
An Analytical Study of Digital Resource Usage among ESL Undergraduate Students

Kanthi Pranay Kumar

Research Scholar, Department of English, Osmania University

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Abstract:

Thanks to modern technologies, English instruction and assessment have greatly improved in the twenty-first century. The majority of English language teachers today make use of a variety of technological resources intended to improve the way their lessons are presented. in relation to teaching languages. In the classroom, digital technologies are now commonplace. Improvements in technology have significantly improved instruction and learning in the modern day. In modern classrooms, the term "e-learning," which is typically referred to as "technology in education," has gained importance. Students in the twenty-first century are given a curriculum that prepares them to use modern technology effectively. While traditional teaching approaches primarily rely on lectures, modern teaching approaches involve students in the learning process. Among other modern digital technologies are blogs, the Internet, interactive boards, smartphones, Skype, Twitter, and YouTube. These have improved student participation, real-world interaction, and classroom engagement. The purpose of this study is to compile a list of the cutting-edge tools that have been developed recently to improve English instruction.

Keywords: e-learning approaches, modern language pedagogies, digital tools, English language learning etc.

In India, where English is taught as a foreign language in traditional classroom settings, teachers are the only ones who can impart knowledge to their students. The students were only spectators as the lecturers took center stage. This idea has changed in the modern era. The students are now the main focus of class time. By serving as classroom managers, counselors, and role models for the language they teach, educators support learning both inside and possibly outside of formal educational settings.

A thorough definition of the use of contemporary technology in English teaching is the creative application of methods, tools, materials, systems, and strategies relevant to English language instruction that help students achieve their goals. Technology is now widely recognized as an essential educational and supplemental tool in a wide range of teaching and learning contexts because of the many opportunities it offers to improve the content and delivery of the pedagogies typically used in traditional ESL classrooms. This is particularly relevant to teaching English. The above goal is mainly achieved by providing ample opportunities for the instructor and the student to go over the material again and again until all questions and concerns are answered. The ability to use modern home appliances and the know-how to apply cutting-edge educational programs and pedagogical techniques that improve and broaden learning are both components of technological fluency. According to modern educational theories, students who make use of the technology resources available to them will succeed more in their language learning. By incorporating technology into English language education, students are better able to understand how modern systems function and how their various parts are interconnected. Therefore, it is imperative that English language instruction make use of modern technology because of the astounding advancements in many fields. Examples of how the education sector can adjust to the global technological revolution and improve English language instruction and teacher-student interactions in the classroom include computerization, multimedia devices, mobile phones, audio-visual effects applications, and social media. Numerous useful tools, resources, and applications are available on the Internet that could improve the standard of English instruction and learning. Despite the fact that many students have access to these resources, it is important to recognize the critical role that teachers play in utilizing the variety of instructional strategies at their disposal. Additionally, a number of courses aim to improve students' overall English language proficiency and comprehension.

Jay Cross was the first to introduce e-learning in 1999. As a result of technological advancements and growth, terms such as internet-based training, web-based training, online learning, network learning, and distant learning have been developed (Yoon 2012). Digital learning, according to Doris Holzberger et al. (2013), is the dissemination of educational content and pedagogical strategies via the Internet in digital media formats (like text or images) with the goal of enhancing the effectiveness of instruction or developing personal knowledge and abilities. Time, location, and schedule constraints were surmounted, and the focus shifted to the learner. Through the use of computers and network technology media in both synchronous and asynchronous network learning environments, customized instruction was made possible. (2012) Kaklamanou et al. Due to the speed at which new ideas and information can spread, digital learning is currently used in many industries. There are several interpretations, each based on a different viewpoint. The American Society for

