

**LANGUAGE TEACHING METHODOLOGIES IN THE DIGITAL AGE**

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Abstract

Language instruction methods have been radically altered as a result of the rapid advancements in digital technology, which have revolutionised previously established pedagogical methodologies and led to the use of innovative digital tools. The purpose of this study is to investigate the ways in which language teaching methods have evolved in the recent era of digital technology, with a particular focus on evaluating the effectiveness of learning environments that make use of technology. Some of the research tools that are investigated in this study include corpus-based language analysis, online learning platforms, and applications that are driven by artificial intelligence. The approaches of teaching languages using digital platforms are also assessed. An examination of the ways in which mobile-assisted language learning (MALL), gamification, adaptive learning systems, and virtual classrooms have the potential to improve student engagement and language proficiency is presented in this paper. In this research, digital technologies such as Google Classroom, Duolingo, ChatGPT, and LMS are also investigated in order to assess the influence that these technologies have on instructional professionals and students. In addition, the study takes into consideration the challenges that are associated with teaching languages online. These challenges include issues with accessibility, a lack of digital literacy, and the need that instructors be educated. The purpose of this project is to conduct a literature study and analyse survey data from both teachers and students in order to evaluate and improve the effectiveness of digital techniques in language training. Best practices are going to be identified, and a framework is going to be provided. When it comes to establishing the form of language lessons in the future, the findings indicate that data analytics, feedback powered by artificial intelligence, and personalised learning are developing into more significant factors.

Keywords: Language, Teaching, Digital, Age, ChatGPT

Introduction

Through the use of technology, the teacher is provided with the chance to include digital tools into the process of teaching and learning the language. With the guidance and support of this, the area of education is able to tackle the obstacles that come with digital teaching. Consequently, in this digital era, it is vital to study the importance of the digital age not only in terms of preparing students for an uncertain future, but also in terms of growing their feeling of self-assurance and sense of security as users of digital technologies in the present day. This is because the digital age is preparing students for an uncertain future. Technology, when applied to the setting of the internet, is an excellent instrument for the teaching and learning of languages because it makes it possible to take a learner-centred and functional approach

to the acquisition of information. The use of computers in the process of language acquisition has been claimed to be an activity that may be characterised as a sort of parallel learning from a variety of different forms of media. As an additional benefit, it takes use of the capabilities of the computer, such as showing a reading text via the utilisation of the computer. In addition, it was stated that the use of computer technology has the ability to improve the student's language capabilities. In point of fact, it is indisputable that the utilisation of technology has a substantial influence on the processes of education and instruction. It has been said that technology has a positive impact on all aspects of the learning process, including motivation, increasing student achievement, genuine resources for learning, increased engagement, individualization, independence from a single source of information, and global awareness. The use of technology and internet devices was shown to have an effect on the student's capacity to study as well as their performance while speaking.

This was another finding that was made. However, in the meanwhile, it was said that computers have the potential to promote learning interaction between students and teachers, and that they may also help in classroom education by offering a broad variety of materials and approaches. After doing research on the availability of information and communication technology (ICT) in the area of teaching English as a foreign language (EFL), it was discovered that digital portable devices were used in English classrooms more often than computer or network applications or tools. This was the conclusion reached after the study was carried out. In addition, when it came to the instruction of oral skills, the technology was almost always provided by the teachers. Furthermore, it was said that blogging contributed to the formation of a one-of-a-kind relationship between persons who were acquiring a second language. This connection allowed these individuals to see one another as humans rather than as instructors. Students using mobile devices outside of the classroom is not a new phenomenon; in fact, it has been in existence for quite some time. It has been suggested that they need more guidance in order to facilitate the development of their linguistic capabilities. The instructors of the students need to keep an eye on them and provide assistance in order for them to be able to make good use of the amazing learning tools that are now accessible. It was ultimately found that the use of audio-visual information had a positive impact on the improvement and promotion of interactive language educational approaches.

