
EMERGING TECHNOLOGIES FOR LEARNING AND TEACHING

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Abstract

Technology has been used to both help and improves language learning. Technology permits academics to adapt schoolroom activities, thus enhancing the language learning process. This study focuses on the role of using new technologies in learning and teaching. Living in a time with unprecedented opportunities to communicate with others in authentic and compelling linguistically and culturally contextualized domains. Language academics nowadays are sweet-faced with such a lot of fascinating choices for victimization technology to boost acquisition that it is overwhelming. Even these units are inclined to experiment with rising technologies, it can be greatly challenging to identify which resources, tools, or websites may best fit a particular lesson, activity, or goal for a grand success. Many of the foremost compelling opportunities are settled among an equivalent world social and technology trends that became commonplace in our daily lives, including social media, artificial intelligence, big data, and augmented reality. This article talks a lot regarding the extent of the technology-mediated between the social interactions dominate our daily lives, and how we can leverage those interactions to the benefit of our learners, and how we can engage them in learning experiences in which ways that will encourage them to practice language extensively.

Keywords: language learning process, new technologies, social media, artificial intelligence, .etc

Introduction

Technological innovation and advancements have brought about massive societal change. In comparing, technology's initiate and impact on education, learning and teaching have been rather limited. While expectations have run high about instructional radio, television, personal computers, computer-based instruction, the Internet, e-learning, m-learning, the latest technological innovation of our times, and the impact of these tools and technologies, results have often been disappointing "showcase" learning environments, disengaged students, and technology-enhanced instruction that merely replicates face-to-face teaching seems to be the norm and the standard to which we have become accustomed, rather than the exception.

As this field seems to find joy in the development of terms, acronyms, and catchy descriptors think e-learning, it seems to quickly traverse innovations in the hope that the next technological advancement will be our holy grail. The focus of this article, however, is not on all previously used educational acronyms. The article focuses significantly on the haphazard definition, often-misused, ill-applied, and all-encompassing term of "emerging technologies" as used in educational contexts in general, and distance education in particular. Siemens makes the associate argument that "terms like 'emergence' 'adaptive systems' 'self-organizing systems' et al. are typically tossed regarding with informality and authority on recommending the speaker perceive what it means."

If think that a person being unfair in my description of emerging technologies for education, ask your colleagues at the next conference gathering to describe emerging technologies. The majority of the colleagues will agree that emerging technologies describe new tools with promising potential. If someone feels brave, might ask what new means, but let warn them that they may find themselves faced with rolling eyes and questioning looks. In questioning, it was not able to find an adequate definition of the term or at least a description that differentiates between technologies as emerging or non-emerging for example developed or established. Searching prior literature for a definition is the logical next step. Yet again, the person will be quickly disappointed. Not solely is that the literature infested with casual mentions of the term, it also spans multiple and divergent field's educators from multiple academic disciplines employ the services of emerging technologies to pursue academic endeavors. Does one search the literature from all tutorial disciplines? Or does one focus on own discipline? Do emerging technologies transcend academic foci? Do just search the distance education and instructional design literature? Or do examine individual content areas, such as nursing, art, and social science education.

In the sections that follow, mainly argue that the utilization of emerging technologies for education transcends academic disciplines. After discussing the attempts to locate a clear discussion or understanding of "emerging technologies," finally put forth own definition of the term and conclude with thoughts on the implications of this definition.

Emerging Technologies: An Interdisciplinary Notion

Transcends that is "Emerging technologies" - activities and disciplines, have to be compelled to be written severally of its specific application to any or all or any educational endeavors. While some innovations might be more appropriate for specific content areas than others, for example, Geometer's Sketchpad for mathematics-related disciplines, and technological concordances may render some tools more appropriate for certain purposes than others wikis and blogs for community-focused and writing-intensive modules; on the whole, emerging technologies can be applied to diverse disciplines. A November 2008 search on the Psych Info database, for papers published from 2000 to 2008 that include the keywords "emerging

technologies" and "education", yielded two hundred and two results. The diversity in these results is clear: emerging technologies are used in nearly every field imaginable, with teacher training, instructional design, language learning, distance education, e-learning, adult education, and medical education prominently appearing on the list. The accepted chapters and submissions to this edited volume also attest to this fact. For example, eleven proposals on virtual worlds, from authors spanning five different countries, were submitted for consideration for publication in this book. Of those, 2 centered on formal learning outcomes, seven centered on informal learning outcomes, and 2 investigated the utilization and that means of avatars. These proposals were submitted by individuals working both in industry and academia, and the submissions from academics came from fields as diverse as instructional design, teacher education, distance education, nursing, art education, and mathematics. This diversity is not limited to virtual worlds: a similar phenomenon was observed for proposals investigating wiki-related topics and Web 2.0 technologies.

Following from the thesis that emerging technologies transcend academic disciplines, it seems worthwhile to put forth an education-specific definition to guide our thinking, research, and practice. Establishing a common understanding of a widely used term represents the first step towards meaningful conversations and inquiry.

