

Researching Learners' Participation in English Using Education 4.0 Applications to Improve Language Abilities

V. Srivani ¹, A. Hariharasudan ²

Abstract

Education 4.0 is an approach to learning which developed with the arrival of fourth Industrial Revolution in order to shape the future of education by integrating advanced technology and automation. Creativity is the primary focus of Education 4.0. It prepares the students to face the challenges of industrial world through novel methods and aids of learning. Education 4.0 grants space to the independent professionalism to work in the digital environment and the learners to get the experience of experiential learning. English language grabs a pivotal role in all the aspects of life, and has dominated the sectors such as medicine, law, education and engineering undoubtedly. English language acts as a tool in transacting and disseminating the knowledge of scientific advancements and other domains. As a vehicle, English language has occupied a dominating position in the field of education, and this demands the students to be proficient in English language skills. To achieve this target, today's English teachers adopt different English language teaching methods across the globe. Education 4.0 is one such method of English language teaching and learning adopted by many teachers and students. The present research intends to determine the participation of the students in improving their English language abilities using Education 4.0. It attempts to examine the English Language Learning of Engineering students of Warangal using Education 4.0 and its impact on their language acquisition. This research has been conducted with 306 Engineering students of Warangal, India by circulating a questionnaire and the collected data has been analyzed using SPSS tool.

Keywords: English, language, abilities, Education 4.0, Engineering, and students,

¹Research Scholar of English, Kalasalingam Academy of Research and Education, Krishnankoil 626128, India

²Faculty of English, Kalasalingam Academy of Research and Education, Krishnankoil 626128, India
dr.a.hariharasudhan@gmail.com

Introduction

With the emergence of science and technology educators are effectuated to integrate technology in the teaching learning process. By implementing technology teachers are preparing students for the virtual era. In order to meet the learning preferences of digital learners teachers/instructors need to adapt and equip themselves with the tools used for digital learning. With the emergence of augmented and virtual reality learners can instantly interact and engage with concepts in varied ways never-imagined. Thereby, in order to understand Education 4.0, it is important to understand the Industrial Revolution (IR) 4.0. The present research is intended to determine the participation of Urban Engineering students in improving their English language abilities in Education 4.0 milieu.

Education 4.0

In general Education 4.0 promotes education diversely by integrating technology-based tools and resources. Education 4.0 was widely recognised as a response to Industry 4.0. As quoted by Priya Sharma (2019), Education 4.0 provides opportunity for learners to work in digital environment as the learners get to experience experiential learning and at the same time learn independently.

According to Dunwill (2016), Education 4.0 is defined as the use of technology in the teaching and learning contexts. The application of education 4.0 is essential as it provides hands-on approach in the teaching and learning contexts. Advancement of technologies has been changing phenomenally from time to time especially in teaching and learning. Education 4.0 has been modelled based on the needs of IR4.0 where teaching methods are modified/adapted to technology-based teaching.

In this globalized world educators actively incorporate various technological aids to teach English. The usage of modern technological aids in teaching English has become indispensable owing to unprecedented developments in innumerable fields and disciplines. Therefore, it is vital for the educational sector to keep pace with the global technological revolution by adopting various devices such as mobile phones, tablets, computers, multi-media devices and English learning apps.

Importance Of English

The importance of English in today's world can neither be denied nor be ignored as it is widely spoken common language universally. With the emergence of technology English plays a pivotal role in various sectors such as medicine, law, engineering and education (Hariharasudan, Gnanamony, & Rajaram, 2017). India has more than 25 dominant languages and 6000 dialects. We cannot underestimate the importance of English as its official language in government and private offices (Thavabalan, Mohan, Hariharasudan, & Krzywda, 2020; Thavabalan, Hariharasudan, & Mohan, 2018). Therefore, it also stresses the importance to learn English language which paves way for better job opportunities.

In India corporate companies, industries and government organisations require professionals fluent in their communication skills (Thavabalan, Mohan, Hariharasudan & Nishad Nawaz, 2021). In order to make learners employable universities and colleges insist on the enhancement of one's communication skills by making it as a compulsory part of their curriculum for several professional courses and other courses. Furthermore, the need to enhance English Communication skills with technological aids has become an integral part of curriculum. According to Hennessy, Ruthven and Brundley (2005) stated that the integration of technology can be defined as how educators use technology to conduct activities effectively.

Use Of Technology In English Class:

Technology can be used as an effective tool to teach learners. By using computer technology teachers contribute to gratify the needs of the learners. As quoted by Bennet and et al. (2008) asserted how the use of technology leads to the improvement of teachers' teaching and learning process in the classroom. By using technology learners not only take responsibility in the learning process but also it enhances the learners' learning experience. Thereby, it is important to combine teaching methodology and technology as it plays an indispensable /crucial role in attracting the attention of the learners in learning English language.

