



ENHANCING INTERACTIVE CLASSROOM PRACTICES OF ELT THROUGH TECHNOLOGY AND LINGUISTIC APPROACHES

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ABSTRACT

This paper explores integrating technology and linguistic approaches to enhance interactive English Language Teaching (ELT) classroom practices. With the advancement of digital tools, there's a growing emphasis on creating dynamic learning environments that foster student engagement and collaboration. This study reviews the current trends and challenges in technology-enhanced learning, including the digital divide and the need for professional development among educators. Key benefits such as personalized learning experiences and improved student participation are highlighted. Furthermore, the paper discusses the importance of a learner-centered approach, incorporating sociocultural and cognitive linguistic theories to support effective language acquisition. Techniques like gamification, adaptive learning technologies, and communicative language teaching are examined for their potential to transform ELT practices. By bridging the gap between technology and linguistic pedagogy, this research underscores the vital role of innovative strategies in cultivating a supportive and interactive classroom atmosphere, thus improving overall academic achievement in crowded classroom settings.

Keywords: English Language Teaching (ELT), Technology-Enhanced Learning, Interactive Classroom Practices, Linguistic Approaches, Digital Divide, and Cognitive Linguistic Theory.

Introduction

Technology-enhanced interactive classroom practices have become increasingly popular in recent years with the advancement of digital tools and online platforms. These practices include integrating applications in teaching and learning to enhance student engagement, participation, and academic achievement. This journal article will overview recent trends in technology-enhanced practical and interactive classroom practices, highlighting their benefits and challenges. There are many benefits of applying Technology-Enhanced Interactive Classroom Practices. One significant benefit is the ability to personalize learning experiences, allowing students to work at their own pace and level of understanding. This is achieved through technology tools such as gamification, and simulation-based learning can make learning more interactive and fun, leading to increased student interest and participation.

Furthermore, technology tools such as online discussion forums and collaborative platforms can facilitate communication and collaboration among students, promoting a sense of community and shared learning. In addition, technology-enhanced interactive

classroom practices can provide teachers with valuable insights into student progress and understanding, and digital assessment tools and learning analytics platforms can provide real-time data on student performance, allowing teachers to identify areas of weakness and adapt their teaching strategies accordingly.

Challenges of Technology-Enhanced Classroom Practices

Despite the many benefits of technology-enhanced classroom practices, some challenges must be addressed. One major challenge is the digital divide, where students from disadvantaged backgrounds may not have access to the necessary technology tools and resources. This can exacerbate educational inequalities and limit the effectiveness of technology-enhanced classroom practices, particularly with overcrowded classes. Another challenge is inadequate professional development for effective classroom practices. Teachers need to be retrained in using technology tools and applications and innovative pedagogical approaches that support their effective integration in diverse classrooms' teaching and learning practices. With adequate hands-on training, teachers can utilise technology tools effectively and fully realise their potential benefits. Finally, there are



concerns about privacy and data security. Technology tools and applications in the classroom generate a large amount of data on student learning and performance, which needs to be carefully managed and protected to ensure student privacy and confidentiality.

The Need for Interactive Classroom Environment

A healthy classroom environment is essential for promoting positive student outcomes and ensuring students feel comfortable, supported, and engaged in learning. Here are some classroom practices that can help create a healthy environment among students for well-spent time with teaching-learning activities.

Icebreaker activities: Use icebreaker activities at the beginning of the school year or semester to help students get to know each other and feel more comfortable in the classroom. Examples include name games, "two truths and a lie," and "find someone who" activities.

Class agreements: Work with students to create a set of class agreements or expectations for behaviour in the classroom. This can help establish a positive classroom culture and ensure all students feel safe and respected.

Team-building activities: Use team-building activities to help students

build relationships and work together. Examples include group problem-solving activities, cooperative games, and team-building challenges.

Community service projects: Engage students in community service projects to help them develop a sense of empathy, responsibility, and connection to others. Examples include volunteering at a local food bank or organising a campus-wide service project.

Mindfulness activities: Use mindfulness activities to help students develop self-awareness, emotional regulation, and stress management skills. Examples include guided meditations, mindful breathing exercises, and yoga or stretching breaks.

Student-led discussions: Encourage students to lead discussions and share their perspectives on course topics or current events. This can help students feel valued and respected in the classroom and promote critical thinking and engagement.

These activities can help create a healthy classroom environment that promotes positive student outcomes, fosters positive relationships among students, and facilitates enhancing well-spent time with classroom practices.

Technology-Enhanced Tools for Classroom Management

Adaptive learning technologies are computer-based educational systems that use data analytics for individual learners. Digital assessment tools and learning analytics platforms are software applications that use digital technology to provide assessment and analytics for educational purposes. Some examples of digital assessment tools and learning analytics platforms are:

Smart Sparrow: This platform allows educators to create adaptive learning content such as simulations, games, and interactive lessons that can be customised to individual student needs and abilities.

