



THE USE OF ICT TOOLS IN ENGLISH LANGUAGE TEACHING AND LEARNING: A LITERATURE REVIEW

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ABSTRACT

Language learning and teaching is considered to be a complex process. To make such a complexity easier, well-advanced teaching aids should be available as it is the need of the hour. The recent and great development of the Internet led to a technological revolution in all fields of our life and teaching and learning in which gradually become more reliable are not exception. Nowadays, ICT is gaining a vast attractiveness in foreign language teaching and learning as more educators are embracing it. ICT has its noticeable impact on the quality and quantity of teaching-learning process. In concrete terms, ICT can enhance teaching and learning through its dynamic, interactive, and engaging content; and it can provide real opportunities for individualized instruction⁽¹⁾. The modern classroom environment has changes a lot than the previous-traditional environment due to technology. However, the present paper casts the light on the ICT tools that can help in the development of English language learning and teaching processes to show how technology affects second/foreign language education and how it can be used effectively in the secondary EFL (English as a Foreign Language) classroom; These tools include both web-based tools and non-web based tools and how it can be used in the classroom.

Keywords: *ICT, Internet, Modern, English.*

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1. INTRODUCTION

To have a fully understanding of importance of ICT in education, it is a must to know the meaning of ICT. ICT stands for information and communication technology. It is defined as a different set of technological tools and resources that used to communicate, create, spread and manage information.

According to Daniels (2002) Information and communication technology (ICT) is considered to be one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education ⁽²⁾. However, globalization has brought an immense change in every aspect of human life and education is no exception. The introduction of ICT to education can help in creating a new way of learning and teaching where we are in a world that technology has reduced it into a small village. In the last two decades the use of ICT has changed the practices and procedures of nearly all forms of endeavor within business and governance. The use of ICT in education lends itself to more student-centered learning setting. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century ⁽³⁾.

Nowadays the use of ICT in teaching and learning process becomes very important. The teacher is expected to be both traditional and modern in his/her teaching-learning process. The teacher has to be prepared to have the capacity of including ICT in the teaching process. In the 21st century technologies are interactive but still low in the language classroom ⁽⁴⁾. Recently, internet has gained and still gaining an immense popularity in second/foreign language teaching and more teachers and learners are embarrassing it. So, there is no doubt that ICT has impacted the quantity and quality of teaching and learning in traditional and distance education institutions. Therefore, ICT can enhance teaching and learning through its dynamic and interactive content and can provide real opportunities for individualized instruction ⁽⁵⁾.

2. WHAT IS ICT?

The term ICT stands for information and communication technology. The term "information and communication technologies" (ICT) refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. This broad definition of ICT includes such technologies as radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, and computer and network hardware and software, as well as the equipment and services associated with these technologies, such as videoconferencing, e-mail and blogs ⁽⁶⁾.

In a document of UNESCO shared online, the ICT has been defined with broader perspective advocating its scope, importance and nature of use, especially highlighting in the field of education: "Information and Communications Technologies (ICTs) are a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. Communication and the information are at the very heart of the educational process, consequently ICT-use in education has a long history. ICT has played an educational role in formal and non-formal settings, in programs provided by governmental agencies, public and private educational institutions, for profit-corporations and non-profit groups, and secular and religious communities" (unesco.org).

ICT includes the use of computer technology, including hardware, peripheral devices, media, delivery systems and software. This term is used in the ISTE NETS standards and is used by UNESCO in reference to the integration of technology into teaching (UNESCO, 2002). However, Information and communications technology (ICT) is an accepted element in all our lives and has a central role to play in education. Since the appearance of the first Government policy on ICT in education in 1997, a substantial investment has been made in ICT facilities and training in Irish schools. In many countries, the debate about ICT in education concentrates on the potential impact of ICT on teaching and learning and on the measures that need to be adopted to ensure that the potential of ICT to enrich students' learning experience is realized.



3. THE USE OF ICT TOOLS

Today ICT is being used as a tool of improving the quality of life. Its use is increasing in such a way in recent years. Different language institutions in all over the globe have already realized the importance of ICT in teaching-learning process. However, ICT plays the lion role in communicating, establishing and managing information.

ICT has proved effective in delivering learning to all over the world and to those people who are unable to move from their places and cannot move their limb and hardly utter words. It becomes possible for them to enhance education due to ICT.

There are many different ICT tools that can be used in teaching and learning. These tools can be applied in different education fields.

4. ICT TOOLS IN TEACHING AND LEARNING

ICT tools are many and some of them will be presented in details in this paper. However, ICT tools, in this paper, are divided into two types which are non-web based and web based learning tools.

4.1. NON WEB BASED LEARNING

4.1.1. RADIO AND TELEVISION

Radio and television are the useful tools of language learning. Both the instruments offer cheap access to rich programs. The immediacy of current affair programs ensures that learners' exposure to the language is up-to-date and embedded in the real world of native speakers. Through radio it is possible for the teachers to make the students to listen the lectures by eminent and outstanding speakers. Tv is the other important technological medium used by the language teachers as it appeals through eyes and ears. Tv provides a full audio visual simulation, dynamic and attains a higher degree of realism. Tv gives linguistic expression along with the facial expression.

