# USE OF ICT IN ENGLISH LANGUAGE TEACHING AND LEARNING

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**ABSTRACT**

Today science, information and technology (ICT) have left their impact on every aspect of human life. Most of the significant developments that one can observe today can be attributed to the impact of science and technology. As technology has created a change in all aspects of society, it is also changing our expectations of what students must learn in order to function in the new world. Even in education sector, we witness that technological advancement and innovations have made a visible impact and have changed a scenario. The word 'ICT' includes any communication device such as computer, mobile phones, radio, television, satellite system etc. Now the role and use of technology as a tool for teaching of English language is increasing as educators have understood its ability to create both independent and collaborative learning environment in which students can learn English with much ease. Traditional methods of imparting higher education have become less motivating. Here, technology plays an important role in creating innovation and motivation for the learners. This paper will address modern technology as    Information and Communication Technologies, which has become possible in our communities since the availability of computers.

**Keywords**: English language teaching and learning, ICT tools, ICT, Role of ICT, Science & technology.
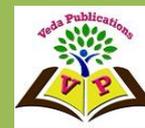
## INTRODUCTION

The breakthrough of Information and Communication Technologies (ICTs) has utterly shaped our modern life. ICT is the term that is currently used worldwide to describe new technologies which depend mainly on computers nowadays. Even the traditional technologies such as radio, television and telephone are considered as ICTs.

The United Nations Development Programme (UNDP, 2003) defines ICTs as:

Basically information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the 'old' ICTs of radio, television and telephone, and the 'new' ICTs of computers, satellite and wireless technology and the Internet. These different tools are now able to work together, and combine to form our `networked world' a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe".

## THE POWER OF ENGLISH LANGUAGE

We are teaching English and learning English, but why do we want to teach English, in contrast with other foreign languages? The given answer is that English is the most widespread language in the world. It is difficult to guess exactly how many English speakers there are. However, according to estimation, there are more than 350,000,000 native English speakers and more than 400,000,000 speakers of English as a second language or foreign language. English Language Teaching (ELT) importance is in its steady progress via many means of modern communication technologies and inventions. Graddol (2000) states that in the year 2000 there were about a billion English learners but in the year 2010 the number will be doubled. Moreover he indicates that over 80% of information which is loaded on the internet is the English language.

## INFORMATION & COMMUNICATION TECHNOLOGIES IN ELT

Nowadays, teachers of English around the world prefer some form of communicative teaching and learning, rather than the traditional methods of ELT which dominate the teacher-centered approach and neglect the student" communication skills. The teacher-centered approach depends mainly on the learner's memory and did not care about the authentic use of language. Although, a successful EFL teacher is not necessarily restricted to one method or another, the ICTs have changed the pace of teaching strategies to suit the goals of his materials and the needs of his students. On the other hand ICTs have given the students, many opportunities to practice English in and out the classroom. With the help of the modern technologies they have time and freedom to understand, reflect and analyze what have been exposed to. Moreover, the ICTs put forward an influential base for efficient education. Now, we need the modern technologies for a better blended method of delivery to create apt teaching techniques to enhance the process of learning English language. ICTs are very motivating, because they help the learners to learn the language which is carefully designed to meet the prescribed goals.

## THE IMPACTS OF ICTS ON ELT

No doubt, motivation is the cornerstone in the process of acquiring or learning a foreign language; therefore, learners usually have a positive attitude toward computers. Even though, the modern technologies are double-edged sword, their advantages are acknowledgeable over its pitfalls. No doubt, they have significant, positive impacts on ELT, the following are some them:

### A.Availability of Materials

ICTs are very stimulating because of the availability of the learning materials, whether it is computer-based, in the web or on CDs; therefore, the student can learn at his own pace with a very patient tutor (the machine). Meanwhile, the use of online telecommunications for teaching and learning via the computer in the classroom across the world will consolidate the improvement of different academic skills. The availability of images, animation, audio and video clips they help much more in presenting and practicing new language.

