



ACCOUNTABILITY IS A MYTH OR PRACTICE IN ED-TECH ENHANCED LANGUAGE LEARNING ENVIRONMENT IN TEACHER'S TRAINING INSTITUTION: NAVIGATING ACCESS AND CHALLENGES TO PROMOTE TECH-SAVVY PEDAGOGICAL PRACTICES

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RESEARCH ARTICLE



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Abstract

It is obvious to state that accountability is the prior condition for the smooth conduction of any sustainable teaching-learning. In the present tech-savvy environment the demand for accessing teacher educators to make them flexible and techno friendly for fostering technology-enhanced teaching in the formal situation of pedagogical practices. The Present Education policy also highlighted the importance of tech-enhanced language teaching by mentioning the need of accountability in pedagogical practices. But the fact of ensuring the accountability of the ed- tech enhanced teaching in the teacher's training institute now a day is a matter of examining its practicability considering the access and challenges. This present study tends to focus on the accessibility and challenges to use technology by the language educators in the pedagogical practices in the English language teaching to ensure creativity, critical thinking and life-long learning skills among the trainees in the training colleges in West Bengal. For that purpose, tentatively 30 teacher educators have been taken from different rural and urban teacher's training institution. The Descriptive Survey method will be primarily followed for the purpose of data collection in the present study. Exploring the accountability in the teacher's training Institution will be verified through the parameters of male female teachers and their accessibility and challenges in the both the urban and rural teacher's training Institution.

Keywords: *Ed-tech, English Language Teaching, Teacher Education, Critical Thinking, Creativity, Accountability*

Introduction

Considering the linguistic gravity of English as a language of colonial legacy in India the teaching of this language in the Indian Institutions is always a matter to sustain the standard of teaching the language as a medium of National and International communication. The 'Internationality' is defined "As a result, English became the most dominated and most powerful language in the world that motivated many linguists and language researchers to call it an international language." (Kachru 1983) [1]. Myself as a language researcher I wish to say that it is the widespread scenario of the English language study in the Indian subcontinent. Now taking into account the standard of English language teaching generally in India and specifically in the State of West Bengal the main concern is the strategy or approach to teach this language basically as a skill-based discipline in the level of Teacher's Training Institution. As we know in this technology embedded era the integration as well as the smooth conduction of digitalized pedagogical practices and the educator's potential to transform the pedagogical strategies to satisfy the learners' need in the classroom is so far a crucial affair to explore. The main interest of this present study follows the qualitative analysis of the collected data regarding the general scenario towards the accountability of the language educators irrespective of male-female and rural-urban areas to access technology side by side the challenges they have to face in the settings of Teacher's Training Institution specifically in the English language course.

The motivation to conduct such a study is basically the thought that in this twenty- first century as we steer through the tech-enhanced era the ed-tech integration in the regular teaching – learning is not only the evolving spirit of Education shortly in the case of language teaching and skill practicing rather it is a pivotal axis through which the disciplinary exercise is moving forward towards excellency. In this regard it may code, "Computers are regarded as an important instructional instrument in language classes in which teachers have convenient access, are sufficiently prepared, and have some freedom in the curriculum." (Backer 2000) [2].

Policy makers and recommendations for techno-pedagogical improvement in the language teaching and learning also considered the necessity of technology involvement in demand of the quality assurance in the language teaching and ensuring the professional development of the educators to cope with the fast-paced settings of academia. National Education Policy 2020 highlighted in their recommendations that the explosive pace of technological development allied with the sheer creativity of tech-savvy teachers and entrepreneurs including the learners, the certainty of technology will impact education in multiple ways, only some of which can be foreseen at the present time.” (NEP 2020, 56) [3]. Multiple new digital tools that the NEP 2020 named directly to use in education like artificial intelligence, machine learning, block chains, smart boards, handheld computer devices and computer testing for student development to access the progress of the learners. For ensuring the relevancy and transparency of those technology use in education National Education Policy 2020, Govt. of India said about the NETF (National Educational Technology Forum) as an autonomous body “will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration and so on, both for school and higher education.” (National Education Policy 2020, 56) [4]. This technology integration in the teacher’s training whether only some common lines in education policy or real practice are the major concern of the discussed study.