Training and Education has put forth the most widely accepted definition. E-learning is defined as "the utilization of electronic resources for educational objectives. Digital media encompasses the World Wide Web, corporate networks, computers, satellite transmission, audio and video recordings, interactive television, and compact discs" (Kaila (2012)). This application includes synchronous group collaboration, online training, and computer-based and network-based learning. "Digital learning" is defined by Anttila et al. (2012) as the use of electronic devices to access digital course materials for application through wired or wireless networks, whether they are online or offline. Hockly (2012). According to recent research, scholars from different countries have different opinions about online learning. Based on the examination of many academic findings, digital education can be divided into four distinct subfields. Keane (2012) mentioned: It is emphasized how important it is for students to learn from digital course materials. By "digital teaching material content," we mean datasets and texts that have been digitally transformed. It is stressed how digital devices like computers, laptops, tablets, and smartphones can be used for educational purposes. It highlights that educational activities can be transmitted via satellite communication or the Internet (or other networks). The foundation of independent study is the idea that students can learn about any topic by using digital resources. anywhere, whenever it suits them. Prior to any formal instruction, it stresses and requires that students engage in independent study. The 21st century's ubiquitous technology offers people previously unheard-of opportunities as well as challenges. Instead of serving as conduits for the transfer of a set curriculum from teacher to student within a predetermined timeframe, modern educational institutions must encourage "learning to learn," which comprises the development of knowledge and skills necessary for lifelong learning. Teachers must therefore adjust to the demands of the modern world. The time has come to provide the public with English language skills, which can be attained by combining traditional classroom instruction with online resources (modern technologies) in the best possible way. Traditional classroom teaching methods have been challenged by the introduction of e-learning resources. Electronic learning, or e-learning, is the umbrella term for a wide range of technological tools that creative and skilled teachers can use to enhance traditional classroom settings. These are used to give the students' educational experience more vitality, inspiration, stimulation, and meaning. Many claim that this convergence could revolutionize education because of the widespread use of digital tools for teaching English as a second language.

DIGITALIZED TECHNIQUES FOR TEACHING ENGLISH

Digitalized teaching is a method of instruction that is entirely online but has its roots in traditional classroom instruction. Digital learning mostly focuses on using computers and the Internet, but traditional classroom instruction is still an option. This could fall under the category of e-learning, which is the simultaneous or asynchronous distribution of knowledge and abilities to a large audience via a network. Before it was widely adopted, this method

was thought to lack the human component that is essential for learning. However, the rapid advancement of technology and the enhancement of teaching strategies have led to broad acceptance. This change was brought about by the invention of personal computers, and as our reliance on mobile devices like smartphones and tablets has grown, they have become indispensable in classrooms. Traditional books are gradually being replaced by electronic learning resources such as flash drives and optical discs. The constant exchange of information, accessible from anywhere at any time, seven days a week, is made possible by the Internet.

PERKS OF USING RESOURCES FOR DIGITAL LEARNING

According to Kemp and Dayton (1985), using media in the classroom has several advantages, including the following:

1. Digital tools can be used to make it possible for instructional resources to have a consistent format. Teachers may have different understandings of the same subject. The use of media facilitates consistent message transmission by limiting the number of possible interpretations. Study sessions are more enjoyable and engaging when done digitally. By encouraging the exchange of visual and auditory information, media make it possible to explain previously insufficient and abstract concepts, ideas, processes, and procedures.
2. A more interactive learning environment is made possible by digital teaching. If media is carefully selected and created, it can improve two-way communication between teachers and students. Teachers might be tempted to deliver monologues in media-free classrooms.
3. Instructors put a lot of work into explaining the course materials. Media can save time if used successfully. As a result, they might devote more time to various learning tasks and activities.
3. Using digital tools to conduct instruction raises the level of student comprehension. The use of media improves students' retention and understanding of the subject matter while also speeding up the learning process. Even when teachers are not present, media allow students to learn independently, whenever it is most convenient for them, and in a variety of settings.
5. Using interesting media can improve students' interests, excitement for new information, abilities, and curiosity.
6. Teachers can put more emphasis on helping students learn than on giving lectures. By giving verbal explanations instead, they can save time. They are able to devote more time to mentoring and counseling students as a result.

There is a growing interconnection between the classroom and the digital world. As technology expands educational opportunities, educators must adapt to the changing knowledge landscape by implementing strategies that benefit both parties. Our personal and professional lives depend more and more on the availability of digital information. More children may now have access to education and information than ever before, and through digital learning, students can cultivate the skills and mindset needed for success both now and in the future. Google Classroom is a free online application that helps schools reduce their reliance on paper by making it easier to create, distribute, and grade assignments. Google Classroom facilitates file sharing between teachers and students, which expedites and simplifies the learning process. Students can post questions about course subjects in this forum for their peers and lecturers. Information can also be posted online by teachers for students to review at their own pace. Within the same platform, Google Classroom, Google Drive is used for assignment creation and distribution, Google Docs, Sheets, and Slides are used for writing, Gmail is used for communication, and Google Calendar is used for scheduling.

