

# Enhancing Language Learning and Legal Research: Digital Literacy and Curriculum Integration Strategies in Tell and Digital Pedagogy

K. Sarathi<sup>1</sup>, Dr. S. Geetha Lakshmi<sup>2</sup>

<sup>1</sup>Ph.D Research Scholar, <sup>2</sup>Assistant Professor, PG and Research Department of English, Government Arts college for Women, Salem- 08, Affiliated to Periyar University, Salem – 636011, Tamilnadu, India

**Abstract--** The study analyses digital concepts and examines how pedagogy is used in traditional ways and how Technology-Enhanced Language Learning (TELL) can facilitate effective language learning. It discusses the advantages and limitations of TELL in language learning and examines how the use of technology influences curriculum development and pedagogical practices through various multimedia tools. Furthermore, the importance of digital literacy and its future trends are discussed. The study also highlights that language learning can be more effective when digital literacy is integrated into the curriculum and supported by appropriate pedagogical practices.

**Keywords--** Technology, Education, Digital Learning, Legal English, Competence, blended learning.

## I. INTRODUCTION

Technology is increasingly being integrated into education, particularly through blended learning approaches, to improve teaching and learning outcomes. In legal education, language acquisition plays a vital role in developing students' language learning skills. This article explores digital pedagogy's concepts, its contrast with conventional methods, and applications like Technology-Enhanced Language Learning (TELL). And it examines the uses, effectiveness, advantages, and digital literacy's critical role in legal contexts, highlighting its importance, challenges, and future prospects.

## II. OBJECTIVES

1. To explore the methodology's role in enhancing language learning with TELL
2. To examine the digital pedagogy's impact on teaching and learning a language
3. To discuss the digital literacy's importance in legal research with digital literacy
4. To identify the effective curriculum integration strategies for TELL and digital pedagogy and instructional Design
5. To analyse the interplay between technology, pedagogy, curriculum Integration, and digital Literacy

## III. TELL AND CURRICULUM INTEGRATION IN

The only method that uses digital tools got improve language acquisition is called technology –enhanced language learning, or TELL. Beyond the conventional classrooms, TELL provides dynamic, captivating spaces where students can practice, work together , and access resources. TELL accommodates a range of learning needs any style by incorporating technology into language instruction. Integrating the curriculum is essential to TELL's effectiveness. To create meaningful learning experiences, pedagogy and digital tools must be combined. Technology improves accessibility, engagement and results when it is in line with learning objectives. To ensure that technology enhances learning objectives rather than overshadows them, effective integration necessitates careful planning, teacher preparation and ongoing assessment.

## IV. DEFINITION AND CONCEPT OF DIGITAL PEDAGOGY

Digital teaching was one of the branch of pedagogy. It explores the designs of implementation, education evaluation that uses in digital technologies along with the essential conditions of the usages un technology. The Joint Information Systems Committee (JISC) states that digital pedagogy centres on “how digital technologies can be most effectively utilized in teaching and learning.” This domain also includes the educational aspects of a variety of digital tools and applications, support for virtual teaching and learning, the digital competencies of educators, educational policies, and specialised programs. This explanation should not be seen as simply adapting traditional teaching methods to a digital format. As Hybrid Pedagogy emphasises, digital pedagogy “is not just about utilizing technologies for teaching, but rather about approaching these tools.”

In essence, digital pedagogy is concerned with the principles, laws, characteristics, and boundaries of education. The different aspect of the field is the unique contribution that the digital element tutoring styles, content, literacy conditions, and assessments of academic progress.



**International Journal of Recent Development in Engineering and Technology**  
**Website: www.ijrdet.com (ISSN 2347-6435 (Online) Volume 15, Issue 09, September 2026)**

We can also refer to invention that is unique to the field of study when a digitally supported tutoring, literacy, and/or assessment experience cannot be translated into "analogue terrain" without changing its content.

