

USAGE OF 'ICT' IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

Today science and ICT (Information and Communication Technology) 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. Even in education sector, we witness that technological advancement and innovations have made a visible impact and have changed a scenario. Traditional methods of imparting higher education have become less motivating. Here, technology plays an important role in creating innovation and motivation for the learners (Stockwell, 2016). The word 'ICT' includes any communication device such as computer, mobile phones, radio, and television and satellite system. It has to do with the Internet facilities. Now, the role and use of technology as a tool for teaching of the 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. The use of ICT in teaching and learning process is the need of an hour and teacher is expected to be innovative and enthusiastic in his/her teaching learning process by integrating ICT. A teacher needs to think of using technology in imparting education.

Key Words: Communication, Education, Innovation, Learning, Process, Technology, Tools

Introduction

The use of ICT in teaching-learning process is the need of an hour. The teacher is expected to be traditional as well as modern/innovative in his/her teaching learning process. The teacher must be adequately prepared to make use of information and communication technology (ICT). In the 21st century, technologies are truly communicative and interactive but the implementation is low in the language classroom. When one tries to bring about an innovation in the educational field, one needs to think of the audio-visual aids and their extensive usage in imparting education.

ICT can be defined as scientific, technological and engineering based management techniques used in information storage and communication mechanism with optimal time and space utilization in comparison to other traditional methods adopted for the same. The word 'ICT' includes any communication device or application such as computer, mobile phones, radio, television, satellite system etc (Saxena, Jyotsana & Rai, Geeta). Today teacher can make use of these different tools of technology and can make his/her teaching innovative and interesting.

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ICT Tools

1. Web 2.0 Applications

After 2005, web 2.0 emerged. It encourages sharing between users. It includes variety of application such as blogs, social networking websites etc. Blogs are regular opinion, columns posted on the internet. The writer posts a diary entry which others can read and comment on. The learners can be encouraged to write their own blog.

Social networking sites like Face book, Friendster, Bebo. There are many sharing sites like Flickr where users can post and view photos and YouTube for videos. These can be useful for language learning. A wiki is web-based environment for collaborative writing. It is useful for language learning is the record of all drafts.

Access to personal computers can cause problems but mobile phone is a different type of computer that is available and convenient. Mobile phones function in many ways like the addition of texting, e-mail, recording functions etc. as computers. The main features of mobile phone-assisted language learning portability, social interactivity, connectivity, individuality and immediacy can become accessible to millions. (Vyas, Manish. A & Patel, Yogesh L).

2. Radio and Television

The radio and television are one of the most useful devices for teaching English Language. Radio and television are two important instruments for distant education. Those who fail to get admission to colleges have to continue their education through open universities. Here radio and television play vital role in the teaching of the language. We live in an age in which distance education has become order of the day.

A number of good English teaching programmes are broad cast by many Radio and Television stations in each and every country. They can be recorded and used for listing sessions in the class. (Krishnaswami, N &., Krishnaswami Lalitha). The television appeals both to the ears and eyes. In radio only ear is employed with the help of both these technological devices, it is possible to teach the students the pronunciation. They may be taught to speak properly. Radio and T.V. can bring the experience of the real world into the class-room so that teaching is not duller.

The traditional teacher of books changes his/her role to become the teacher of the real living language. Today T.V. plays many roles in advanced countries. It is a companion, entertainer and instructor. Today in our cities, most learning occurs outside the classroom. The quantity of information conveyed by T.V., Radio and Film far exceeds that which is conveyed by educational institutions. The notion that education is a process that goes on within the four walls of the classroom is also shattered (Antony, A.). T.V. programmes can be recorded in advanced and played in the class.

3. Language Laboratory

A language laboratory is modern technological teaching aid. Now-a-days there are many softwares which are serving the students in the absence of a faculty.

4. Language Laboratory for listening and understanding

In this type, each student has a tape recorder with a head set. He simply listens and understands the material at his own speed. Here, the students get an opportunity to listen English spoken by native speaker and make them familiar with the correct pronunciation.

5. Audio Active Laboratory

This type of laboratory consists of a teacher's console and individual head sets. A tape is played from the console. Everyone has to go at the speed of the tape. A limitation is that the students cannot proceed at their own pace.

6. Audio-Active-comparative language lab. (A. A. C.)

Wearing ear phones, students sit in booths with separate tape recorder to speak and listen. The teacher is provided with a console which permits him to listen or speak to each student. It is an effective technological device to teach pronunciation and intonation (Antony A.).

Government has also set up DELL (Digital Education and Language Laboratory) in Government and Grant-in aid colleges across the country. The complete infrastructure including furniture, computer system, server, LAN, software, AV facility is provided. SCOPE has adopted computer based and Online Exam.

7. Films

Films present the reading material in the form of stories. With the help of this aid, it is to present and systematic and orderly knowledge of the subject. Knowledge acquired through films has a lasting effect. (Rai B.C) We can show to the students in the class-room plays of Shakespeare while teaching English Literature.

8. Overhead Projector

It is a useful alternative to chalk board. Writings or pictures on transparencies are projected on a screen. It saves time by preparing the materials in advance. Proper infrastructure facilities are required for the use of such

equipments. Krishnaswami N., Krishnaswami Lalitha).

Information and Communication Technology (ICT) has brought a remarkable revolution in education sector. The Ministries of Education across the world have already agreed to the point of integrating ICT in their education system. In addition, UNESCO has been providing their maximum support to Government of Saudi Arabia (GoB) to adopt ICT in Education. Different private organizations and NGOs are extending their hands in integrating ICTs as innovative approach to Education (Chowdhury et al., 2011).

