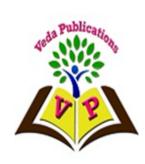# ENGLISH THROUGH ICT: A BRIEF SURVEY

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ABSTRACT

The term ICT (Information and Communication Technology) refers to the employment of technological devices in the teaching-learning process of English. ICT covers any communication device or application, including television, radio, smartphone, computer, network, hardware and software, satellite systems as well as the different services and mobile or web applications related to them.

Technology paves new vistas in learning and teaching English. It has incredibly changed the nature of sharing, storage and dissemination of information. The need for technological innovation has brought the communication revolution and rapid development of technological applications in teaching and learning. English through ICT has changed the prevalent learning methods of English across the globe.

Integration of ICT is an essential learning and teaching process of English. The students, scholars and teachers may browse national/international books, journals, and articles on computers through the Internet. Numerable learning materials that are available on various English websites can be downloaded and taken printouts for reference. Digitalization of many ICTs has made it possible to design, develop, manage and assess the learning process. It increases the efficiency of the system and makes it more powerful.

.**Keywords:** *ICT, E-Content, Internet, computer, Mobile phone, Digitalization, English*

INTRODUCTION

The Networking of computers gave way to Information Technology (IT) which led to the development of Websites. The public sector, corporate sector, educational institutions and many organizations started uploading the information on their websites. It provides facilities for chatting, e-mail, surfing, etc. It opens up a new source of information which increases the limitation of access to information. Before IT, people were using only print material for searching the information limiting the search for relevant data. This limitation has been overcome by the IT. However, IT was limited only to the textual mode of transmission of information with ease and fast.

INFORMATION AND COMMUNICATION TECHNOLOGY

The term ICT (Information and Communication Technology) refers to the use of digital devices in the teaching-learning process. The information is not only in textual form but in audio, video or any other media that can be transmitted to the users. The ICT consists of CDs, DVDs, OHPs, PowerPoint Presentations, the Internet, websites, and various mobile apps and other software applications.

The ICT has further transformed the teaching and learning process through online learning, e-learning, e-coaching, e-education, e-journal, etc. Third Generation Mobiles are also part of ICT. Mobile is being used in imparting information fast and cost-effectively. It provides an e-mail facility also. One can access it anywhere. ICT brings more learning aids in the classrooms and libraries for the teachers and students. It has broken the monotony and provided variety in the teaching-learning situation.

The learners extend and probe their knowledge, investigation, and inquiry according to their needs and interests when access to information is available on Information communication technology (ICT). ICT is more effective in teaching English. It enhances interactive teaching and learning styles. It also extends learners' ability to exercise choice, work independently and make connections between their work in English and other subjects. In the recent times of pandemic, the impact of ICT is manifold.

The pandemic has significantly changed the way students are taught. The physical classes in the schools/colleges have been replaced by online live/recorded sessions at home. The smart/mobile phones have taken the place of books. However, this sudden change has made it hard for teachers to teach their students. Hosting classes, and managing homework becomes quite a hassle on a video call. Fortunately, some ICT tools for teaching and learning could make the teaching experience fun for both the students and teachers.

ICT tools for teaching and learning cover everything from digital infrastructures such as printers, computers, laptops, tablets, etc., to software tools such as Zoom, Google Meet, Google Spreadsheets, etc.

ICT IN TEACHING AND LEARNING OF ENGLISH

With the present infrastructure, class size, availability of teachers, quality of teachers, training of teachers, etc., it is difficult to achieve the desired results in the quality of teaching-learning of English. Most of the teachers use the lecture method. However, the students are more inclined towards the ICT method of teaching-learning of English.

The ICT provides an online interaction facility. Students and teachers can exchange their ideas and views, and get clarification on any topic from different experts, practitioners, etc. It helps learners to broaden their information base. ICT provides variety in the presentation of content which helps learners concentrate, better understand, and long retention of information which is not possible otherwise. The learners can get the opportunity to work on any live project with learners and experts from other countries. The super highway and cyberspace also help in the qualitative improvement of Teaching - teaching-learning process. ICT provides flexibility to a learner which is denied by the traditional process and method.

ICTs in English classrooms can help achieve: (a) cognitive gain by providing visual images, (b) motivational gain by providing fun, and (c)

interactional gain by providing convenience sharing. ICTs provide effective learning opportunities for the English learner by engaging him/her in exploring literary texts and several other interactive activities in exciting ways. Similarly, computer-based activities enhance interaction and collaboration in spoken and written activities.

On the INTERNET many websites are available freely which may be utilized by teachers and students for understanding different concepts, improving vocabulary, developing Reasoning & Thinking, etc. ICT can help in preparing students for SAT, GRE, TOEFL, etc. The following are some of the useful resource websites for teaching-learning of English through ICT.

