ROLE OF ICT IN ENGLISH LANGUAGE TEACHING

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Annotation

The impact of information and communication technology (ICT) on language learning has been acknowledged globally such that the integration of ICT in language learning has become indispensable in -learning environment. This is because of the fundamental role it plays in the advancement of the frontiers of knowledge in language learning. This is more so when the world is fast becoming a global village where the use of modern technological gadgets to improve language learning has become imperative. Traditional methods of imparting higher education have become less motivating. This paper deals with technological devices which play an important role in creating innovation and 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 care. The use of ICT in teaching- learning process is the need of an hour and teacher is expected to be traditional as well as innovative in his/her teaching learning process. A teacher needs to think of using technology in imparting education.

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 world 'ICT' includes any communication devise or application such as computer, mobile phones, radio, television, satellite system etc. Today teacher can make use of these different tools of technology and can make his/her teaching innovative and interesting.

VISTAS OF THE USE OF ICT IN LANGUAGE EDUCATION

Information and communication technology (ICT) is of immense help in virtually all areas of teaching and learning. In the field of language education, there is now so much emphasis on on-line learning in new and exciting ways by sourcing information from the Internet. Other prospects of ICT in language can be summarized as expanding access to language programmes, improving the quality of teaching and learning , providing access to current up-to-date materials and offering teachers and learners an avalanche of materials in different modes. Specifically, the United Nations Economic Commission for Africa stated amongst others that;

- ✓ English lessons that incorporate multimedia applications can exert powerful motivation and provide bored students with exciting new ways to learn.
- ✓ The use of ICTs enhances English Language competence as well as quality of learner's experience.
- ✓ The effective use of ICTs removes the time and space limitations found in traditional teaching, as classroom dialogue can now extend beyond the time and space constraints.
- ✓ It allows students to learn more autonomously and thereby raises self-esteem and confidence.

It is pertinent to note that television with its array of foreign channels, as provided by DSTV and other cable channels can be of tremendous help in language acquisition. Information and communication technology helps the students to perform better in language learning than with regimented traditional classroom teaching. Online learning has the potentials to offer anyone with an internet connection access to a wide expanse but inexpensive education just as e-learning and computer allow schools to deliver classes to students anywhere in the world.

COMMUNICATIVE LANGUAGE LEARNING MODE

Communicative method for learning languages combines extensively, high-quality content with flexible and interactive multimedia technology. This comprehensive language learning method can act as a total solution for self-teaching, as well as teaching support to formal courses. Through a wide range of activities, a variety of skills could be developed in a learner. A learner needs to communicate in oral and written comprehension, as well as oral and written expression.

- ✓ The Guided Mode: this offers a step-by-step course. When organized into learning paths, this mode focuses on the acquisition of functional language patterns across a broad spectrum of themes. In this mode, a learner can learn pronunciation, grammar, functions of words and vocabulary by applying the rules.
- ✓ The Free-to-roam: this gives a learner the option of learning by topic or by linguistic skill. This mode is particularly useful for learners who are at the senior secondary school (SSS) in intermediate level of learning and also for teachers who want to familiarize themselves with the content available to them.
- ✓ The dynamic mode: here, the advanced learners can immediately be immersed in an authentic learning context through the various dialogues and videos which illustrate every day and professional life and line with current pedagogical trends, familiarize learners with the voicing of the language using recordings made by native speakers.

HARDWARE

Many schools are installing new types of hardware into classrooms and computer labs that can make a tremendous impact on instruction.

INTERACTIVE WHITEBOARDS

One of the most common types of hardware used in schools is the inter-active whiteboard. This technology is an excellent tool for presenting multimedia lessons and encouraging student participation. If you are unfamiliar with how an inter-active whiteboard works, think of the board as a large computer screen and the pen as the mouse. There are numerous benefits of an interactive whiteboard over a traditional chalk-board. For example, the teacher:

✓ No longer needs to erase notes from the board in order to make room for more information. This is problematic for English language learners who have difficulty copying and comprehending simultaneously. Notes and visuals can be saved for student to review later.

✓ Can save the note files and post them to a website or print them out. Can go back and forth between different pages of notes in order to help students make connections with previous lessons.

✓ Is able to incorporate pictures, videos and organizers with ease, thus assisting English language learners to more fully understand concepts and learn new vocabulary.

DOCUMENT CAMERAS

Document cameras, like the one manufactured by Elmo, can project images directly onto a whiteboard, allowing teachers to write notes on the projected image. Document cameras can be used to project pictures, pages from textbooks, student work and even three-dimensional objects. Introducing or reviewing a concept while using manipulative and props helps students gain a deeper understanding. The English language learner is able to see what is being addressed while listening to the information. The major advantage to a document camera is the ease with which almost anything can be quickly displayed for a large group.

SOFTWARE

Microsoft Photo Story 3.1 is a free user-friendly program that is available as a download for Windows users. This program brings new life to traditional picture slideshows by allowing users to customize motion, include voice narration and add music. The final product can be saved as a video. Software such as Photo Story can be used in a variety of ways to assist English language learners. For example, Photo Story can be used to summarize a particularly difficult concept or lesson. Since oral language is acquired before written language, this allows students to showcase and rein-force what they have learned. Students can work independently or in small groups to create a Photo Story project on an assigned topic. Students use the Internet to find pictures and information, then create and record dialogue to go along with the images. Public speaking can be intimidating for English language learners. With this approach, students can narrate each picture and do not have to feel over-whelmed by the demands of the task. In teaching phonetics for example, the sound of English language can be written down using the International Phonetic Alphabet (IPA) for adequate exercises. The use of minimal pair perception exercises (sheep -ship, zeal -seal, ten -then, bird- board, shout- tout, port- pot) helps learners learn the sound of English. This can also be well practised on pronunciation exercises with the help of software or by using CDs in language laboratory.

CONCLUSION

Thus, teacher can make teaching process innovative and informative by using different technological devices as mentioned above. If we use these tools wisely teaching of English Language will become interesting and will boost's motivation, commitment and engagement. In order to prepare students to function in the digital age, we must ensure that language curriculum incorporates the necessary technological literacy skills.

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