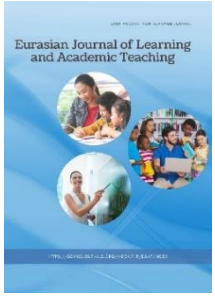

Usage Of 'ICT' in English Language Teaching

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ABSTRACT

Today, science and ICT (information and communication technology) affect all facets of human life. Science and technology have significantly impacted the majority of developments observed in the modern era. Even in the education sector, technological progress and innovations have had a noticeable impact and altered the landscape. Traditional approaches to higher education delivery have become less engaging. Here, technology plays a crucial role in fostering student innovation and motivation (Stockwell, 2016). The term "ICT" encompasses all forms of communication technology, including computers, mobile phones, radio, television, and satellite systems. It relates to the Internet infrastructure. As educators become more aware of technology's capacity to facilitate independent and collaborative learning environments in which students can acquire English with relative ease, its role and application as a teaching tool for the English language are expanding. The use of ICT in the teaching and learning process is imperative, and teachers are expected to be innovative and enthusiastic when integrating ICT into their teaching and learning processes. A teacher must consider the use of technology in the classroom

Keywords: Communication, Education, Innovation, Learning, Process, Technology, Tools

Introduction

Utilizing ICT in the teaching-learning process is a necessity at present. The teacher is expected to be both traditional and modern or creative in the teaching and learning. The instructor must be adequately prepared to utilize information and communication technologies (ICT). The technologies of the 21st century are truly communicative and interactive, but their use in language classrooms is limited. When attempting to bring about innovation in education, one must consider the extensive use of audio-visual aids in education delivery. ICT can be defined as scientific, technological, and engineering-based management techniques used in information storage and communication mechanisms with optimal time and space utilization compared to traditional methods. ICT refers to any communication device or application, such as a computer, mobile phone, radio, television, satellite system, etc. (Saxena,Jyotsana, Rai, and Geeta). A modern educator can create innovative and engaging lessons using these various technological tools. Utilizing ICT in the teaching-learning process is a necessity at present. The teacher is expected to be both traditional and modern or creative in the teaching and learning. The instructor must be adequately prepared to utilize information and communication technologies (ICT). The technologies of the 21st century are truly communicative and interactive, but their use in language classrooms is limited. When attempting to bring about innovation in education, one must consider the extensive use of audio-visual aids in education delivery.

ICT Tools

Web 2.0 Applications

After 2005, Web 2.0 emerged. It encourages user-to-user sharing. It comprises various

applications, such as blogs, social networking sites, etc. Blogs are regularly updated online opinion columns. The author publishes a journal entry that others can read and comment on. The students can be prompted to create their blog.

Social networking sites such as Facebook, Friendster, and Bebo. There are numerous photo and video-sharing websites, such as Flickr. These can be beneficial for language learning. A wiki is a web-based environment for collaborative writing. It is useful for language learning because it keeps track of all drafts.

Personal computers can be difficult to access, but mobile phones are a different type of readily available and convenient computer. Mobile phones function as computers in many ways, such as texting, e-mailing, recording functions, and so on. Millions of people will benefit from the portability, social interactivity, connectivity, individuality, and immediacy of mobile phone-assisted language learning. (Manish A. Vyas and Yogesh L. Patel)

Radio and television

Radio and television are two of the most effective tools for teaching English. Radio and television are two important tools for distance education. Those denied college admission must continue their education at open universities. Radio and television play important roles in language instruction in this country. We live in an era when distance education is the norm.

Many radio and television stations around the world broadcast a variety of good English teaching programs. They can be recorded and used to create a list of class sessions. (N. Krishnaswami and Lalitha Krishnaswami). TV appeals to both the ears and the eyes. Although only the ear is used in radio, teaching students how to pronounce words using both technological devices is possible. In addition, they could be taught proper speech. Radio and television can bring real-world experiences into the classroom, making instruction more enjoyable. The traditional book teacher transforms into a teacher of the real, living language. In today's advanced countries, television serves many functions. It serves as a companion, entertainer, and educator. Today, most learning occurs outside of the classroom in our cities. The amount of information conveyed by television, radio, and film far outnumbers that conveyed by educational institutions. The notion that education is confined to the four walls of the classroom is also shattered (Antony, A.). TV shows can be pre-recorded and played in class.