1. https://www.amigosingleses.com
2. https://www.duolingo.com/
3. https://www.talkenglish.com/
4. http://www.bbc.co.uk/worldservice/learningenglish
5. http://www.bbc.co.uk/worldservice/teachingenglish
6. http://www.eslcafe.com
7. http://www.a4esl.org
8. http://www.5minuteenglish.com
9. https://www.englishpage.com
10. https://www.sitesforteachers.com
11. https://www.english-forum.com
12. https://www.ucl.ac.uk/internet-grammar
13. https://www.esllessons.com
14. https://www.ted.com
15. https://www.rosettastone.com

USE OF ICT IN ONLINE TEACHING

The digital technology has broken the boundaries between countries. Human beings do not feel any type of restriction in communicating with people all over the globe. The access has become easier. All students do not understand all subjects to the same extent. These days students from the USA & other countries are enrolled in private tuition classes in India. That is, they are being taught Online. This has become possible only due to ICT. In Online tutoring, the student stays at his home. He logs in to his tutor through the use of the Internet and software. He can see the teacher who is in India and

the teacher can see the student who is in the USA. The student asks the question and the teacher replies by writing on a soft board or using a PowerPoint presentation. This interaction is normally one-to-one. It has made the academic life of many students easy. This is how the manpower available in India can be made use of other countries. Further, teachers across the globe mandatorily started online teaching practice during and after the pandemic period through different online platforms like Zoom, Google Meet, Whats app, YouTube, etc. After the pandemic, the blended mode of teaching and learning is recommended by NEP 2020 and it is being adopted in India.

USE OF ICT IN DEVELOPING INSTRUCTIONAL MATERIAL

At present there is a shortage of qualified and competent teachers in almost all subjects at all levels. The instructional material available in the print form is also not of quality. The book reading is not very enjoyable and does not help students understand the concepts and retain the information. Many teachers are well-known for the specific subject. Their lectures should be digitalized and made available to all the users. It will enhance the quality of instruction in the classrooms. The teacher can use them in the classrooms and can organize discussions after it wherein the new points can be added both by the teacher as well as students. It will make the teaching effective, participatory and enjoyable. Sansanwal (2006) has done this. Sansanwal has developed digitalized lectures on Research Methodology and Statistics and has used them for teaching this subject at the master's level. Other researchers are also using it. However, digitalized lectures will have their limitations of revision and inbuilt interaction. These lectures can be uploaded on any website and students or teachers can access any lecture they like. Another form of digitalized lectures is e–content. Competent teachers can develop e–content in their areas of specialization. This has lots of potential to bring quality to teacher education.

ICT TOOLS IN LANGUAGE CONTEXT

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

1. 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.

2. Computer

The computer is an electronic device which is capable of receiving information (data) and performing a sequence of logical operations by a predetermined but variable set of procedural instructions (program) to produce results in the form of information or signals based on the Oxford Dictionary. It consists of a CPU, monitor, keyboard and some other apparatus.

3. Audio devices

Audio devices can be used with other media to form interactive multimedia. However, it can also be utilized separately as an independent tool. Audio devices include speakers, earphones, CDs, etc.

4. Internet

Internet can be used as a medium of language learning through email, www (World Wide Web), text, audio and video conferencing.

5. Television

According to the 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.

6. Telephone

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

7. Mobile gadget

Mobile gadgets such as cell phones and smartphones are equipped with programs like computers, which enable them to perform as mini personal computers. By using this gadget and its internet connection, everybody could enjoy chatting, browsing, and discussing with each other with a wider range. The advancement of science and technology makes the size and price of those gadgets are getting cheaper and reachable.

8. Social interface

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

9. Interactive whiteboard

An interactive whiteboard is a large interactive display (such as a touchscreen monitor) which is connected to a computer and projector. A projector projects the computer's desktop onto the board's surface, where users control the computer using a pen, finger or other devices.

CONCLUSION

ICT appears to give both advantages and disadvantages. Technology in language learning reduces the intimacy of student–teacher relationships and it may negatively contribute to students' affective feelings in the process of learning. However, ICT appears as a 'bridge' to break the distance and 'survive' the learning. In case of distance, teachers can use ICT through video conference to enable them to teach or monitor the student's learning process. Therefore, the development of e-content is seen as a better way of teaching and learning a certain language compared to the existing methods. However, many of the technology solutions available in the world of education can lead to confusion among teachers on how to choose the right ICT technology solutions.

This paper has focused on how multimedia technologies can be applied to English Language learning. The process of English learning will be more

student-centred but less time-consuming. Therefore, it promises that the teaching quality will be improved and students applied English skills can be effectively cultivated, meaning that students' communicative competence will be further developed. However, teachers who depend on multimedia technology in the classroom should understand that the use of only technology is not always successful unless he/she blends technology with traditional way of teaching and learning methodology. He/she should adopt blended/flipped methods of teaching and learning with the help of the tools of ICT.

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