Education 4.0:

In general Education 4.0 promotes education diversely by integrating technology-based tools and resources (Srivani & Hariharasudan, 2020). Education 4.0 was widely recognised as a response to Industry 4.0. Education 4.0 is an outcome to IR 4.0 wherein human beings and technology are linked with one and another to evolve new prospects. Educational Technology

and Mobile Learning (2016) website suggested instructors to develop equip themselves with digital skills.

As Frisk (2017) explains that the new vision of learning promotes students to learn not only skills and knowledge that are needed but also it helps them to identify the source to learn these skills and knowledge. Learners along with their peers play a significant role in learning as they learn from one and another. On the other hand teachers presume the role of facilitators in learning.

As suggested by Frisk (2017) there are nine trends related to Education 4.0. Firstly, learning can take place anywhere. E-learning tools also play a pivotal role for individuals in self-paced learning. Flipped classroom approach engages learners with interactive learning. Secondly, learning of the learners will be personalised based on their needs. As suggested by Anealka (2018) Teachers do provide varied form of practices to the learners coupled with positive reinforcement. Positive reinforcement provides positive learning experience coupled with uplifting the confidence in the learners.

Thirdly, it also provides a choice for the students in choosing what and how they want to learn. Instructors do adopt flipped classroom, blended learning and bring your own device approach to make the process of learning not only engrossing but also enticing. Fourthly, students also explore Project-based learning (PBL). PBL enables the learners to apply their knowledge and expertise in accomplishing several short term projects. Fifthly, students get first-hand experience through internships, mentoring projects and collaborative projects.

Sixthly, students are exposed to concepts such as data interpretation and logical reasoning. It enables the learners to apply their theoretical knowledge and their reasoning skills which helps them to make inferences from sets of data. Seventhly, student's factual knowledge can be assessed during the learning process. Eighthly, learners' opinion are bound to be considered in designing and redesigning the curriculum. Lastly, learners will become self-reliant in their learning and teachers can assume their role as facilitators as they guide the learners through their learning process.

Literature Review

The lives of digital learners are revolutionized by technology. The learning preference of the digital students is different from the previous generation. As Kozinski (2017) emphasized the following learning preferences of the digital learners.

Digital learners engage themselves in their learning process. They welcome challenges, group discussions and prefer highly interactive learning environment.

For them, learning is without boundaries as they can learn anywhere and anytime and they also have unlimited access to information. Digital learners prefer to use digital tools and online forums to be integrated in their learning process. As Dunwill (2016) predicted how an average classroom will appear in the 5 to 7 years

- i) Change in the layout of the classroom
- ii) Educational setting changed by virtual and augmented reality.
- iii) Assignments will be pliable in order to accommodate multitudinous learning styles.
- iv) Massive Open Online Courses (MOOCs) and other learning options will impact secondary education.

The above-mentioned transformation has taken place in the tertiary education setting in Malaysia. On the other hand the study of Serhat Akyuza and Fatih Yavuza (2015) revealed how utilization of technology can be pretentious by the perception of teachers and learners. Likewise, web-oriented online classes served as effective teaching tools used in the classrooms. WebQuest is an inquiry-oriented activity which enables the students to receive information from the web. WebQuest also plays a pivotal role in the acquisition of vocabulary and reading skills of the learners. Moreover, it also develops critical thinking skills through analysing, creating and evaluating.

Furthermore, several studies suggested the advantages of using technology in the teaching- learning process of English language. Hennessy (2005) stated the use of ICT and its importance in acting as an important catalyst in motivating teachers and learners to work in novel ways. Firstly, learners play an active role during the activities which helps them to retain the information. Secondly learners become independent and also take individual responsibilities in the teaching -learning process. The outcome of this research made the researcher understands that learners become more autonomous, and on the other hand teachers also identify their roles in supporting their learners to act and think independently.

Baytak, Tarman and Ayas (2011) experimented the role of technology in language learning. The results revealed that by integrating technology into the classroom learners 'learning was enriched. The findings from this study emphasised how technology made learners' learning interesting, interactive and also it increased their social interactions and engagement.

Alsaleem (2014) used Whatsapp applications in English dialogue journals to improve learners' writing, vocabulary, choice of words and speaking skills. From the results of this study, it can be concluded that by integrating technology in the learning process learners showed significant improvements in their speaking skills, vocabulary, use of words and writing skills.

Objectives:

- i. To detect the participation of learners using Education 4.0 in learning English
- ii. To determine the benefits of Education 4.0 for the Urban Engineering students residing in Warangal

Research Questions:

- i. Have the learners shown inclination towards Education 4.0?
- ii. Does employing Education 4.0 pay a way for improving the language abilities of the learners?

