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**ONE DAY NATIONAL E-CONFERENCE
ON**

**“CHANGING DIMENSIONS OF TEACHING & LEARNING
ENGLISH LANGUAGE AND LITERATURE IN THE DIGITAL ERA”
17th February 2023**

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OF
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DIGITAL ERA”**

ORGANIZED DEPARTMENT OF ENGLISH

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ON

17th FEBRUARY 2023

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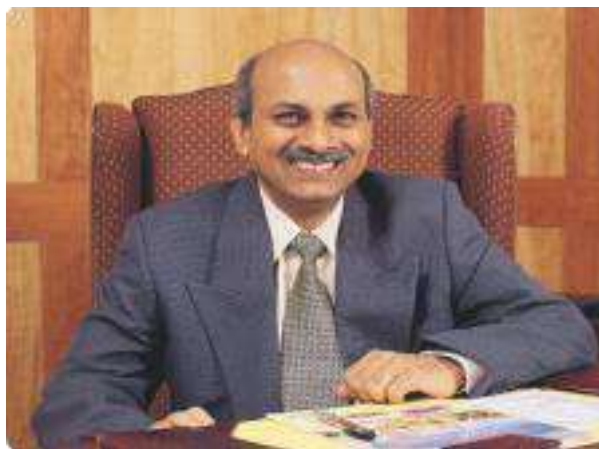
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DR. PRABHAKAR KORE
Member of Parliament

The more we learn, the more we realize that we possess less knowledge. The world we live in today is significantly different from what it was 5 or 10 years ago and the pace of change continues to rapidly increase. As human beings with intellect we need to constantly find things unknown to us. Technology driven by digitization has unraveled new paradigms including in the fields of education, research and publications. Organization is an opening platform for all students, teachers, industry persons, researchers and delegates for sharing their ideas and contributing in the deliberation on current developments in the field of Science and Technology.

Times are changing. People are beginning to realize the importance of ideas and the power of thinking and learning. We need inspiration, not just information that is gathered mechanically. We need passion and courage to bring forth the unknown to the scientific community who shall further concepts beneficial to mankind. KLE is a wonderful platform for breeding disciplined young minds with research orientation aptitude. Conferences are taking place to mold inquisitiveness into a concrete reality through exercises into experiments. KLE, Kalamboli's National Virtual Conference on the theme, "**CHANGING DIMENSIONS OF TEACHING & LEARNING ENGLISH LANGUAGE AND LITERATURE IN THE DIGITAL ERA**" shall provide an apt path for creation and re-creation of existing as well as new teaching and learning technological wonders now and in the future to come.

I applaud the efforts of the Organizing Committee of the National Conference and wholeheartedly welcome all distinguished speakers, scholars presenting papers and the participants to this conference.

Lastly with quotes of William A. Ward, I advise young and beautiful minds:

**"PLAN PURPOSEFULLY, PREPARE PRAYERFULLY, PROCEED POSITIVELY,
PURSUE PERSISTENTLY"**

GOVERNING BODY CHAIRMAN'S MESSAGE



SHRI. MAHANTESH KAVATAGIMATH

(Governing Body Chairman)

In the present-day world, we need to explore and study the various aspects of technical innovations and scientific discoveries for the development of humans as well as machines. The English Department of KLE, Kalamboli has organized a National Conference on the theme “**CHANGING DIMENSIONS OF TEACHING & LEARNING ENGLISH LANGUAGE AND LITERATURE IN THE DIGITAL ERA**” to showcase the technological development in English Language Teaching and Learning that has evolved to the point where their synergistic combination has culminated. The theme hereby provides a platform to researchers, academicians, scholars and industrialists to share and further explore their findings.

As human beings with intellect we need to constantly find things unknown to us. I am sure that this Conference will provide delegates from various parts of India, a great opportunity for fruitful deliberations and enhance the knowledge of young minds in various fields thereby providing an opportunity to interact with one another and experts to enhance their research skills and knowledge. Best wishes to the Organizing Committee and researchers for the successful outcome of the Conference.

PRINCIPAL'S MESSAGE



Dr. G. D. GIRI
Principal

On behalf of KLE Institutions, I extend my very warm welcome to all delegates and participants, who are present for the National Conference on the subject “**CHANGING DIMENSIONS OF TEACHING & LEARNING ENGLISH LANGUAGE AND LITERATURE IN THE DIGITAL ERA**”. KLE Society was founded on November 13, 1916 by seven young visionary teachers known as ‘Saptarishis’. For the last 105 years the society has been committed towards ensuring the students their own space to learn, grow and broaden their horizon of knowledge by indulging into diver’s spheres of learning. Under the guidance of our management KLE continues to lead the way of success with zeal and confidence.

Presently, our nation India stands among the world's top 10 countries in terms of high-quality scientific research and publications. Further, India ranks third among the most attractive investment destinations for technology transactions in the world. Science and Technology are key elements in economic growth.

However, many challenges are being faced at the transformation stage in respect of strategic planning. We wish to discuss recent practices and trends in English language learning and teaching. The conference aims to exchange different ideas, ideologies and also to develop long term relations amongst the researchers and institutions. The main theme and subthemes for this conference are expressive of concerned research areas to give the potential participant innovative prepositions about the scope of discussion. We have invited eminent dignitaries from different sectors for the better understanding of subject matters.

Welcome you all to KLE institutions Kalamboli-Navi Mumbai and hope that this conference will provide a platform for all of us present here to give thought to the topic discussion and encourage us.

Thank You!

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1. The Effective Use of ICT for Teaching English language and Literature.

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Abstract: In the 21st Century, ICT has become a core part of Teaching and Learning Process reference to schools, colleges and Universities. Due to ICT, every UG and PG learner gains knowledge and uses it in their day today life. It makes them interesting and enthusiastic. Every student is attracted towards virtual classrooms. It only happens due to ICT. Today, as a language and literature teacher we need to understand ICT and make aware to the students about effective use and its importance. It plays a crucial role in teaching English language and literature. It also makes effective and faster communication between teachers and students. Therefore, the Indian Education System has been changed.

Key Words: crucial, core part, enthusiastic etc.

1. INTRODUCTION: Today, everyone should understand the importance of ICT in education; it is a must to know the meaning of ICT. It stands for information and communication technology. It is defined as a different set of technological tools and resources that are used to communicate, create, spread, manage information for teaching English language and literature. According to Daniels (2002) Information and communication technology (ICT) is considered to be one of the basic modern methods to educate society. Many developing and developed countries like India, now regard understanding ICT and mastering the basic skills of communication and concepts of ICT as part of the core of education (2). However, globalization is the base in which immense change is being shown in every aspect of human life in terms of development. The introduction of ICT to education can help in creating a modern way of learning and teaching Language and Literature where we are in a world where technology has reduced it into a small village. In the last two decades, there is an extreme use of ICT and practices all forms of endeavor within business and governance. ICT lends itself to more student-centered learning and teaching. But with the world moving rapidly into digital media and information, the role of ICT becomes more and more important in education. This importance makes growth in the 21st century (3). Nowadays the use of ICT for teaching language and literature becomes very important. The teacher of literature and language is expected to be both traditional and modern in his/her teaching-learning process. The teacher has to be prepared to have the capacity of including ICT in the teaching process. In the 21st century, technologies are interactive but still low in language teaching and literature. (4). Recently, the internet has gained and is still gaining an immense popularity in second/foreign language teaching and more teachers and learners are embarrassed about it. So, there is no doubt that ICT increases the quantity and quality of teaching and learning of language and literature in traditional and distance education institutions in India. Therefore, ICT may enhance teaching and learning

through its dynamic and interactive content and it also provides real opportunities for young minds.

2. WHAT IS ICT? The term ICT stands for Information and Communication Technology. The term “information and communication technologies” (ICT) refers to forms of technology that helps to transmit, process, store, create, display, share and exchange information by using electronic means. This broad definition of ICT includes such technologies as radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, and computer and network hardware and software, as well as the equipment and services associated with these technologies, such as videoconferencing, e-mail and blogs. ICT has played a crucial role in education in formal and non-formal settings, in programs provided by governmental agencies, public and private educational institutions, for profit-corporations and non-profit groups, and secular and religious communities” (unesco.org). ICT includes the use of computer technology, including hardware, peripheral devices, media, delivery systems and software etc.

3. THE USE OF ICT TOOLS FOR TEACHING LITERATURE AND LANGUAGE:

Today, ICT is being used as a foremost tool to improve the quality of life. We use ICT for increasing the understanding capacity of learners. Different language institutions all over the globe have already realized the importance of ICT for teaching language and literature. However, ICT plays an important role for teaching poems, fiction Non-fiction and different kinds of literature as well as communicating, establishing and managing information. ICT has proved that learners can learn effectively not only in India but all over the world and to those people who are unable to move from their places and cannot move their limbs and hardly utter words. They may also develop their pronunciation with the help of ICT. It becomes possible for them to enhance education due to ICT. There are many different ICT tools that can be used for teaching literature and languages. These tools can be applied in different education fields.

4. ICT TOOLS IN TEACHING AND LEARNING REFERENCE TO LANGUAGE AND LITERATURE: These tools are many and some of them will be presented in detail in this paper. However, ICT tools, in this paper, are divided into two types which are non-web based and web based learning tools but these tools are very important in terms of teaching literature and languages. Today’s student is a modern student so he or she uses modern technology tools including smartphone, laptop and social media for gaining knowledge.

4.1.1. AS TOOLS OF ICT, RADIO AND TELEVISION: Radio and television are the useful tools of language learning. Both the instruments offer cheap access to rich programs for everyone. The immediacy of current affair programs ensures that learners’ exposure to the language is up-to-date and embedded in the real world of native speakers. Through radio it is possible for the teachers to make the students listen to drama’s and poems by eminent and outstanding dramatists of Authors. It is the other important technological medium used by the language teachers as it appeals through eyes and ears. It provides a full audio visual simulation, dynamic and attains a higher degree of realism. It gives linguistic expression along with facial expression. It is useful to young minds to teach them about language and literature.

4.1.2. FILMS, LITERATURE AND LANGUAGE: Films are the most powerful element in the hands of an intelligent and resourceful teacher. However, Language teachers and literature, they may show different movies to the students related to the contents. Films appeal to the pupils, heighten their interest and hold them in the retention of the learned materials. Films are profitably used to showcase the facts, actions skills and background information. The students can learn so many theatrical techniques and perform in front of the audience. The students of primary level get interested to know the functioning of the speech organs and the pronunciation.

4.1.3. LANGUAGE LAB AS A TOOL OF ICT: In every college, Interactive language lab has been set up for teaching communication skills to the students. Language lab is one of the modern technological teaching aids. In the Language lab, students can listen to the audios and can understand the different accents used, the students are able to speak and even, they can record their voices. The students' pronunciation level could be improvised by listening to the standardized materials. It is exclusively result oriented and it enriches the English language learning process. In the recent trends, not only the audios but videos, flash based games, and the internet are also included in the lab materials. Language lab makes for an easier atmosphere than a traditional classroom.

4.1.4. OVERHEAD PROJECTORS:

The students can do the practical by using Projectors. It is a conventional method of teaching, is highly beneficial and an alternative to chalk and talk. The OHP consumes time by preparing the materials in advance, but this sort of multimedia ensures the high- quality instruction. Language teacher can teach the students any content which is difficult to the students but by using projectors and transparencies it would be so easy. It is an important visual aid to display the context to the large class. OHP's allows the teachers to use images, diagrams and it reduces the work of the teacher by drawing it on the black board. By using OHP's more complicated sources can be brought into any classroom and it is easy to use, versatile and it is easy for the students to take notes from it.

4.2.1 WEB BASED LEARNING AS A MODERN METHOD OF TEACHING LEARNING:

The students can search different kinds of plays and regional languages, words and its pronunciation and information. Web based learning is also called technology based learning. It is one of the fastest developing areas. It provides opportunities to the learners to create a well-designed, learner-centered, affordable, interactive, officiate, flexible e-learning environment. There are thousands of English web based classes that offer training for a variety of basic language skills such as Learning, Speaking, Reading and Writing and are made interactive in a variety of ways. Some of the common technologies available for promotion of education.

4.2.2 YOUTUBE:

YouTube is a platform where students can find and share authentic video material which can also be used in your classroom. It is a modern method of teaching learning. It helps the students a lot before attending class. They may learn so many things which will be helpful to them to clear the concepts.

4.2.3. BLOGS, LITERATURE AND LANGUAGE:

Every student can use this ICT tool. It is a personal or professional journal frequently updated for public consumption. Any literature or language student can share his or her poem or book review to blogs. It indicates blogging becomes communicative and interactive when participants assume multiple roles in the writing process, as readers/reviewers who respond to other writers' posts, and as writers-readers who, returning to their own posts, react to criticism of their own posts. The readers in turn can comment on what they read, although blogs can be placed in secured environments as well.

4.2.4. SKYPE AS A TOOL OF ICT:

Every internet service has audio functions, and technological instruments like laptops with cameras. The students could communicate and ask their doubts about language and literature with their teachers and friends who are far away. Likewise, they could very well communicate with the speakers of native language and get their pronunciation checked so as to improve their speaking.

4.2.5. MOBILE PHONE, LANGUAGE AND LITERATURE:

Learners can search for new words using the dictionary option in the mobile phones and enrich their vocabulary. Anyone can download dictionaries for education purposes with the help of Mobile phones. They may verify the spelling, pronunciation and usage of the specific word they searched for. Moreover, they can search any drama and poems also for study purposes.

5. SCOPE OF ICT FOR TEACHING ENGLISH LANGUAGE AND LITERATURE:

Information and communication technology in TELAL can cover all the four skills of English language (Grammar – Writing – Reading – speaking). ICT plays a lion's role in teaching and learning of English language and literature. The modern way of teaching-learning process depends on information and communication technology (ICT). So, it becomes the need of the hour to improve the quality of education.

6. BENEFITS OF USING ICT TOOLS FOR TEACHING LANGUAGE AND LITERATURE:

ICT provides positive vibrations on students' attitude towards learning a language and literature. Students can have an excellent chance to pick out the elements through which they can meet their learning strategies, which were failed to satisfy by the conventional methods. The availability of sources is like images, animations, audio and video. The clip is very simulating because they support the learners in presenting and practicing a language in a different way. Not only for the students but also the teachers depend more on these tools to produce, prepare, store and retrieve the materials of learning at ease. ICT provides authenticity in which the learner could interact with others all over the world.

7. CONCLUSION:

This literature review explored the use of ICT tools in teaching and learning of English language and literature. Since conventional approaches and the methodologies have interlinked with the novel technologies to teach English language and literature. It seems

impractical to keep them apart. ICT tools are available freely on the internet, can teach second language teaching and literature. It is a fruitful one. It becomes beneficial for teaching a foreign language and literature in the hands of creative and knowledgeable language teachers. The elements make an impact in the pathway of learning particularly in the English language and literature.

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2. Changing Dimensions of Interview Skills for Undergraduate Students of Information Technology in Digital World

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Abstract:

The job interview is a process almost every jobseeker goes through at least once in a lifetime. The performance of interviewee during the interview can make or break the prospect of job opportunities in this modern world. Gone are the days when in a single sitting of half an hour would be sufficient for the selection of the candidate. The interview techniques have evolved with the changing times. The mechanism of the interview evaluates hard skills and soft skills of the interviewee. Interview is a way of selling the skills to a prospective employer. The new hiring techniques in the digital world demand high skilled training of the interviewee. To succeed in an interview, one needs to acquire certain skills pertaining to physical appearance to actual performance during the interview. It is essential to develop effective interview techniques amongst the students for the purpose of facing an actual interview confidently. There is a lot of preparation required on the part of the interviewee at a psychological level. An interview is a perfect amalgamation of dress and address demonstrated by the candidate during the job interview. It is necessary to impart interview skills amongst the students to provide skilled technocrats to the IT industry. Using the qualitative and quantitative data analysis methods this research is an attempt to understand students' struggle to express confidently and convincingly during the interview and explore the changing dimensions of interview in the digital world.

Key Words: Interview, communication, technology, soft skills, presentation, subject knowledge

The Introduction:

According to Murphy and Peck, the interview is “*a conversation with a purpose. It aims at getting truthful responses from the candidate.*” The definition does not explain ‘interview’ fully as interview is more than ‘truthful responses’. It includes interpretation of the behaviour, understanding the attitude, negotiation etc. The purpose of any job selection interview is to hire the best suitable candidate for the post. In the old days, the number of eligible candidates was comparatively less than in the present times. With the changing times, due to increase in the number of prospective candidates due to increasing population and literacy rate the competition amongst the candidates is fierce. At the same time, the employees are employing new techniques to assess the candidate’s credentials, job capabilities, and personality (Johanson) .

Interview creates a sense of anxiety in the mind of candidates on account of its complex and unpredictable environment. Being constructed and structured carefully, it is aimed at a particular outcome. Based on the topics, the interview can be categorized under job interview, appraisal interview, under-stress interview, group interview, online interview or offline interview etc. The job-selection interview is one of the momentous steps in one’s life. A dream job is always a motivational factor in developing any skills. The prospective employer seeks not only just a skilled person but also a person with honesty and integrity. He looks for a person who is positive, result-oriented and a team member. The interview is one of the most powerful and resourceful tools available to employers for the purpose of assessing the candidate from top to bottom in terms of knowledge, skills along with dress and address. The employers use various methods to select employees viz., traditional, referenced, situational, personality test based, graphology based. In the modern times the methods have increased as the use of advanced technology has become a norm.

Interview Methods used in Digital World:

The hiring practices have changed and so the interview methods. Soft skills are highly tested skills in the modern times. Interviews in casual settings, virtual reality assessments, video interviews, job auditions have taken the place of traditional interview methods. Soft skills like flexibility factors, leadership qualities, teamwork, grit, creative decision making are tested using high-tech tools like Pymetrics, Koru etc. The use of AI gives the employers better individualized insights into the candidates. Today, we leave our footprints on several digital gadgets every second. This data is used by the recruiters to assess the candidates’ attitude, behavior, skills, adaptability etc. The social media profiles of the candidates are checked by the recruiters.

According to a LinkedIn report 81% recruiters think that virtual recruitment will continue even after the Covid pandemic.

The Need of Developing Interview Skills in the IT Education

The IT sector is one of the fastest-growing industries in India. Several students dream about working in this industry. The students gain all the technical knowledge in the colleges however in any field gaining only academic knowledge is not enough. Along with academic knowledge, one needs to develop various soft skills. In order to evaluate a person and his skills required for the job, the interviewer tests one's communication skills, soft skills, team spirit, conflict management skills, presentation skills, observation skills etc. According to Richard Ellis, "*Communication is an entity which contains many strands.*" Though academically very strong, many students lack these skills. Due to a lack of communication skills and interpersonal skills, one cannot use precious time skillfully.

The Difference between the Industry and the Campus

Though the industry and university are dependent upon each other, they function very differently. Due to large cultural and environmental differences between these two sectors, the transition of students from campus to corporate is not easy. The universities are the foundations for knowledge and innovation. The learnt skills in the campus have to be implemented in the actual practice at the industry level by the students. For smooth transition from campus to corporate the colleges must provide the required training to the students.

The Strategies for Facing Interview

In order to successfully pass the interview, the interviewee has to follow the following four Ps: Plan, prepare, practice and perform. In the first phase of planning, the interviewee should understand the post, roles and responsibilities and should know the organization you have applied for. He should know his weaknesses and strengths. He should plan well ahead of the interview. In the next stage, the interviewee should prepare himself for the interview. The preparation stage includes keeping ready the documents, grooming, visualizing the questionnaire on academics as well as on soft skills. The third stage is the practice stage. One of the best ways to practice is facing mock-interview. If a mock interview is not possible, talking before a mirror could also be very useful. The mock-interviews help the students in gaining confidence, overcoming nervousness and understanding the expected questions. The mental practice helps in improving behavioral skills and improves the performance in the interview (Greene). The last and very crucial stage is the stage of performance. Right from entering the interview venue to exiting the candidate has to perform well. Greetings, gestures, facial expressions, eye contact, and postures are crucial. The interviewer can practice body language well to perform better in the actual interview.

The interviewer has the task of selecting the best suitable candidate for the advertised post. In a highly populated country like India, the competition for jobs is very high. The interviewer may have

to screen the best one from thousands of applicants. Normally, the qualified applications are sorted from thousands of applications. The people who are called for the interview are well qualified and skilled. The difference between the selected candidate and the rejected candidate is the performance during the interview. Therefore, apart from being qualified and skilled one should be able to perform well during the interview.

The Role of Language and Paralanguage:

Mastery over language plays an important role in developing one's communication skills which are crucial to achieving success in any interview. The four basic language skills are RSLW: reading, speaking, listening, and writing. Reading will enhance one's knowledge and widen the experience of the students. Speaking skills are essential to perform during any type of communication. One has to sell the skills successfully to get the desired job. Like a salesman, the interviewee should also learn interpersonal skills. To understand the questions asked in the interview, one should be very attentive and listen very carefully. Listening skills can help one in communicating his/her ideas successfully. Writing skills can be very useful in preparing a resume. The resume is a mirror to the interviewee's persona. The interviewers scan the resumes

before selecting the candidate for the interview. The resume can help them in selecting the best suitable candidate for the post. Pitch, tone, accent, stress, laughter, etc. are part of paralanguage which are used extensively by us in daily communication. A particular word or sentence said in different tones may mean differently. Paralanguage is nothing but the supportive language of the main language. As an interviewee, one must use paralanguage deftly to achieve the desired effect of communication.

The Role of Body Language:

Body language is a part of non-verbal communication. Several experts have opined that 70% to 90% of communication we do is non-verbal communication. Hence during the interview, the use of proper body language becomes of utmost importance. It helps in reinforcing verbal communication.

The Role of Mock-Interview:

The practice can reduce anxiety and fear and increase the confidence of the interviewee. The students will be able to understand the interview process, their strengths and weaknesses and are better prepared for the actual interview. The performance of the students is enhanced when they learn the interview strategies. (Hudak et al.)

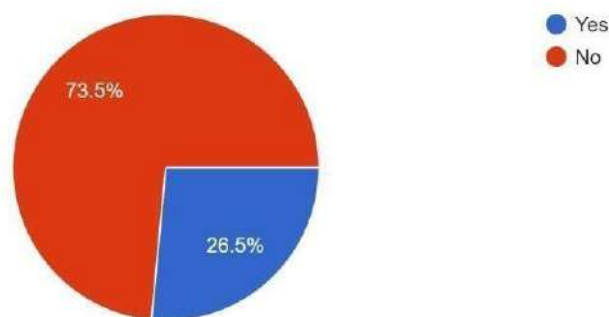
Methodology:

The method of a survey-based questionnaire for the purpose of identification of various nuances of interview skills amongst the future technocrats is used. An online survey is taken from the students of BSC IT and BSC CS from various colleges in Mumbai and Navi Mumbai to understand their current communication skills, their endeavor to learn and develop the interview skills to adapt to the changing interview techniques.

Analysis of the Data:

One of the biggest challenges students face during the interview is feeling nervous before the interview. According to the current study, 41% of students felt nervous before the interview. Only 17.4% of students were ready to face the interview. It can be said that despite having professional skills and academic knowledge, many students were not confident to face the interview. Though little nervousness is needed to keep oneself grounded and alert, too much nervousness can have an adverse impact on the performance of the candidates. It is necessary to minimize nervousness by conducting mock interviews with the students of technology.

Did you get any training in communication/presentation skills?
302 responses



Though every bachelor programme has at least one course on communication skills, it seems that the students are either not trained properly or have ignored the classroom teaching altogether.

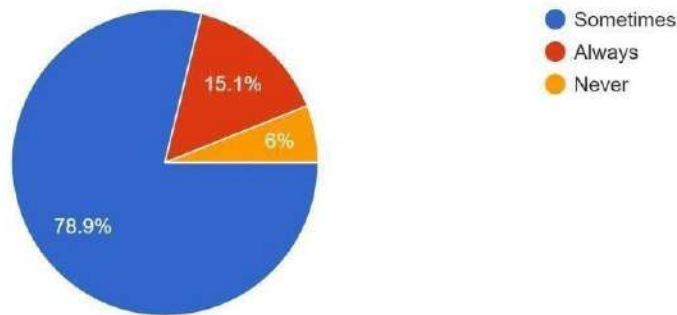
73.4% of the respondents said that they did not receive any training in presentation and communication skills. Communication skills are crucial in one's personality development. In this programme, all the soft skills and hard skills are taught to the students. Upon asking whether body language plays an important role or not during the interview, 93% of respondents answered affirmatively that body language is important. Under non-verbal communication, kinesics is a very important factor. It can give a positive impression about the candidate if expressed appropriately.

29% of the students felt that they fear the interview. Though interviews should not be treated as life and death questions, the candidates feel the pressure during the interview. Due to fierce competition, a large number of candidates appearing for a post, peer pressure, lack of self-confidence, lack of

professional skills and communication skills could be the reasons behind the fear of facing the interview.

Do you visualize the questions to be asked in an interview?

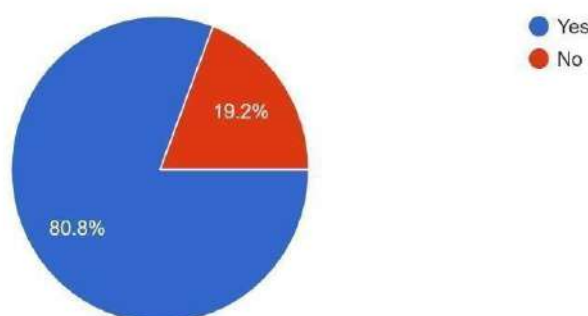
298 responses



To achieve success in any endeavor, one has to prepare not only physically but also mentally. As part of mental preparation, one should visualize the questions that could be asked during the interview. The questions could be based on academics or non-academics. The current study reveals that only 15% of students visualize the questions that could be asked during the interview. The process of envisioning the questions should be the part of the preparation stage of the interview. Without which the candidates can be likened to a man walking in dark without carrying a torch. Thus some questions which could be very simple and be answered easily by the same candidates otherwise also go unanswered. One of the very common questions asked by the interviewer is “Tell me something about yourself?”. Though all the information about the candidate is given in the resume, the interviewer wants to know more about the person. It is to check the person’s ability to understand his communicability, gauge the personality and attitude. However, many candidates cannot answer this very simple question as it is quite unexpected. They may get perplexed and could just give their name and talk about qualification.

Do you know your strengths and weaknesses as a candidate?

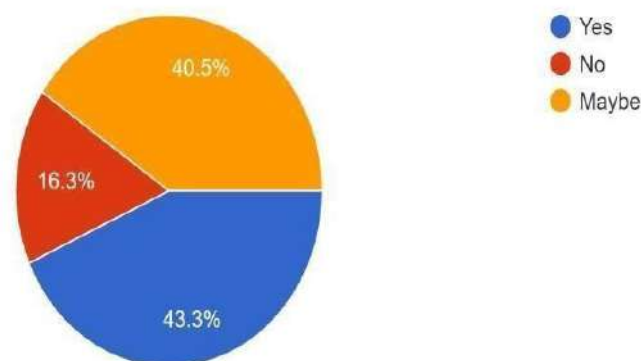
302 responses



The majority of the respondents in the study claimed that they know their weaknesses and strengths. As the interview is about knowing the person more than the professional skills, as a candidate one should know the weaknesses and strengths of oneself. Around 20% of the students do not know their strengths and weaknesses. It is seen that most of the candidates possess the required skills for the post. It is actually the question of selling one's skills before the interviewer that makes the difference. 80% of the respondents who are actually yet to pass the bachelor's degree have stated that they possessed the required skills for the post they applied for. When asked about the most difficult question faced during the interview, almost all the students who had faced the interview said they did not face any tough questions related to their professional skills or knowledge. The difficult questions were about either personality or man-management skills. It reiterates the fact that there is room for soft skill development which is tested by various innovative methods by the recruiters.

Was classroom/online teaching on interview skills helpful to you?

289 responses



According to this study, it can be said that classroom or online teaching on interview skills can be really helpful to the students. Only 16.3% of students said that the teaching was not useful to them during the interview. However, 43.4% of students said that it was useful to them. 40% of the students were not sure about whether the teaching helped them in the interview. Therefore, it can be said that, if trained in the classroom the students can perform better during the interview. However, due to the fast-paced changes in technology, the interview techniques are changing and the outdated training methods are of no use. It is a challenge to keep up with the pace of the industrial practices of recruitment practices.

Have you appeared for any interviews?

304 responses



The respondents of the survey are undergraduate students and 33 per cent of them have either appeared for an actual interview or mock interview. However, the remaining 66.4 per cent of students have no experience of either type of interview. Though every bachelor's degree programme includes at least one course on communication skills, it is surprising that 66 per cent of the students do not have the experience of the interview.

The Guidelines for facing interview:

To succeed in an interview, the interviewee needs to meticulously follow some guidelines. The interviewees should follow the 4 Ps discussed earlier sincerely and perform well in the interview using their both hard and soft skills. An enthusiastic and optimistic interviewee with proper planning and mental as well as physical preparation should excel in any interview.

At the same time, candidates should be wary of their digital presence. The new media can help the candidates, but it can also be a hindrance in professional life. The candidates should do all the activities on social media platforms like viewing, commenting, liking, posting cautiously as the recruiters use data analysis software to understand the prospective employees better.

Conclusion:

The study shows that developing interview skills as per the dynamic demands of the industry is crucial. One should not only develop academic knowledge but also presentation skills, communication skills, man-management skills, leadership skills and tech-savvy skills. The students should follow social media etiquettes and keep the profiles professional and appropriate as the recruiters are screening candidates' online presence. The students from IT and CS have in- depth knowledge of their field but due to a lack of soft skills, they fail in

interviews. The students' performance can improve with adequate training and proper guidance.

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3. A STUDY ON “THE ROLE OF STUDENTS- TEACHERS INTERACTION IN A LANGUAGE LEARNING.”

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&

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ABSTRACT:

The activity in the classroom requires interaction. It facilitates teaching and learning and can improve students' communication skills. It describes how the pupils engage with one another, the teacher, and even the rest of the class. The goal of this research is recommending some ways for the teacher to encourage student participation when teaching reading LANGUAGE. It provides several methods for enhancing classroom interaction. After that, it can be used to teach reading. Several earlier studies on classroom interaction have demonstrated that various outcomes can occur. Numerous studies demonstrate the value of classroom interaction in the teaching and learning process of Language. According to certain studies, interactions between students take place in the classroom. The pupils are more engaged in class when there is classroom interaction throughout the education process. The study's findings support the idea that classroom interaction is crucial to the teaching and learning process.

Keywords: Interaction, Teaching Reading, Classroom, Language Learning

INTRODUCTION

Activities in the classroom that use a communicative approach require interaction between the teacher and the students as well as between the students themselves. It will keep conversations going in the classroom. It will facilitate effective teaching and learning. The instruction will be effective when there are interactions between the teacher and the students as well as between the students themselves. There will be no separation between the teacher and the kids in the classroom. As a result, the teacher and the pupils will each have an equal role in the teaching and learning process. Students will participate in communication efforts in addition to the teacher in the process of teaching and learning. According to Ellis (1990), interaction is carried out to ease the sharing of information and avert communication breakdowns. It is meaning-focused. A child's growth and future learning depend on the importance of developing effective communication skills at an early age. The communication skills that students acquire in the classroom are completely portable and crucial in all facets of life. Additionally, it has been demonstrated that having a supportive teacher-student connection affects class involvement, engagement, and ultimately student accomplishment.

The way the teacher and students interact in the classroom affects learning and growth

as well as classroom management. A strong teacher-student bond fosters a student's cognitive, social, and emotional development as well as their mental health, according to the developmental perspective. A student's self-esteem and skill development are positively impacted by the teacher-student connections. The development of students' academic self-concept and fostering their enthusiasm and success depend heavily on student-teacher interactions. Colleges and universities that actively encourage regular and close contact between their students and faculty and staff are more likely to benefit from such efforts in a number of ways. By showing an interest in their students' academic development, faculty members have the potential to significantly advance their intellectual and professional growth.

Additionally, according to Brown (2015), interaction is the cornerstone of L2 acquisition since it allows learners to improve their personal communicative skills as well as socially construct their identities through cooperation and bargaining.

The Ministry of Education's regulation number 23, 2016, regarding the norm of assessment, states that learning is the process of interaction between students.

Different Role of a Teacher:

1. MANAGER:

The keystone that holds the teaching and learning processes together is effective classroom management. The teacher is primarily responsible for planning, organising processes and materials, setting up the classroom atmosphere to enhance effectiveness, assessing students' progress, and foreseeing future issues.

There are many similarities between managers in the commercial sector and instructors managing classrooms. Teachers and managers both need to be able to execute responsibilities that require communication, informational, and decision-making skills. Therefore, understanding management in the context of business could benefit instructors in their instruction.

2. EVALUATOR: INSTRUCTOR AS EVALUATOR

Everyone is aware that a teacher's success is heavily influenced by evaluation. Academics are tied to evaluation, which is a subjective process. For the purpose of evaluating the pupil, the teacher must be a skilled assessor. To do credit to a student's career, a teacher should do an honest and objective review. A learner can pick up a lot of knowledge from their blunders. A student should stick to positive expectations for each student and focus on each student's areas of competency rather than their weaknesses when acting as an evaluator.

