for both synchronous and asynchronous learning environments.

### **Benefits of ICT in ELT**

The integration of Information and Communication Technology (ICT) in English Language Teaching (ELT) has revolutionized the way languages are taught and learned, offering a wide range of benefits that enhance both the teaching process and the learning experience. These benefits stem from ICT's ability to make learning more engaging, personalized, and accessible, which are crucial elements in today's dynamic educational landscape. One of the most significant advantages of incorporating ICT into ELT is the enhanced engagement it fosters among learners. Traditional methods of language teaching can sometimes be monotonous, leading to decreased student interest and participation. However, ICT tools such as interactive apps, educational games, and multimedia content bring a new level of interactivity to the learning process. These tools are designed to make learning more enjoyable, using elements like quizzes, animations, and real-time feedback to keep learners actively involved. By making learning more stimulating, ICT helps to maintain students' motivation, encouraging them to participate more fully and consistently in their language studies.

Another key benefit of ICT in ELT is its ability to facilitate personalized learning. Unlike traditional classroom settings, where instruction is often delivered uniformly to all students, ICT enables a more individualized approach. Through adaptive learning technologies, educational content can be customized to suit each learner's proficiency level, learning style, and pace of progress. For instance, language learning apps can assess a student's strengths and

weaknesses, and then provide tailored exercises that address specific areas of improvement. This level of personalization helps ensure that learners receive the support they need to overcome their challenges, leading to more effective and efficient learning outcomes. ICT also grants learners unprecedented access to authentic materials, which is crucial for developing practical communication skills. In traditional language classrooms, exposure to real-world language use can be limited. However, ICT opens up a vast array of resources that immerse learners in the language as it is naturally used. For example, students can watch videos, listen to podcasts, and read online articles in English, providing them with valuable insights into the nuances of everyday communication. This exposure to authentic language use not only improves learners' comprehension and speaking skills but also helps them understand cultural contexts, idiomatic expressions, and colloquialisms, which are often difficult to grasp through conventional textbooks alone.

The flexibility and convenience offered by ICT in ELT cannot be overstated. In today's fast-paced world, many learners struggle to find time to attend regular language classes due to work, family, or other commitments. ICT solutions, such as online courses and mobile learning platforms, address this issue by allowing learners to study at their own pace and on their own schedule. Whether it's through self-paced online modules or language learning apps that can be accessed anytime and anywhere, learners are no longer bound by the constraints of a traditional classroom. This flexibility not only makes it easier for learners to integrate language study into their busy lives but also ensures that they can continue learning even in situations where face-to-face instruction might be difficult or impossible, such as during travel or in remote areas. The integration of ICT in ELT offers numerous benefits that significantly enhance the learning experience. By making language learning more engaging, personalized, and flexible, and by providing access to authentic materials, ICT has become an indispensable tool in modern language education. As technology continues to advance, its role in ELT is

likely to grow even more prominent, further transforming how languages are taught and learned across the globe.

### **Challenges in Integrating ICT in ELT**

While the integration of Information and Communication Technology (ICT) in English Language Teaching (ELT) brings numerous benefits, it is not without its challenges. Both educators and learners face significant obstacles that can hinder the effective use of these technologies in language education. These challenges are multifaceted, encompassing issues related to access, teacher training, content quality, and the potential for an over-reliance on technology. One of the most pressing challenges is the **digital divide**, which refers to the unequal access to ICT tools and resources among different populations. While some learners have ready access to the latest technology, high-speed internet, and advanced digital tools, others, particularly those in remote or economically disadvantaged areas, do not. This disparity can create a significant gap in educational opportunities. Students in underprivileged areas often struggle with unstable or non-existent internet connections, outdated or insufficient devices, and a lack of basic digital literacy skills. As a result, these students may be unable to fully participate in or benefit from ICT-enhanced learning, widening the gap between them and their more privileged peers. Addressing this digital divide is crucial to ensuring that all learners, regardless of their socio-economic background, can access the advantages that ICT offers in ELT.

Another major challenge is related to **teacher training and competence**. The successful integration of ICT in ELT hinges on the ability of educators to effectively use these tools in their teaching. However, many teachers lack the necessary training and experience to incorporate ICT into their lessons meaningfully. This issue is particularly pronounced in regions where teacher training programs do not include a strong emphasis on digital literacy and the pedagogical use of technology. Even when teachers are provided with the tools, without adequate training and ongoing support, they may feel overwhelmed or resistant to using them, leading to

suboptimal implementation. Moreover, the rapid pace of technological advancement means that educators must continually update their skills to keep up with new tools and platforms, a demand that can be both time-consuming and challenging without institutional support.

