



## Digital Technology for the Development of Language Skills

A. Srinivas

Mentor of English, Department of Humanities, Rajiv Gandhi University of Knowledge Technologies (RGUKT), IIIT, Basar, India

**Abstract:** Digital language lab is software which works on digital platform. It offers language learning skills based on LSRW (listening, speaking, reading and writing) methodology. It is an important methodology for learning any language. It is the core element of a language. It helps in understanding a language in a productive way. Spears language lab is a digital language lab that provides huge interactive content for learning English skills digitally. It enhances the skills in the learner to learn English in an easy way. In the initial stage, the digital language lab focuses on listening and speaking skills of students. Students are asked to listening to audio lessons given in language lab software and practice them. Further, they are given the assignment to speak on different topics for 2 minutes on a daily basis to practice and analyze their performance. It consists of a different console.

**Key words:** digital, language, skills, technology, development, software.

### INTRODUCTION

- The way we have tools, equipment, chemicals and specimens in our science labs, in English language Lab, we have number of tools which teach and guide us to learn and practice languages.
- Language lab is the software which enhances the skills of a student, teaches English and enhances ability to Listen, Speak, Read and Write.[1,2,3]
- We haven't taken any exclusive training to speak and understand our mother tongue.
- A child listens to his mother and understands and tries to repeat the words and mother corrects the words. Mother teaches words, vocabulary and child tries to speak exactly like the mother and mother corrects the child, if the pronunciation is incorrect. In the process, the child learns.
- Listening and Speaking are the skills which require massive practice. Everyone associated with the child helps with the process and speed it up.
- Whereas in India, English is a second language. It is a foreign language. We need to learn the language and since it is also not commonly used outside class rooms, the opportunity to listen, speak and practice are very limited.
- To improve skill in any language one must listen and speak in an order and follow the system of that language.
- Attaining Proficiency in any language requires constant listening, speaking and practice.

- If we were born and brought up in a society where English is the first language, then we would have been experts in speaking English naturally
- Many students don't get an opportunity to speak English.
- Writing and speaking are two different skills, writing is a slow process and the brain gets time to frame words while we write. But speaking is a faster process where we don't get much time to frame words. This requires us to frame words simultaneously while we are speaking.
- That is possible only with sufficient practice.
- We fear that we may not speak correctly. So, we don't speak in English.
- The fear of speaking correctly and causing embarrassment inhibits people from speaking at all.
- Many experts recommend us to talk in front of a mirror, to overcome the fear.
- For that many experts advise us to talk in front of a mirror.
- Yes. It helps but partially. The person who is in front of the mirror is you. The person in the mirror may not laugh at your mistakes but will not be able to correct your mistakes. He will not be able to guide you.[5,7,8]
- So you need to talk to a person who can correct, guide, teach and enhance your English speaking skills, without causing any embarrassment.
- English language lab does the same thing. It teaches you in a sequential manner so that you improve your skills faster and accurately.
- English language lab is a virtual mentor to enhance English speaking skills.
- Language labs are becoming highly valued in schools, colleges and universities because they offer students a structured e-learning environment that is successful and reliable.
- New technologies are increasingly introduced in the classrooms, as they facilitate the teacher's role in creating a more attractive learning environment for the student. It also offers their students additional practice hours and up-to-date exercises than can be found in language books.
- Listening, Speaking, Reading and Writing (LSRW) are the four skills which play an important role in the acquisition of language and learning.
- English Language Lab has a tradition of helping learners to improve their English, whether for work, personal enrichment or English for Academic Purposes (EAP).
- The language lab is a very useful tool that facilitates classroom engagement and interaction via computer-based exercises and activities to maximize language immersion.
- These labs provide a very different experience from the traditional system of teaching and learning languages, offering more advanced features and functionalities.
- CEFR (Common European Framework of Reference) and Cambridge English Teaching Framework defines how to enhance skills in English.
- We have designed a lab as per their instructions and customized examples and scenarios as per the standards of learners in India.
- This software is specifically designed for learners in India.
- It's An approach to teaching English as a skill. The structured approach takes at the language lab and learning takes place through an organized process of gradual learning.
- The system ensures a stress free environment with high quality digital content.
- The software allows learners a private environment for self-paced practice.