Language Laboratory

A language laboratory is a cutting-edge technological teaching tool. There are many software programs available today that assist students in the absence of a faculty member.

Language Laboratory for Listening and Understanding

Each student in this class has a tape recorder with a headset. He listens to and comprehends the material at his own pace. Students can listen to English spoken by native speakers and become acquainted with proper pronunciation.

Audio Active Laboratory

This type of laboratory comprises a teacher's console and individual headsets. The console plays a tape. Everyone must travel at the speed of the tape. One limitation is that students need help to proceed at their own pace.

Audio-Active-Comparative Language Lab. (A. A. C.)

Students sit in booths with separate tape recorders, wearing earphones. The teacher is given a console to listen to or speak to each student. It is an effective technological tool for teaching pronunciation and intonation (Antony A.). The government has also established DELL (Digital Education and Language Laboratory) centers in government and grant-in-aid colleges nationwide. The entire infrastructure is provided, including furniture, a computer system, a server, a LAN, software, and an AV facility. In addition, SCOPE has implemented computer-based and online exams.

Films

The reading material is presented in the form of stories in films. This tool allows you to convey a systematic and ordered understanding of the subject. Film education has a long-term impact. (Rai B.C) While teaching English literature, we can present Shakespeare's plays to pupils in the classroom.

Overhead Projector

It is a good alternative to chalkboards. Words or images on transparencies are projected onto a

screen. It saves time by preparing the supplies ahead of time. Adequate infrastructure facilities are necessary for the use of such equipment. Krishnaswami N., Krishnaswami Lalitha). ICT (information and communication technology) has brought a spectacular shift in the education industry. Around the world, education ministries have already agreed to incorporate technology into their educational institutions. Furthermore, UNESCO has offered the utmost support to the Government of Saudi Arabia (GoB) to implement ICT in education. In addition, many business enterprises and non-governmental organizations (NGOs) are stretching their hands to integrate ICTs as a novel method of education (Chowdhury et al., 2011).

Meanwhile, the National Education Policy (NEP) 2010 has promoted ICT-enabled teaching and learning, ICT-enabled professional development for teachers, and ICT literacy for students. Furthermore, by 2013, the government had effectively implemented the project of an obligatory ICT subject at the secondary school level (Commonwealth of Learning, 2017). The incorporation of ICT in secondary school has resulted in a major transformation, particularly in ELT (Talukder, 2018). Also, rather than focusing solely on ICT literacy, the government has primarily focused on ICT-based ELT in secondary schools (A2i Project, 2009). The secondary English curriculum has been changed to integrate ICT technologies in the classroom and create a successful teaching and learning environment. Digital technologies are made available in classrooms for successful technology-enhanced language learning, and teachers receive particular training in the use of ICT. Although government and non-government organizations have undertaken some great initiatives to promote the effective use of ICT in the teaching and learning process, the success of the various initiatives will be ensured only when ICT tools are properly used at the ground level, that is, in the classroom. As a result, it is critical to investigate the ground-level implementation of these policies and initiatives in order to understand teachers' attitudes toward using ICT in the classroom when teaching English to secondary-level students in Saudi Arabia, as well as to identify the challenges they face in the actual implementation of ICT in ELT.

Language learners can benefit from information technologies when learning a second or foreign language. Incorporating ICTs into ELT has become both a slogan and a choice in developed and developing countries. Unfortunately, they have not been well integrated for language instruction in rural schools in Nepal, even though they have already been utilized for other reasons and are rapidly increasing. This article examines how Nepalese ESL instructors in rural schools have integrated ICTs into their classrooms and the techniques and obstacles they see in incorporating ICT-based tools in teaching English. Analyzing the data acquired through a questionnaire and semi-structured interview revealed that secondary English teachers incorporate ICTs into ELT by employing successful tactics, despite certain limitations.

