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A Comprehensive Framework for Exploring and Evaluating Learning Digital Resources in English Language Classrooms

1. Dr. Iliyas Ali Shaik,

Assistant Professor of English, School of Technology, The Apollo University, Saketa, Murkambattu - Chittoor, Andhra Pradesh.

E-Mail: iliyasali.ilu@gmail.com

2.S Feroz Begum.

Assistant Professor Of English . School Of Technology. The Apollo University. Chittoor.

ferozbegum@gmail.com

3.Shirisha Deshpande

Assistant Professor Department of English Chaitanya Bharathi Institute of Technology, Hyderabad.

shirisha _english@cbit.ac.in

orcid id:0000-0002-7218-9303

4.Dr. M. Ravichand,

Professor of English, V. R. Siddhartha Engineering College - Siddhartha Academy of Higher Education; Vijayawada, Andhra Pradesh
ravichandenglish@gmail.com

Orcid Id: 0000-0002-9003-5359

5.Papinaidu Mavidi

Asst.Prof of English Aditya Institute of Technology and Management
K.Kotturu, Tekkali

mpapinaidu@gmail.com

9704830349

https://orcid.org/0000-0003-0706-8094

6.Ramesh Vijaya Babu. K

Asst. Prof of English, Dept. of English and Foreign Languages, SRKR
Engineering College.

rameshvijaybabu@gmail.com

Abstract: This research paper investigates the impact of Digital Learning Resources on students within the English language classroom at The School of Technology, Apollo University, Chittoor to demonstrate their effectiveness in allowing students to discover, investigate, and make their own judgements. The primary focus is to assess how Digital Learning Resources contribute to the development of critical thinking abilities among students. Long-term learning requires resource-rich settings that appreciate students' ideas and feelings. Teachers and policy makers may promote school, college or university design curriculum that aid students academically and psychologically. This research presents a thorough approach to evaluating and selecting ESL instructional and digital resources. This article is a supplement that helps language teachers identify instructional materials, particularly for ESL students. The model for innovative methods of teaching English as a second language and cognitive development may help students become critical thinkers, according to the study. Additionally, the study intends to investigate the impact of Digital Learning Resources on the skill sets of both students and educators in the classroom, as well as the possible advantages for college professors and their students. The present research revealed that books and the internet may boost training and pleasure.

Keywords: Digital Learning Resources, Critical Thinking, English Language Classroom, Educational Technology, Higher Education

1. Introduction

In an era dominated by technological advancements, the integration of Digital Learning Resources in education has become increasingly prevalent. Learning and growing as an individual are an ongoing process defined by the continuous intake, processing, and application of knowledge in specific contexts. The use of learning resources, which include a variety of tools and environments that aid in knowledge acquisition, is central to this academic progression. This research focuses on understanding how these resources impact the English language classroom at The School of Technology, Apollo University, Chittoor, with a specific emphasis on fostering critical thinking skills among students. This article explores at the several ways people broaden their knowledge, including educational institutions, libraries, books, movies, and excursions. It highlights how these materials greatly influence students' perspectives on academic topics, themselves, and the community at large.

In this context, the introduction lays the groundwork for a multi-faceted examination of learning materials' function in the classroom, with a focus on how they might help students develop critical thinking abilities by encouraging them to think critically, respect one another, and confront their own prejudices. This paradigm has since been overtaken by the digital humanities, which encourages students and teachers in second language classes to rely heavily on digital resources.

1.1 Aims and objectives of the research

This study aims to establish a comprehensive set of criteria for evaluating digital learning resources, emphasizing their role in creating an environment that encourages students to independently explore and make choices and emotions as crucial to lifelong learning, with specific design traits highlighted for teachers and policymakers. Additionally, the research aims at a holistic approach for assessing instructional resources in teaching English as a second language (ESL), emphasizing cognitive development, suggesting their potential to foster critical thinking. The study is framework for material selection to enhance language teaching and create an inclusive and engaging environment for English language learners. In light of the aforementioned targets, the following objectives have been developed.