A number of studies have led researchers to the conclusion that the use of technology has the potential to significantly enhance the language skills of students. The first study found that computer-assisted language learning is an effective method for making students more motivated to learn a language, and that computers are helpful tools that can be utilised in foreign language sessions to help students improve their listening abilities. Both of these findings were uncovered by the researchers. In the second phrase, it was said that one of the activities that are based on computer-assisted language learning (CALL) is chatting in cyberspaces (telegram), which helps to develop the speaking capacity of twenty high school students. After some time had passed, it was found out that the use of computer-based idea maps is a method that may be utilised to improve the student's capacity to grasp what they read. It was noted in the last one that the use of email was an effective strategy for teaching a major number of the structural principles. This was shown by the fact that it was discussed. The findings of the general research that demonstrated that technology had the ability to afford opportunities for supporting powerful teaching and learning atmospheres and that it can have an impact on the learning of students, the development of critical thinking, the building of motivation, and the role of technology in language learning that was carried out by the role of technology in language learning. They came to the conclusion that the use of technology in the classroom led to an increase in the learners; motivation, social connections, learning,

and engagement. Additionally, they found that the inclusion of technology into the classroom led to an improvement in the learning of the students. Students are able to enjoy themselves more and get more interested in the learning process when technology is used in the classroom. This allows for more learning opportunities. The reason for this is that teachers of English need to be familiar with the technical tools that are used in the teaching of English students. The purpose of the research that was carried out for the purpose of this study was to analyse the viewpoints of English teachers on the utilisation of digital technology in classroom practices and the challenges that they face while addressing digital teaching. As a result of technology improvements, educators now have the possibility to include digital materials into the process of language acquisition. Additionally, it provides assistance and support to the area of education in preparation for digital-based learning. Therefore, in this digital era, it is essential to study the importance of the digital age in creating the self-assurance and feeling of security that students have when they use digital technologies in the present moment, as well as in preparing them for a future that is uncertain. In the context of the internet, technology is an ideal tool for language training since it encourages a learner-centred, practical approach to information intake and use. referred to the process of learning a new language via the use of computers as a kind of parallel learning with the use of other forms of media. It does so by using the resources that are available on the computer, such as showing a reading text on the screen. In addition, it was recommended that the students' language skills may be improved by the use of computer technology with the students.

Language Learning

Students' individual methods to learning a new language are a significant factor in determining the degree to which they are able to acquire competence in that language. The perspectives of teachers of second and foreign languages have changed as a result of the many teaching methodologies and classroom practices that have been used. The old, teacher-centered, lecture-based, and structural-syllabus methods of education have been supplanted with techniques that are more student-centered, practical, and flexible. It is essential that the educational system ensures that students gain fluency in the language that they are learning in order for them to be able to speak with self-assurance in a globalised world and achieve academic success. Because learning a new language is a continuous process, it would be beneficial for the learner to immerse himself in the language, study its structure and functions, and acquire a more profound grasp of the language via personal investigation. A second perspective, known as the applied view, is required to be added to this one in order to complete the picture of language awareness. Students benefit from this because it enables them to explore, internalize, and comprehend the language more thoroughly while being guided by their teachers.

Language Teaching

The decade of the 1900s was marked by a significant amount of innovation and advancement in the area of language education. Around the turn of the century, educators and applied linguists were obsessed with discovering more effective methods to teach language. Pedagogical changes were a significant source of the fuel that was used to develop new approaches to foreign language training. The word "pedagogical idea" refers to a planned group of processes that are based on a certain philosophy of language and are intended to train students in the use of language proficiency. Richard and Rodgers (2002) assert that language learners must engage in some kind of communicative practice in order to be successful. The teachers should make use of genuine and real-life scenarios, and the students should be provided with many opportunities to interact with one another in an effective manner.

Language Teaching Methodologies

The protests that took place around the question of whether language should be handled more or less formally and, more crucially, the role of students' home languages in the classroom sowed many of the seeds that later flowered into current approaches. In the 1960s and 1970s, a number of innovative strategies for teaching English to speakers of other languages (ESL) came into existence. These strategies included Audiolingual, the Berlitz Method, Suggestopedia, the Silent Way, and community language immersion. In contrast to the Grammar Translation Method, which concentrated on studying complex and flowery texts, the Berlitz or Direct Method emphasised the study of ordinary language. During the middle of the nineteenth century, students who were enrolled in language lessons were, for the most part, instructed on principles of grammar. The method was known as the Grammatical Translation Method, and it consisted of teaching new words and grammatical principles in the native language via the use of rote learning. In increasingly advanced institutions, the process of learning a language began to break down as the rules of grammar grew more complicated and the list of exceptions became longer. This was seen in the process of learning a language. A comprehensive revision of the grammar school was required as a result of the Grammar Translation Method's many shortcomings and its inability to be used in real-world situations. The American school of audiolingualism, which gained prominence in the 1960s, pushed for rigorous and deliberate practice with the objective of acquiring complete fluency in the target language. This scientifically rigorous technique, which is comparable to the Grammar Translation Method, did not provide skilled second-language learners with the desired results.



