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## TECHNOLOGY-ENHANCED TEACHING METHODOLOGIES THROUGH UNIVERSITY ENGLISH CLASS

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***Abstract:** New media technology is a network media technology with inherent technical advantages based on Internet technology, which serves as an essential technical means to connect the digital economy with market mechanisms. As society transitions into the digital new media era, it brings innovation to educational technology while also influencing and changing it to some extent. How to enhance one's abilities in this era and apply them to their work and studies is a question that every educational technology worker should contemplate and summarize. In recent years, with the advancement of new media technology, a trans-formative shift has occurred in classroom teaching for educators. Particularly in the domain of linguistic studies, there is an urgent need for a change in teaching methodologies. This paper takes the context of university English classrooms in the new era as an example to compile effective new media teaching methods employed in university English classrooms to date and provide unique insights. The aim is to offer more specific and effective new media teaching strategies for university-level English classrooms in the modern era.*

***Keywords:** High-Technology, Teaching Methodologies, University English Class*

### **Introduction**

In the current era of globalization, technology assumes paramount significance across various spheres of everyday life, including education and employment, aiming at achieving excellence, advancement, and transformation. Particularly within the realm of education, information and instructional technologies play a pivotal role in augmenting and optimizing the educational process. Education, being a central element in societal dynamics, not only imparts knowledge but also shapes and guides social evolution. Leveraging high-tech teaching methodologies as instruments, educators strive to cultivate digital media literacy, utilizing diverse modes of content dissemination, thereby facilitating enhanced knowledge acquisition.

Connectivism (2005), a seminal learning theory introduced by Stephen Downs and George Siemens, elucidates the profound impact of technology and the internet on modern education [1]. It posits that these global advancements offer learners

unprecedented opportunities to collaborate, share, and access educational resources worldwide. The network serves as a conduit for the exchange of knowledge and innovative ideas, fostering cultural and social progress. Over the years, significant endeavors have been undertaken to integrate technological advancements into learning environments, reshaping conventional notions of education. This integration extends beyond computers and the internet to encompass simulations, games, smartphones, and later, 3D technologies [2]. Undoubtedly, technology has become ubiquitous, profoundly shaping societal dynamics. In education, technology plays an indispensable role in facilitating teaching and learning processes. Particularly for students learning English as a second language, technology enables frequent practice in listening, speaking, reading, and writing, thereby enhancing language proficiency and skills development [3]. Therefore, in order to undertake this task, language students need to utilize different instruments which will enable them to learn the language effectively and easily.

### **Purpose of the Study**

In the context provided, "Technology-Enhanced Teaching Methodologies" refers to the integration of technological tools and resources to enhance teaching practices in university-level English classes. This approach involves utilizing various technologies such as computers, the internet, software applications, multimedia resources, and digital platforms to augment traditional teaching methods. The aim is to create an interactive and engaging learning environment that promotes active participation, collaboration, and the acquisition of language skills among students. Technology-enhanced teaching methodologies may include blended learning approaches, online discussion forums, virtual simulations, and multimedia presentations. These methodologies leverage technology to facilitate language learning, improve students' language proficiency, and cater to diverse learning styles and preferences.

### **Overview of High-Tech Methodologies**

High-Tech refers to media forms that emerge under new technological support systems, such as digital magazines, digital newspapers, digital broadcasting, mobile text messages, mobile television, the internet, desktop windows, digital television, digital films, and touch media. New media technology, on the other hand, is a media form based on information technology support that emerges in the new media environment [4]. It has the following characteristics:

- Streaming media stands out for its vast information content, wide scope, and rapid dissemination. It refers to continuous audio and video data streams transmitted and played back in chronological order over data networks. Unlike traditional playback methods, streaming media does not download the entire file before playback.

Instead, it caches only a portion of the content, allowing for simultaneous transmission and playback. This approach saves download waiting time and storage space. Common applications of streaming media include video on demand (VOD), video broadcasting, video surveillance, video conferencing, remote education, and interactive gaming.

**Table 1. Some possible universal applications-For Teachers**

Use	Consideration
Drafting ideas for lesson plans and other activities	The output may be factually incorrect or lack sound pedagogical foundations. Nonetheless, it may be a useful starting point.
Customizing materials (simplifying language, adjusting to different reading levels, creating tailored activities for different interests)	Generally, when asked to customize material, generative AI won't introduce new concepts, and so is less likely to introduce factually incorrect information.
Help with the design of quiz questions or other exercises.	Generative AI can quickly generate multiple-choice quizzes and assessment ideas, but they should be reviewed carefully as above.
Providing custom feedback to students.	At the moment, generative AI should not be used to mark student work, but it can be a useful tool for assisting with personalized feedback.

