



Role of Digital Pedagogy in Teaching English Language

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Abstract

Digital Pedagogy has become very much applicable, output-oriented, and helps making the communicative language teaching successful as an approach. Communication through ICTs improves our observations and contributes in sharing our thought-process effectively. It gives a modest touch to scroll the major problems and issues, theories and concepts, etc. The approaches of English Language teaching have passed through a aquatic transform due to the proliferation of instructional technologies. Because the generation has turn out to be more state-of-the-art and is embedded in an increasing number of elements of the teaching and learning. The digital education and digital pedagogy have entirely transformed the teaching-learning approaches; the traditional approaches have replaced with those of digital. The present articles aims at analyzing the need and relevance of digital pedagogy in teaching English Language.

Keywords: Digital Pedagogy, ICTs, Podcasts, English Language

Introduction

Education usually derives its concepts from technological change in the dominant cultural environment. Education system is dynamic and vibrant..With the rise of globalization, tourism and mobility, internationally educating students has become an integral part of a higher academic and economically important world of education.

Digital pedagogy is a promising discipline that combines ideas with technical and theoretical information, and combines education with pedagogic criticism. In the twenty-first century,

huge changes are happening identified with innovative and technical advancement. Globalization has been shifted to globalization. This century is known as the time of computerized innovations and information. Therefore, it is essential for a teacher of English Language to remain conversant with the digital pedagogy, its integration and overall execution.

Teaching method of the twentieth century varies from the instructional method of the twenty-first century. Since the start of the twenty-first century, there have been numerous adjustments in the improvement of national and world instruction. This logical bearing in instructional method associated with the social condition and the socialization of the individual has brought about another disciplinary science—social teaching method. It manages different components of socialization—engraving, impersonation, recognizable proof. Because of the advancement of brain science, the hypothesis of childhood creates adapting systems, adapting conduct, and the idea of a way of life. In training, the comprehension of taking in results has moved from information, or information and abilities, to the development of skills. In the event that information is framed reliably, at that point abilities create in a mind boggling way. The digital education and digital pedagogy have entirely transformed the teaching-learning approaches; the traditional approaches have replaced with those of digital. The objective of the present research aims to analyze the need and relevance of digital pedagogy in teaching English Language. Skills are hard to shape in one exercise, so we can discuss "learning techniques" actualized for a specific period of time. The learning methodology incorporates the two methodologies and standards, the course of advancement, and the techniques and sorts of guidance. Preparing systems are focused on fitness—the normal aftereffects of instruction. Methodologies for dynamic, imaginative instructing, venture situated, and fun loving learning can understand the ideas of constructivism.

Literature Review

According to Jha (2013), English Language Teaching (ELT) has undergone immense changes over the years in terms of using different ELT methods, but none of the methods till this date have proved what they had proclaimed. Jha (2014) vehemently criticizes that, most of the ELT practitioners in non-native countries are unfledged in terms of theoretical insight and practicality of many pivotal ELT methods. As a result, half of the ELT methods are either unused or impracticable in most of the non-native countries.

Moving from the observations of Jha about the status quo of ELT methods, this study further delves into reviewing pedagogical aspects of ELT methods. The researchers have confirmed the pedagogical value of literature as a medium for English language instruction (Hall 2006; 2016; Paran 2007, 2008; Watson and Zyngier 2006). Computer anxiety has been marked as one of the important tools in digital pedagogy. It is as defined by Rohmer and Simson (1981), is “the mixture of fear, apprehension, and hope that people feel while planning to interact or while actually interacting with a computer.” Reed and Overbought (1993) found significantly reduced level of computer anxiety following instruction whereas Chu and Spires (1991) observed a significant reduction in computer anxiety for only the most anxious quartile of subjects. Christened and Knezek (1997) examined relationships between technology integration education of teachers, their attitudes toward IT, and their students’ attitudes towards computer. ICTs supply the tools for creating, collecting, storing, using knowledge and for communication and collaboration (Kozma, 2003). Another fact a teacher is pleased about the role of ICT in classrooms but he is does find a number of hindrances too. Some of the observations like reduced infrastructure and less access to the tools; technical problems are another issues with a teacher and inadequate trainings to the teachers. Arthy and

Gowrishankar, (2015) also highlighted that ICTs can be used as good teaching-aids for example radio and television which not only make the teaching and learning process interesting but will also ensures more learning retention. Ficke (2014) suggests that ‘blogging sites, wikis, open-source photo editors, digital mapping tools, online text analysis programs, web publishing platforms , and much more make it possible for any professor to design course-appropriate assignments. Marking on the pedagogical prospective of videogames and their interactivity, Hergenrader (2016) expresses them as a “robust, multi-valent text capable of sustaining many different types of readings. Technology has revolutionized the education system (Plowman L. & McPake J. 2013). Explaining literature in the digital world, Koskimaa (2007) asserts that “it is an important task for basic research in literary studies to recognize how notions of everyday life, changing by the growing role of information and communications technologies, are reflected in literature, and what consequences this has for narratological, semiotic, and cognitive structures in literature”.

Research Gap

The computerized gadgets have impacted our instructive foundations that are battling to stay aware of the pace of progress which could be observed as having been inserted completely in social, economical and especially contemporary life. So, looking at the literature review, the gap here has been observed as expanded globalization, travel and portability, worldwide understudy training it has become necessary to become a scholastically and monetarily significant piece of tertiary instruction around the globe.