Fig. 1. Learning Teaching Methodologies

Instead of concentrating on teaching students the rules of grammar, the theoretical underpinnings of Communicative Language Teaching (CLT) from the 1970s placed a greater emphasis on teaching

students how to speak with one another. A typical objective for those whose first language is not English is to acquire English language skills. They desire the opportunity to engage in conversation with native speakers, to meet friends in other countries, and to discuss their perspectives on current events. Therefore, in an environment that was orientated on the student, Communicative Language Teaching placed an emphasis on effective communication. Despite the fact that the communication technique was an advance over past methods, it did not effectively prepare students for the academic courses they were taking. Change has been a constant throughout the course of the development of the English language. The lengthy history of English language education has resulted in the development and modification of language pedagogy throughout the course of this time. The methods that are used to teach English have undergone substantial change throughout time. In contrast to the traditional product-oriented strategy, which demands the student to be familiar with the rules and to memorise them, the communicative or process-oriented approach gives the learner the opportunity to investigate, investigate, study, and grasp the language. Methods of English Language Teaching (ELT) such as the Grammar Translation Method, the Direct Method, and Situational Language Teaching are entirely unproductive in today's society, when the majority of students are eager to learn English so that they may interact successfully.

Objective

1. To determine how digital tools and platforms affect language teaching methods.
2. To evaluate AI-driven language learning systems personalized learning routes.
3. To evaluate instructors; digital language teaching difficulties and potential.

Research Methodology

In order to evaluate the ways in which online instructional tactics influence the learning of foreign languages by students, this study used a mixed-methods approach, which combines qualitative and quantitative research approaches. Through the use of questionnaires, the project will gather information about the perceptions of language learners and teachers regarding the use of digital technology. Structured interviews with educators are required in order to get a deeper understanding of the benefits and drawbacks associated with the use of these technologies. An investigation will be conducted out in which one group of students will be instructed via the utilisation of digital resources, while another group of students will be instructed through the utilisation of more traditional methods. A number of performance metrics, such as retention rates, language competency, and engagement levels, will be investigated in order to evaluate the effectiveness of digital techniques. In addition, data will be taken from learning systems that are driven by artificial intelligence in order to assess the effectiveness of individualised teaching. One of the primary objectives of this research is to shed light on the ways in which technology is transforming the face of language training and to provide potential solutions for making the most of contemporary classroom practices.

Analysis And Interpretation

In order to draw conclusions or assist in decision-making, data analysis involves searching for patterns, trends, correlations, and other significant information in order to find meaningful information. The analysis of data is a multi-faceted process that encompasses a broad variety of approaches and procedures

that are known by a variety of names. It is used in a variety of sectors, including the social sciences, the scientific community, and the corporate world. At this point in time, data analysis is very necessary for businesses in order for them to make better, more informed decisions and to operate more effectively.

The core of data mining, which is a subset of data analysis, is the process of statistical modelling and the finding of knowledge with the aim of making predictions rather than only providing descriptive information. Business intelligence, on the other hand, makes use of data analysis that is mostly based on aggregation and has a major focus on business information. Statistical data analysis may be broken down into three primary categories: descriptive statistics, exploratory data analysis (EDA), and confirmatory data analysis (CDA). EDA is all about discovering new characteristics, while CDA is all about validating or disproving present assumptions. When it comes to data analysis, EDA is all about identifying novel characteristics. Text analytics is concerned with the application of statistical models for the goal of predicting or classifying data, while predictive analytics is concerned with the extraction and categorisation of information from textual sources, which are sources of unstructured data. Text analytics utilises statistical, linguistic, and structural methodologies to accomplish this. Every one of the aforementioned approaches is included in the data analysis process.

The process of data analysis is linked to the visualisation of data and the dissemination of data, both of which are reliant on the integration of data.

Distribution Of Sample Under Various Categories

Based on the information that was gathered, the researcher creates a comprehensive picture of the distribution of the students among the various demographic categories. When that is complete, the data from the research are presented in the form of tables and graphs.

Table 1 Distribution of sample according to the departments

Departments	Male	Female	Total	Percentage
Computer Science and Engineering	13	17	30	50
Civil Engineering	20	10	30	50
Total	33	27	60	100.00

Table 1 provides information on the distribution of the samples. It should be brought to your attention that around thirty students come from the department of Civil Engineering, while the remaining thirty students come from the department of Computer Science and Engineering.