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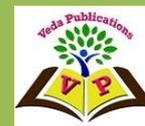
**B. Student Attitudes**

ICTs have positive effects on student attitudes toward the language teaching and learning. Students felt more successful in school, were more motivated to learn and have increased self-confidence and self-esteem when using computer-based instruction. This was particularly true when the technology allowed learners to control their own learning.

**C. Autonomy**

Students have the opportunity to choose the element/s of language which they want to focus on meeting their learning strategies or learning styles. Here, the learner-centered approach is supported by these facilities offered by the ICTs while the tradition techniques approaches failed to give such opportunities. The student feels free to practice the language without fear from the others at their own phase and pace.

**D. Authenticity**

ICTs provide authentic learning environment, because the learner can interact with others across the continent are very motivating to the language learners. Confronting such challengeable situations is the touchstone for using the language in authenticity not artificially. The ICTs as tools for learning are very motivational; however, they are very attractive and accessible.

**E. Help Teachers**

ICTs help the teacher to prepared, produce, store and retrieve their materials easily and swiftly. The availability of different rich texts, different topics, quizzes, exercises help in saving the teacher's time. Despite the opportunities and facilities offered by the modern technologies in assisting better teaching, but they do not replace it. So far, the skillful teacher is the only person who is shouldering the responsibility of delivering and achieving the teaching goals.

**F. Student-centered**

ICTs help the student be exposed to language clockwise and definitely they help them to write and edit their work in order to produce a well published work. Likewise, computers encourage students to do extra work outside the classroom, play language games and, hopefully, gain extra exposure to the language and improve their progress in the language and support the student-centered concept. Via the computer and the internet the students will be able to communicate with others in different places.

Moreover, ICTs help the shy or the quiet students who sometimes abstain from asking questions or challenging information to communicate and ask questions. Using modern technologies in the learning environment has been shown to make learning more student-centered and improve the learning process by stimulating teacher/student interaction. Furthermore, ICTs enhance collaborative learning which results in higher self-esteem and student achievement. They promote critical thinking and student-student interaction.

**G. ICTs in Self-Assessment**

The examinations generally test the reading and writing skills of the students, totally neglecting the listening and speaking skills, which are indispensable skills for the learners in their future career. The listening capacity can be tested through computer-assisted packages like listening to a dialogue/passage and answering the questions or listening to lectures and then answering short questions or true or false statements. It will enhance their talents for taking international tests because many competitive exams follow such a pattern to test the grasping ability of the students.

**MULTIMEDIA**

Multimedia as a concept has diverse definitions. Some scholars consider multimedia as devices that combine texts with images. Stemler (1997) cited in Parveen and Rajesh (2011) considers multimedia as devices that incorporate text, graphics, animations or real video into English lesson. Similarly, Chunjian (2009) refers to multimedia as encompassing texts, graphics, image video, animation and sounds together and they are dealt with and controlled through computer. However diverse the opinions of scholars on multimedia may be, the concept refers to computer controlled devices that combine sound, images and texts. Through multimedia, real life situations are brought into the classroom.

The application of multimedia in the learning and teaching of English creates opportunity for the teacher to bring almost real life situation in to

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the classroom. Multimedia can be used in different ways by teachers of English Language in Large classes.. There are literature books especially Shakespearian plays that have videodiscs which teachers of English Literature use to supplement their lessons. The problem militating against the use of these technologies is not only procuring them but many teachers have limited knowledge of how to use them.

The British Council's ICT in Schools project (2006) notes that the arrival of the multimedia computer in the early 1990s was a major breakthrough as it enabled text, images, sound and video to be combined in one device and the integration of the four basic skills of listening, speaking, reading and writing (Davies 2011: Section 1) The application of multimedia computers in the teaching of language enabled language teachers to make the lesson practical and authentic. By combining texts, images, sound and video in one device, learners are made to internalize more than one thing at a time.