Need for the Study:

With the emergence of the fourth industrial revolution (IR 4.0) the world is constantly evolving around us. Thereby, IR 4.0 plays a pivotal role in the evolution of education system. The occurrence of IR 4.0 has compelled educators to regulate human skills with the innovative technologies now characterised as disruptive technologies across the globe. The evolution of Industry (4.0) has established varied new approaches and methodologies coupled with innovative technologies. Education 4.0 is a response to the needs of IR 4.0

English has also been accepted as the de facto language and thereby ensured a considerable impact on scientific communication. As quoted by Fisher English is a contact language between people who share neither a common native tongue nor a common culture, and for whom English is the chosen foreign language of communication. It is a well-known fact that English plays a dominant role not only in the field of Education but also provides ample job opportunities for the learners. The research also explores how employing Education 4.0 enhances learners participation in using English.

Method:

The scope of this research is focused in Warangal, India. The study used questionnaire as a tool, consistent with the objectives of the investigation. The researchers selected SR engineering college students from Warangal. The current study investigated the learners 'participation in English using Education 4.0 and its applications to improve the language abilities of the learners.

The experimental group consisted of 306 participants consisting of adults and the group was homogenous as the learners belonged to the same peer group and educational level. The researchers implemented the survey technique using a questionnaire as the tool and the respondents participated without any reticence. The questionnaire was designed to understand the respondents perspective and opinion of Education 4.0.

Methodology:

The present study explores the participation of the learners in using Education 4.0 to enhance their language abilities. The study was conducted in the month of September,2020. It also examines learners inclination towards Education 4.0 and how integration of technology in learning helps in improving the language abilities of the learners. In this way, they serve to reinforce and reiterate values obtained in the experimental design and descriptive analysis. The analysis was done using SPSS tool. The researcher designed the questionnaire using likert scale as it is a unidimensional scale that is used to collect respondents' perspectives and opinions. Likewise, likert scale was used by the researcher to collect information about the participants perspective and opinion of Education 4.0. According to Hariharasudan and Sebastian Kot (2018) they suggested the several drawbacks in learning English by the engineering students residing in southern states of India.

Limitations:

- i. The present research has been carried out only with the urban Engineering students
- ii. It is limited to only 306 respondents

Data Analysis:

The present research primarily aims at detecting challenges between the digital classroom and physical classroom. To determine the existing challenges between the digital classroom and physical classroom, it is necessary to find out the students' opinion about the role of web technologies in their learning. All the selected 306 respondents were asked to respond to the question: "Do you feel web technologies like usage of tablets, advanced

computers are perfect to use for better learning?'. It has been found that 169 students have agreed the web technologies are perfect to use for better learning and 69 students have 'strongly agreed' to this question. This shows that the students are aware of the fact that web technologies are perfect to use for better learning. A sum of 17 + 7 students disagreed with this opinion, in this, 17 students have chosen to say 'disagree' and 7 students have chosen 'strongly disagree'. There were 17 students who do not fit into the aforementioned groups. They remain distinct and confessed that they have no knowledge about this aspect. The discussed question creates a need to examine if there is a noticeable challenge between the digital classroom and physical classroom. This is to identify whether the respondents are aware of the distinguishing differences and challenges. In order to detect this, the question: 'Digital classroom challenge physical classroom' has been framed with a value scale of having five options such as 'Agree,' 'Disagree,' 'Don't know,' 'Strongly Agree,' and 'Strongly Disagree'. The following pie chart sheds light on the choice of the respondents:

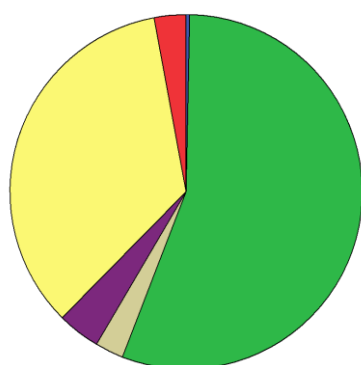


Fig.1:

Out of 306 respondents, 150 respondents have agreed that the digital classroom challenges the physical classroom. This is reinforced by another 89 respondents who have chosen 'strongly agree'. These respondents are countered by 43 + 89 respondents who chose to say 'disagree' and 'strongly disagree'. There are 12 respondents who proposed that they are absolutely unaware of this challenge in the field of education. However, a maximum number of participants have agreed with the statement that digital classroom challenge the physical classroom. This reveals the fact that the students are able to notice the difference that the digital classroom gifted in the process of their learning.