DreamBox: This platform provides adaptive math learning experiences for beginners and slow learners. It uses machine learning algorithms to provide personalized recommendations and feedback based on a student's progress.

Knewton: This platform uses machine learning algorithms to analyze student performance data and deliver real-time personalized learning content. It can be integrated with various learning management systems and content providers.

Carnegie Learning: This platform provides students with adaptive math and language learning programs. It uses cognitive and learning science research to create personalized learning experiences.

Edmentum: This platform offers adaptive learning solutions for students in various subjects, including math, language arts, and science. It uses data-driven insights to tailor learning experiences to individual student needs.

Turnitin: This platform provides plagiarism detection, grading, and feedback tools for educators and students. It also provides analytics and insights into student writing and performance.

Google Classroom: This platform provides tools for teachers to create and manage assignments, quizzes, and tests. It also provides analytics and insights into student performance and engagement.

Canvas: This learning management system provides tools for teachers to create and manage courses, assignments, and assessments. It also provides analytics and insights into student learning and engagement.

Blackboard: This platform provides tools for teachers to create and manage courses, assessments, and analytics. It also includes communication



and collaboration tools for students and teachers.

PowerSchool: This platform provides a comprehensive student information system that includes assessment, grading, attendance, and analytics. It also provides communication tools for parents and students. These digital assessment tools and learning analytics platforms can provide valuable insights into student learning and performance, allowing teachers to identify areas of weakness and adapt their teaching strategies accordingly. They can also provide a streamlined and efficient way for teachers to manage and assess student work. These adaptive learning technologies can provide personalized learning experiences that adapt to the needs of individual learners, allowing them to progress at their own pace and level of understanding.

Learner-Centered Approaches

To enhance a more learner-centered and interactive learning experience in crowded classrooms, some of the contemporary approaches provided extended support, such as

Blended Learning: Blended learning combines online learning with face-to-face instruction. It allows teachers to engage in self-directed learning, collaborate with peers, and receive

instructor feedback and support. This approach can enhance professional development by providing access to various online resources and tools, such as webinars, podcasts, and digital simulations.

Peer Coaching and Mentoring:

Peer coaching and mentoring involve teachers collaborating to share knowledge, skills, and experiences. This approach can provide teachers with ongoing support and feedback, allowing them to develop their teaching skills and expertise.

Reflective Practice: Reflective practice involves teachers reflecting on their teaching practice and using that reflection to improve their teaching skills. This approach can help teachers identify areas of strength and weakness, set goals, and develop strategies for improvement.

Problem-Based Learning:

Problem-based learning involves teachers working on real-world problems and challenges. This approach can allow teachers to develop critical thinking, problem-solving, and decision-making skills, which can be applied to their teaching practice.

Microlearning: Microlearning involves short, focused learning activities that can be completed in a few minutes. This approach can provide teachers with just-in-time learning opportunities,

allowing them to access information and resources as needed quickly. These contemporary pedagogical approaches can improve professional development by providing a more learner-centered and interactive learning experience among classroom students and teachers. They can help teachers develop their skills and expertise, enhance their teaching practice, and improve student learning outcomes significantly.

Linguistics Applied Theories for Classroom Practices.

Sociocultural theory: This theory emphasizes the importance of social and cultural context in language learning. It suggests that language is acquired through social interaction and that the learner's cultural background and experiences influence the learning process. Practical teacher training should consider the sociocultural context of the learners and provide opportunities for collaborative learning and interaction.

Cognitive linguistic theory suggests that language learning involves cognitive processes such as attention, memory, and perception. It emphasizes the importance of understanding how learners process and store linguistic information. Practical teacher training should provide teachers with a solid understanding of

cognitive linguistic theory and its application to language learning.

Constructivism: This theory suggests that learners construct their understanding of the world based on their experiences and interactions. It emphasizes the importance of active learning and learner-centered instruction. Practical teacher training should provide teachers with the knowledge and skills to design and implement learner-centered education that promotes active learning and encourages learners to construct their understanding of the language.

These linguistic theories provide a foundation for effective teacher training by emphasizing the importance of social interaction, communication, cognitive processes, and learner-centered instruction in language learning. By incorporating these theories into their training programs, teacher trainers can help teachers develop the knowledge and skills they need to create effective language learning environments for their students.

Communicative language teaching (CLT):

CLT is an approach to language teaching that emphasizes communication and interaction as the primary goals of language learning. It suggests that language is acquired through meaningful



communication and that language teaching should focus on developing the learners' communicative competence. Effective teacher training should provide teachers with the knowledge and skills to implement CLT principles in their teaching practice.

Conversation Analysis (CA).

