Role of ICT in English Language Teaching in India

Vijay Kumar Soniya[1*]
School of Studies in English **,**
Vikram University, Ujjain M.P.
Email: vijaykumarsoniya@gmail.com

ABSTRACT

Information and Communication Technology (ICT) encompasses a various set of technological tools and resources to create, broadcast and store data and information. Modern ICT technology includes computers, audio- video conferencing, Internet, networks, satellites, wireless technology and huge number of multimedia software. TV, telephone and radio are traditional ICT tools. Teachers can employ Smart board, Projector, iPad, head projectors, internet, interactive boards, blogs, computers, and video cameras, E-mails, digital library, chat room, voice recognition CD-ROM, DVD printers, video conferencing, scanners and many more technological software for all level of teaching. Technology is bringing knowledge and education from classes to masses. It has penetrated in in all regions and communities of India. It provides platform to English language learner with enormous opportunities and support them with valuable resources of digital era.

Keywords: ICT, ELL, MTI, CD-ROM, DVDS, ILETS, TOEFL.

Introduction:

We are living in global world where technology has a significant role. Technology has revolutionized every aspect of our life. It would be very difficult to think of any domain of human life in which technology is not present. It has become an essential tool to be the part of advanced world for future growth. Technological advancement has accelerated the life movement in urban and rural areas of India. Undoubtable, it has immense impact on our education environment. Due to the advancement of technology there is a dire requirement of change in teaching pedagogies and methodologies of English language teaching (ELT) in India. Today, English is regarded as a symbol of quality education. Every parent want his child to speak English fluently. English is viewed as language of power, prestige, success and opportunities. Owing the ever-expanding power of technology schools, Colleges and universities of India have started planning to implement, utilize and manage technology effectively. Integration of technology into education is really important to meet with the needs of language learners. In this IT era the classroom environment is entirely changed from traditional classroom. The use of technology in ELT will help students to learn actively and supplement teachers to perform better. English teacher has major challenges and number of responsibilities. The development of learners creative and critical thinking abilities are badly affected by lecturing and rote learning. English language learning is a difficult process. Language learning is not simple task as learning of any other subject ELT is not limited to cramming a few rules of grammar and being able to read, write fairly well in English. Information and Communication Technology (ICT) can be used to impart quality modern education in India to achieve the better results. Techno-geek teachers will make learning more interesting, motivating, stimulating, and meaningful to the ELL with the effective use of modern technology in classroom. If broadband connection is not available internet –free technology also can be used in the classroom by downloading lectures, poems, videosanimations, graphics and audio clips in advance. Web assisted classroom has its own importance to attain the different other goals of language teaching. It provides more exposures to learners as kern expressed "Broadband-related technologies have particular significance, enabling learners to communicate with each other over distance, bringing native speakers into contact with non-native speakers and providing opportunities for developing intercultural understanding"(Kern, Ware and Warschauer, 2008; Whyte, 2011).

These technological tools can improve the effect of teaching language and also support to the students with the new ways of learning English. For today's children, Internet is not a novelty, they are very much attached with technical devices and spending long time on various applications of it. Web tools are more extensively used in social lives in compared to education sector in India. In order to make English language teaching more convenient, interesting and creative, the innovative tools of ICT must be employed in teaching pedagogy and methodology. Overusing of technology tools in the English classroom can create monotony and make atmosphere dull as in traditional classroom. If teacher is going to rely on technology for everything, why does the student need teacher? The key to achieve better outcome is to engage lessons with well-balanced use of technology and make relevance, structure and variation. It is believed that complete denial of technology in education neither practical nor desirable.

Every situation has some certain requirements for English language learning and these situations propel when technologies should be introduced to the learners and how it should be implemented? The huge resources are existing on web could be made beneficial to the students of the English language, by assimilating it keeping in view the native cultural obligations.

Research in advanced countries shows that technology has potential to transform learning and decrease challenges of learning English as a foreign language. It motivates students to develop creative and critical thinking in collaborative learning environment. There are circumstances where it can truly serve them to support Linguistic, phonetics, stylistics to gain proficiency in language skills.