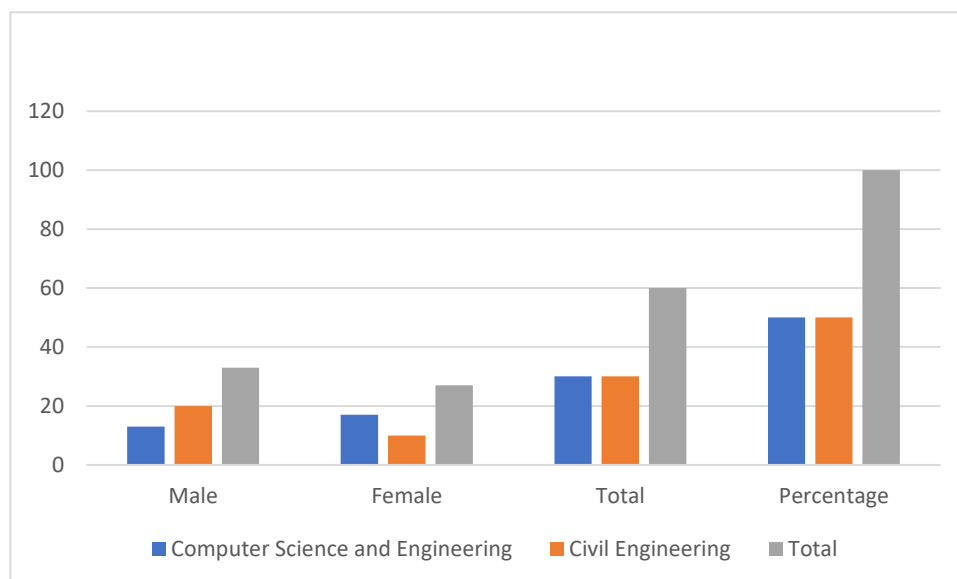


Figure 1 Distribution of sample according to the departments

Table 2 Distribution of sample according to the educational qualification of parents

Educational Qualification	Total	Percentage
Educated	46	76.67
Uneducated	14	23.33
Total	60	100

The distribution of the sample according to the educational level of the parents is shown in Table 2 under the heading. " As far as anybody can determine, 46 of the parents of the students graduated from college, while the other 14 parents did not complete their education.

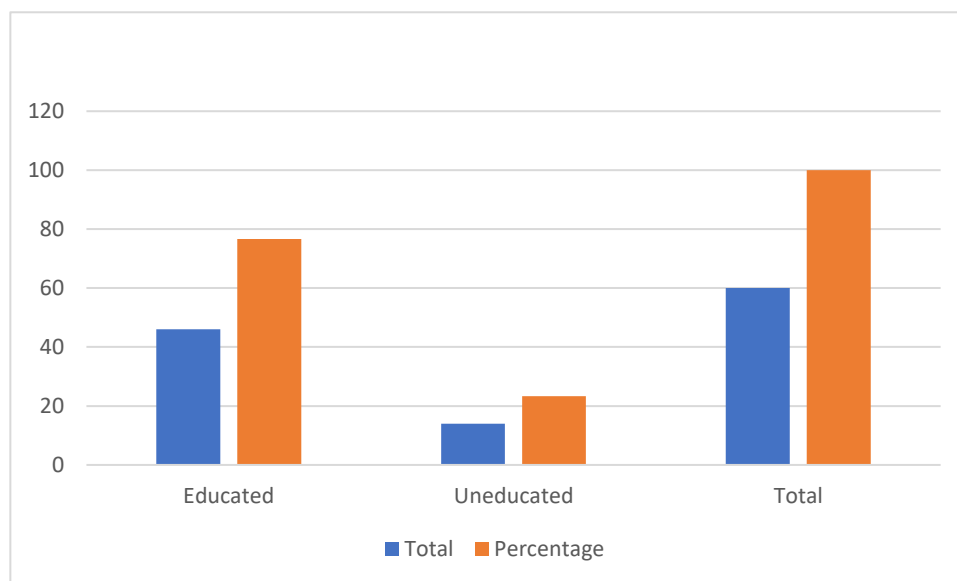


Figure 2 Distribution of sample according to the parent's educational qualification

Table 3 Distribution of sample according to the gender

Gender	Total	Percentage
Male	33	55
Female	27	45
Total	60	100

The distribution of the sample according to gender is shown in Table 3 for our perusal. It has 27 female students, which accounts for 45% of the total, and 33 male students, which accounts for 55% of the total.