The **quality of content** available through ICT tools also poses a significant challenge. The internet is flooded with an overwhelming amount of educational content, including language learning apps, online courses, and multimedia resources. However, not all of this content is created equal. Some online resources lack accuracy, are not pedagogically sound, or are not aligned with specific educational goals. This inconsistency can lead to confusion and mixed results in learners' outcomes. Educators need to be discerning in selecting the most appropriate and high-quality materials for their students,

## **Case Studies and Examples**

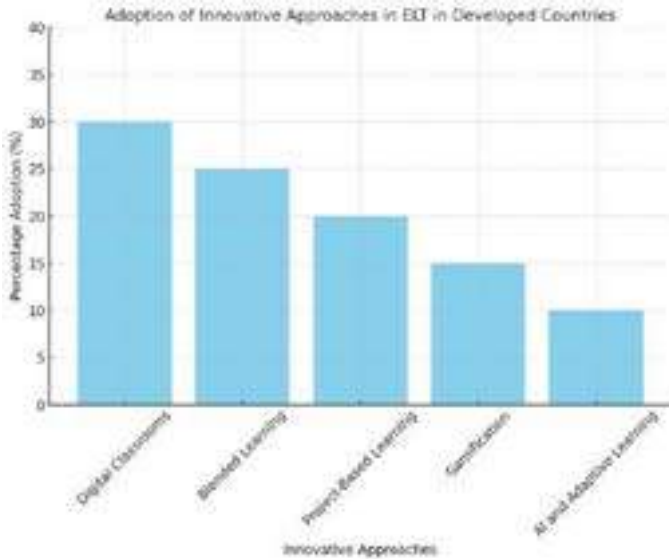
### **ICT in ELT in Developing Countries**

In countries like India and Nigeria, ICT tools have played a crucial role in expanding access to English education, particularly in rural and underserved areas. Initiatives like the British Council's English in Action program in Bangladesh have demonstrated how mobile technology can bridge the gap between urban and rural learners, providing them with quality English education.

### **Innovative Approaches in Developed Countries**

In developed countries, ICT integration in ELT has taken more innovative forms. For example, Finland's education system has incorporated ICT into a holistic learning environment where students engage in project-based learning, using English as a medium to explore various subjects. Similarly, in South Korea, the government's emphasis on digital literacy has led to the widespread use of smart classrooms, where interactive whiteboards and tablets are standard tools.





This diagram represents the adoption of innovative approaches in English Language Teaching (ELT) in developed countries. Each bar shows the estimated percentage adoption of different methods such as Digital Classrooms, Blended Learning, Project-Based Learning, Gamification, and AI and Adaptive Learning. This visualization helps illustrate how these approaches are utilized in advanced educational settings.

### **Future Directions in ELT and ICT**

The future of ELT lies in the continued integration of advanced technologies, such as Artificial Intelligence (AI), Virtual Reality (VR), and Augmented Reality (AR), which have the potential to transform language learning experiences. AI-powered tools like chatbots and personalized learning algorithms can provide real-time assistance and feedback, while VR and AR can create immersive language environments that simulate real-world interactions.

Moreover, the global push towards sustainable development and inclusive education will likely drive efforts to ensure that ICT tools are accessible to all learners, regardless of their geographical or

socioeconomic background. The focus will also shift towards developing culturally responsive pedagogies that respect and incorporate learners' linguistic and cultural identities.

## **Conclusion**

The global landscape of ELT is dynamic and constantly evolving, driven by the demands of globalization and technological innovation. The integration of ICT tools has opened new possibilities for enhancing English language education, making it more accessible, engaging, and effective. However, challenges such as the digital divide, teacher training, and content quality need to be addressed to fully realize the potential of ICT in ELT. As we move forward, it is crucial to adopt a balanced approach that leverages technology while maintaining the human element of language learning, fostering a more inclusive and effective ELT ecosystem.

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## **Empowering Students: The Role of Extracurricular Activities in Soft Skills Acquisition**

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Dr. Lanke Subha<sup>1</sup>

### **The Vital Role of Curriculum Design in Enhancing Soft Skills**

Soft skills are essential lifelong learning skills that are not necessarily developed in a traditional classroom setting but can be cultivated in informal environments (Fakhretdinova et al., 2021; Succi & Wieandt, 2019). Soft skills in general are the ability to communicate or interact with others in a cordial manner. With the mushrooming technological advancements in the form of 3Gs, 4Gs has successfully wiped off the strong family relations and emotions, creating more individual space for intrapersonal communication. If at all you find interpersonal communication, undoubtedly it would be with their mobiles. Of course, a child of this digital era is forced to learn the smart skills to pace with the robotic minded people. Now certainly the time has come to address the issue, for this the GenZ should be taught soft skills so that they can cope up easily with the personality

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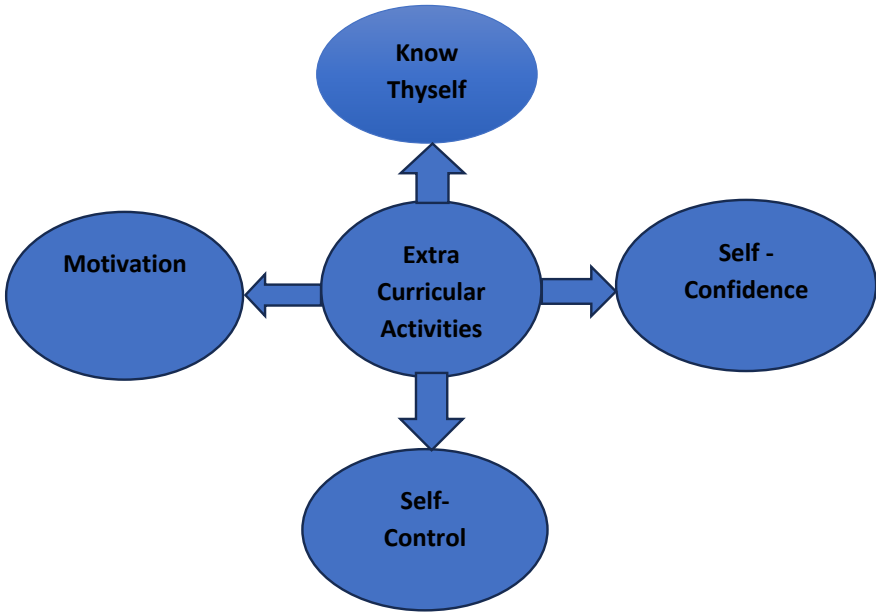
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development issues and mould their career path. With the growing competition for jobs, each and every one should be competent enough in applying soft skills, lest they are at stake. Soft skills can also be framed as life skills, as one can imagine that there exists no life without them, because the reality is man is a social being. Soft skills are pivotal in the education system but mere teaching will not suffice the purpose. Soft Skills is merely not a subject or topic, they are a plethora of emotions and feelings that should be controlled and managed. So, it is undeniable that these skills should be the main course that a student should learn and apply. They need to adopt these skills and fine tune their abilities. At the degree level, these skills can be effectively developed through co-curricular and extra-curricular activities, which offer broader opportunities for enhancing cognitive abilities beyond the conventional curriculum.

