TEACHER COLLABORATIVE LEADERSHIP FOR ACCESS OF ENGLISH LANGUAGE LEARNERS TO TECHNOLOGY LITERACY

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ABSTRACT

The aim of this study is to evaluate the collaborative leadership of teachers in ensuring English Language Learners (ELLs) access to technology to augment their learning capacity. In this context, the variables have been evaluated for understanding their ways of ensuring students access to technology. The theories of collaboration have been evaluated for understanding the role of access to technology in improving students’ learning. Data have been collected from secondary sources like journals, books, and websites. The findings show that teacher collaborative leadership can help in accessing digital teaching for augmenting ELLs’ learning experiences.

Keywords: Collaborative Leadership, Technology Literacy, English Language Learners, Teacher Identity.
INTRODUCTION
Collaborative teachers help in encouraging students to use their knowledge so that they can share their knowledge and learning strategies while treating each other respectfully and focusing on higher levels of understanding. Teachers are required to have effective leadership qualities so that they can use technology for improving technology literacy of English Language Learners (ELLs). This study helps in identifying the effects of teacher collaborative leadership for having ELLs have access to technology literacy. In this context, the secondary research method has been used for generating findings.

RATIONALE OF THE STUDY
Teachers in public schools are found to be midway with two strong forces at work. The first force is the intense pressure of the accountability with the policy of no child behind for ensuring equity and social justice, and the second force is the exponential growth of technology in innumerable innovative forms, compelling the schools to produce students who are digitally literate and are prepared to work in the 21st century workplace. Access of teachers to technology to impart collaborative teaching to ELLs is very limited. They are experiencing a void in their professional life due to limited access to technology in their workplace. This void needs to be filled.

SCOPE
This study explores the influence of technology on learning English, and teachers’ collaborative leadership and identity in improving the learning by using technology. It covers areas like learning English by using technology in the classroom, barriers to access to technology for learning English by ELLs in the classroom, and strategies for advancement in learning English by using technology in the classroom.

SIGNIFICANCE
The study is significant as it is going to help teachers to understand the importance of collaborative leadership for technology literacy among ELLs. It can help the school managements to infuse the required infrastructure for improving ELLs’ technology literacy. It can help them to impart the required training to the teachers so that they can deliver the right kind of technology learning to ELLs. It will explore the aspects of digital learning with on-demand and just-in-time knowledge for serving learners on a large scale while exploring various teaching methods for helping learning become more productive.

LITERATURE REVIEW
The Internet has helped in having interaction between teachers and learners as technological advancement has helped in improving students’ digital learning. It is found that students who are using the Internet frequently get higher scores and grades. This has helped in changing the roles of teachers and learners so that digital learning can be augmented. Research also shows that text messaging can help in improving the spelling and reading capabilities of students for ensuring their language literacy. Technology has a pervasive role in the teaching profession as it enables teachers to impart learning on a massive scale to students (Lewis 15). In contemporary times, the students generally are Generation Z students who are well-acquainted with technology and are earnest and tech-savvy. This requires the transformation of education into a
technological level so that the students become more productive.

Leadership is important in bringing the required positive changes among ELLs as it helps in driving advocacy and collaboration. Collaborative leadership can help in demonstrating the aspects of professionalism by collaborating with the stakeholders so that they can deliver the right learning aspects to the ELLs. It helps in demonstrating the initiative and knowledge of teachers in assessing and planning the instructions for improving collaboration among teachers so that they can serve their peers proactively. A co-teaching team has various ideas for utilising the skills of teachers in improving ELLs’ learning practices. However, this requires teachers to reflect on their learning abilities so that digital experiences can facilitate students’ learning experiences (Walls 40). This requires leadership capabilities like understanding students’ problems and rendering solutions to them.

Collaborative learning is the process by which a group of individuals can learn from one another by working together for solving problems, completing tasks, creating products, or sharing their thinking. The difference between traditional learning and teaching methods and collaborative and cooperative learning and teaching methods is that the latter enable students to complete tasks meant for ensuring effective and fruitful learning. Informal collaborative learning can be delivered by teachers by forming a small group of students who can be exposed to online learning courses. That apart, the application of problem-based learning can help in giving students a problem and encouraging them to deliver solutions through innovative ideas (Ahmed 930). By ensuring digital learning, students can be involved in bringing new ideas and solutions so that they can acquire new things and knowledge. The teacher-leaders share the characteristics of having better education, continuous learning, computer knowledge, leveraging computers for digital learning, and choosing constructive problem-oriented learning.