- Interactivity and Equality New media technologies primarily transmit information through mediums such as wireless communication networks, the internet, and mobile technology. Information is received via terminal devices like computers, televisions, and mobile phones. Simultaneously, messages can be posted on the internet, enabling two-way interaction. Additionally, individuals can both publish and receive information through new media, achieving information equality, Personalization and Freedom.
- High-Tech Methodologies have provided a platform for the general public to express themselves, such as ChatGPT, Bing Chat, Google Bard and Mid-journey, DALL-E. Individuals can design and create their accounts according to their

preferences, showcasing their personalities. Additionally, people can freely express their thoughts and ideas online, demonstrating the freedom of new media technology within the confines of the law.

**Table 2. Some possible universal applications-For Students**

Use	Consideration
To collect ideas or lists, such as, Summary the references	Generative AI tools are generally effective in producing outlines and summary.
To provide feedback on writing & speaking after class	Generative AI will proofread and correct text for students, in a similar way to grammar tools. It will also provide feedback on style and content. Students will need clear advice on when this should be declared.
As a research tool	A good understanding of the tool and its limitations is vital here
Generating images to include in assignments.	The best image-generation tools come at a cost, and students need to be aware of copyright concerns.

### **Various strategies can help ensure minimum quality standards**

- Several strategies aimed at improving the quality of digital learning materials have been implemented. One is through the development of quality assurance frameworks. An example is the Open-upED quality label, applied to MOOCs in the European Open-upED partnership, which was derived from the E-xcellence framework developed by Association of Distance Teaching Universities. Open-upED assesses institutional areas related to strategic management, curriculum design and staff and student support, as well as course components such as relevancy, student engagement and learning assessments. Other strategies opt for stronger government involvement and clearer ties with the formal education system. Several governments have been increasing their engagement with MOOCs as a way to increase access to post-secondary learning, while ensuring minimum standards [5]. In 2017, the Chinese government set quality criteria that allow a MOOC to be nationally recognized, as well as annual targets for the

number of nationally recognized courses, reaching 3,000 by 2020. In France, the Ministry of Higher Education launched the France Université Numérique in 2013, a MOOC platform that hosts courses from over 160 institutions, which reached over 2.5 million learners in 2021 (FUN-MOOC, 2022) [6].

- Micro-credentials aim to recognize new forms of learning. Alternative credentials are being increasingly adopted for their flexibility in recognizing different forms of learning, and are directly associated with the digitalization of education [7]. The most common of them, the micro-credential, refers to ‘a record of focused learning achievement verifying what the learner knows, understands or can do’ that has ‘stand-alone value and may also contribute to or complement other micro-credentials or macro-credentials, including through recognition of prior learning’ (Oliver, 2022, p. 6). Countries and regional organizations have been trying to develop frameworks and standards for micro-credentials in order to link them to minimum quality standards (Oliver, 2019) [8]. Micro-credentials have also recently been included in the New Zealand Qualifications Framework (Wheelahan and Moodie, 2021). In Malaysia, the Malaysian Qualifications Agency formally implemented accreditation strategies for micro-credentials in higher education institutions in 2019.
- Another major initiative is resourcing ‘smart’ classrooms, expanding digital infrastructure and enhancing interactivity through multimedia modes. China launched Smart Education Pilot Zones in 2019 to pursue various objectives for demonstration purposes, including using AI and big data to assess student learning and offering personalized services for teachers and students. In Guyana, the 2021 ICT in education policy and master plan aimed to provide computer labs and smart classrooms in primary and secondary schools. More resources are being allocated through the Support for Educational Recovery and Transformation Project for interactive screens and projectors in grades 2 to 6 [9]. In Rwanda, between 2016 and 2021, about half of the secondary schools were covered by the Smart Classroom initiative, equipping them with laptops connected to the internet as well as a projector.

## **Discussion**

Regarding the extent to which digital technology can enhance the quality of education, there are diverse perspectives. Some contend that, fundamentally, digital technology creates engaging learning environments, making students' experiences vivid and stimulating various scenarios, fostering collaboration, and increasing connections. However, others argue that digital technology often supports personalized

educational approaches, reducing learners' opportunities in real life for social interaction and learning through observing one another. Moreover, just as new technologies overcome certain limitations, they also bring forth their own set of issues. Increased screen time may have adverse effects on physical and mental health. Inadequate oversight leads to personal data being improperly used for commercial purposes. Digital technology also facilitates the dissemination of misinformation and hate speech, including through educational channels.

Improving efficiency may be the most promising way for digital technology to contribute to the field of education. Advocates assert that technology can reduce the time students and teachers spend on mundane tasks, which can then be allocated to other more educationally meaningful activities. However, there is considerable debate about what constitutes meaningful activities. The use of educational technology is intricate, extending beyond merely substituting resources. Technology may involve one-to-many, one-to-one, or peer-to-peer approaches. It may require individual or collaborative learning, online or offline modes, independent or networked methods. Technology provides pathways to access information, supports formal or informal learning, and allows for assessment of learned content. It serves as a tool for productivity, creativity, communication, collaboration, design, and data management. Technology may be professionally produced or user-generated. It may be tailored to specific schools and locales or transcend time and place. Like any complex system, each technological tool involves different infrastructures, designs, content, and pedagogical approaches, and each tool may facilitate different types of learning.

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