Emerging Technologies

First, a personal story in the summer of 2008, received an e-mail that announced the release of an open-access e-book while also noting that the editor was editing a new series of which this book is the first. The series is entitled Issues in Distance Education and welcome submissions or letters of interest from authors wishing to publish with an Open Access, peer-reviewed license. A few weeks later and after contacting the series editor, press director, and lead editor, It was permitted to proceed with the edited volume that is now reading. While completing the dissertation and moving to a different country for first tenure track appointment, quickly found to put together a call for proposals for an edited volume for the use of emerging technologies in distance education.

In the next two months, received more than sixty-five proposals. Emerging technologies in distance education seemed to be a hot topic, and it seemed that we had managed to solicit chapter proposals at an opportune time. After acceptance/rejection decisions were made, began writing the introduction to this book and decided to begin by quickly defining the term emerging technologies. Scanned personal bibliography. Typed the term in my favorite search engine. I searched the academic literature. To my amazement, a definition for the omnipresent term was elusive. I searched for magazines, periodicals, and industry reports. Discovered a few descriptions, but no such thing as a formal commonly accepted definition. It took it upon myself to define emerging technologies but quickly began doubting the absence of a definition. Could it be that a definition actually existed and it simply could not locate it?

The answers received were informative and shared some commonalities, but it could not find one single statement that uniformly explained the meaning of the term emerging technologies. The term that was central to the book was editing had never been defined, or, if it had been defined, expert colleagues were able to locate that definition.

Pro rating technologies in the classroom are not something new; in fact, teachers have always used technology to support their teaching and learning processes. In recent years, these technologies have been given various names; such as Information and Communication Technologies. Technologies in Education, Digital Technologies, New Technologies of Information and Communication, Technologies of Learning and Knowledge, Technologies for Empowerment and Participation and Emerging Technologies. Technology can be defined as a collection of systems designed to perform some functions, at a certain time and place, meaning that it constructs and adapts artifacts or tools to facilitate the daily life of human beings. Therefore, incorporating technologies in the classroom is not something new in fact, teachers have always used technology to support their teaching and learning processes.

As mentioned above, the analysis process was performed quantitatively and qualitatively according to the following categories: year of publication, type of document, objectives or purposes of the research, study methodology, data collection instruments, affected population, skills or abilities, characteristics, Emerging Technologies used and type of learning.

The studies were coded according to the previous categories through content analysis in Microsoft Excel. It is important to mention that some studies were placed in more than one category due to their relevance, and the quantification of the data was performed after having read them all.

The inclusion criteria for the systematic review were: using Emerging Technologies in the educational field as a main condition; being part of the formal educational context; having the complete study and availability for later reading; publishing must have been made between January two thousand five and December two thousand six; being part of the field of social sciences and the type of document must be an article, conference, review or article in press. The exclusion criteria were journals or conference proceedings where fewer than three articles related to the subject of the review were published, and Emerging Technologies. As in the previous section, only those studies where the author explicitly or implicitly mentioned some characteristics of Emerging Technologies. Were placed in this space, we found characteristics, as described below:

The most mentioned characteristic was that the Emerging Technologies. are contextual, that means they depend on the context which implies that technology is emerging when it is used in a context for the first time or it is being used in a new Way.

According to the above-mentioned characteristics, an Emerging Technologies. is not necessarily new and what is emerging in one context may have already been used in another. Another characteristic is the ability to emerge Technologies. to be adapted according to the context and the context has to be adapted to the technology. This characteristic allows the participants of the educative process to generate different strategies of incorporation of technology in the classroom. Because of motivations or interests, Emerging Technologies. can be adapted to improve various educational processes depending on the needs.

Emerging Technologies and the forms of incorporation also evolve. They are continuously changing and updating according to the development of context. This characteristic generates challenges like training the participants of the learning process in the use of Emerging Technologies and thus, gets the best from them. Emerging Technologies are ubiquitous, they are present everywhere and overcome temporal constraints.

Also, Emerging Technologies are disruptive, that is, they can disrupt the educational context and change or update educational practices for the benefit of learning and teaching. This leads to another characteristic, they are innovative because they produce changes or transformations in the school from different processes. Besides, Emerging Technologies are complementary in educational processes by providing new forms of teaching for students to acquire the necessary skills to develop in this globalized world.

Conclusion

Emerging Technologies generate a degree of uncertainty regarding their use, this feature is generally associated with failure to incorporate Emerging Technologies into the classroom, by not being sure if its use will effectively improve educational processes. Also, Emerging Technologies are complex because of a process of constant reflection on the advantages of using them in a particular context. Finally, other authors mentioned that Emerging Technologies should be accessible, functional, easy to use and interactive to achieve changes in the classroom; and regardless of the Emerging Technologies, these should generate: motivation; Reflection; Interaction; Autonomy; Feedback, Improvement of competencies in the educational context.

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