Technology Integration in Language Teaching

Encouraging the English language learners to become skilled in the critical and creative thinking the integration of technology in the recent days of tech-savvy pedagogical strategy paves the way towards quality language education ensuring the sustainability in the teacher’s training course. United Nations Conference on Trade and Development 2000 has represented that the dramatic movement of technology has affected not only the area of economy, society, but also the field of education in general (Barreto 2018 and Rintaningrum 2019) and English Language learners in particular (Gunuc and Babacan 2017 and Rintaningrum 2015) [5]. Further, “Technology integration is also interpreted as a means of technology use to foster the educational environment which facilitates the classroom teaching through accessing opportunity for the learners to conduct the teaching-learning on the computer rather than the normal pencil and paper mode” (Docstarder 2008) [6]. To discuss the function of educators for fostering the transparency in the digitized settings of teaching-learning it may be mentioned that technology integration is better to understand in terms of “how teachers use technology to perform familiar activities and how these usages can re-shape activities”. (Hennessey, Ruthven and Brindley 2005) [7].

This technology integration in the English study mostly refers to CALL (Computer Assisted Language Learning) with various digital settings like language laboratory, smart classroom, digital library and so on. Levy1997 defines CALL as “the search for and study of applications of the computer in language teaching and learning.” (Hamamorad 2016) [8].

This technology integration and its effectivity on the teaching-learning settings relied upon some prior-conditions. One of the conditions that mostly awakens a general question regarding the accountability of the right implying of technology in the course of English study. Moreover, this accountability is followed by two of the related factors: (i) Accessibility (ii) Adaptability. To discuss these two mentioned factors considering the quality of teaching English mainly the creative and critical thinking skill at the Teacher’s Training Institutions in the region of West Bengal as my delimited area of research has become a matter of concern now-a-days. The accountability by means of accessibility and adaptability of the English language teacher educators refers to the basic responsibility of successful conduction of technology for its enough access and make themselves flexible for such conduction of technology. So, the broader term accountability “is a form of responsibility the institution (and/or the person) holds to carry out their mandate and execute actions as well as to provide information about their action or justify it before a review authority.” (Sinclair 1995) [9].

Coming into the concept of adaptability, the Scottish Government Research 2015 asserted that as a progressive process that lecturers need to adapt technology with adequate knowledge, abilities and skills. The prior research admitted that institutional policies, curriculum, and changes in digital technology in the classroom make lecturers have to change the way they teach. (Howard & Mozejko 2015) [10].

With reference to this technology adaptability in the course of English language teaching basically at the Teacher’s Training Institute in West Bengal the negligence from their own end to make themselves tech-savvy to some extent became a matter of concern bit by bit. But in some cases, the teacher trainers’ adaptability is hindered by the fact of infrastructural accessibility of technology in the Teacher’s Training Institution at large in West Bengal. As National Education Policy 2020, Govt. of India stated that our present education system’s inability to cope with these rapid and disruptive changes places us individually and nationally at a perilous disadvantage in an increasingly competitive world. (NEP 2020,57) [11].

So, the pros and cons of implementing technology in language teaching is to be explored through the detailed study.

The Brief Review of Related Literature

The literature review provides the theoretical basis for research that create scope for a researcher to determine the research gap and for the further processing of his/her research. For my study I specially studied the following related literature and like to discuss the relevancy of those studies in my research.

Chun et al. 2016 [12] suggested the broad role of technology relating to edtech integration and the language teaching-learning. In the two parts of this study the researchers discussed some of the ways that influence different context, expression and communication by using technology and secondly, the heuristic questions are proposed regarding the process to use technology in teaching-learning and to improve their ability and impact of digitized settings.

