Research Paper

Implementation Of Innovative Novel Techniques Of Language Learning Strategies With Special Reference To The Language Learning App Strategy Used By The School Students And Teachers Of Tripura To Improve Oral Skills And Its Challenges

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ABSTRACT:
The research of innovation in language education began to generate particular interest only from the 1980s onwards, with critical early contributions including Kennedy (1988)[1] from Indian perspective and Fullan (2001)[2] from a US one. The former was instrumental in developing educational change management as a new sub-discipline in applied linguistics. The dynamics and challenges of implementing educational reform were often overlooked or inadequately problematized before that period. In recent decades, there has been a significant increase in interest in the topic of innovation, especially in general education, as evidenced by the work of scholars like Michael Fullan and Andy Hargreaves (Hargreaves, 2003)[3], and also in language education, as evidenced by recent books like Murray (2008)[4]. For this study, innovation is described as an effort to enhance educational outcomes by doing something that implementers consider new or different. The present study centres around the implementation of innovative novel techniques of language learning strategies with references to the language learning app strategy used by the teachers and students of Tripura to improve oral skills and its challenges.
KEYWORDS: *(Innovation, Linguistics, Dynamics, Challenges, Implementation, Improve)*

I. INTRODUCTION:

A big area of innovation is the expansion of language education in different EFL contexts, such as English in the school sector, which is beginning to start earlier and earlier at the elementary school level. Since the advancement of education is in its hands, innovation management is a critically important area. The litany of educational policy failures suggests that a better understanding and application of the concepts and practice of educational change management would make a significant contribution to the discipline.

Governments, school administrators, teachers, or both want to improve the effectiveness of education for students. Innovations can help schools stay current with new technologies or scientific findings, and they can also be a catalyst for educational justice and fairer opportunities for people from all walks of life. Individuals are more likely to follow reforms that they consider to have a greater relative benefit, compatibility and observability, as well as less ambiguity, than other developments. Many failed (or relatively unsuccessful) attempts at innovation are recorded in the applied linguistics literature. Although this is most likely a fair assessment, it is unclear how performance or failure is measured or interpreted. The majority of reforms have positive, negative, and unexpected consequences. Innovations that do not meet all of their (overly ambitious?) goals should not be considered failures. The effectiveness of innovation can be measured by how far students have progressed in their learning since the innovation was introduced (Van den Branden, 2009)[8].

The key impediments to innovation can be divided into three groups:

- **Teacher-related:** Lack of teacher ownership or awareness of the innovation; change that is inconsistent with established teacher principles and beliefs; negative attitudes, frequently engendered by the increased workload; teachers are often emotionally attached to their current practises; and change may be personally threatening.

- **Systemic**: Poor communication and mutual trust between change agents and frontline implementers; a focus on the intricacies of the innovation rather than how it could be implemented; a lack of appropriate resources to support the innovation; insufficient professional development and support for teachers; failure to bridge the gap between innovation and implementation.

- **School-related:** A lack of a welcoming community for change; conservative forces within a school; a lack of support or understanding from senior management; insufficient school-based resources; student difficulties in adjusting to teacher change, particularly if the reason has not been persuasively expressed.

Although all of the above are true of most educational reforms, contextual and cross-cultural aspects are unique to language education regardless of the discipline. Language education reforms, for example, often include bringing developments from the Anglophone world to developing countries where English is a second or foreign language. It's not uncommon for pedagogic principles like learner-centered, communicative, or process-oriented approaches to conflict with different but equally true ideologies like whole-class direct instruction, test planning, or more product-oriented teaching.