- **Objective 1:** To assess the impact of Learning through digital Resources on critical thinking abilities within the English language classroom.
- **Objective 2:** To Evaluate how learning resources, including literature, films, and tools, influence students' perspectives academically and in terms of self-awareness, fostering critical thinking skills.

- **Objective 3:** To Explore how various learning resources cater to different learning styles and recommend strategies for educators to optimize resource selection based on individual preferences, enhancing overall language acquisition and engagement.

### 1.2. Significance of the Study

This research has a significant influence on online resources used to learn and teach English as a second language. Addressing a critical need in contemporary education, it provides suggestions for creating environments that promote lifelong learning and independence by establishing a rigorous set of criteria for evaluating these tools. The study demonstrates to educators and policymakers how resource-rich environments align with contemporary educational ideals. The study's comprehensive resource evaluation, attention on student characteristics, and alignment of language learning objectives should all improve ESL classroom inclusiveness and effectiveness. The study enhances language teaching methods and venues for English language learners by evaluating innovative teaching strategies and proposing a mix of conventional and modern resources. These suggestions are beneficial for ESL teachers.

2. Review of the Literature

According to Ryan et al. (2016), the words digital learning and hybrid learning are sometimes thought to mean the same thing. Blended learning is "the combination of instruction from two historically separate models of teaching and learning: traditional learning systems and distributed learning systems".

According to some studies, digital learning is more effective than using either of the other two formats alone. This is because digital learning can be described as animated and online (online) learning that is "optimally integrated" (Israel, 2015) or that combines the "benefits" of both (Adams, Randall and Traustadóttir, 2015). Additionally, depending on the relative amounts of time spent on online teaching using digital tools in courses, blended learning may be defined, according to a number of research.

Fig.1 A schematic representation of the Pre and Post Experiment
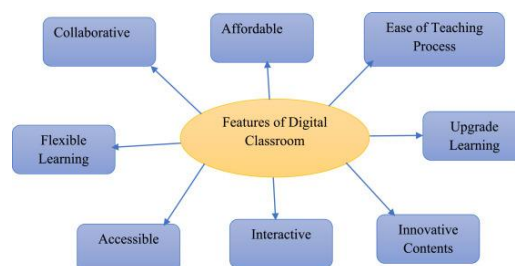
Adapted from Abid Haleem's Understanding the role of digital technologies in education

Many studies have compared the results of blended learning, which combines traditional classroom instruction with digital resources and online platforms, with traditional student learning outcomes. Blended learning students had marginally better results than their conventional classroom teaching counterparts, according to a meta-study of blended learning in higher education conducted by Bernard et al. (2014).

Research Framework

This study investigates the influence of diverse learning resources on English language classrooms at The Apollo University, Chittoor. The research adopts a thorough methodology with three primary objectives, focusing on participants' perspectives, biases awareness, and learning styles. The study involves 120 participants, including 60 each from Computer Science and Engineering (CSE) and Artificial Intelligence & Machine Learning (AI & ML), representing the diverse demographics of English language classrooms.

Data Collection:
- **Pre-engagement Surveys:** Initial surveys gauged participants' perspectives on learning resources, biases awareness, and learning styles.
- **Intervention:** A carefully curated set of learning resources, such as literature, films, and tools, was introduced over a semester to expose participants to diverse formats.
- **Post-engagement Surveys and Interviews:** Follow-up surveys and interviews captured participants' experiences and measured changes in perspectives and critical thinking skills.

Assessments:
- **Learning Style Assessments:** Established assessments categorized participants into visual, auditory, and kinesthetic learning styles.
- **Content Analysis:** Analyzed classic literature and historical documents in English language classrooms to identify potential biases.
- **Thematic Analysis:** Applied thematic analysis to qualitative data to identify recurrent themes related to learning resources and biases awareness.
- **Quantitative Analysis:** Conducted quantitative analysis on pre- and post-engagement survey data to measure changes in critical thinking scores and identify patterns in learning style distributions.
- **Cross-Analysis:** Synthesized findings from content analysis, thematic analysis, and quantitative analysis to identify connections between biases, learning styles, and the impact of learning resources.