Aidyn, Belgin. 2017 [13] looked into the pre-service and in-service language teacher's competency enhance to right implications of technology in the study. The reverse monitoring bujmodel is suggested in this paper to imply for both the group of teachers in their course of training to make them adaptive with the techno pedagogical practices.

Babacan, Nuri and Gunuc, Selim 2017 [14] following the rapid use of ICT tools in English language learning mainly for the skill development in English this study highlighted the growing importance of technology use in English language teaching in terms of cost and availability of materials and the effectivity of learning in time. As the findings of the study shows that the effectiveness of learning is related to the integration of technology with English language teaching in a more conscious and planned way. The negative impact of technology also highlighted in case of its wrong utilization in academia.

Ahamadi, Reja Mahammad, 2018 [15] the role of technology use in learning English as ESL/EFL in general is discussed in this reviewed study. For improving the skill in English language skill, the use of digital tool and its integration in classroom is studied. The recommendations in language learning are also included in the final discussion for the improvement of technology use and to set the tech-savvy environment for the purpose of skill development in English language.

Rao, Srinivas Parupalli. 2019 [16] carried out the status of English language as lingua franca and global language in different affairs like education and employment. Through the statistical representation of data, the author intended to discuss the use of English language nationally as official language, as first language and as the World language. Broadly, the implications of English language in different fields like education, business, employment, internet use, media use and so on.

Bloom, Lisa and Doss, Kristy. 2021 [17] suggested the appropriate use of technology to foster learner's motivation engaging with the creative and critical thinking skill. This study suggests the creativity and its nurturing and the technology supported strategies to satisfy those conditions.

Giri, Soumen and Mandal, Anamika 2022 [18] investigates the awareness to ICT (Information and Communication technology) among 100 B.Ed. trainees from two of the districts namely Paschim Midnapur and Burdwan in the state of West Bengal. Examining the use of ICT through the three parameters like male and female trainees, rural and urban colleges and the science and arts students the t-test results find the no significant difference between the level of awareness of male and female of both arts and science stream but the urban students are little bit of more aware than the rural students.

Li, Yun. Kim, Mirim and Palkar, Jayant 2022 [19] discussed the technology integration in the classroom teaching for the interest of skill development specially the creativity in the school level learners. With the rapid changing of the world view the author demonstrated the effectivity of technology to encourage the creative skill enhancement with the growing involvement of technology in language teaching specifically in the interactive learning environment. The pros and cons are also discussed as the unclear implementation and evaluation process ensure the quality use of technology.

Rintaningrum, Ratna 2023 [20] analysed the benefits and challenges of technology integration in the course of language teaching in the University level of Indonesia. Through the qualitative analysis of the data some of the benefits of technology integration is mentioned here as the learners are able to do some of the coding through computer, do some collaborative leaning, to able themselves in speak, write, listen and speak in English, to create the scope for online learning then to get the opportunity for multi-media presentation through teaching, translation and digital language teaching online tools. The challenges that the educators face are mentioned the availability and the use of technology against the class size, workload and costs of the tools.

Paregae, et al. 2023 [21] this co-relational study the relation between the English language teacher's competency for tech-enhanced teaching and the motivation of the learners in the senior secondary level at Buleleng Regency, Indonesia. The positive co-relation between the competency of language teachers in English language teaching with the assistance of technology and motivation of the learners satisfied the research findings.

Chinta, Bhaskara Rao. 2023 [22] in his study discussed the integration of various technology in the English Language teaching and the effectivity of the instructors to equip themselves to conduct the technology in a right manner. Including that the study also conformed the rapid use of modern technology to exhilarate the learners' level of motivation, achievement and the inter group communication skill. It is further a relevant study to proof the reliability and effectivity in the course of comprehensive, relevant and timely instruction of the Contemporary English Language Teaching.

Zhu, Aiqing. 2023 [23] highlighted the thoughtful adaptation of the technology for the revolutionized of educational landscape. Though the qualitative analysis of his study he delves into the analysis of the necessity of professional development and the adaptation of technology by the educators focusing the creative, inclusive and engaging educational goals.

