

FACTORS CONTRIBUTING TO LEARNING AND TEACHING ENGLISH: THE WRITTEN EXPRESSION AND THE SPOKEN WORD.

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ABSTRACT

This Paper focusses on how children acquire the required skills that they need for their careers are developing into fully grown adults in a conducive digital ambience. There are some great tech-based English-practice activities that can be tried with youngsters. The pupil have umpteen number of possibilities to practice their English; Thanks to digital technologies. Teachers claim that the usage of technology significantly affects students' attempting to learn a second language. The impression created is quite positive despite some professors opining that it will have detrimental effects of contemporary technologies usurping students' attention. Teachers demonstrated as to how the use of technology in teaching and learning triggers students' interest in learning a second language. The use of Digital Technology makes teaching quite simple and in making the learning of targeted language dead easy. The English language teachers are facing many challenges to make the English class more interesting to the students. Most of the teachers have a meagre knowledge in the usage of ICT. It is a good opportunity for both teachers and students in exploring their level of understanding of Digital Technology. Both are equally beneficial because of modern technologies rather than choosing repeated traditional methods in teaching and learning process.

KEYWORDS:

Digital Technology, Second Language, Target Language, ICT, Challenges, Traditional Methods, Challenges.

Language teaching has benefited greatly from the use of digital tools, which A.W. Bates refers to in his 2005 book *Technology, ELearning and Distance Education* as "Technical Cultural Artefacts." Essential abilities might change from one field to another or rely on the individual. They undoubtedly need to be reenergized to improve their abilities, such as qualities a positive attitude toward teamwork, self-management, and problem-solving (Mishra, 2020). These technological aids make up a significant portion of the widely recognised field of computer assisted CALL, or language learning, is crucial to teaching English as a second language. Briefly, ELT M. provided a helpful definition of CALL in the late 20th century. Levy claims in his 1997 book *Computer-Assisted Language Learning* that it is M. Warschauer and D. Healey divided the history of CALL into three categories in *Language Teaching* (1998).

- CALL behavior in the 1960s and 1970s was built on repetition of words. Drills and practice Automatic Teaching Operations Using Programmed Logic, in a nutshell, PLATO is a unique piece of hardware. It covers thorough drills and grammar. Exercises in practice and translation are given at various times throughout the day.
- The Communicative CALL stage, which took place in the late 1970s and early 1980s, The computer is seen as a trigger for communication between people in this sort the teacher and students in the class were all enrolled, original speech is promoted among the youngsters. The third stage consists of Integrative CALL using computers and the Internet Use for teaching and learning activities in the school setting. Here, the various digital Technologies converge to provide an effective and practical tool for teaching the speech to pupils and beginning to learn for the teacher. It highlights the language used in real-world social settings. Internet has made it possible to trusted resource and a genuine setting where students can interact among the local speakers. They now have quick access to information as a result, pertaining to language, vocabulary, pronunciation of words, knowledge, etc. Due to the fact that English is among the most widely "acquired" second languages worldwide, this gives various applications of information and communication technologies. It is possible to employ ICT can be used to facilitate overall teaching and learning of the English language in a setting where no one speaks English. The piece also looks at several creative strategies that are used to encourage language growth and build communication. In order to meet the demands of the new generation of students who are exposed to internationalization and the various forms of digital technologies.

In his 2004 book *Mega for a Digital Age*, Stuart Selber recognizes the significance of using digital technology both inside and outside of the classroom since it empowers students to take an active part in their education and turns teachers into co-learners. It also fosters imagination and saves time and labor. It fosters the growth of fresh, creative concepts and fresh knowledge. Possibilities for the kids. All pupils can use it regardless of their understanding or skill levels.

Various applications of digital technology are possible in the instruction of the English speech, including

Learning, including the following:

- Gathering linguistic knowledge
- Having contact with the target language
- Developing reading abilities
- Developing listening abilities
- enhancing and strengthening writing abilities
- Uploading of resources and student work on various activities
- Interacting and exchanging ideas with speakers of various languages.
- Utilizing various learning leadership systems to facilitate learning
- Using online dictionaries, vocabulary journals, etc.

The English language is compatible with a wide variety of digital technologies.

Teaching-learning Science Use in the English Language Class Technology is a useful tool for students. The usage of technology by students in the learning process is essential. To promote the true use devices in the classroom language skills, trainers should serve as a model for their students in how to use technology to assist the curriculum (Costley, 2014; Murphy, DePasquale, & McNamara, 2003). Technology can promote student cooperation. One of the key tools for learning is cooperation. Students produce assignments cooperatively with one another and gain knowledge from one another by reading the work of their peers (Keser, Huseyin, & Ozdamli, 2011). According to Bennett, Culp, Honey, Tally, and Spielvogel (2000), the usage of digital technology enhances both the teaching and learning of students in the classroom. The usage of computer technology by instructors aids in meeting the academic needs of their learners. According to Bransford, Brown, and Cocking (2000), using computer technology helps

teachers. Enabling students to create local and global communities that expand their social networks chances for their education. They went on to say that the benefits of computer technology depend on how teachers employ it in their different languages; it does not come naturally. Susi Karan (2013) asserts that in addition to teaching strategies, fundamental changes have occurred in classrooms, because teaching English successfully cannot be done with chalk and conversation alone. & Raihan According to Lock (2012), a well-in a structured classroom environment, students learn how to learn efficiently.

Technology Lectures are less effective than enriched learning environments based course. Teachers should learn how to use technology as a helpful teaching tool for their students. Despite not having studied technology and being unable to operate it like a computer expert, learners. The use of technology has fundamentally altered how English is taught. There are numerous options for improving the quality and effectiveness of instruction (Patel, 2013). Traditional classrooms have lecturing professors who stand in front of the students. Instruction and explanation are provided utilizing a whiteboard or blackboard. These techniques must change in terms of technological development. Utilizing multimedia texts in a class helps students become comfortable with language structures and vocabulary. Application to improve students' language skills, audiovisual also takes use of print books, movies, and the internet. Knowledge. Utilizing print, video, and the internet allows students to gather information and provides them with many tools for context and linguistic analysis and interpretation (2014)

Arifah Pourhosein Gilakjani (2014) and Dawson, Cavanaugh, and Ritzhaupt (2008) argued that employing , Technology can foster a learning environment where the student is prioritized over the teacher, which leads to beneficial results. They underlined that by utilizing computer technology, language classes may become engaging environments with meaningful tasks where students take ownership of their education. The use of computer technology, according to Drayton, Falk, Stroud, Hobbs, and Hammer man (2010), implies a genuine learning opportunity that strengthens learners' responsibilities.

Technology supports independent learning and the development of ethical habits in students. Learners have consciousness thanks to their independent use of technology.

The use of the World Wide Web, in accordance with Arifah (2014), boosts students' motivation. The usage of films in the classroom encourages students to engage with the

material and expand their knowledge. When technology is employed in the process, learners can get useful knowledge. Learning with technology helps students build their higher order thinking abilities. It may be stated that a successful integration of multimedia and instructional techniques is crucial for drawing students' interest in learning the English language.

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