- All international language programs and tests, including the parameters set by CBSE follow the guide lines set by ALTE.
- Keeping the importance of a teacher in mind, Digital Teacher Language Lab provides teacher handbook and sessions planner.
- Enhancement of spoken English skills.
- Practicing English using everyday scenarios.
- Acquisition of vocabulary through integrated learning.
- Pronunciation practice using phonetics. [9,10,11]
- Gradual upgradation of English language skills through a structured program.
- Language skills gradually upgraded from A1 to C2 level (CEFR Levels).
- Enhancement of functional English and functional grammar.
- Extensive listening and speaking practice.
- Strategic content in a rich audio-visual format.
- Fun-filled method of lesson delivery.
- A blended learning program.
- As per international standards.
- Caters to the needs of State Boards/CBSE.

Blended learning methodology contains both ILT (Instructor Led Training) and CBT (Computer Based Training). In ILT, an Instructor interacts with the students in executing the activities whereas in CBT student can perform them alone.

### Discussion

what we call today digital revolution It started in the second half of the 20th century. With the adoption and proliferation of computers and the digital storage of information came the development of more advanced computing systems.

Basically, we are talking about a change in mechanical or industrial technology. We are facing a new digital electronic era, in which the storage, transfer and understanding of the information received is the most important thing.

The digital revolution It has the characteristic of continuously transforming. This breakthrough is portrayed in many ways. Above all, it allows countries and companies to adopt changes to generate growth in areas of knowledge and in its economy.

Digital technologies forever changed the way we exchange and use information. [12,13,15] Furthermore, they have ushered in a new era where we all need to speak the same language.

- digitized education. The ways of learning have been transformed in such a way that they allow students to learn from anywhere. They also make it possible to access any type of data when they need it. This represents the elimination of the limitations of time and space in education.
- advanced automation. Connected to the Internet, employees can do their jobs remotely at a time of their choosing. In some cases, the machines no longer need humans to operate them, which avoids repetitive and boring tasks for workers.
- Time saving. Faced with the multiple tasks that exist, technology is the best ally. The technological advances provided by digital communication make it possible to make payments with credit cards, hold meetings miles away, or use a digital signature to sign contracts.

- versatile work. Now many tasks and tasks can be carried out remotely. There is no need for all workers to be present in the same building. This gives rise to flexible working practices.

In an increasingly digital world, digital skills are among the so-called transversal skills. These make it possible to participate in society and, above all, in professional life. Here we name some of the most important.

- Have experience in information and data. This includes, for example, the digital skills to find, filter, evaluate and manage data in social networks and digital content.
- Communicate and cooperate. It refers to collaboration and networking through digital media, and the management of one's own digital identity.
- Design, create and program content and digital tools.
- Know and be able to apply the relevant legal principles, such as copyright and licences.
- Being able to analyze, evaluate, understand and reflect on information and digital media.[15,17,18]
- Know the universal language of the digital environment. In the digital revolution. Increasingly, business is conducted across borders. Here, the English language is often used as an international platform for communication. Learning it is mandatory.

## Results

The ability to communicate in English is a great asset to many businesses and organizations, including those that do not use English as an official language.

Consequently, companies doing business internationally are likely to interact in English. Since it is the first or second language, mastering English becomes one of the most desired skills in job sources.

Here are some of the most common times when English turns out to be a key factor in working life:

Hypothesis 1: You are looking for market information and cannot find valuable sources

It is estimated that more than 50% of the Internet pages are written in English. This means that more information is available online for people who can read in this language. Having access to much more information can make a real difference in your professional life.

Hypothesis 2: You are looking for a job, but IT opportunities are scarce in your home country.

Exponential growth regularly occurs in industrialized countries where the English language is everything. A good knowledge of the language allows you to communicate effectively with clients. This results in strong and lasting business relationships.[19,20,21]

Hypothesis 3: The local labor market is saturated and it is difficult for you to find a job.