Human interaction is one of the best part of teaching but in present situation technology has outshined it with great power. Teachers who deny to use ICT completely are really missing out global world's valuable resources for enhancing teaching learning practices. They will remain deprived of significant changes came into to the existence due to the development and diffusion of digital technologies. This era is considered as a knowledge and information exploration era. The entire world has shrunk into a global village by the expansion of science and technology. There is a drastic change in the educational environment. ICT based teaching is beneficial for all non-native learners of language. The learning of language will become more convenient if it is not taught as subject but as a part of life.

Use of Some ICT tools in English Language Teaching:

Computer Assisted Language Lab (CALL)

Computer Assisted Language Lab (CALL) enhances student's confidence and facilitates English language learning. It has various applications, software which enable learners to gain proficiency in basic skills of language. The language course material is already fed into the computers and displayed according to the features available in the system.

In India most of the students aspire for going abroad for studies but the lack of proficiency in English language prevents them clear exams like Test of Foreign and English Language (TOFEL) and International English Language Testing System (ILETS). Aspirants, that have dropped their idea about foreign studies, may be benefitted by the WALL, technical gadgets, software, apps and programmes designed for this purpose. Many institutions are training students for TOFEL, ILETS etc., brilliantly employing these applications. These programmes and high tech gadgets are the need of the hour which provide context and facilitate learning with practice.

The language laboratory help the students to cultivate the habit of reading passage from the computer screen It provide them the required facility to face computer based competitive exams like ILETS, TOEFL, GMAT, IIT and some other competitive examinations. This language laboratory deals with the sessions of sounds of English vowels , Diphthongs and consonants ,introduction to stress ,intonation , situational dialogues ,role play, telephoning skills, describing objectssituations etc; The Graphics and animation make learning materials more attractive and interesting than textbooks. The wide range of exercise for the practice of grammar, pronunciation available in lab along with writing skills module. Computer language lab software allow teachers to check activity of every student on his screen. It enables educator to pay individual attention in lab. Teacher can assign another activity to the students who have successfully completed the previous task before students who still require time to learn. The important aspect of computer lab is that it meets with need of every learner and make learning interesting, enjoying than conventional method.

Web Assisted Language Lab (WALL)

Web Assisted Language Lab is one of the vital tool of ICT. There are so many websites, software are brilliantly developed and designed for the learner of English language with different profiles, expectations, past experiences, and learning abilities. In Web Assisted Language Laboratory computers are well connected with Internet facility where learner access to myriad of English learning website to gather information. There are numerous web sites on the World Wide Web that have been created specifically for ESL/EFL learner as well as for native speaker of English. Many of these web sites can help students to improve their proficiency in English. A great advantage of the World Wide Web is that it is available 24 hours a day if student have access to the internet outside the classroom they can access the web sites at their own time, own pace, and own place.

There so many excellent web sites that have developed and designed specifically for ESL students. The language laboratory is a very helpful tool for practicing language skills. It provides facility to student to listen the model pronunciation, repeat and record the same, listen to their performance and compare with the model and do self-assessment. Since the language laboratory provides freedom to every learner of language to learn at their own pace. At the same time, it is possible for teacher to provide assistance individually and collectively. The language laboratory allows every participant to speak and listen with voice recognition software to improve pronunciation, rate of speech, modulation and accent. It helps a lot to eradicate mother tongue influence (MTI).ITWeb based teaching technology can be utilized to enhance the teaching and learning environment. It allows learner to visualize, understand and interpret difficult texts in easy manner with help of pictures, audio and video clips. The most advantageous part of web assisted language lab learning is that it enables learners to learn beyond the texts and relate learning with real life context.

For example at the most basic level course content posted on the Web and at a more complex level, relevant web based resources can be linked to course notes and lecture notes to form interactive learning materials. Discussion groups can also be set up using web based conferencing software students can be required to produce assignments on the web and multimedia simulations can be made available via the web.

