**CURRENT APPLICATION OF ICT IN ENGLISH LANGUAGE TEACHING AND LEARNING**

**ABSTRACT­---**

Effective integration of ICT in English language teaching classroom depends on a host of factors. one of the important factor is teachers “knowledge and skills in using ICT in class”. ICT in teaching English language and literature have become the biggest boon to our productivity. Teachers use of technology is guided by the dynamic relationship between teachers technological pedagogical and content knowledge . This paper will hopefully provide a better understanding of how the different types of knowledge of ICT interact and influence teachers and students . Through this study English teachers would take cognizance of other effective and efficient means of teaching to which ICT belong besides the traditional method and they would know the consequences of being computer illiterates in this highly competitive world of technology. This paper lights on concepts and necessity of ICT, uses discussion and recommendations. **KEYWORDS** -

Information and communication technology (ICT) , English language teaching, and learning ICT teaching tools. **INTRODUCTION-–**

Information and communication technology (ICT) is a combination of information processing acknowledged learning and teaching space today as well as one of the key propellants of globalizations . ICT is useful in services and applications such as e-commerce , e-transaction , e-governance, e-health, e-learning, e-business and e-banking, etc. ICT is a term that includes any communication device or and communication technologies. ICT aims to make education ,equitable ,improve the quality of education and promote lifelong non-formal education. It is in this light that ICT is as a companion in learning and teaching of English language. Change is the only constant thing in life. Therefore, English teachers should embrace the current trends of change in the education sector; keep updated and learn how to use these technologies in their noble profession- for administrative and academic purposes. When these tools are introduced in classrooms definitely, learning would be facilitated, this could spur learners to make use of these tools individually, with this, learners could learn how to operate these tools and become better students. The use of ICT makes students active participants rather than being passive in the class. The objectives of this study therefore, are to examine the use of ICT as a veritable tool in the teaching and learning of English language. Njamanze (2010) opines that technological innovations have gone hand in hand with the growth of language teaching especially English. With the aid of technological advancement, resounding improvement has been recorded in the manner in which teachers learn, communicate and discharge their duties. ICT has offered the English language teachers the opportunity to leapfrog the archaic and parochial chalk and talk method to modern ways of teaching. ICT and new technologies can help development in learning of individual skills of learners . The growth of the Internet has contributed to the growth of the English language

The Silent Way, Suggestopedia, Community Language, Communicative Approach), or other issues (e.g. The Total Physical Response Method), the attempts of the teaching profession have been shaped by a desire to find ‘a’ better way of teaching than the existing method. The latest method that is developing is Computer Assisted Language Learning (CALL). Some experts and practitioners of education learning language in CALL, strongly supports the utilization of ICT in language learning to improve efficiency and effectiveness of learning that can improve the quality of understanding and mastery of the language studied. In other words, the integration of ICT in the field of language learning is inevitable known that the ICT and language learning are two aspects which support each other like two sides of the coin inseparable (Hartoyo, 2010). Fortunately, the use of Computer Assisted-Learning language (CALL) has increased noticeably by English teachers. In addition, CALL is able to generate interaction and improve communicative competence, including providing *Current application of ICT in English language teaching and learning*

ICT defined as technology which the function is to support the process of conveying information and communication. The development of ICT makes the process of communication between the communicator and the communicant can be conveys in easy ways. They can communicate through telephone, internet, e-mail, satellite, television, video conference and so on. The process of those communications applies in language learning. In language learning, there is a communication between teacher and student. The process of learning is not always carried out by subjecting teacher and students in the certain room or a certain place directly. As the example, teacher can use internet as the medium to give lessons, assignments, or other information to their students.

In context of language learning, ICT has an important role as the “media” bridging and enabling the learning process, or direct communication between students and teacher although they are not present in the same room or place in certain time. Language learning program can be created to enable students to learn the lessons with guidance, instruction, information or further explanation. ICT in language learning used as a reference-book. Computer can store unlimited lessons or references, which can be accessed anytime, anywhere and accurately. Fitzpatrick and Davies (2002) in Hartoyo (2012) sets out the seven ways in which ICT used in language learning:

**SEVEN WAYS IN WHICH ICT USED IN LANGUAGE LEARNING:**

a) Presentation

Some material of language learning such as text-based materials, audio-video needs to present to the learners. Presentation helps learners in understanding the learning material well.

