Exploratory Study on The Paradigm Shift in the Education System with Technology Assisted ELT

[1]Dr. Vasantha Aruna, [2]Dr. Beena Muniyappa, [3]Dr. Sonia Gouri, [4]Dr. Ramesh Pettela and [5]Dr. Venkata Siva Kumari Narayanam

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[1]Narasaraopeta Engineering College, Narasaraopet
[2]Assistant Professor, Department of English, SLN College of Arts and Commerce, Bangalore
[3]Associate Professor, Department of Applied Science and Humanities (SEEP), ABES Engineering College, Ghaziabad, India
[4]Associate Professor, Freshmen Engineering Department, Aditya University, Surampalem, A.P, India
[5]Assistant Professor of English, Department of Engineering English, College of Engineering, Koneru Lakshmaiah Educational Foundation (KLEF), Vaddeswaram Andhra Prdesh, India.
[1]aruna.vasantha50@gmail.com, [2]beenamuniyappa@gmail.com, [3]soniagouri.gs@gmail.com,
[4]rameshp@adityauniversity.in, [5]pnvskumar@kluniversity.in and [5]venkatasivakumarinarayanam@gmail.com
[3]https://orcid.org/0000-0001-8916-8763 and [5]https://orcid.org/0000-0002-9703-8587

ABSTRACT
The utilization of ICT, or Information and Communications Technology, in the pedagogical realm of English Language instruction is currently experiencing a significant surge in popularity and relevance. The field of English language instruction has witnessed a multitude of transformative advancements throughout the course of preceding centuries. Information and Communication Technology (ICT) has attained a state of omnipresence in the contemporary world, wherein its significance permeates across a multitude of domains encompassing health, sports, transportation, textiles, entertainment, and beyond. Given its perpetual growth and undeniable significance within the realm of Education, Information and Communication Technology (ICT) wields a transformative power within the classroom, seamlessly integrating itself into diverse approaches to language instruction. It facilitates a transition from a pedagogical paradigm centered around the teacher to one that prioritizes the needs and interests of the student. The conventional implements, namely chalk, chart, and their ilk, have been supplanted by more sophisticated apparatuses such as smart screens, projectors, and LCD screens equipped with speakers, microphones, and video capabilities, among other enhancements. This manuscript draws inspiration from an online course offered by IIT Bombay, delving into diverse approaches and methodologies pertaining to the utilization of information and communication technology (ICT) in the facilitation of the teaching-learning process.

Keywords: ELT, ICT, Paradigm Shift, Education.

INTRODUCTION

Information and Communication Technology (ICT) plays a significant role in English Language Teaching (ELT) by enhancing the teaching and learning processes. Here are some key aspects of the role of ICT in ELT:

1. **Access to Resources:**

- **Online Materials:** ICT provides access to a vast array of online resources such as e-books, articles, audiovisual content, and interactive learning platforms, enriching the learning experience for students and providing teachers with diverse materials.

- **Digital Libraries:** Teachers and students can access digital libraries, facilitating research and expanding the range of reading materials available.

2. **Interactive Learning:**

- **Multimedia Tools:** ICT allows the integration of multimedia tools like videos, audio recordings, and interactive simulations, making language learning more engaging and effective.

- **Interactive Whiteboards:** Tools like interactive whiteboards enable dynamic and visually appealing presentations, fostering active participation and collaboration in the classroom.

3. **Language Skills Development:**

- **Language Software:** Language learning software and applications provide opportunities for students to practice listening, speaking, reading, and writing skills in a more personalized and interactive manner.

- **Language Labs:** ICT facilitates the use of language labs where students can engage in language exercises, pronunciation practice, and communication activities.

4. **Communication and Collaboration:**

- **Online Communication:** ICT tools enable real-time communication between students and teachers, as well as collaborative projects with peers from different locations, promoting language use in authentic contexts.

- **Virtual Classrooms:** Virtual classrooms and video conferencing platforms allow teachers to conduct online lessons, reaching a wider audience and providing flexibility for learners.

5. **Assessment and Feedback:**

- **Digital Assessment Tools:** ICT provides various tools for assessing language skills, including online quizzes, automated grading systems, and platforms that offer instant feedback to learners.

- **E-Portfolios:** Students can create and maintain digital portfolios showcasing their language proficiency and development over time.

6. **Adaptive Learning:**

- **Personalized Learning:** ICT supports adaptive learning platforms that tailor content and activities to individual student needs, helping learners progress at their own pace and focus on specific language skills.

7. **Professional Development for Teachers:**

- **Online Training:** Teachers can engage in professional development through online courses, webinars, and collaborative platforms, staying updated on the latest teaching methodologies and language learning trends.