ICT-based English language teaching and learning

Over the last four decades, English language learning and teaching methodologies have shifted from a traditional grammar-translation method to more student-centered methods such as total physical response, communicative language teaching (CLT), and task-based learning (TBL), which are more popular among language teachers (Richards & Rogers, 2001). Mobile-assisted language learning (MAAL), computer-assisted language learning (CALL), technology-enhanced language learning (TELL), and e-learning are new inventions that are increasingly being employed in the English language classroom (Holmes & Gardner, 2016). To a large extent, technology has produced opportunities and difficulties for instructors and students. A recent boom in information and communication technology (ICT) influences how English and other languages are taught and learned (Warschauer& Ware, 2008; White, 2003). The importance of ICTs for language acquisition is universally acknowledged, but with caution in some circumstances (Warschauer& Ware, 2008). ICTs are frequently viewed as an empowering tool in

underdeveloped nations, providing individuals access to previously unavailable opportunities and choices; yet, e-devices for English language education and learning are still developing (Duff, 2015). Teachers and professors in the twenty-first century must incorporate technology to teach languages in the classroom properly. Teachers and students use e-devices in technology-integrated instruction. E-devices are electronic gadgets that perform functions. ICT is an empowering tool that gives people possibilities and options for grammar exercises and activities. Technology is a method by which individuals apply scientific ideas to make their work easier, faster, and more accessible (James, 2015, p. 36). Several modern electronic gadgets, such as computers, televisions, overhead projectors, mobile phones, multimedia, and web-based applications, play critical roles in language teaching since they enable teachers to teach languages more efficiently and responsibly. It is reported that most teachers in metropolitan areas have been employing various technologies in the classroom (Ulbricht, 2016). We can witness a growing trend toward employing ICT in language teaching and learning through e-devices. That can be interpreted as a favorable indicator for e-learning. Unfortunately, there are numerous issues with this. The issues relate to our attitude toward their use, the hurdles we confront when working through them in class, and the techniques to be chosen for their effective application (Walsh, Shrestha, & Hodges, 2011).

Justification

Throughout the last few decades, the rapid advancement of information and communication technologies (ICTs) has made potential contributions to English language instruction. Indeed, using technology provides learners unparalleled chances to practice English and engage in authentic language usage situations (Kramsch & Thorne, 2002). For example, they can use Skype Chat for interaction (Dalton, 2011) or social networking sites like Facebook or Twitter for writing practice (Cheng, 2012). Because of the benefits that ICTs provide to English language learners, such as motivation enhancement (Schoepp & Erogul, 2001), learner independence (Frith, 2005), and skill acquisition (Galavis, 1998), they have been adopted by a large number of educational institutions in many countries around the world (Buabeng-Andoh, 2012). Given the relevance of ICTs in the Vietnamese context, the Ministry of Education and Training (MOET) (2008) strongly emphasized educational reform through the use of ICT applications at all levels of education, particularly in the English Language Teaching and Learning Process.

Conclusion

Several technologies and technological equipment in ELT help language teachers make their professional lives easier. According to Karries (2008, p. 32), the major impact of current advancements in teaching foreign languages can be regarded as a learner-centered, motivation-based, and activity-oriented approach to language instruction supported by television, radio, and audio-visual aids. However, technology in the classroom is a two-edged sword. Connecting modern pupils with "digital natives," for whom smartphones and social media are a way of life, is a pressing necessity of the day. As a result, educators believe that digital teaching practices must be integrated. Meanwhile, various new electronic equipment and software are introduced into the classroom to help pupils learn languages more efficiently. In this regard, Dash and Dash (2007, pp. 32–33) believe that "the electronic media can now bring real English to all our schools, however remote; if we provide them with the channels of distribution, students will learn real English in school with much greater ease and eagerness through radio, television, and other electronic devices."

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