	<i>Agree</i>
	<i>Disagree</i>
	<i>Don't know</i>
	<i>Strongly agree</i>
	<i>Strongly disagree</i>

agreed that the digital fact is reinforced by agree'. These who chose to say

The next question that was placed in front of the students collected their opinion about integrating technology into the conventional classroom. They were asked: "How far it is correct that technology must be regarded as adaptable aid and implemented to traditional course to

make it effective” and the choices were such as ‘Always,’ ‘Never,’ ‘Often,’ ‘Rarely,’ and ‘sometimes’. An enormous number of students preferred ‘always’ and affirmed that they need a change in the existing educational methodology. It has been observed that out of 306 respondents, 113 respondents have dared to utter that technology needs to be integrated into the conventional method of learning. This advanced thought is because of their acquaintance with electronic gadgets and the convinced mind of nature with the technological advents. There are another three groups of respondents who have attempted to slightly deviate from the former group. It is found that 99 respondents have chosen ‘often’, 41 respondents have chosen ‘sometimes’ and 48 respondents have opted ‘rarely’. The respondents who chose to say ‘often’ can be juxtaposed in way because they also agree to have technology integrated classroom. This group of students are not convinced to have a technology dominated classroom instead they prefer to pronounce that they need classroom which has both the conventional method of teaching and the advent method of teaching. There is another group of students whose choice is close to the ‘often’ group. That is ‘sometimes’ group who have preferred to have technology integrated classroom for their learning, and this has been affirmed by 41 respondents. These 41 respondents did not completely refuse to be in a technology integrated classroom instead they agreed to be in both the conventional classroom and technology integrated class; however, they have chosen to be in the conventional classroom for more hours. Among the 306 respondents, there are 4 respondents who hardly have the adaptability to a technology integrated classroom, so they have preferred to say ‘never’ to this question. This is vivid that the 4 respondents who have selected ‘never’ are not comfortable with the use of technology in their life as a result they deny having it integrated in their learning.

The learners were taken through the process of examining their knowledge about Education 4.0. There was a need to detect whether the respondents are aware of the influence of Industrial Revolution 4.0 in Education. It is obvious that the rapid growth in science and technology has impacted on Education undoubtedly. The question placed in front of the respondents is: “The rapid development of science and technology in the era of Industrial Revolution 4.0 has a tremendous impact on human life. One of them in this field is education, and the results of Education 4.0 is”, and the choices are ‘bad,’ ‘excellent,’ ‘good,’ ‘very good,’ and ‘worst’. It has been found that 3 respondents have recorded that the result of Education 4.0 is ‘worst’ and 6 respondents have preferred to say that its results is ‘bad’. But there is a majority group of students who have come forward to register their positive response. There are 90 respondents who have selected that the result of Education 4.0 is positive and 109 respondents

have chosen 'good' to register the positive result of Education 4.0. In addition to these two groups, there are 97 respondents who have chosen to say that the impact of Education 4.0 is noticeable, and it is appreciable in the process of learning. It has been detected that 90 + 107 + 97 respondents have chosen to register that they have observed the metamorphosis that the Education 4.0 has introduced, and they appreciate this advent in their learning process.

It has been detected that Education 4.0 has rendered a good result in the learning process of the students. Now it is necessary to examine the influence of Education 4.0 in English language learning. To find this, the question framed is: "Many people use mobile phones, for communicating in different ways which are friendly language communicators using Education 4.0" with the choices such as 'agree,' 'disagree,' 'don't know,' 'strongly agree,' and 'strongly disagree'. This question can be interpreted that mobile phones are a mode of making communication and it is considered as a vehicle to communicate using Education 4.0. It is found that 159 students have agreed with this statement and 108 students have strongly agreed to it. There are 15 respondents selected 'don't know' to say that they have no opinion regarding this. There are two groups who have registered their disapproval to this question. The first group encompassing 15 respondents has chosen to say that they 'disagree' with this statement and the second group containing 8 respondents have recorded that they 'strongly disagree'. The question has brought clarity about the respondents' understanding about mobile phones to make communication thereby influencing their language.

Education 4.0 has introduced a shift in the education system and more specifically it has influenced the process of learning English. This has been proved in the light of: "Education 4.0 causes shift in the education system, especially in English, do you agree". The respondents were given a chance to choose among the following: 'always,' 'never,' 'often,' 'rarely,' and 'sometimes. Out of 306 respondents, 161 respondents have agreed to record that Education 4.0 impacts on the English language learning 'always' and 72 respondents have come forward to say that Education 4.0 'often' influences the process of English language learning. There is closeness between 'rarely' and 'sometimes' that were given as choices to the respondents and 16 respondents have chose 'rarely' and 53 respondents have selected 'sometimes' to accentuate the influence of Education 4.0 in learning English. The final group of students have preferred to register that it does not make any impact thus they have chosen 'never'. Through this question it is evident that Education 4.0 has influenced the process of learning English.