8. **Cultural Exposure:**

- **Virtual Tours and Experiences:** ICT enables students to explore English-speaking cultures through virtual tours, online discussions, and interactive experiences, enhancing their understanding of cultural nuances in language use.

Information and Communication Technology (ICT) has attained a state of omnipresence in the contemporary world, wherein its significance reverberates across a multitude of domains encompassing health, sports, transportation, textiles, entertainment, and beyond. Given its perpetual growth and undeniable significance within the realm of Education, Information and Communication Technology (ICT) wields a transformative influence within the classroom, seamlessly integrating itself into the diverse array of language teaching methodologies. It facilitates a transition from a pedagogical paradigm centered around the teacher to one that prioritizes the needs and interests of the student. The conventional implements, such as chalk, charts, and other similar attributes, have been substituted with advanced technologies, namely smart screens, projectors, and LCD screens equipped with speakers, microphones, and video capabilities, among others. The burgeoning enthusiasm exhibited by students regarding the incorporation of cutting-edge technology within the educational realm has resulted in a heightened level of engagement during classroom sessions. These sessions have transcended the traditional format of mere lectures, now encompassing a plethora of interactive elements such as demonstrative video lectures, visual aids in the form of pictures, live interviews, online interactions, and collaborative teamwork facilitated through various media platforms.

There exist diverse methodologies that employ information and communication technology (ICT) in the realm of language instruction, with the aim of fostering engagement within educational settings. Among the various examples, we can mention CALL (Computer Assisted Language Learning), MALL (Mobile Assisted Language Learning), TELL (Technology Enhanced Language Learning), Digital Libraries, Multimedia, Free and open source software, MOOCs (Massive Open Online Courses), Virtual Classrooms, I-Pad, Padlet, Podcasts, and a

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plethora of other innovative tools and technologies. With the advent of these remarkable expansions in information and communication technology (ICT), learners are now afforded the opportunity to engage in self-directed learning, enabling them to acquire knowledge and skills from any location and at any time.

The cohort of individuals commonly referred to as Generation Z encompasses those who were born after the turn of the millennium and are presently pursuing higher education. The younger generation has been raised in an environment that is replete with cutting-edge technologies such as smartphones, LCD screens, projectors, and smart classrooms. In contrast to their predecessors, the preceding generation, who encountered difficulties in navigating the intricacies of basic internet utilization, the current cohort of Gen Z learners are bestowed with the advantage of enhanced iterations of applications, operating systems, and Android-based software.

Educators encounter the formidable task of instructing the present cohort, given their unfettered access to a vast array of resources facilitated by the ubiquitous World Wide Web. The current generation of learners, commonly referred to as Gen Z, exhibits a notable absence of inclination towards passive listening, instead demonstrating a strong desire to engage actively in the learning process through the utilization of technological tools. The aforementioned challenges can only be effectively addressed through the integration of information and communication technology (ICT) within the educational setting. The recent endeavor undertaken by the esteemed institution known as the "Indian Institute of Technology, Bombay" has provided a comprehensive elucidation on the significance of innovation in the realm of pedagogy and knowledge acquisition, specifically focusing on the utilization of Information and Communication Technology (ICT) within the confines of language classrooms. The proliferation of novel approaches and methodologies has garnered global recognition and widespread adherence. In the realm of education, there are several pedagogical approaches that have gained recognition for their intellectual rigor and effectiveness. One such approach is the concept of a flipped classroom, wherein traditional teaching methods are inverted. This entails students engaging with instructional materials independently prior to class, allowing for valuable in-person time to be dedicated to collaborative activities such as Think-Pair-Share discussions, Multiple Choice Questions (MCQs), and quizzes. Moreover, the notion of a hand raiser, once perceived as a simple act of seeking attention, has evolved into a mechanism for fostering critical The utilization of Screen Cast-O-Matic, Massive Open Online Courses (MOOCs), Spoken-tutorials, the art of crafting websites, and the creation of Padlets. The concept of the Flipped Classroom entails a pioneering approach to pedagogy that extends beyond the confines of traditional classroom settings, facilitated by the utilization of a Learning Management System (LMS). In this particular approach, educational resources and supplementary videos are uploaded onto the selected Learning Management System (LMS) in advance of the commencement of the classroom session. Learners are provided with an individualized "login identification" in order to gain access to the educational resources prior to their physical attendance in the classroom setting. Students have the opportunity to engage in educational pursuits by availing themselves of the convenience afforded by modern technology. By assuming a seated position in front of their personal computer, laptop, or Android mobile device, they can access a wealth of instructional resources, including uploaded teaching materials and video lectures. This flexibility allows them to acquire knowledge and expand their intellectual horizons at a time that is most convenient for them. This particular approach facilitates the learners in arriving adequately equipped for the instructional sessions. Students will be required to diligently undertake the task of composing an assignment that encapsulates their comprehension of the subject matter at hand, subsequently delivering said assignment via the online platform. In the realm of linguistic acquisition, it is advisable to apprise learners of the utility of employing a digital library as a means to peruse a novel, journal, or article in advance of the commencement of the instructional session. Furthermore, it is prudent to request that said learners undertake the task of crafting a comprehensive review thereof.