Wedell (2009) argued that we need to place people and environments at the centre of the innovation process, and Carless (2011)[10] makes a case for —contextually grounded approaches‖ to pedagogic innovation, based on evidence from Tripura classrooms. Given the many obstacles that face the implementation of innovations, it is worthwhile to think under what conditions there are chances of success. The requirements mentioned below serve as facilitators:

- The innovation is not overly ambitious and has support from sufficient relevant secondary innovations.
- It has appropriate time frames and seeks to facilitate early, small-scale success which generates momentum and positive sentiments.
- Teachers are brought on board at an early stage, and feel belonging and ownership that is of more than a token nature. These teachers may act as brokers, —champions,‖ or opinion leaders.
- Effective institutional-based professional development and support are built into the project.
- The innovation is contextually and culturally appropriate, and does not promote values which are incongruent with those of implementers
- Problem-solving strategies are built into the project and there are change-management strategies to tackle challenges arising

Conditions like the ones described above are probably uncommon in the dynamic world of educational reform. As a result, disseminating more exemplars of good practice may be a potential path forward for applied linguistics innovation. We've learned a lot from previous mistakes, and we can learn even more from future success stories. Written records of effective medium- or large-scale developments in the school sector provide a significant contribution. A discussion of the introduction of task-based teaching of Dutch as a second language in Flanders schools is a good example. Teacher education, which itself integrated experiential task-oriented values, and coaching based in the classrooms of teacher participants were among the techniques used to foster creativity in this case. The latter is beneficial because it focuses on assisting classroom implementation of the invention.

THE USE OF LANGUAGE LEARNING APPS

There has been a lot of debate and progress on the advantages of using technology and online resources to teach and learn foreign languages. Several authors have agreed upon the benefits of incorporating technology for personal, societal, and educational goals.

However, there are still several obstacles to overcome while employing this technology in the classroom. On the one hand, teachers must frequently persuade their colleagues and supervisors of the academic objectives of technology. At the same time, on the other side, they encounter connectivity issues in a rural location such as the one in which this study project was conducted. Nonetheless, it is critical to remember that limited resources in our classroom make it difficult, but not impossible, to innovate our teaching practices; additionally, the latent need of students to find a purpose for learning the language and a good way to do so, prompts teachers to rethink their practices, make them more appealing, and bridge the generational gap between

them and their students. There is a need for context-sensitive language education since we are aware of the linguistic, sociological, and political peculiarities of our population. In this light, one of the most noteworthy characteristics of this work is the uniqueness it embraces, as little study has been done in rural areas, let alone using technology as a primary instrument. ―Language teachers cannot afford to disregard sociocultural realities... nor can they afford to separate learners' linguistic and social needs‖.

In effect, the goal of this study was to see how language learning applications (LLAs) may be used as a didactic aid to promote vocabulary growth in an EFL setting. Because of the study's background and demographic, we decided to look at new and unique approaches to learn a foreign language in a rural setting.

The study was prompted by students' lack of enthusiasm and motivation in learning a foreign language, which was reflected in minimal improvement after years of instruction and, as a result, low performance on standardized exams. We sought to bridge the gap between traditional classroom learning and students' likes by utilizing a new computer lab with an internet connection brought to the school, our love for technology, and students' interest in technical instruments such as cell phones and computers.

The first stage was to conduct a state-of-the-art review of the various publications on the subject to build a sound theoretical framework. Even though we found several studies that shed light on improvements in research and publications in the field, none expressly emphasised rural contexts; yet, the papers we discovered helped us nourish and modify the course of our research.

Following that, we looked at students' language skills using an initial diagnostic test that revealed their true needs and offered statistical evidence of their abilities compared and contrasted with the outcomes produced after the intervention. We used two LLAs to construct vocabulary courses to assist students learn, practice, and measure their vocabulary development once we identified their strengths and weaknesses. Parallel to this, we kept a research journal of everything that happened during each lesson and assessment session to reflect on students' processes and learn from their experiences. Finally, it was required to contrast data presented before the intervention with the outcomes to uncover prospective improvement on students' vocabulary development and their own opinion of the process lived, based on the method produced by students. The findings revealed a good picture of students' vocabulary growth and the formation of a more positive attitude toward language learning, both of which benefited their current and future educational experiences.