Pod Casting Technology

Podcasting is a means of publishing audio and video content on the web as a series of episodes with a common theme. Pod casts are not meant to be listened to live, but whenever and wherever is most convenient for the listener. Podcasts audio-files available on web can be accessed through subscription and automatically downloaded to a personal computer or portable MP3 player. . If we subscribe to a pod cast so that it is delivered to us automatically each day just like a newspaper. Once the listener has subscribed to the pod cast they will remain subscribed until they choose to unsubscribe. Evan discussed about podcast "designed to introduce students to a wide range of authors, historical con - texts, and interpretive techniques" (Evans, 2006, para. 1). There are lots of English learning courses, lectures and tips on techniques for acquiring language skills available with easy access like TechEducator Podcast, Education Innovation, English as a Second Language (ESL) Podcast, 6 Minute English by BBC and TechTalk4Teachers podcast.

Talawar advice to take the advantage of podcast format in the field of education "One obvious use of pod casting is an educational context is to create an archive of class lectures that students can listen to their conveniently. However given the distinctive features of pod casting its potential goes far beyond reproducing cause materials and making them available for review. As pod casting is relatively new, educators everywhere are still exploring the possibilities. Therefore this section includes a partial list of potential uses of pod casting as with any use of technology in the classroom". (Talawar, M S and T Pradeep Kumar,2009 P14) It is really a great gift of technology for techno-savy teachers who want to utilize latest educational technologies and their practical applications in classrooms. The world's prominent educator and educational technology creator talk over latest technology and pedagogy suitable for classroom situation.

Podcasting technology provide strong platform to practice and improve listening skill, podcasts provide materials in a wide range. Learners can select content of the listening material according to their requirements and ease. Podcasts are positively influencing learning outcomes and learner's performance. There are abundance of listening materials available to test grammar and enhance   vocabulary.
1,TheStateofTech,TheEdTech,Crew,AssistiveTechnology,TIPSCAST,EdCeptional   Channel, Google Educast,#NerdyCast,EdTech Talk: Teachers Teaching Teachers and Flipped

Learning,LiTTech are some important podcasting channels which offer English learning. Educational podcast promote language learning and improve learner's performance with imparting skills of IT age. The podcast technology is vital tool for teachers, parents, students, schools, and people desire to prepare kids for 21st Century life, higher education.

CONCLUSION:

Technology should be used in the most effective manner to advance our education system without abolishing the essential elements, values of education that have served our nation for centuries. A key problem preventing the effective use of ICT in education sector is that of teachers supply. If we want to introduce technology in the English classrooms a huge teacher training programme is required. Owing the mushroom growth of English medium schools in India there are a few teachers existing with essential language skills and that do exist are posted in urban areas. Number of private schools have difficulty in maintaining well qualified staff. Teachers who have good proficiency in English language gravitate to better paid jobs. They want to settle down and work only in their territory sector. We have faith that universityadministrators, policy makers, faculty members, change agents, students, and Other stakeholders in education will eradicate all obstacles from path of modern quality education in India. Indian education system have been facing a number of challenges. It is still following traditional mode of imparting education. In order to attain growth and progress in every domain we need to integrate technology and innovative methods in education.

References:

deNoyelles, Aimee, Steven R Hornik and Richard D Johnson. "Exploring the Dimensions of Self-Efficacy in Virtual World Learning:Environment, Task, and Content." *MERLOT Journal of Online Learning and Teaching* 2 (2010). August 2015. <http://jolt.merlot.org/vol10no2/denoyelles_0614.pdf>.

Fish, Kristine and Hyun Gu Kang. "Learning Outcomes in a Stress Management Course:Online versus Face-to-Face." *MERLOT Journal of Online Learning and Teaching* 10.2 (2014). <http://jolt.merlot.org/vol10no2/fish_0614.pdf>.

Ensminger, David C and Daniel W Surry Surry. "Relative ranking of conditions that facilitate innovation implementation in the USA." *Australasian Journal of Educational Technology* 24.5 (2008): 611-626. July 2014. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.499.6630&rep=rep1&type=pdf>.