3. GUIDE:

Here, the teacher's ability to serve as a moral compass is put to the test. A teacher can shape a student's moral principles and lay out a moral code that will serve as their compass for the rest of their lives. By doing this, they raise a generation of children who will serve as the backbone of a society with strong moral values. Leaders like this stand out because they see how crucial it is to strike the correct balance between freedom and

obligations. When teachers encourage academic success, the exploration of skills and competences, the realization of abilities and aspirations, positive attitudes towards oneself and one's performance in school, and alternative and unconventional problem-solving techniques, they can help students develop confidence.

4. LEARNER:

The process of teaching and learning is ongoing, and as the generations change, so may the approaches used. Even though the educational system has undergone numerous modifications, teachers' roles have remained mostly unchanged. It is the teacher's responsibility to persuade the student that education meets needs and promotes learning in the classroom. Before engaging in student interaction, a teacher must consider the viewpoint of the pupils. Students can receive information without doubt in understanding when a teacher begins teaching with the perspective of the learners. In general, instructors' roles involve assisting students in learning by conveying knowledge to them and creating an environment that fosters learning. However, the functions that instructors play are varied and vary from civilization to society and from one educational level to another.

5. ASSESSOR:

One of a teacher's key strategies for obtaining knowledge from students through ongoing feedback is assessment. The job of a teacher is not finished after a lesson is delivered. The best instrument for making pupils' learning perfect is assessment. Before grading a pupil, a teacher must evaluate their own findings to see whether the student will benefit from their accurate assessment. These evaluations may be conducted orally, by the assignment of tasks, etc. An evaluation forces a teacher to develop plans for her upcoming methods of instruction and for assisting students in learning their language. One who is an expert in their subject and is tasked with measuring the learning of their students is an assessor. In the context of education and training, an assessor confirms that the learner is qualified to satisfy the standard necessary to obtain a specific qualification.

OBJECTIVES:

- To find out the methods that suit best for interaction.
- To find out the best ways that encourage the students to interact in class.
- To find out the problems that demotivates the students to take part in the interaction in class.
- To know students and teachers point of view.

Review of Literature:

Language learning can be very enjoyable if everyone is involved in the class. Students as well as teachers can make interaction useful for the students. Students can make themselves feel confident if they actively participate in class. By being part of an interaction in class can build self-esteem

DISCUSSION

1. English Classroom Interaction Method:

Teachers must put forth a lot of work to maintain student interest. Instead of lecturing constantly, teachers are supposed to be creative and engaging after taking charge of the lecture hall. It follows that academics must be categories of teacher so always work to determine how to create the elegance that is more interactive. The statistics show that most students are happy with the amount of classroom engagement and knowledge acquisition that their English teacher provides in English language education and that they view their English teacher as a “Communicative Teacher”. Similar to what English instructors have done in the classroom, the engagement

Although it might be difficult, encouraging student conversation is an essential component of teaching. A safe learning environment where kids may flourish, prosper, and learn can be created and fostered with the aid of effective communication. In the lecture hall is seen favorably by the students. The university students emphasize the value of engagement in each coaching session. They engage in the segment. While the students are conducting the exercises, the English teachers frequently make an effort to interact with them and work with them to get through any obstacles they face. As the inspiration for the realization of students' academic achievement, having these kinds of acceptable verbal interchange skills is crucial for teachers while interacting with the classroom [Abraham & Margana, 2018].

Researchers in Indonesia frequently use a variety of methodologies to analyse conversations between teachers and students as part of teaching and learning activities. Foreign language interaction analysis, Flanders' interaction analysis category (FLINT),

Some of these techniques include Coulmas, Brown's interaction analysis system (BIAS), Self-Evaluation of Teacher Talk (SETT), Chaudron's teacher speak, Walsh's model interaction, and Celcia-teacher Murcia's talk in teaching and learning classroom interaction.

2. Talking of Teachers in English Classroom Interaction:

The language that teachers use to instruct students in the classroom is known as “teacher speak”. Teacher talk predominates in the classroom because it tends to encourage participation and the student conversation. There are numerous ways to analyse teacher talk in the classroom, and this study demonstrated how the categories of teacher talk are divided into indirect and direct influences. The other method, the SETT method has two categories, which are features of talk in questioning skill and description of the pedagogical goal, as well as three categories from Chaudron such as asking questions, providing feedback, and providing the right answer.

The four models are management context, content, skill, system, and classroom. Few teachers would disagree with the assertion that motivated students learn more and are easier to teach. As educators, our goal is for all of our students to enter the classroom eager to study for the purpose of learning, and we hope that our instruction will motivate them to achieve great things. If our kids appear more interested in learning what is on

the test or fighting for a few extra points, we are dissatisfied. As a matter of fact, every one of our pupils comes to the classroom with different motivational goals and a variety of demands on their time, commitment, and attention. When family, friends, extracurricular activities, and work all compete for their attention, our students today struggle to prioritize and practice self-discipline.

3. Talking of students in English classroom interaction:

Each lesson will have some interaction between the teachers and students, with the teachers' talk typically taking prominence. Teachers should rule their classrooms throughout these debates in order to have a beneficial impact on the students' behavior. [Adi,2013]

Students speak occurs when the students mimic their teachers to express their ideas or make comments and criticism about anything after being given material in class. A teacher's effectiveness may be gauged by how their students react or respond after receiving instruction.

When students confront one another, negotiate meaning, clarify their understanding, and make their ideas clear to their partners, talking becomes essential. The features were demonstrated by 8 (eight) techniques in English classroom interaction.

Data Collection:

The collection of data is done with the help of google forms and through the questionnaire prepared by myself.

Different types of questions are asked to students to know their opinion and to know how teachers as well as they play an essential role in interaction while learning language or while in any class.

The data collected from google forms is as follows:

Questions asked for data collection such as gender, stream, mother tongue, do you think that language learning is essential for career, and many more.

CONCLUSION & SUGGESTIONS:

This research is based on the interaction between students-teachers in language learning or in the classroom. There are categories that teachers frequently use for lecturing and posing questions, as well as categories for responses from students during teaching and learning activities. Third, because it consists of three parts, instructor talk will help students overcome difficulties in learning English.

The psychological, interpersonal, and educational factors are crucial. Numerous educational situations arise during the teaching and learning process. As we are all aware, there have been multiple instances of violence between students and teachers at the school. Excellent and effective communication can help a well-trained

teacher build strong connections with students, despite the psychological component and language used by the teacher and learner as the problem-causing factor.

Suggestion:

1. Establish a secure environment
2. Encourage collaboration
3. Avoid taking a position at the front of the class.
4. Exercise your active listening skills.
5. Make sure to provide praise.

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role of a teacher in english language teaching (elt)

4. A STUDY OF DIGITAL SKILLS BEING SOUGHT AMONGST LANGUAGE TEACHERS

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ABSTRACT: -

The objective of this work is to analyze whether the digital skills have been adopted by the language teachers or not. This paper will define the digital literacy and benefit it provides to students and language teachers. It will also explore the misunderstanding of digital literacy and try to show that there is a need to give training to the language educator's i.e students who are learning language through digital sources.

INTRODUCTION: -

The intensive growth of information technology and the rapid digitization of education dictate the requirements for the availability of adequate time of the art competences for all participants in the educational process. The use of digital skills today is one of the conditions for the competitiveness of a specialist and the education system has a task to work ahead of the curve. Nowadays one of the main teacher skills is to be able to integrate Information and communication technology in teaching. Besides the skills for how to teach a subject effectively, language teachers should also know how to integrate digital technology into their teachings. The teaching staff is the key player in strengthening and fostering the new digital environment in the school. A lot of recent studies highlighted the importance of digital competences for in-service teachers at different levels. A modern teacher must keep up with times. They must know the various modern technologies, own them, and be able to apply them in practice depending on the goals and objectives of training. There is no doubt that technology now provides more accessible ways to reach a vibrant hub of Knowledge and learning resources than ever before. Indeed, the introduction of technology in language Education has created new and great opportunities for language learners and teachers. Two worth Mentioning are providing real language use in class and creating more interactive classroom environments (Stanley, 2013). With recent technological advancements, the article- and book-length treatment on the Integration of technology in language education has also increased at an exponential rate over the last Years contributing to this trend, Digital language learning and teaching.

AIMS AND OBJECTIVES: -

- The objective of this collaborative project was to develop the digital skills among the language teachers and students.

- To develop communication, collaboration and participation in the language
- To understand why the use of digital technology

LITERATURE REVIEW: -

The COVID-19 pandemic has impacted education at all levels in various ways. Institutions and teacher educators had to quickly respond to an unexpected and ‘forced’ transition from face-to-face to remote teaching. They also had to create learning environments for student teachers doing their preparation in the light of the requirements of teacher education programmes and the conditions in which both universities and schools had to operate. This paper provides a review of the literature on online teaching and learning practices in teacher education. In total, 134 empirical studies were analyzed. Online teaching and learning practices related to social, cognitive and teaching presence were identified. The findings highlighted the need for a comprehensive view of the pedagogy of online education that integrates technology to support teaching and learning. The implications of this study for the development of online teaching and learning practices are discussed.

ADVANTAGES: -

- Less in cost: The best part of this online learning is it is much more affordable compared to old-fashioned learning. In digital classes, parents are free to buy uniforms or travel expenses and can save extra money. Due to this advantage of online education, economically weaker students can fulfill their dreams. You should pay for university credits and save a lot of money with digital classes.
- Time-Saving: In online classes, there is no commute included as a student can learn and get a degree while sitting at the comfort of their home.

DISADVANTAGES: -

- Lose Concentration: Without having proper care for students while online classes by teachers they can easily lose focus on studies. Also, virtual classes can be done through phone or laptop gadgets where students can easily move to games or videos or YouTube for entertainment. This completely makes them go off track from subject studies.
- Health Issues: Many parents are worried about their child's health as it is unhealthy to sit for hours in front of a computer screen. Looking at the screen for too long can also damage their eyesight. Not only that, back problems due to incorrect sitting positions may arise.

SAMPLING DESIGN: -

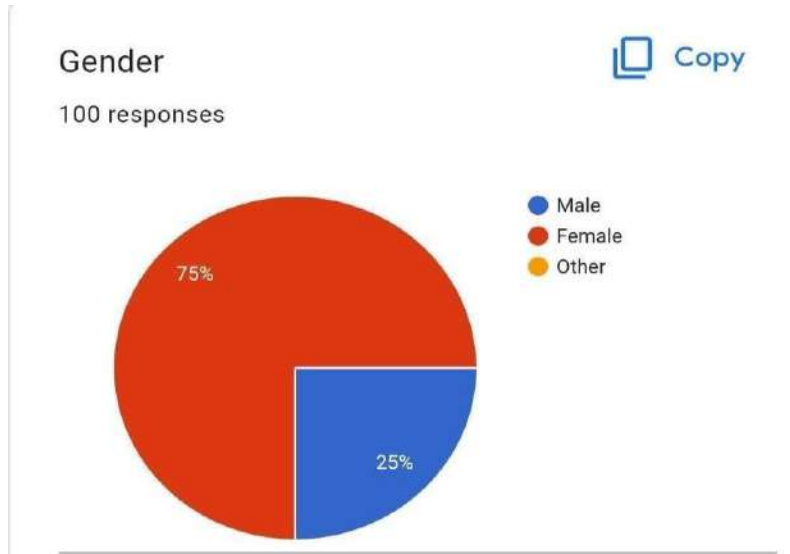
The students of KLE College within the age group of 18 to 25 was the sample for our research. Sample size is 100. We have received a great response. The sample has pie charts and opinions in it.

DATA COLLECTION: -

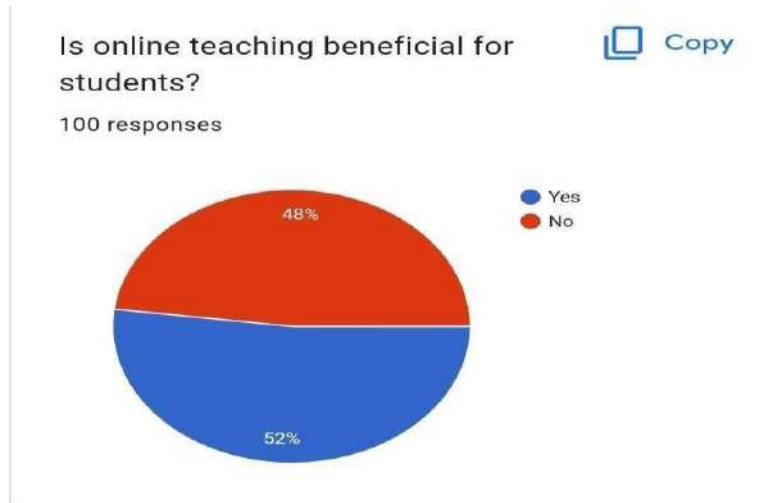
We used the Questionnaire method of Data Collection as primary data research. Google

form was created to spread Questionnaire to maximum respondents. Through several web links and research journals, we did secondary data research.

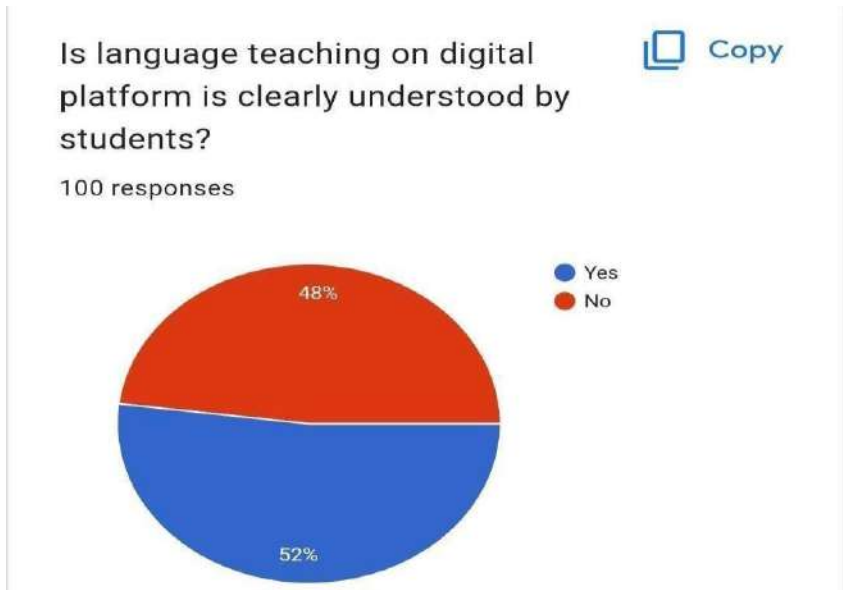
1) DATA ANALYSIS: -



From the above pie chart we can say that the participation of respondents in our research are more females than males.



According to the survey online teaching is beneficial for students. Students are benefited in many ways by online teaching.



From the above pie chart it is clear that language teaching on digital platforms is clearly understood by students.

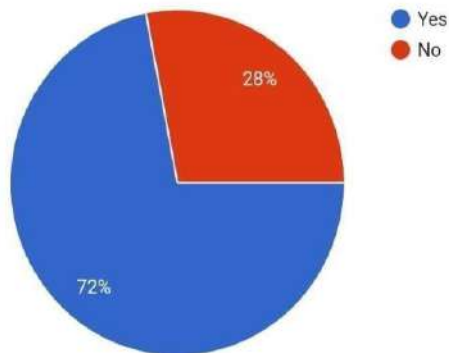


According to the survey the teachers have adopted digital skills but after facing too many problems like network issues, using application like Google meet and Zoom, unable to understand features of application, etc.

Do language teachers use digital apps effectively?



100 responses

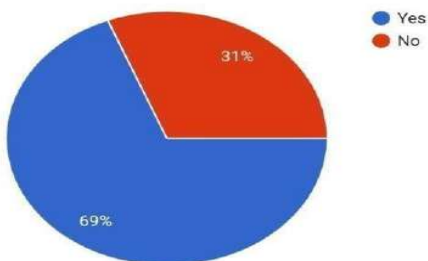


Language teachers have successfully adopted digital skills and are efficient in it.

Are language teachers good in operating digital devices?



100 responses



From the above pie chart it can be seen that language teachers are good at operating digital devices.

CONCLUSION AND SUGGESTION:-

This study was to understand how language teachers have adopted digital skills. To conclude, the language teachers have adopted digital skills successfully. The following are some suggestions which are sorted from the responses we have received:

1. Online teaching can be a minor part of education but not a major part. Online teaching is good enough but not enough to gain the knowledge.
2. It has its own pros and cons it helps us connect to teachers from different regions and gaining knowledge but I prefer offline teaching over online teaching because it's a more interactive platform
3. Offline teaching is way more than online one. As during online lectures network issue may arise and many times there is no conceptual clarity.
4. It is very benefit for those student those are working and fulfill their own needs do not depends upon their parents this is very benefit for those student and there are certain disadvantages of online teaching is that there is an network issues regarding that the voice should not come properly and we cannot focus on that what the speaker has been told and there are so many other problems has been created.

5. In online lectures it is not beneficial because during online Lecture many Problems come for Example Network problems and the people of the houses are talking that time students disturb and they don't focus their study.
6. Language teachers need more effort to adopt skills.
7. In online teaching there is voice break and echo of the voice because of this student can't understand what teacher is teaching and teachers can also not understand that students are understanding or not
8. As per the increasing creativity and increasing extra confusions and faults, digital platforms need to be more effective in terms of utilization.

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- 2) Brave new digital classroom by Robert J. Blake
- 3) Digital Language Learning and Teaching Research, Theory, and Practice

5. A STUDY OF IMPORTANCE OF TECHNOLOGY IN ENHANCING TEACHING AND LEARNING OF ENGLISH LANGUAGE.

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Abstract:

The study of the importance of technology in enhancing teaching and learning of the English language has become increasingly relevant in recent years. With the rapid advancement of technology, it has become possible to create interactive and engaging learning experiences for students. The use of technology in the classroom can improve student motivation, engagement and achievement, particularly in the learning of a second language like English. This study highlights the various ways in which technology can be utilized to support language acquisition, such as through online resources, language learning software, and mobile applications. Furthermore, it explores the benefit of technology enhanced language learning, including increased access to authentic language materials, personalized feedback and support, and opportunities for collaboration and communication with peers. Ultimately, this study concludes that the integration of technology in language teaching and learning can provide numerous benefits and enhance the overall language learning experience.

INTRODUCTION:

In the past people were able to speak English because as in olden days there was no technology that people could use in that period. People used materials like tools, slate, blackboard, chalk etc. which are directly relevant to English language teaching to achieve desired goals. In the past people were not able to use the system because they were not having any technology but now it has become easier. Nowadays there are many technologies through which anyone can gain knowledge related to the English language. The use of modern technology in English language teaching has become important and indispensable in the development of numerous fields and disciplines. It is a modern technology such as computerization, multi-media, devices, mobile phones, audio visual, effect and social media to optimize English language. Also the internet provides easy immediate virtually unlimited access to software applications. It will hasten the teaching and learning of English. Technology functions best when it is employed as a tool to assist in problem-solving. For instance, since all activities must be carried out in English, in-person immersion is a desired technique to expedite language learning. But most people simply cannot pack up and move to a location where the language they desire is spoken. Students can still gain from immersion with technology. Future-generation messaging and social networks enable remote students to communicate with native speakers of the languages they

are learning and provide authentic language practice outside of traditional classroom settings.

Technology offers countless on-demand options to aid pupils. Students can create flashcards, consult condensed dictionaries, and search the Internet in the language they are studying. Online, you can look for coworkers, chat companions, and tutors. Instead of just static examples from old textbooks, they find numerous examples in the languages they are learning. Technology can also enhance the standard methods of language instruction. Students may, for instance, record themselves learning a foreign language and then provide their feedback in class. Students can use technology to interact during class instead of texting because it provides them more time to concentrate and assess their performance.

Teachers can see how their students are doing, providing useful information about what practice students need. Teachers must adapt their teaching practices and learning methods to the needs of learners and make the whole process much more effective and efficient. For example, a teacher who notices that all her students have difficulty reading passages containing examples of future tenses should review them in the classroom and not waste time with examples that do not meet the needs of the group. Technology can be a valuable part of overall language learning when used creatively to solve problems and/or improve language learning processes.

OBJECTIVE:

The research aims to identify the following:

1. To find out the contribution of technology in the development of English language teaching.
2. To identify new tools and devices to improve English language learning.
3. To take advantage of using technology in English learning and teaching.
4. To use technology to improve the student's academic performance.
5. To help students to improve their proficiency in command of the English language.
6. To enable the learner to communicate effectively.

Hypothesis:

1. Technology is helpful in enhancing teaching and learning of the English language.
2. Technology is not helpful in enhancing teaching and learning of English language.

Review of literature:

Technology is a method, procedure, or body of information utilized to complete a task. According to this definition, we refer to technology as a task or instructional goal that is used in the context of this research that involves technological procedures, techniques, or knowledge. The student might finish a speech assignment by. For instance, describing an object's features in the target language while simultaneously recording their speech on a digital voice recorder to play it back to their teacher later. The use of technology in the classroom motivates English students to advance their success in the

language. Technology provides several chances for learning in addition to the conventional techniques. As a result, educators have access to a variety of tools and materials. The use of new technology provides students with a natural framework for learner autonomy, context for learner identity, collaborative and interaction opportunities between teachers and students under various forms.

They are frequently less easily distracted, and the teacher may tailor each lesson to the needs of each pupil. Students can also use their household appliances to supplement their education. The use of technology has always played a significant role in the educational setting. It is a crucial component of the teacher profession that can be utilized to facilitate learning for students. When we discuss the use of technology in teaching and learning, we use the word "integration." The idea of using technology into your curriculum and into teaching in order to help the learning process should be rethought now that it is a part of our daily life. This demonstrates how technology enhances teachers' skills and gives them more opportunities to teach students the English language. For example, playing English-language videos or songs that are relevant to the subject the teacher is explaining will help the students comprehend the material more quickly and have a more positive perspective on it.

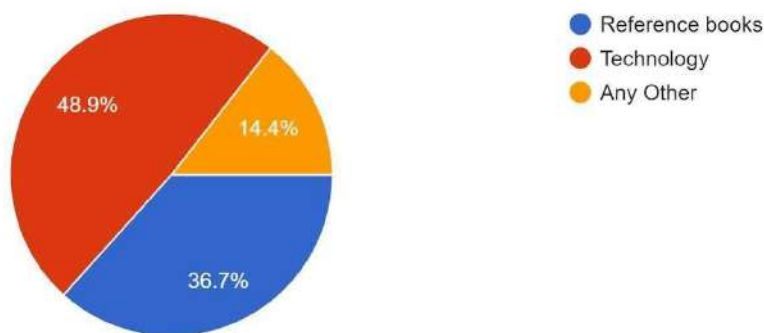
The use of new technology provides students with a natural environment for learner autonomy, a context for learner identity, new language usage patterns, and inspiration for students to build new collaborative and interaction opportunities between teachers and students under various forms. In addition to significantly influencing teaching strategies, technology plays a significant role in encouraging students' actions. Without using technology in the classroom, teachers will fall behind in technological advancements. So, in order to effectively teach language skills using modern technologies, teachers need to be completely qualified. Also supplied by Nomass are potential technical methods that could be crucial in education, particularly speaking and listening.

He noted that English language learners can learn, including using online language learning programs, innovative presentation programs, dictionaries, chat functions and e-mail, and computer language learning programs. The study was conducted in the case study tradition and focused on the use of technology in school to learn English in a group of students.

In his future research recommendations, Nomass highlights current technology challenges in classrooms and ways to address them. Among the problems is the division between theory and practice in the modern classroom. He called for the integration of technology into the language teaching practices of these schools and stated that teachers should also consider such innovations.

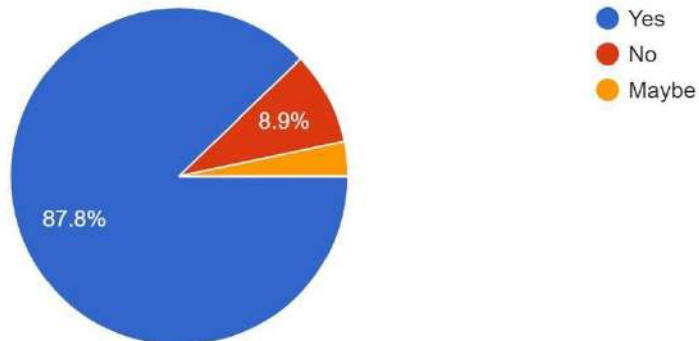
Data Analysis:

Do you like to learn English language from any reference books or technology?
90 responses



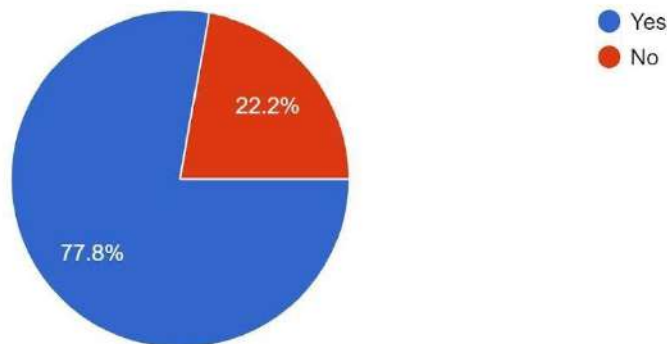
Do you think that English plays important role in improving students academic and professional performance?

90 responses



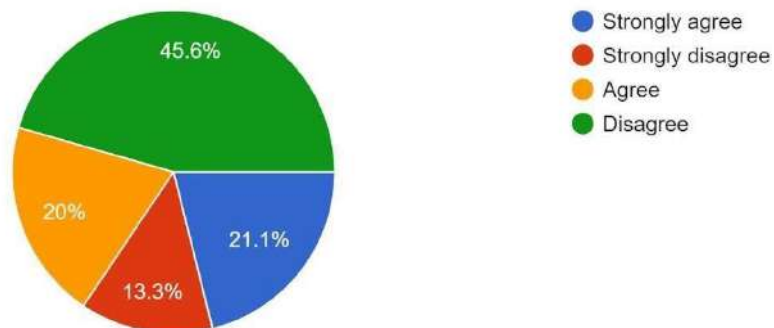
Do you think that everyone should know English language?

90 responses



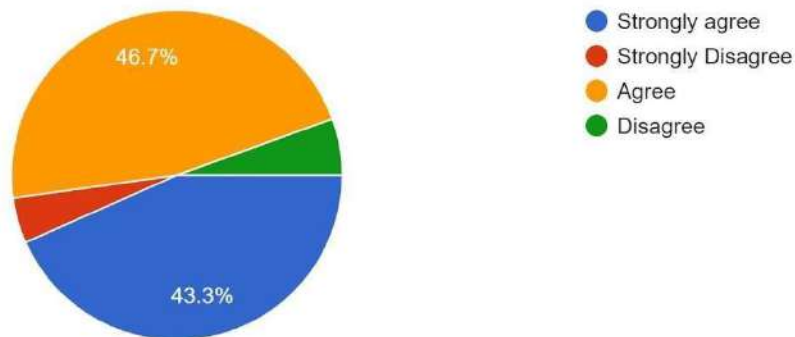
Do you think English language is the only way to impress people?

90 responses



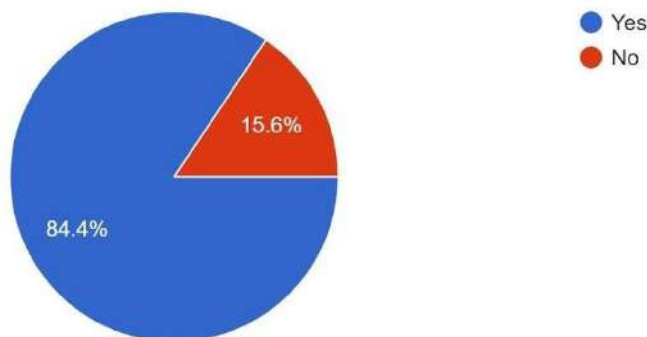
Do you agree that there is a need of learning of English language with the help of technology?

90 responses



Do you enjoy learning English language through technology?

90 responses



Findings and observations:

This study was to understand the importance of technology in enhancing teaching and learning of the English language. As per study, 48.9% of respondents prefer to learn from technology and remaining others prefer to learn from books or through any other source. In this research we also observed that 87.8% of respondents think that English plays an important role in improving a student's academic and professional performance. 77.8% of respondents think that everyone should learn the English language. 21.1% of respondents strongly agree that English language is the only way to impress people and 13.3% strongly disagree while 20% of them agree and 45.6% disagree. 43.3% of respondents strongly agree that there is a need to learn the English language with the help of technology and 46.7% strongly disagree. 84.4% enjoy learning English from technology and 15.6% do not enjoy learning English language from technology.

Recommendations:

This study reveals that the use of technology in learning English is very important, because the use of such technological tools in the classroom allows the teacher to use different methods and approaches in teaching his students. In addition, the studies we talked about show that technology is one of the most important backbones of the modern age. It is very useful to simplify subjects and help the teacher in the class. However, in public schools in Kurdistan, we suffer from a lack of technical equipment, which is really a big disaster for our education sector.

Additionally, there are schools in Kurdistan that have provided these needs, but they are private schools. Thus, it is the responsibility of the government to provide such technical equipment to public schools to maintain the equality of the society and protect the rights of the lower class people. At the end of this study, it seems that technology is very important in our life today and especially in teaching/learning.

It should be considered that students can use technical tools to gather information, learn vocabulary and listen to conversations in English. Classrooms should use universal technology because of its importance and effectiveness.

Conclusion:

In our opinion, we appreciate and enjoy all the advantages of on-demand schooling. Because we are all inherently lifelong learners, we wish the future had already arrived. We merely want education to be simple. Although this ideal is appealing, we must remain grounded in the here and now. The reality and the dream are still separate now. It is apparent that educators have difficulty. The products, services, and solutions we recommend to the younger generation must likewise meet higher standards of quality. All of our pupils need to be prepared for increasingly complex lifestyles, thus we must develop new skills in this area. We must teach our students how to manage change. Teaching English is becoming more and more popular with the use of communication and information technology. In fact, it is one of the best methods for encouraging vocational students' interest in their English studies. It encourages English teachers to convey their curriculum in an adaptable, modern manner.

The goal of the new information and communication technologies employed in the learning and teaching process is that every country in the world may access professional learning systems and create development plans and strategies for educational institutions. There may be a misconception that technology will solve every issue the university has with student learning and achievement. To be effective, however, technology must be leveraged to enable new learning objectives and teaching practices that are student-centered, collaborative, self-motivated, and based on the development of higher-order thinking abilities. Finally, it may be stated that the employment of communication and information technology in the teaching and learning process symbolizes the future of our species and aims to create a society based on knowledge.

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6. The use of Gamification in E-Learning for English language learning

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Abstract:

The practice of incorporating game elements into non-gaming facilities has received a lot of attention recently. Gamification in education has enormous positive effects on user engagement, motivation, and social dynamics. The usage of gamified aspects in e-learning includes points, badges, feedback, levels, awards, and challenges. When the pertinent literature was looked at, a systematic review of gamification in online education was not discovered. Therefore, the purpose of this study is to review the literature on gamification in online learning and to emphasize the stated advantages and difficulties of gamification applications in online learning.

The literature review methodology was used in the current study. For the collection of data, the current study used a qualitative methodology. As a result, the keyword for the primary research was "gamification". The findings demonstrate that gamification is becoming more widely recognized as a valuable tool for creating more engaging learning environments. Students are encouraged and supported to participate in a gamification system via additional components.

According to the study, points, badges, and levels are the most prevalent gamification components used in online learning and have a significant impact on students. This study is expected to make a significant contribution to research on the use of gamification tools in online learning. It supports earlier research and suggests a number of worthwhile study areas that might be investigated to enhance the field. These findings lead to recommendations on gamification applications in e-learning for future study.

Introduction: -

Gamification in e-learning refers to the use of game-like elements and design principles in non-game educational contexts. In the context of English language learning, gamification can be used to engage learners and make the learning process more enjoyable and memorable. This approach has been found to increase motivation, engagement, and learning outcomes in various subjects, and there is growing interest in its application to language learning.

The use of gamification in e-learning for English language learning can take many forms, including interactive language games, simulations, and digital quests. These types of activities can help learners develop language skills, reinforce vocabulary and grammar knowledge, and provide opportunities for learners to practice their language skills in a fun and engaging way. Additionally, the use of game-based elements such as points, leader boards, and progress

tracking can provide learners with instant feedback and help to sustain motivation over time.

Overall, the use of gamification in e-learning for English language learning is a promising approach that can help to enhance the learning experience and promote language acquisition. However, further research is needed to better understand the most effective ways to use gamification in language learning, as well as to determine its impact on language proficiency and learning outcomes.

Literature Review:

Gamification refers to the integration of game design elements into non-game contexts to engage and motivate users. It has been applied in various fields, including education, and has shown potential for improving students' learning outcomes and experience.

In the context of e-learning for English language and literature, gamification has been used in various ways, such as:

1. Using game-like challenges and rewards to incentivize learning activities.
2. Incorporating interactive elements, such as puzzles and simulations, to make learning more engaging
3. Designing learning environments that resemble games, with characters, storylines, and challenges

Studies have shown that gamification can increase student motivation, engagement, and satisfaction with the learning process. It can also lead to improved learning outcomes, such as better retention of information, enhanced problem-solving skills, and increased creativity. However, gamification should not be seen as a one-size-fits-all solution for all students, as some students may not respond positively to game-based learning. It is also important to consider the cultural and individual differences that may impact students' attitudes towards gamification.