As a result, as indicated in the following chapters, this technique had a favorable impact on their learning in general and the development of vocabulary skills in particular. Although designed for this specific group of students, it would make a significant contribution to the field of technology and language education because it present strategies that can use in other classroom settings to motivate and assist students in using technological resources for educational purposes.

CHALLENGES AND STRATEGIES FOR TEACHING ONLINE LANGUAGE

Several studies have looked into the difficulties faced by language teachers while integrating new technology and virtual classroom applications. While self-paced online courseware has grown in popularity in recent years, English and foreign language teachers recognise the value of blended learning in online language lessons.

Virtual Classroom software is frequently used to create a blended learning environment for teaching languages online. However, unless the correct technology is employed and the correct culture is developed while transitioning to teach English online, employing these tools might pose technical, administrative, and pedagogical issues. When putting your methods in place for successfully teaching English or foreign languages online, challenges must be taken into account. You don't want to use digital learning items in your classes simply because it's the latest fad in the language learning market. The teaching and learning experience should be enhanced by digital language learning solutions that interact smoothly with your main course framework.

I've chosen a few papers on e-learning and language learning that I felt would be relevant in exploring the issues of teaching online English and foreign language classes.

Effects of e-learning on Language Learning

This research looks at the benefits and drawbacks of e-learning in general, as well as the benefits and drawbacks of teaching English or a foreign language online. Other internet-based e-learning options, such as blogs, television, online games, and online dictionaries, are investigated in this study.

Integrating E-learning in Classroom-based Language Teaching: Perceptions, Challenges and Strategies

This study examines ―student and instructor opinions on the use of e-learning teaching technologies, problems they experience, and suggestions to improve the actual application of these resources in classroom-based language instruction. The difficulties are divided into three categories: technological, administrative, and pedagogical.

Technical, Administrative and Pedagogical Challenges for e-learning when teaching languages

Challenges such as technological illiteracy, certain students' relatively restricted educational backgrounds, a lack of time and digital resources, a lack of trust in using digital equipment, an unskilled instructor, and others

function as roadblocks, preventing the full potential of ICT from being realised. Teachers and students must be given enough support in terms of training, equipment, and time resources in order to improve the efficacy of ICT learning environments.

INNOVATIVE METHODS OF TEACHING STRATEGIES: THAT WILL HELP EVERY TEACHER IN THE CLASSROOM

Some of our most inspiring and unforgettable movies are of teachers and professors who use innovative methods of teaching to reach out to the minds of the students and win the hearts of the audience while doing so. While a few years ago, one would only see such innovative and effective teaching on the screen, today technology has given teachers across the world a number of tools to enhance teaching methods[11]

Cross over Teaching

Although this method of instruction does not use technology, it is a beneficial experience for both students and teachers. Learning takes place in a more casual environment, such as after-school learning clubs or field trips to museums and exhibitions. The instructor will make connections between the instructional material and the student's experiences. This lesson is improved and deepened by the addition of subject-related questions. Field trip notes, photography experiments, and other group assignments related to the trip will then be used to add to the classroom discussions.

Teaching through Smart Boards

Smart boards are a great way to bring the classroom to life while also allowing students to connect and learn more deeply. This is accomplished by incorporating interactive and visual elements into the course material. Teachers use immersive multimedia content to help communicate the subject more efficiently to the students and make it a visual, engaging experience on the smart boards, which transforms the teaching experience into an interactive and collaborative experience.

Teaching through Flipping Classrooms

Flipping the classroom is a traditional and successful teaching technique that is growing in popularity. By putting the onus of learning on the students, they become active participants in the learning process. Teachers are relegated to the role of resource providers, and the students are responsible for collecting ideas and knowledge. Students are encouraged to create understanding, fill in information gaps, and draw inferences on their own using various technological resources.

Although some may question whether giving student's responsibility for their learning is a good idea, teachers worldwide have observed that when students control their learning, they immerse themselves more in the subject, take more interest, and learn better.