Vygotsky’s theory focuses on collaborative learning by understanding the benefits of cognitive conflicts that can expose misconceptions about ELLs and lead to a higher quality of learning. It implies the benefits of collaborating with more expert peers since it helps in improving the performance of ELLs. It implies that the teacher collaborative leadership can help in enhancing students’ learning by delivering higher quality thinking to them. It ensures that the accomplishment of students is dependent upon the collaboration of teachers in influencing them, thus improving their learning environment. It states that cooperative learning is an aspect of social constructivism that considers the roles of society, culture, interaction, and language in understanding the ways human beings can learn (Philippe et al. 440). It implies that knowledge is socio-cultural and cooperative. Technology is just an expression of activities by teachers for imparting the right education to ELLs.

There has been a sea of change in the 21st century model of learning with the shifting of role of teachers through an analysis referred to as the Web 2.0 tools like interactive content generation like YouTube, blogs, wikis, and micro-blogging, and social networking sites like Facebook and Twitter, and social news and rating sites like Reddit and Diigo.
Teachers all over the world are harnessing the ability of Web 2.0 tools for students and themselves as evidenced by the plethora of online teacher communities that are collaborating under the term Classroom 2.0. This Classroom 2.0 helps indicate the major pedagogical shift regarding the ways learning and teaching are to be conducted in the classroom in comparison to the traditional classroom model. In the traditional model, the teacher is the transmitter of sanctioned knowledge implying that he/she imparts knowledge as stated by textbooks and standard writers. In Classroom 2.0, the teacher facilitates learning among students as it has been co-created by the class. In other words, it implies a bonafide constructivist classroom where technology tools can help in empowering the learner in a non-hierarchical learning situation (Asiksoy 245). This helps in understanding the positive connection between technology and teacher identity.

METHODOLOGY

This study has used the secondary research method as it is cost-effective, convenient, and requires less effort. Data regarding teacher collaborative leadership for digital learning among ELLs have been collected from secondary sources like journals, books, and websites. The collected data have been interpreted through a thematic analysis.

FINDINGS

Theme 1: Teacher intervention in students' collaborative work in the technology-oriented educational marketplace

It helps in investigating the intervention of teachers for ensuring students’ collaborative work. It ensures that student-teacher interaction can help in dealing with motivational, behavioural, technology, procedural, and conceptual issues. In this context, three leading intervention strategies for teachers have been identified, and they are unleashing, orchestrating, and authoritarian strategies of student-teacher interaction for dealing with behavioural, motivational, technological, procedural, and conceptual issues (Kajamaa et al. 380). Contemporary teaching culture requires a novel design in technology and making an environment, leading to makerspaces for influencing new educational interests. These makerspaces have the ability to accommodate the diverse needs of students by meeting their interests. The advantage of these makerspaces is that they help in generating new knowledge regarding technology intervention for improving students’ learning experiences. This helps ensure a flexible learning environment where students’ responsibilities are augmented by the digital learning experiences.

Theme 2: Effects of ESL learners on reading comprehension and critical thinking

It helps in investigating the effects of the flipped classroom on enhancing reading comprehension and critical thinking levels of ESL learners. It helps in understanding the emergence of students’ personalised learning through digital learning, so that they can be motivated and engaged in learning. In this 21st century, students seek new learning styles. Therefore, the new technological approaches can help in improving teaching styles via professional system and content. This helps in improving interaction between teachers and students where there is a gradual shift from classroom interaction to digital interaction. Improved collaborative teaching
can help in mitigating the issues among ELLs through this digital learning. This recently developed technology-aided teaching approach is termed as flipped classroom (Fulgueras 260). This can help in reflecting the skills and capabilities required for facilitating language learning among ELLs. It implies that teachers should collaborate with one another for getting the technical knowledge so that ELLs can be imparted effective learning and a collaborative environment. However, the problem with the flipped classroom is that it is not researched well concerning English as the learning subject.

**Theme 3: The prospects and challenges of using E-learning among EFL students**

It helps in understanding the problems faced by students in learning English as a second language and whether E-learning can help them to improve their learning activities. However, the challenges found are technical, administrative, and academic challenges regarding E-learning. It cannot help in predicting the achievement of students. There are significantly no differences between male and female ELLs concerning E-learning activities. These students are aware of E-learning activities, and they consider these activities to be useful and beneficial. It shows a highly positive attitude concerning E-learning activities for learning English as a second language. The advantage of this E-learning activity is that it can be used anytime and anywhere and has the ability to adapt to the communication strategies and learning experiences of students (Ja'ashan 130). However, teachers need to be made aware of this advantage, so that they can implement it for a long time. E-learning technology plays an important role in learning English through the use of ICT. This ICT helps in developing, delivering, and sharing course contents and materials. It also helps to promote presentations and lectures and in facilitating communication. However, the challenge lies in higher educational institutions implementing the required technological changes for facilitating improved learning experiences.