Overall, the use of gamification in e-learning for English language and literature is a promising approach, but further research is needed to better understand its impact and to identify best practices for its effective implementation.

Aim and objectives:-

The gamification of learning allows learners to see the real-world applications and benefits of the subject matter. They are able to get a first-hand look at how their choices within the game result in consequences or rewards.

Review of literature:-

The study showed that the most common gamification elements used in e-learning and have a powerful effect on the students are points, leader boards, badge, and level. This study is thought to contribute significantly to studies on the use of gamification applications in online education.

The review indicates that gamification provides positive effects, however, the effects are greatly dependent on the context in which the gamification is being implemented, as well as on the users using it. The findings of the review provide insight for further studies as well as for the design of gamified systems.

What is gamification, or game-based learning? Gamification, game-based learning or play-based learning refers to a type of game play with clear and defined learning outcomes. It means employing well-designed digital and non-digital games to stimulate learners' language, critical-thinking and problem-solving abilities

Different Apps:

Gamification in e-learning can be an effective way to engage English language learners and make the learning process more enjoyable

1. Duolingo: A well-known language learning app that uses game-like features such as point systems, levels, and rewards to keep learners engaged.
2. Babbel: A language learning app that uses games, quizzes, and personalized learning paths to help learners improve their language skills.
3. Lingodeer: A gamified language learning app that uses a mix of games, stories, and grammar lessons to help learners improve their language proficiency.
4. Memrise: A language learning app that uses gamification features such as flashcards, quizzes, and a points system to help learners memorize new vocabulary.
5. Busuu: A language learning app that uses gamified lessons and interactive exercises to help learners improve their language skills.

These are just a few examples of gamification apps for English language learning. There are many more options available, so it's important to choose the app that best fits your learning needs and preferences. Duolingo is a popular language learning app that can be used to learn English as a second language.

Here are some ways that Duolingo can be used for English language learning:

1. **Vocabulary:** Duolingo can help learners expand their English vocabulary through its interactive exercises, which include matching words to pictures, typing words, and listening and speaking exercises.
2. **Grammar:** Duolingo's grammar exercises can help learners improve their understanding of English grammar rules, including verb tenses, sentence structure, and word order.
3. **Listening and Speaking:** Duolingo has listening and speaking exercises that can help learners improve their English listening and speaking skills. These exercises include listening to and repeating sentences, and answering questions verbally.
4. **Progress Tracking:** Duolingo tracks learners' progress, which can motivate learners to continue practicing and improving their English language skills.
5. **Gamification:** Duolingo's gamification features, such as earning points, unlocking new levels, and receiving rewards for completing exercises, can make the English language learning experience more engaging and fun.

Overall, Duolingo can be a useful tool for English language learners to practice and improve their English language skills in a fun and engaging way.

Babbel:

Is a language learning app that can be used to improve your English skills. It offers various features such as interactive lessons, grammar explanations, vocabulary exercises, and pronunciation practice. Users can customize their learning experience to fit their goals and learning style. Babbel is available on mobile devices and can be used on-the-go. With regular use, Babbel can help learners improve their English proficiency in reading, writing, speaking, and listening.

Lingodeer :

Is a language learning app that offers courses in various languages, including English. The app uses gamification techniques and interactive lessons to engage learners and help them improve their language skills. Lingodeer's courses cover a range of topics, including grammar, vocabulary, listening, and speaking, and are designed to help learners progress from beginner

to intermediate and advanced levels. The app also includes features such as speech recognition and conversation practice to help learners improve their pronunciation and communication skills. With regular use, Lingodeer can help learners build a strong foundation in English and develop the confidence to use the language in real-life situations.

Memrise

Is a language learning app that can be used to improve English skills. The app offers a variety of English courses, including beginner to advanced levels, business English, and English for specific purposes. Memrise uses a range of techniques, such as spaced repetition, mnemonics, and interactive exercises, to help learners remember and apply new vocabulary and grammar rules. The app also includes a range of features, such as video and audio content, to help learners improve their listening and speaking skills. Memrise's community-based approach allows users to interact with other learners and native speakers, providing opportunities for communication and real-world practice. With regular use, Memrise can help learners build their confidence and proficiency in English.

Busuu

Is a language learning app that can be used to improve English language skills. The app offers a variety of courses, including beginner to advanced levels, business English, and English for travel. Busuu's courses cover various language skills such as reading, writing, listening, and speaking. The app also provides personalized feedback and correction by native speakers, which helps learners improve their language accuracy and fluency.

Busuu uses a combination of techniques, such as interactive exercises, dialogues, and quizzes, to help learners practice and retain new language material. The app also includes features such as grammar lessons, vocabulary exercises, and cultural insights, to help learners develop a more comprehensive understanding of the language.

Busuu's social features enable users to connect with other learners and native speakers, providing opportunities for communication and real-world practice. With regular use, Busuu can help learners improve their English proficiency and gain confidence in their ability to use the language in various contexts.

To use gamification in e-Learning, its best practice to incorporate elements such as:

1. Stories. Create a compelling storyline to captivate your users and take them on a journey.
- ...
2. Visual design.
3. Competitions.
4. Challenges.
5. Rewards.
6. Feedback.
7. Encourages active learning.

Conclusion:-

Gamification was a useful approach to provide dynamic materials. It can be used not only as a study and teaching tool (Kaban and Karadeniz, 2021) but also as a review and assessment tool (Almusharraf, 2021; Chen, 2021). Consequently, it can improve students' English competence and foster the habit of self-learning.

Gamification uses game elements in a classroom setting to increase motivation and engagement. Teachers naturally use game elements in classroom activities, and the digital age has increased the technological tools that are available to do so.

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7. The Impact of Digital Skills on Language Teachers' ability to assess student learning.

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Introduction

The integration of technology into education has been rapidly increasing in recent years, and one area where this has had a significant impact is in language teaching. With the rise of digital skills, teachers now have access to a range of tools and resources that can help them assess their students' learning in a more effective and efficient way. By incorporating digital skills into their teaching approach, teachers can not only provide their students with more engaging and interactive learning experiences, but they can also gain valuable insights into how their students are progressing and what areas they need to focus on to support their growth and development. This shift in teaching approach has the potential to revolutionize the way that language is taught and learned, and as such, it is essential that educators understand the impact that digital skills can have on their ability to assess student learning.

Aim and objectives

This research would examine the impact of digital skills on a language teacher's ability to assess student learning. Specifically, this research would aim to:

1. Evaluate the effectiveness of digital tools and resources in supporting teachers to assess student learning in language education.
2. Examine the ways in which digital skills can improve the accuracy and efficiency of language assessment practices.
3. Explore the potential benefits of incorporating digital skills into language teaching practices, including increased engagement and motivation among students, and improved teacher insights into student learning.
4. Investigate any potential challenges or barriers that teachers face in incorporating digital skills into their language teaching and assessment practices, and identify strategies to overcome these.
5. Provide recommendations for language teachers and educational institutions on how to effectively integrate digital skills into their teaching and assessment practices to support student learning.

Hypothesis

"The integration of digital skills into language teaching practices will have a positive impact on a

language teacher's ability to assess student learning, resulting in increased accuracy and efficiency of language assessment practices, increased student engagement and motivation, and improved teacher insights into student learning."

Literature review

The integration of digital skills into language teaching and assessment practices has gained significant attention in recent years, with a growing body of research exploring the impact that technology can have on student learning and teacher practices. The following is a review of some of the key studies and findings in this area.

1. The use of technology to enhance language assessment: Research has shown that digital tools and resources, such as online quizzes and assessments, can be used to improve the accuracy and efficiency of language assessment practices. For example, a study by Chen and Chen (2019) found that online assessments can provide immediate feedback to students, allowing them to focus on areas that need improvement, and also provide teachers with valuable data on student performance.

2. Increased engagement and motivation: Research has also shown that incorporating digital skills into language teaching practices can increase student engagement and motivation. A study by Kukulska-Hulme and Shield (2008) found that the use of mobile devices in language learning can increase student motivation, as it allows them to learn in a more interactive and dynamic way.

3. Improved teacher insights: Incorporating digital skills into language teaching practices can also provide teachers with valuable insights into student learning, helping them to better understand how their students are progressing and what areas they need to focus on to support their growth. For example, a study by Warschauer and Matuchniak (2010) found that teachers who used technology in their language teaching practices were able to gain a deeper understanding of their students' learning and adjust their teaching accordingly.

4. Challenges and barriers: Despite the potential benefits of incorporating digital skills into language teaching and assessment practices, there are also challenges and barriers that need to be addressed. For example, a study by Warschauer and Chen (2010) found that some teachers may lack the necessary skills or access to technology, while others may be concerned about the cost of incorporating technology into their teaching practices.

Overall, the literature suggests that incorporating digital skills into language teaching and assessment practices can have a significant impact on student learning and teacher practices. However, it is important for teachers and educational institutions to carefully consider the challenges and barriers, and to implement strategies to overcome them, to fully realize the potential benefits of digital skills in language education.

Sampling design

The students of KLE College within the age group of 18 to 35 were my sample for this research. Sample size was 11 only due to time constraints. That is why the limitation of the study is restricted towards sample size and demographics.

Data collection

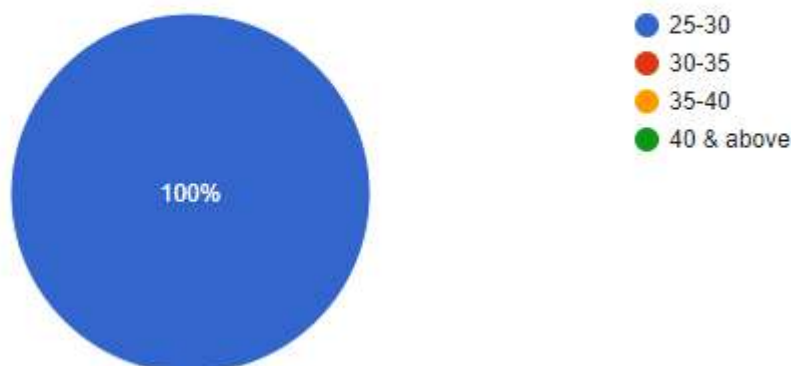
We used the Questionnaire method of Data Collection as primary data research. Google form was created to spread Questionnaire to maximum respondents.

Through several web links and research journals, we did secondary data research.

Data analysis

Age

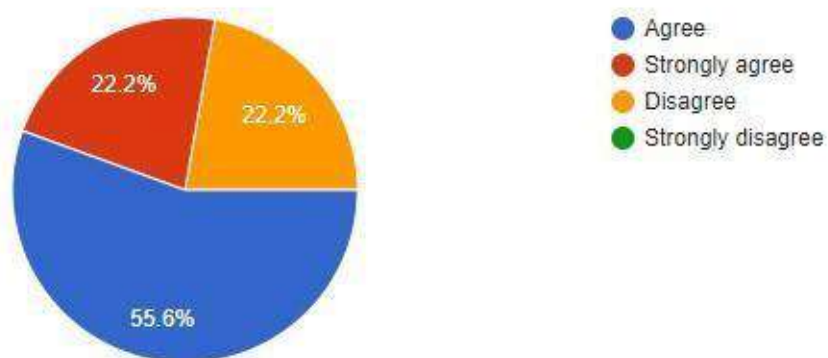
9 responses



I have collected data from the age group of 25 to 40 above .

Do you agree that the digital skills of language teachers affects the students learning ?

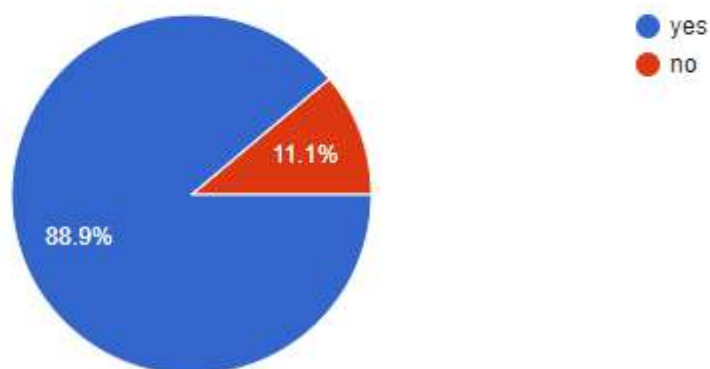
9 responses



The above data shows that 55.6 % people agree that digital skills of language teachers affects the students learning and 22.2 % people strongly agree but 22.2 % people disagree that the digital skills of language teachers affects the students learning.

should language teachers use techonology enhanced assessment tools ?

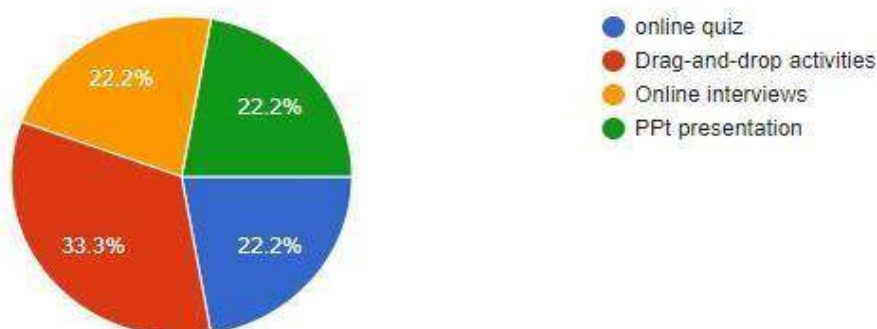
9 responses



The above data shows that 88.9 % people says that language teachers should use technology enhanced assessment tools BUT 11.1 % people says that technology enhanced assessment tools Should not be used for language teaching .

What digital skills do language teachers need in order to effectively assess student learning in the eLearning environment?

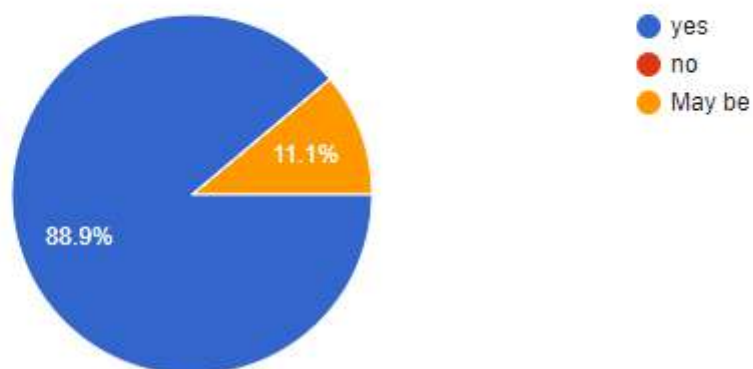
9 responses



As per the above data we can see that 33.3 % people prefer drag –and –drop activities for effective assess student learning in the eLearning environment but 22.2 % people prefer online quiz ,22.2 % people prefer online interviews and 22.2 % people prefer PPT presentation for effective assess student learning in the eLearning environment .

Does language teachers' digital skills impact the reliability and validity of their assessment practices and results in eLearning?

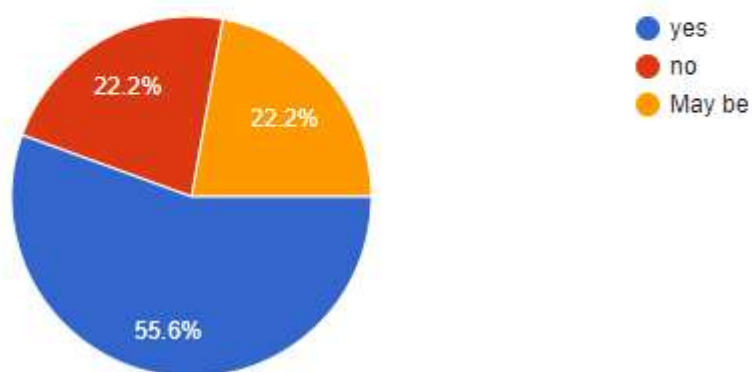
9 responses



As per above data we can say that 88.9 % people says that for effective language teachers' digital skills impact the reliability and validity of their assessment practices and results in eLearning but 11.1 % people says that language teachers' digital skills does not impact the reliability and validity of their assessment practices and results in eLearning .

Do you think online digital tools used by teachers give the correct evaluation of a student ?

9 responses



As per the above data we can say that 22.2 % online digital tools used by teachers does not give the correct evaluation of a student,22.2 % people think it may be possible that online digital tools used by teachers give the correct evaluation of a student but 55.6 % people thinks that online digital tools used by teachers give the correct evaluation of a students .

Conclusion

Having digital skills can potentially enhance a language teacher's ability to assess students' learning. Digital tools and platforms can provide language teachers with various opportunities to assess and track student progress, offer personalized feedback, and customize learning materials. These skills can also enable language teachers to facilitate collaborative and interactive learning experiences that promote student engagement and motivation. Ultimately, the conclusion of any research on this topic would depend on the specific research design and findings.

Suggestions

digital skills could enhance language teachers' ability to assess students' learning, the following conclusions could be drawn:

- Language teachers with digital skills are better equipped to create a more interactive and engaging learning environment for students.

Digital tools and platforms can help language teachers to track and monitor students' progress more effectively.

- The use of digital skills can enable language teachers to personalize feedback, tailor learning materials to individual students' needs, and create a more student-centered learning experience.
- Digital skills can improve the efficiency and accuracy of language assessment, enabling teachers to provide more timely and targeted feedback to students.
- Digital skills can help language teachers to collaborate with other teachers, share resources, and create a more cohesive and integrated approach to language teaching and assessment.

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8. A Study on English Language as a Language of Internet

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ABSTRACT

English is the primary internet language, with the majority of users using it for conversation, information sharing, and content creation. This is due to a mix of historical and cultural influences, such as the expansion of English through colonialism and globalization, as well as the emergence of the internet and the World Wide Web in English-speaking nations. As a result, English has become a lingua franca for the internet world, allowing individuals from many nations to efficiently interact and exchange information. Despite the expanding prevalence of other languages on the internet, English remains the dominant language and is expected to stay so for the foreseeable future.

INTRODUCTION

English is commonly regarded as the dominant language on the Internet, with more than half of all online material written in English. This is owing to the worldwide reach of English-speaking countries and the extensive usage of English in commerce and technology. Furthermore, the extensive use of English in school and as a lingua franca has contributed to its domination on the Internet. Because of the vast number of English-speaking users and the high percentage of Websites in English, many believe English to be the Internet's primary language. There is disagreement on which languages are more often used on the Internet. A 2009 UNESCO research indicated a consistent year-on-year reduction in the languages of websites from 1996 to 2008. Discovered a constant year-on-year fall in the percentage of English-language web pages, from 75% in 1998 to 45% in 2005. [2] The scientists discovered that English remained at 45 percent of material from 2005 until the conclusion of the research, although they believe this was due to search engines indexing more English-language information rather than a real stabilizing of the amount of content on the World Wide Web in English. On the Internet, English is the universal language, but it has no official status and will never have one. The reasons for English's status include imperialism and the economic and political importance of English-speaking countries. Linguistically, English is completely inadequate for international communication, despite its widespread use.

Due to its broad use and acceptability among users all over the world, English has been largely acknowledged as the language of the internet. English is the most widely used language on the

internet, with more than 50% of all websites being in this language, according to study.

There are a number of reasons behind the extensive use of English on the internet. The ease with which people from different nations may converse online is first due to English's status as the de facto worldwide language. The creation of a large portion of the internet in English is due to the fact that many of the major technology companies, such as Google, Facebook, and Microsoft, have their headquarters in English-speaking nations. Additionally, a lot of internet users prefer to read websites and other online information in their local tongue, but as English is widely spoken and understood, it has increasingly become the language of choice for many websites that aim to attract visitors from all over the world.

However, the prevalence of English on the internet has also been blamed for fostering a digital gap by preventing many users who do not speak English from accessing crucial data and tools. There have been projects to translate webpages and other online content into many languages in order to improve the representation of other languages on the internet.

Due to its extensive acceptability, use, and function as the universal language of communication, English has emerged as the most widely used language on the internet. To guarantee that all users have equal access to information and resources online, it is crucial to keep pushing for more representation of different languages on the internet.

The idea that English is the predominant language utilized for communication and content creation on the Internet argues that English is the language of the Internet. This is a result of both the historical growth of the Internet in English-speaking nations and the pervasive usage of English as a lingua franca in worldwide communication.

AIMS AND OBJECTIVES

Students should be able to read, write, speak, and understand the English language.

In India, teaching English is intended to help pupils become proficient in it practically

HYPOTHESIS

English is not an Internet language.

The language of the internet is English.

REVIEW OF LITERATURE

The assumption that English is the language of the Internet is widely acknowledged, and it is backed by research in linguistics, computer science, and communication studies, according to a study of the literature on the subject. According to studies, English makes up a sizable majority of websites, online forums, and social media platforms. It is also the language that people from different countries most frequently use to communicate online and do searches. The historical evolution of the Internet, the growth of English as a lingua franca, and the globalization of digital media have all been examined in other studies as contributing causes to the dominance of English on the Internet. Moreover, some academics have looked at the consequences of the Internet, such as the historical development of the Internet, the spread of English as a lingua, English's emergence as a worldwide language, the historical growth of the Internet, and the internationalization of digital media. Difficulties like cultural diversity and linguistic inequality because of the homogeneity of the language on the Internet.

Al Sharqi and Abbasi (2015) and (2016). The fact that short-short digital stories lack the classic

components of a story, such as setting, characters, plot, conflict, and resolution, is not surprising. Short-short digital stories also lack vivid description and articulate character expressions; as a result, readers relate to characters through their own or other people's experiences (Sethi2017). Additionally, authors are compelled to weed out needless details, asides, tangents, and repetitions while also making up for the lack of specifics with acronyms, contractions, puns, alliterations, rhythms, and occasionally errors. Short-short story proponents assert that social media encourages a highly developed kind of literary performance art (Franklin, 2014). Because readers' attention spans are getting shorter, it is becoming more and more popular to share ideas in brief summaries. The author hopes to get as much attention as possible from readers with a tiny attention span (Rudin2011). Short-short story detractors refer to postmodern digital stories as "plotless anti-stories" and liken them to alight accessory created for light-weight thinkers (Patea, 2012). (Penny, 2014). Purists in literature contend that brevity sacrifices quality and lament a perceived deterioration in language ability. Others claim that communications via social media may be to blame for "the linguistic devastation of generation" (Axtman2002). It is significant that the practice of creating exceedingly brief stories is not new. Famous authors have in the past produced quite brief works of poetry and prose. For instance, when writing his renowned six-word story, Ernest Hemingway used the phrase "For Sale: baby shoes, never worn."

The existing research on a certain topic is surveyed in a literature review. Examining the prior studies, publications, and academic papers that have been produced on the subject would be part of a literature study for English as a language of the internet.

The history and evolution of the internet, as well as the factors that led to English's predominance as an internet language, would likely be included in a survey of the literature on English as an internet language. In addition, the review may look at language usage trends and patterns online and consider how English's dominance online affects linguistic variety and multilingualism.

The review could also go into the difficulties and restrictions of using English as the internet's primary language, such as the access and inclusion issues it might bring up for non-native English speakers. The assessment could also take into account the actions being taken to make the internet more inclusive, including the creation of multilingual content and services and the function of groups and projects promoting linguistic diversity online.

Overall, a study of the literature on English as an internet language would give a thorough overview of the discussions and studies that have already been conducted on the subject and could contribute to a greater understanding of the difficulties and complexities of language use online.

SAMPLING DESIGN

My sample for this study consisted of KLE college students aged 18 to 25. Due to scheduling constraints, the sample size was limited to 19 people. As a result, the study's limitations are constrained to sample size and demography.

DATA COLLECTION

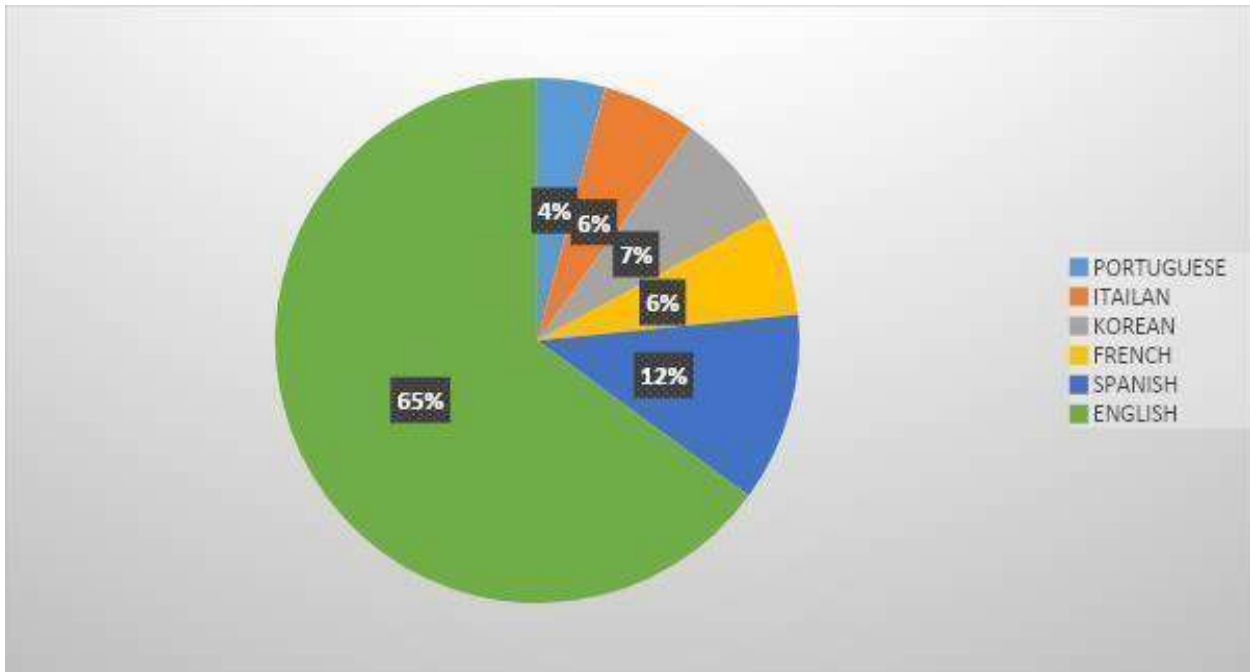
As a main data investigation, we used the questionnaire method of data gathering.

A Google form was constructed in order to distribute the questionnaire to as many people as possible.

We conducted secondary data investigation using a variety of web sites and research papers.

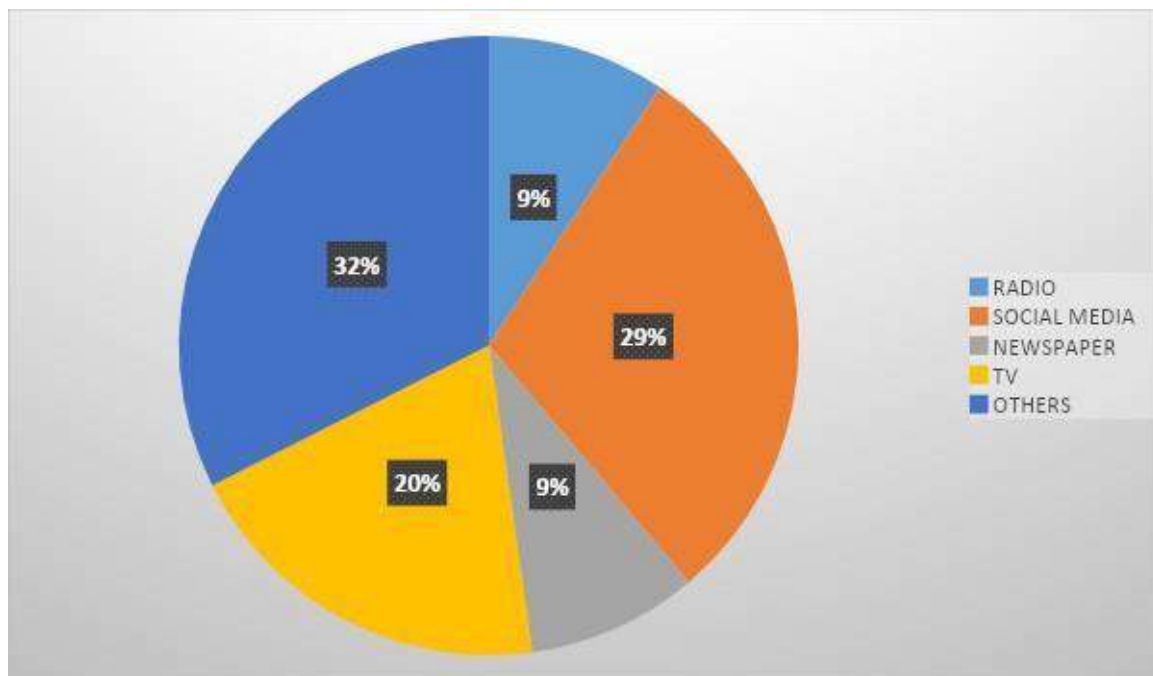
DATA ANALYSIS

1. How many people have selected English as the language of the internet?



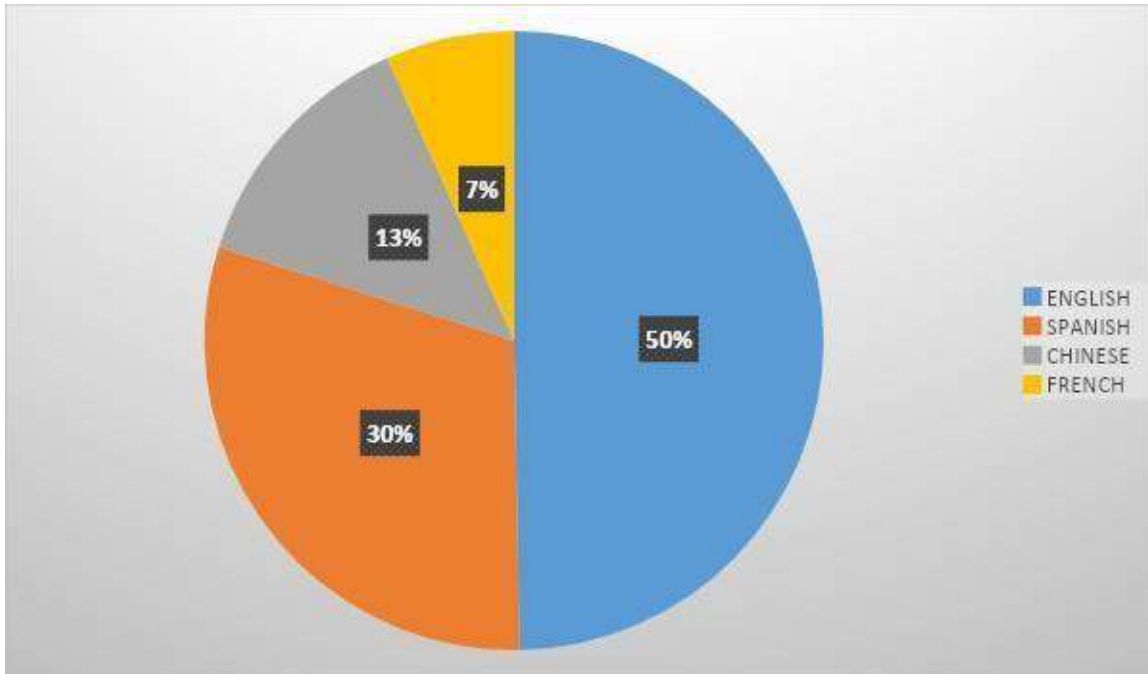
65% of people have selected English as the language of the Internet. Other people have selected Portuguese, Italian , Korean, French, Spanish as the language of the internet.

2.What role do social media and other online platforms play in the spread of English online?



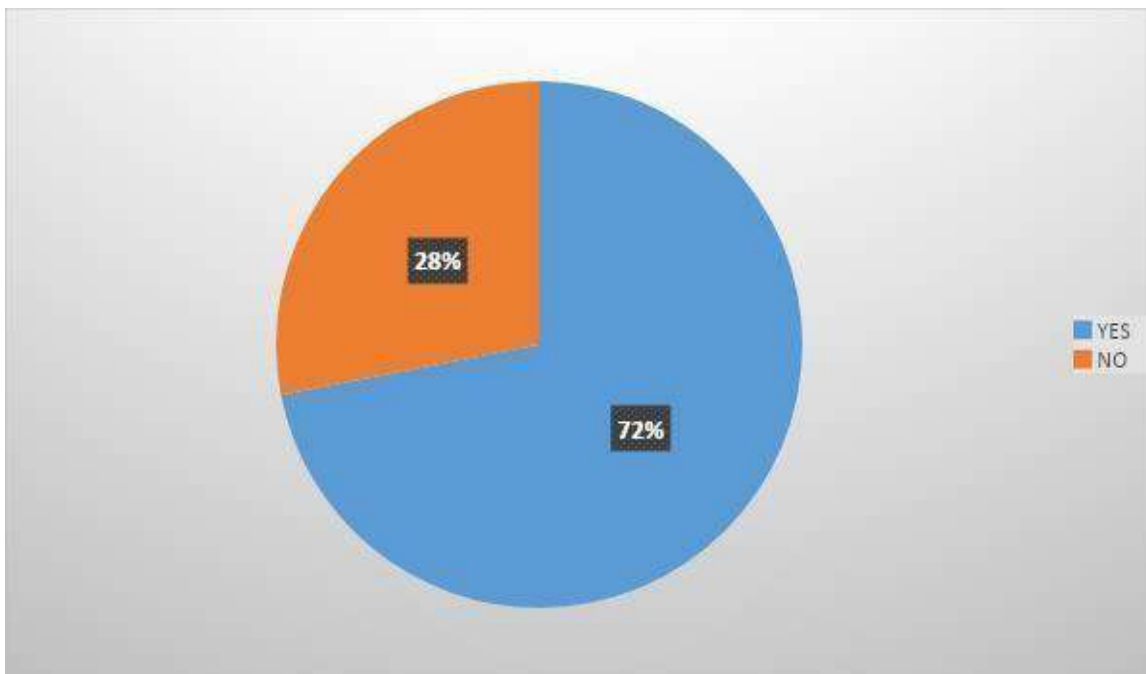
20% of English Language spread by TV, 30% of English Language spread by social media, 9% of English language spread by radio and newspaper, 32% of English Language spread by other platforms.