This method of instruction is one of the most effective for laying the groundwork for independent learning.

Teaching through Collaboration

Another novel teaching approach is to encourage student cooperation on different projects. Collaboration is an essential life skill vital for all professions and businesses in today's globalized world. Allowing students to study and work in groups will help teachers cultivate this ability in the classroom.

For example, assigning community homework or encouraging students to collaborate on plays, presentations, and other reports are just a few examples. Today, teamwork as a teaching method is gaining popularity as a powerful teaching tool in which the educators play the role of guides, mentors, and supervisors for the students, once again putting the burden on the community of students. It also teaches empathy, negotiating skills, teamwork, and problem-solving skills to students.

Teaching through Virtual Reality

Virtual Reality technology aids students in learning by allowing them to connect with a 3D environment. Instead of boring students with a history lesson, teachers might use 3D technology to explore ancient cultures, fly to distant countries for a geography class, or even take a trip to outer space for a science class. Virtual Reality technology provides students with a unique opportunity to learn in an immersive environment that will leave an indelible impact on their minds. It makes learning more enjoyable for students and aids their retention of content for longer periods – all important considerations when evaluating successful classroom teaching method.

Teaching through 3D Printing Technology

3D printing can be used as a teaching tool for teachers searching for new ways to teach. This method is quickly gaining acceptance worldwide, especially in higher education institutions where 3D printers are used to build prototypes and simplify complex concepts. Teachers can use 3D printers in lower-level classrooms to teach

material that was previously taught through textbooks, allowing students to gain a better understanding of the concept—especially in STEM subjects.

Teaching through Cloud Computing

Bringing technology into the classroom encourages educators to try out new teaching strategies. Teachers can store crucial classroom tools such as lesson plans, notes, audio lessons, videos, and assignment information on the classroom cloud using cloud computing. Students can then do this from the comfort of their own homes at any time, taking the classroom back to them with the click of a button. It also ensures that students who are absent from class due to sickness or other reasons are kept up to date at all times. It removes the need for students to drag around heavy textbooks and encourages them to learn when, where, and at their speed.

Technology and Innovative Methods of Teaching

The use of technology in the classroom allows students to be exposed to various stimuli and provides an atmosphere conducive to activity-based learning. It adds excitement to the classroom's material and makes learning more enjoyable. Technology provides teachers with an almost limitless range of tools that they can use to meet the needs of their students. While this blog lists a few such tools, turning to the new technology will include a large number of updated solutions for a teacher searching for successful teaching methods in the classroom.

PROBLEMS AND CHALLENGES IN TEACHING AND LEARNING, SPEAKING AT ADVANCED LEVEL

Over the years, the position of speaking in the hierarchy of language skills has shifted. It went from being a secondary skill in the Grammar–Translation Method to a primary skill in the Direct Method. While the linguistic theory on which audio-lingual was based regarded oral discourse as repetitive imitative behavior in normal and predictable contexts, it placed much more emphasis on speaking.

The Cognitive Method's grammatical syllabus included exercises in all language skills, giving equal weight to each one. Finally, Communicative Language Teaching introduced a more practical dimension to teaching oral discourse by incorporating various modes of interaction into the classroom and practicing the language in natural or likely circumstances that necessitated the definition of the discourse genre and participants' positions. While CLT's contribution to developing forms of speaking practise in language classrooms cannot be overstated, there is a growing trend among researchers and practitioners to criticize it for failing to recognise the complexity of speaking as a psycholinguistic process and for over emphasizing the information gap criterion as leading to artificial or imprecise results.

Despite the inevitable criticism of available approaches, strategies, or tools, speaking is now widely regarded as the most important skill to learn. It has been treated as the ultimate aim of language training since the beginning of the communicative period. Its proper production has become the priority of both teachers and learners. However, it is also well-known that gaining mastery in a foreign language in a classroom setting is a difficult challenge.