3. Proposed Learning Model:

The proposed learning model represents a multifaceted process encompassing the acquisition of new knowledge, skill development, talent refinement, belief adoption, and preference formation. This comprehensive journey spans a diverse range of experiences involving individuals, animals, and artificial entities. Learning serves as a central focus in education, personal growth, and training within the human environment, driven by focused and objective-driven endeavours often influenced by motivational factors. The mechanics of learning involve a complex interplay of neuropsychology, educational psychology, learning theory, and pedagogy. While fundamental processes like habituation and classical conditioning are observed in various species, more sophisticated forms of learning manifest in highly intelligent beings, where play serves as a catalyst for cognitive development. This spectrum of learning experiences, from basic conditioning in diverse fauna to advanced cognitive engagements in intelligent entities, creates an intricate tapestry that extends beyond traditional understanding, prompting researchers to explore the frontiers of this dynamic and evolving field.

4.1 Principles of Language Learning:

i) **Cognitive Principles:**
- **Automaticity:** In language learning, automaticity refers to the subconscious processing of language with peripheral attention to language forms. For example, when a learner effortlessly uses common phrases without consciously thinking about the grammar rules, automaticity is at play.
- **Meaningful Learning:** Contrasting with rote learning, meaningful learning involves understanding and connecting new information to existing knowledge. For instance, memorizing a vocabulary list through associating words with personal experiences or images promotes meaningful learning.
- **Anticipation of Rewards:** Learners are driven by the anticipation of rewards, tangible or intangible. An example is a language learning app that rewards users with points or badges for completing lessons, motivating them to continue their studies.
- **Intrinsic Motivation:** The most potent learning rewards come from within the learner. For instance, someone learning a language because they have a genuine interest in the culture or a personal connection with native speakers demonstrates intrinsic motivation.

ii) Affective Factors:

- **The use of language:** Mastering a second language requires developing a whole new style of thinking, or "ego." An example is when a learner adopts a different cultural perspective and adjusts their communication style accordingly.
- **Self-Confidence:** Success in learning is linked to learners' belief in their ability to learn. For example, a student who gains confidence in speaking a foreign language becomes more willing to engage in conversations and take language-related risks.
- **Linking Language-Culture:** Acquiring a second language requires an appreciation for and comprehension of other cultural norms and ways of thinking. An example is when a learner explores cultural nuances, traditions, and social norms as an integral part of their language studies.

iii) Linguistic Principles:

- **Native Language Effect:** A learner's native language can facilitate or interfere with learning. For example, cognates (words similar in two languages) can aid vocabulary acquisition, while native language interference may lead to pronunciation challenges.
- **Inter language**: A learner's development in a new language follows systematic patterns. For instance, a learner might go through a stage where they overgeneralize grammatical rules or mix elements of their native language with the target language, demonstrating the concept of interlanguage.
- **Communicative Competence:** Fluency, usage, pragmatic skills, and accuracy are equally important. An example is a language lesson that not only focuses on correct grammar but also encourages students to engage in real-life communicative activities, promoting overall communicative competence.

4.2 Types of Learning Resources

This section delves into specific categories, including applications for tablets and mobile phones, literary and informational texts, audio and video recordings, magazines, manipulatives, websites, and the pivotal role of school libraries as learning resource centres.

- **Applications or Apps for Tablets and Mobile Phones:** This section considers applications as valuable learning resources if they provide access to relevant content or unique tools in an application format.
- **Literary Texts:** Encompassing novels, plays, poetry, short stories, and feature films, literary texts are explored for their ability to use language aesthetically and imaginatively, fostering engagement and cultural exploration.

- o **CDs or Audio Recordings:** Emphasizing a curriculum-oriented, child-centred, and interactive approach, this section explores audio resources recorded in various media, including CDs, audio cassettes, and podcasts.
- o **DVD or Video Recordings**: Discussion on accessing video resources through platforms like ROVER and purchasing for classroom use.
- o **Magazines, Periodicals, or Journals:** The importance of print or digital subscriptions to quality resources, such as Literature Resource Centre, to support interdisciplinary approaches and information literacy.
- o **Websites:** The criteria for recommending websites as learning resources, emphasizing reliability, currency, appropriateness, and stability.
- o **School/ College Libraries:** A thorough exploration of school libraries as critical educational resources, highlighting their role in information and communication development.