The English language can be the differential that helps you climb positions in a selection process. Being able to successfully communicate and negotiate with English-speaking clients makes your skill set more attractive.[22,23,25]

Activities related to information technologies constitute a large economic sector. That is a reality for all sectors that continue to increase their competitiveness through the training of more connected employees.

Therefore, if you want to be in tune with today's world, remember that English is the best tool to keep up with what is happening. Don't hesitate. The faster you begin to learn English, the sooner you will enjoy the opportunities and benefits of digital revolution.

## Conclusions

We are surviving in a world where technology is omnipresent and indispensable. Owing to the ubiquitous presence of technology, the pedagogy of teaching English has also undergone a huge change. The application of modern technology represents a significant advance in the contemporary English language teaching and learning process. Most of the present English language teachers are

actively incorporating a range of technological aids designed to facilitate optimum teaching delivery. Concerning language teaching and learning, digital media has invaded the classroom.[27,28] In general, today's teaching and learning seemed to be more interesting due to the technology arena. They created an image of being creative, and above all, innovative in approach. The phrase "e-Learning" or "Technology in Education" has become a significant word in every educational environment. The 21st-century learners cater to the need for technology with the education system. The traditional methods are mainly based on lecturing but the present learning systems are interactive based. Recent technologies like Blogs, the Internet, Interactive Boards, Mobile Phones, Skype, Twitter, YouTube, and many more have added not only stimulus but also learners' engagement and true interactivity within the classroom.[29,30]

## References

1. "Digital Literacy". Welcome to ALA's Literacy Clearinghouse. 2017-01-19. Retrieved 2020-10-22.
2. The New London Group (1997). *New Literacy Studies*
3. Jenkins, Henry (2009). *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century* (PDF). Cambridge, MA: The MIT Press. Archived from the original (PDF) on 2013-12-03.
4. Reedy, Katharine; Parker, Jo, eds. (2018-08-07). *Digital Literacy Unpacked*. doi:10.29085/9781783301997. ISBN 9781783301997. S2CID 151058124.
5. Reddy, P., Sharma, B., & Chaudhary, K. (2020). Digital literacy: A review of literature. *International Journal of Technoethics (IJT)*, 11(2), 65-94.
6. Au, K., and Jordan, C. (1981) "Teaching reading to Hawaiian children: Finding a culturally appropriate solution".
7. Dondis, 1973, *A Primer in Visual Literacy*
8. Molnar, A. (1979). *The Next Great Crisis in America*
9. Zurkowski, Paul G. (November 1974). *The Information Service Environment Relationships and Priorities*. Related Paper No. 5 (Report). ERIC ED100391.
10. Colin Lankshear; Michele Knobel (2008). *Digital literacies : concepts, policies and practices*. New York: Peter Lang. ISBN 978-1-4331-0169-4. OCLC 213133349.
11. boyd, danah (2014). *It's Complicated: The Social Lives of Networked Teens* (PDF). New Haven, Connecticut: Yale University Press. pp. <https://www.danah.org/books/ItsComplicated.pdf>. ISBN 978-0-300-16631-6.
12. Martens, Hans; Hobbs, Renee (30 April 2015). "How Media Literacy Supports Civic Engagement in a Digital Age". *Atlantic Journal of Communication*. 23 (2): 4–5. doi:10.1080/15456870.2014.961636. S2CID 52208620.
13. Bawden, D. (2008). Origins and concepts of digital literacy. *Digital literacies: Concepts, policies and practices*, 30(2008), 17-32.
14. Selfe, C. L. (2007). *Multi-Modal Composition*. Cresskill: Hampton.
15. Heitin, Liana (2016-11-09). "What Is Digital Literacy? - Education Week". *Education Week*. Retrieved 2020-03-15.
16. Knobel, M & Lanskear, C. (2008). *Digital Literacies: Concepts, Policies, and Practices*.<sup>[page needed]</sup>
17. Furber, S. (2012). *Shut down or restart?: The way forward for computing in UK schools*.
18. Leu, D. J., Zawilinski, L., Castek, J., Banerjee, M., Housand, B., Liu, Y., & O'Neil, M. (2007). What is new about the new literacies of online reading comprehension. *Secondary school literacy: What research reveals for classroom practices*, 37-68.