Also, advanced language students always feel unprepared to talk outside of the classroom after completing a language course. This challenge stems primarily from the nature and infrequent nature of speaking opportunities in the classroom compared to the abundance of natural oral communication varieties and genres.

In reality, deciding which forms of spoken discourse are most suitable for classroom practice in a specific language course is a difficult task that, sadly, seldom represents the normal occurrence and distribution of communicative situations. Additionally, an advanced language course should provide the best conditions for learners to improve their sociocultural knowledge (Thornbury 2007)[13], as well as their linguistic knowledge, which includes discourse and speech act knowledge, as well as knowledge of the target language's grammar, vocabulary, and phonology. These awareness areas must then be properly activated before being made available for use in the classroom and beyond speaking practise. Importantly, there is no distinction between native and target languages regarding the stages of mental processing involved in speaking. Conceptualizing, formulating, articulating, self-monitoring, and bargaining are all mechanisms that are combined in both. However, speaking ability does not naturally move from the speaker's first to the second language.

Even extensive knowledge of the target language's grammar and vocabulary often presented by advanced students of foreign language departments does not guarantee success in oral communication when this knowledge is not adequately integrated or accessed. Excessive use of self-monitoring mechanisms and a propensity to formulate utterances in the native language first will exacerbate speaking difficulties. These mental operations have obvious fluency costs and can result in the production of artificial discourse.

Speaking Activities:
According to Thornbury (2007), the process of developing speaking skills consists of three stages:
- Awareness: Learners are made aware of features of target language knowledge,
- Appropriation: These features are integrated into their existing knowledge-base,
- Autonomy: Learners develop the capacity to mobilize these features under real-time conditions without assistance.

At the advanced level of foreign language proficiency, it appears that students and teachers should concentrate their energies on the stage of appropriation and its successful progression toward autonomy in target language usage.

They'll need a variety of speaking activities to achieve this, primarily in the form of student interactions, which rely on comprehensive oral practise (treated as a source of constructive input and feedback) to promote a high level of independence. The following speaking practises are based on the above assumptions.

Conversation: Conversations in foreign language classrooms are seen as the context in which language learning occurs, rather than the product of language learning. On the other hand, since casual conversation is by its very nature informal and unstructured, it isn't easy to integrate substantive conversational experiences into a planned lesson. Conversation exercises focused on a collection of chosen topics that have been already negotiated with learners make it simpler.

Useful conversational routines (opening and closing formulas, interrupting, asking for clarification) and helpful communication strategies (paraphrasing and reformulating, using vague language and hesitation fillers) should be taught and practised ahead of time to provide students with the necessary tools for effective communication, but personalization should be given equal weight. Conversation exercises can range from more supervised ones in which orders restrict vocabulary to awareness activities involving audiovisual content, fluency practice, and feedback sessions in which students analyse their own experiences.

Discussion: Discussion is another popular and useful form of classroom interaction. However, it must be stressed that the actual potential of this activity for developing an individual learner's speaking ability can be implemented only under certain conditions.

Academic presentation: Academic presentations are especially beneficial for students studying a language for academic purposes and need practise giving presentations or presenting papers at conferences. This task should be accompanied by a discussion of the genre's formal characteristics and examining the basic language patterns that each stage of an academic presentation employs. Seeing model or authentic presentations before students begin planning their own speeches and discussing the efficacy of individual presentations (audience responses, delivery style, and time management) afterward should be considered an important part of the activity.

II.   REVIEW OF LITERATURE:
Communication is becoming a focal point in L2 teaching and learning as both a method and the main goal of L2 learning. According to Yashima (2002), the ultimate goal of L2 learning should be to train language students to be able to use the language for communication purposes, as demanded by learners who consider the ability to speak English as a primary goal in the L2 environment. According to Richards & Renandya (2002)[15], a significant number of language learners from all over the world come to study to improve their English proficiency. Leaners, on the other hand, have a hard time improving this skill. Celce-Murcia & Olshtain (2000)[16] state that speaking is the most complicated and complex of the four skills because it necessitates knowledge of grammatical patterns, vocabulary retrieval, and sociocultural awareness. If learners don't have much or no access to the target language in class or outside of it, their chances of acquiring proficiency decrease (Pawlak, Waniek-Klimczak, & Majer, 2011) [17.]