#### V. DIGITAL PEDAGOGY VS. TRADITIONAL PEDAGOGY

Digital education in contrast to Disparities and complementarities between digital and traditional pedagogy (approaches, tools, and the role of the teacher) The distinction between digital and traditional pedagogy extends beyond the tools employed and encompasses fundamental differences in approach, educational philosophy, and the roles that the actors in the educational process take on. Traditional teaching methods place a strong focus on the information side of education and emphasise content literacy. They focus on the teacher's tutoring efforts, treat the student as an object of instruction, and typically only allow one-way communication.

In the traditional system, the teacher serves as the primary information provider, communicating knowledge to students in a generally conversational manner. In fact, assessment is a reduplication of knowledge, and traditional approaches place a strong emphasis on knowledge reduplication and end-product familiarity. They are formal in nature and encourage competition, which creates foreign literacy provocation. Technology Enhanced Language Learning Patel (2017) states that TELL "refers to the use of the computer as a technological innovation to display multimedia as a means of complementing a teaching method language teacher" and "deals with the impact of technology on teaching and learning a second language, also called the L2.". It manifests in more specialised techniques like CALL and TELL and is more of an approach than a methodology.

According to a research analysing TELL, there are several advantages in using technology in language classes that extend to every facet of the learning process (Ghanizadeh, Razavi, and Hosseini, 2018; Ghanizadeh, Razavi & Jahedizadeh, 2015). Utilizing TELL necessitates using technological tools (i.e. e. a smartphone, tablet, or computer) and an internet connection. Using electronic dictionaries to find word definitions, instant messaging in the target language, reading news websites, using, producing, and uploading multimedia content, taking part in online discussions, and listening to music while reading the lyrics online are just a few examples of how this method can be used in language classrooms (Patel, 2017). The benefits of this approach are obvious, even though it has financial requirements and requires both teachers and students to be digitally literate in order to engage in a TELL environment:

- It encourages a more flexible and active approach to language learning.

#### VI. TELL USES

The technology is more important in teaching and learning the second language learning. And it's enhanced the language learning is while using the computers in technology innovations in multimedia exploration the way to supplement the language teacher's teaching method is known as technology-enhanced language learning. It's crucial to remember that TELL is the term used for the teaching methods. It enhance instruction rather than a teaching method. TELL supports Computer Mediated Communication (CMC), in effectively assisting the learners to speak and write in the second language learning. For linguistically limited students whose oral abilities are insufficient to enable complete expression of ideas in the target language, the process can be characterised from the successfully holding the learners difference between written and oral communication. Computer technology is used in technology-enhanced language learning.

Using a paper book dictionary in the classrooms

Texting the messages to talk to the friend

The language were used for while Chatting with a friend

Watching new channels

Online discussion

Practising text books in the online mode

Playing world wae in craft with use of English

Share the thoughts in English

TELL was conceived based on the following: skills (reading, writing, speaking, listening, grammar), and make the editing with thrbskille of o listening, speaking, readings and writing.

#### *Effectiveness of Technologies in Language Learning*

Effectiveness of Technologies in Language Learning Exposing students to real, readable content is crucial for language literacy in order to keep them interested in the tutoring and literacy process (Krashen, 1998). Demanding accoutrements in the target language for successful language literacy is required to achieve this, though it is restricted. Language preceptors therefore think that we can solve this issue by utilizing information and communication technologies (ICT) (Egbert, Chao, and Hanson-Smith, 1999; Hanson-Smith, 1999; Salaberry,).



**International Journal of Recent Development in Engineering and Technology**  
**Website: www.ijrdet.com (ISSN 2347-6435 (Online) Volume 15, Issue 09, September 2026)**

Technology provides in excellent access and exposure to artistic and verbal accompaniments. Digital multimedia technologies, for example, improve access more effectively than a single medium (Hanson-Smith, 1999; Thorton and Dudley, 1996). According to Traore and Blankson (2011), the use of audio-visual technologies in English tutoring helped students learn the language more thoroughly than those who only used one technology. Using the internet and videotape, technology improves authenticity. Compared to published sources, these kinds of accessories provide a natural and environment-rich verbal and artistic situation that allows learners to accurately reflect artistic changes in authentic target language (Bacon & Finnemann, 1990; Hanson-Smith, 1999; Herron, Cole, Corrie, & Dubreil, 1999; Herron, Dubreil, Cole, & Corrie, 2000; Kitajima & Lyman-Hager, 1998; Lafford & Lafford, 1997; Lee, 1998; Weyers, 1999). Patel (2013) investigated how well learning communication skills can be facilitated by authentic environments.