The curriculum or course manual for English language is structured to give equal weightage to the four fundamental language skills: Listening, Speaking, Reading, and Writing (LSRW). Viable domains such as prose, poetry, and short stories are incorporated to enhance reading and writing skills through both intensive and extensive reading. However, speaking and listening skills within the classroom environment are often confined to textual domains and disproportionately focus on intellectuals, limiting broader student engagement due to various constraints.

On an average, only 10-20% of students fulfil the six dimensions of development – physical, intellectual, psychological, social, mental, and spiritual abilities. Another 20% of students have a fixed mind-set, while the remaining 60% are generally less active in classroom-based skill development. This significant portion of students often lack confidence and motivation, highlighting the need for alternative methods to foster soft skills.



### **The Role of Extracurricular Activities**

Extracurricular activities provide a vital space for students to exhibit their skills and talents. In the above-mentioned figure, we can study that extracurricular activities make a student to know his strength and weakness, motivates them as it is an informal environment and develop confidence to exhibit their skills focusing on emotional stability. These activities create an environment that boosts student morale through encouragement and motivation, fostering the true spirit of socialization. Learning by doing is an enjoyable process for students, leading to integrated development by sharing, exhibiting, and exploring knowledge. This approach develops a positive attitude towards oneself and others, promoting sustainable changes in beliefs, attitudes, and daily behaviours (Diaz-Iso et al., 2019).

### **Key Areas for Personality Development**

As they have to live in a society which has heterogenous groups with assorted attitudes, they need to know what, how, where and when to

act and react? The following will certainly help them to assess their self while they try to understand the attitudes of their friends and teachers.

1. **Self-Reflection:**

Understanding oneself is the first step towards personality development. Students learn to identify their strengths and weaknesses, which is crucial for personal growth. Never forget, if you can conquer yourself, you will conquer the whole world.

2. **Emotional Intelligence:**

Recognizing one's emotional stability and state of well-being reflects on their managerial skills in various situations. Emotional intelligence is essential for effective interpersonal interactions and leadership. Perhaps the number of people surrounding them decides their emotional status.

3. **Problem-Solving:**

Life presents numerous challenges, and students must be everready to handle these. Participating in intramural and intermural activities exposes students to diverse backgrounds, skills, and abilities, enhancing their critical and creative thinking abilities.

4. **From Imperfection to Perfection:**

Students often face criticism, which can range from mild to severe. Constructive feedback helps them improve and strive for perfection, fostering resilience and a growth mind set.

**Key activities to enhance Soft Skills**

- **Engaging in club activities:** Public speaking can enhance leadership, organizational, and collaboration skills. Students were given opportunities to exhibit their skills through oral presentations like JAM, Debate, Group Discussion, and Policy Presentation.

- When given a topic that is simple, easy and clear, students try to present their views before the other, though not in lengthy sentences but their initiation makes a lot of difference.
- No specifications at the initial stage, gives space for the students to be a part of the club activities.
- Sharing videos or mock presentations clear the hurdles for the maiden speakers.
- Appreciation for everyone irrespective of their presentation creates a positive vibe among the students.

**Encouraging volunteer work:** This exposes students to diverse environments and people, fostering empathy, adaptability, and problem-solving skills.

- Allow students to make the announcements of the events.
- Assign duties to students for organising the events.
- Divide them into group and give a group task.
- Provide freedom to resolve the problem in a more effective manner.
- Welcome the innovative thoughts or ideas of the students

**Taking leadership roles in extracurricular activities:** Serving as a team captain or lead can improve decision-making, conflict resolution, time management, and teamwork skills. Moving with the peer group helps them to maintain social relationships that in turn develops team spirit.

**Promoting a growth mind set:** Individuals with a growth mind set believe they can improve over time, whereas those with a fixed mind set feel their abilities are static. This mind set influences motivation, anxiety, and overall performance. Hence provide a case study or give real life situations where the student can have the experience of communicating, convincing and succeeding in their project. These days the undergraduates are engaged in Community Service projects



where they meet people of diverse cultures and traditions and it is one of the ways to enhance Soft Skills.