Anxiety is blamed for leaners' inability to improve their speaking abilities (Horwitz, 2008)[18]. Language anxiety affects not only students, but also non-native English teachers. Since they are afraid of speaking, they avoid engaging in conversational exercises and do not use communicative teaching strategies (Littlewood, 2007) [19.] Second language learning theories have given various reasons for how to improve oral language/speaking skills; however, no changes in pedagogical strategies for teaching oral skills to learners have been observed. The controversy over which approach is better/best for teaching speaking skills is also gaining traction.

As previously stated, the purpose of learning a language is to communicate. Aside from the several factors that influence the teaching and learning of speaking skills, teachers-related factors that influence students' English speaking capacity deserve special attention. Chot (2015)[20] claims that teachers are unaware of their students' willingness to improve their English pronunciation and the communication difficulties they face. Furthermore, it has been found that there is insufficient time set aside for performing different exercises and providing opportunities for learners to develop their speaking skills. When students make mistakes while

speaking in class, they are heard complaining about scolding and demotivation from their teachers. Learners must develop the following types of skills, Self-control, interest, communication, collaboration, trust, relatedness, and intentionality. Confidence refers to the feeling of being in command of one's physical body and actions in the world. Curiosity is a desire to learn more about something. Intentionality is described as the ability to function with tenacity and competence. Self-control is the ability to change and control one's movements appropriately. Relatedness: the desire to engage in conversation with others. Ability to communicate with others, exchange concepts, perceptions, and understand ideas. Maintaining the interests of those within the community requires cooperation. However, learning a language is almost impossible unless students use it both in and out of class. This is because language acquisition is a dynamic phenomenon in the classroom. She also believes that learning a language and compensating for class timings must create one's language learning plans and strategies to become an autonomous learner. Teachers will help students grow their autonomy by making them aware of their learning and understanding.

The term —learning place encompasses various physical locations, cultures, and contexts in which students study. It takes into account the culture of a specific school or class. Person engagement, how people handle each other, and how teachers plan and coordinate educational facilities to aid learning are essential characteristics. According to Cotter (2007), the role-playing task assigned by the teacher to students, in which the students participate, results in successful target language learning. It is also important for creating a supportive atmosphere that promotes student engagement. So that they could express their thoughts, concepts, points of view, and emotions without fear of making mistakes. Students may also continue to complete assignments efficiently. Chot (2015) suggests that creating a natural learning environment with less tension and integrating vocabulary for realistic and real-life circumstances aids in the development of constructive discourse and allows learners to gain discourse skills. Other important components for language learning, according to Gutiérrez, are exposure, encouragement, and use. With this perspective on language, task-based language learning offers many benefits in the preparation of communicative activities, as well as their enhancement and development of spoken skills.

OBJECTIVES, SCOPE AND LIMITATION OF THE RESEARCH :
OBJECTIVES OF THE RESEARCH
This research aims of the Implementation of Innovative Novel Techniques of Language Learning Strategies with special reference to the Language Learning App Strategy used by Tripura School. Along with it, this research has following objectives of study:
- To study the innovative novel techniques of language learning strategies in Tripura.
- To study the language learning strategies for teaching second or foreign language.
- To study the role of teacher for enhancing the skills of their students in Tripura schools.
- To explain the innovative methods of teaching strategies.
- To explain the problem and challenges in teaching and learning speaking at advanced level.

SCOPE OF THE RESEARCH:
This research will help us to teach, encourages, bring new ideas and introduce new concepts. It motivates students to do things but eats unconventional with innovations.

LIMITATION OF THE RESEARCH:
Technological innovations are having a significant impact on education systems at all levels. Online courses, educational media, educational software, social media tools, and other emerging technologies are disrupting the traditional school setting.