3. Most widely spoken language?



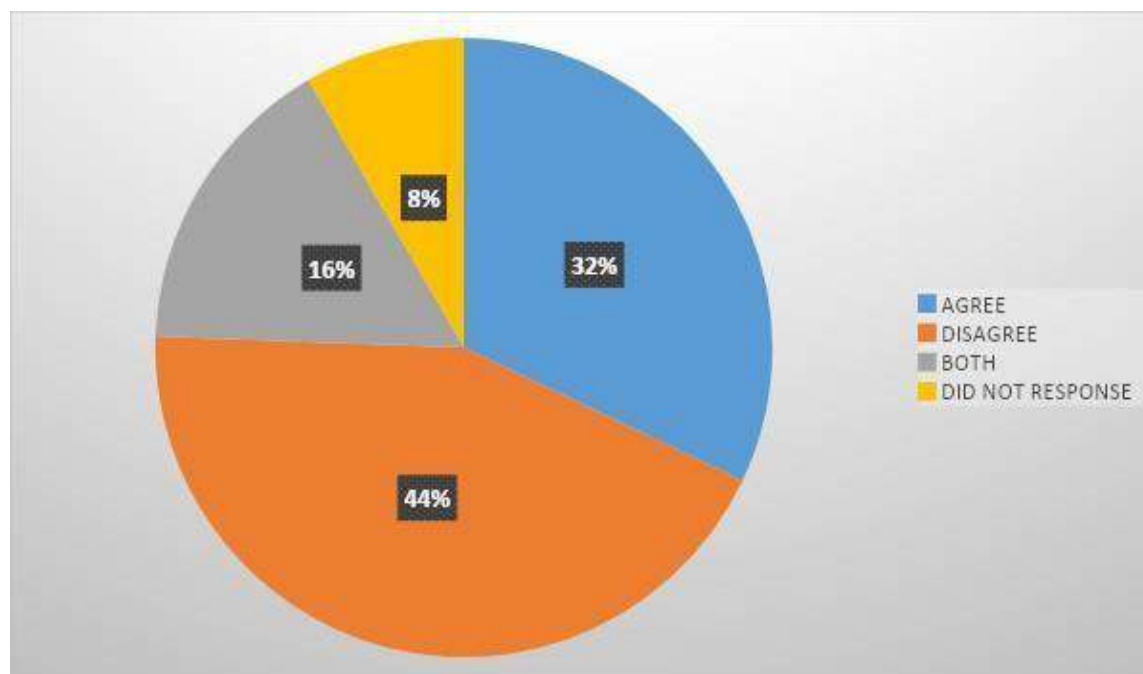
A majority of 50% of people speak English as their first language, followed by a majority of 30% who speak Spanish, a majority of 13% who speak Chinese, and a majority of 7% who speak French.

4. Is English the dominant language of the internet?



72% of people agree that English is the dominant language of the internet, 28% of people disagree that English is the dominant language of the internet.

5. Can English displace other languages?



32% of people believe that English can replace other languages, while 44% of people don't think it can.

FINDING AND OBSERVATION

The purpose of this study was to comprehend how changing target audition behavior and new thought patterns affected those involved. According to research, 50% of people like the frequently used English language. In this study, we found that 46% of respondents disagree that English can replace other languages, 34% of respondents agree that English can replace other languages, and 11% of respondents fall into both categories and believe that English can replace other languages. Social media contributed 30% to the spread of the English language, television 20%, radio 9%, and newspapers 9%.

Out of the 18 responses, 15 were neutral, stating that English is a language that is used on the internet frequently.

A study on the use of English as a language for the internet has a number of flaws that may be attributed to it. Some of these restrictions are as follows:

One of the most common languages on the internet is undoubtedly English. Approximately 55% of the online information is written in English, according to research. This is because people from various nations now converse with one another through English, which has become a lingua franca.

English is the most used language on the internet for a number of reasons. One of the primary causes is the early emergence of the internet in nations that use the English language, like the United States. Another aspect is the extensive use of English as a language for conducting business, as many global firms do. The predominance of English language instruction online has also been influenced by how widely it is available. It's crucial to remember that despite its dominance, more people are using

different languages on the internet. There is a rising demand for content in their native languages due to the rise in internet usage in non-English speaking nations. As a result, there is a growing push to

increase the inclusivity and accessibility of the internet for users of many languages.

Representativeness: Due to the internet's size and rapid evolution, it might be difficult to accurately depict how the English language is used online. Finding a thorough sample that truly captures the variety of English usage on the internet is challenging.

Bias: Because the data used in the study may have come primarily from English-speaking nations, the findings may be unfavorable to these nations. As a result, it may be harder to comprehend how English is used online throughout the world.

Context: Because of the wide range of contexts in which the English language is used online, it is challenging to draw broad generalizations about how it is employed in any setting.

Technical challenges: Collecting and analyzing data from the internet might be problematic on occasion, especially when working with big amounts of data. Privacy and data protection concerns may also need to be taken into account.

Internet changes regularly: New platforms and technologies are being created all the time, and the internet itself is always changing. Keeping up with the most recent trends and modifications in the usage of the English language on the internet can be challenging as a result.

Multilingualism: The internet is utilized by users who speak a wide variety of languages; it is not just used for communication in English. As a result, it may be difficult to evaluate the usage of English as an internet language.

CONCLUSION AND SUGGESTION

The goal of every research effort is to illuminate previously unknown facts of the topic. The outcomes of the researcher's work ought to improve the environment for the coming generation. The learner, the guide, and other experts collaborate in this project in order to benefit society as a whole. It also gives ideas more of a base on which to build. After this incredibly detailed and well-planned outing, the researcher might offer some crucial observations. Learning English as a second language through WALL is always a daunting and challenging endeavor. This task is frequently abandoned by students, and many of them give up because of the challenges. In order to provide additional content, some professors even regularly seek advice.

There are numerous categories for the teaching of English. Separate and tried-and-true methods of training for various learners and objectives expose the researchers to a new world of language. This intensive form of training has made it easy to learn English as a foreign language. After conducting such a thorough analysis, the researcher may claim that English is the most taught language in the world. It has also received the most academic attention. The second chapter offers a historical and contemporary overview of English language instruction utilizing both cutting-edge and tried-and-true techniques. As a result, the researcher will be able to understand how teaching English is unique from teaching other subjects. It allows the researchers to select the most effective strategy on their own.

Modern education has advanced as a result of the development of web-assisted language learning. Students are given special teaching resources as well as the ability to speed the spread of information throughout the globe. Education has benefited from the development of computers and the internet. The study found that WALL has improved learning and teaching processes nowadays. Computers and the internet were once restricted to usage by the IT sector. Today, everyone is in agreement that WALL is most effectively applied in the field of extra content.

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9. A Study on Students- Teachers' interaction in Language Learning

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ABSTRACT

The activity in the classroom requires interaction. It facilitates teaching and learning and can improve students' communication skills. It describes how the pupils engage with one another, the teacher, and even the rest of the class. The goal of this research is recommending some ways for the teacher to encourage student participation when teaching reading LANGUAGE. It provides several methods for enhancing classroom interaction. After then, it can be used to teach reading. Several earlier studies on classroom interaction have demonstrated that various outcomes can occur. Numerous studies demonstrate the value of classroom interaction in the teaching and learning process of Language. According to certain studies, interactions between students take place in the classroom. The pupils are more engaged in class when there is classroom interaction throughout the education process. The study's findings support the idea that classroom interaction is crucial to the teaching and learning process.

Keywords: Interaction, Teaching Reading, Classroom, Language Learning

INTRODUCTION

Activities in the classroom that use a communicative approach require interaction between the teacher and the students as well as between the students themselves. It will keep conversations going in the classroom. It will facilitate effective teaching and learning. The instruction will be effective when there are interactions between the teacher and the students as well as between the students themselves. There will be no separation between the teacher and the kids in the classroom. As a result, the teacher and the pupils will each have an equal role in the teaching and learning process. Students will participate in communication efforts in addition to the teacher in the process of teaching and learning. According to Ellis (1990), interaction is carried out to ease the sharing of information and avert communication breakdowns. It is meaning-focused.

A child's growth and future learning depend on the importance of developing effective communication skills at an early age. The communication skills that students acquire in the classroom are completely portable and crucial in all facets of life. Additionally, it has been demonstrated that having a supportive teacher-student connection affects class involvement, engagement, and ultimately student accomplishment.

The way the teacher and students interact in the classroom affects learning and growth as well as classroom management. A strong teacher-student bond fosters a student's cognitive, social, and emotional development as well as their mental health, according to the developmental perspective. A student's self-esteem and skill development are positively impacted by the teacher-student connections. The development of students' academic self-concept and fostering their enthusiasm and success depend heavily on student-teacher interactions. Colleges and universities that actively encourage regular and close contact between their students and faculty and staff are more likely to

benefit from such efforts in a number of ways. By showing an interest in their students' academic development, faculty members have the potential to significantly advance their intellectual and professional growth.

Additionally, according to Brown (2015), interaction is the cornerstone of L2 acquisition since it allows learners to improve their personal communicative skills as well as socially construct their identities through cooperation and bargaining.

The Ministry of Education's regulation number 23, 2016, regarding the norm of assessment, states that learning is the process of interaction between students.

Different Role of a Teacher:

1. MANAGER:

The keystone that holds the teaching and learning processes together is effective classroom management. The teacher is primarily responsible for planning, organizing processes and materials, setting up the classroom atmosphere to enhance effectiveness, assessing students' progress, and foreseeing future issues.

There are many similarities between managers in the commercial sector and instructors managing classrooms. Teachers and managers both need to be able to execute responsibilities that require communication, informational, and decision-making skills. Therefore, understanding management in the context of business could benefit instructors in their instruction.

2. EVALUATOR:

INSTRUCTOR AS EVALUATOR

Everyone is aware that a teacher's success is heavily influenced by evaluation. Academics are tied to evaluation, which is a subjective process. For the purpose of evaluating the pupil, the teacher must be a skilled assessor. To do credit to a student's career, a teacher should do an honest and objective review. A learner can pick up a lot of knowledge from their blunders. A student should stick to positive expectations for each student and focus on each student's areas of competency rather than their weaknesses when acting as an evaluator.

3. GUIDE:

Here, the teacher's ability to serve as a moral compass is put to the test. A teacher can shape a student's moral principles and lay out a moral code that will serve as their compass for the rest of their lives. By doing this, they raise a generation of children who will serve as the backbone of a society with strong moral values. Leaders like this stand out because they see how crucial it is to strike the correct balance between freedom and obligations. When teachers encourage academic success, the exploration of skills and competences, the realization of abilities and aspirations, positive attitudes towards oneself and one's performance in school, and alternative and unconventional problem-solving techniques, they can help students develop confidence.

4. LEARNER:

The process of teaching and learning is ongoing, and as the generations change, so may the approaches used. Even though the educational system has undergone numerous modifications,

teachers' roles have remained mostly unchanged. It is the teacher's responsibility to persuade the student that education meets needs and promotes learning in the classroom. Before engaging in student interaction, a teacher must consider the viewpoint of the pupils. Students can receive information without doubt in understanding when a teacher begins teaching with the perspective of the learners. In general, instructors' roles involve assisting students in learning by conveying knowledge to them and creating an environment that fosters learning. However, the functions that instructors play are varied and vary from civilization to society and from one educational level to another.

5. ASSESSOR:

One of a teacher's key strategies for obtaining knowledge from students through ongoing feedback is assessment. The job of a teacher is not finished after a lesson is delivered. The best instrument for making pupils' learning perfect is assessment. Before grading a pupil, a teacher must evaluate their own findings to see whether the student will benefit from their accurate assessment. These evaluations may be conducted orally, by the assignment of tasks, etc. An evaluation forces a teacher to develop plans for her upcoming methods of instruction and for assisting students in learning their language. One who is an expert in their subject and is tasked with measuring the learning of their students is an assessor. In the context of education and training, an assessor confirms that the learner is qualified to satisfy the standard necessary to obtain a specific qualification.

OBJECTIVES:

To find out the methods that suit best for interaction.

To find out the best ways that encourage the students to interact in class.

To find out the problems that demotivates the students to take part in the interaction in class.

To know students and teachers point of view.

Review of Literature:

Language learning can be very enjoyable if everyone is involved in the class. Students as well as teachers can make interaction useful for the students. Students can make themselves feel confident if they actively participate in class. By being part of an interaction in class can build self-esteem

DISCUSSION

1. English Classroom Interaction Method:

Teachers must put forth a lot of work to maintain student interest. Instead of lecturing constantly, teachers are supposed to be creative and engaging after taking charge of the lecture hall. It follows that academics must be categories of teachers so always work to determine how to create the elegance that is more interactive. The statistics show that most students are happy with the amount of classroom engagement and knowledge acquisition that their English teacher provides in English language education and that they view their English teacher as a "Communicative Teacher". Similar to what English instructors have done in the classroom, the engagement. Although it might be difficult, encouraging student conversation is an essential component of teaching. A safe learning environment where kids may flourish, prosper, and learn can be created and fostered with the aid of effective communication. In the lecture hall is seen favorably by the students. The university student's emphasize the value of engagement in each coaching session. They engage in the segment. While the students are conducting the exercises, the English teachers frequently make an effort to interact with

them and work with them to get through any obstacles they face. As the inspiration for the realization of students' academic achievement, having these kinds of acceptable verbal interchange skills is crucial for teachers while interacting with the classroom [Abraham & Margana, 2018].

Researchers in Indonesia frequently use a variety of methodologies to analyze conversations between teachers and students as part of teaching and learning activities.

Foreign language interaction analysis, Flanders' interaction analysis category (FLINT),

Some of these techniques include Coulmas, Brown's interaction analysis system (BIAS), Self-Evaluation of Teacher Talk (SETT), Chaudron's teacher speak, Walsh's model interaction, and Celcia-teacher Murcia's talk in teaching and learning classroom interaction.

2. Talking of Teachers in English Classroom Interaction:

The language that teachers use to instruct students in the classroom is known as “teacher speak”. Teacher talk predominates in the classroom because it tends to encourage participation and the student conversation. There are numerous ways to analyze teacher talk in the classroom, and this study demonstrated how the categories of teacher talk are divided into indirect and direct influences. The other method, the SETT method has two categories, which are features of talk in questioning skill and description of the pedagogical goal, as well as three categories from Chaudron such as asking questions, providing feedback, and providing the right answer.

The four models are management context, content, skill, system, and classroom.

Few teachers would disagree with the assertion that motivated students learn more and are easier to teach. As educators, our goal is for all of our students to enter the classroom eager to study for the purpose of learning, and we hope that our instruction will motivate them to achieve great things. If our kids appear more interested in learning what is on the test or fighting for a few extra points, we are dissatisfied. As a matter of fact, every one of our pupils comes to the classroom with different motivational goals and a variety of demands on their time, commitment, and attention. When family, friends, extracurricular activities, and work all compete for their attention, our student's today struggle to prioritize and practice self-discipline.

3. Talking of students in English classroom interaction:

Each lesson will have some interaction between the teachers and students, with the teacher's talk typically taking prominence. Teachers should rule their classrooms throughout these debates in order to have a beneficial impact on the student's behavior. [Adi, 2013]

Students speak occurs when the students mimic their teachers to express their ideas or make comments and criticism about anything after being given material in class. A teacher's effectiveness may be gauged by how their students react or respond after receiving instruction.

When students confront one another, negotiate meaning, clarify their understanding, and make their ideas clear to their partners, talking becomes essential. The features were demonstrated by 8 (eight) techniques in English classroom interaction.

of classroom conversation.

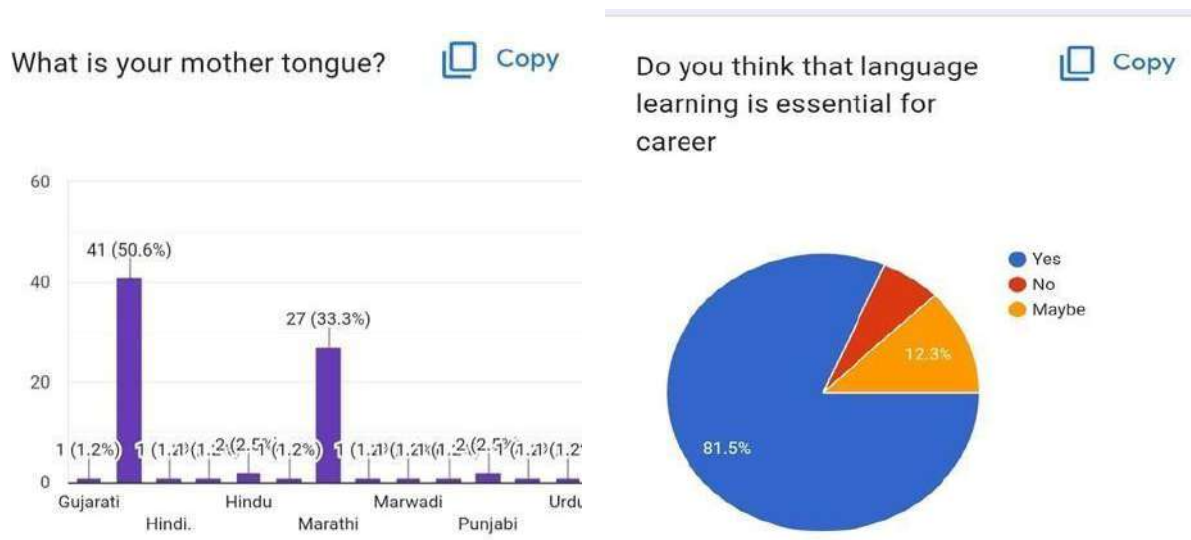
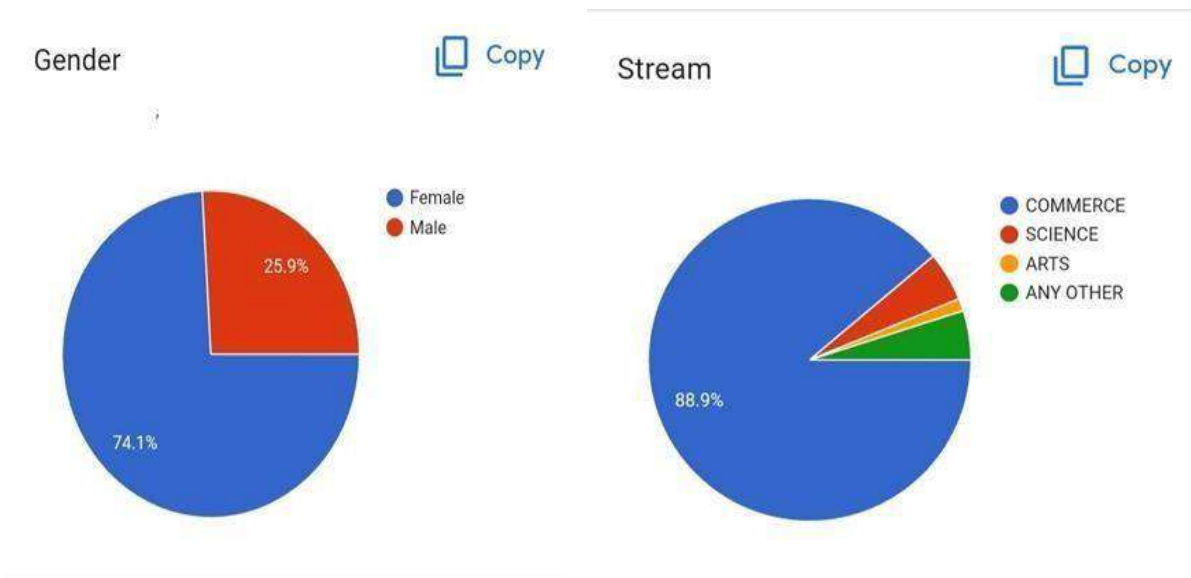
Data Collection:

The collection of data is done with the help of **google forms** and through the **questionnaire** prepared by myself.

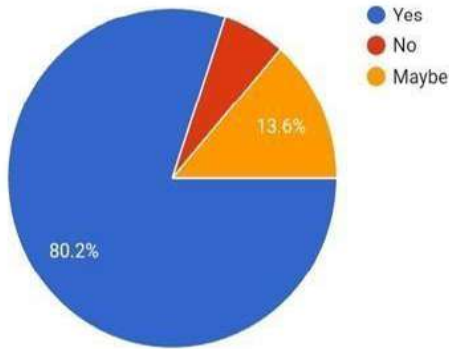
Different types of questions are asked to students to know their opinion and to know that how teachers as well as they play an essential role in interaction while learning language or while in any class.

The data collected from google forms is as follows:

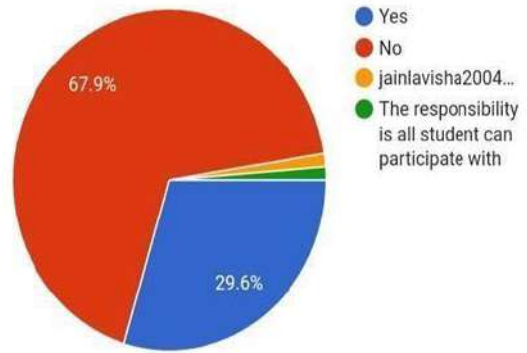
Questions asked for data collection such as gender, stream, mother tongue, do you think that language learning is essential for career, and many more.



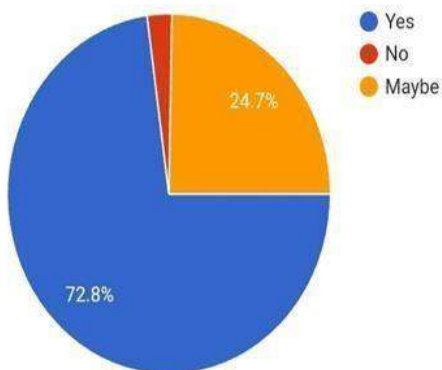
Do you enjoy learning language by group discussion



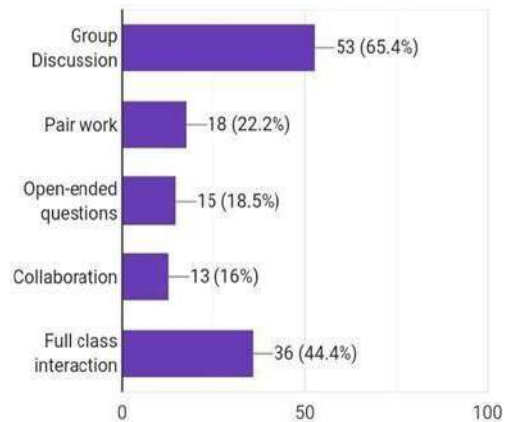
Is interaction in class is only responsibility of teachers?



Do you think that interaction should be done for effective learning of language.



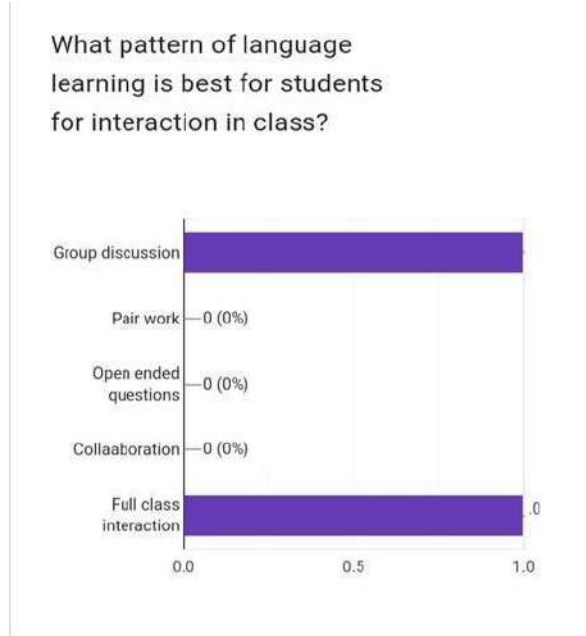
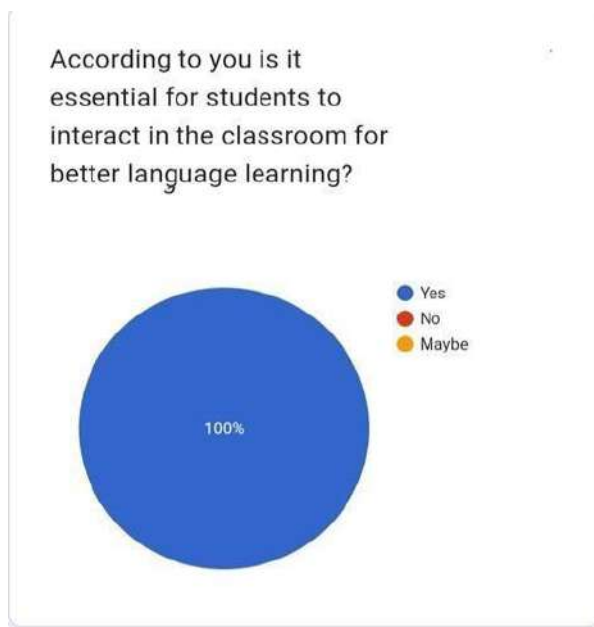
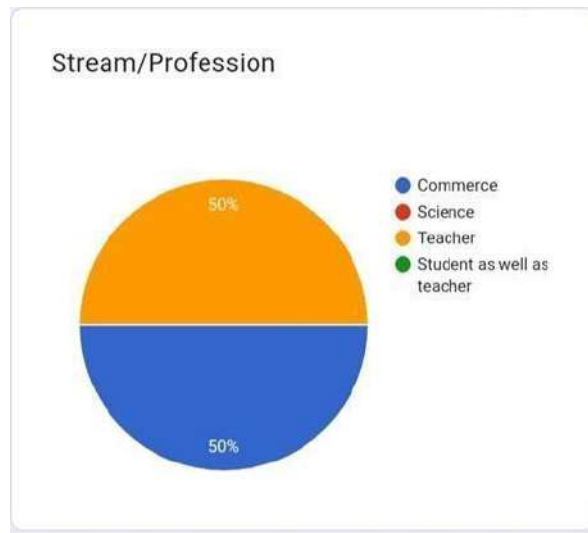
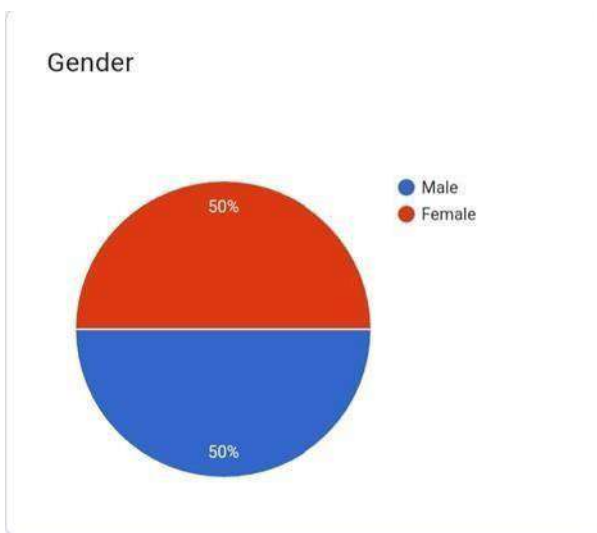
Which patterns is best for interacting in language learning?

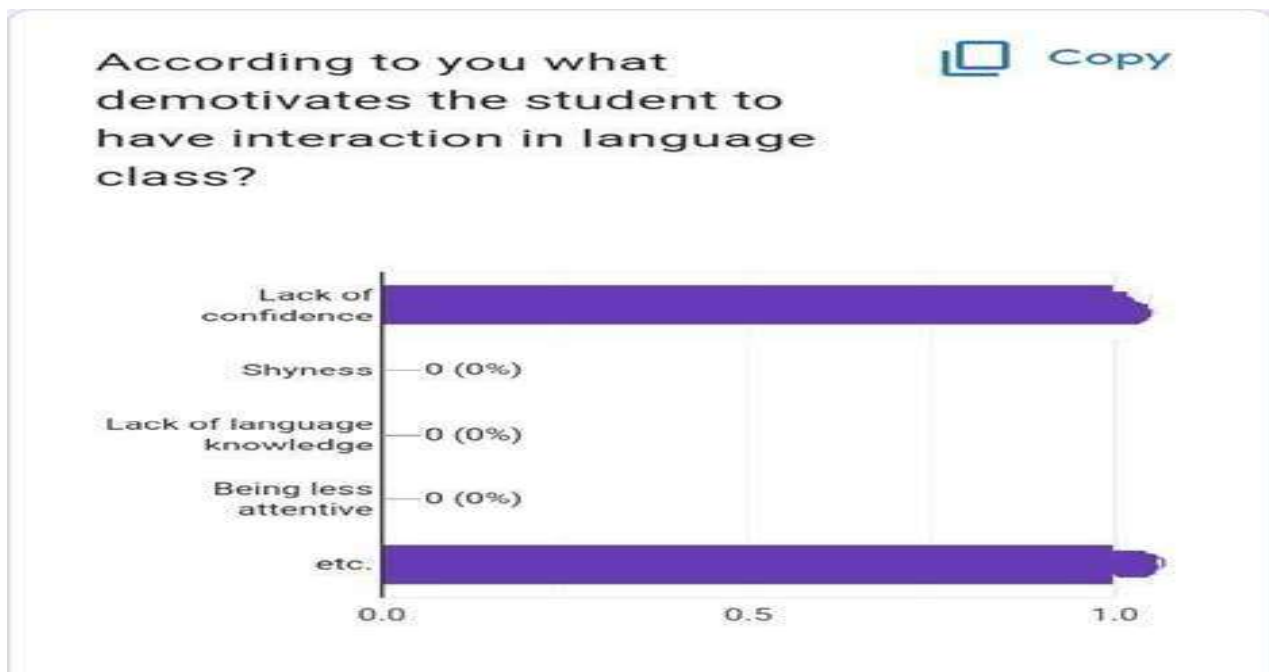


The data collected from the Google forms is as given below.

It is collected from classmates as well as from teachers.

To know both students as well as students' points of view.





CONCLUSION & SUGGESTIONS:

This research is based on the interaction between students-teachers in language learning or in the classroom. There are categories that teachers frequently use for lecturing and posing questions, as well as categories for responses from students during teaching and learning activities. Third, because it consists of three parts, instructor talk will help students overcome difficulties in learning English.

The psychological, interpersonal, and educational factors are crucial.

Numerous educational situations arise during the teaching and learning process. As we are all aware, there have been multiple instances of violence between students and teachers at the school. Excellent and effective communication can help a well-trained teacher build strong connections with students, despite the psychological component and language used by the teacher and learner as the problem-causing factor.

Suggestion so consider these options.

1. Establish a secure environment
2. Encourage collaboration
3. Avoid taking a position at the front of the class.
4. Exercise your active listening skills.
5. Make sure to provide praise.

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10. Difficulties faced by Indian students in English Communication**Author:****Ms. Niveda Shetty, FYBAF****KLE Society's Science and Commerce College, Kalamboli****Co- AUTHOR- 2) Asst. Prof. Rajashree Bhorkade****KLE Society's Science and Commerce College, Kalamboli****ABSTRACT**

English as a second language becomes inspirational for students in the Indian education system to learn the English language's physical, intellectual, and emotional involvement in Indian students. The article analyzes the causes that make it difficult to communicate with students in India. English and grammatical patterns encourage pronunciation and limited vocabulary. Minimum opportunity and the student's interest and less discipline fail to make mistakes and environmental factors. Suggest some solution that overcomes difficulties in this background and the nature of this presentation paper highlight the difficulties faced by Indian students in English. The result revealed that students use it more frequently inside the class and less frequently outside the class. Whereas the studies limited time to learn English in class and they still do not have any encouragement to practice English outside the class in order to get familiar with English, lack of reading habits and learning tend to challenge several problems in learning English. Generally speaking, English is also considered to be a challenging language though not quite as complex as some. Compared to some languages English has a large vocabulary, tricky grammar and challenging pronunciation. Learning a foreign language is one of the hardest things the brain can do? What makes a language so difficult is the effort we have to make to transfer the high linguistically complex structures. It's also challenging to learn how to think in another language. Above all it takes time hard work and addiction

INTRODUCTION

The English language has become a global phenomenon and is widely used as a means of communication across the world. India is a country where English is used as a second language, and it is considered an important tool for education and employment. Despite the widespread use of English, many Indian students face significant difficulties in communication and expression in the English language. In this essay, we will explore the challenges faced by Indian students in English communication, its impact on their academic and professional life and how it can be addressed.