**Lead the Group:** For any event in the college, form a team for the different committees with a lead. Give them a task to be finished in the specific period of time. Ask the students to prepare an action plan and the various innovative methods to execute the plan. From finance to reception committee students' involvement will enable their potentials in varied dimensions.

At the college level, students are often driven by objectives rather than subjects, motivated to seek jobs and achieve success. The focus on hard skills is prevalent, with curricula designed accordingly. Emphasis is placed on learning rather than doing, with students' mind sets often centred on grades. As educators, it is important to incorporate extracurricular or intramural activities to foster a growth mind set, which can boost confidence, control, and performance.

### **Conclusion**

Soft skills are indispensable for holistic development and career success. While traditional classroom settings provide foundational knowledge, co-curricular and extra-curricular activities play a pivotal role in enhancing these skills. By participating in diverse activities, students can develop a comprehensive set of abilities that prepare to face the real-world challenges. Encouraging such involvement is crucial for fostering a well-rounded, skilled, and confident student body.

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## **The Use of Online Collaboration and Communication Tools in English Language Teaching and Learning : A Study**

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Dr. M.D.Hussain<sup>1</sup> , Chiluveru Sravan Kumar<sup>2</sup>

### **Introduction**

The advent of the digital age has transformed various sectors, such as banking, healthcare, information technology, agriculture, manufacturing including education. In English language teaching, online collaboration and communication tools have emerged as vital resources that facilitate interaction and engagement among learners. This chapter aims to explore the theoretical foundations and practical applications of these tools in enhancing language learning outcomes. With the rise of digital technology, educators are increasingly leveraging tools such as video conferencing platforms, collaborative writing applications, and interactive whiteboards to enhance language acquisition. This study synthesizes existing research on the efficacy of these tools in promoting learner engagement, improving language skills, and fostering a supportive learning environment.

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The integration of online collaboration and communication tools in English language teaching and learning has significantly transformed traditional educational methodologies. This study explores how tools such as Zoom, Microsoft Teams, Google Meet, Google Docs, and Digital Whiteboards enhance the learning experience by promoting interaction, engagement, and collaboration among learners. By facilitating real-time communication these platforms enable students to practice speaking and listening skills which are crucial for language fluency. Additionally, collaborative writing tools foster peer review and feedback enhancing writing proficiency and encouraging a sense of community among learners. Visual and interactive tools further enrich the learning environment allowing for the creation of dynamic lesson content that appeals to diverse learning styles. Overall, the effective use of these technologies not only supports language acquisition, but also cultivates essential skills for collaboration and communication in a digital age preparing learners for real-world interactions in English.

### **Characteristics of Online Collaboration Teaching and Learning**

Research indicates that online tools such as Zoom and Microsoft Teams significantly improve students' speaking and listening skills. According to Liu et al. (2020), real-time communication fosters authentic language use, providing students with opportunities to engage in meaningful conversations. The ability to participate in breakout rooms for group discussions further encourages collaboration and peer interaction, crucial for language practice.

Collaborative writing tools like Google Docs allow students to co-author documents, facilitating peer review and feedback processes. Studies by Pritchard and Halee (2021) demonstrate that such collaboration not only enhances writing skills but also promotes critical thinking and reflection. The asynchronous nature of these tools allows for continuous engagement, enabling students to revise and improve their work based on peer suggestions.

Interactive tools such as Padlet and Jamboard provide visual platforms for brainstorming and vocabulary building. Research by Wang and Vasquez (2019) suggests that these tools cater to diverse learning styles, making language learning more accessible and engaging. The incorporation of multimedia elements, such as images and videos, enriches the learning experience and aids in retention of language concepts.

While online collaboration tools offer numerous benefits, challenges remain. Technical issues, varying levels of digital literacy among students, and the potential for reduced face-to-face interaction can hinder the effectiveness of these tools (Gonzalez et al., 2022). Educators must consider these factors when designing curricula that incorporate technology.

### **Application of Zoom, Microsoft Teams, and Google Meet**

These tools allow educators to conduct live classes where students can participate in discussions, ask questions, and engage in group activities (Sharma, R., 2021). Features like screen sharing enable teachers to present materials, such as slides, videos, or documents, enhancing the learning experience (Singh, P., & Patel, M., 2022). The breakout room feature enables teachers to divide students into smaller groups for discussions, role-plays, or collaborative tasks. This fosters peer interaction, encourages speaking practice, and creates a more intimate setting for students to communicate in English (Wu, Y., & Liu, M. 2020).

Teachers/ instructors can record sessions, allowing students to revisit lessons and discussions later. This is particularly beneficial for language learners who may need additional time to absorb complex language concepts or improve their speaking skills through self-review. These applications integrate with various educational tools, such as polls, quizzes, and interactive whiteboards to engage students actively (Sharma, R., 2021). For example, teachers can use polls to gauge understanding or conduct quick assessments during lessons making learning more interactive and fun.

These tools allow teachers to invite guest speakers or conduct cultural exchange sessions with students from different regions or countries (Zhang, L., & Lee, J., 2021). This exposure to diverse accents, dialects, and cultural contexts enhances learners' listening skills and broadens their understanding of the language in various contexts.