*Important Advantages of TELL:*

Utilising with help of TELL, that provides lots of flexibility to learn different styles for the language learners.

TELL used for text books for depth of learning experiences  
TELL using for classroom into the student centred learning

*Disadvantages in TELL:*

technology  
training and mentors

*\*Culture and media*

The learning the language students must entirely on the help of language system to learn new ideas with learn a new experiences.

\*Teacher and mentor more comfortable with using technology.

*Usages media in TELL*

Audio, video symbols  
Background music  
Radio with the podcasts, graphic designs, editing the photos text, essays, journals, articles, email, chatting books.

*Integrating Technology: Impact on curriculum Design vs Pedagogical Approaches*

Incorporating technology into curriculum and instructional delivery is essential. It makes it possible to create engaging and flexible curriculum that caters to a range of learning requirements.

It improves interactivity in the delivery of instruction and facilitates better conceptual understanding by students. While both are important, I think technology plays a slightly more important role in how instruction is delivered. This is because even the most thoughtfully designed curriculum can fail if the technology used to deliver it is not engaging or accessible to students. Similarly technology is used more in the classroom, the curriculum can come to life, increasing student engagement and responsibilities.

Mishra and Koehler (2006), in their research on the Technological Pedagogical Content Knowledge (TPACK) framework, examine the relationship between technology, pedagogy, and content knowledge. The framework emphasizes how teachers can effectively integrate technology with pedagogical practices and subject content to improve the teaching and learning process. The study highlights that technology-enabled instructional delivery can improve the educational experience by making learning more engaging and effective. It also emphasizes the need to carefully consider how technology is employed within the curriculum to maximize its educational impact.

**VII. DIGITAL LITERACY IN LEGAL CONTEXT**

Digital literacy is the capacity to locate, assess, and disseminate information using technology and digital tools. This is calls for legal professionals to be adopt at securely managing information, conducting legal research using digital resources, and comprehending the digital tools that facilitate legal practice. Keeping your digital literacy skills up to date will help you stay on top of technological advancements, make sure you're using the best research tools, and manage the risks that come with using the internet.

A crucial element that is applicable at each step of the legal research process is digital risk management. Legal practitioners need to understand the possible dangers of digital tools, such as data breaches, false information, and the moral ramifications of using them. Making wise decisions regarding the use of technology will be made easier if you are aware of these risks.

There are basic components in Legal digital Literacy;

- Tech fluency
- Find information
- Evaluate sources
- Share information



**International Journal of Recent Development in Engineering and Technology**  
**Website: www.ijrdet.com (ISSN 2347-6435 (Online) Volume 15, Issue 09, September 2026)**

**VIII. IMPORTANCE OF DIGITAL LITERACY IN LEGAL RESEARCH**

Digital literacy is important because it encompasses more than just knowing how to operate a computer or mobile device when it comes to legal technologies. It includes being able to use e-filing systems or other technologies to interact with the legal system, comprehending the digital tools at one's disposal, and knowing how to conduct an internet search for legal information. Without these abilities, people in marginalised communities might find it difficult to deal with the growing digitisation of legal services, which would lead to their continued exclusion.

**IX. ABSENCE OF LEGAL KNOWLEDGE**

Another important factor in improving access to legal technologies is legal knowledge. It's possible that people in underprivileged areas are unaware of their legal rights or the existence of online legal resources. Digital literacy initiatives could be hampered if people are unaware of these resources, and even people who are proficient with technology might not fully utilize the legal technologies that are available.