One of the primary challenges faced by Indian students is the lack of proper exposure to the English language. Most schools in India use the local language as the medium of instruction, and students are only exposed to English in language classes. This limited exposure to the language makes it challenging for students to develop their skills and proficiency in the language. Furthermore, students who come from non-English speaking backgrounds face difficulties in understanding the language, and this can have a significant impact on their academic performance.

Another challenge faced by Indian students is the lack of confidence in speaking

English. Many students feel self-conscious about their pronunciation, vocabulary and grammar, and this often leads to a fear of speaking in English. This fear of speaking in public can have a significant impact on their communication skills, and can hinder their ability to express themselves effectively. This lack of confidence can also lead to students avoiding opportunities to speak in English, which can further limit their exposure to the language.

The lack of proper grammar and vocabulary is another significant challenge faced by Indian students. English grammar and vocabulary are vast and complex, and students who are not exposed to the language regularly find it challenging to master the language. This can lead to difficulties in understanding and producing written or spoken language, which can impact their academic and professional life.

The lack of pronunciation skills is another challenge faced by Indian students. English pronunciation can be challenging, especially for those who come from non-English speaking backgrounds. Mispronunciation can lead to misunderstandings and can affect the effectiveness of communication. Furthermore, poor pronunciation can also lead to a negative perception of the speaker and can hinder their ability to make a positive impression on others.

In conclusion, the challenges faced by Indian students in English communication can have a significant impact on their academic and professional life. It is crucial for students to be exposed to the language regularly and to develop their skills and confidence in speaking and expressing themselves in English. This can be achieved through a combination of language classes, practice and exposure to English-speaking environments. Furthermore, students should also seek out resources and support to improve their grammar, vocabulary, and pronunciation skills. With the right approach and support, students can overcome these challenges and become confident and effective communicators in English.

AIMS AND OBJECTIVES

To identify the challenges faced by Indian students in English communication, including limited exposure to the language, lack of confidence in speaking, grammar and vocabulary skills, and poor pronunciation.

To understand the impact of these challenges on the academic and professional life of Indian students, including difficulties in understanding and producing written or spoken language, and limited opportunities for growth and development.

Possible solutions to these challenges, including regular exposure to the language, language classes, practice and exposure to English-speaking environments, and seeking out resources and support to improve grammar, vocabulary, and pronunciation skills.

To provide recommendations for Indian students on how to overcome these challenges and become confident and effective communicators in English.

The aim of this essay is to raise awareness of the challenges faced by Indian students in English communication and to provide practical solutions and recommendations to help them overcome these difficulties. By understanding the challenges and taking steps to address them, Indian students can become confident and effective communicators in English, which will enable them to achieve their academic and professional goals.

HYPOTHESES

Indian students face significant challenges in their English communication skills due to limited language, lack of confidence in speaking, inadequate grammar and vocabulary skills, and poor pronunciation. These challenges can have a significant impact on their academic and professional life, but with the right approach and support, students can overcome these difficulties and become confident and effective communicators in English."

This hypothesis proposes that Indian students face challenges in their English communication skills due to several factors, including limited exposure to the language, lack of confidence in speaking, inadequate grammar and vocabulary skills, and poor pronunciation. These challenges can have a significant impact on their academic and professional life, but with the right approach and support, students can overcome these difficulties and become confident and effective communicators in English. The hypothesis will be tested by examining the challenges faced by Indian students and exploring possible solutions to help them overcome these difficulties.

REVIEW OF LITERATURES

The difficulties faced by Indian students in English communication have been widely studied and discussed in academic literature. Many researchers have explored the challenges and impact of these difficulties on the academic and professional life of Indian students.

One study found that the lack of proper exposure to the English language is one of the primary challenges faced by Indian students. The study found that students who come from non-English speaking backgrounds face difficulties in understanding and producing written or spoken language, and this can have a significant impact on their academic performance. This is in line with the findings of another study, which found that the limited exposure to the language is a major barrier for Indian students in their English communication skills.

Another study found that the lack of confidence in speaking English is another significant challenge faced by Indian students. The study found that many students feel self-conscious about their pronunciation, vocabulary, and grammar, and this often leads to a fear of speaking in English. This fear of speaking in public can have a significant impact on their communication skills and can hinder their ability to express themselves effectively.

The lack of proper grammar and vocabulary is another challenge that has been widely discussed in academic literature. One study found that the English grammar and vocabulary are vast and complex, and students who are not exposed to the language regularly find it challenging to master the language. This can lead to difficulties in understanding and producing written or spoken language, which can impact their academic and professional life.

The poor pronunciation skills of Indian students have also been discussed in academic literature. One study found that English pronunciation can be challenging, especially for those who come from non-English speaking backgrounds. Mispronunciation can lead to misunderstandings and can affect the effectiveness of communication. Furthermore, poor pronunciation can also lead to a negative perception of the speaker and can hinder their ability to make a positive impression on others.

In conclusion, the literature reviewed supports the hypothesis that Indian students face significant challenges in their English communication skills due to limited exposure to the language, lack of confidence in speaking, inadequate grammar and vocabulary

skills, and poor pronunciation. These challenges can have a significant impact on their academic and professional life, but with the right approach and support, students can overcome these difficulties and become confident and effective communicators in English.

SAMPLING AND DESIGNING

The sampling design for this study on the difficulties faced by Indian students in English communication would involve selecting a representative sample of Indian students who are currently enrolled in educational institutions in India. The sample could be selected using several methods, including convenience sampling, stratified sampling, or simple random sampling.

In convenience sampling, the sample would be selected based on the availability and accessibility of the participants. This method would involve recruiting participants from educational institutions that are conveniently located and easy to reach.

In stratified sampling, the sample would be divided into strata based on specific characteristics, such as the level of education, location, and language background. This method would ensure that the sample is representative of the population and that the results of the study are generalizable to the larger population of Indian students.

In simple random sampling, participants would be selected randomly from a list of eligible participants. This method would ensure that the sample is representative of the population and that the results of the study are not biased.

Regardless of the sampling method used, it is important to ensure that the sample is large enough to provide meaningful and reliable results. A sample size of at least 100 participants would be appropriate for this study, but a larger sample size would be even better to ensure that the results are more accurate and generalizable.

In conclusion, the sampling design for this study would involve selecting a representative sample of Indian students who are currently enrolled in educational institutions in India. The sample could be selected using several methods, including convenience sampling, stratified sampling, or simple random sampling. The aim is to ensure that the sample is large enough and representative of the population to provide meaningful and reliable results.

DATA COLLECTION

We used the Questionnaire method of Data Collection as primary data research. Google form was created to spread Questionnaire to maximum respondents. Through several web links and research journals, we did secondary data research.

DATA ANALYSIS

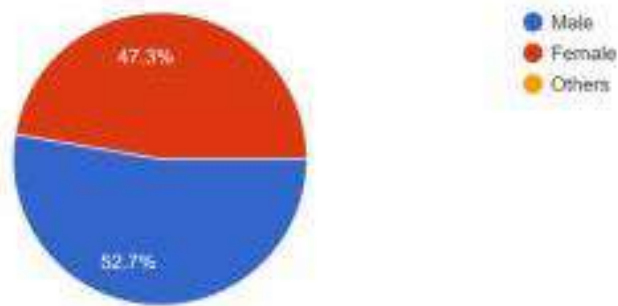
Age

112 responses



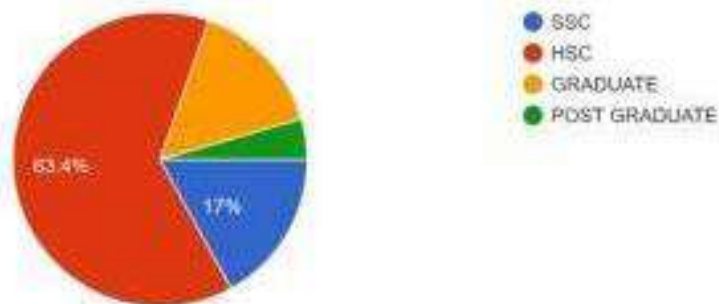
Gender

112 responses



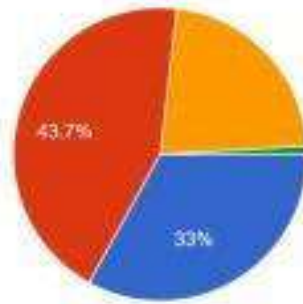
Qualification

112 responses



What is the primary challenge for Indian students when it comes to vocabulary in English communication?

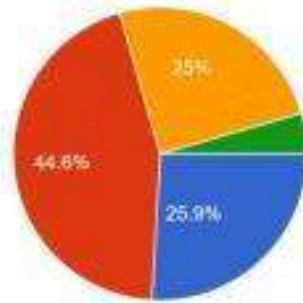
112 responses



- Small vocabulary size
- Similarity to native language
- Large vocabulary size
- Complex grammar rules

What is the primary challenge for Indian students when it comes to pronunciation in English communication?

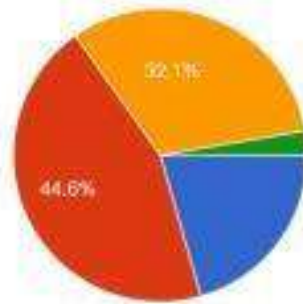
112 responses



- Similarity to native language
- Complex grammar rules
- Different sounds in English
- Large vocabulary size

What is the primary challenge for Indian students when it comes to grammar in English communication?

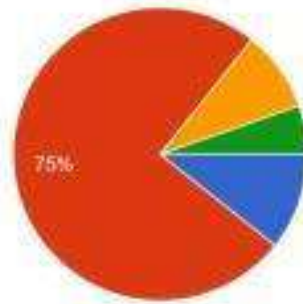
112 responses



- Similarity to native language
- Different sounds in English
- Complex grammar rules
- Small vocabulary size

What is a common reason for Indian students having difficulties with confidence in English communication?

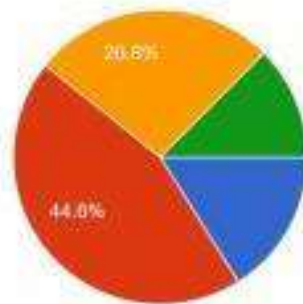
112 responses



- Fluent in English
- Lack of confidence
- Strong writing skills
- Strong grammar skills

How does an Indian accent affect English communication for Indian students?

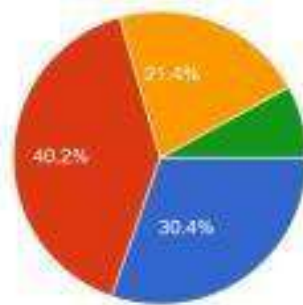
112 responses



- Improves understanding
- Does not affect understanding
- Makes understanding more difficult
- Makes pronunciation easier

What is a primary challenge for Indian students when it comes to listening comprehension in English communication?

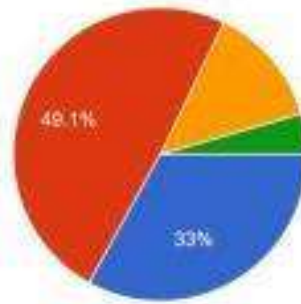
112 responses



- Slow pace of speaking
- Similar accent to native language
- Fast pace of speaking and different accent
- Simple grammar

What is a common challenge for Indian students when it comes to fluency in English communication?

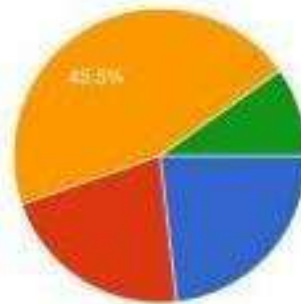
112 responses



- Quick formation of sentences
- Slow formation of sentences
- Strong writing skills
- Strong vocabulary

What is a common challenge for Indian students when it comes to English writing skills?

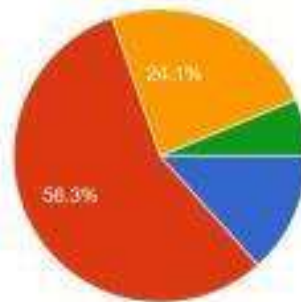
112 responses



- Strong grammar skills
- Strong vocabulary
- Weakness in spelling, grammar, and sentence structure
- Fluent in spoken English

What is a challenge for Indian students when it comes to using vocabulary in specific contexts in English communication?

112 responses



- Strong vocabulary in general
- Understanding and using vocabulary specific to the context
- Weak writing skills
- Fluent in spoken English

What is a challenge for Indian students when it comes to understanding and using idiomatic expressions in English communication?

112 responses



FINDING AND OBSERVATION

Limited exposure to the language: Indian students who come from non-English speaking backgrounds often face difficulties in understanding and producing written or spoken language, due to limited exposure to the language.

Lack of confidence in speaking: Many Indian students feel self-conscious about their pronunciation, vocabulary, and grammar, and this often leads to a fear of speaking in English. This fear of speaking in public can have a significant impact on their communication skills and can hinder their ability to express themselves effectively.

Inadequate grammar and vocabulary skills: English grammar and vocabulary are vast and complex, and students who are not exposed to the language regularly find it challenging to master the language. This can lead to difficulties in understanding and producing written or spoken language, which can impact their academic and professional life.

Poor pronunciation: English pronunciation can be challenging, especially for those who come from non-English speaking backgrounds. Mispronunciation can lead to misunderstandings and can affect the effectiveness of communication. Furthermore, poor pronunciation can also lead to a negative perception of the speaker and can hinder their ability to make a positive impression on others.

These findings suggest that Indian students face several challenges in their English communication skills, which can have a significant impact on their academic and professional life. Addressing these challenges requires a multi-faceted approach, including exposure to the language, opportunities to practice speaking, and the development of grammar and vocabulary skills. Additionally, providing students with a supportive and encouraging learning environment can help build their confidence and enhance their English communication skills.

CONCLUSION

In conclusion, the difficulties faced by Indian students in English communication are a complex and multifaceted issue that affects a large portion of the student population in India. These difficulties can have a significant impact on students' academic and professional life and can hinder their ability to express themselves effectively and confidently.

The findings suggest that Indian students face challenges such as limited exposure to the language, lack of confidence in speaking, inadequate grammar and vocabulary skills, and poor pronunciation. Addressing these challenges requires a multi-faceted approach that includes exposure to the language, opportunities to practice speaking,

and the development of grammar and vocabulary skills.

Furthermore, it is important to create a supportive and encouraging learning environment that helps build students' confidence and enhances their English communication skills. This can be achieved through providing adequate resources and support, as well as creating opportunities for students to practice their English communication skills.

In conclusion, improving the English communication skills of Indian students is crucial for their academic and professional success. Addressing the difficulties faced by Indian students in English communication requires a comprehensive approach that involves exposure to the language, opportunities to practice speaking, and the development of grammar and vocabulary skills, along with a supportive and encouraging learning environment.

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11. Digital Technology and its effects on Literary Studies

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ABSTRACT:

The aim of this study is to do research on the Digital Technology and its effects on Literary Studies and sub-categories such as techniques, system, equipment, or resources that produce, store, or process data electronically. The major advantages of digital technology are automation, communication speed, better social interaction, security of data and quick access to information. The study aims to investigate how digital technology affects the brain and its impact on the way digital technology learns and thinks through an extensive literature review. Digital technology is changing the landscape of literary studies. The next section of the thesis will examine a number of concepts related to literary studies and digital technology, such as ekphrasis, authenticity and value, and the character of technology. The most important role of digital technology is to save time and effort. It may be claimed that technology and time management are interrelated.

Keywords: teaching, technology, and education.

INTRODUCTION:

WHAT IS DIGITAL TECHNOLOGY?

Digital technologies are any techniques, system, equipment, or resources that produce, store, or process data electronically. Social media, online games, multimedia, and mobile phones are popular examples. Any sort of learning that employs technology is considered digital learning. It can happen across all curriculum learning areas. The ability to store enormous amounts of information in relatively small locations is a feature of digital technology. On small devices like mobile phones, you may carry a lot of media, including pictures, music, movies, contact information, and other reports. Modern digital technologies are regarded as the primary resource for generating economic output that controls the rise in social welfare. Utilization of the real sector of the economy by organizations, particularly by businesses. The primary requirement for an effective modern computer and information system is taking part in the digital economy. In the modern, global setting, the Internet is progressively becoming a significant source of knowledge, altering how we educate ourselves, learn, and communicate. Courses in computer programming and web/digital communication start with introduction to Digital Technology. It is intended to assist students in comprehending, communicating, and adjusting to a digital environment that has an impact on their

social and professional lives as well as their personal lives. Students will learn about networks, IT support, web design, programming, hardware, and software used in computers in this course.

Digital technologies' primary goal is to link people quickly, easily, and affordably. A wide range of digital services and resources are used to connect the people with one another. Digital tools for learning have many advantages, but they also provide risks and obstacles for the students. The barriers posed by digital challenges to knowledge and information acquisition are real and important (Digital Technology, 2015). It is necessary to take action to address the issues and difficulties posed by digital technologies. The 21st century is frequently seen as a technological period. Today, technology is an important component of our lives. It is regarded as the cornerstone of economic boom. In the present circumstances, a digital economy can develop. This is due to how much easier and faster technology has made our work. Every potential subject is affected by technology, and education is one of them.

OBJECTIVES:

- To study the role of Students' perception on Digital learning.
- To study the effect of learning motivation on Students' Digital learning.
- To study the significant difference in Academic achievement between Male and Female students.
- To have a look for the impact of digital technology on Academic Libraries.
- Give specific suggestions to overcome the problems related in this field.
- Identify specific problems related to implementation of digital technology in academic libraries of India.

HYPOTHESIS:

- Learning motivation scores show positive effects on Student Digital technology.
- There is a positive relation between Perception towards Digital technology and Students' overall Digital technology.
- This generation of Digital born continuously uses digital technology, by using image, sound, information, etc.
- The current generation of students are always asking lecturers to undertake new roles.
- Digital technology also has the disadvantage of being highly addictive.
- The loss of personal privacy is one of the disadvantages of digital technology.

REVIEW OF LITERATURE:

Promoting and educating students of all ages about the new phenomenon of digital literacy is necessary. In order to raise students' understanding of digital literacy, a number of relevant factors must be emphasized.

The most widely discussed barriers are also:

1. a lack of resources,
2. a lack of access,
3. a lack of time,

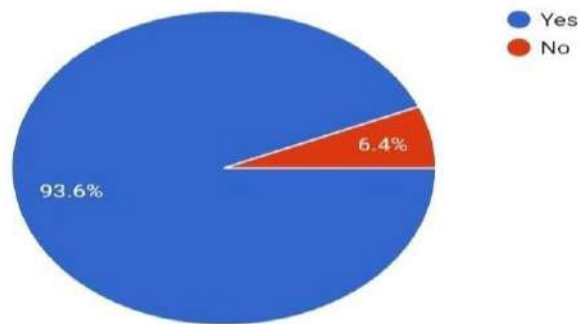
4. a lack of expertise, and
5. a lack of support.

Digital technologies' primary goal is to link people quickly, easily, and affordably. A wide range of digital services and resources are used to connect the people with one another. Digital tools for learning have many advantages, but they also provide risks and obstacles for the students. The barriers posed by digital challenges to knowledge and information acquisition are real and important (Digital Technology, 2015). It is necessary to take action to address the issues and difficulties posed by digital technologies. The 21st century is frequently seen as a technological period. Today, technology is an important component of our lives. It is regarded as the cornerstone of economic boom. In the present circumstances, a digital economy can develop. This is due to how much easier and faster technology has made our work. Every potential subject is affected by technology, and education is one of them.

DATA ANALYSIS:

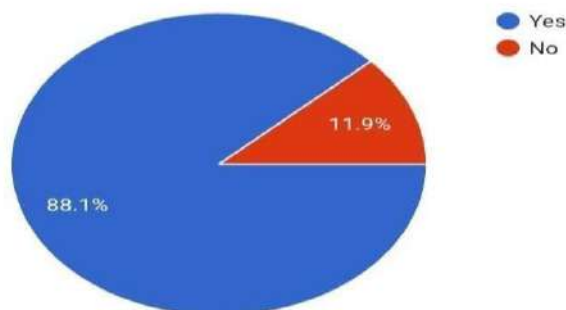
1) Did new methodology or tools have emerged in literary studies due to digital technology?

109 responses



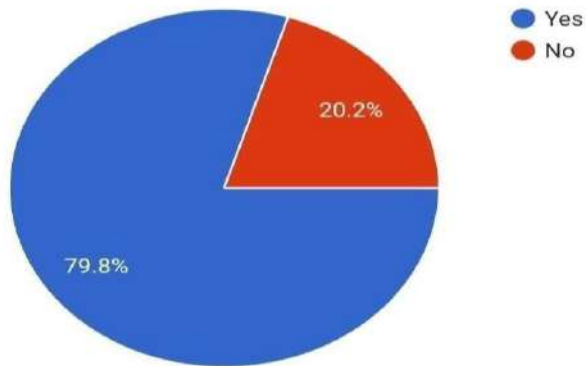
2) Is future development in digital technology do you see having the greatest impact on literary studies ?

109 responses



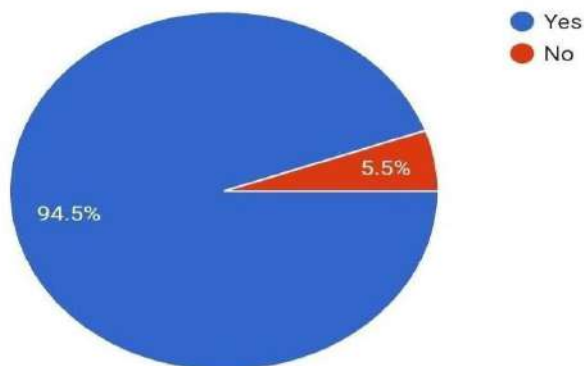
3) Has technology affected the literature?

109 responses



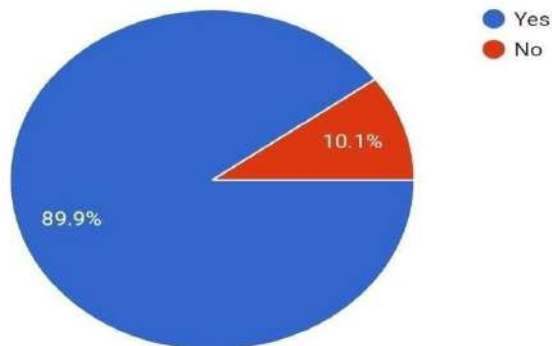
4) Do technology helps you in studying? literature??

109 responses



5) Does technology improve literature?

109 responses



CONCLUSION:

It is well known that digital technology has become more common on a global scale. People use digital technology for a reason when they do so. They must either interact with others, exchange information, gather information, create awareness, improve their knowledge and skills, create innovative work strategies and approaches, and so forth. People must have effective understanding of and skills for using digital technology if they are to achieve their objectives. It is essential to equip people with the resources they need to interact and work together in order to improve understanding of and progress towards goals and objectives.

Digital Technology has affected education in a positive way, but it also has potential drawbacks. Teachers and students should make use of this in a positive way and remove the obstacles that prevent many students and schools from attaining excellence. Therefore, it is now necessary for every nation to develop a more technologically advanced education sector in the future. Technology connected the world. We are much smarter than our previous generations and the coming generations would be more smarter than us, all because of technology. Today we have cured most of the diseases. We know the reason behind most of the chemical reactions and physical phenomena. We know much about space and are observing the movements of planets and stars millions of light years away from us. We have sent humans to the moon and space. Water is available in deserts and barren lands have become productive all thanks to technology.

Management of digital technology is crucial in management and education to prevent the implementation of actions that can have negative impacts and different ownerships. To ensure that the digital workplace offers quantifiable economic benefits and that people are able to use various technologies that may improve their job duties, it is important to establish defined roadmaps. In the modern world, the digital workplace is present in every firm and sector. Depending on the industry's and the company's goals and objectives, it will take on a different form. Different forms of digital technology exist. Smartphones, mobile phones, laptops, and computers are the ones that are commonly used in all fields. In order to control their homes, the people use these technologies. It is essential that individuals are informed of the technologies used in the company they work for, where they are used, and how they are used differently.

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12. The Impact of Emotions on Language Learning Motivation and Achievement

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Abstract

The purpose of this study is to determine the effects on motivation and success within the application of blended learning environments in the foreign language class. The research sample is formed by third grade students studying in the tourism and hotel management programs of the faculty for tourism and the faculty of economics and administrative sciences at the Nevsehir Hacı Bektaş Veli University (Turkey) in fall semester of the 2012-2013 academic year. The research group consists of 62 students and there 35 students belong to the experimental group and the other 27 persons belong to the control group. While the experimental group was subject to 14 hours online and 6 hours traditional face to face learning, the control group was subject to only 6 hours traditional face to face learning.

The research has been completed after a 10 week application. The data on the research have been collected with German course achievement tests via the German Language Learning Motivation Scale. The results reveal that the experimental group of students attending the German classes in blended learning environments has more success and higher motivation compared to the control group attending German language classes in the traditional learning environment. Even if the learners achieve certain success and motivation findings in the classroom and face to face environments performed along with teaching-learning activities mainly in control of the instructor, the success and motivation effect of the blended learning environment could not be achieved.

Keyword: Blended learning, foreign language learning, motivation, success.

INTRODUCTION

In these days where we experience the information age, it can be seen that our traditional education methods are insufficient to supply the growing education needs of individuals. Literals don't cut across in the traditional education environment of formal education, where the same activities are carried out by teachers and students in the same time and same environment.

109 One of the main goals of foreign language teaching is especially to comprehend the students' approach to the accessed information. That the awaited success and motivation in foreign language lectures remained incapable in traditional teaching methods revealed the adoption of the learner based approach and the need to improve the students autonomous learning skills. In the scope of broad education, in distance learning environments, learning can be actualized in various ways as mail, radio and online learning. Distance learning environments are mediums, where no common

physical places are in need for the learner and the instructor, and the learner is responsible for its own learning in the learning process (Johnson & Steven, 2003).

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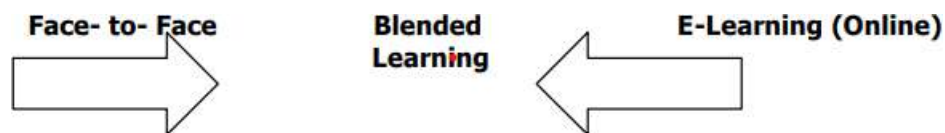


Figure: 1
Blended Learning Environment

Literature Review

Emotion and second language acquisition

Before giving a brief review on emotion and SLA, we need to explain how we identified and selected studies to be included in this review. Due to the paucity of research before 1970, we searched for studies that were published between 1970 and 2019, using the Web of Science database. Specifically, we focused on articles that were published in journals cited in the Social Sciences Citation Index (SSCI). Multiple terms related to the three categories of emotions, language, and



Methodology

Research Model In this study, analysing the effects on motivation and success within the application of blended learning environments on university levels in foreign language classes (German) of students studying in the tourism and hotel management program, a research model with pretest and post-test control groups in scope of quasi experimental design has been used.

DISCUSSION

The findings of the sub-goal “Is there a significant difference before and after the implementation by means of success in the foreign language classes (German) between the experimental group (blended learning environment) and the control group (traditional learning environment) available?” indicate that the German language classes performed in the blended learning environment and the traditional learning environment have different effects by means of increasing success. It can be understood that the blended learning environment, which approaches to more points on the German language test scores before the experiment than the traditional learning environment, is more effective in increasing success in German classes.

According to the research findings of Akkoyulu & Soylu (2006), showing parallelism with this study, it has been found that the students gained high academic success in the blended learning environment. Alike have Garrison & Kanuka (2004) asserted in their study, where they have researched blended learning environments that blended learning increases student success. The blended learning method has been performed in many educational institutions in online classes and also in-class tuition and successful results have been achieved. Educational institutions preferring any of the blended learning types grow day by day (Young, 2002).

According to the findings of the sub-goal “Is there a significant difference before and after the implementation by means of motivation towards the foreign language classes (German) between the experimental group (blended learning environment) and the control group (traditional learning environment) available?”, it has been found that a significant difference in motivation towards German classes is available at the subjects attending German classes in blended learning environments and traditional learning environments before and after the experiment. The works of Utts vd. (2003) and Karchmer (2011) support this study’s result. They have determined in their studies that blended learning has positive effects on motivation from different views of learning.

CONCLUSION

The blended learning environment enriched with face to face and online activities offers students a wide variety of discussion, exploring and cooperation opportunities in their learning experiences. To provide these stated opportunities, the blended learning environment and its activities have to be designed in the eye of blended learning supplements and constraints, and the instructor and the learner have to carry through their tasks and responsibilities (Littlejohn & Pegler, 2007).

When the achieved results directed to the experiment findings, which aim to determine the motivation effects of blended learning environments on the academic success of the students in German classes, are evaluated, it has been defined that the experimental group of students attending the German classes in blended learning environments have more success and higher motivation compared to the control group attending German language classes in the traditional learning environment. Even if the learners achieve certain success and motivation findings in the classroom and face to face environments performed along with teaching-learning activities mainly in control of the instructor, the success and motivation effect of the blended learning environment could not be achieved.

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13. The Effectiveness of Mobile Learning Apps for Learning English as a Second Language

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Abstract -

Technology has become a crucial component of learning both inside and outside of college. English as second language/international learning is improved through the use of technology by teachers to modify teachings in the classroom. This research paper explores many mindsets that aid English language learners in developing their technological skills. According to research, effective use of modern technologies enhances language learners' abilities. Mobile technology is being adopted for language teaching and learning at a rapid rate. Any student can easily use Mobile Assisted language Learning (MALL) without being constrained by time or location. Devices like cell phones, iPods, tablets, laptops, and iPad are used in mobile learning to scaffold language acquisition. For those who are learning English as a second language.

Introduction -

Mobile technology, which represents a fresh approach to teaching, is one of the most alluring technologies. Mobile technology has progressively been incorporated into education in recent years. The widespread use of smartphones and other portable Wi-Fi devices has changed the way that people learn and teach (Kukulka-Hulme, 2009). The widespread use of mobile devices has led to a proliferation of mobile applications for teaching English. Language learners can download a variety of apps thanks to simple internet access. Mobile devices' portability and accessibility make it simple to access educational resources.

This evaluation is based on the categorization of apps to assist users in navigating the app maze and selecting the best app to use. Research on the best and worst apps is lacking. Primary, secondary, and postsecondary level learners are separated. The aforementioned category of learners, which includes college students, and adults in the tertiary level, is where apps are categorized. People must use a variety of technology devices, especially mobile ones, in their daily lives due to the fast-paced lifestyle of the twenty-first century. As a result, educational professions try to include and exploit the quickly developing technology to improve learning. Increasingly popular, attention spans in the classroom became shorter and shorter. Godwin-Jones (2011) says: However, interest in new devices with enhanced capabilities has increased dramatically.

Aims & objectives-

- To determine how the mobile app affected students' vocabulary acquisition and how they perceived using the vocabulary mobile learning app as an additional tool for language learning.
- To look into how mobile learning apps affect undergraduate students' academic performance, attitudes about mobile learning, and degrees of animation development.

Research questions-

Are mobile learning apps effective for learning English as a second language?

Literature review-

It is not new to research how students use their phones to learn languages in class. Numerous studies have been done in this area supporting the usage of mobile phones in education. The educational effectiveness of mobile phone use in the classroom was highly regarded by students, who considered it to be "a wonderful teaching method." They separated their subsequent study into three groups: conversing, using computer email and sending text messages on mobile devices. In his article *Mobile Technologies* from 2004, Attewell claims that mobile phones have favorably impacted education in a variety of ways. Initially Second, can be applied to promote both solo and group learning activities. Additionally, it aids students in recognizing where they need guidance and assistance. The English language skills of reading, writing, listening, and speaking are impacted by the Telegram app. According to Naderi and Akrami (2018), the use of telegram groups in instruction has a substantial impact on the students' reading comprehension skills. They confirmed that it enhanced the students' reading comprehension skills. There were two prior studies that focused on enhancing speaking ability (Abbasi & Behjat, 2016; Setiawan & Wahyuni, 2017; Xodabande, 2017) that were conducted in the same setting as applying the Telegram app in the educational process of English skills. Abbasi and Behjat (2016) looked at how storytelling with Telegram affected EFL students' speaking abilities.

Additionally, Setiawan and Wahyuni (2017) demonstrated how the E-talk Castel model helped students improve their English speaking abilities by using the recording feature of the Telegram app. The research of studies showed that using the Telegram-supported ETalk Castle model gave students a useful tool for grooming their English-speaking abilities. In order to measure the significant role of teachers, the relevance, accessibility of technology labs, individual components and the impact of using technology on the learning process of a foreign language, Stepp-Greany (2002) used survey data from Spanish language classes that used a variety of technological approaches and methods. The findings emphasized the significance of regular scheduled language laboratories and supported student's opinion of the teacher as the key learning initiator. The application of multimedia technology in language instruction was studied by Shyamlee (2012).