### **Application of Google Doc**

Google Docs is a powerful cloud-based word processing tool that offers numerous applications for English language teaching and learning. Google Docs allows multiple users to work on the same document simultaneously. This feature is ideal for group writing assignments, where students can co-author essays, reports, or creative writing pieces. The real-time collaboration fosters teamwork and peer learning as students can see each other's contributions and provide immediate feedback. Instructors can use Google Docs to facilitate peer review sessions (Brown, J., & Li, H., 2022). Students can share their drafts with classmates who can leave comments and suggestions directly on the document. This interactive process helps learners develop critical thinking and editing skills while learning from one another.

Teachers can create and share lesson plans, worksheets, and supplementary materials with students or colleagues. This streamlines the preparation process and ensures that all participants have access to the same resources promoting a unified learning experience. Teachers can design interactive activities such as fill-in-the-blank exercises, quizzes, or grammar corrections, within Google Docs. Students can work on these tasks collaboratively making the learning process more engaging and allowing for immediate feedback from peers and teachers (Johnson, D., & Rivera, L., 2022).

Google Docs can be used for reflective journaling, where students document their learning experiences and progress over time. This practice encourages self-assessment and helps students set goals for their language development.

## **Applications of Digital Whiteboards**

Digital whiteboards such as Jamboard, Miro, and Microsoft Whiteboard offer various applications in English language teaching and learning. Digital whiteboards enable students to collaboratively brainstorm ideas, vocabulary, or themes during lessons. Teachers can create a visual mind map or concept chart allowing learners to contribute their thoughts in real-time which can enhance engagement and participation.

Educators can use digital whiteboards to create vocabulary lists, categorize words, and visually map relationships between terms. This interactive approach helps students understand meanings and contexts reinforcing their learning through visual aids. Digital whiteboards provide a space for students to collaboratively create stories or essays. They can outline plots, develop characters, and share ideas while receiving real-time feedback from peers and the teacher, fostering creativity and teamwork in writing tasks (Brown, A., & Taylor, M., 2022).

Teachers can illustrate complex grammar concepts, sentence structures, and language rules using digital whiteboards. By incorporating diagrams, examples, and interactive elements, educators make abstract concepts more tangible and understandable for students. Educators can use digital whiteboards to present lessons in an interactive manner, integrating multimedia elements like images, videos, and links (Johnson, T., & Lee, S., 2021). This dynamic approach captures students' attention and accommodates different learning styles making lessons more engaging and effective.

## **Opportunities**

Online collaboration tools like Zoom, Google Meet, and Microsoft Teams facilitate real-time communication allowing students to participate actively in discussions, group work, and role-plays. This interactivity fosters a more engaging learning environment essential for language acquisition. These tools enable educators to connect with guest speakers, language experts, and other learners from

around the world. Such exposure to different accents, dialects, and cultural contexts enriches students' language learning experiences and broadens their perspectives (Richards, J., & Schmidt, R., 2021).

Online tools allow for asynchronous learning, giving students the flexibility to engage with materials and participate in discussions at their convenience. This flexibility can accommodate diverse learning schedules and preferences making English language learning more accessible to a broader audience. Tools like Google Docs and Padlet promote collaborative writing and brainstorming, encouraging peer interaction and feedback (Wang, S., & Lim, M., 2021). This collaboration enhances critical thinking and communication skills while allowing students to learn from one another in a supportive environment.

## **Challenges**

Not all students have reliable internet access or the necessary devices to participate in online learning effectively. Technical issues can disrupt lessons leading to frustration and disengagement (Choi, Y., & Park, K. (2020). Educators must consider these disparities when planning online instruction. Varying levels of digital literacy among students can affect their ability to use online tools effectively. Some learners may struggle with navigating platforms eventually hindering their participation and learning outcomes. Providing adequate training and support is crucial to address this challenge.

While online tools facilitate communication, they may not replicate the personal interaction found in face-to-face classrooms (Patel, S., & Williams, L., 2020). Some students may feel isolated or disengaged in a virtual environment creating a negative impact on their motivation and language learning progress. Assessing language skills and providing effective feedback can be challenging in an online setting. Teachers may find it difficult to gauge students' non-verbal cues or interactions (Lim, C., & Tran, N., 2021), making it harder to identify areas for improvement. Developing effective assessment strategies that accommodate online learning is essential.

## **Conclusion**

The study on the use of online collaboration and communication tools in English language teaching and learning reveals both significant benefits and noteworthy challenges. These tools enhance student engagement, provide real-time feedback, and support authentic language practice, helping learners develop their English skills in an interactive and flexible environment. Video conferencing, collaborative writing platforms, and digital whiteboards have proven especially valuable for creating dynamic, interactive lessons that mimic real-life language use. However, challenges persist including technical barriers, limited digital literacy, and difficulties in assessing certain language skills in specific crucial areas such as speaking and pronunciation. Additionally, the lack of face-to-face cues in online settings can sometimes lead to miscommunication or reduced focus. However, educators must also address the challenges associated with technology, digital literacy, and personal interaction to create a successful and inclusive learning environment. Balancing these factors will be crucial to maximizing the benefits of online tools in language education. Overall, while online tools offer unique advantages for language learning; effective integration requires addressing these limitations through targeted support for students and teachers, improved access to technology, and strategies for enhancing virtual engagement. With ongoing adaptation, these tools can continue to serve as powerful resources in English language education bridging geographical gaps and enriching language learning experiences.

