TECHNO-PEDAGOGICAL SKILLS FOR 21st CENTURY ESL TEACHERS

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> *Abstract*

The twenty first century teacher has been posited to the status of a manager of multiple tasks of learning oriented pedagogic context and a facilitator to the wizards of smart learning environments. Across the past twenty years the use of ICT in language classes has drastically changed from the mere use of PPT to live video streaming. It is the need of the hour to prepare technology-pedagogically skilled teachers to teach the digital natives. Techno pedagogical skills are the ways to achieve quality education. These hybrid skills facilitate language proficiency with the use of advanced study materials. This article tries to explore the skills needed for a techno-pedagogue in second language classes. It also emphasizes the need for developing teacher training models of advanced skills.

Keywords: *Techno-Pedagogue, 21st century skills, ESL, training models*

Introduction

The current educational system is a spectator on the paradigm shift from conventional chalk-and-talk teaching strategies to techno- pedagogic strategies through digital learning devices.The outcome based process thus naturally calls for a whirlpool of complex prompt performances from both the pedagogue and the probationer. Interesting issues have been brought to light by research into second language acquisition and the processes that take place in language learning. Comprehensible inputs from techno-pedagogic strategies claimed to be the favourite areas of the digital natives in ESL classrooms. Of course it is not a single step process delivered on a fine morning those results in effective teaching. Koehler and Mishra (2005) emphasized in their study that good teaching was not simply adding technology rather the introduction of technology causes the representation of new concepts and requires developing sensitivity to the dynamic, transactional relationship among technology and pedagogy. The skills to implement the 21st century pedagogy in teaching become a necessity for teachers to produce effective teaching.Teachers need to be competent and fluent in the usage of latest technological tools to develop techno-pedagogical strategies. Lee and Tsai (2010) found that meaningful use of ICT in the classroom requires the teachers to integrate technological affordances with pedagogical approaches for the specific matter to be taught. The techno-pedagogical skills help the teachers for further improvement in

teaching and the maximum utilization of IT resources in their classrooms. Therefore, the competency in techno-pedagogical skills is an essential constituent of teacher education (Beaudin and Hadden 2004). In the context of ESL the traditional teaching skills should get transformed to the technology incorporated 21st century teaching skills at an advanced level.

Need and Significance

English is one of the most important languages which have played role in the process of globalization and knowledge explosion. It is the most common means of communication throughout the globe. This is why it is termed as Link language, Global language as well as Lingua Franca. In Indian context it is treated as ESL (English as a Second Language). Use of English language has become vital for better learning and earning. Therefore, it is necessary to teach English and develop English language skills among the students from primary school level. Hence innovative and effective strategies are employed by the English language teachers and trainers. One strategy that has gained wider acceptance and mobility is techno-pedagogy. It is more student-oriented and practical approach compared to the traditional methods of teaching. When an English language teacher changes his/her role from a traditional teacher to a techno-pedagogue he/she will be able to Enhance linguistic abilities, Develop high quality instructional material, Design multi-grade instruction, Plan learner centered pedagogy, Develop modules for flipped classroom, Creates video lessons on selected language items , Design class time tasks, Experiment with flipped strategies in real classroom setting, Develop skills for source searching, content preparation, content sharing and interaction and Identify online tools

Operationalizing the Terms Involved

Techno-pedagogical skills

This is a hybrid set of skills which helps a teacher to use technology into the art and science of teaching. It is the ability to apply the competence to integrate technology into teaching – learning process. Here these skills include the component skills of developing techno-pedagogic strategies like flipping, digital collaboration, power point presentations and video making.

ESL

English is taught as a second language.

21st century teachers

Teachers who teach with today's tools and technology and adapt their teaching styles based on the needs of the students. They are best represented as techno-pedagogue.

Objectives

1. To identify the techno-pedagogic strategies for ESL classrooms
2. To identify the component skills of techno-pedagogic strategies of flipping, digital collaboration, presentations and video making

Techno-pedagogic strategies in ESL classrooms

Effective teaching depends on flexible access to rich, well organized and different sources of knowledge. We can make use of different techno-pedagogic strategies analog and digital as well as new and old technologies in our language classes.

Flipping

Flipping is an assignment based model in which lectures or texts are presented as homework outside of class in online videos and the class-time is reserved for engaging with real time activities. The tools and platforms that are useful for a flipped classroom are Google drive, Youtube, Teachem, The flipped learning network, Camtasia Studio, Edmodo or schoology , Google classroom, Edupuzzle and Quizizz

Flipping in language classes begins with a home assignment, engages with productive feedback and progress through guided independent practice. The flipped classroom model reverses the traditional teaching approach by delivering instructional content outside the classroom and focusing on interactive, task-based learning during class time. For ESL teachers, this involves:

- Preparing and sharing pre-recorded lectures or curated digital resources for students to access before class.
- Designing in-class activities such as role plays, group discussions, and problem-solving tasks to apply and practice language skills.
- Encouraging self-paced learning and fostering accountability among students.