Finally, the author focused on the educator's teaching effectiveness to foster the learner's motivation and transforming the pedagogical practices.

Objectives of the Study

The objectives are the roadmap of a study through which a researcher intends to focus the things that he/she may want to accomplish in his/her study. As per the mandate of SSHRC Insight Fund and Insight Development Fund Research there are six important numbers of facts that the researcher should follow to construct and processing of their research objectives: [24]

Knowledge	Application	Analysis	Comprehension	Evaluating	Synthesis
Define, describe, identify, indicate	apply, demonstrate, illustrate, measure	appraise, analyse, deduce, measure	compare, classify, understand	Determine, measure, evaluate	Create, compose, integrate, formulate

The objectives that I have determined for the purpose of my study are:

General Objective: The broad purpose of this present survey study is to determine the accountability of the English language educators at the Teacher's Training Institution of different rural and urban areas to rightly use the technology in their teaching basically fostering the critical thinking and creative skill in English. The further goal is also emphasized the access and challenges the educators face to accomplish the accountability.

Specific Objectives

The specificity of objectives for this particular study follows:

- Finding out the accountability of practicing technology by the English language Educators irrespective of male and female in the course of pedagogy of English Language.
- Exploring the rate of accessibility of the digitalized teaching-learning settings at different rural and urban training colleges to foster the critical thinking and creative sensibility in English Language.
- Investigating the challenges that the teacher-educators face to promote a tech-savvy human resource and facilitate the technological materials in their regular practice.
- Navigating of the self-taken measures that the educators initiated to apply in their own classroom settings for coping up with the slackness of infrastructural facilities where they face the challenges.

Research Questions

In that section I like to keep on my eyes on the questions below:

- Are the language educators accountable enough for practicing technology in English language teaching with major focus on critical thinking and creative ability in English?
- In what extent the technology accessibility is available in the Teacher's Training Institutions of West Bengal basically for the English language teaching?
- What are the challenges that the educators have to face in their teaching to exhort the quality language education through technology at their institution in West Bengal?
- What are the digital tools or materials the language educators use in regular pedagogical practices in different Institution?

Methodological Planning for the Research

Research Design

This present study employed through the Descriptive Survey Method which is "designed to obtain pertinent and precise information concerning the existing status of phenomena..." (IGNOU 2023, 10). Practically the sample survey technique is followed in this study which is conducted to collect data and analysing the information on the basis of small populations. The book, Educational Research (MES-016) defines Sample Survey as a "means gathering relevant information about a smaller representation of the population under study." (IGNOU 2023, 10) [25]

Population

The population for the study consists of 70 (Seventy) English language educators at the Teacher's Training Institution (Rural and Urban) in the delimited area of the state of West Bengal.

Sample

The Convenience Sampling Method is used to select the sample of 30 (thirty) numbers of respondents who responded willingly to the provided google form questionnaires. In this particular sampling technique, the researcher used the information from the respondents who willingly answer the questionnaire. (Nair 2021, 187) [26]

Tool for Data Collection

A self-made questionnaire was formulated with 18 items (16 objective types and 2 subjective type) and this was in the google form format has distributed among the educators both male and female through their mail address or by using social media sharing. The questionnaire was formulated by 3 sectional questions keeping in mind the research questions of the study like accountability of technology use, the accessibility and adaptability of the teacher trainers and the challenges. I, myself as a language educator in a Teacher's Training Institution organized the questions on the basis of my concern regarding the accessibility of technology and the accountability of practicing technology in English language teaching in the state of West Bengal, India.

The Process of Data Analysis

A Qualitative technique for analyzing the acquired data is followed in my study. Denzin and Lincoln said that Qualitative research is multi-method focus, involving naturalistic approach to its subject matter..... (IGNOU 2023: 71) [27]

Data is analyzed here by demonstrating the figures in respect of collected data and interpreting those relating the research questions in this study.