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## Internationalization at Home: Infusing Global Perspectives into the Curriculum

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### Introduction

Internationalization at Home (IaH) refers to incorporating international and intercultural dimensions into the higher education curriculum and campus life without requiring students to study abroad. (Beelen & Jones, 2015) It is the purposeful integration of global elements into the formal and informal curriculum for all students within local learning environments. This concept emerged as a response to the growing recognition that global competencies are essential for all students, not just those who can physically participate in exchange programs. IaH aims to give students a global perspective through regular academic and co-curricular experiences within their home institutions. Moreover, Altbach and Knight (2007) indicate that internationalization includes the policies and practices implemented

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by academic systems and institutions—and even individuals—to cope with the global academic environment. With IaH, the presence of international students is not a requirement although that can be a benefit.

The advantages of integrating global perspectives into the curriculum cannot be understated. However, various stakeholders within higher education may view such an effort from different perspectives. Students may see IaH as an opportunity to gain valuable intercultural skills and global awareness. Such an opportunity will enhance their academic experience and career prospects as they are prepared to work effectively in diverse environments without international travel. As Andrade (2006) revealed, students perceive IaH as a valuable component of their education, particularly when it is well-integrated into their courses and co-curricular activities. This perspective is supported by the work of Beine et al. (2009), who highlight that students who engage in IaH practices report increased global awareness and intercultural competence.

On the other hand, faculty members may consider incorporating international content into their teaching as an undertaking that requires additional training, adaptation of existing materials, and adding global thoughts into disciplines that may not traditionally focus on international issues. Studies such as those by Bodycott (2009) and Green (2010) indicate that faculty may require further training and support to incorporate international content into their teaching effectively. Faculty perspectives often include concerns about the additional workload and the need for resources to develop and deliver globally-oriented curricula. Nevertheless, many educators recognize the benefits of IaH for enriching their teaching and enhancing student learning.

From an administrative standpoint, implementing IaH strategies requires a commitment to institutional change and resource allocation. Universities must invest in faculty development programs, revise curriculum guidelines, and foster partnerships with

international institutions to embed worldwide perspectives effectively. Implementing IaH initiatives may also require institutions to address logistical and financial constraints. According to Beine et al. (2009), effective IaH implementation requires strategic planning and investment in faculty development, curriculum design, and international partnerships. This implies that institutional leaders must navigate various challenges while fostering a campus culture supporting global learning. Jones and Brown (2007) suggest that successful IaH initiatives are often characterized by strong institutional support and clear policy frameworks prioritizing internationalization goals.

This chapter explores higher education institutions' strategies for incorporating international perspectives into the curricula. It provides a reference for institutions aiming to foster a more internationally aware and multiculturally competent student body sans the requirement of studying abroad. It has to be noted that IaH, internationalization of the curriculum, and curriculum internationalization are used alternately, as this chapter does not necessarily provide a clear distinction between these concepts.

## **Background**

Knight (2008) identifies IaH as a key strategy for extending the impact of internationalization efforts, arguing that it transforms access to global learning opportunities and fosters intercultural competencies across the entire student body. Through IaH, immersing students to international concepts and perspectives does not require students to study abroad, which helps in closing the disparity between the learning experiences of the significant portion of the student population who remains disadvantaged in terms of international exposure and those who have the capacity to study overseas. This means that with IaH, those who do not have the means to leave their home country can still benefit from an enriched curriculum.

The importance of IaH in higher education is well-documented. According to Deardorff (2006), global competencies—including intercultural communication, critical thinking about universal issues, and cultural sensitivity—are essential for success in a borderless world. IaH ensures that these competencies are developed in all students, aligning with the broader educational goals of preparing graduates to navigate and contribute to a varied and internationalized labor market. A study by Mazzarol and Soutar (2008) is an equally significant undertaking that explores how IaH initiatives contribute to student employability by providing them with the skills vital for working in international contexts. Their findings suggest that institutions that infuse global perspectives into their curricula effectively enhance students' readiness for a global workforce. Additionally, the work of Jones and Brown (2007) demonstrates that IaH strategies contribute to a richer learning environment, promoting critical thinking and intercultural understanding among students who may not have the opportunity to study abroad.

A variety of strategies have been identified as effective for incorporating international perspectives into the curriculum. One key approach is the infusion of international content across existing courses. A study by Leask (2009) demonstrates that integrating global issues, case studies, and comparative perspectives into disciplinary courses enhances students' understanding of international contexts. This approach can be adapted to various fields of study, ensuring that all students encounter international perspectives regardless of their major. Offering interdisciplinary programs focused on global issues is another effective strategy. Research by Beine et al. (2009) highlights the success of programs such as global studies and international relations in providing students with a comprehensive understanding of global challenges. These programs often involve collaboration between departments and create opportunities for students to engage with complex, cross-cutting issues. Also, faculty development plays a crucial role in the success of IaH initiatives. Research studies such as that of Green (2010) suggest that

professional development programs can equip educators with the skills and knowledge needed to integrate international content into their teaching. Workshops, seminars, and collaborative projects can support faculty in designing and implementing internationally infused-curricula. Co-curricular activities also contribute to IaH by offering students additional opportunities for international engagement. Studies by Jones and Brown (2007) and Mazzarol and Soutar (2008) show that activities such as international guest lectures, cultural exchange programs, and language courses complement academic learning and enhance students' intercultural experiences. Lastly, partnerships with international institutions can facilitate IaH by providing students with virtual exchanges, joint research projects, and collaborative learning opportunities. Research by Beine et al. (2009) and Leask (2009) underscores the value of these partnerships in creating global learning experiences that extend beyond the traditional classroom setting, even without international travel.

