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**DIGITAL METAMORPHOS IN TEACHING OF ENGLISH LANGUAGE**

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**ABSTRACT**

This descriptive research aimed to identify the challenges that affect effective classroom management, the classroom management strategies used by the teachers, and the impact of classroom management on the students' academic achievement. An adopted questionnaire was administered among randomly selected faculty members in some private universities in the Kingdom of Bahrain. Results revealed that the top two challenges that affect effective classroom management are the students' needs and characteristics and the students' seating arrangement. For the common classroom strategies, teachers agree that they have to provide awareness for instructional activities and to map and decide how to deal with the student's behavior that is unsuitable. Lastly, the perceived impact of impact of classroom management on the students' academic achievement, teachers believe that classroom supervision is the process of establishing and maintaining a successful learning environment which may lead students to succeed in class and their roles in class affects student's academic success.

Key words: classroom management, student academic achievement, learning environment, classroom challenges and strategies.

**INTRODUCTION**

The digital age has undeniably changed the human experience. Today everything we see, feel taste and smell has a virtual overlay .we cannot deny the fact that today we are living in the digital age. No sphere of modern life is untouched of digitalization..Even the teachers of English language across the world are on pins and needles to achieve digital equity for their students. This paper aim to explore new dimensions of English language teaching and strategies used in context of today's media saturated world.

Electronic-English or E-English is a recent outcome. The astounding global penetration of internet has metamorphosed the English language in a pleasant and predictable homogeneity of convenience and necessity. Never before in the

history of mankind has a media been made available to bind humanity across every conceivable barrier of language regional boundaries and racial religious and cultural microcosm. English language teaching is evolving all the time particularly alongside advances in technology.

With the significant development in information technology, the teaching of English has gained a new dimension. The shift is from the structural to the communicative language teaching approach and equipping the learners with language skills that can be used effectively in everyday life. There is a paradigm shift in the teaching of English language. Technology supported teaching and there is a big role of modern multimedia technology for developing proficiency in English.

Modern multimedia technology is the knife without handle and therefore suitable adaptation of technology is of paramount importance. In today's life with the amazing development in technology especially information technology has acquired a new dimension. In this changed facet it has become more exciting and challenging than it was in olden days.

## DISCUSSION

Today the English class room has pre-se morphed into a high- tech laboratory called the English multimedia language lab, and the English teacher has to metamorphosed into a techno-savvy computer teacher . Days are gone when the teacher used to enter the classroom with a box of chalk pieces, a duster, book of grammar and a language exercise painfully dictated and dutifully noted by the students, it indeed a thing of past. And it is English teachers are still persisting with this they are Dinosaurs in Jurassic park and they have not updated themselves with the new changes in English language teaching .

Technology is not just an aid for language learning but is rather an important medium of literacy in it's own right. This means the teachers who have access to computer technology are in good position to teach student not only language, but also valuable skills and strategies in using computer technology that can help to cope with the requirement of the information technology society . The English teacher in new environs has adapted himself /herself admirably well to these changes . Some of the common used technologies are multimedia English lab, ABC vocabulary, Grammar 1.0, Composition 1.0, technical report writer . Many sites are also available which offer a chance to view a video and transcribe it such as [globalenglish.com](http://globalenglish.com), [www.talkenglish.com](http://www.talkenglish.com), [www.businessenglish.com](http://www.businessenglish.com)

The technology available today facilitates and has potential to make the maximum difference. Use of technology in teaching and learning English language has many dimensions such as

It stimulates students to think, explore and act towards learning .

- It provides continuous assessment and feedback.
- It is adaptive to the ability of students

- It helps in decision-making by the individual

It provides an atmosphere for collaborative learning. English language teaching is evolving all the time particularly alongside advances in technology. But what changes have had the biggest impact on teacher in recent years in English language teaching are what appear to be the top innovations for teachers .

Digital platforms -when we discuss innovation, we often immediately think of the internet and what we can now do online. The list of digital platforms is extensive and growing all the time. A multimedia manual like digital video's nominated for English language teaching can help teacher's navigate the complicated and sometimes overwhelming world of digital resources enabling teachers to create activities, lessons, and courses from a range of digital tools.

1. **Online corpora** – the use of corpora and large text collection used for studying linguistic structures, frequencies, etc used to be the privilege of lexicographers. Now teachers have access to information about the way language is used in an authentic texts and speech. Teachers no longer have to panic when students ask them about the difference between trouble and problem and it's not only the teacher who are benefited but the students are also benefitted in one or another way. The students can simply search the words or difference between the words on gogle and can use internet as it's corpus.
2. **Mobile learning** – the development of mobile technology and the proliferation of smart phones have enabled many of us to access the internet and a huge variety of apps available . Many apps have been nominated for an English language teaching award in the category of digital innovation. Teachers are also able to build on their teaching, knowledge and skills by listening to many podcasts. 50000 teachers from more than 200 countries joined to watch webniars on English language teaching innovations in teacher resources.

3. **Communicating with people online** – the ability to communicate online with people outside the classroom has enabled students to meet and interact with others in English. In monolingual classes ie most English classrooms around the world this could give much needed motivation to students who otherwise might not have the opportunity to interact with anyone in English and as of teachers the ability to converse with students face to face on line has opened up a whole new market for online classes.
4. **Interactive white board** –they started appearing in classrooms in the early parts of this century and has now become a staple of many classrooms in Britain and around the world. It allows us to save and print notes written on the board, control the classroom computer from the whiteboard, play listening activities on the sound system, use the screen as a slide for presentations access the internet and so on. The possibilities seem endless. Interactive white board to a classroom not only makes learning a better experience but if it is used skillfully by the teachers, teaching and learning can be made an effective process more than a distraction.
5. **Students- steering their own learning** – over the last couple of decades, learning has gradually been moving from a teacher-centred top- down approach to a student centred bottom –up-one. The trend has accelerated rapidly in recent years with the growing quantity and quality of information on the internet, in many respects this has changed the teachers role from that of knowledge transmitter to consultant guide coach and for facilitator
6. **Teaching soft skills and critical thinking skills-** many of our students are now learning English to oil the wheels of communication in the worlds of business, trade, education and tourism. To enable our students to become better communicators, we should perhaps go beyond grammar vocabulary and

pronunciation and look at helping them communicate effectively in international settings. These on line resources help teachers and students with soft skills like- problem- solving presentation skills, time management and decision making. They also help making communication skill strong which is needed while making a presentation at college or university. It also help children in developing critical thinking skills that could support them not just in their English learning but in the learning of other subjects and life skills.

### CONCLUSION

English language laboratories are a veritable boon for the students and learners . They are amused animated and excited now to explore at length . The new concept that has been developed in the learning of the language . They can now learn at different rates of speed, and now each student is given an opportunity to work at his/her own pace in a relaxed setting without competing with others in the classroom .

There are also few problems to name and they should be taken into consideration such as the teachers who are reluctant to learn and adapt himself to new changes, the limited and lack of access to internet, the non-availability of computer outside the classroom for the students, the lopsided educational policy where qualified English teachers are at a rarity at the primary and secondary school levels .

Alvin Toffler has rightly mentioned that “the future illiterate of a century will not be the one who will not be able to read or write but the one who will not be ready to learn, unlearn and relearn.”.

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