Digital collaboration

Digital collaboration in English classrooms is a digital platform to bring all resources together so that it can be easily shared and can be easily synthesized. When a teacher use a brain storming technique he or she can use any digital collaborative tool to get student response easily and quickly. The tools help in digital collaboration in an English classroom are Padlet, Todays Meet, Socrative, Twilda, Collaborize classroom and Scribblar

A teacher makes his/her student work together and shares their knowledge with the whole class through any digital device. It helps the student to present their ideas without fear,

interruptions and repetitions. A teacher must be equipped and needed certain skills to use digital collaboration in classrooms.

Digital tools enable collaborative learning experiences that are essential for language development. ESL teachers can facilitate:

- Group projects using tools like Google Workspace, Padlet, or Trello to encourage teamwork and shared learning responsibilities.
- Peer reviews and collaborative writing using platforms like Google Docs or blogs.
- Real-time communication via video conferencing tools such as Zoom or Microsoft Teams to simulate authentic language usage.

Presentations

A presentation is the display of information normally in the form of a slide show. The presentation software includes an editor that allows text or graphic images or videos to be inserted and formatted and a slide show system to display content. The presentation softwares help an English teacher to teach the content well with the use of technology are Powerpoint, Prezi, Focusky, Canva, Apple keynote and Flowboard

Presentations help students improve their speaking, listening, and organizational skills. ESL teachers can leverage:

- Multimedia tools such as Canva, PowerPoint, or Prezi to teach students how to create visually appealing and effective presentations.
- Presentation sessions in class to build students' confidence and public speaking abilities.
- Feedback mechanisms to refine language usage and delivery techniques.

Video Making

Video making includes recording, reproducing or broadcasting of moving visual images. It makes a language class lively and interesting. The phone cameras or digital cameras and video making and editing tools help to get the best speaking output from the students.Presentation tube, GoAnimate, AVS video editor, Adobe Premiere Pro, Wideo, RenderForest and Viewbix

Creating videos allows students to engage creatively while honing their language skills. ESL teachers can incorporate:

- Projects that involve scripting, voiceovers, and editing to develop writing, speaking, and technical skills.
- Platforms like Adobe Spark, WeVideo, or even smartphones for video production.

- Assignments that focus on storytelling, role-playing, or explaining concepts to enhance comprehension and expressive skills.

Component Skills of Techno-Pedagogical Strategies

Each of the above strategies requires specific component skills, including:

- **Digital Literacy**: Proficiency in using various technological tools and platforms.
- **Instructional Design**: Ability to design interactive and engaging lessons that integrate technology effectively.
- **Collaborative Skills**: Facilitation of teamwork and cooperative learning activities.
- **Creative Thinking**: Encouragement of innovation in content creation and delivery.
- **Assessment Skills**: Developing methods to evaluate both the process and outcomes of techno-pedagogical activities.

Skills of a techno-pedagogue in ESL classrooms

i.   Communicator

Skills in the art of communication are crucial to a teacher's success. A teacher can accomplish nothing unless he/she can communicate effectively. The art of communication requires more interaction when we use technology in classrooms.

ii.   Course designer

A course designer who has the skill to design the home assignment online and class tasks real time.

iii.   Online instructor

Skills needed for an online instructor is also applicable to the roles of a web publisher and transcriber of video lessons.

iv.   Quizmaster

A quizmaster is a questioner to instill inquiry among the learners.

v.   Outsourcing expert

Outsourcing expert has the skills to develop online repository of videos.

vi.   Mentor

A teacher is a mentor to know the learner, the sooner the deeper-his/her strengths and weaknesses.

vii.   Organizer of group tasks

Organizational skills are very essential for a techno-pedagogue. He/she is an organizer and promoter of group tasks.

viii.   Monitor and facilitator

In language classes the teacher's role shifts both as a monitor and facilitator in face-to-face and online interaction respectively.

ix.   Creative critical problem solver

Creativity, critical mind and problem solving ability are the essential competencies of a twenty first century teacher.

x.   Language expert

Teacher's language is a model for the students. So the teacher must be proficient in language skills

xi.   Netiquette

A netiquette is having good behavior and politeness when communicating online. Tone of voice, technical jargon, thorough   responses etc makes the netiquette of a techno-pedagogue.

xii.   Tech-savvy

Being a tech-savvy is the need of the hour. A teacher must be proficient in technological skills.

Conclusion

The Philosophy of a techno-pedagogue in the twenty first century will be learner centered, learning oriented and with learner autonomy. Techno-pedagogical skills make a teacher to enhance LOT's at home and HOT's in class and offer instantaneous access to IT. Technologically strong and pedagogically sound teacher can break down some of the barriers that lead to underachievement and insensibility among learners. These skills redefine established teaching skills. Developing techno-pedagogical skills of teacher trainees play a pivotal role in the acquisition of knowledge and competency. The teacher training curriculum must envisage the changes in the strategies of language education and welcome the transformation of traditional microteaching skills to techno-pedagogical skills.

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