IaH represents a critical evolution in the way higher education institutions approach global education. By integrating international perspectives into the domestic curriculum, IaH addresses the need for global competencies among all students and allows access to international learning opportunities. Relevant research studies clearly show that IaH is a necessary and effective approach to preparing students for a globalized world. This chapter presents the IaH strategies essential for advancing higher education's role in producing globally competent graduates.

### **Theoretical Frameworks & Models**

The concept of Internationalization at Home (IaH) is grounded in several key theoretical frameworks. These frameworks provide a foundation for understanding how global perspectives can be integrated into domestic curricula. These theories help explain the rationale for IaH and guide its implementation in higher education settings.

### **Global Citizenship Theory**

Global Citizenship Theory emphasizes the importance of developing students' awareness and understanding of global issues and promoting respect, empathy, and responsibility towards people from different cultures. Consequently, a global citizen, as defined by Pittman (2017), is someone who identifies as part of an emerging world community and whose actions contribute to building this community's values and practices. This theory posits that higher education should aim to prepare students to be informed and engaged global citizens. According to Nussbaum (2002), global citizenship involves cultivating a sense of belonging to an international community and engaging with global problems from a perspective of mutual respect and shared responsibility. IaH aligns with this theory by embedding global issues and intercultural understanding into the curriculum, even for students who do not study abroad. In other words, global citizenship allows students to engage with others and the world critically. (Golmohamad, 2008)

### **Intercultural Competence Theory**

According to Spitzberg and Chagnon, as cited by Arasaratnam (2016), intercultural competence is the proper and successful interaction management between people who, to some degree or another, represent divergent affective, cognitive, and behavioral backgrounds to the world. (p. 7) This theory focuses on the skills and attitudes needed to interact effectively with people from different cultural backgrounds. Deardorff (2006) outlines a model of intercultural competence that includes attitudes (e.g., openness, curiosity), knowledge (e.g., cultural self-awareness, understanding of cultural differences), and skills (e.g., effective communication and adaptability). IaH is rooted in this theory by aiming to enhance students' intercultural competence through curriculum design and co-curricular activities that expose students to diverse perspectives.

### **Constructivist Learning Theory**

Constructivist Learning Theory, as articulated by Piaget (1973) and Vygotsky (1978), emphasizes that learning is an active, constructive



process where learners build on their existing knowledge through experiences and interactions. In the context of IaH, this theory supports the idea that students construct their understanding of global issues through engagement with diverse perspectives within their home institutions. By incorporating international content into the curriculum and facilitating intercultural interactions, IaH allows students to challenge their assumptions, integrate new knowledge, and develop a more nuanced understanding of global contexts.

### **Critical Pedagogy**

Critical Pedagogy, influenced by Paulo Freire's work (1970), is the belief that teaching should empower students to analyze and challenge existing social structures and inequalities. (Currell, 2020). This theory aligns with IaH by promoting the integration of critical perspectives on global issues into the curriculum, encouraging students to question and engage with global power dynamics and social justice issues. IaH supports the development of critical thinking and the ability to analyze global challenges from multiple viewpoints, fostering a deeper understanding of how local actions can impact global issues.

### **Cosmopolitanism**

According to Warf (2020), cosmopolitanism is a moral view that underscores the inherent worthiness of individuals regardless of where they are located. It is a philosophical and political theory advocating for the ethical and political obligation to consider the interests of all people equally, regardless of national or cultural affiliations. Levy et al. (2016) explain that this framework illustrates the interrelations between macro-level dynamics and individual experiences in an international world. IaH embodies cosmopolitan principles by ensuring that all students, regardless of their ability to travel, engage with global issues and perspectives. By embedding cosmopolitan values into the curriculum, IaH helps students develop a sense of global responsibility and an appreciation for the interconnectedness of human experiences.

The theoretical underpinnings of IaH provide a robust framework for understanding its role and significance in higher education. Theories of global citizenship, intercultural competence, constructivist learning, critical pedagogy, and cosmopolitanism collectively support the integration of international perspectives into the curriculum. By leveraging these theories, institutions can effectively design and implement IaH strategies that enhance students' global awareness, intercultural skills, and critical thinking abilities.

### **Strategies For Infusing Global Perspectives**

Infusing global perspectives into the curriculum involves a multifaceted approach that integrates international themes into existing courses, develops new courses with an international focus, and fosters collaborative curriculum development with international partners. Additionally, co-curricular activities, support services, and the strategic use of technology play essential roles in enhancing the effectiveness of Internationalization at Home (IaH). This section discusses these strategies in detail and provides insights on how they can be achieved.

### **Curriculum Design and Development**

#### **Integrating Global Themes into Existing Courses**

Integrating global themes into existing courses requires a deliberate approach to revising course content to include international perspectives. Strategies for achieving this include:

**Curriculum Mapping:** Conducting a curriculum audit to identify opportunities for incorporating global themes. This process involves mapping existing course content against international issues and determining where global perspectives can be seamlessly integrated (Leask, 2009).

**Case Studies and Examples:** Using international case studies and examples to illustrate key concepts and theories. Incorporating global case studies helps students understand how theoretical concepts

apply in different cultural and geographic contexts (Jones & Brown, 2007).