Ethical Considerations

1. Informed consent from respondents through E-mail.
2. Confidentiality and anonymity of responses.
3. Avoidance the manipulation of any of the information provided by the respondents.

Data Analysis

Findings

In this present study data will be analyzed by demonstrating the pie chart from the given questionnaire. The google form questions are organized on three parts of accountability (6 numbers of questions), accessibility as well as adaptability (5 numbers of questions), challenges and availability (6 numbers of questions) and lastly 2 numbers of subjective questions about their own use of technology and then their suggestions for this accountability and adaptability to use technology in Teacher’s Training Institutions.

To satisfy the research questions the following section will follow the findings step by step according to the research questions.

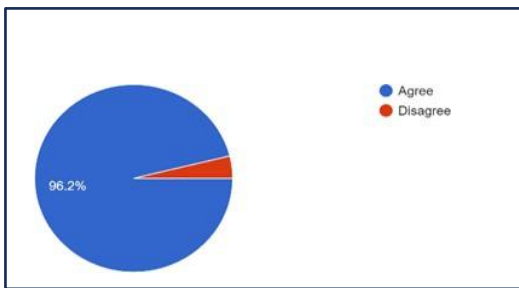


Fig.1 Cruciality of accountability of teachers: Edtech enhanced class

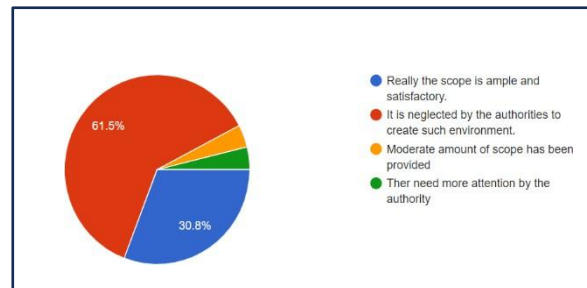


Fig.2 Scope of become accountable to use technology

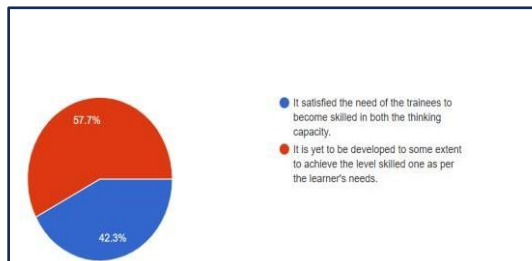


Fig. 3 Accountability of language Educators

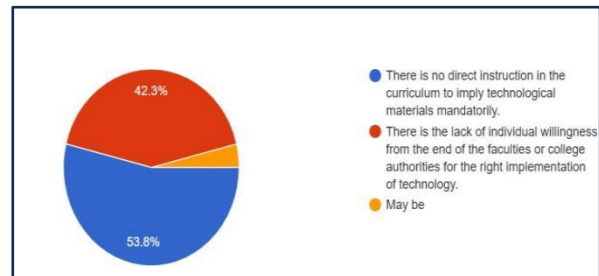


Fig. 4 Causes of not frequently use technology

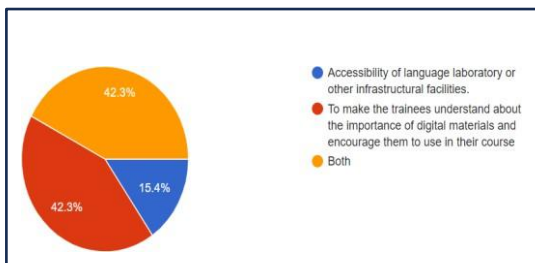


Fig.5 Crucial factor to bring more accessibility

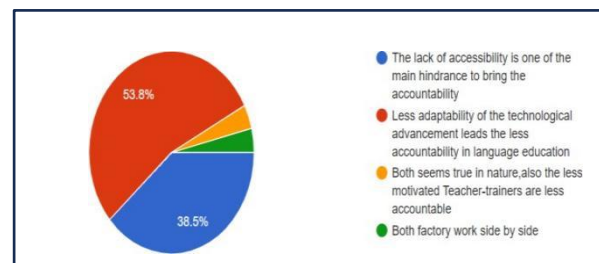