It is necessary to detect that “Teaching technology using Education 4.0 as part of the approach to learning the English language communication”. The respondents were asked the following as their response to the question:

	<i>Agree</i>
	<i>Disagree</i>
	<i>Don't know</i>
	<i>Strongly agree</i>
	<i>Strongly disagree</i>

students about curriculum changing for better to choose any one from ‘agree,’ ‘disagree,’

‘don’t know,’ ‘strongly agree,’ and ‘strongly disagree’. It is determined that 172 students have ‘agreed’ to this suggestion and 97 students have ‘strongly agreed’ to it. There are 13 students who have registered that they have no knowledge about it thus choosing ‘don’t know’. It has been detected that 7 respondents have ‘disagreed’ and 16 respondents have ‘strongly disagreed’ to it. The analysis sheds light on the fact that 172 + 97 respondents are convinced to learn technology using Education 4.0 as part of curriculum changing the approach to learning the English language for better communication.

It is quite compelling to know that if using Education 4.0 the learners can improve their confidence to respond to the competition placed in front of them in the matter of language practice. In order to detect this, the respondents have been asked to register their response to: “When spoken language practice becomes challenging and you lack confidence language skills linking the classes using tools such as video conferences, audio-visuals talks, gives the confidence to try and respond to the competition of language globalization”, and the options given are ‘agree,’ ‘disagree,’ ‘don’t know,’ ‘strongly agree,’ and ‘strongly disagree’. Out of 306 respondents, 163 respondents have preferred to say ‘agree’ and 105 respondents have chosen ‘strongly agree’ as their response to the asked question. From this it can be concluded that a majority of 163 + 105 = 268 respondents have agreed that video conferences and audio-visual talks give them the confidence to endeavor and respond to the competition of language globalization. The pie chart, i.e. Fig.2, given below reaffirms this analysis vividly:

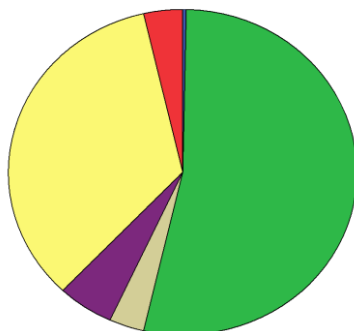


Fig.2:

The Fig.2 throws light on the fact that a vast number of respondents are convinced with the impact of Education 4.0 and a meager strength is not convinced with its effect thus they have preferred to say 'disagree' and 'strongly disagree'. There are 10 respondents who have chosen 'disagree' and 11 respondents who have preferred to register 'strongly disagree'. Excluding these two group, there is another group which neither fits into 'agree' nor 'disagree', and they are the once who have no idea about the influence of Education 4.0 thus, they have chosen 'Don't know'. Out of 306 respondents, 16 respondents have chosen 'Don't know'. It is found that a small group of students register 'don't know' for the questions related to Education 4.0. this throw light on the ignorance of the learner regarding the advent learning method which has emerged as a result of Industrial Revolution 4.0.

From the previous question, the present research could discover that practice Education 4.0 can bring a positive impact in the process of learning English. The question that is to be dealt here is connected with the previous question. It focuses both on the beneficial developments of teachers and leaners. The question is: "The learning management with the utilization of new technology using 4.0 is to help the learners to develop skills, and its implementation as the bases for learning media development benefits both teachers and learners" and the choices enumerated are 'agree,' 'disagree,' 'don't know,' 'strongly agree,' and 'strongly disagree'. This question attempts to detect if Education 4.0 assists in skill development both the teachers and leaners. A strength of $6 + 13 = 19$ respondents has denied the fact that Education 4.0 assists in skill development. Six respondents have chosen 'disagree' and 13 respondents have registered 'strongly disagree'. Besides these two groups, there a group which accepts the fact that they have void knowledge about this statement and have preferred 'Don't know'. But it is quite astonishing to find that a majority group of students have notice the assistance of Education 4.0 and have come forward to record their positive response. A huge strength of $172 + 102 = 274$ respondents has noticed the positive impact of Education 4.0 on the skill development of an individual. The majority group with 172 strength has preferred to say 'agree' and a sum of 102 respondents has preferred to say, 'strongly agree'. This reveals the fact that the majority group of respondents have notice the change that Education 4.0 has introduced in skill development among the teachers and learners. So, it is transparent that Education 4.0 promotes the skills of not only the leaners but also the teachers.

There is another question which is categorized under the same group of the previous question. This question has been placed in front of the respondents to validate the result of the previous analysis and to add up to it. The following question has been framed with the

promulgation to determine the frequency of the function of Education 4.0 in cultivating the language skills. The question is: “Experts state that a severe shortage of language skills can easily overcome by using this education 4.0” and the choices are ‘always,’ ‘never,’ ‘often,’ ‘rarely,’ and ‘sometimes’. Out of 306 participants, 122 respondents have registered ‘always’, and 106 respondents have registered ‘often’ and 42 respondents have preferred to say ‘sometimes’. From this data, it is evident that a majority group of students have come forth to record that Education 4.0 can overcome the serve shortage of language skills. A meager group with 6 respondents has denied this fact choosing ‘never’ and 29 respondents have chosen to say ‘rarely’ that the shortages of language skills are overcome with assistance of Education 4.0. It is clear that even the leaners have recognized and understood the significance and impact of Education 4.0 in developing language skills. This question and the previous question have assisted in detecting whether Education 4.0 develops the skills and supports to overcome the shortage of language skills. Now it is essential to discover how language skills are developed by practicing it and are the language skills majorly cultivated using this advent method of learning.