## VIDEODICS

### A.Teaching literature

Videodiscs contain authentic documentations that if manipulated well by the teacher will facilitate learning and teaching of English in Large classes. This technology helps the teacher to bring almost real life situation into the classroom. Interactive videodiscs are suitable for teaching literature.

### B. Teaching Spoken English

Power point projector is also good for teaching spoken English. Documentation of formal speech or debate can be made on CD-ROMS. After the presentation, the students will be made to watch formal speech or debate on certain issue/topic that has been documented. This will offer them training in public speaking and expressing themselves in English Language. As an activity, the large class can be grouped in order to have formal speech presented by each group or debating teams representing the groups. Doing this will widen the students' vocabulary as well as elaborate sentence structures.

### C. Teaching of writing

Students of Tertiary institutions where English is used as language of Education study English

for Academic purposes or communication skills at entry point. Writing is one of the Language skills taught at the entry point to improve the students' proficiency in English being language of Education so that they can function well in their fields of study. The teacher can utilize power point projector and Videodiscs to teach the different writing tasks that students may be engaged in.. Proper utilization of technologies in the teaching and learning of English changes the teacher's role from transmitter of knowledge as in the traditional classroom to a consultant.

## UTILIZING THE INTERNET TECHNOLOGIES
### Email

The emergence of the internet has revolutionized the humans communicate and do things. Many teachers have started to utilize the internet to facilitate teaching and learning. Teachers of English language are not exceptions. Email can be used by a teacher to reach many students at a distance once the students provide their email addresses. The teacher can use email to send learning materials to students; give assignment; assess and post the feedback to the students' email boxes. Through the use of e-mail for instance, the students interact with their lecturers and friends at a distance. By sharing files, students collaborate and work together with their lecturers and colleagues. In this way, there is transformation from traditional teacher-centered approach which makes learners passive receivers to students-centered or democratic approach which makes learners active discoverers and explorers.

## UTILIZING THE WEBSITE FOR TEACHING ENGLISH

Website as an internet technology is an essential tool that the teaching can use to facilitate the teaching and learning of English Language in a large class. It provides a lot of opportunities for teaching and learning. The teacher for instance can combine offline and online teachings in order to overcome some of the challenges of teaching and learning in a large. Teachers of English classes can use the website for different purposes in order to facilitate the teaching and learning of English Language. In a large class, distribution of prepared or developed learning materials may be difficult as it

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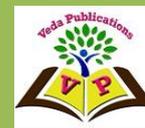
will waste a lot of time. In addition, there is the tendency that the class will be ruddy as students may scramble for the materials. The teacher can post the material to his website for the students to download for use in the class. However, the students should be given two or three days to download the materials before conducting the lesson. Website materials for teaching English language may include texts for reading such as novels, plays poems etc or samples of writing tasks such as letters, essays, memorandums or emails.

## CONCLUSION

The use of ICTs in language teaching has countless benefits. The development in the use of ICT, like language lab, videos, satellite broadcast, videoconferencing and web seminars have support the richness and quality of education both on and off campus. It harnessed several views of scholars which established the fact that ICTs are indispensable tools that facilitate the teaching and learning of English Language. The paper has pointed out how multimedia technologies such as the videodiscs, CD-ROMS, DVD, and power point projectors can be applied in the teaching of different aspects of English Language such as literature (plays, prose or poems), writing, vocabulary development and grammar. It has as well highlighted how e-mail, websites and e-library can be utilized by the teacher of English Language to facilitate teaching and learning. The study therefore, has shown that information and communication technologies encompasses several devices that the teacher can manipulate appropriate on for a lesson being taught to facilitate delivery, learning activities as well as evaluation. The Distribution of the knowledge and learning with more flexibility supports the slogan, "Any space is a learning space." Therefore, our schools and universities should be equipped with computers and internet services not just tools to learn a language, but they contribute to different aspects of educational development and effective learning.

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