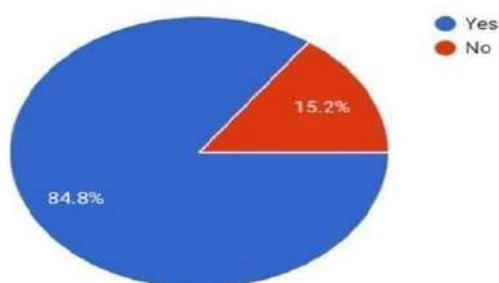
The study concluded that because such technology involves students in the practical processes of language learning through conversation with one another, it improves student learning motivation and attentiveness. Multimedia technology should be used in schools, according to Shyamlee, in particular as its benefits for the learning process are constant with the continuous effectiveness of the teacher function. Social Networking Sites (SNSs) are employed in language classes, Blattner and Lomicka (2012) looked into how students react to them. The purpose of this study was also to

investigate how teachers and language students felt about using Facebook (FB) in a classroom. Based on their research, experts concluded that students responded favorably to the usage of Facebook in their language classes since they discovered several advantages, such as real spectators. Participants acknowledged Facebook as a fresh platform where they could practice their language abilities as they developed and engage in real-world conversations with native speakers. They also described FB as "relaxing" and "pressure removing" and making it convenient for them to practice their writing skills outside the classroom. On the other hand, the participants in this study were less familiar with the use of FB in the university world and usually used it for group chats and video calls, etc. Blattner and Fiori (2009) consider community building and the development of socio-reasonable capability through FB as useful in educational practices and opportunities in technology-integrated classrooms.

Data Analysis-

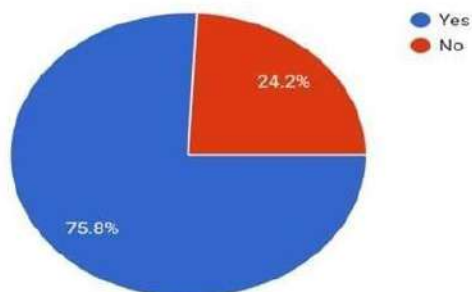
1. Are mobile learning apps for English as a second language effective for all types of learners?

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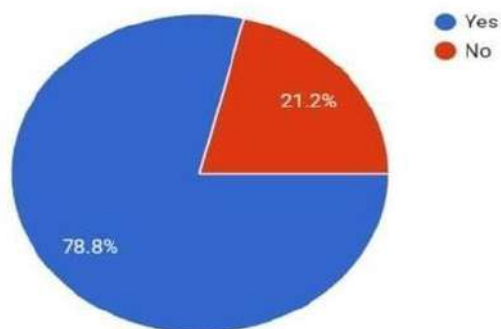
According to the responses we have found that mobile learning apps are effective for 84.8% of the people, on the other hand 15.2% people found that mobile learning apps are not effective for learning english as a second language.

2. Can mobile learning apps for English as a second language be used effectively without a teacher or tutor?



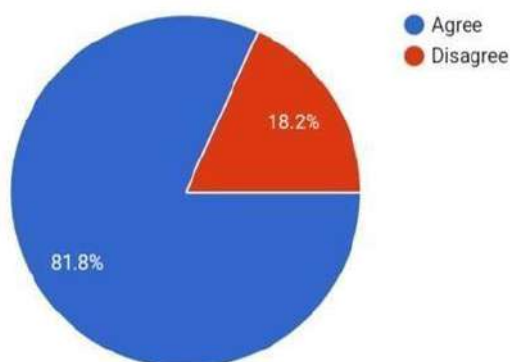
As per responses we get to know that 75.8% of people found English as a second language to be used effectively without a teacher or tutor, also 24.2% people found that it is not possible to learn English only from the app and teacher or tutor is needed.

3. Do you think that using of mobile learning apps for learning English as a second language ?



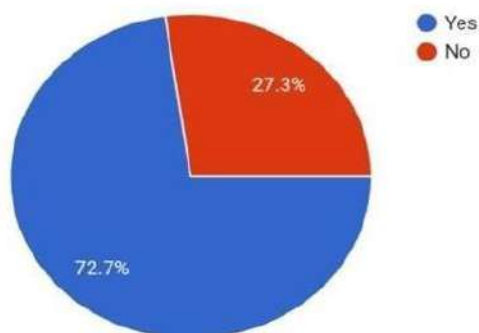
78.8% respondents agree with the use of mobile learning apps for learning English as a second language. 21.2% respondents find that mobile learning apps are not useful.

4. Mobile learning apps are helpful for language learning?



About 81.8% respondents find Mobile learning apps helpful in learning language, on the other hand 18.2% people disagree with the apps being helpful.

5. Can you expect to see coming years development in mobile learning apps for English as a second language?



About 72.7% people expect to see coming years development in mobile learning apps for English as a second language and 27.3% people didn't expect any development from mobile learning apps.

Suggested Methods of Mobile Learning-

1. Use of technology in English Language Class-

Technology is an effective tool for learners. Teachers should model the use of technology to support the curriculum so that students can increase their actual use of technology in their language learning. Collaboration is one of the most important learning tools. Bennett, Culp, Honey, Tally, and Spielvogel (2000) argued that the use of information technology improves teacher instruction and student learning in the classroom.(33) We live in a dramatic world where mobile technology is evolving so rapidly that it is difficult to let's continue With the advent of Android mobile phones and iOS-based Apple products such as iPad and iPhone, the mobile market has changed dramatically in a few years, and the number of owners of such devices is growing rapidly, especially among young people.

Students can easily and freely use these English learning apps according to their interests. In addition, these programs are built according to the specific goals of the students. Using mobile applications to learn English also breaks the time and location constraints. (Subian, 7) This means that students can learn English anytime and anywhere. Mobile phones are becoming a kind of important tool for learning English.

2. Mobile English Learning-

Students use cell phones to study, but very little. According to Molenet, mobile learning can be broadly defined as "the use of ubiquitous portable technologies in conjunction with wireless and cellular networks to facilitate, support, enhance and extend teaching and learning." Mobile

technologies include mobile phones, smartphones, mini-laptops or netbooks, portable GPS or voting devices, and portable specialized technologies used in scientific laboratories, technical workshops or environmental or agricultural research. Virtual learning environments and management information systems.

It could be argued that the tools used by students do not matter much; the concept of mobility and creating conversations about learning in this cycle are essential. Hashemi (2011) mentions in his article Mobile Phones in Language Learning/Teaching. First, there is a difference in the ownership of the tool, because only a borrowed tool cannot be used in the same way as an owned tool. Second, students with more than one device are likely to behave differently than those with just one, as the former more easily overcome the common problems of short battery life and reliability. Third, some mobile devices have a strong association with certain fields of activity, be it work or leisure.

3. Merits of Mobile Learning-

When it comes to the benefits of English language learning apps, the two main benefits are the ability to get these online resources for free and the ease of use that students can download the resources to their mobile devices and learn without time or location limitations. In addition, a large number of relevant applications can provide students with many opportunities to find online resources that really interest them. It should be noted that in most applications, the study material is regularly updated.

4. Demerits of Mobile Learning-

Social limitations lie in the fact that "students do not use cell phones seriously." Some students play video or music in the classroom, making it "noisy and out of control." Also, some teachers are "not allowed" in the classroom because the students can't concentrate and don't pay attention. On the contrary, other students expressed the disadvantages of the mobile phone, saying that they are "bored" of it. Also, "it's not interesting to use a cell phone to study." We still don't use it because the teachers don't motivate them. Non-users in the classroom reported reasons for not using the phone, such as high internet prices, small mobile phone screen and health problems.

Cell phones and PDAs are displayed on small screens. Devices can quickly become obsolete. It also causes difficulties in printing when not connected to a network. Printing problems when not connected to a network. Unfortunately, one downside of mobile learning is that it increases a student's screen time by just one day. While on the other hand, we are aggressively trying to reduce the amount of time students, especially younger students, spend in front of a computer, smartphone, tablet or television, mobile learning requires students to spend time in front of a screen. The use of mobile learning also causes a lot of confusion.

Conclusion-

In short, it can be stated that currently the most important resource in the ICT world is mobile learning. Mobile learning is seen as an important factor in maintaining young people's interest in learning where more traditional approaches have struggled. PDAs with desktop functionality make the world of learning more mobile, flexible and exciting. What makes mobile technology so interesting is that it is about moving indoors and outdoors through formal and informal environments, giving learners at least some control. Mobile technology takes learning out of the classroom, often out of reach of the teacher. Despite its hard work, the industrial world achieves achievements in all

fields. Similar progress can be observed in the field of science and technology. New and creative technology has replaced outdated and obsolete technology. Thanks to this modern technology and the emergence of the Internet, the educational field is developing a lot. Thanks to their hard work, the modern world is reaching milestones in all fields. Only the same change will be made in the field of science and technology. New and innovative innovation has replaced outdated and obsolete technology. The field of education is changing a lot with this new technology and internet. In addition, the opportunity to use mobile apps to learn language skills and focus more on their learning both in and out of the classroom.

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14. The effects of different teaching methods on student's emotional experience of language learning

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Abstract:

According to our research "Emotions can even be the basis for learning" many academics agree that emotions play a crucial role in the learning process. Emotions play a significant role in adult education, according to some researchers. Additionally, they argue that more in-depth research is required in this area. I paid particular attention to emotions in education. I collected empirical data demonstrating the significance of emotions in learning and developed a sound theoretical strategy. My colleagues and I have studied a variety of emotions and how they affect students and educators. Their works provide insights into this area and call for additional research. I turned my attention to the role of emotions in adult education, as I am curious about how emotions affect adults in a variety of academic settings. I offer a variety of teaching strategies to lessen the negative effects of emotions on adults in research. The goal of this study is to find out how well model-based instructional material that incorporates a variety of teaching strategies for students to learn the buoyancy force concept works. The instructional approach that takes a constructivist approach to learning. According to the findings, students are able to correct some misconceptions about the buoyancy force with the help of a variety of teaching strategies that are incorporated into the instructional model, but this does not completely eliminate those misconceptions.

Introduction :

Learning is a complicated idea. There is no such thing as a learning law. There were a lot of philosophers who tried to answer questions about learning, like how learning happens. Jean Piaget, Jerome Bruner, and David Ausubel proposed the following learning theories in response to these inquiries: meaningful learning, cognitive development, and discovery-based learning (Ayas et al., 2007). Philosophers, on the other hand, offer a variety of learning theories and approaches to explain learning. The conceptual change approach is one of the methods. Posner, Strike, Hewson, and Gertzog (1982) developed the conceptual change approach, which is based on studies of Piaget and Zeitgeist (cited by: Andre and Chambers, 1997). In order to shed light on the significance of students' prior knowledge of their own learning, the conceptual change model was developed in 1980 (Thorley, 1990). According to Biemans & Simons (1995), conceptual change necessitates the arrangement of learning activities that enable students to construct their own learning. In order to incorporate conceptual change into students' learning, the conceptual change approach has been studied in the literature. Conceptual change text (Alparslan, Tekkaya, & Geban) is one of the materials based on

conceptual change strategy in these studies. 2003:"akr." Chambers & Andre, 1997. & Uzuntiryak Geban & Bayr, 2000; Alk, 2006; Geban, 2002; Kose, 2004: 2003 Tekkaya). computer-aided instruction and refutational text (Palmer, 2003; Biemans & Simons, 1995; 2005, Talib, Matthews, and Secombe; 1999, Tao and Gunstone; The most common methods are analogy (alk, 2006), demonstration experiment (Gedik, Geban, & Ertepar, 2002), and Windschitl (2001). Researchers note that there are many types of teaching techniques like online, offline , game based learning etc.

Aim and objectives

- The main objective is to know the effect of technology on students' emotions.
- To know the students' emotional experience of language learning.
- To know the impact of teachers' teaching effect on students.

Literature Review

Emotion is a non-intelligence factor that plays a significant role in the activities of intelligence and ability in studies of non-intelligence factors. As a result, while intelligence and ability are growing, it's important to pay more attention to emotional stability. Otherwise, it becomes difficult to improve one's intelligence and ability.

From the perspective of inner development, teaching consists of two tasks: One is called a "hard task," and it involves teaching, training, and developing intelligence. Another is called a "soft task," and it involves cultivating students with positive emotions. They can't be ignored in any way. Students must, on the one hand, conduct recognition studies as part of their coursework; they must, on the other hand, study emotionally. Both are intertwined, and by combining them, students can transform their initial happiness in intelligence and ability activities into an intelligence process that is brimming with enthusiasm, which will positively impact their accomplishments. In the context of learning the English language, "emotion" refers to one's attitude toward and use of the language, as well as their perspective on the relationship between their native language and the language they are learning.

Emotion can be a motivator or a barrier to learning. Emotions that are fundamental include joy, sorrow, rage, fear, and so on. Students' intense learning motivation can be boosted by positive emotions, which can increase their interest in learning.

The activities of intelligence are closely linked to the intensity of emotion. A moderate level of emotional awakening is superior to an excessively low or excessively high level. In Emotional Teaching, the relationships between the nature of emotion and intelligence and abilities are as follows: positive emotion enhances the functioning of intelligence and abilities, whereas negative emotion hinders their functioning. Positive feelings, like excitement, can boost one's energy and encourage people too.

The impact that students' and teachers' emotions have on the quality of their instruction.

The teaching process covers teachers' and students' feelings in great detail. Many teachers and administrators pay more attention to intelligence and emotions as a result of oriented-exam education. Students can also benefit from teachers who are dedicated to their work and brimming with enthusiasm. Teachers can have a positive influence on students, and students are more willing to learn what they teach them. Students who have teachers who constantly voice their displeasure are less motivated to learn. Teachers will lose motivation if their students do not meet their expectations, which will result in teachers devoting less time to their work and students devoting less time to their

studies. Anyone can think.

Students and educators alike need to acknowledge the central role that emotions play in learning. Emotions influence how and why students learn. An embodied response to a stimulus—real or perceived, internal or external—emotions are experienced in a range of positive to negative states. Emotions can have a significant impact on whether learning and teaching are supported or undermined in the classroom. Emotions are inextricably intertwined with cognitive abilities like attention, memory, executive function, decision-making, critical thinking, problem-solving, and regulation, all of which are essential to learning. Interest, curiosity, wonder, passion, creativity, engagement, and joy are examples of positive learning emotions. These make the experience desirable, activate the brain's reward system, and aid in focus and attention. Students can broaden their perspective, see alternatives, persevere through difficulties, and effectively respond to criticism and failure when they are in positive emotional states.

Different teaching methods:

1. Online learning

Before the COVID-19 pandemic, most teachers did not teach online, but there have always been teachers who prefer to work online. Most of the time, online tutors like the freedom of working from home, choosing their own hours, and being in charge. However, what exactly is online teaching? It basically refers to using the internet to educate other people, whether through individual or group video calls, webinars, or messaging platforms. In most cases, a variety of activities will be used to keep students interested.

You'll need to be familiar with technology and the internet if you want to teach online or if your current job requires you to teach online. This is because you will need to create digital resources for your students and conduct all of your communication online. These resources could be videos, audio lectures, lesson plans, worksheets, or presentations. The fact that many people can participate in online education is a great benefit. While more people have internet access, not everyone can attend school. Technology, of course, can also be a barrier to education, but thankfully, this barrier is decreasing over time. If you want to learn how to be a great online teacher, our highly regarded *How To Teach Online: Providing Students with Continuity in the Course*

2. Experiential Learning

If you've never heard of it, experiential learning is based on the idea that experience produces knowledge. We have an entire article on how to use experiential learning in the classroom and beyond if this sounds like something you might be interested in.

Interacting and engaging with the world and the people around us is the only way to gain experience. This learning theory, which is based on David Kolb's experiential learning cycle, looks at how all of our experiences, from our emotions and thoughts to our surroundings, affect how we learn.

3. Game-based Learning

Look no further if you want to concentrate on making your lessons more enjoyable, engaging, and interactive. Gamification, or game-based learning, is a great way to get students interested, especially in primary and secondary education.

Gamification is the practice of incorporating game-like elements into non-gaming activities to boost motivation. This can be a great place to start because children are very interested in games—from video games and mobile applications to simple playground and board games.

Playing video games has been linked to the production of dopamine, as we discuss in our blog post about gamification in education. Therefore, incorporating concepts from video games into the classroom can actually improve students' mood and increase their determination to succeed.

However, it is important to note that not all situations call for gamification. Lessons sometimes call for more in-depth discussions. Additionally, too much game-based instruction is likely to diminish children's sense of fun and drive.

4. Student-centred learning

Your students are probably the primary focus of this method. Students' happiness and success are always teachers' top priorities, but student-centered learning is different from more conventional teaching methods.

The majority of the time in teacher-centered learning, which is more prevalent, the teacher is responsible for giving classroom instructions and leading the class. Students have more options for choosing what they want to learn and how they want to learn with student-centred learning. This is also referred to as individualized learning.

Instead of participating in more passive activities like listening to a lecture or writing an essay, students are encouraged to take an active role in the classroom in approaches to student-centred learning. They'll talk a lot with their teachers and peers, and they'll be encouraged to ask questions, which is part of inquiry-based learning.

Research Question

1. How do traditional classroom-based language teaching methods impact students' emotional experiences of language learning?
2. How does a flipped classroom approach affect students' emotions in language learning?
3. What role does technology play in shaping students' emotional experiences in language learning?
4. How does a student-centred approach to language teaching impact emotional experiences in language learning?
5. How does group work and collaborative language learning impact students' emotional experiences?
6. How does the use of real-life scenarios and authentic materials in language teaching impact students' emotional experiences?
7. What impact does a teacher's behaviour and approach have on students' emotional experiences in language learning?
8. How does individualised language instruction affect students' emotional experiences in language learning?
9. How does the use of gamification and game-based learning impact students' emotional experiences in language learning?
10. How does the integration of language learning with other subjects and real-life situations impact students' emotional experiences?

Data Collection

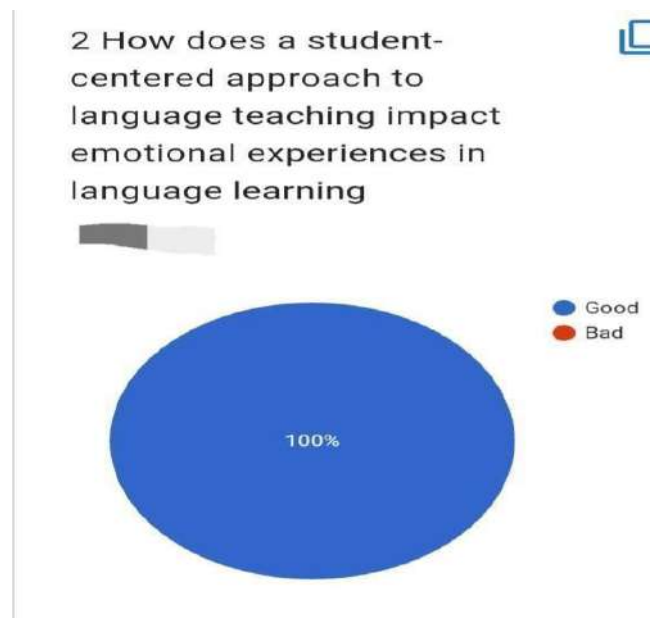
We used the Questionnaire method of Data Collection as primary data research. Google form was created to spread Questionnaire to maximum respondents.



Data Analysis

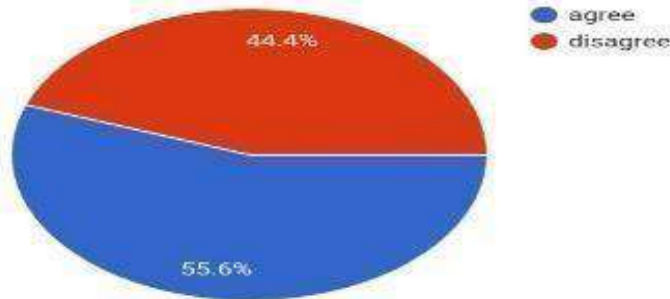
In the above Questions 100% of respondents think that traditional classroom-based language teaching methods impact students' emotional experience of language learning.

In bellow Questions 100% students think that centred approach to language teaching impact emotional experiences in experiences learning



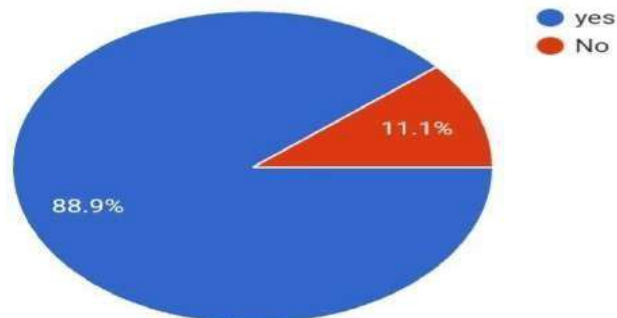
In bellow Questions about 55.6% responds agree that flipped affect students emotions in language learning and 44.4 students disagree

3 Did flipped classroom approach affect students' emotions in language learning?



In the following Questions 88.9% students responded that it used of real life scenarios and authentic material in language teaching impact of students emotions experience and 11.1% responds no.

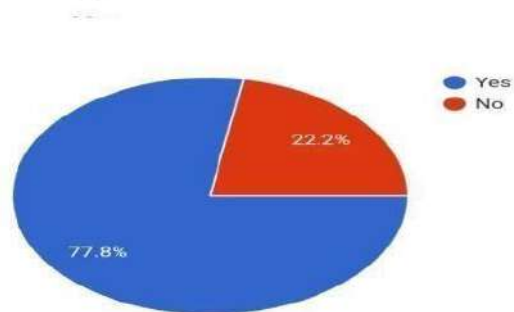
4 dose it use of real-life scenarios and authentic materials in language teaching impact students' emotional experiences



5 Did you think language help in learning ?

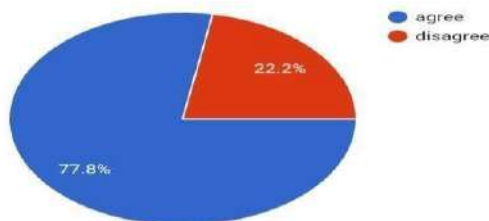


6 does a teacher's behavior and approach have on students' emotional experiences in language learning?

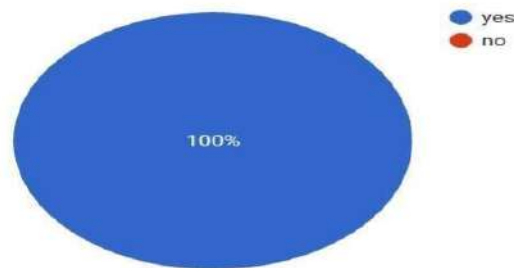


In above Questions 100% responds think that's language learning helps in learning and 77.8 % that teacher behaviour and approach have on students emotions experience in language learning

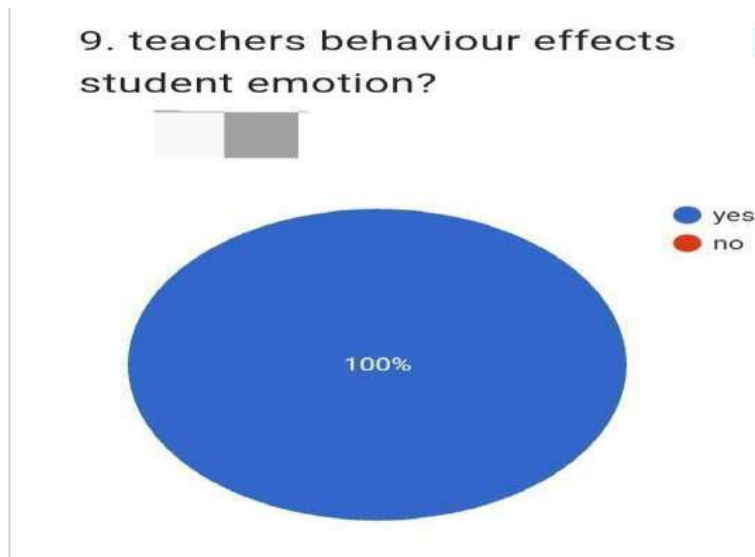
7 Did you feel that gamification and game-based learning impact students' emotional experiences in language learning?



8. did you fill it help in real life?



77.8% responded that the gamification and game-based learning impact students' emotional experience learning and 22.2% disagree . 100% of respondents think that teacher behaviour affects students' emotions.



100 % of respondents think that teacher behavior affects students' emotions.

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15. A Study of English Language through AI Techniques

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Introduction

English is an official language in 53 countries and is spoken as a mother tongue by about 411.8 million People. But that's not all, learning English is also not only useful, but also very satisfying, and you'll feel great as you progress. It is the most common second language in the world. In fact, airport announcements, train schedules, emergency information and street signs are often available in English, even in countries where a different type of alphabet is used as the first language

English is currently the Language of the Internet. About 565 million people use the Internet every day, and about 52% of the world's most visited websites are in English. Therefore, learning this language gives you access to more than half of the content on the Internet that might not otherwise be available. If you understand English, you can exchange information with more people on the Internet and use much more material, whether for fun or for work. Learning a foreign language improves your cognitive and analytical skills. Learning a new language can be difficult and requires a lot of mental practice. According to a 2012 Swiss study, learning a new language changes brain structures and affects the parts of the brain responsible for memory, conscious thought, and can make you more creative. In the long term, bilingualism can keep the brain strong and healthy into old age and supports concentration and memory. On an individual level, it improves personality and increases self-esteem. Simply put, learning a foreign language makes your brain stronger and more versatile

. English is a West Germanic language belonging to the Indo-European language family, the earliest forms of which were spoken by the inhabitants of early medieval England. English is genealogically Germanic because it is in dialectical continuity with Scots and is most closely related to Low German and Frisian.).English speakers are called Anglophones.

Aim and objectives

To use AI technologies to understand and analyze the English language in terms of its structure, usage, and meaning

To develop and implement AI algorithms for the analysis of the English language, including its grammar, vocabulary, and syntax.

To use AI technologies to automate tasks such as text classification, language translation, and sentiment analysis.

To conduct research on the use of AI in the field of linguistics and the English language, including the identification of challenges and limitations.

To explore the potential of AI in enhancing language learning and teaching.

Literature review

study of the English language through AI techniques would involve using computational methods to analyze and understand various aspects of the language, including its grammar, vocabulary, and usage patterns. This could include the following: Some of the key areas of research in this field include:

Natural language processing (NLP): The use of AI algorithms to analyze and process English text, including sentiment analysis, part-of-speech tagging, and named entity recognition
Text classification: The use of machine learning algorithms to classify English text into different categories, such as news articles, scientific papers, and fiction.

Machine translation: The use of AI to translate English text into other languages and vice versa, with a focus on improving the accuracy and fluency of the translations
Text generation: The use of AI to generate coherent and meaningful English text, including the creation of news articles, summaries, and responses.
Speech recognition: The use of AI to transcribe and analyze spoken English, including the recognition of accents, intonation, and stress patterns
Word embeddings: The use of AI to analyze and visualize the relationships between English words, including their similarities and differences in meaning.

In these areas of research, AI techniques have been used to uncover patterns and relationships in the English language that might not be easily apparent through manual analysis. These findings have been used to improve existing AI systems and to develop new AI tools that can be used in a variety of applications, including natural language processing and text generation. Overall, a literature review of the study of the English language through AI techniques would examine the existing research and literature in this field, including the methods used, the results obtained, and the impact of these findings on the development of advanced AI tools and applications.

Here are some popular websites and applications that use artificial intelligence to learn English

Duolingo - A playful language learning platform with more than 200 million users worldwide
History The idea for Duolingo was launched at the end of 2009 by a professor at Carnegie Mellon University in Pittsburgh. Luis von Ahn and his graduate student Savarin Hacker. Von Ahn sold his other company, reCAPTCHA, to Google and wanted to work with Hacker on something related to education. World's most popular way to learn English online
Learn English in just five minutes a day with our game-like lessons. Whether you're a beginner starting with the basics or want to practice reading, writing and speaking, Duolingo is scientifically proven to work. Duolingo is a great resource for getting the basic structure of the language and is great to recommend to friends or family who are just starting out. But as much as possible, find ways to develop daily habits that you enjoy in English. As we always say, don't just learn English, live it!

Babble – Babble is an online language learning platform that provides interactive lessons to help users learn new languages. The platform uses a combination of text, audio, and visual content to provide an immersive language learning experience.

Users can learn at their own pace and track their progress as they work through lessons and exercises. The lessons are designed to be engaging and interactive, helping users build their confidence and fluency in the target language. Babble may also offer features such as gamification, personalized learning, and social features that allow users to connect with other language learners and practice their speaking skills.

In summary, Babble is a comprehensive online language learning platform that provides users with the tools and resources they need to learn a new language in an interactive and enjoyable way.

Memories - A platform that combines artificial intelligence and crowdsourcing to help users learn new vocabulary. Memories is likely an English learning platform that provides users with educational content, tools, and resources to help them acquire knowledge and skills. The specific nature of the platform would depend on the specific Memories platform you are referring to. For example, some platforms might focus on helping users learn new subjects, such as mathematics or history. Others might be focused on helping users improve their memory and recall skills, providing them with techniques and exercises to help them remember information more effectively.

Still, others might be focused on helping users learn new technologies, such as programming languages or digital tools. The format and structure of these platforms can vary widely, from online courses to interactive tutorials to virtual study groups. Overall, the goal of a learning platform like Memories is to provide users with the resources they need to learn new information and improve their skills, whether they are students, working professionals, or lifelong learners

English Learning AI - Language learning that uses artificial intelligence to provide personalized lessons and feedback. English Learning AI is a language learning platform that leverages the power of artificial intelligence to provide personalized lessons and feedback to users. The platform uses machine learning algorithms to analyze a user's language proficiency and adapt the lessons and exercises accordingly, offering a unique and tailored learning experience.

With English Learning AI, users can practice speaking, listening, writing, and reading in English, and receive instant feedback on their performance. The platform may also provide features such as speech recognition technology to help users improve their pronunciation, and tools for tracking progress and setting goals.

Overall, English Learning AI is a modern and effective way to learn English, providing users with a personalized and engaging learning experience that is powered by artificial intelligence

Hello English - An app that uses artificial intelligence to help people learn English through speaking and writing. With Hello English, users can practice English with the app's AI-powered conversation engine, which provides personalized feedback and helps users improve their speaking skills. The app may also offer features such as speech recognition, text-to-speech synthesis, and real-time pronunciation analysis, which help users fine-tune their pronunciation and intonation.

In addition to speaking, Hello English may also provide lessons and exercises focused on writing, including grammar, vocabulary, and comprehension. With its artificial intelligence-powered engine, the app can provide instant feedback and recommendations for improvement, helping users develop their writing skills in English.

Overall, Hello English is an innovative app that uses artificial intelligence to help people learn English in a fun and effective way, whether they are beginners or more advanced learners

AI English Tutor - Language learning that uses artificial intelligence to provide interactive lessons and real-time feedback. The platform uses advanced algorithms to analyze a user's performance and adapt the lessons and exercises accordingly, providing a personalized learning experience.

With AI English Tutor, users can practice speaking, listening, writing, and reading in English, and receive instant feedback on their performance. The platform's AI-powered tutors may provide real-time corrections and recommendations for improvement, helping users build their confidence and fluency in the target language.

The lessons offered by AI English Tutor may include interactive activities, such as role-playing, reading and writing exercises, and speaking practice. The platform may also provide features such as speech recognition technology, text-to-speech synthesis, and real-time pronunciation analysis, which help users fine-tune their pronunciation and intonation.

AI English Tutor is a comprehensive language learning platform that leverages the power of artificial intelligence to provide users with a personalized and engaging learning experience. Whether they are beginners or more advanced learners, users can practice and improve their English skills with the platform's interactive lessons and real-time feedback

Speak English with confidence - An app that uses artificial intelligence to improve users' English skills. The app provides users with a wide range of lessons, exercises, and activities designed to build their English proficiency, including speaking, listening, reading, and writing skills. With Speak English with Confidence, users can practice speaking English with the app's AI-powered conversation engine, which provides personalized feedback and helps users improve their speaking skills. The app may also offer features such as speech recognition, text-to-speech synthesis, and real-time pronunciation analysis, which help users fine-tune their pronunciation and intonation. In addition to speaking, the app may also provide lessons and exercises focused on writing, including grammar, vocabulary, and comprehension. With its artificial intelligence-powered engine, the app can provide instant feedback and recommendations for improvement, helping users develop their writing skills in English.

Overall, Speak English with Confidence is an innovative app that leverages the power of artificial intelligence to help users improve their English skills and gain confidence when speaking the language. Whether they are beginners or more advanced learners, users can practice and improve their English skills with the app's interactive lessons and real-time feedback. Note. The effectiveness of these websites and programs varies and may not be suitable for everyone. It's always best to do your own research and try a few options to find what works best for you.

Limitation of artificial intelligence

Lack of context and cultural understanding: AI models may struggle to understand the cultural context in which words and phrases are used. This can result in inaccurate translations and misunderstandings. **Ambiguity and Idiomatic expressions:** English is known for having many idiomatic expressions and phrases that can be difficult for AI models to interpret. Additionally, the meaning of a word or phrase can be ambiguous, leading to multiple possible interpretations.

Difficulty with nuances and subtleties: The English language is rich in nuance and subtleties, and AI models may struggle to pick up on these finer points of the language.

Limited ability to learn from examples: While AI models can learn from examples, they may not be able to fully grasp the underlying patterns and relationships in the language without explicit instruction.