**DISCUSSION**

From the above findings, it can be said that teacher collaborative leadership can help in accessing digital teaching for augmenting learning experiences among ELLs. It implies that students are also aware of the benefits of E-learning. It shows the changes from the traditional mode of teaching to a new mode of teaching like the flipped classroom that helps teacher-student collaboration. It augments the responsibility of teachers in imparting a digital learning environment whereby students can upgrade their skills and capabilities. The findings further show the concept of makerspaces that can ensure flexibility for teachers in imparting English teaching to students. Collaborative approaches are required in improving technology facilitation for enhancing students’ learning experiences. The students, in this contemporary educational environment, are Generation Z students who are born into a digital environment and are well-acquainted with the use of technology. Moreover, the pandemic has set limitations on the classroom-based approach to learning experiences. This requires effective integration of technology in learning, which can benefit ELLs.

Teachers are required to learn the use of Web 2.0 tools for facilitating enhanced learning experiences among ELLs. With the integration of
physical and digital technologies, teachers can easily reach out to a large number of students. This requires the collaborative approaches of teachers so that they can manage the required cultural changes. The findings show that knowledge is related to the cultural changes, and so the technology integration can help in providing the flexibility of working with students and improve their English learning capabilities. However, the use of technology is not without challenges as educational institutions think that the bringing of new technologies can involve huge costs and efforts. The managements are not willing to collaborate with the teachers in bringing the required technological changes. Moreover, the use of new technologies for ELLs has remained untested and this has created a sense of confusion and misinterpretation. With the changing demand for the 21st century skills, the use of collaborative leadership in bringing the required technological accessibility remains a surprising factor in enhancing the teacher-student interaction.

From the findings, it can be found that Classroom 2.0 is a new concept for using technology for meeting the diverse interests of students. This concept can encourage ELLs to bring innovative solutions whereby they can overcome their apprehension about learning English as a second language. However, student-driven engagement is the need of the hour, and this can help students to develop their abilities to design and produce things by using various materials and digital sources. Despite having the potential abilities of Classroom 2.0, little research has been conducted for understanding the role of teachers in facilitating students’ learning activities. Facilitation of the teacher is the main issue, and this creates a hindrance to utilising technology effectively. It can be said that the existing studies hinder collaborative strategies for teachers in enhancing students’ development. The latest technologies are aimed at bridging the gap between the teacher and the student for ensuring a computer-supported learning environment. The introduction of digital sources is expected to bring uniformity across the educational institutions in improving transferring of the scientific expert position to the students from the teachers.

This can be said that the variables explored in the findings help in understanding the relationship between leveraging of technology among ELLs and collaborative leadership activities and skills of teachers. The latest changes in the educational system imply that the role of teachers has expanded, and they are required to enhance the use of digital learning experiences among ELLs. This can help in bridging the gap between the technological and cognitive abilities of ELLs in learning the English language.

RECOMMENDATIONS

Need to build a cooperative learning model

It is required to build a cooperative learning model so that teachers can interact effectively with their groups for ensuring long-term success. This model can help in delivering individual accountability implying that the success of teachers in ensuring collaborative learning is dependent on individual learning. It helps in delivering the method that focuses on social dynamics for improving the social learning of students. Teachers need to deliver digital learning experiences for improving the cognitive
experiences of ELLs. It is required for teachers to form student groups so that they can augment their performance levels.

**Need to improve the relationship with the students**

Students are more oriented on digital learning experiences as they are more oriented on using technology. They spend most of their time using technology, and so it has become crucial for teachers to impart the right digital experiences, so that they can be well aware of the benefits of using technology. This implies that students should be convinced of the benefits of E-learning activities, so that they can cooperate with teachers in bringing an improved digital learning experience. This can facilitate student-teacher interaction and improve collaboration between ELLs and teachers.

**CONCLUSION**

It can be said that collaborative leadership among teachers can help in improving learning experiences among ELLs. From the findings and the discussion, it can be said that the contemporary times have facilitated digital experiences in the educational system wherein the teacher is required to play the role of both a technical expert and an educational expert in enhancing ELLs’ learning experiences. Effective leadership skills can help teachers in improving their abilities in digital teaching to bring effective learning experiences. This implies that teachers have to incur the required digital capabilities and skills for improving English language teaching among students. Developing leadership abilities can help in delivering the right actions for bringing innovative solutions, so that students can acquire the required digital skills.

**BIBLIOGRAPHY**