Findings

Computerized pedagogy is a rising field of study, consolidating the way of thinking of innovation and data hypothesis, with basic instructional method and instructive way of thinking. Instruction will in general draw its origination of mechanical change from the predominant social milieu. Subsequently, instruction is given to accounts of the transformative intensity of innovation in training. Innovations have changed and keep on changing artistic creation and its conceptualization. The guarantee that computerized training will reform instructing and learning through, for instance, the wide accessibility of advanced learning assets or profoundly rebuilt virtual learning encounters, regularly goes without remark on the tricky social, moral and epistemic suspicions supporting such changes. Connecting the multifaceted idea of instructive rights to worldwide understudy training and teaching method, we investigate issues identified with social assorted variety, wellbeing, helplessness, government assistance, serene conjunction in a changing worldwide condition. Opening up further conversations on comprehensive, socially equipped and responsible instructing in a precarious and as often as possible vexed geopolitical space, this presentation contends for a comprehensive training that puts learning and social equity at its inside.

English Language Teachers do follow certain ICTs treating as digital pedagogy for better outcome. In addition to having profession interest, a teacher has to be competent using Information and Communication Technologies. His actual competence is observed and measured in his academic achievement. Podcasts are also the tools of Information Communication Technology. Today, podcasting is treated as an instructional tool used extensively for imparting training as well as teaching-learning. Genuinely, a podcast is normally an audio report this is downloaded and listened to. Humans typically produce podcasts to proportion thoughts, presentations, or music. It is an emerging technique that reinforces precise tasks, promotes unique activities and additionally supports an unbiased

gaining knowledge of as an alternative method to coaching and gaining knowledge of a subject or a language. It is more beneficial for recording a teacher's lessons. It plays a totally vital role in teaching English Language.

The new digital technology has permeated economic system, politics, and workplaces. It has become an imperative medium we communicate with every other as well as get involved in process of all stages of schooling from kindergarten to doctoral studies. This concept of striking with people via technology is cost effective. E-mastering is an adaptive getting to know technique that's learner centered and also promotes social and collaborative getting to know. It affords a way to better management of large group of students, at the same time as keeping elevated retention and a more effective grasp on the subject.

Computerized innovations penetrate each part of our life – instruction, correspondence, culture, government, banking, promoting, wellbeing, corporate associations, co-ordinations and transport, and so forth. A portion of these are underestimated - programmed tellers, advanced cells, email, computerized camera, long range informal communication, and GPS guides for vehicles. Computerized advancements and media have influenced the instruction network, how we educate and how understudies hope to learn. They are changing our homerooms and engaging understudies to become analysts in their own right. Technological developments are a piece of training and education. Communication technologies are generally categorized as asynchronous or synchronous. Asynchronous activities use technologies such as blogs, wikis, and discussion boards. Synchronous activities involve the exchange of ideas and information with one or more participants during the same period of time. Learning management system and learning content management system is software used for delivering tracking the managing training education Luskin says that the “e” should be interpreted to mean exciting, energetic, enthusiastic, emotional, extended, excellent, and educational in addition to “electronic” that is a traditional national interpretation. (Mishra & Mishra, 2017) Nowadays, a teacher of English Language follows the approaches like blended learning, Mobile learning, Gamification, Embodied learning, learning, radio and television, movies, youtube, language lab-software, etc. for making the class more output oriented. A teachers uses computer applications for creating the learning ambience in the classroom, as he realizes how to encourage and make an air of trust among students and comprehends the mental hindrances that may deter their readiness to impart. Many studies have uncovered the significance of perspectives for inclining to utilize advances.

Conclusion

Technology is the language that today's students speak. Furthermore, as educators it's our utmost job to be champions of digital citizenship. (Joshi et al. 2019) The computerized period has presented an organized world and permits access to information from any area at any point of time. This entrance will keep on moving quicker than we can keep pace. It gives a modest touch to scroll the major issues and concerns, theories and principles, characteristics and constituents, needs and significance besides the role of learners, engineers, tools and techniques in making the communicative language teaching-learning effective and successful as an approach. (Mishra & Mishra, 2020) Advanced instructional method gives instructors a few chances to utilize innovation to encourage and improve educating and learning. Enthusiasm for advanced instructional method has developed essentially in scholastic network with the ascent of workshops, meetings, and diaries. Educating in the 21st century requires innovative information notwithstanding content information. The advanced education suppliers are compelled by a sense of honor to guarantee that moves on from our organizations are enough arranged to be powerful educators for the computerized age.

Computerized innovations offer new chances and difficulties for instructors. Be that as it may, consolidating these open doors into educational plan and instructional practice represents a huge test for teachers and approach producers. The manners by which these instruments are embraced and actualized give off an impression of being impromptu, instead of deliberate. The effect of advanced advances of teaching methods has gotten blended and regularly captivated responses among instructors. Advanced instructional method alludes to utilizing computerized innovations to change educating and learning. It is utilizing ICT to upgrade instructing and learning. It is instructing inside and past study hall. It might appear as utilizing power point in the homeroom to offering on the web instruction. It empowers powerful realizing, which is dynamic, imaginative, and forever. It advances distributive learning, complex request, and responsibility. Advanced innovations have caused an information blast and changed learning situations. These progressions present critical curricular and instructive difficulties. Normal teaching method is the field that manages the hypothesis and practice of instruction. It incorporates what we educate, how we show it, and why it is important in our social orders.

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