Fig. 6 Influencing factor for teacher’s accountability

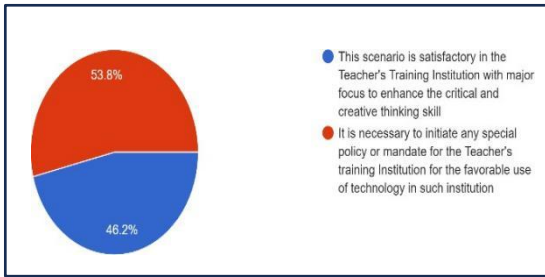


Fig. 7 Measure to improve adaptability of Educators

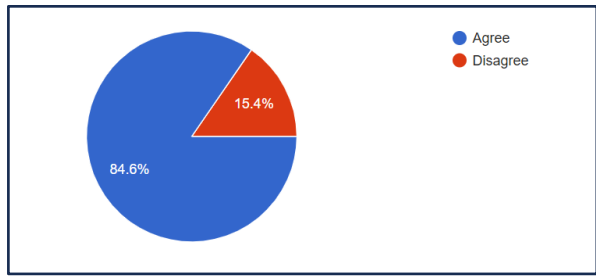


Fig. 8 Area wise accessibility of technology use

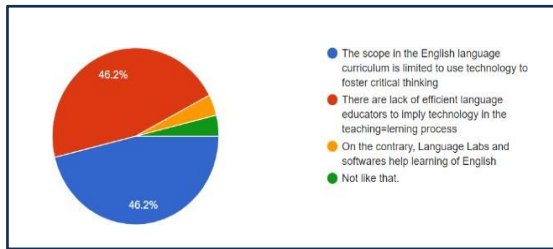


Fig.9 Less Accessibility in English than other method

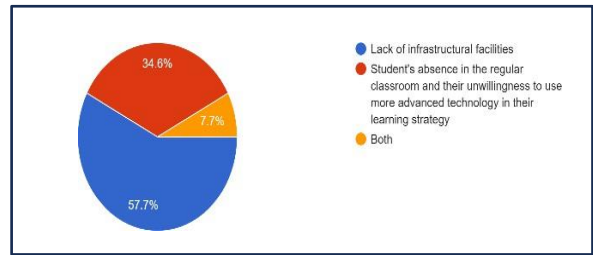


Fig.10 Challenge that Educators face mostly

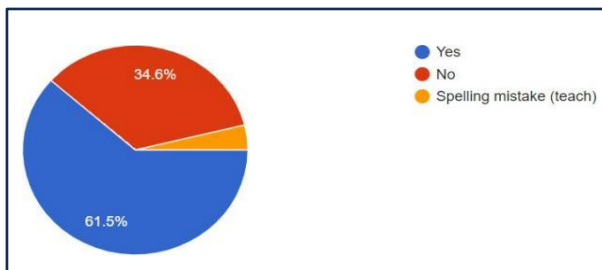


Fig.11 Availability of Digital set-up in College

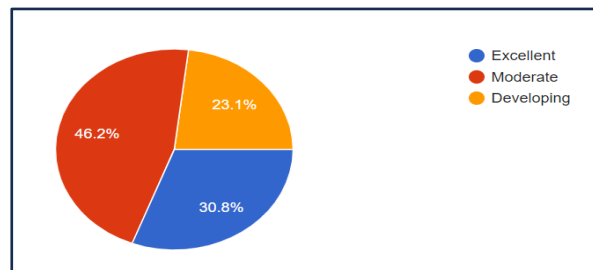


Fig.12 Educator's flexibility to tech in ed-tech class

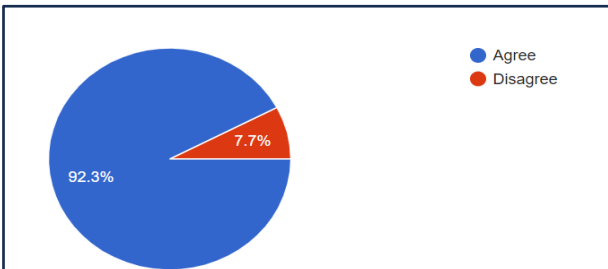


Fig.13 Lack of readiness & fund allocation is the hindrance

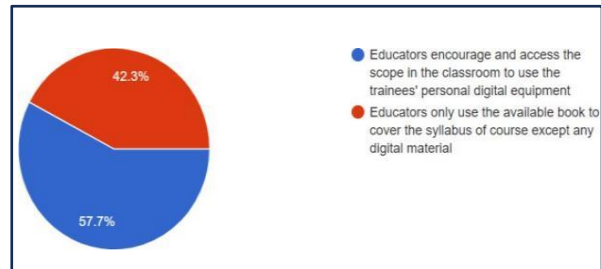


Fig.14 To cope with the less accessibility

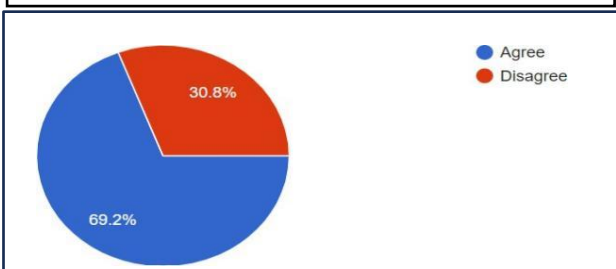


Fig.15 Inaccessibility causes the lack of quality Edu.

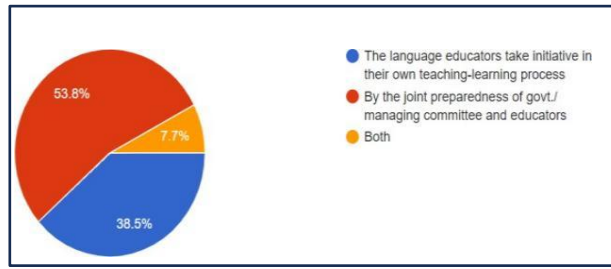


Fig.16. The way to use technology in its satisfactory Form

Discussion

The above findings reveal that 96.2% of the English language educators agreed about the importance of technology use in language education but the scope to imply technology in the regular teaching practices is only approved by 61.5% educators and 30.8% of them said about the deficiency of good management to conduct the tech-enhanced teaching environment in various

self-financed Teacher's Training Institution in West Bengal. When the question is about the educator's own accountability for practicing the tech-enhanced teaching materials in the classroom settings there are only 53.8% language teacher admitted the frequent use of technology to foster the trainee's critical and creative thinking skill, 57.7% of educators agreed that it is yet to be developed the technology use to achieve the skilled level as per the learner's need as there is no direct instruction in the curriculum for the frequent use in language method but 42.3% claimed the individual willingness from the end of the faculties or college authorities for the right implementation of technology.

In the fifth figure we can find the factors to bring the digital accessibility in Teacher's Training where 42.3% of them admitted the need to access the language laboratory or other infrastructural facilities and rest of 42.3% said to make the trainees understand about the importance of digital materials and encourage them to use in their course. Only 15.4% claimed both the factors as crucial.

To determine the important factor between the adaptability and accessibility, 53.8% of the educators admitted that lack of right access of digital tool is one of the main hindrances to bring the accountability and another the less adaptability by the educators is also the reason which 38.5% educators and rest of them claimed the both factor as the hindrance to bring accountability.