A growing number of students are turning to online distance learning to meet their educational needs, either due to personal preferences or physical limitations. They include people who work full-time and can only study at or after work, people who live too far away from a university to commute, people who have other obligations during the day, and people who simply prefer studying alone. Only students who possess a computer, the Internet, and the motivation to succeed in a non-traditional learning setting can enrol in online courses. Online education is a good substitute for traditional classroom settings because it allows students to take courses at any time and from any location in the world.

Students can participate in their studies whenever it is most convenient for them thanks to the flexibility of online courses. Because online courses are available at any time and from any computer with Internet access, many students today are drawn to them. Classes that are only offered online are referred to as online education. All non-classroom-based education carried out at a physical distance, including online learning, is referred to as distance learning. Online learning's rise is spurring changes in teaching strategies and educational philosophies. A collaborative approach, in which students and teachers work together to design and implement classes, is replacing the traditional teaching style, which involves academics giving lectures to largely passive students. Rather than serving as the "sage on the stage," educators are increasingly taking on the role of "guide by the side."

DEVELOPMENT AND COORDINATION

According to this viewpoint, people consciously learn things through their interactions with the world around them. Students are involved in the cooperative creation of their educational

experience through this method. Instead of just learning facts for tests, students are encouraged to actively participate in their education. A good teacher does not merely distribute and analyze the material that is considered necessary; they also give priority to experiences that maximize learning from the perspective of the student. Each student in a class has the ability and ought to take on the roles of both teacher and student. The role of the educator has changed from imparting knowledge to serving as a mentor and role model. You can engage students in ways that meet their individual learning needs by facilitating discussions and activities that collectively point them toward the class's larger learning objectives. In contrast to their own educational experiences, many language classes around the world may appear and resonate differently with modern educators. Teachers may have come across the ideas of "21st-century skills" and "new literacies" in teacher education seminars and other professional development activities. Many have concluded that modern students need to acquire new skill sets in order to participate effectively in the future globalized society. However, these creative skills and ideas might be unclear or difficult for many time-constrained teachers to implement in the classroom. Significant changes in 21st-century education will be analyzed using digital technologies, and the implications of these changes for the global spread of the English language will be looked at.

These are becoming more and more important for students in the twenty-first century, and their adoption has affected educational systems all over the world. 21st-century skills are essentially the abilities needed for people to thrive in a more interconnected, technologically advanced, cooperative, creative, resource-demanding, and flexible environment. Since English has become a universal language, its use and significance have increased dramatically in recent decades. If language teachers stick to traditional teaching methods, it might be impossible to meet the necessary English language learning objectives in the modern global context. Previously, students were not given the chance to be creative or constructive in order to develop these four language skills. (Talking, Reading, Writing, and Listening). Technology is always changing to meet the shifting needs of the modern world. Rapid technological advancement is a defining feature of the twenty-first century. The use of contemporary technological tools is therefore the newest trend in English instruction since their accessibility has had a big impact on English instruction.

Conclusion

The development of technology has benefited many facets of the language classroom. English language teachers should embrace technology to the fullest extent possible in order to maximize its effectiveness as a teaching tool. Teachers, students, and parents have all enthusiastically embraced this cutting-edge teaching strategy, which has garnered widespread praise. Since implementing this strategy, the students' motivation and excitement have increased. In educational settings, the student is now the main focus rather than the

teacher. The main goal of using cutting-edge technology in the classroom is to encourage students to actively participate in their English language education in order to develop practical, real-world competency. Students are not only allowed but also actively encouraged to share ideas and information with one another in today's technologically advanced, collaborative classrooms. Multimedia will undoubtedly be essential in modern, student-centered, creative classrooms, and the future of English language instruction is bright. Students' engagement with modern educational frameworks and the quality of instruction will both be enhanced by a thorough evaluation of English language proficiency to improve communication skills overall. Without digitization, modern teaching methods are cryptic, confusing, and inconsistent.

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