**X. THE FUTURE OF LEGAL TECHNOLOGIES AND DIGITAL LITERACY**

1. Increased Investment in Digital Infrastructure: Digital literacy programs will be made possible by expanding internet access and offering reasonably priced technology. Infrastructure expansion should be the main goal of public-private partnerships, particularly in rural and isolated areas.
2. Programs for Digital Literacy Should Be Tailored to Legal Needs: Programs for digital literacy should particularly cover how to access, use, and navigate legal technologies. It involves legal aid applications, e-filing platforms and websites with legal information
3. Exposed population of women who are elderly in marginalized communities, they receive the special attention, while learning with digital pedagogy, there is obstacles in the group of people will face the problems in learning
4. Legal eco system – to motivates the development can collaborate with the private sector.
5. Impact monitoring: Assessment and monitoring initiatives are important to make intended effects. The programmes will help data collection with the satisfaction, adoption barriers and usages in trends.

**XI. CONCLUSION**

Technology is a unique style for teaching and learning the language. In the classroom technology and digital pedagogy plays a vital role in integrating TELL methodology and digital pedagogy. This enhance the language learning and Legal research. Digital literacy is a key term for the benefits of effective curriculum makes a bridge for traditional and digital approaches. Digital pedagogy transforms in teaching and learning dynamics. Legal research gives precision with the digital tools like mobile phones, graphs, chats, vlogs, blogs etc. Digital literacy encourage the learners to navigate tech-driven landscape. The curriculum design must have balancing pedagogy with technology integration. Finally embracing digital pedagogy and TELL opens the new horizons. The legal technologies realized their potential as instruments for advancing justice and equality by tackling the obstacles to digital access and education. Furthermore the digital learning tools using in the legal research and it's construct the different curriculum in language learning.

**REFERENCES**

- [1] Adhikari, ToyaNath. "Balancing curriculum and pedagogy for Effective Technology Integration in education." PragmaDarshan दशन, vol. 7, no. 1, 9 May 2025, pp. 30–38, <https://doi.org/10.3126/pdmdj.v7i1.79904>
- [2] International Journal of Business and Management Invention (no date) ISDN. Available at: [https://www.ijbmi.org/papers/Vol\(6\)2/version-4/E0602043033.pdf](https://www.ijbmi.org/papers/Vol(6)2/version-4/E0602043033.pdf) (Accessed: 06 February 2017).
- [3] Palacios Hidalgo, F.J. (2020) 'Tell, call, and mall', Advances in Linguistics and Communication Studies, pp. 118–134. doi:10.4018/978-1-7998-1219-7.ch008.
- [4] (PDF) the Role of Digital Literacy in Enhancing Access to Legal Technologies in Underserved Areas, [www.researchgate.net/publication/388233496\\_The\\_Role\\_of\\_Digital\\_Literacy\\_in\\_Enhancing\\_Access\\_to\\_Legal\\_Technologies\\_in\\_Underserved\\_Areas](https://www.researchgate.net/publication/388233496_The_Role_of_Digital_Literacy_in_Enhancing_Access_to_Legal_Technologies_in_Underserved_Areas). Accessed 10 Feb. 2026.
- [5] [https://www.lawlibrary.vic.gov.au/sites/default/files/document/Legal-Digital-LiteracyFramework\\_2.pdf](https://www.lawlibrary.vic.gov.au/sites/default/files/document/Legal-Digital-LiteracyFramework_2.pdf) (Accessed: 11 February 2026).
- [6] <https://livresq.com/en/news/digital-pedagogy-what-it-is-and-why-it-is-important-for-moderneducation/> (Accessed: 11 February 2026).
- [7] [https://www.ijbmi.orgPDFTechnologyEnhancedLanguageLearning\(TELL\)](https://www.ijbmi.orgPDFTechnologyEnhancedLanguageLearning(TELL))
- [8] <https://www.renaissance.com/2016/11/03/blog-what-are-tier-1-tier-2-and-tier-3-interventionsin-education>
- [9] <https://www.slideshare.net/slideshow/technology-enhance-language-learning-tell/149197499> 10. <https://www.nepjol.info/index.php/pdmdj/article/view/79904>