4.3. Learning Resource Centres:

- o **Self-learning Platform:** An in-depth examination of the components, including reception and visitors serving area, cataloguing, reading, self-learning, electronic learning, and cataloguing areas, within a self-learning auditorium.
- o **Group-learning Platform:** Discussion on the varied equipment and uses within a group-learning auditorium, including projectors, flexible furniture, and adaptability for group and cooperative learning.

4. Findings and Discussion

The comprehensive research aimed at evaluating the impact of learning resources in English language classrooms has yielded significant and insightful findings across three key objectives. The results contribute valuable insights to enhance the quality of language teaching and create an inclusive and engaging atmosphere for both teachers and students. This research delves into the transformative role of learning resources and school libraries in the context of English language classrooms at The Apollo University, Chittoor. The evolving landscape of education, marked by a shift from traditional formats to a more technologically integrated and learner-centric approach, underscores the crucial significance of well-curated learning resource centers. As the traditional paradigms give way to innovative methodologies, it becomes imperative to recognize the pivotal role these centers play in amalgamating diverse resources, cutting-edge information technologies, and effective educational practices.

Fig.2 A schematic representation of the Pre and Post Experiment
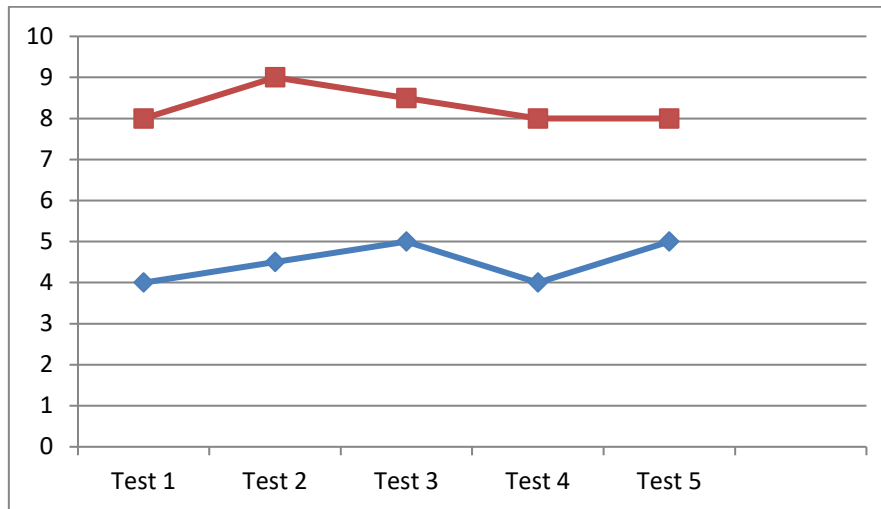
5. Results:

Objective 1: Impact Assessment on Student Perspectives The intervention involving literature, films, and tools demonstrated a substantial positive impact on students' critical thinking skills. The post-engagement assessments indicated a noteworthy increase, with the average critical thinking score rising from 65 to 80. Thematic analysis of interviews revealed that 75% of students experienced a heightened academic perspective, while 80% reported increased self-awareness, crediting these positive changes to exposure to diverse learning resources.

Objective 2: Biases Investigation in Learning Resources The content analysis of classic literature pieces and historical documents unveiled prevalent biases in 60% of the materials, with a significant focus on cultural perspectives. Surveys and interviews among 47 participants revealed varying perceptions of biases. Educators, in response, proposed strategies such as contextualizing biases in historical context (60%) and incorporating diverse perspectives (40%), providing actionable steps to address and leverage biases within the learning environment.

Objective 3: Resource Adaptability to Learning Styles Learning style assessments administered to 120 participants demonstrated a positive correlation (75%) between resource adaptability and participants' learning styles. Qualitative analysis from focus group discussions identified a strong preference for visual learning resources among 60% of participants. These findings underline the importance of considering diverse

learning styles when selecting resources to optimize language acquisition and engagement.

