



Vidhyayana - ISSN 2454-8596

An International Multidisciplinary Peer-Reviewed E-Journal

www.vidhyayanaejournal.org

Indexed in: ROAD & Google Scholar

**The Age and Time of Screenagers: A Sneak-Peek into the Paradigm Shift in
English Language Teaching and Learning in the Indian Educational
Landscape**

Ashwini Thosar¹

H M Patel Institute of English Training and Research, CVM University¹

Dr. Amita Patel²

G H Patel College of Engineering and Technology, CVM University²



Vidhyayana - ISSN 2454-8596

An International Multidisciplinary Peer-Reviewed E-Journal

www.vidhyayanaejournal.org

Indexed in: ROAD & Google Scholar

Abstract

The name "Screenagers" combines the words "screen" and "teenagers," and it refers to young people and their fixation with screens. In the context of this study article, this phrase refers to the use of technology tools for English language learning. The world has been a witness to numerous technological advancements and they have paved their way into the educational sector as well. Considering the advancement of technology in education, a change from the conventional chalk-and-blackboard teaching style to the online teaching approach in language teaching has been observed. These changes took place gradually, beginning with the advent of CALL (Computer-Assisted Language Learning), commonly known as the ICT era, and continuing with WELL (Web-Enhanced Language Learning), followed by MALL (Mobile-Assisted Language Learning), and so on. As a result of these advancements, language learning is aided by technological resources. This change has not only made it possible for learners to participate more actively but has also provided teachers the ability to implement the blended learning strategy in the classroom. Since technology has a significant impact on Gen-Z learners and can be used to engage students in active learning while maintaining high standards for instruction and learning outcomes, there are many benefits to integrating it into classroom teaching and learning.

Keywords: Technology, language learning, English language, ICT, blended learning, technological developments

Introduction

The inception of the classroom-learning system in the Indian educational landscape has witnessed an array of developments. In the ancient times, the gurukul system was prevalent wherein the learning was about nature and life. The Indian educational system evolved over time, from the ancient method of learning to the modern school system introduced by Lord Macaulay in the 1930s. The majority of teaching took place in classrooms, and the close relationship between the teacher and the student was slightly strained.

The modern classroom resulted in an increase in the use of the English language. The language was used everywhere. These winds of change paved the way for further developments. The introduction of technology into the classroom is one of the remarkable changes that the Indian educational system has witnessed in recent decades. The cognitive abilities, potential and aptitude of learners also evolved over time. The "Gen-Z" generation of the twenty-first century, commonly referred to as "screen addicts," is particularly dependent



on all "screens," including smartphones, laptops, and other electronic gadgets. Given the impact of technology on young learners, the term "screenagers" has been coined. These Gen-Z students now prefer to take notes from YouTube or Google. These websites are renowned for serving as preferred book supplements. Additionally, this technique paved the way for e-learning. The Covid and Post-Covid eras are largely responsible for the emergence of technology-based learning.

The Advent and Rise of Technology

Technology first appeared in the Indian educational system during the period of Information and Communication Technology (ICT) and the introduction of Web 2.0 tools. The role of technology in ELT has been highlighted in the current study.

Teachers began using computer systems as a teaching aid to obtain additional information during the ICT era. Later, Computer-Assisted Language Learning (CALL) was used specifically for language learning. To describe the use of language learning, newer terms such as Technology-Enhanced Language Learning (TELL), Computer-Enhanced Language Learning (CELL), Web-Enhanced Language Learning (WELL), and Mobile-Assisted Language Learning (MALL) emerged over time.

The multiple changes led to a shift in the paradigm of teaching and learning. The prescriptive mode of teaching was now replaced by the descriptive mode. Increased learner participation in the classroom has resulted from technological pursuits. While books can never be replaced, using technological platforms as a tool for language learning improves both students' and teachers' overall classroom teaching learning experience. The use of technology in language teaching-learning not only boosts learners' confidence, but it also allows them to explore the technological landscape for educational rather than recreational purposes. The greatest benefit is immediate access to information. As a result of rise in e-learning culture, study material for all subjects taught at academic institutions is widely available.

Technology can assist educators by catering to all types of student cognitive abilities. The use of technology that caters to various student cognitive abilities can make teaching easier. Additionally, learner engagement can be improved by the novelty of new technologies or students' use of those technologies in the classroom. The use of technology in the classroom allows for instant feedback. It enables students to objectively assess their own progress. The ability for students to interact with language experts through visual and video



resources is the biggest advantage of using collaborative technology in the classroom.

Students who have access to authentic language learning materials may be able to develop their language skills more quickly.

Impact on the Indian Educational Landscape

The Indian education system was well-known for its traditional chalk-and-board teaching-learning approach until recently, when it was replaced by the emergence of smart classrooms, in which chalk and board were supplanted by a digital screen. The majority of educational institutions use smart-boards to impart education, implying that technology is actively used in classroom-teaching learning. The incorporation of technology has only aided teachers in meeting the needs of their students. Although Indian educators may have encountered some difficulties in adapting to this shift — the concept of e-learning — due to a lack of prior experience. One of the most significant effects of technology-driven classrooms is that the teacher plays the role of a facilitator rather than the sole decision maker. The focus was shifted from the teacher to the student.

Students who speak English as a second language are also catered to in the Indian education system. In such a scenario, a teacher's role increases significantly because they are responsible for creating a language-learning environment that supports and motivates learners to learn the language. In such cases, technology can greatly assist the teacher in transmitting knowledge with ease, effectively meeting the various needs of the learners. Teaching in Indian classrooms is now dynamic, with teachers having the opportunity to demonstrate various aspects of language learning in real time, such as showing videos or clips of language learning related to a specific topic.

In terms of lecture duration in the Indian educational curriculum, the use of technology allows teachers to achieve maximum learning outcomes by exploring a variety of resources available on the internet, thus elevating student interests and reducing monotony. The use of technology in the classroom saves time, reduces teachers' efforts, evokes students' attention, and makes learning more interesting.



Conclusion

Technology in education is neither a replacement nor a fad. It is a method of adapting to one of the modern world's ongoing changes. However, it can be agreed that using computers in the classroom cannot guarantee completely better educational quality, but it can help cater to the current educational needs of Gen-Z learners. Even in technology-enhanced classrooms, teachers' roles have been and will continue to be critical in shaping the learning process for students. Language learning is a dynamic process, and using technological tools to improve the teaching-learning process can make it more interactive and interesting. The incorporation of technology into classroom teaching has benefited not only the teacher, but also the students enrolled in those classes.

References

- Manchanda, P., Kukreja, N., & Bajaj, T. Emergence of E-Learning: The Changing Landscape of Indian Education System. *Revamping India's Higher Education System: Issues, Challenges and Implications*, 121.
- Mollaie, F., & Riasati, M. J. (2013). Teachers' perceptions of using technology in teaching EFL. *International Journal of Applied Linguistics and English Literature*, 2(1), 13-22.
- Motteram, G. (2013). *Innovations in learning technologies for English language teaching*. British Council.
- Jindapitak, N., & Teo, A. (2013). The emergence of world Englishes: Implications for English language teaching. *Asian Journal of social science and Humanities*, 2(2).
- Jha, N., & Shenoy, V. (2016). Digitization of Indian education process: A hope or hype. *IOSR Journal of Business and Management*, 18(10), 131-139.
- Paliwal, M., & Singh, A. (2021). Teacher readiness for online teaching-learning during COVID-19 outbreak: a study of Indian institutions of higher education. *Interactive Technology and Smart Education*.