b) Practice

Some of different exercises types are possible to be provided with ICT, incorporating the presentation stimuli in varying combinations of text, audio and video format. ICT also offers the possibility of the analyzing learners’ responses with appropriate feedback.(Hartoyo, 2012:40)

c) Authoring

In applying ICT in language learning, teacher can either purchase ready-made materials or create their own exercise materials using a variety of authoring tools based on Hartoyo (2012:40).

d) Computer-Aided Assessment (CAA)

Computer-Aided Assessment (CAA) is playing an increasingly important role in foreign language teaching and learning. This media used to testing and assessing students understanding after learning some courses.

e) Publishing

ICT tools exist to help teachers and learners or students to publishing or linked in their work in a local area network. ICT may use by the teacher and learners to help them publish their work

f) Communications

Technology can help learners and teachers to communicate with another. Some ICT tools which can use as the medium of information are: 1) Email, which allows language learners to communicate with ‘web pals’ in other countries; 2) Tandem learning; 3) computer mediated discussion; 4) web-based learning environment; 5) audio conferencing; 6) Video Conferencing.

g) Simulations

The computer can act as a stimulus which generates analysis, critical thinking, discussion and writing. Program which include simulations are especially effective as stimuli. Examples of language learning tasks which ‘simulate’ real world tasks are : 1) Web Quest; 2) Action Mazes; 3) Adventure games; 4) Sunpower; 5) Expodisc; 6) “Real-life” simulations; 7) video conference.

**ICT Tools in Language Context**

There are some kinds of technologies classified into information and communication technology commonly used in language context, such as:

* Interactive multimedia

Interactive media is the integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerized environment that allows people to interact with the data for appropriate purposes. The digital environment can include the Internet, telecoms and interactive digital television. (Finney, 2011:2)

* Computer

Computer can be utilized with other multimedia learning devices or it can stand alone (a standard PC) and still serves its basic purpose as an electronic medium of language learning. (Hartoyo, 2012:29).

* Audio devices

Audio devices can be used with other media to form an interactive multimedia. However, it can also be utilized separately as independent tool. Audio devices include speaker, earphone, CD, and etc.

* Internet

Internet can be used as a medium of language learning through email, www (world wide web), text, audio and video conferencing.

* Television

According to Oxford dictionary, television is a system for converting visual images (with sound) into electrical signals, transmitting them by radio or other means, and displaying them electronically on a screen.

* Telephone

This telephone medium has not been widely used for language teaching because of the poor quality of analogue transmissions. However, there is new invent of digital quality and lower connection cost which potential for conference calls.

* Mobile gadget

Mobile gadgets such as cell phone and smart phone which are equipped with programs like computer, which enable it to perform as mini personal computer.

**Social interface**

This media provides facility or example that enables an interaction between human and computer. People set up more interaction with computer in a more intuitive way with less effort-through writing, voice, touch, eye movements, and other gestures.

**Interactive whiteboard**

An interactive whiteboard or IWB, is a large interactive display (such as a touch screen monitor) which is connected to a computer and projector.

**Conclusion and Recommendations :**

The findings in this research study highlighted that the majority of the students spent more time employing ICT for general purposes than for language learning purposes. Also, they

showed strong positive attitudes towards the benefits of technology to English language learning and expected that ICTs should be used more frequently in English teaching and learning.

**FOLLOWING ARE SOME RECOMMENDATIONS :**

 Teachers should have their orientation changed about ICT and develop positive attitude towards using ICT tools in the classrooms.

 Adjustments should be made on school time table, so as to conveniently inject ICT integration into teaching and reduce the workload of English language teachers.

 Government and proprietors should provide necessary ICT tools for effective teaching and learning by considering appropriate ICT that would facilitate better teaching and learning of English language.

 Seminars and workshops are to be organised from time to time for teachers in order to develop and guide their interest in ICT use, keep teachers abreast of the contemporary trend in education and put them through on how to teach English language with ICT tools.

 Teachers should encourage team and individual work thus; assignments should be given to students online while the teachers could score them online and

correct assignments online.

 Other ICT tools that would enhance the teaching of English language should be encouraged both within and outside schools.

 Students with laptops or who have access to computers should be guided on how to use them in enhancing language skills, for educative purpose and

in sustaining their reading interest.

 For efficiency, uninterrupted power supply, networked computers and server, computer and language laboratories should be provided.

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