Limited ability to understand humor: English is a language that is rich in humor, and AI models may struggle to understand jokes, puns, and other forms of humor.

Natural language understanding: AI systems struggle to understand the complexities of human language and context. They can easily misinterpret words and phrases, leading to incorrect or incomplete answers.

Ambiguity: The English language is full of ambiguity, which makes it challenging for AI systems to understand the intended meaning of words and sentences.

Knowledge representation: Representing knowledge in a way that is understandable by an AI system is a challenge, especially when it comes to language-specific knowledge.

Diversity of languages: English is spoken in many different ways, and AI systems may struggle to understand different dialects and accents.

Emotion and sarcasm: Understanding the emotions and sarcasm in human language is difficult for AI systems. They may not be able to identify when someone is being sarcastic or expressing a particular emotion.

These limitations demonstrate that while AI models can be trained to understand English to some extent, they are not yet capable of truly mastering the language in the way that a human would

Conclusion

AI language technology has proven to be a powerful tool for learning English. By providing personalized feedback and instant responses, AI-based language learning systems can help learners improve their language skills more efficiently and effectively than traditional methods. With its ability to analyze data and provide real-time insights, AI is able to offer unique and innovative ways of learning that cater to the individual needs and pace of the learner. Whether through voice recognition, machine translation, or other AI-powered tools, the possibilities of learning English through AI are truly exciting. As technology continues to evolve, the potential for AI to revolutionize the way we learn languages will only grow stronger.

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16. A Comparatively Analysis of Virtual Learning and Traditional Learning

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Abstract:

The E-learning System has been an increasing focus as a vital teaching method for more than a decade. This paper focuses upon a comparative study of E-learning teaching techniques with traditional teaching techniques. The feedback from different user groups –students, researchers, teachers and staff is considered for traditional teaching techniques and e-learning based teaching techniques. The tools used showed the effectiveness of e-learning techniques over traditional teaching methods. The study showed that e-learning techniques attained high positive feedback for elearning techniques as compared to traditional teaching methods for all the user categories.

Keywords: E-learning, Web Guru, Traditional learning.

I. INTRODUCTION

In recent times, there have been advances in the development of software technology in particular in the field of education [1]. Combined learning strategies can optimize the integration of multi-modal, multi-channel and multi-source learning which includes online and traditional learning; this helps learners develop and improve their learning independence and to self-manage to best suit their education style, the way of work and working style. Such software applications are generally developed on web 2.0 tools, for example mobile-learning applications, twitter, YouTube, slide share, Picasa, media wiki, etc. In the field of education this software is used to help teachers to monitor students' activities. In particular terms, e-learning is based not only on distributed learning, online learning, virtual learning, web based training or networked learning but also on testing and evaluating the best feedback, involvement and the interaction of some platforms in e-learning environments between the instructor and learner [2]. Interest in e-learning is on an increasing development mainly for those already in full time employment and dedicated to continuing their education and/or professional training. The percentage of companies planning to provide e-learning support for their staff has risen from 38.5% in 2007 to 51% in 2011 [3]. The e-learning system notion includes learning content, but also the infrastructure that allows content to be created, stored, accessed, and delivered and the learner and the learning process to be managed. The e-learning is the unifying term to describe the fields of online learning, elearning is simply using technology to deliver web based training and educational materials. Although many students have strong opinions about where e-learning is likely to go and how quickly it may or may not get there.

II. LITERATURE REVIEW

E-learning networked information and communications technology is a modern process in the teaching and learning of undergraduate and postgraduate students. There are a number of provisions that are used for the purpose of describing this online mode of teaching and elearning. The technique most

widely used online activities, virtual learning, and a web based e-learning network and distributed teaching [4]. In this type of learning delivery, information and communications technology are followed in synchronous and asynchronous modes. It is clear from the information available, the role of communication and information technology is to provide opportunities in the areas of storing, capturing and distributing information [6]. With the event of media software tools and equipment, radio and television are areas that could be used for debate [7]. Video clips used for role-play based learning have made the learning and teaching experience more appealing and revolutionary [6]. It has been seen that students who generally want to stay away from school are highly motivated by innovative teaching methods.

III. RESULTS AND DISCUSSION

Web guru software and framework that are used to perform e-learning will be evaluated on the criterion of the personal experience of instructors and learners. The teacher's concern is that they are not able to trace the learner's activity during their entire teaching session and the learner's question about the validity and reliability of the content delivered in the e-learning process [9,10]. The experiment makes use of samples of a few instructors and e-learners that are using Web guru software tools as their virtual framework for e-learning. A questionnaire was prepared in order to get the responses made by the sample user group. The questionnaire was distributed to user groups that involved students, researchers, teachers and other staff members, both male and female gender of different ages. The questions were based on the pattern of direct asking. There were questions based upon either „Yes“ or „No“ responses. Questions were the same for all the respondents and the language was used as English. On the basis of questionnaires some important results are discussed below. The graphs below show that e-learning techniques are the first choice of all the user groups as compared to traditional teaching methods. For conceptual understanding also e-learning techniques were first choice for all user groups:

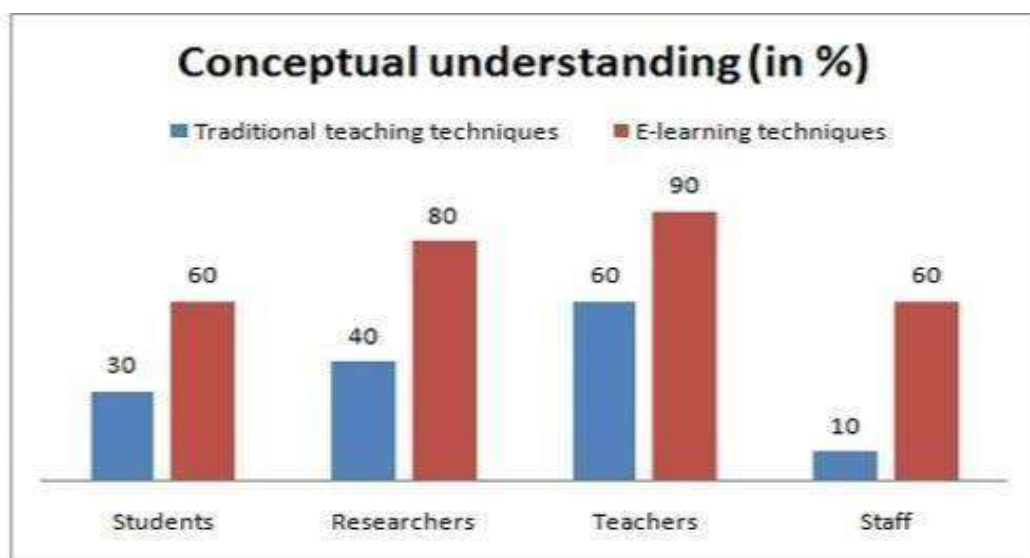


Fig. 1. Graph showing conceptual understanding for both learning techniques

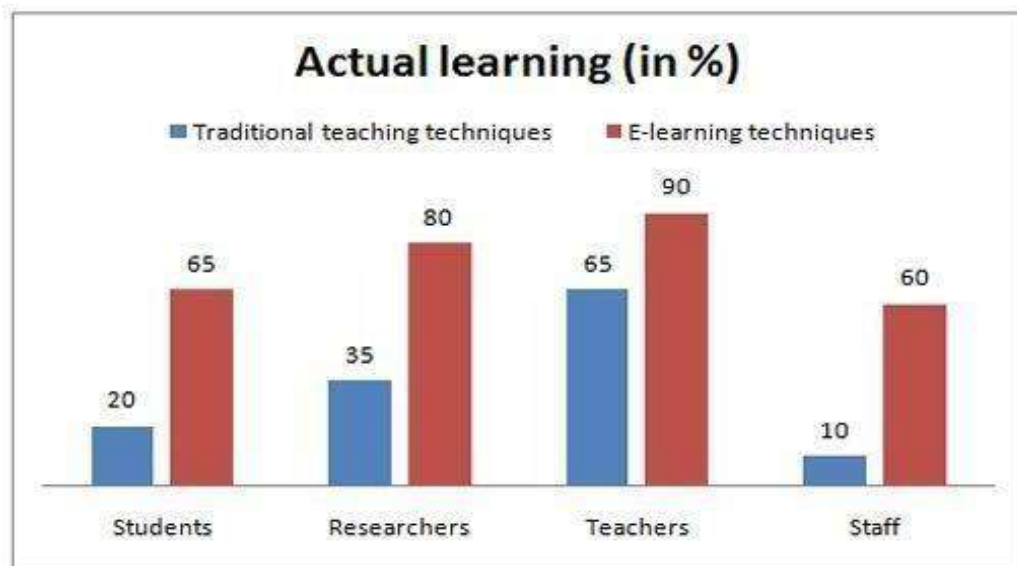


Fig. 2. Graph showing actual learning ability with Elearning techniques and traditional teaching techniques

Discussion: The question about what was the actual learning of a subject or topic with the two types of techniques in the context was asked to all user groups student, researcher, teacher and staff. As the graph above indicates, in the case of students 65% of actual learning is developed by e-learning techniques whereas only 20% of actual learning is developed using traditional teaching techniques. Similarly other groups also offered more appreciation to e-learning techniques for actual understanding as compared to traditional techniques.

IV. CONCLUSION

The study showed the effectiveness of e-learning techniques over traditional teaching methods. The study showed that e-learning techniques attained high response as compared to traditional teaching methods for all the user categories. Finally feedback of traditional teaching techniques and e-learning techniques from all user categories is shown by the graph below.

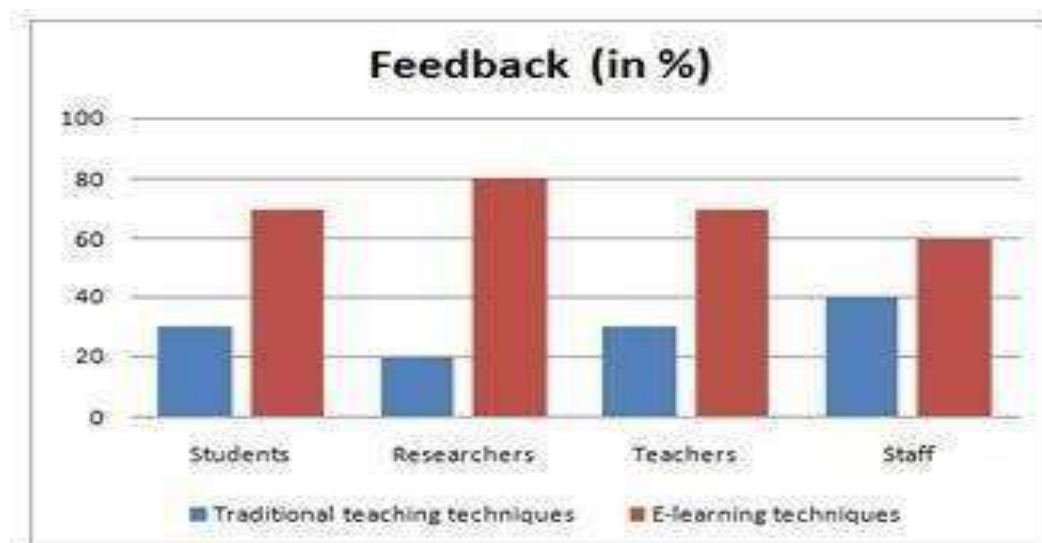


Fig.3. Graph showing the feedback of E-learning techniques and traditional teaching techniques

It is clear from the graph above that e-learning techniques have good feedback from students, researchers, teachers and staff members. It is clear from the above graph that 70% of students gave positive feedback for e-learning techniques and only 30% of students preferred traditional methods of teaching. Similarly 80% of researchers preferred e-learning and only 20% of researchers gave positive feedback for traditional methods. It is also clear from the graph above that 70% of teachers appreciate elearning and only 30% of teachers appreciate traditional teaching methods. In case of staff members 70% of staff members gave positive feedback for e-learning techniques and 30% gave positive feedback for traditional teaching techniques.

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17. Impact of Digitalization on Language Learning

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Abstract

The present research paper investigated the impact of digitalization on language learning. Learning programs are strongly influenced by technology. This research will provide information on whether language learning through digital sources is better than authentic language learning and what is the point of view of students and teachers related to digital learning.

To gather the needed data, different references were used such as survey reports, articles and journals present on the internet. An interview with some of our professors and online teaching institutes were conducted. We also created a survey form to know the viewpoints of students and also their experience of language learning with digital platforms

Introduction

One of the most significant changes that has taken place in recent years is the rise of digital language learning. Learning language is mainly an attempt to communicate with individuals. Thanks to advancements in technology, it is now possible to learn a new language without even leaving your home. Learning languages online has proven to be advantageous in its own way. There are many different ways you can go about learning a new language digitally. You can use online courses, apps, or even mobile games available on play store. Recently, it is rare to find a language class that does not resort to the usage of technology, namely to develop the ability of students by making them communicate with people in the new language in real world situations. We are now firmly embedded in a time when digital technologies are normalized in our daily lives. In recent years, technology has been used to both assist and enhance language learning.

Times have changed from carrying heavy dictionaries and grammar books to having specialized applications for multiple languages. Technology can play an important role in supporting and enhancing language learning, Technology has helped shift focus from lecture mode to a more activity driven language learning experience

Objectives

- To study language learning through digital platforms.

- To investigate whether digital language learning is more interactive and engaging as compared to the traditional way of learning.
- To discover challenges associated with digital language learning
- To figure out the benefits of digital language learning.

Hypothesis

If digital language learning is cheaper and interactive then the number of language learners will increase.

Increasing digital platforms has had an adverse effect on traditional language training institutes.

Introduction to language learning application

There are many applications like duolingo which give a platform to many native language speakers to create courses for language learners across the globe. It follows very simple steps towards language learning beginning with using text, pictures, and audio to help the learner learn a different language. The idea is to associate the sound of the translation with the visuals of the text and pictures, and then have the learner manually translate the audio back into their native language to help reinforce the new words. Every section when completed moves them forward to more difficult tasks, to build on their vocabulary and sentence structure.

Advantage and disadvantage

Online courses and language learning platforms offer flexible and accessible learning opportunities for language learners. Digital tools like mobile apps, games and simulations, can provide a fun and interactive way for language learners to practice their skills. Social media and language exchange platforms can connect language learners with native speakers, allowing for authentic language practice and cultural exchange. Digital resources such as online news, books, and films can provide language learners with exposure to authentic language used in real-life situations.

We all know that every coin has two sides so here we also have some disadvantages of digital language learning. For digital language learning the student should have Self-discipline and should be serious about the learning. Many students start learning the language on digital platforms but after some period of time they lose interest and just delete or uninstall the application and here we generate the challenge that should be overcome. These digital language learning platforms adversely affected the traditional language learning institute. People just don't want to waste time and money, instead they prefer digital platforms for learning which are cheaper and easily accessible.

Review of literature

Digitalization has a significant impact on language learning by providing various new tools and resources for language learners According to our research: Online courses and language learning platforms offer flexible and accessible learning opportunities for language learners Digital tools like mobile apps, games and simulations, can provide a fun based and interactive way for language learners to practice their skills

According to Christiane Lütge in his book Foreign Language Learning in the Digital Age addresses the growing significance of diversifying media in contemporary society and expands on current discourses that have formulated media and a multitude of literacies as integral objectives in 21st-century education Lai and Gu (2011) in their research found out that the usefulness of technology in the process of language learning and the compatibility of its use predicted the frequency of learners' usage of technology to self-moderate their language learning. Elizabeth R Hyes and Genes Paul Gee in their book language and learning in the digital age says that due to the presence of technology and digital platforms language learning got a boost and even the level of language is increased. This learning process provides in-depth knowledge with easy logic tricks and tips

Overall these researchers accept that digitalization has made language learning more accessible, engaging, and effective for learners around the world.

Sample Size

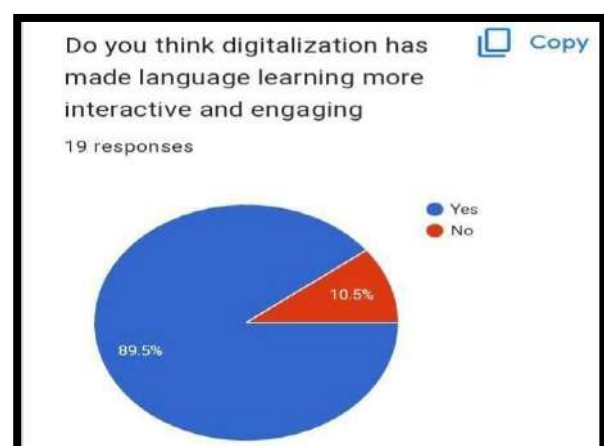
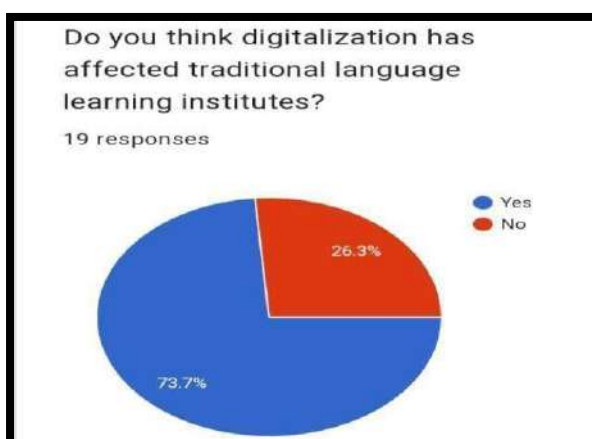
An online questionnaire was prepared to understand the viewpoints of the students. The questionnaire was mainly circulated within the students of age group 18 to 20 for a few weeks . We also had a face to face discussion with our friends and acquaintances. Even we had a short conversation with online teaching institutions and also some of our professor

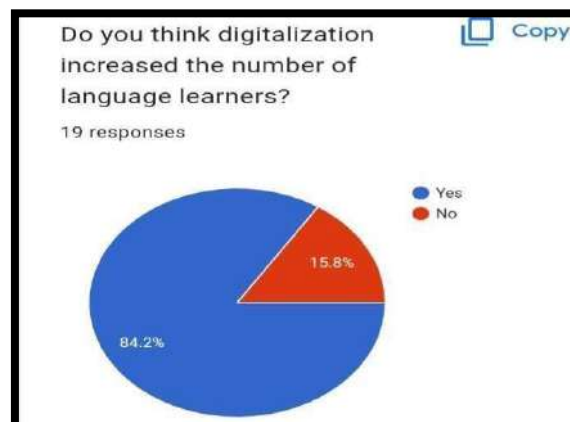
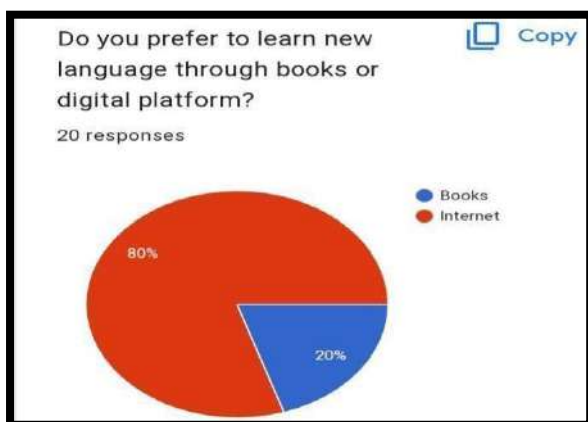
Methodology

In this study the primary method of data collection is adopted through an online questionnaire. We created a Google form with 12 closed ended questions and an open ended question. This form was circulated among students through various sources for more than a week . We received total 100 response and based on those responses , conversations and analysis of other survey reports and articles this data was created

Through several web links and research journals, we did secondary data research.

Data analysis





Finding and observation

This study was to understand the impact of digitalization on language learning. After analyzing the statistical data we found that 75% of students have used the digital platforms to learn a new language and 25% never explored the digital platform for language learning

According to our survey 84.2% of students prefer online mode for language learning instead of books and dictionary but we also found that still 20% of students believe that book are the right way for language learning

More than 80% of students believe that due to digital platforms the number of language learners is increasing day by day. This helps us to understand that the accessibility of the internet has encouraged people to learn new languages. In this research we observed that students find language learning to be more engaging and interactive as compared to traditional ways of learning and because of this reason 73% of our respondents believe that digital platforms are affecting traditional learning. Many institute owners and teachers are in oppose of digital learning as it affects their livelihood and career

Due to qualities of easily accessible, cheaper and also more interactive a number of people are engaging day by day in this language learning chain. According to our analysis 84.2% people support this learning program

People finds learning new language in this digital age more easy and accessible and even our survey proves they same , approximately 95% people agreed with this statement ad support digital learning but still some people 5.3% people oppose it

We found out that communicating with native speakers for practicing their language skills has become easier than ever before.

Conclusion

In conclusion, this paper states that digitalization has a positive impact on language learning on an overall basis. Digitalization being global helped different countries to spread their language in different corners of the world. Being cheaper and easily accessible has made it possible for people to learn new languages easier than ever before. It has helped foreign travelers to easily access the traditional language of the country they are visiting and hence solving their problem of conversation It also provided flexible and accessible platforms to those learners who had an interest for new language but had no source to adopt it

Due to digitalization it has also become possible to learn uncommon and less taught languages. It has also helped people in building up their confidence in their communication skills and thus positively impacting their social life. Digitalization played a great role in enhancing the learning program. It has discovered a new way of learning in which people in the form of games and videos easily grab the knowledge at any time anywhere in the world. After our research and analysis we found that digital language learning is the evolution of language learning which is expanding day by day and in future it will be the first preference for all language learners and professionals engaged in language related fields

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18. Impact of classroom diversity on Language learning

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ABSTRACT

While it is crucial for teachers to treat all of their students with respect and close attention when they are instructing, they must also customize their lessons and evaluations so that each student can shine as brightly as possible. Teachers are at the forefront of diversity, but they don't often share their stories. The items that the teachers withhold have a direct impact on initiatives promoting diversity. Diversity is a touchy subject, and it can be challenging to phrase some experiences in a politically correct manner. The teachers then hesitate to discuss their experiences with other educators out of concern that they could offend someone (Audial-Bhullar, 2011). Teachers need a secure area to discuss what works and what doesn't in order to advance the teaching in diverse classes.

The results show a beneficial effect: children in kindergarten and first grade who have more ELL classmates exhibit fewer problem behaviours and have better social skills.

Individual qualities and contextual aspects in the classroom serve to distinguish these outcomes.

Policy and practical implications are discussed.

It is necessary to conduct more research on the complicated and diverse topic of how classroom diversity affects language learning. The purpose of this paper is to present a set of research goals for investigating the connection between classroom diversity and language learning results. The goals are to investigate how linguistic and cultural diversity affect language learning, assess instructional methods and materials that take into account the diversity of students, investigate the connection between socialization and language learning, and collect information on language teachers' experiences in diverse classrooms. According to the paper's conclusion, by pursuing these study goals, we can gather important information about how diversity in the classroom affects language acquisition and provide guidance for creating environments that are efficient and fair for all students.

KEYWORDS :

English as a Second Language (ESL), English Language Learners (ELLs), English Language Proficiency, and bilingual education (ELs), educator preparation.

INTRODUCTION

The multilingual environment of the classroom and school is a hot topic that preoccupies educators, students, and society at large. Numerous schools are having trouble balancing their multilingual identities. Multilingualism is a valuable asset for anyone looking to work and function in Belgium and

Europe according to specialists. Children are urged to pick up languages like French, English, German, Spanish, and Italian and, if feasible, utilise them at home, with friends, and when on vacation

. On the other hand, we observe that immigrant minority children, teenagers, and their parents' multilingualism is frequently seen as a barrier to academic success. In Flanders, parents are occasionally urged to prioritise Dutch above their native tongue while speaking with their kids. Children may occasionally be restricted or discouraged from speaking any language other than Dutch in the classroom. Most often, these actions are not motivated by a distaste for the native tongue of immigrant children from minority backgrounds. Schools are really worried about the opportunity for these kids to study.

However, we must consider what will happen when students discover that studying foreign languages is crucial for their future but that their own "strange" language poses a barrier or disadvantage for that same future. Given that many schools in Flanders have evolved into being hyper diverse, in the sense that frequently 10 or more different languages are spoken at school, this implies a fairly unconventional structural change in the educational programme, and it is not the most applicable solution for all contexts and schools.

Three ways can be used to address linguistic diversity in a learning environment: a positive language policy (section 2), linguistic sensitization (section 3), and practical multilingual learning (section 4).

LITERATURE REVIEW

Give varied role models and examples. In the classroom and outreach education programmes where students have the chance to learn about and gain experience in a particular field, role models and different examples can be provided. Students gain confidence that they can succeed in that field by seeing successful role models who are like themselves. Women who have achieved success in fields connected to mathematics and science, for instance, perform better than women who are not exposed to such models in female pupils (Blanton, Crocker, & Miller, 2000; Marx & Roman, 2002; Marx, Staple, & Muller, 2005).

Likewise, female students who connected with women who were "experts".

The educators concerned in the training of English teachers will be especially interested in the concise volume *Classroom Diversity*. The National Council of Teachers of English (NCTE), the Conference on College Composition and Communication (CCCC), and educators' experiences in instructing future English language instructors about linguistic diversity issues are all examined in a narrowly focused series of studies. A study investigating language attitudes among both high school teachers and their college level writing instructors is included, along with practical advice on books and exercises that raise students' understanding of language difficulties. A bibliography of materials on language diversity is also included. The foreword by Suresh Canagarajah highlights the ways in which linguistic diversity is a rising problem in classrooms today as more speakers of Indian, Nigerian, and Jamaican English as well as other varieties of globalizing English enter the teaching profession. The book's themes are emphasized by Canagarajah, including a call to replace the hegemonic rules of Standard English with an appreciation of the various linguistic norms appropriate to diverse contexts, acknowledging students' proficiency in a variety of codes and varieties, and the context-changing potential of encouraging students' literacy in English varieties outside of the standard.

For many years, researchers in the field of language education have been studying diversity in the classroom. Numerous research have looked into how cultural and linguistic variety affects language learning and have shown that it has advantages.

The exposure to several linguistic types, often known as multilingualism, is one of the main advantages of diversity in the classroom. Students benefit from this exposure by gaining a more complex grasp of the language they are studying, which may result in a more accepting attitude

towards linguistic variety. Additionally, multilingual students can act as language role models for their classmates, benefiting the entire class by sharing their linguistic expertise.

The chance for intercultural dialogue and exchange is a crucial component of diversity in the classroom. Students can gain intercultural competency through this, which is the capacity to comprehend and interact with people from other cultural backgrounds. Students can extend their horizons, cultivate better empathy and respect for different cultures, and develop these traits by engaging in intercultural conversation.

Diversity in the classroom offers both advantages and difficulties for language teachers and students. Teachers must be prepared to accommodate disparities in learning styles among pupils, for instance, who may come from different linguistic backgrounds. Language and cultural hurdles may also exist for language learners, which may have an impact on their ability to learn and participate in class.

In conclusion, there is a substantial body of research on the effects of diversity in the language classroom that shows both the advantages and disadvantages of this kind of learning environment. Overall, the evidence is consistent with the claim that promoting intercultural competence, improving language learning results, and cultivating favorable attitudes towards linguistic and cultural diversity can all be accomplished in the classroom.

AIMS & OBJECTIVES

To completely comprehend the effect of classroom diversity on language learning, more study is necessary.

The following goals could direct such research:

- To investigate the connection between diversity in the classroom and the results of language learning, such as motivation, academic success, and language competency.
- To comprehend the effects of various cultural and linguistic origins on language learning in various classroom settings.
- To look into how classroom dynamics, teaching practices, and language policies affect language learning in varied settings.
- In order to better understand how students learn languages in diverse classes, it is important to look at their personal aspects, such as previous language experiences and attitudes towards diversity.
- To assess the efficiency of teaching methods and resources that account for the variety of the pupils in the classroom.
- To investigate the connection between socialization and language acquisition in multicultural classrooms, particularly the growth of intercultural competence and cross-cultural communication abilities.
- To recognise successful strategies and difficulties in developing welcoming and encouraging environments for diverse students to learn languages.
- To gather information and understanding about the challenges faced by language instructors in diverse classes and how their work might be better supported.

In order to help language educators and policymakers build more efficient and fair language learning environments for all children, research on the effects of classroom diversity on language acquisition can further these objectives.

Data analysis

Investigating how classroom variety affects the social and emotional growth of ELL and non-ELL kids was done using the hierarchical linear modeling programme (Version 7.01; Raudenbush et al., 2011). The study initially examined the distributions of the dependent variables to see if level 1 statistical assumptions were met (Raudenbush & Brik, 2002). The skewness of the dependent variables was within acceptable bounds. The assumption of normality was also tested for violations in the residuals of the dependent variables.

The statistical suppositions of homogeneity and normality were satisfied. It wasn't necessary to convert the dependent variables. To investigate the children's developmental trajectory, three-level hierarchical linear models were created. Social and emotional development changes over time. The Level 1 model provided the mental trajectories used to estimate how an individual will change.

Parameters

It is possible to analyze the effects of classroom diversity on language learning using a variety of data sources, including:

Data on student performance can be compared between diverse and non-diverse classes to see how diversity affects language learning results. This data can include test scores, grades, and assessments of language competency.

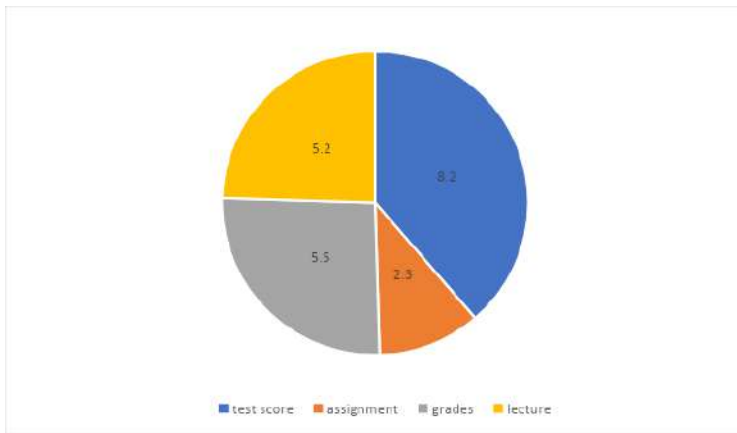
Surveys and interviews with students can shed light on how diversity affects language acquisition by asking them about their perspectives and experiences. To discover more about how students feel about working with classmates from other backgrounds and what they have learnt from these encounters, surveys and interviews can be employed.

Classroom interactions can be observed to have a deeper understanding of how diversity is affecting language learning. This information can be used to pinpoint places where more assistance might be required to assist students in overcoming linguistic and cultural challenges.

Evaluations of teachers: Evaluations of teachers can reveal important information about how they view the influence of diversity on language acquisition and the difficulties they encounter in fostering a conducive learning environment.

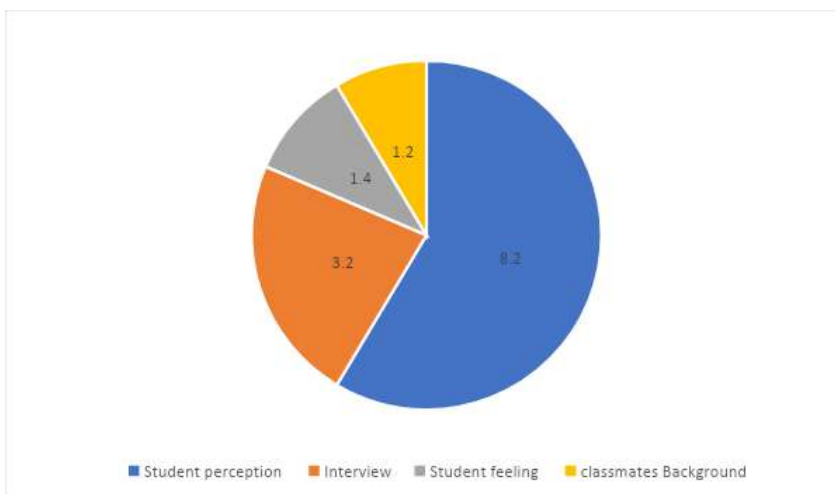
Researchers can better grasp the effects of variety on language acquisition and pinpoint areas for development by analyzing different data sources. The policies and procedures that support language acquisition in diverse classrooms can then be informed by this information.