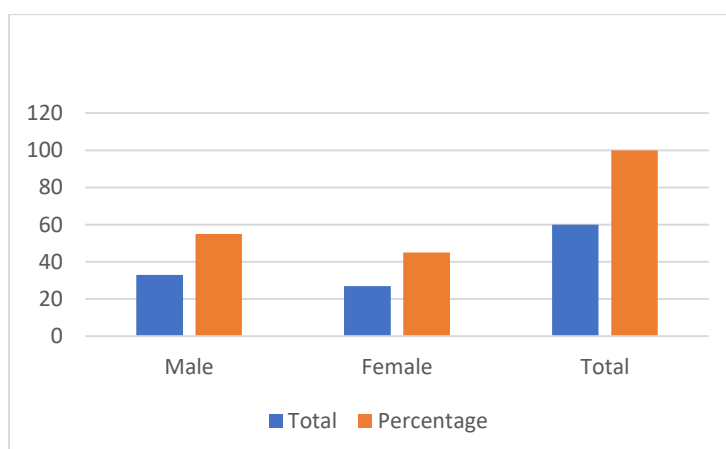
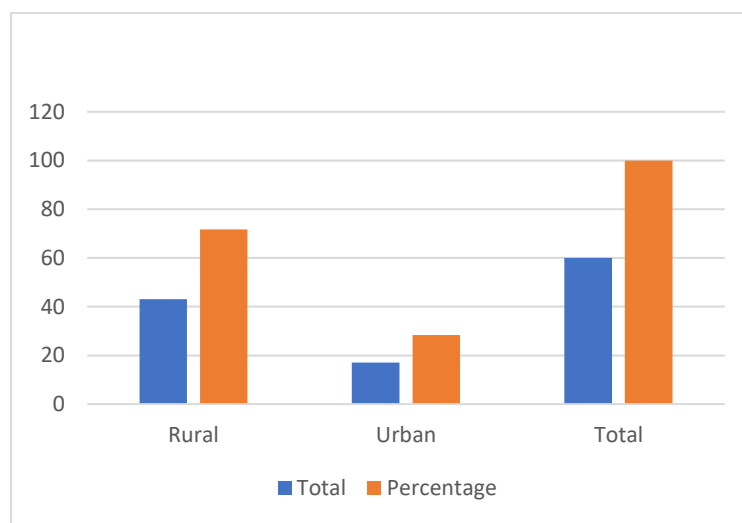


Figure 3 Distribution of sample according to the gender

Table 4 Distribution of sample according to the locality

Locality	Total	Percentage
Rural	43	71.67
Urban	17	28.33
Total	60	100.00

The split of the sample according to gender is shown in Table 4 for your perusal. As far as we are aware, 43 students, which accounts for 71.67 percent of the total, come from rural regions, while 17 students, which accounts for 28.33 percent, come from urban areas.

**Figure 4 Distribution of sample according to the locality****Table 5 Distribution of sample based on the mother tongue**

Locality	Total	Percentage
Tamil	44	73.33
Others	16	26.67
Total	60	100.00

A breakdown of the sample according to the students' native language is shown in Table 5, which can be seen by clicking [here](#). Among the students, 44 (73.33 percent) speak Tamil as their first language, while only 16 (26.67%) speak languages other than Tamil. The bulk of the students speak Tamil as their first language.