The factors of adaptability of technology as per the recent needs in the Institutions 53.8% marked the satisfying scenario to build the critical and creative thinking capacity and 46.2% of them said about the necessity to initiate any special policy or mandate particularly in the Teacher's Training Institution to flexible use of technology. Moreover, this accessibility in the urban institution is more explored than the rural institutions as the survey report reveals in the figure no. 8. To find the availability of technology 61.5% educators accepted different mode of technology use like language lab, smart classroom, google classroom, java and other apps for fostering the critical thinking capacity and rest 34.6% of them said about the unavailability of technology.

For the satisfaction of the third research question to investigate the challenges that the language educators face to access the digital tools is the lack of infrastructural facilities which is 57.7% educators admitted and rest 34.6% of them accepted student's absence in the regular classroom and their unwillingness to use more technology in their course. Whereas 7.7% accepted both the factors as challenge.

Sometimes their own performance to operate the technology become the hindrance for smooth conduction of digital classroom in which 46.2% accepted the moderate level of proficiency, 30.8% marked the excellent level of proficiency and 23.1% of the educators accepted the developing level.

Another challenge to avail the edtech foster teaching-learning is the lack of readiness and fund allocation by the managing committee or by Government initiative is agreed by 92.3% when 7.7% of the English language educators disagreed it. The consequences of those challenges effected the quality of skill enhancement which is accepted by 69.2% of the teachers when 30.8% disagreed it.

To cope with this adverse situation to operate technology frequently in the tech-enhanced teaching settings which 57.7% language teachers accepted the way to encourage the students to access the edtech materials and enhance the scope for the use of their own digital materials and other 42.3% educators claimed the frequent use of the textbook as effective tool in classroom.

But amidst all those adversities, the new avenue to foster the use of technology to develop the implication of technology in its satisfactory form is possible if the educators and the managing committee or Government take the initiative jointly which is accepted by 53.8% of educators and 38.5% of them said about the language educator's personal initiative of choosing different digital technology. 7.7% of the teachers accepted both as a means of new avenue to produce the tech-savvy human resource in Teacher's Training Institution particularly in language teaching.

Conclusion and Measures

The above discussion draws the concluding remarks that the technology integration in the Teacher's Training Institution specially in the course of English language teaching in the state of West Bengal is till now a matter of insouciance. Multiple factors lead the indifference to achieve the level of accountability in its satisfactory form for producing the equipped teachers for future with their skilled thinking capacity to cope with the present edtech enhanced pedagogical practices.

Though some of the colleges and the managing committee of those self-financed institutions allocated sufficient fund for the essential digitized set up to foster quality teacher training but in the case of major colleges in West Bengal the negligency for the technology accessibility and also the less adaptability by the educators for implying digital materials and digital classroom as the settings for effective teaching-learning also become hindered the smooth conduction of capacity building in English language.

When the National Education Policy 2020 (NEP 2020) provides immense importance to the interplay of education and technology and encouraging the new technology to adopt the new

role by the teachers embracing innovative pedagogy and approaches, the Teacher Training Programme need more initiative for availing tech-savvy teaching practices in English language, Further, it is necessary to launch more effective Faculty Development Programme to make the educators enable enough for smooth conduction of technology embedded Teacher education through different online platform like Malviya Mission Teacher Training Programme. Other online platforms like Diksha, Nishtha, Swayam, online MOOC courses have to be more accessed in case of language education and skill development to upgrade the teacher educator's knowledge and skill.

As per the demands of situation different tech players like Microsoft and Dell are contributing to the whole digital movement

with their flagship programme like 'Project Siksha' and 'Dell Aarambh' for training the educators. (Sharmev 2022) [28] has to be integrate for the training of the language educators in the Teacher's Training Institutions.

Moreover. The self-regulation and awareness of the educators is crucial to encourage the trainees for more digital flexibility to develop the creative and critical thinking skill in the Teacher's Training Institutions of the West Bengal region.

Further Study

This present piece of study has explored the accountability and accessibility as well as adaptability of technology integration with the English language teaching through collecting data only from the non-government colleges of Teacher Education. With this it may also extend the scope for further study on this technology integration at the other platforms of higher education to avail the scope of technology use and smooth conduction in the other region of India apart from West Bengal.

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