4.1.2. FILMS

Films are the most powerful element in the hands of an intelligent and resourceful teacher. Films appeal the pupils, heighten their interest and held them in the retention of the learned materials. Films are profitably used to showcase the facts, actions skills and background information. The students of primary level get interested to know the functioning of the speech organs and the pronunciation. The students

of higher level are acquainted with classical and newly released plays and novels which have been filmed.

4.1.3. LANGUAGE LAB

Language lab is one of the modern technological teaching aids. Language lab has multi facets like students can listen to the audios and can understand the different accent used, the students are able to speak and even, they can record their voices. The students' pronunciation level could be improvised by listening to the standardized materials. Language lab is an exclusively result oriented and it enriches the English language learning process. In the recent trends, not only the audios but videos, flash based games, internet are also included in the lab materials. Language lab creates an easy atmosphere than a traditional classroom.

4.1.4. OVERHEAD PROJECTORS

The projector, a conventional method of teaching, is highly beneficial and an alternative to chalk and talk. The OHP consumes time by preparing the materials in advance, but this sort of multimedia ensures the high- quality instruction. It is an important visual aid to display the context to the large class. OHP's allows the teachers to use images, diagrams and it reduces the work of the teacher by drawing it on the black board. By using OHP's more complicated sources can be brought into any classrooms and it is easy to use, versatile and it is easy for the students to take notes from it.

4.2. WEB BASED LEARNING

A web based learning also called technology based learning/distance learning/on line education/e-learning is one of the fastest developing areas. It provides opportunities to create well-designed, learner-centered, affordable, interactive, officiate, flexible e-learning environment (khan, 2005). There are thousands of English web based classes that offer trainings for a variety of basic language skills such as Learning, Speaking, Reading and Writing and are made interactive in a variety of ways. Some of the common technologies available for promotion of education are as follows:

4.3. YOUTUBE

YouTube is a platform where you find and share authentic video material which can also be used in your classroom. Wikipedia says: "YouTube is



a video sharing website on which users can upload and share videos, and view them in MPEG-4 format. (<http://en.wikipedia.org/wiki/YouTube>).

4.3.1. E-mail

The students can correspond with native speakers of the target language using e mail by creating a personal email account (g-mail, yahoo, hotmail, etc) which is free. The students can mail their home work to the teachers concerned and get it corrected in turn. The teacher can also provide revisions, feedback, suggestions for the betterment of every work and send them back.

4.3.2. BLOGS

A blog is a personal or professional journal frequently updated for public consumption. The blogs enable uploading and linking the files which is very much suited to serve as on line personal journals for students. Pinkman (2005) indicates blogging becomes communicative and interactive when participants assume multiple roles in the writing process, as readers/reviewers who respond to other writers' posts, and as writers-readers who, returning to their own posts, react to criticism of their own posts. The readers in turn can comment on what they read, although blogs can be placed in secured environments as well.

4.3.3. SKYPE

Every internet service has audio functions, and technological instruments like laptops with cameras. The students could communicate with their teachers and friends who are far away. Likewise, they could very well communicate with the speakers of native language and get their pronunciation checked so as to improve their speaking.

4.3.4. MOBILE PHONE

Learners can search for new words using dictionary option in the mobile phones and enrich their vocabulary. They may verify the spelling, pronunciation and usage of the specific word they searched for. Moreover, they can use Short Message Service (SMS) to send queries to their instructors and get their doubts cleared.

4.3.5. IPODS

Ipods, one of the multimedia devices, enhance the users to generate, deliver, exchange texts, image, audio and video scripts as per the requirement. The teachers send text messages and

the students can read and answer to them. In addition to this, the students can record and listen to their speeches, poems, news, short stories etc. Thus, ipods give a chance to the learners of English to improve their listening, pronunciation, vocabulary, grammar and also writing.

5. SCOPE OF ICT IN ENGLISH LANGUAGE TEACHING AND LEARNING

Information and communication technology in ELT can cover all the four skills of English language (Grammar – Writing – Reading –speaking). ICT plays a lion role in teaching and learning of English. The modern way of teaching-learning process depends on information and communication technology (ICT). So, it becomes the need of the hour to improve the quality of education.

6. BENEFITS OF USING ICT TOOLS IN ELT

ICT provides positive vibrations on students' attitude towards learning a language. Students can have an excellent chance to pick out the elements through which they can meet their learning strategies, which were failed to satisfy by the conventional methods. The availability of sources like images, animations, audio and video clips is very simulating because they support the learners in presenting and practicing a language in a different way. Not only for the students but also the teachers depend more on these tools to produce, prepare, store and retrieve the materials of learning at ease. ICT provides authenticity by which the learner could interact with others all over the world.

7. CONCLUSION

This literature review explored the use of ICT tools in teaching and learning of English. Since conventional approaches and the methodologies are interlinked with the novel technologies to teach English language, it seems impractical to keep them part. With the help of these ICT tools which are available freely on the internet, can make the second language teaching a fruitful one. It becomes beneficial for teaching a foreign language in the hands of creative and knowledgeable language teachers. Now ELT has come into the period of evaluation where new inventions are entering into our day to- day activities. The elements which are aforementioned are making impacts in the pathway of learning particularly in the English language



teaching. Thus, it is shown that ELT has evolved to a greater extent due to the influx of technologies.

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