III.   RESEARCH METHODOLOGY:
PILOT STUDY
Speaking is the most difficult and complex of all the four skills, as it requires experience and exposure to the target language. There are various factors responsible for the poor speaking skills in English as a foreign language learner in general English and Saudi EFL in particular. The present study investigates the influence of various factors on teachers, students, and the learning environment on students' attitudes toward learning language skills. Analyzed data through SPSS reveals that of five variables, only one was insignificant, while all other variables showed a significant positive effect. Given the results, it could be argued that the lack of measures on the part of teachers and students and facilitate both male and female students to learn speaking skills in a better way. The low level of their knowledge of English is attributed to the variety of teachers, students, and environmental factors. And these factors negatively influence students' attitudes toward learning the skills of speech. The pilot study enables the researcher to familiarize him with the administration of the instruments.

STATEMENT OF THE PROBLEM :

The research will observe the teaching problems and learn to speak, especially those that are the most relevant in developing oral skills at the advanced level of knowledge of a foreign language. The complex nature of spoken speech must be taken into account and reflected at every stage of the learning process.

The research entitled, "Implementation of Innovative Novel Techniques of Language Learning Strategies with Special Reference to the Language Learning App Strategy used by Tripura School Students and Teachers to Improve Oral Skills and its Challenges" .

RESEARCH DESIGN AND STRATEGIES

This is the descriptive and experimental research. We follow with the design of Study followed with the data collection and management. After data collected we would explore and use descriptive study. We will follow the following way of data collection strategies:

Primary Data Collection:

Primary source is a source from where we collect first-hand information or original data on a topic. This research depends on descriptive study to observe the research discusses the article examines the difficulties connected with choosing the appropriate framework and approach and discusses the typical patterns of interaction in the foreign language classroom.

Secondary Data Collection:

We will collect secondary data from the published financial statements of the firms, newspaper and articles. This is the minor part of this research but important as well. In this part data would be collected from the internet sites, journals, books, published articles, records of an organization. This type of data have been collected and recorded by another person or organization, sometimes for altogether different purposes.

RESEARCH HYPOTHESIS:

H1: To generate better input – speaking is used as a signaling device to obtain better input, it enables the negotiation for meaning in the form of clarification requests and comprehension or confirmation checks.

H2: To force syntactic processing – being aware that they have to speak makes learners more attentive to syntax while listening; as a result listening tasks become more effective for interlanguage development;

H3: To develop automaticity – to become effective as a speaker, the learner needs to achieve a degree of ease and a natural level of speed and rhythm; frequent speaking practice is the only way of acquiring such fluency

PLANNING AND ANALYSIS OF DATA :

Data analysis is the process of bringing order, structure and meaning to the mass of information collect. In this study data would be derived from open and close-ended questions in the questionnaires, and that meant to supplement quantitative data availed by the questionnaire. The data from the research would be analyzed qualitatively and quantitatively using percentages, means frequency distribution with the aid of Statistical Package for Social Sciences (SPSS).

IV.   CONCLUSION:

The technology-enhanced language learning tactics used by students and instructors in Tripura Schools show how they embed language learning strategies within games, online platforms, and/or apps, and how they encourage self-strategically self-regulated learning. If the communicative approach has dramatically transformed the components of the language classroom, the 21st century's rapid technological advances and pervasive presence of apps have extended language teaching and learning to any time, any place, and with any device. To deal with the quickly expanding new technology (e.g., smart phones, tablets, 3D glasses, real-time virtual interactive tools) and new learning settings, new ideas, methods, and research methodologies are required (e.g., virtual reality, mixed reality, and immersive, intelligent learning environment). The study concludes that learners must be given skills for successful human-computer and societal interaction. Rapidly evolving new technology and immersive learning environments necessitate swift responses from language learning theory, research, and practice. As a result, new initiatives in the fields of language strategy instruction, assessment, and research are required.

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