CA is a theory that examines the structure and organization of conversation in naturalistic settings. It looks at how people use language to accomplish various social actions in an interaction and how social order is produced through these interactions. In overcrowded classrooms, CA can help identify the linguistic features and interactional patterns that contribute to communication breakdowns and difficulties in classroom management. For example, CA can be used to examine how teachers and students negotiate turn-taking, respond to disruptions, and manage the flow of conversation in crowded classroom settings. By analysing the interactional patterns and structures that emerge in these settings, teachers can gain insights into improving communication and managing the classroom more effectively.

CA can also be used to examine how language is used to establish and maintain social relationships in the classroom. For example, it can be used to

analyse how teachers and students use language to create a sense of community and belonging in the classroom and how they negotiate conflicts and differences in opinion. By understanding the linguistic features and interactional patterns that contribute to social cohesion in the classroom, teachers can develop strategies for building a positive classroom climate and managing the challenges of overcrowding.

Here are a few examples of the theory of Conversation Analysis (CA):

Turn-taking: CA examines how participants in a conversation take turns in speaking. It looks at how turn-taking is negotiated, such as through gaze, body posture, and other non-verbal cues, as well as through verbal signals like pauses, intonation, and overlapping speech.

Repair: CA examines how participants in a conversation deal with communication breakdowns, or "trouble," such as misunderstandings, interruptions, and other problems. It looks at how speakers use repair strategies to resolve these issues, such as asking for clarification or repeating what was said.

Preference organization: CA examines how participants in a conversation express their preferences and make choices, such as when deciding on topics to discuss or when deciding who

will speak next. It looks at how speakers use linguistic devices like "uh-huh" and "mm-hmm" to indicate agreement or disagreement and other strategies like postponing a response or deferring to others' preferences.

Action formation: CA examines how participants in a conversation organize their actions and accomplish various social tasks through talk. It looks at how speakers use language to perform actions like making requests, giving instructions, and expressing opinions, as well as how they use various linguistic devices to accomplish these tasks.

Overall, CA is a theory concerned with the organization and structure of conversation in naturalistic settings. By examining how participants in a conversation use language to negotiate turn-taking, repair communication breakdowns, express their preferences, and organize their actions, CA provides insights into how communication works and how social order is produced through talk. CA can help identify the linguistic features and interactional patterns contributing to communication breakdowns and difficulties in classroom management. By gaining insights into these patterns, teachers can develop strategies for improving communication and managing the classroom more

effectively in crowded classroom settings. In summary, Conversation Analysis is a linguistics theory that could be useful for analyzing overcrowded classroom practices.

Here is a lesson plan that applies Conversation Analysis speaking practices:

Lesson Objective: Students can use Conversation Analysis techniques to analyze and improve their speaking skills in small group discussions.

Materials:

Whiteboard and markers

Worksheet on Conversation Analysis Techniques

Small group discussion prompts

Warm-up (10 minutes):

1. Begin by asking students to think about a recent conversation and share one thing they noticed about how they spoke or listened.
2. Write their responses on the board and ask students to identify any patterns or similarities they see.

Instruction (20 minutes):

1. Introduce the concept of Conversation Analysis and explain how it is used to study the structure and organization of conversation.
2. Review key CA techniques, such as turn-taking, repair, preference organization, and action formation.



3. Model these techniques by demonstrating how to analyze a short conversation and highlighting examples of each method.

Activity (20 minutes):

1. Divide students into small groups and give them discussion prompts.
2. Instruct them to use CA techniques to analyze their conversations, focusing on one method at a time.
3. Encourage students to share their observations and insights and to brainstorm ways to improve their speaking and listening skills.

Closure (10 minutes):

1. Ask students to reflect on what they learned about Conversation Analysis and how it can be used to improve communication.
2. Have students share one specific technique or insight they gained from the activity and how they plan to apply it in future conversations.

Worksheet:

Choose a recent conversation you had with someone and write a brief description of it below:

Using Conversation Analysis techniques, analyze your conversation by focusing on one technique at a time. Use the questions below to guide your analysis:

Turn-taking:

1. How did you and the other person negotiate turn-taking?
2. Did you use verbal or non-verbal cues to signal when it was your turn to speak?
3. Was turn-taking smooth and fluid, or were there any interruptions or delays?

Repair:

1. Did you or the other person experience communication breakdowns, such as misunderstandings or confusion?
2. How did you or the other person repair the breakdown?
3. Was the repair successful, or did the breakdown continue?

Preference Organization:

1. Did you or the other person express preferences or make choices during the conversation?
2. How were these preferences expressed (e.g., through agreement or disagreement)?
3. Were there any conflicts or disagreements over preferences?

Action formation:

1. What actions did you or the other person accomplish through talk (e.g., requesting, giving instructions, expressing opinions)?

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2. How was the language used to accomplish these actions?
3. Were there any challenges or obstacles to accomplishing the actions?
4. Based on your analysis, identify one specific way to improve your speaking and listening skills in future conversations.

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