



TECHNOLOGY-ENHANCED LEARNING ENVIRONMENT IN 21ST
CENTURY.

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Abstract. *This thesis discusses the role of technology-enhanced learning environments in 21st-century education, with particular attention to English language learning in higher education. It explains how digital and classroom technologies can support learner-centered instruction, active participation, communication, collaboration, and independent learning. The discussion distinguishes between classroom tools, such as electronic boards, projectors, speakers, and laptops, and self-study tools, including tablets, phones, and recording devices. The thesis emphasizes that technology should support rather than replace traditional learning and that teachers should explain the purposes and benefits of digital tools and integrate them with appropriate pedagogical resources. Practical examples are presented, including the use of presentations, online teamwork, multimedia materials, online homework platforms, online research, quizzes, and digital feedback. Overall, technology can create a more interactive and inclusive learning environment while helping students develop communicative competence, digital literacy, and more active learning habits.*

Annotation. *The paper examines the integration of digital technologies into the contemporary classroom and their contribution to English language learning in higher education. It focuses on the pedagogical use of technological devices and online resources, rather than on technology as an end in itself. The paper also outlines practical ways teachers and students can use digital tools for explanation, practice, communication, research, homework, assessment, and feedback.*

Keywords: *technology-enhanced learning, digital tools, learner-centered learning, English language learning, higher education, active learning, digital literacy*

The discussion of learner-centered learning, active participation, and technology as support for—not a replacement of—pedagogy is consistent with established technology-enhanced learning literature (Mishra et al., 2011; UNESCO, 2023).

Introduction

In our technologically developed era, computer systems are interfering in many fields, as well as in education. Today in many parts of the world educational places integrate useful tools into classroom environment. This way contemporary learning system supports learner centered environment and active participation instead of just lectures or teacher centered lessons.

This development has an impact on English language learning in higher education. As language learning mostly requires practical lessons to enhance learners' language needs, technology-based classroom atmosphere enables both teachers to use more active methods to





make an inclusive class and students to acquire knowledge in a more effective way by developing communicative and active participation and understanding.

Tools are divided into two types:

Tools in the classroom (electronic board, projector, speakers, laptop)

Tools for self-study (tablet, phone, recorders)

The main issue here is not only just introducing new models of technological devices to students, but also to explain why they are used in the classroom and how they can be implemented in learning; what kind of benefits do they give during and after the lesson. Professional mentors clearly explain the needs and advantages of these gadgets. Professional mentors will achieve good results if they try to incorporate innovative technologies and methods with pedagogical resources.

The use of devices shouldn't replace the traditional learning atmosphere, but it can help support learner-centered environment by facilitating active learning process rather than being a passive listener. Contemporary learning environments promote the use of digital tools, multimedia resources, online applications where students can communicate to enhance their speech; create useful visuals or presentations to use; do online quizzes to check their level and so on. Meaning that, every language learner should use these according to their needs and objectives so that their language journey would be more effective.

Integration of digital tool into classroom

In the classroom:

teacher uses presentation or electronic board to explain the topic.

As extra practice students are asked to use their personal tablets to do virtual teamwork or individual tasks.

teacher shows visuals or videos with the help of projector or monitor to make more meaningful and memorable.

Teacher gives home-task on online platform where it includes clear written instructions for the homework.

Students do further research on the topic through online resources and websites or e-libraries to complete their task.

They upload both oral and written tasks on the homework platform online so that mentors check and give marks or feedback on students' performance.

Then students will have a chance to participate actively and be able to learn how to use each online app and site. This increases computer literacy of young learners. Unlike lessons in the past, students can collaborate in various activities, record communicative tasks and evaluate them, search for authentic information.





References

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