

Enhancing English Language Instruction through the Utilization of Electronic Resources: An Investigation

Shreeja Ghanta

Department of English , Koneru Lakshmaiah Education Foundation, Vaddeswaram,
Guntur -522502, India

Email id : shreeja.ghanta@mahindrauniversity.edu.in

Abstract

The aim of this study article is to assess the components of e-learning and their impact on the acquisition of the four competencies. The authenticity, correctness, and validity of learning a language using technological instruments can be verified by the research.

Keywords: English Language, E-learning, Web tools

Introduction

Learning is commonly considered as a process in which information is acquired via experience. Learning perception is linked to increased memory, information acquisition, and knowledge. Learning may be defined as a method of acquiring knowledge, abilities that can be acquired and used by humans to generate reasoning and comprehend reality [1]. Learning is a process that involves various stages. The components of learning have developed over time. Over time, new methods of learning have arisen. E-learning is one such beneficial way. E-learning may be defined as the use of online and internet technologies to generate learning experiences [2]. Learning is defined as the process through which information is learned via experience.

The quantitative increase in knowledge and information acquisition is the most well-known sense of learning. Learning is the process of acquiring knowledge, abilities, and tactics that may be recalled and used by people to prompt sense, shorten concepts, decode the truth, and grasp diverse ways. Learning is a process that has several stages [3]. The learning process has existed throughout history and has gradually evolved. Over time, new techniques to learning have emerged. E-learning is one of the most important methods. The purpose of this article is to assess the impact of an e-learning technique on English language acquisition. In a broad sense, e-learning or electronic learning encompasses any use of the web and internet to broaden the scope of learning [4].

All tasks, such as registration, monitoring, and educational costs, are carried out over the internet. Various instructors from various locations upload materials. Learners might benefit from more than one expert. E-learning may increase a student's inspiration, which is vital for learning, especially learning a second language, because e-learning affects all of the fundamental characteristics of learning a second language. The great benefits of e-learning include flexibility, ease, and the opportunity to learn more quickly [5].

Regardless of the benefits of e-learning, there are a few negatives, including: Language students' social ties may suffer as a result of e-learning. Some language learners may be unfamiliar with how to use

the internet and computers. As a result, rather of being imparted to students by teachers, knowledge is produced among them. Learners participate in the process of knowledge production. The classroom setting is audio-visual, and students absorb knowledge through a variety of online technologies. Examples of web tools include electronic tools, online games, weblogs, the internet, and multi-media.

2 ONLINE TOOLS

2.1 Electronic Instruments

The benefit of using electronic resources, such as television, is that they have noises and motions that might influence language learners. When learners are drawn to motions, noises, or images, it is normal for them to mimic or imitate. They try to imitate the dialogue.

Web games may be an effective tool for language acquisition. They can have an impact on many elements of language preparation. Word: By analysing game content, language students are exposed to a variety of words and will seek to use them in enjoyable ways. This can increase the motivation of language pupils. Pronunciation: Because articulation in language acquisition is difficult, children and other language students can play word games to strengthen their speaking and pronunciation skills. This can reduce stress and mistakes. Language students can use online dictionaries to help with articulation.

2.2 Online Games

Web games may be an effective tool for language acquisition. They can have an impact on many elements of language preparation. Word: By analysing game content, language students are exposed to a variety of words and will seek to use them in enjoyable ways. This can increase the motivation of language pupils. Pronunciation: Because articulation in language acquisition is difficult, children and other language students can play word games to strengthen their speaking and pronunciation skills. This can reduce stress and mistakes. Language students can use online dictionaries to help with articulation.

2.3 Internet and multimedia

Improvements in internet and multimedia technologies have a favourable impact on the effectiveness of e-learning settings. Students must be self-directed and adopt innovative tactics while studying a language like English using multimedia technology. English study in a nation where English is not the local language, especially over the internet and multimedia, will be difficult and tough without the students' physical presence. Through chat rooms and e-mail, the internet allows users to interact with native English speakers. In reality, students are put in an authentic setting (where everyone speaks English) over the internet. Students may use the internet and online to improve their communication abilities, become more familiar with diverse cultures, and improve necessary skills such as listening.

2.4 Weblogs

A weblog is described as a web application that displays consecutive entries with date and time effects. Weblogs are one type of communication medium. Online publication is now more accessible than ever. Technically, a teacher without experience with internet publishing languages can readily post his ideas online.

3. METHODOLOGY

This study is applied research from the aim perspective, a causal study from the study style perspective, and descriptive-survey research from the research technique perspective. Furthermore, this approach is

statistic-based in terms of perception, description, analysis, evaluation, and checking the correctness of obtained data.

4. CONCLUSION

This article examined many features of e-learning and their impact on the four competencies of language learning. It has been found that web resources such as TV programmes, instructional videos, and telephone dialogues/conversations can be effective in strengthening reading, listening, and speaking abilities. The study also attempts to demonstrate how online tools contribute significantly to e-learning. The study also discovered that weblogs improve writing abilities and facilitate online information sharing.

REFERENCES

- [1] Arora, Akansha. —Using ELearning Technologies To ImproveEducational Quality Of Language Teaching. ELearning Industry, 24 Jan. 2018.
- [2] Dale, Joe. —Teaching Languages with Technology: Tools ThatHelp Students Become Fluent.¶ The Guardian,Guardian News and Media, 13 May 2014.
- [3] Mohammadi, N., Ghorbani, V., & Hamidi, F. (2011). Effects of e-learning on language learning. (3), pp. 464-468.
- [4] Ronan, Briana. —Digital Tools for Supporting English LanguageLearners' Content Area Writing.¶ Digital Language Learning and Teaching, 2017, pp. 93–103.
- [5] Raju, K., Pilli, S. K., Kumar, G. S. S., Saikumar, K., & Jagan, B. O. L. (2019). Implementation of natural random forest machine learning methods on multi spectral image compression. Journal of Critical Reviews, 6(5), 265-273