

Role of ICT in the Enhancement of English Language Skills Among the Learners – A Review Paper

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Abstract: *Some highlights in the contribution of ICT in teaching and learning of English language are to be outlined and the ways the technology can assist in English course planning are to be examined. Use of ICT is an essential subject matter in English language education that it is presented all through this paper. In this paper we come across more discussions of technology related to the teaching English language skills. For example, topics such as use of technology in student's vocabulary expansion; technology associated with language students in most of the educational institutions in the world; computer-assisted purposeful learning environments in addition to content-specific applications of technology in English language skills like Listening, Speaking, Reading and Writing are to be examined. This paper will also explore the technological advancements and the Internet, standards for technology-language students, and teaching and learning with technology. Moreover I endeavour to show some English teachers and students attitude towards use of ICT in English language teaching. Finally the conclusions are drawn by means of the review of literature indicated*

Keywords: ICT, Language Teaching, Skills Learning, Computer, Websites

I. INTRODUCTION

IMPACT OF TECHNOLOGICAL ADVANCEMENTS AND THE GROWTH OF INTERNET SERVICES IN LANGUAGE EDUCATION

Now a day's students are growing up in an advanced world that is far changed technologically from the world in which their grandparents and parents were students. But now all kinds of education connected with technology in order to succeed in the present world. If students are to be adequately prepared for tomorrow's jobs, technology must become an integral part of schools and classrooms. The Internet is a system of computer networks that operates worldwide. As the core of computer-mediated communication, the Internet is playing avital role in the technology advancement in educational institutions. In most of the cases, the Internet has more recent and up to date information than printed textbooks. Many developed countries have already adopted technological approaches in teaching and learning. For instance, cent percent of American public schools have internet connections. However, the Internet did not become the common portal it is today until the introduction of the World Wide Web (WWW). The Web is a system for browsing all Internet sites. It is called the Web because it is made of many sites connected together. In the internet, the World Wide Web presents various web pages with the help of HTML and HTTP, with full of links to other documents or information systems. The user can access more information about a particular topic by selecting one of these web links. Web pages include text in addition to multimedia content such as images, video, animation, and sound files. The English language learners and teachers can access all this information by clicking on words or images appeared on a computer screen.

The Internet can have valuable tools for assisting language students. Though, it has some possible shortcomings. To use internet effectively with language students, we shall have to know how to make us of internet and feel secure with it. The users can have many latest equipment and application softwares. In addition, the computers should be installed with firewalls and blocking software on educational institution servers to control the issues such as students accessing pornographic material and biased web sites. If we use effectively, the Internet will certainly expand right to use a world

of knowledge and people that students cannot access in any other way. There are some effective ways that the technology can be used in language classrooms:

Planning and integration of linguistic knowledge

The Internet has enormous databases of information on a vast range of topics which are organized in multiple ways. As language students search Internet resources, they can process many things like integration linguistic information from various sources that they could not otherwise access. There are many ways to support such work is through Tech Learning (<http://www.techlearning.com>). A Tech Learning is an inquiry-oriented activity designed by teachers that maximizes student learning time, emphasizes using information rather than looking for it, and stimulates thinking. This involves various Software reviews, online course registration, discussion groups. Tech Learning focuses student efforts on possible tasks, provide a set of information resources and guidance for completing those tasks, and outline the work in an integrative context. They help students to learn Internet searching in meaningful ways.

Collaborative language learning

One of the most effective ways to use the Internet in your classroom is through project-centred learning and teaching activities. Indeed, many websites for English language learning are designed to be collaborative with roles and tasks assigned to various members of each group. Other important collaborative use of the Internet is to have a group of students conduct an analysis on some grammar topics related to English can be put it on the Internet. We can get responses from many parts of the world. We can organize, analyze, and summarize the data we receive, and then share them with other English classes throughout the world. There is another type of collaborative learning project which involves sending groups of language students on Internet to find information and use it in an effective way in language learning and teaching An increasing number of innovative educational developments include the use of computer mediated communications for teaching and learning of English. For example, there are many online sites (such as www.britishcouncil.org, www.englishgrammar.org, www.eslpartyland.com, www.usingenglish.com, www.ets.org/toefl, www.iteslj.org, www.brighthub.com, www.busyteacher.org etc) set up for English teachers and students to communicate with “pen pals” around the world. Most of these websites even provide safe access to more innovative Computer Mediated Communication forms such as chats and blogs (such as www.brighthub.com). In the other programs and websites similar to some of these websites, assisting in Fostering a Community of English language Learners, in which language students communicate with experts via e-mail, giving them access to a wider circle of knowledgeable people. In the British council (www.britishcouncil.org), a year long, interdisciplinary English language curriculum for various levels of students, students conduct language practices at their own local “study sites” and then share their findings and experiences with students around the world through an Internet conversation panels.

Use of Graphics and Presentations in English Language Teaching

Some graphics software like Microsoft Power Point can tremendously improves many of the presentations language instructors use in teaching. Such software graphics packages allow teachers as well as students to copy and create images, set the timing of material, formulate charts and graphs and make excellent visual presentations in English language classrooms. These graphics and presentations can help teachers to organize his content and place it in a dynamic format for an effective teaching. On the other hand, flashy graphics are no substitute for a well—rehearsed presentation. During presentation, the text presented on the Overhead Projector screen must also supports the material presented orally.

SOME ESSENTIAL CRITERIA TO USE TECHNOLOGY FOR ENGLISH LANGUAGE TEACHING AND LEARNING

In the present times, educational institutions must have an active role in making sure that students become technologically literate and competent enough to adopt it in studies. Most of the national standards recognized this technological awareness. For instance, the National Council of Teachers of English/International Reading Association Standards for the English Language Arts (NCTE/IRA, 1996) include the following: “Students use a variety of technological and information resources (such as libraries, databases, computer networks, and video) to gather and

synthesize information and to create and communicate knowledge.” In addition, a major theme in the National Council for the Social Studies, Curriculum Standards for the Language Studies (NCLS, 1994) is “Science, Technology, and Society.” The International Society for Technology in Education has developed the some essential technology standards for students (ISTE, 2007) and teachers (ISTE, 2007).

PEDAGOGICAL RELEVANCE IN THE USE OF TECHNOLOGY IN LANGUAGE LEARNING

At present the main concern is all about the use of technology to improve language teaching and learning. In fact there is no correlation between the learning language and using the language in a real situation in day to day life. Many reputed educational institutions argue that there is a huge gap between the technology knowledge and the skills most students learn in colleges and the technology knowledge and the skills they need in the 21st century workplace. Many language experts stated that schools need to move beyond the emphasis on subject content required by the present language students and focus more on 21st century dominant themes, like use various media and information and communication technology in teaching and learning

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