At the same time, National Education Policy (NEP) 2010, has been working on the promotion of ICT-enabled teaching and learning, professional development of teachers using ICT, and ICT literacy for students. Further, government has successfully implemented the project of compulsory ICT subject at the secondary school level by 2013 (Commonwealth of Learning, 2017). The integration of ICT in secondary education has brought a significant change particularly, in ELT (Talukder, 2018). In addition to this, the government has essentially focused on ICT based ELT in secondary level education rather than focusing only on ICT literacy (A2i Project, 2009). With the aim of integrating ICT tools in classroom and to create successful teaching learning environment, education policy has been rephrased and as a part of this, Secondary English Curriculum has also been revised. Digital technologies are made available in the classrooms for the successful technology enhanced language learning and teachers are given special training in the use of ICT. Although a number of great initiatives have been taken by government and non-government organizations for the effective use of ICT in teaching 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. Therefore, it is important to study the ground level implementation of these policies and initiatives, to understand the perception of teachers towards using ICT in classroom in teaching English to the secondary level students of Saudi Arabia and also to identify the challenges faced by them in the actual implementation of ICT in ELT.

Information technologies have proven to be beneficial to language learners while learning a second or foreign language. Integrating ICTs in ELT have become both slogan and selection in both developed and developing countries. However, they do not seem to have been properly integrated for language learning in rural schools in Nepal though they have already been used for other purposes and their use is rapidly growing. This article sheds lights on how Nepalese ESL teachers of rural schools have integrated ICTs in their classes and what they view about the strategies and challenges while integrating ICT based tools in teaching English. Analysing the data collected through questionnaire and semi-structured interview, it was found that the secondary English teachers integrate ICTs in ELT by using effective strategies though they have been facing some challenges on it.

ICT based English language teaching and learning

English language learning and teaching methodologies undergone many changes over the last four decades: moving 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 & Rodgers, 2001). As the recent innovations, Mobile Assisted Language Learning (MAAL), Computer Assisted Language Learning (CALL), Technology Enhanced Language Learning (TELL) and E-learning have been increasingly used in English language classroom (Holmes & Gardner, 2016).

Technology has created opportunities and challenges to the teachers and learners to a great extent. A recent surge in the use of information and communication technology (ICT) is having an impact on how English and other languages are taught and learned (Warschauer & Ware, 2008; White, 2003). The value of ICTs for language learning is widely accepted, albeit in some cases with caution (Warschauer & Ware, 2008). In the context of developing countries, ICTs are often seen as an empowering tool which provides people with access to opportunities and choices that were hitherto not available, however e-devices for English language teaching and learning are still an emerging field in developing countries (Duff, 2015).

Teachers and Professors in the 21st century must have to integrate technologies to teach languages effectively in the classroom. In technology integrated instruction, teachers and students make use of e-devices. E-devices are those devices which accomplish their purpose electronically. ICT can be seen as empowering tools which provide people with access to opportunities and choices for grammar exercises and activities.

Technology is a way in which people use the ideas of science to make their task easier, faster and available (James, 2015, p.36). Nowadays, some modern electronic devices such as computer, television, over head projector, mobile phone, multimedia and web based applications have vital roles in language teaching because they help to teach language more effectively and appropriately. It is claimed that most of the teachers in urban areas have been using various technologies in the classroom (Ulbricht, 2016). We can see the growing tendency of using ICT in language teaching and learning with the help of e-devices. It can be taken as a positive signal towards e-learning. However, there exist many problems in doing so. The problems are related to our attitude in the use, challenges we have to face while going through them in the classes and the strategies to be chosen for their effective uses (Walsh, Shrestha & Hodges, 2011).

Justification

The fast-growing advance of information and communication technologies (ICTs) has made potential contributions to English language education for the past few decades. As a matter of fact, the use of technologies provides learners with unprecedented opportunities to practice English and involve themselves in authentic environments of language use (Kramsch & Thorne, 2002). For instance, they can use Skype Chat for interaction (Dalton, 2011), or social networking sites such as Facebook or Twitter for writing practice (Cheng, 2012). Since the benefits that ICTs bring to English language learners are, for example, motivation enhancement (Schoepp & Erogul, 2001), learner independence (Frith, 2005), and acquisition of skills (Galavis, 1998), they have been adopted by a large number of educational institutions in many countries in the world (Buabeng-Andoh, 2012). Within the Vietnamese context, on account of seeing that ICTs are of utmost importance, the Ministry of Education and Training (MOET) (2008) put great emphasis on the reform of education through the implementation of ICT applications at any level of education especially in English Language Teaching and Learning Process.

Conclusion

Different types of technologies and electronic devices are applied in the field of ELT that help language teachers to make their professional life easy. Karries (2008, p.32), states that the major impact of the recent developments in the teaching of foreign languages can be seen in terms of a learner centered, motivation-based and activity oriented approach to language teaching supported by television, radio, and audio-visual aids. Technology in the classroom is a double-edged sword. Engaging modern students into the so-called 'digital natives', for whom smart phones and social media are the way of life is a dire need of the day. So, the educators feel that they must integrate digital teaching strategies. At the same time, many of the modern electronic devices and software are introduced into the classroom to learn language more effectively. In this regard, Dash and Dash (2007, pp.32-33) view, "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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