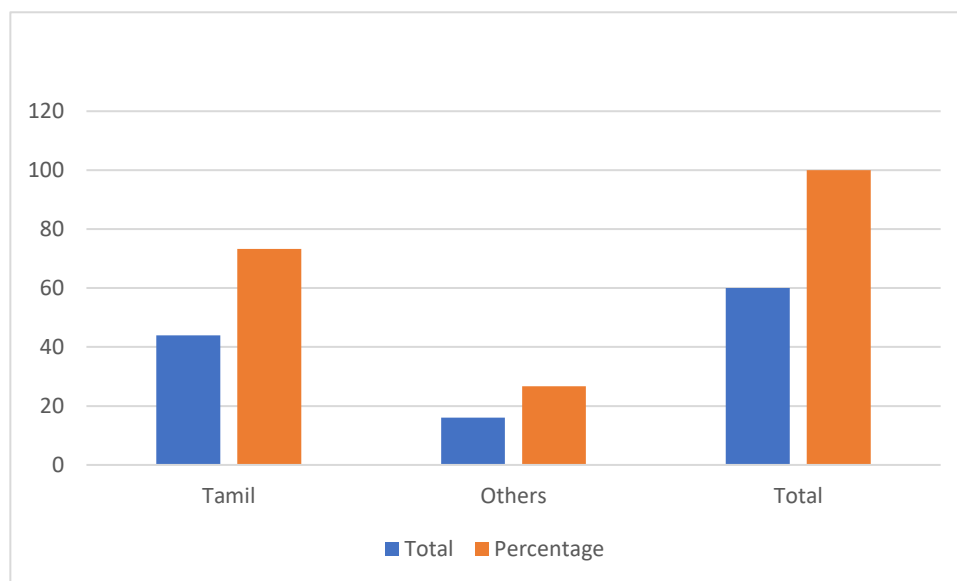


Figure 5 Distribution of sample based on the mother tongue

Table 6 Distribution of sample based on the medium of instruction at school

Locality	Total	Percentage
Tamil	34	56.67
English	26	43.33
Total	60	100.00

The distribution of the sample is shown in Table 6 according to the medium of instruction that was used in the teaching environment. As far as anybody can tell, thirty-four of them come from the English medium, which accounts for 56.67 percent of the total, while the remaining twenty-four come from the Tamil medium, which accounts for 43.33 percent.

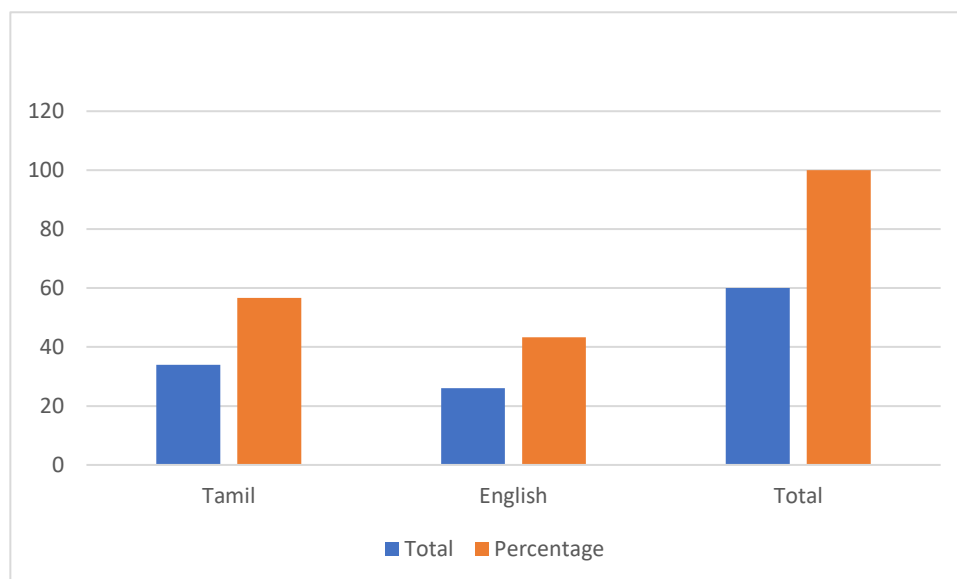


Figure 6 Distribution of sample based on the medium of instruction at school

Conclusion

There has been a significant change in the manner in which languages are taught in the contemporary day, with an emphasis placed on the utilisation of technology to facilitate the enhancement of the educational experiences of students. The combination of digital resources with more traditional methods of education, including as communicative approaches and grammar-translation, has resulted in the creation of a learning environment that is more dynamic and fascinating. By making language learning more accessible and allowing for more personalisation, the use of mobile applications, virtual reality, and artificial intelligence has transformed the process of language acquisition. Among the many advantages that digital methods provide, some of the most important ones include instant feedback, individualised learning routes, and immersion in multimedia. Through the use of gamification, online platforms, and video conferencing, students have been able to practice their language abilities in real-life scenarios, strengthening the connection between classroom theory and real-world practice. Another factor that has contributed to the rise in the number of options available to students to study languages spoken by individuals from all over the world is the proliferation of collaboration technology such as online forums, social media, and cloud storage. On the other hand, there are issues with the rapid digitisation of language education as well. Putting an excessive amount of reliance on technology may lead individuals to depend less on face-to-face contact and more on replies that are generated by machines. In addition, there is a digital divide since not all pupils have the same amount of access to the electronic resources that are available online. Consequently, educators must find a medium ground between more traditional and more current ways, with the objective of transforming technology into an ally rather than a competitor to the conversation that takes place between students and teachers.

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