

Reflect, Rewind and Refocus the Technological Innovations in English Language Teaching and Learning

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1. Introduction

Innovation keeps up engendering in all components of our life. In this sense, this research paper inclines to the innovative technologies implanted in teaching and education and its effect on English language teaching and learning process at Sri Lanka Institute of Tourism and Hotel Management (SLITHM) ; How the innovative technology tools facilitate learning at SLITHM and to what extent the Advanced Level students are involved. Connectivism (2005) is a cognition hypothesis made by Stephen Downs and George Siemens which states how internationally technology, web and internet open doors for students to utilize and study instructive and learning data among themselves and across the world. The objective is not innovative technology itself, yet one should comprehend that innovation as a ceaseless cycle needs tolerance, responsibility and consideration of the relative multitude of people utilizing it. Subsequently, users need to appreciate and comprehend the advantages and disadvantages of applying innovation to learning . The role of technology in teaching and learning is colossal to such an extent that researchers currently feel that the blend of teachers and innovative technology will lead to extraordinary learning achievement (Sharma, 2009), culturally and socially. Not only the teaching learning process has incorporated laptops or web, but also simulations, games, smart phones , tablets and later 3D technologies(Dror, 2008). Innovative Technology presently takes a crucial position in human's social and cultural advancements at present. Students learning English as a second language will require perpetual listening, speaking, reading and writing to work on their facilities and experience (Ybarra and Green 2003). It is conspicuous that innovative technology further develops enunciation (Seferoglu, 2005), language flency, clarity and execution (Guzel and Aydin, 2016) and skills development (Nomass, 2013). Hence, to embrace this errand, English as a second language students need to utilizing various avenues and to open up numerous likely potent zones of proximal development.

2. Research Objectives

This research was conducted to address a fourfold objective;

- (i) To identify the extent of the technological contribution to the development of the English language teaching process at SLITHM
- (ii) To find a suite of solutions to enable both English Language Lecturers and learners to overcome the challenges which currently hinder the use of modern technology in English teaching at SLITHM
- (iii) To recognize technological teaching programmes and aids which enable students to learn via an electronic curriculum
- (iv) To find out the most effective technologies to be incorporated in the English language learning and teaching process at SLITHM

3. Methodology

Study Sample

100 Advanced Level students from the 237 batch were selected as the data sample and this sample consisted of the Advanced Level students from the Professional Cookery, Food and Beverages and Accommodation Operation disciplines.

Research Instruments

The data has been gathered using both qualitative and quantitative methods: questionnaires,

interviews, focus group discussions and key informative interviews with all the Advanced Level students were utilized to collect primary data. Descriptive information were used to analyse the facts. Secondary data have been collected from previous researches, research papers, reports, text books, encyclopaedias, journals, dictionaries and websites.

The researcher followed each of the following methodologies:

- (i) The descriptive method and experimental monitoring were applied in this research in order to fully interrogate the study questions and devise appropriate solutions
- (ii) Based on the determination of time and spatial period, the application of historical methodology based on an analysis of the elements and reasons which gave rise to the basic research problem and the attendant challenges further assisted an evaluation of present and future developmental impacts

4. Results and Discussion

The Advanced Level students are more enthusiastic and interactive when using modern technology to absorb English language skills by more than 85%. Statistical data confirm that a high percentage of those who learn English language skills interact with modern technology means such as smart boards, computers, tablets and display screens compared to traditional teaching methods. According to the statistics conducted on random samples of Advanced level students, adopt the most modern means of technology. Further modern technology has enhanced interaction with the English lecturers during the pandemic time as well. The overall response of the Advanced level students in the classrooms has improved significantly when using modern techniques in teaching English language as the interaction with English lecturers using modern media reached more than 90%. Further, it was revealed that the Advanced level students were more inclined to learn from E-curriculum and English lecturers preferred to use modern technology rather than traditional teaching methods due to the Advanced level students' fast response and their interaction and educational attainment with high statistically rates.

5. Conclusion and Recommendations

The findings of this research precisely depicted that using technology in teaching and learning English language has been increasing in the last three years. This shows the worldwide propensity toward integrating technologies in the higher educational institutions across the world. The trends additionally prove that learning through the execution of innovative technology is increasingly developing in the modern world.

In light of the above findings, the following recommendations have been made:

- i. Substitute modern innovative technology for traditional English language teaching methods
- ii. Provide appropriate training for all English lecturers to use modern technology in English language teaching
- iii. Adopt complete electronic curriculum projects in line with modern requirements
- iv. Urge English lecturers to enhearten Advanced level students to utilize modern technology as an expedient to develop their language skills
- v. Establish Internet networks within higher educational institutions to equip English lecturers to opportunely avail of modern technology
- vi. Provide pertinent training for all advanced level students to utilize modern technology in English language learning

6. Keywords: Modern Technology, Learning, English Language Teaching, Innovations