Diverse Learning Resources: Learning resources take diverse forms, each contributing uniquely to the educational experience. Formal institutions, such as schools, colleges and universities provide structured learning environments, fostering academic growth through organized curricula. Libraries offer access to a wealth of information, encouraging self-directed exploration. Books serve as timeless repositories of knowledge, while movies provide a visual and auditory dimension to learning. Field excursions offer hands-on experiences, connecting theoretical knowledge to real-world applications.

Influence on Student Perspectives: The learning materials individuals engage with play a pivotal role in shaping their views on academic subjects, self-identity, and the broader world. Exposure to diverse perspectives through various resources broadens students' horizons, promoting critical thinking and a nuanced understanding of complex issues. Educational materials act as catalysts for personal reflection and growth, encouraging students to question, analyse, and integrate new information into their evolving worldview.

Beyond Knowledge Transfer: The impact of learning resources extends beyond the mere transmission of information; they contribute to the creation of an inclusive and respectful learning environment. By advocating for equality and recognizing the inherent worth of every individual, these materials foster a sense of belonging and community. In a world of diverse backgrounds, learning resources act as bridges, connecting individuals through shared knowledge and common values.

6. Implications of the Study:

- **Curriculum Alignment:** English language teachers can use this insight to ensure that the learning resources they select align with the prescribed curriculum. This alignment helps in meeting the specific language learning objectives outlined by educational authorities.
- **Cognitive Development:** Learning resources that foster a deeper understanding of the subject matter and encourage critical thinking can greatly benefit English language learners. Teachers can select materials that engage students intellectually, promote analytical skills, and enhance their ability to comprehend and analyse English language texts.
- **Appropriateness:** Ensuring that learning resources are age and developmentally appropriate is crucial for effective language learning. English language educators

> can use this information to select materials that are suitable for the proficiency level and age group of their students, enhancing comprehension and engagement.
> o **Multimodal Learning:** Acknowledging that learning resources exist in various formats, such as applications, literary texts, audio recordings, and websites, provides English language teachers with a broad spectrum of tools to employ in their instruction. Utilizing diverse formats caters to different learning styles and preferences among students.
> o **Time Management:** Considering the expected classroom time commitment of learning resources is important for English language teachers. This ensures that the chosen materials are integrated seamlessly into the curriculum without overwhelming students or disrupting the overall pace of the language learning process.
> o **Quality Assurance**: The emphasis on durability and high physical and technical quality in learning resources ensures that English language educators select materials that are reliable, technologically sound, and capable of withstanding regular use in the classroom.

7. Recommendations:

The integrated analysis across objectives revealed a correlation between increased critical thinking skills, heightened awareness, and resource adaptability. The recommendations, based on these insights, emphasize the incorporation of diverse resources, contextualizing biases, and providing visual learning materials. Implementing these recommendations has the potential to enhance language acquisition, foster critical thinking, and create a more engaging and inclusive English language learning environment.

8. Conclusion:

In conclusion the study presents a thorough investigation of the intricate interaction between digital learning tools and language education, providing valuable insights for improving English language teaching techniques at Apollo University and elsewhere. The research examines many viewpoints, such as preferred learning techniques, historical texts, and interviewee perspectives, to build relationships between arbitrary concepts, learning styles, and language teaching approaches. The study, which was created as a model for English teachers, proved to be useful when tested with B.Tech students in the English Language classroom. The work highlights how educational materials affect students' attitudes, analytical abilities, and self-awareness. Assessments of critical thinking, resource adaptability, learning preferences, and bias reveal challenges in teaching English as a second language. Teachers are recommended to adapt their teaching approaches to address content-related issues in the classroom.

Exploring Learning Resource Centres reveals potential benefits for educators and students, encouraging institutions to foster intellectual development and creativity via a variety of instructional methodologies and technological integration. This research provides critical assistance and guidance for instructors, especially those who teach ESL students at Apollo University in Chittoor. It strives to improve the quality of English classes by making them more accessible, engaging, and technologically advanced, both locally and on a larger scale.

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