Massive Open Online Courses (MOOCs) are a contemporary educational phenomenon that has gained significant traction in recent years. These courses, delivered via the internet, provide individuals with the opportunity to engage in high-quality educational content from esteemed institutions and instructors,

By leveraging Massive Open Online Courses (MOOCs), educators possess the ability to curate a comprehensive compilation of instructional materials in accordance with the prescribed syllabus. This compilation is fortified with pertinent video resources, PowerPoint presentations, and supplementary worksheets, thereby enhancing the pedagogical experience. This Massive Open Online Course (MOOC) facilitates educators in establishing a virtual domain wherein they can meticulously document the entirety of their instructional material. The system necessitates the establishment of a login identification for students, granting them access by means of the provided "Username" and "Password". Upon successfully accessing their account, users are presented with a webpage dedicated to a specific subject matter, featuring a collection of questions that require their attention and effort. This tool possesses the capability to generate Multiple Choice Questions (MCQs) and Quizzes, accompanied by a designated timeframe for individuals to engage in. Through the implementation of time-constrained activities, students are afforded the opportunity to derive pleasure from their educational content, thereby fostering a heightened level of comprehension.

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The utilization of a website as a means of constructing a web page presents itself as a captivating approach to the implementation of the Flipped Classroom model, thereby engendering a heightened level of engagement and enthusiasm among learners. By means of blogs, learners are afforded the opportunity to engage in discourse and exchange their perspectives with fellow learners, unencumbered by any constraints or restrictions. Educators possess the capacity to establish an online platform wherein they can meticulously curate and disseminate a plethora of erudite video lectures and pedagogical resources. Learners may be provided with the requisite web address to access and engage in the educational content during their classroom sessions. When the esteemed educators convene with their eager pupils in the hallowed halls of academia, they are limited to engaging in interactive discourse solely pertaining to the meticulously curated subject matter that has been diligently prepared in advance, outside the confines of the traditional classroom setting.

Padlet is a digital platform that serves as a virtual bulletin board, facilitating the exchange and contemplation of ideas between educators and students in a captivating manner. Padlet offers users the capability to seamlessly incorporate visual imagery, video files, auditory files, and educational presentations into their digital workspace. Educators possess the capacity to establish a personal account and avail themselves of the opportunity to utilize up to four Padlet screens without incurring any financial obligations. The device boasts a multifaceted and captivating rear display, enhancing the visual experience with a vibrant array of colors. The students are driven by a sense of motivation to exhibit their feedback and responses pertaining to the selected subject matter. In the pedagogical pursuit of English language instruction, one may engage in the facilitation of a didactic exercise known as "dialogue writing." This particular activity can be effectively executed through the utilization of the aforementioned tool.

Screencast-O-Matic is a highly efficient application that facilitates the seamless process of capturing video footage from one's computer screen. It facilitates the dynamic capture of our computer screen while concurrently utilizing the webcam to capture the presenter in a synchronized manner. Furthermore, it serves to enhance the video by employing the art of storytelling to tailor it to one's preferences. The implementation of the Flipped classroom model holds immense utility for educators tasked with the responsibility of instructing the technologically adept younger generation. Educators possess the ability to meticulously curate a visual medium that aligns harmoniously with the subject matter they expound upon. In addition, it is possible for the instructors to concurrently display their screen to the students, accompanied by the written script of the narration in close proximity to the video. Individuals seeking to enhance their linguistic prowess may avail themselves of this sophisticated instrument to meticulously craft their audiovisual exposition in the English language, subsequently uploading it onto their personal webpage.

Engage in the cognitive process of contemplating, collaborating, and disseminating knowledge through the utilization of the Think-Pair-Share technique, a pedagogical approach designed to facilitate interactive discourse among individuals of equal standing. It is a post-engagement endeavor that ensues subsequent to the consumption of video or lecture materials, wherein learners are presented with a limited number of inquiries to cogitate upon. They are then encouraged to form partnerships with one another, collectively arriving at a resolution, and subsequently disseminating their ruminations within an online platform designated for discourse. Peer learning is a pedagogical approach that facilitates the elucidation of uncertainties within the academic community, wherein classmates and friends engage in collaborative discourse to address queries pertaining to the subject matter at hand. Peer learning plays a pivotal role in facilitating the acquisition of knowledge among students pertaining to the target content. Within the confines of the language classroom, students possess the opportunity to engage in thoughtful discourse, thereby facilitating the elucidation and resolution of any lingering uncertainties pertaining to the subject matter that was previously presented during the Flipped class. By employing this particular exercise, students are afforded the opportunity to engage in a process of critical evaluation wherein they assess and provide feedback on each other's written compositions and materials intended for presentation.