The present question mints to discover whether project works, PPTs and Slideshows are used as tools in Education 4.0 to improve the skills and the question is: The project works, PPTs, Slideshows, act as barriers in Content & Language integrates learning (CLIL) using Education 4.0 is a great way to improve skills through technology.” and the choices are ‘agree,’ ‘disagree,’ ‘don’t know,’ ‘strongly agree,’ and ‘strongly disagree’. It is found that 150 respondents have agreed with it and 124 respondents have strongly agreed to it. There is a deviation created by $11 + 11 = 22$ participants who have denied this fact. Apart all these four groups, there is a group with 9 participants who have come forward to agree that they have no knowledge about it thereby choosing ‘don’t know’. This question helps in detecting the opinion of the majority group who has agreed to say that using PPTs and project works can improve their language skills.

Apart from PPTs and project works, even E-books can be a choice to practice Education 4.0 in order to enhance the language skills of the learners. Not many learners are interested in reading E-books, yet the present research attempted to elicit their opinions about enhance skills through reading E-books. To discover this, the question placed in front of 306 respondents is: “E-books are the best sources for learning a language based on LSRW skill development and easy to carry language friendly to the learner in acquiring the language using education 4.0” and the choices are ‘agree,’ ‘disagree,’ ‘don’t know,’ ‘strongly agree,’ and ‘strongly disagree’.

The highest strength with a count of 153 participants have come forward to choose 'agree' and 97 participants have chosen to say, 'strongly agree'. The fig.3 pasted below throws light on this claim:

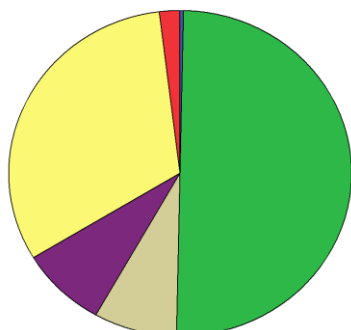




Fig.3:

The fig.3 points at the fact that 24 respondents 'disagree' and 'strongly disagree' with the idea that E-books can assist in enhancing language skills. There is an odd group with 25 respondents who have confessed that they have no knowledge about this and have clicked 'don't know'. For the question, there is a small group of respondents who have preferred to say that they have void knowledge and idea about the asked question. It has been identified that this odd group does not fit into any of the other four groups. From the above pasted pie chart, it is apprehensible that E-books are part of implementing Education 4.0 and they can largely contribute for the development of language skills of the learners.

	<i>Agree</i>
	<i>Disagree</i>
	<i>Don't know</i>
	<i>Strongly agree</i>
	<i>Strongly disagree</i>

The next question insists on detecting the frequency of the impact produced by implementing Education 4.0 using audiovisual aids and other gadgets to improve the listening and comprehensive skills of the learners. To achieve this objective, the asked question is: "Students have naturally listened and understood the language spoken around them. Education 4.0 using audiovisual aids and other gadgets helps them to understand the English language easily." and the choices are 'always,' 'never,' 'often,' 'rarely,' and 'sometimes'. It is found that 135 respondents 'agreed' with the asked question and have preferred to say 'always'. This group of learners has accepted that audiovisual aids and other gadgets help in cultivating listening skill. They also agree that learners can naturally develop the listening skill from their environment. It has been observed that 99 respondents have preferred to say 'often' and 28 respondents have chosen 'sometimes' and 38 respondents have chosen 'rarely'. There is a group with 5 respondents who have registered 'never' as their choice. This analysis has shed light on the fact that audiovisual aids can assist in acquiring language skill.

The dealt question leads to examine the improvement of vocabulary and reading skills using Education 4.0. The question framed to detect this is: “Web-based searching has a positive impact on learners in the acquisition of vocabulary and reading skills” and the choices are ‘agree,’ ‘disagree,’ ‘don’t know,’ ‘strongly agree,’ and ‘strongly disagree’. This question insists on detecting the result of enhancing the vocabulary and reading skills through web-based searching. The pie chart mentioned below gives a vivid picture of the choice of the respondents:

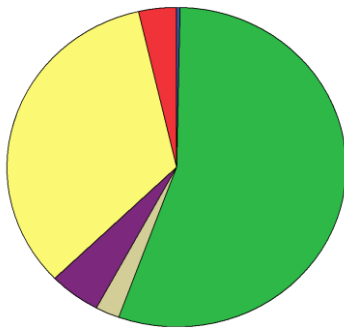


Fig.4:

From fig.4 it can be interpreted that 169 respondents have agreed that web-based search can bring positive impact on developing the vocabulary and reading skills of the learners and 103 respondents have chosen ‘strongly agree’ to reaffirm what the previous group has stated. So, it is evident that a majority of the respondents have preferred to register that web-based search can improve the vocabulary and reading skills of the learners. There are another three-group deviate found that 17 respondents have preferred to say ‘disagree’ and 7 respondents have preferred to say, ‘strongly disagree’. Hence, it can be summed up that $17 + 7 = 24$ respondents have recorded that web-search does not make any impact on improving the vocabulary and reading skills of the learners. There is another group of respondents who have registered that they are completely unaware of this claim. They also agree that they have no knowledge in this matter therefore they have preferred ‘don’t know’.

It has been examined and found that web-search can improve the vocabulary and reading skills of the learners. This creates a need to detect the impact of Education 4.0 in acquiring their other skills of English language. Therefore, the researcher has framed the question: “English language teaching and English for specific language using Education 4.0 in daily communication correlates with much confidence in speaking, listening, reading, and

writing ability with an optimistic attitude” with the choices such as ‘agree,’ ‘disagree,’ ‘don’t know,’ ‘strongly agree,’ and ‘strongly disagree’. English language teaching is in progress for centuries across the globe, in this respect, English for Specific Purpose (ESP) has been introduced decades back to narrow down the method and purpose of teaching English to the learners. ESP insists on teaching English according to the need of the learners so that English language acquisition can be achieved at a higher pace. It purely adheres to learner-centric approach in order to impart English language skills to the learners. Through this question, the present study aims at accumulating opinion of the learners regarding equipping themselves with English language skills by acquiring knowledge from an ESP classroom using Education 4.0. The pie chart, fig. 5, pasted below demystifies the choices and opinions of the respondents:

Fig.5:

From fig.5 it can be argued that out of 306 participants who were involved in the present research, 178 respondents have chose to say that they ‘agree’ with integration of Education 4.0 into the English Language Teaching (ELT) and English for Specific Purpose (ESP) to enhance the language skills of the participants. Along with this majority group, there are another 100 respondents who have volunteered to ‘strongly agree’ with the idea. There are 7 students who have chose ‘disagree’ and 11 students who have selected ‘strongly disagree’ to contradict with the opinion of the majority group. The disapproval with the arguing statement implicates that they have a different opinion about the integration of Education 4.0 into ELT and ESP to enhance the language skills of the learners. Besides all the four groups of respondents, there is an odd group of students with 9 respondents who have stated that they do have any knowledge regarding this therefor they have selected ‘Don’t know’ as their choice. However, it is transparent that the majority groups of students are believe that the integration of Education 4.0 into ESP and ELT to promote their language abilities will produce a noticeable positive result.

	<i>Agree</i>
	<i>Disagree</i>
	<i>Don't know</i>
	<i>Strongly agree</i>
	<i>Strongly disagree</i>

Discussions:

Education 4.0 creates an opportunity for educators to integrate technology in teaching. Educators play an important role in emphasizing the importance of connecting students with experiential learning. Indeed, education 4.0 provides an opportunity for teachers to engage in new teaching methods which are indistinguishable and concordant from a research conducted by Fisk (2017). Education 4.0 have created a chance and a huge platform for all teachers to take part in new teaching styles.

A research by Garba, Byabazaire & Busthami (2015) suggested that technology has made lives of educators easier through the implementation of various innovative tools such as power point presentations, podcasts, youtube, video clips and software applications. Education 4.0 has enhanced the technical knowledge and the use of technological aids to both educators and learners.

From the above analysis it is evident that the students are interested in Education 4.0 and they have registered their willingness to be in an Education 4.0 set up to acquire language skills in order to promote their language abilities. A majority group of the respondents have come forth to record their inclination towards technology integrated language classrooms using Education 4.0. They believe that Education 4.0 will certainly promote their language abilities. This is because that Education 4.0 is blended with technology and the advent method of learning. The respondents have overtly agreed that employing Education 4.0 will provide avenues to improve the language abilities of the learners. This research concludes with the finding that, according to the selected respondents, integrating Education 4.0 will unquestionably improve the English language abilities of the learners.