Student performance data

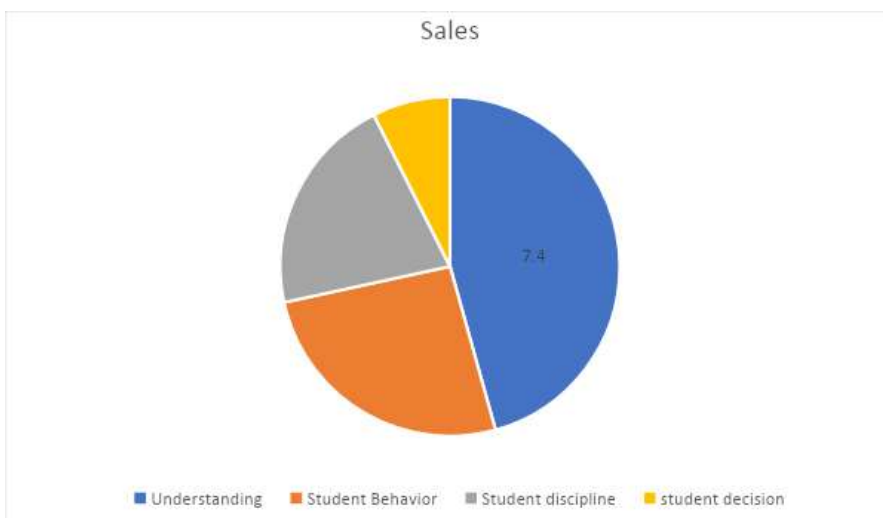


Three-level hierarchical linear models were conducted to examine the children’s developmental Changes in social-emotional skills over time. The Level 1 model provided the mental trajectories used to estimate how an individual will change. Parameters

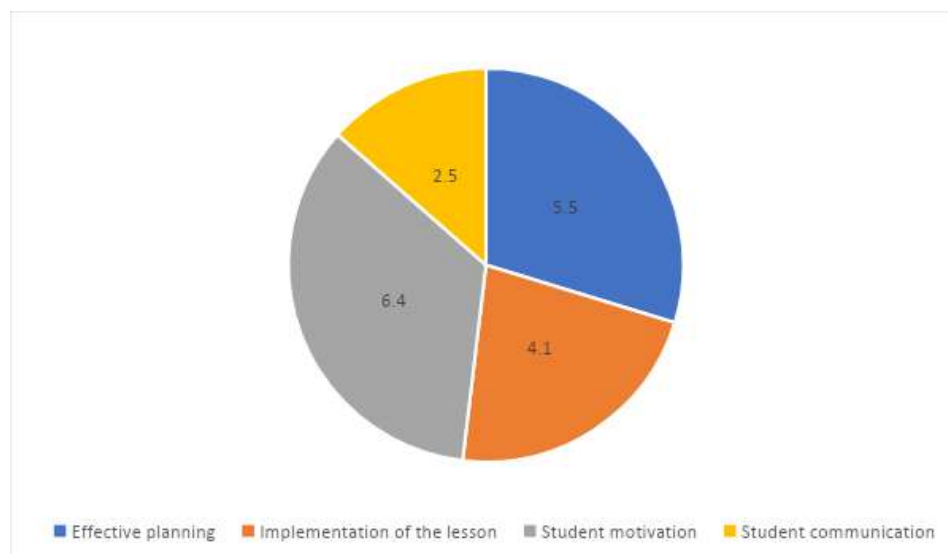
Student’s surveys and interview



Classroom observation



Teacher Evaluation



Conclusion

Diversity helps students become the most successful versions of themselves while preparing them for a diverse and multicultural world. Because it sparks debate, children should be in the same classrooms and schools as students with impairments. Whether they are disabled, a different ethnicity, gender, or learning style, all students encounter some form of diversity.

Students with disabilities not only interact differently with other children, but unfavourable learning groups also prepare students for the challenges they will encounter in the unstructured world outside of school (Ackerman, 2012). The teacher must be able to maintain control over the setting while yet imparting knowledge to all of the students. While it is crucial for teachers to treat all of their students with respect and close attention when they are instructing, they must also customise their lessons and evaluations so that each student can shine as brightly as possible. Teachers are at the forefront of diversity, but they don't often share their stories.

The items that the teachers withhold have a direct impact on initiatives promoting diversity. Diversity is a touchy subject, and it can be challenging to phrase some experiences in a politically correct manner. The teachers then hesitate to discuss their experiences with other educators out of concern that they could offend someone (AudialBhullar, 2011).

Teachers need a secure area to discuss what works and what doesn't in order to advance the teaching in diverse classes.

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19. A Study of Digital Skills being sought amongst Language Teachers

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ABSTRACT:-

The objective of this work is to analyze whether the digital skills have been adopted by the language teachers or not. This paper will define the digital literacy and benefit it provides to students and language teachers. It will also explore the misunderstanding of digital literacy and try to show that there is need to give training to the language educators i.e students who are learning language through digital sources.

INTRODUCTION:-

The intensive growth of information technology and the rapid digitization of education dictate the requirements for the availability of adequate time of the art competences for all participants in the educational process. The use of digital skills today is one of the conditions for the competitiveness of a specialist and the education system has a task to work ahead of the curve. Nowadays one of the main teacher skills is to be able to integrate Information and communication technology in teaching. Besides the skills for how to teach a subject effectively, language teachers should also know how to integrate digital technology into their teachings. The teaching staff is the key player in strengthening and fostering the new digital environment in the school. A lot of recent studies highlighted the importance of digital competences for in-service teachers at different levels. A modern teacher must keep up with times. They must know the various modern technologies, own them, and be able to apply them in practice depending on the goals and objectives of training. There is no doubt that technology now provides more accessible ways to reach a vibrant hub of Knowledge and learning resources than ever before. Indeed, the introduction of technology in language Education has created new and great opportunities for language learners and teachers. Two worth Mentioning are providing real language use in class and creating more interactive classroom environments (Stanley, 2013). With recent technological advancements, the article- and book-length treatment on the Integration of technology in language education has also increased at an exponential rate over the last Years. Contributing to this trend, Digital language learning and teaching.

AIMS AND OBJECTIVES:-

- The objectives of this collaborative project was to develop the digital skills among the language teachers and students.
- To develop communication, collaboration and participation in the language
- To understand why the use of digital technology

LITERATURE REVIEW:-

The COVID-19 pandemic has impacted education at all levels in various ways. Institutions and teacher educators had to quickly respond to an unexpected and ‘forced’ transition from face-to-face to

remote teaching. They also had to create learning environments for student teachers doing their preparation in the light of the requirements of teacher education programmes and the conditions in which both universities and schools had to operate. This paper provides a review of the literature on online teaching and learning practices in teacher education. In total, 134 empirical studies were analyzed. Online teaching and learning practices related to social, cognitive and teaching presence were identified. The findings highlighted the need for a comprehensive view of the pedagogy of online education that integrates technology to support teaching and learning. The implications of this study for the development of online teaching and learning practices are discussed.

ADVANTAGES:-

- **Less in cost:** The best part of this online learning is it is much more affordable compared to old-fashioned learning. In digital classes, parents are free to buy uniforms or travel expenses and can save extra money. Due to this advantage of online education, economically weaker students can fulfill their dreams. You should pay for university credits and save a lot of money with digital classes.
- **Time-Saving:** In online classes, there is no commute included as a student can learn and get a degree while sitting at the comfort of their home.

DISADVANTAGES:-

- **Lose Concentration:** Without having proper care for students while online classes by teachers they can easily lose focus on studies. Also, virtual classes can be done through phone or laptop gadgets where students can easily move to games or videos or youtube for entertainment. This completely makes them go off track from subject studies.
- **Health Issues:** Many parents are worried about their child's health as it is unhealthy to sit for hours in front of a computer screen. Looking at the screen for too long can also damage their eyesight. Not only that, back problems due to incorrect sitting positions may arise.

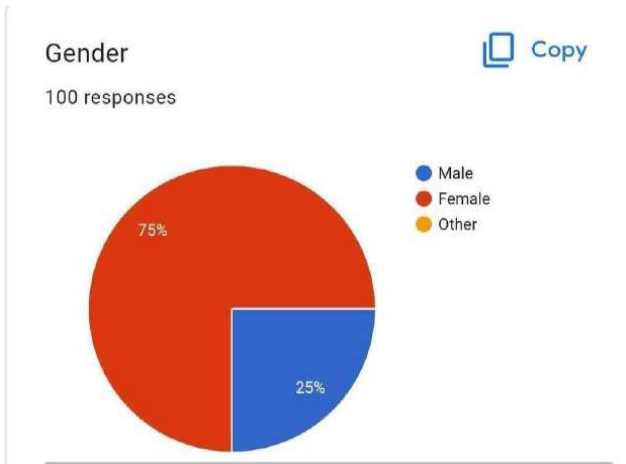
SAMPLING DESIGN:-

The students of KLE College within the age group of 18 to 25 were the sample for our research. Sample size is 100. We have received a great response. The sample has pie charts and opinions in it.

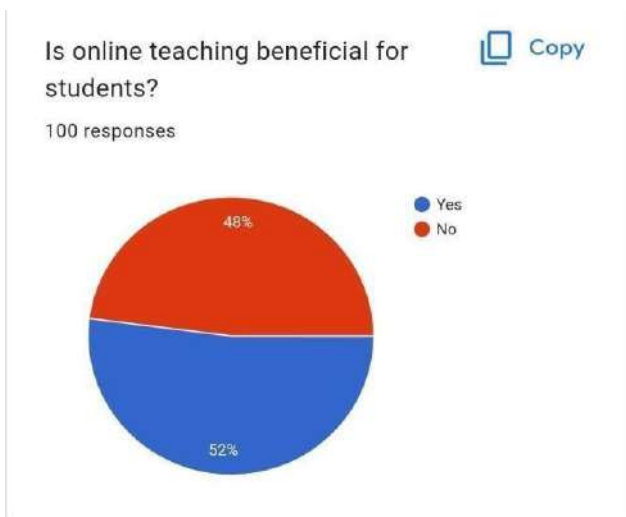
DATA COLLECTION:-

We used the Questionnaire method of Data Collection as primary data research. Google form was created to spread Questionnaire to maximum respondents. Through several web links and research journals, we did secondary data research.

1) DATA ANALYSIS:-

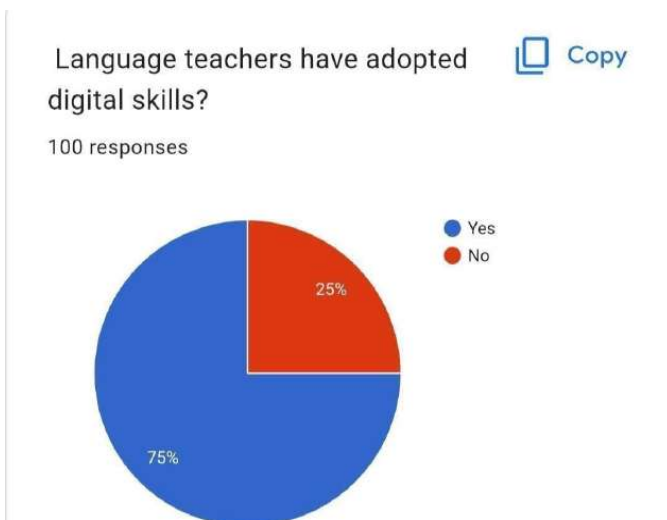


From the above pie chart we can say that the gender ratio for our research has more females than males.

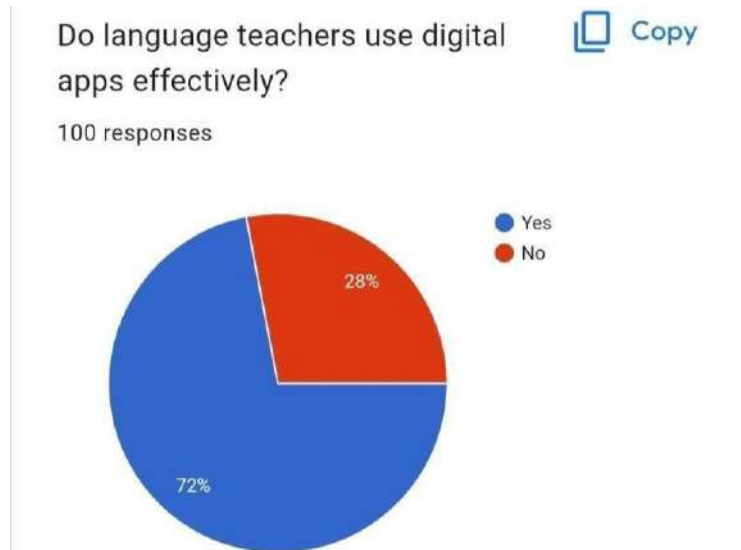


According to the survey online teaching is beneficial for students. Students are benefited in many ways by online teaching.

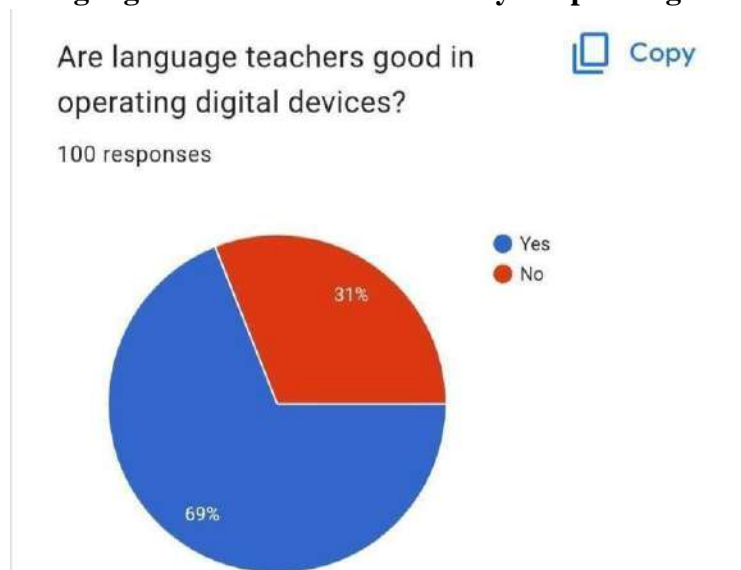
From the above pie chart it is clear that language teaching on digital platform is clearly understood by students.



According to the survey the teachers have adopted digital skills but after facing too many problems like network issues, using applications like google meet and zoom, Unable to understand features of application, etc.



Language teachers have successfully adopted digital skills and are efficient in it.



From the above pie chart it can be seen that language teachers are good at operating digital devices.

CONCLUSION AND SUGGESTION:-

This study was to understand how language teachers have adopted digital skills. To conclude, the language teachers have adopted digital skills successfully. The following are some suggestions which are sorted from the responses we have received:

1-Online teaching can be a minor part of education but not a major part online teaching is good enough but not enough to gain the knowledge.

2-It has its own pros and cons it helps us connect to teachers from different regions and gaining knowledge but I prefer offline teaching over online teaching because it's a more interactive platform

3-Offline teaching is way more than online one. As during online lectures network issues may arise and many times there is no conceptual clarity.

4-It is very benefit for those student those are working and fulfill their own needs do not depends upon their parents this is very benefit for those student and there are certain disadvantages of online teaching is that there is an network issues regarding that the voice should not come properly and we cannot focus on that what the speaker has been told and there are so many other problems has been created.

5-In online lecture is not beneficial because during online Lecture many Problems come for Example Network problems and the people of the houses are talking that time students disturb and they don't focus on their study.

6-Language teachers need more effort to adopt skills.

7-In online teaching there is voice break and echo of the voice because of this students can't understand what teacher is teaching and teachers can also not understand that students are understanding or not

8-As per the increasing creativity and increasing extra confusions and faults, digital platforms need to be more effective in terms of utilization.

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- 2) Brave new digital classroom by Robert J. Blake
- 3) Digital language learning and teaching

20. The Use of social media in language teaching and professional development

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Abstract

Social media can be used as a learning tool as in this age, many people are dependent on it. It has excellent features that can be very useful for English teachers & learners. If they use social media in learning, it would be easier & more interesting. It can be a powerful educational tool to make students more interested in learning English and provides unique and dynamic learning experiences to students and teachers. As an academic device, social media has become a standard tool used in educational institutions by everyone to share academic works and book reviews, and communicate with their peers and teachers. The use of social media could help teachers & students to stay fresh and professional, and productive. Social media is considered to be a great source of materials that teachers may adapt in their English classes. It can help to increase communication skills and provide a 'back door' for shy learners. Through social media platforms such as Facebook, WhatsApp, and YouTube, instructors could help learners access greater competency in language learning and use. The basic purpose of this research is to understand/study the Use of social media in language teaching and professional development. For the research, Data has been collected from Primary sources - (through an online survey) and Secondary sources - (articles, websites & other sources). According to the result of the research, social media plays an important role, and it helps to improve skills in the English language.

Keywords: social media, language, learning, teaching, professional development.

1. Introduction:

Social media refers to the means of interactions and communication among people in which they create, share, and exchange information and ideas in virtual communities and networks. Social media platforms allow users to have conversations and share information. There are many forms of social media, including blogs, micro-blogs, wikis, social networking sites, photo-sharing sites, instant messaging, video-sharing sites, podcasts, virtual worlds, and more. Billions of people around the world use social media to share & exchange information and make connections. Social networking is a powerful tool for teachers that can be used for personal or professional means. On a personal level, social media allows one to communicate with friends and family, learn new things, develop interests, etc. On a professional level, one can use social media to broaden knowledge in a particular field and build a professional network by connecting with other professionals in the industry. Social networks allow teachers to share ideas with others. Comparing notes on classroom teaching techniques and learning styles can help in enhancing the learning experience in your classroom.

Social networking allows teachers to connect with teachers in other schools & colleges. Social networks help you know of seminars, conferences, and other development workshops in

your area or online. The value of contacts should be talked about, contacts are key to professional development. Today, the world revolves around who you know. Establishing relationships with others in different schools can help in enhancing one's career. Getting a job is generally easier if someone knows you and recommends you. One of the major reasons social media is not permitted inschools is that it is very challenging to keep an eye on students and how they use it. A student can post inapt content which would be distracting and harmful to students. There are some negative impacts of using social media but, social media can be used for educational purposes & professional development.

2. **Aim of the Research:**

To understand/study the Use of social media in language teaching and professional development

3. **Objectives:**

- 1) To study the use of social media in language teaching and professional development
- 2) To know about the advantages & disadvantages of social media in language teaching & professional development
- 3) To explore the effect of using social media in improving the students' interest in learning English
- 4) To investigate the teachers' perception toward the use of social media in improving the students' interest in learning English

4. **Scope of the Research:**

The scope of the present research is to understand the Use of social media in language teaching and professional development. Also, this research will help us to understand the advantages & disadvantages of social media in language teaching.

5. **Limitations:**

The data/information for the research has been collected from secondary and primary data collection. However, only the survey has been conducted via online method. The sample size that is selected for this study is smaller enough. The interview method has yet to be adopted here, which can be seen as a limitation of the study.

6. **Literature review:**

Social media is used by language educators and individual learners that wish to communicate in the target language in a natural environment that allows communication, ease of sharing, and possibilities for feedback from peers and educators. Social media promotes self-directed learning, which prepares students to search for answers and make decisions independently.

Social media improves the chance to learn by enabling learners and instructors to link and communicate in new and exciting ways. Web websites such as Facebook, Twitter, and LinkedIn provide a place where users can dialogue, exchange ideas, and find solutions to problems. Social media is considered to be a great source of materials that teachers may adapt in their English classes. Social networks allow teachers to share ideas with each other. Comparing notes on classroom teaching techniques and learning styles can help you enhance the learning experience in your classroom. One can also share lesson plans and visual aid ideas.

- Partnership with other schools

Social networking allows teachers to connect with teachers from other schools. These partnerships are useful as they keep you abreast of changes in curriculum and content in other states and maybe even other countries.

- Getting information

Teachers can also use social networking to connect with teachers and other persons from other countries. This can help them get accurate information on other countries and not just use content

from the internet. If you are planning a virtual trip to another country, you could get in touch with people from that country and understand their lifestyle, food habits, and culture.

- Professional development

Social networks help you know of seminars, conferences, and other development workshops in your area/online. The value of contacts While this is often not talked about, contacts are key to professional development. The world today revolves around who you know. Establishing relationships with others in different schools/colleges can help you to enhance your career. Getting a job is generally easier if someone knows you and recommends you. Social networking for teachers, or business networking as it is often called, can be used to build contacts with teachers from other schools. When learners have doubts about an assignment or project, they can simply post a message requesting if anyone can help. They are also able to write exact queries to the teacher that other students also can see. This enables the entire class to have access to the response from the instructor.

- Social media as an engagement tool

Social media tools can be used to increase student engagement. Social media has caught the attention of millions of people around the world; the same can be used to attract student's attention to the learning opportunities provided by their academic institutions. Both students and teachers can share their resources and ideas on Facebook, Twitter, Instagram, or YouTube.

7. Research Methodology / Data Collection:

The data has been collected through both primary and secondary sources.

The aim of the research is to understand the Use of social media in language teaching and professional development, the primary source of the collection includes the online survey. The survey will help the researcher to understand the student's & teachers' viewpoints.

The secondary data is collected through published sources like books, articles, websites, and other e-sources.

The secondary data will help in supporting the gathered primary data and give in-depth knowledge of the use of social media in language teaching and professional development.

8. Data analysis & Data Interpretation:

Data from primary and secondary sources has been gathered as a form of evidence and all the information has been properly aligned with the topic, aim, and objectives of the research work. With proper analysis, data interpretation has been produced for a better understanding of the collected data. As the aim of the research is to, understand/study the Use of social media in language teaching and professional development, the research questions in primary data are designed in this way.

The data collected from the Primary source – An online survey form includes

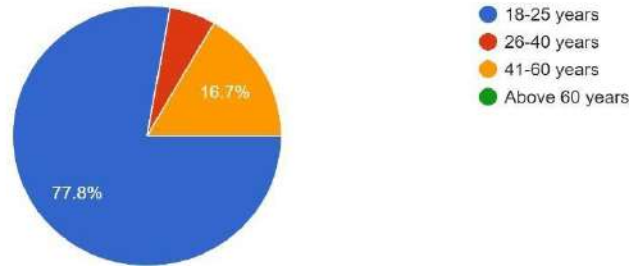
No of Sampling (N) = 25

No of Respondents = 18

1) Age of the Respondents:

In this research, we aim to collect scientific information from people of different age groups

3. Age
18 responses

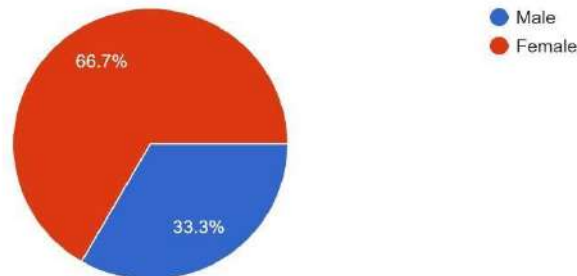


From the survey, it can be seen that the maximum number of participants are from 18-25 years old and the percentage is 77.8%. However, the second-highest number of participants is from 41-60 years old and that is only 16.7% of them & 5.6% participant are from 26-40 years age group

2) Gender of the Respondents:

66.7% of the participants are female and 33.3% of them are male that belong to the age group of 18-25 & 41-60 years.

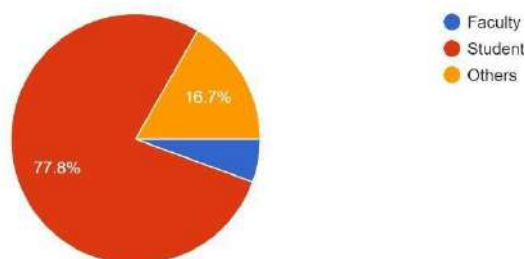
2. Gender
18 responses



3. Profession:

Most of the participants are students – 77.8%. On the other hand, 16.7% of them are others (employees) whereas 5.6% participants are faculty.

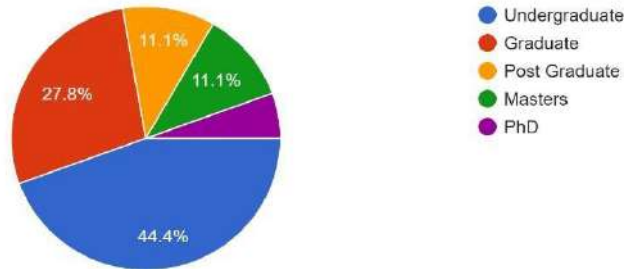
4. Profession
18 responses



4. Qualification:

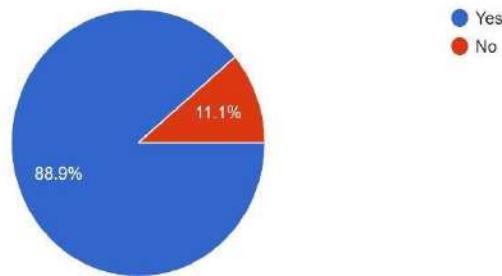
Education level: Most of the participants are undergraduate students – 44.4%. On the other hand, 27.8% participants are graduate students, 11.1% of participants are postgraduate students, 11.1% participants hold master's degree, 5.6% of them are Ph.D. students.

5. Qualification
18 responses



5. Do you use social media platforms?

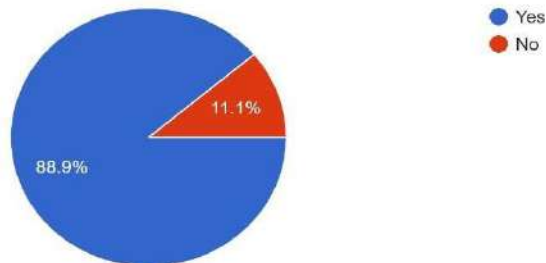
6. Do you use social media platform ?
18 responses



88.9% of participants use social media platforms whereas 11.1% of participants do not use social media platforms.

6. Does social media help in learning new things?

7. Does social media helps in learning new things ?
18 responses

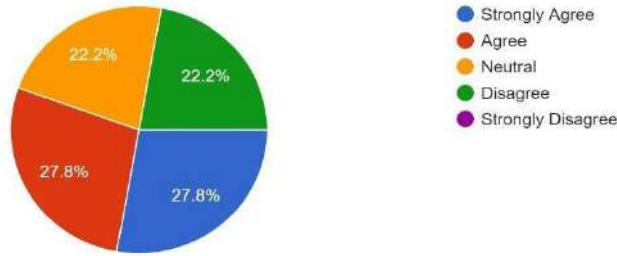


88.9% of participants say Yes that social media helps in learning new things whereas 11.1% of participants say no, social media does not help in learning new things.

7. Do you think the use of social media is more interesting than reading books?

8. Do you think the use of social media is more interesting than books reading?

18 responses

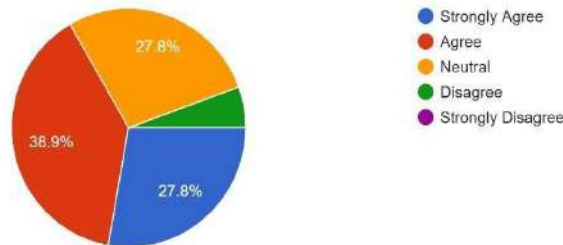


27.8% participants strongly agree that use of social media is more interesting than books reading, 27.8% participants Agree whereas 22.2% participants give neutral responses & 22.2% participants disagree that use of social media is more interesting than books reading.

8. Do you think social media can be used as a learning tool?

9. Do you think social media can be used as a learning tool?

18 responses

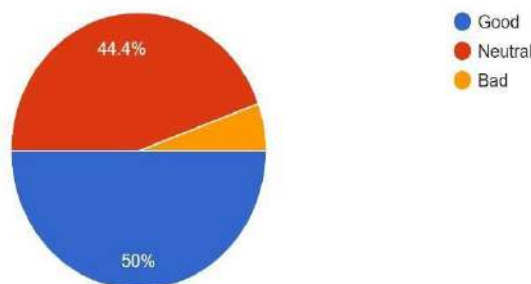


27.8% participants strongly agree that social media can be used as a learning tool, 38.9% participants agree, whereas 27.8% participants give neutral responses & 5.6% participants disagree that social media can be used as a learning tool.

9. What role does social media play in language teaching and professional development?

10. What role does social media play in language teaching and professional development ?

18 responses

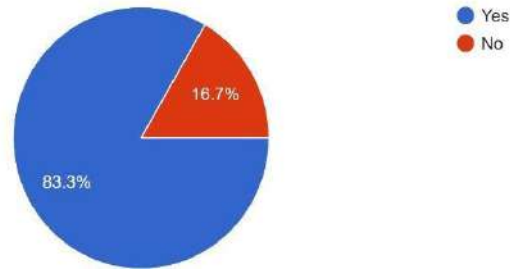


50% participants say that social media plays a good role in language teaching & professional development whereas 44.4% participants give neutral responses & 5.6% participants say that social media play a bad role in language teaching & professional development.

10. Do you think social media is useful/beneficial in language teaching & professional development?

11. Do you think social media is useful/beneficial in language teaching & professional development?

18 responses

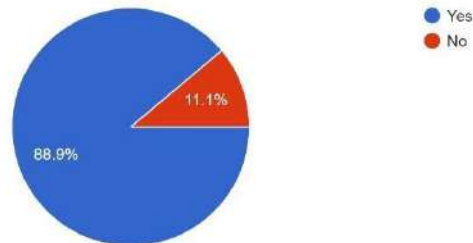


83.3% of participants think that social media is useful/beneficial in language teaching & professional development whereas 16.7% of participants do not think that social media is useful/beneficial in language teaching & professional development.

11. Do social media platforms impact the professional development of individuals in various industries?

13. Does social media platforms impact the professional development of individuals in various industries ?

18 responses

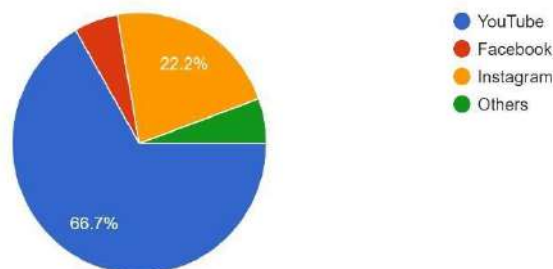


88.9% of participants think that social media platforms impact the professional development of individuals in various industries whereas 11.1% participants think that social media platforms do not impact the professional development of individuals in various industries.

12. Which Social Media platform is best for language teaching & learning?

16. Which Social Media platform is best for language teaching & learning?

18 responses

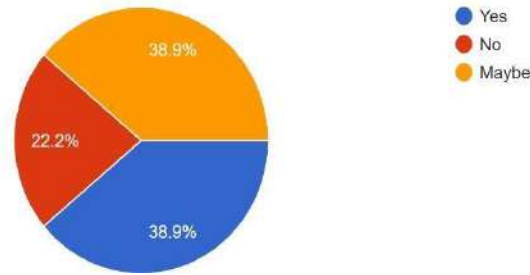


66.7% of participants select YouTube as the best social media platform for language teaching & learning, whereas 22.2% of participants select Instagram, 5.6% of participants select Facebook & 5.6% of participants select another platform like (LinkedIn, etc.)

13. Do you think the use of social media by language learners impacts their language immersion experiences and cultural exposure?

17. Do you think the use of social media by language learners impact their language immersion experiences and cultural exposure?

18 responses

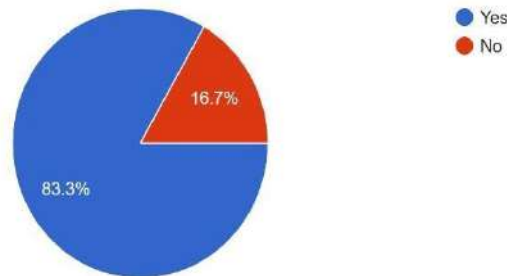


38.9% of participants give a neutral (maybe) response, 38.9% of participants think that the use of social media by language learners impacts their language immersion experiences and cultural exposure whereas 22.2% of participants think that it does not impact.

14. Does social media exposure influence the development of cultural competencies for language learners?

18. Does social media exposure influence the development of cultural competencies for language learners?

18 responses



83.3% of participants think that social media exposure influences the development of cultural competencies for language learners whereas 16.7% of participants think it does not impact.

9. Hypothesis:

H1 - social media is very useful in language teaching and professional development

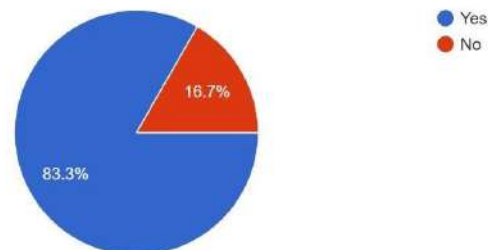
H0 - social media is not very useful in language teaching and professional development

10. Findings:

I) Hence, H1 proved - social media is very useful in language teaching and professional development

11. Do you think social media is useful/beneficial in language teaching & professional development?

18 responses



11. Conclusion:

- Social media is a very useful platform for learning languages. It can also improve our communication skills.
- The results and findings of this study found that social media plays an important role in improving the students' interest in learning English. It facilitates the English learners to learn new words and vocabulary suitable for them in the ability of English language learning, it is easy for English learners as compared to books reading and other text materials, and arouse the interest of English learners towards the English language learning. The English learners may use social media tools for a long enough period of time without any hesitation or boredom. Similarly, the findings of the study also revealed that the use of social media is easy for learners as compared to books, or other text materials while going to the library and get books related to vocabulary development. However, the learners may use social media sources like Facebook, twitter, blog and other so many tools of social media to improve their interest in learning English language not only in text form but they may see the pictures of things through online media

12. Recommendations/suggestions:

The respondents gave their various opinion regarding "**The Use of Social Media in Language Teaching & Professional Development**":

- Social media is a very useful platform for learning language and also, social media is used by language educators and individual learners that wish to communicate in a natural environment that allows multimodal communication, ease of sharing, and possibilities for feedback from peers and educators. It can also improve our communication skills. It can also impact our professional life.
- Social media helps in professional development as it allows us to engage in resources appropriate to our interests of professional learning and also provide the platform for language teaching and make it more effective.

13. Bibliography:

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