**Guest Lectures and Experts:** Inviting guest lecturers or experts with international experience to provide lectures or workshops. This enriches the curriculum with real-world insights and diverse viewpoints (Green, 2010).

### **Developing New Courses with an International Focus**

Creating new courses with a specific international focus involves several steps:

- **Needs Assessment:** Conducting a needs assessment to determine the demand for courses with an international focus. This includes surveying students, faculty, and industry stakeholders to identify relevant global topics.
- **Course Design:** Designing new courses that address global issues, incorporate international case studies, and emphasize cross-cultural competencies. Course design should align with institutional goals for internationalization and student learning outcomes (Mazzarol & Soutar, 2008).
- **Interdisciplinary Approach:** Developing interdisciplinary courses that explore global themes from multiple perspectives. This approach helps students gain a more comprehensive understanding of complex international issues (Jones & Brown, 2007).

### **Collaborative Curriculum Development with International Partners**

Collaborative curriculum development involves working with international institutions to create or enhance courses:

- **Partnerships:** Establishing partnerships with international institutions to co-develop courses or programs. Collaborative efforts can include joint curriculum design, shared resources, and exchange of teaching methodologies (Leask, 2009).
- **Co-Creation of Learning Materials:** Collaborating with

international faculty to co-create learning materials and course content. This ensures that the materials reflect diverse perspectives and are relevant to a global audience (Deardorff, 2006).

- **Exchange Programs:** Implementing faculty and student exchange programs to facilitate knowledge sharing and curriculum development. These exchanges provide opportunities for firsthand experience and insights into different educational practices (Green, 2010).

### **Co-Curricular Activities and Support Services**

#### **Creating Opportunities for Intercultural Engagement Outside the Classroom**

Co-curricular activities are vital for providing students with opportunities for intercultural engagement:

- **Cultural Events:** Organizing cultural festivals, international food fairs, and global forums that celebrate diversity and promote intercultural interactions. These events help students engage with different cultures in an informal setting.
- **Workshops and Seminars:** Offering workshops and seminars on topics related to global issues and intercultural competence. These sessions provide additional learning opportunities and facilitate discussions on international topics (Jones & Brown, 2007).

#### **The Role of Student Organizations and Clubs in Promoting IaH**

Student organizations and clubs play a significant role in promoting IaH:

- **Cultural Clubs:** Supporting student-run cultural clubs and organizations that facilitate intercultural exchange and promote global awareness on campus. These clubs often organize events, discussions, and activities that enhance students' understanding of different cultures (Green, 2010).

- **Student-Led Initiatives:** Encouraging students to lead initiatives and projects related to internationalization, such as organizing global dialogues, international film screenings, and global citizenship workshops (Mazzarol & Soutar, 2008).

## **Use of Technology in IaH**

### **Leveraging Technology to Enhance Global Learning**

Technology can greatly enhance global learning experiences:

- **Online Resources:** Utilizing digital resources such as online journals, databases, and multimedia content to provide students with access to international research and perspectives (Jones & Brown, 2007).
- **Interactive Platforms:** Employing interactive platforms and tools for collaborative learning, including online discussion forums, webinars, and virtual classrooms. These platforms facilitate global interaction and enhance students' learning experiences.

### **Virtual Exchange Programs and Online Collaborations**

Virtual exchange programs and online collaborations offer innovative ways to engage students with international content:

- **Collaborative Projects:** Implementing virtual exchange programs where students from different countries collaborate on projects and assignments. These programs enable students to work with international peers, share ideas, and gain diverse perspectives (Green, 2010).
- **Global Simulations:** Using online simulations and role-playing exercises to immerse students in global scenarios and issues. These simulations help students develop problem-solving skills and understanding of international contexts (Leask, 2009).

### **Digital Resources and Platforms for Internationalization**

Digital resources and platforms support IaH by providing:

- **Access to International Experts:** Online lectures, webinars, and podcasts featuring international experts and thought leaders. These resources allow students to gain insights from global professionals and academics (Mazzarol & Soutar, 2008).
- **Global Networking Opportunities:** Platforms that facilitate networking and collaboration with international students and professionals. These networks can help students build global connections and explore international career opportunities (Jones & Brown, 2007).

## **Conclusion**

Achieving effective Internationalization at Home involves a comprehensive approach that integrates global perspectives into the curriculum, leverages co-curricular activities and support services, and utilizes technology. By integrating global themes into existing courses, developing new international-focused courses, and collaborating with international partners, institutions can enhance their curricula. Co-curricular activities and support services provide valuable opportunities for intercultural engagement and student support, while technology facilitates global learning through virtual exchanges and digital resources. Implementing these strategies effectively can significantly contribute to a robust IaH program and prepare students for success in a globalized world.

The implications of Internationalization at Home for university administrators, faculty, and policymakers are multifaceted, involving strategic planning, curriculum development, policy support, and addressing challenges. Administrators must lead strategic efforts, allocate resources, and implement policies that support IaH. Faculty play a crucial role in integrating global perspectives into teaching and engaging in international research. Policymakers are responsible for creating supportive frameworks, addressing funding and equity issues, and promoting systemic change. Understanding these implications helps each stakeholder group contribute effectively to

the success of IaH initiatives and enhances the overall quality of higher education.

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