Conclusion:

In this paper, the researcher has reviewed the important issues pertaining to learners' interest in using Education 4.0 to enhance their language competency. The participants firmly believed that by employing Education 4.0 will boost their language abilities. In addition, the review of literature resolutely recommended that how technology can be in teaching-learning process. Furthermore, the paper suggested learners' inclination towards technology-integrated language learning using Education 4.0. Over the years the learning-teaching method has progressed ceaselessly. In order to sustain the inquisitiveness of the learners' colleges and universities should integrate technology in the teaching-learning process. Moreover, educational institutes should adopt ingenious technology as a medium of instruction/guidance to be integrated in the classrooms. Education 4.0 not only enhances the teaching skills of the

teachers but also ameliorates the student learning outcomes. To sum up, the findings of this review of literature suggested that integrating technology into classrooms provided innumerable benefits such as interaction between teachers and learners, provided comprehensible input and output and it also intensified learners' participation in learning a foreign language effectively.

References

Alsaleem, B. I. A. *The effect of "WhatsApp" electronic dialogue journaling on improving writing vocabulary word choice and voice of EFL undergraduate Saudi Students*. Harvard: 21st Century Aca,2014.pp 14-35.

Anealka Aziz Hussin, " *Education 4.0 Made Simple: Ideas For Teaching*", International Journal of Education & Literacy Studies, 2018.6(3):pp 92-98.

Akyuz,Serhat and Faith Yavuz. " *Digital Learning in EFL Classrooms*".Procedia-Social and Behaviourial Science,2015.197: pp 13-26.

Baytak, A., Tarman, B., & Ayas, C. (2011). *Experiencing technology integration in education: children's perceptions*. International Electronic Journal of Elementary Education, 2011 3(2):pp 139-151. <https://www.iejee.com/index.php/IEJEE/article/view/233>. Date accessed: 17 March 2021.

Bennett, S., Maton, K., & Kervin, L. *The 'digital natives' debate: A critical review of the evidence*. British Journal of Educational Technology, 2008,39(5), pp775–86. <https://doi.org/10.1111/j.1467-8535.2007.00793>.

Dunwill, E. " *4 changes that will shape the classroom of the future: Making education fully technological*".2016, pp.245-49

Accessed from <https://elearningindustry.com/4-chang-es-will-shape-classroom-of-the-future-making-education-fully-technological.html>

Education technology and Mobile Learning " *9 fundamental digital skills for 21st century teachers*." ,2016:pp56-62.

Accessed from https://www.educatorstechnology.com/2016/12/9-fundamental-digital-skills-for-21st.html

Fisk, P. " *Education 4.0 ... the future of learning will be dramatically different, in school and throughout life*." ,2017:pp 45-53.

Retrieved from <http://www.thegeeniusworks.com/2017/01/future-education-young-everyone-taught-together>

Garba, SA., Byabazaire, Y., & Busthami, AH. *Toward The Use Of 21st Century Teaching Learning Approaches: The Trend Of Development In Malaysian Schools Within The Context Of Asia Pacific*, 2015, Ijet. Volume 10, Issue 4:pp 57-61.

Hariharasudan, A., Gnanamony, S. R., & Rajaram, S. (2017). An eye view of technical communication in English language among engineering students in Southern Tamil Nadu (India): An analysis in the postmodern era. *Global Journal of Business & Social Science Review*, 5(1), 9-17.

Hariharasudan, A., & Kot, S. (2018). A scoping review on Digital English and Education 4.0 for Industry 4.0. *Social sciences*, 7(11), 227. <https://doi.org/10.3390/socsci7110227>
Hennessy, S. *Emerging teacher strategies for supporting*. Cambridge, UK: University of Cambridge. 2005: pp 45-56.

Kozinski, S. “*How generation Z is shaping the change in education*”. 2017:pp 79-84.
Retrieved from <https://www.forbes.com/sites/sievakozinsky/2017/07/24/how-generation-z-is-shaping-the-change-in-education/#304059746520>

Priya Sharma, “*Digital Revolution of Education 4.0*”, *International Journal of Engineering and Advanced Technology (IJEAT)*, Volume-9 Issue-2, December, 2019:pp 3558-3561.

Srivani, V., Hariharasudan, A. (2020). Modern Techniques of English Language Learning using Education 4.0. *International Journal of Recent Technology and Engineering*, 8 (4S4), 73-76.

Thavabalan, P., Hariharasudan, A., & Mohan, S. (2018). Business English Communication of Garments Industries in Tirupur, India: A Statistical Analysis. *International Journal of Pure and Applied Mathematics*, 119(12), 13855-13860.

Thavabalan, P., Mohan, S., Hariharasudan, A., & Krzywda, J. (2020). English as business lingua franca (BELF) to the managers of Indian printing industries. *Polish Journal of Management Studies*, 22(2), 549. doi:10.17512/pjms.2020.22.2.36 DOI: 10.17512/pjms.2020.22.2.36

Thavabalan, P., Mohan, S., Hariharasudan, A., Nishad Nawaz. (2021). English for Business Communication: An Interventional Study with Employees of Indian Printing Industry at Sivakasi. *Asian ESP Journal*, 17 (3.2), 90-107.