19. Hinrichsen, Juliet; Coombs, Antony (31 January 2014). "The five resources of critical digital literacy: a framework for curriculum integration". *Research in Learning Technology*. 21. doi:10.3402/rlt.v21.21334.
20. Warschauer, Mark; Matuchniak, Tina (March 2010). "New Technology and Digital Worlds: Analyzing Evidence of Equity in Access, Use, and Outcomes". *Review of Research in Education*. 34 (1): 179–225. doi:10.3102/0091732X09349791. S2CID 145400905.
21. Aviram, Aharon; Eshet-Alkalai, Yoram (3 April 2006). "Towards a Theory of Digital Literacy: Three Scenarios for the Next Steps". *European Journal of Open, Distance and E-learning*. 9 (1). CiteSeerX 10.1.1.643.8589.
22. Koltay, Tibor (March 2011). "The media and the literacies: media literacy, information literacy, digital literacy". *Media, Culture & Society*. 33 (2): 211–221. doi:10.1177/0163443710393382. ISSN 0163-4437. S2CID 146526766.
23. Aviram, Aharon; Eshet-Alkalai, Yoram (2006-04-03). "Towards a Theory of Digital Literacy: Three Scenarios for the Next Steps". *European Journal of Open, Distance and E-learning*. 9 (1). ISSN 1027-5207.
24. Russell, Stuart J.; Norvig, Peter (2016). *Artificial intelligence: a modern approach*. Pearson. ISBN 978-1-292-15396-4. OCLC 1029506845.
25. Ng, Davy Tsz Kit; Leung, Jac Ka Lok; Chu, Samuel Kai Wah; Qiao, Maggie Shen (2021-01-01). "Conceptualizing AI literacy: An exploratory review". *Computers and Education: Artificial Intelligence*. 2: 100041. doi:10.1016/j.caeai.2021.100041. ISSN 2666-920X. S2CID 244514711.
26. Lin, Pei-Yi; Chai, Ching-Sing; Jong, Morris Siu-Yung; Dai, Yun; Guo, Yanmei; Qin, Jianjun (2021-01-01). "Modeling the structural relationship among primary students' motivation to learn artificial intelligence". *Computers and Education: Artificial Intelligence*. 2: 100006. doi:10.1016/j.caeai.2020.100006. ISSN 2666-920X. S2CID 230594498.
27. Julie, Henry; Alyson, Hernalesteen; Anne-Sophie, Collard (2020-10-21). "Designing Digital Literacy Activities: An Interdisciplinary and Collaborative Approach". 2020 IEEE Frontiers in Education Conference (FIE). IEEE. pp. 1–5. doi:10.1109/fie44824.2020.9274165. ISBN 978-1-7281-8961-1.
28. Druga, Stefania; Vu, Sarah T.; Likhith, Eesh; Qiu, Tammy (2019-03-09). "Inclusive AI literacy for kids around the world". *Proceedings of FabLearn 2019*. New York, NY, USA: ACM. pp. 104–111. doi:10.1145/3311890.3311904. ISBN 9781450362443. S2CID 195776996.
29. Gong, Xiaoyan; Tang, Ying; Liu, Xiwei; Jing, Sifeng; Cui, Wei; Liang, Joleen; Wang, Fei-Yue (2020-10-30). "K-9 Artificial Intelligence Education in Qingdao: Issues, Challenges and Suggestions". 2020 IEEE International Conference on Networking, Sensing and Control (ICNSC). IEEE. pp. 1–6. doi:10.1109/icnsc48988.2020.9238087. ISBN 978-1-7281-6853-1. S2CID 226265635.
30. Longardner, Tara (2015). "US News". *The Growing Need for Technical and Digital Literacy*.