Evaluation: Evaluating the academic progress of students assumes a position of utmost significance in the context of integrating information and communication technology (ICT) into the realm of language instruction. Within the context of flipped classrooms, it is incumbent upon students to diligently adhere to the prescribed protocol of submitting their assignments electronically, ensuring that said submissions are completed within the designated temporal constraints.

Upon the completion of their individual assignments, learners are anticipated to engage in the scholarly practice of peer-reviewing their peers' submissions. It is imperative to provide comprehensive assessment rubrics delineating the precise criteria and guidelines for evaluating the assignments. This facilitates the acquisition of knowledge for learners, enabling them to acquire the necessary skills in order to proficiently undertake the task of preparing their assignments. Hence, the utilization of evaluation rubrics assumes a crucial function in demonstrating the precise requirements that learners must fulfill in their written responses, while avoiding any

form of deviation.

One of the notable advantages lies in the inherent inclination of contemporary learners, commonly referred to as the New Generation, towards autonomous acquisition of knowledge and skills through self-directed learning. The incorporation of Information and Communication Technology (ICT) within the realm of classroom pedagogy undoubtedly possesses the capacity to engross students' attention and sustain their active engagement. Furthermore, the implementation of flipped classrooms effectively provides learners with the opportunity to engage with the technological tools and resources that they possess a high level of proficiency in. Given the proclivity of today's youth to cultivate a social sphere that extends beyond the confines of traditional educational institutions, it is not uncommon for them to find themselves ensnared in the virtual realm of social networks on a frequent basis. The utilization of Information and Communication Technology (ICT) presents a myriad of benefits to the Generation Z learners.One's inclination towards reticence and introversion. Learners possess the opportunity to elucidate their uncertainties through the digital realm, wherein they experience a sense of ease in posing inquiries devoid of the need to engage in direct visual contact.

- Individuals engaged in the process of acquiring knowledge and skills are not constrained by temporal limitations. One has the capacity to acquire knowledge and skills at any given moment, regardless of their physical location.

- Upon the completion of their online assignments, learners are expeditiously provided with prompt feedback.

They engage in the evaluation of peer assignments through an online platform, thereby honing their ability to adeptly navigate assessment rubrics in subsequent endeavors.

- They transcend the physical boundaries of the classroom, venturing into realms beyond its confines.

    Constraints:

While ICT tools undoubtedly possess formidable capabilities in the realm of English Language Teaching and Learning, it is imperative to acknowledge that they are not without their inherent limitations.

- Learners frequently experience a diversion from the intended task as a consequence of the unrestricted nature of time.

- Students experience a sense of ennui when confronted with the repetitive nature of video lectures and online presentations.

- Given the necessity of technological assistance, it is regrettably unattainable for a portion of the learners due to financial constraints.

- The learners exhibit a state of passivity as they refrain from actively engaging in the direct facilitation of the teaching-learning process.

- It has been observed that students often engage in the act of plagiarism when submitting their assignments through online platforms.

The role of an educator is of utmost significance in the facilitation of information and communication technology (ICT) within the confines of a classroom setting. Their role is of utmost significance as they assume the mantle of the progenitor of the pedagogically sound instructional resources that students ought to actively partake in within the confines of the classroom. They are compelled to allocate their time towards the meticulous creation of video lectures, the formulation of multiple-choice questions, the development of quiz inquiries, and the establishment of assessment frameworks. In order to effectively execute this endeavor, it is imperative that educators enhance their knowledge and proficiency in the most cutting-edge technological advancements. However, it is imperative to note that this particular endeavor would entail a singular instance of preparation, wherein the individuals involved would meticulously curate and assemble the requisite content prior to its subsequent online dissemination.

In light of this circumstance, it is imperative to acknowledge that their role cannot be terminated outright. Instead, it is incumbent upon them to engage in subsequent online endeavors in order to sustain their presence and impact. It is incumbent upon them to diligently oversee the progress and evaluation of the learners.

CONCLUSION
The pedagogical paradigm of the Teaching Learning process has undergone a multitude of transformative shifts throughout the course of its evolution. In contemporary society, there exists a prevailing expectation that students possess a multifaceted skill set and a breadth of knowledge, transcending mere academic prowess. Information and Communication Technology (ICT)-based learning offers students a valuable opportunity to enhance their proficiency on a global level. The utilization of information and communication technology (ICT)

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in language instruction fosters innovation, enabling young learners to confront the global landscape equipped with the essential skills demanded in the 21st century.

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