Kern, R, P Ware and M Warschauer. "Network-based language teaching." *Encyclopedia of Language and Education*. Ed. Van Deusen-Scholl, N and Hornberger,NH. 2. Vol. 4. NewYork: Springer Science+Business Media LLC., 2008. Print.

Lim, Cher Ping, et al. *ICT in Primary Education*. Analytical survey. Institute for Information Technologies in Education. Moscow: UNESCO Institute for Information Technologies in Education, 2014. Print. 16 March 2015. <http://iite.unesco.org/pics/publications/en/files/3214736.pdf>.

Murahari, Bucherla and V Vijaya Kumar . "New Technology for Teaching and Learning in the Information Age." *Univeristy News A Weekly Journal of Higher Education* 46.40 (2008): 1-8. Print.

Martin, Florence and Michele A Parker. "Use of Synchronous Virtual Classrooms: Why, Who, and How?" *MERLOT Journal of Online Learning and Teaching* 10.2 (2014). August 2015. <http://jolt.merlot.org/vol10no2/martin_0614.pdf>.

Shah, Beena. "ICT IN Rural Empowerment." *University News A Weekly Journal of Higher Education* 46.48 (2008): 18-23. Print.

Shah, Beena. "Technology, Values and Quality Education :A New Paradigm." *Univeristy News A Weekly Journal of Higher Education* 46.22 (2008): 1-5. Print.

 BIBLIOGRAPHY \l 1033 Surry, Daniel W., James "Tres" Stefurak and Robert M Gray Jr. *Technology Integration in Higher Education:Social and Organizational Aspets*. NewYork: Information Science References, 2011. Print.

Talawar, M S and T Pradeep Kumar. "Podcasting: A New Trend of Web-based Technology in Education."*University News A Weekly Journal of Higher Education* 47.30 (2009): 13-15. Print.

Uyouko, Arit Uyouko, Su Luan Wong and Ahmad Fauzi Mohd Ayub. "ICT Access and the Nigerian Teacher: A Literature Review." *Middle-East Journal of Scientific Research 19 (Innovation Challenges in Multidiciplinary Research & Practice)* (2014): 12-17. 22 August 2015. <http://www.idosi.org/mejsr/mejsr19(icmrp)14/3.pdf>.

Evans L (2006) "Using Student Podcasts in Literature Classes." Academic Commons, Center for Teaching and Learning.
<http://www.academiccommons.org/ctfl/vignette/using-student-podcasts-in-literature-classes>
<http://www.academicjournals.org/journal/IJEL/article-full-text-pdf/5F2818A49922>

<http://www.tgpcet.com/Ejournal/80%20PAPERS%20PDF/Kalpana%20N.%20Deshmukh.pdf}>

<http://onlinelibrary.wiley.com/doi/10.1111/bjet.12220/epdf>

<https://www.teachingenglish.org.uk/sites/teacheng/files/C607%20Information%20and%20Communication_WEB%20ONLY_FINAL.pdf>

<http://www.sciencedirect.com/science/article/pii/S1877042814014785>

<http://englishagenda.britishcouncil.org/sites/ec/files/books-english-next.pdf>

<https://www.britishcouncil.org/sites/default/files/english-effect-report-v2.pdf>

<https://player.fm/featured/education-tech>

<https://player.fm/series/series-29303/21st-century-skills-and-project-based-learning-part-1>

<https://player.fm/series/techtalk4teachers-a-podcast-for-teachers-about-teaching-learning-and-technology>
<http://www.staff.u-szeged.hu/~gymolnar/New_ICT_tools_in_Education_paper_pictures.pdf>

<**https://itunes.apple.com/us/podcast/english-as-second-language/id75908431?mt=2**>

<**https://itunes.apple.com/us/podcast/6-minute-english/id262026947?mt=2**>

<**https://www.cmu.edu/teaching/technology/whitepapers/Podcasting_Jun07.pdf**>