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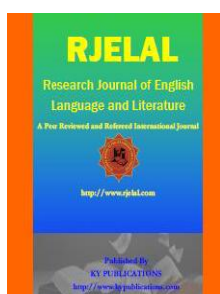
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## IMPACT OF ICT IN ELT

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### ABSTRACT

The impact of technology in English language teaching knows no bounds. It has been used as a tool to facilitate interactive learning. This paper finds out the various factors of ICT which affects the ELT in the class room. In the field of education, a great deal of emphasis now focuses on the online learning and it is touted as the great liberation by freeing students and teachers to accomplish learning in new and exciting ways. It is high time that a teacher has to realize his change of role in imparting skills to the students. They need to be aware of the changes that may affect them in the future because technology will affect classrooms in developing language skill, vocabulary and other components of language learning. Teacher has a greater responsibility making the students involved and making them feel more interested in the class. English language learner (ELL) needs a variety of language experiences. We believe that Information and communication technology (ICT) play an important role in providing ELL with valuable language experiences as they learn a new language. This paper throws light on those areas which acts as a link between a learner and the teaching of a language through Information Technology.

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### INTRODUCTION

Computers and language teaching have walked hand in hand for a long time and contributed as teaching tools in the language and second language learning. The study of language has been hugely influenced by the advances in computer technology. Over the past several decades, technology has become a fixture in many homes around the world and its influence has permeated into all facets of our lives, including educational setting. This phenomenon has been hailed as many as the wave of the future in which language instruction will be driven by new advances in computers, the internet and the mobile technologies. However, how we go about integrating technology into our classrooms can have

a huge impact on whether a technologically driven classroom succeeds or fails, even with low technological solutions. Previously, the only way to discover patterns of words in texts was to read the texts and find the examples by eye. Now, it is possible to conduct electronic researches that are sophisticated, reliable, fast and much more extensive than would be possible by other means. Computers have not only provided linguists with new ways of answering old questions but also helped to identify new questions and new ways of thinking about what language is and how it works.

### LANGUAGE AND ITS SIGNIFICANCE

Let me start my explanation with a fascinating fable. A mouse and her child were being chased across the polished floor by a large cat.

Mother mouse gathering courage, called out 'Bow-Wow' in her loudest voice and frightened the cat away. Heaving a sigh of relief, she said, "My child, now you see how important the second language is!" Man is regarded as the best creation of God. Language is the most beautiful gift that God has bestowed upon man. As Cicero said in 55BC, "The one thing in which we are especially superior to beasts is that we speak to each other." Different people in different countries of the world make use of different languages. But among all these, the position of English language remains unique. The world is rapidly shrinking today. Advances in the information technology, scientific knowledge and applications of Audio-Visual aids have transformed a sprawling earth into a global village. People of various cultures and nationalities now meet, interact, trade and socialize with ease on a daily basis. Making this possible is the use of a common language- English. It is spoken by over 350 million people across the globe. One person out of every four persons in the world can be reached through English. Under such circumstances, the teaching of English has taken on a special significance and the use of information technology in the English language teaching is proved to be a real help.

#### **USES OF ICT AND ITS IMPACT IN THE CLASS**

Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century, as applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials, drawing on the developing fields of linguistics and psychology to support a succession of proposals for what thought to be more effective and theoretically sound teaching methods. Much of the impetus for change in approaches to language teaching came about from changes in teaching methods and Information and communication technology (ICT) plays an important role in making your language teaching more effective and helpful to your students. The idea of using a powerful method is to make your student understand the concept or idea you want to communicate to him. Language teaching and learning is a complex process. There are no right

solutions to any problem. But as a language teacher, we try to give our best to the learner and IT is providing us with those solutions which can help us to make our classroom teaching more effective. The uses of ICT and their class impacts are as follows:

- 1) Use ICT to prepare high quality conventional resources in advance of the lesson.
- 2) Use the special facilities of ICT to prepare innovative resources in advance of the lesson.
- 3) Employ one shared computer to run a lesson or make a powerful learning point.
- 4) Use small cluster of computers in the class.
- 5) Use a suite of computers, enough for one computer each.

How you actually employ the equipment for each of these tasks can vary immensely in complexity. The key point is to allow what you want to do as an English teacher to rule absolutely over the demands of the ICT curriculum. The subject comes first. If student derive some form of technical benefit because they have used word processor, for instance, that should be secondary to the benefit they gain from learning how to edit language or to understand and manipulate the structure of a text. So for most of us, access to equipment is and will continue to be an issue. It should not prevent you using ICT to boost the quality of your lessons. Exercise imagination and work with the limitations of your surroundings.

#### **EXTENDING AND ENHANCING LEARNING WITH ICT**

If ICT is to make a genuine contribution to the curriculum, it must do more than simply replicate what was done, much more cheaply, using conventional methods. We should expect the technology to offer more enhanced or more efficient experience perhaps. Ideally, it should give us capabilities that we did not have before- it should extend what we do. There are a few basic principles that will help you to distinguish an effective development of ICT from an ineffective one. We must not bypass brain while using ICT. There are countless examples of ICT use where brain is bypassed or where it is impossible to complete the task while concentrating on something else. These include:

- Copying up neatly. It's quite possible to type mechanically without too much

thought about substance, style etc. this form of dull, unimaginative application of ICT is the most common bad lesson observed by the inspectors in English lessons where computers are used. It's so easy to make the lesson instantly more valuable if you engage the brain by simply asking the class to perform some transformational task on the text suddenly that the class is obliged to think.

- Drag and drop exercise. If the activities aren't very carefully designed, the computer's limited functionality can be spotted by the pupil.
- Unmediated information. Asking children to do the research on a particular topic using computers will inevitably trigger the potentially brainless activity of copy and paste. You will receive reams of beautiful-looking, professionally printed and illustrated material. But if we ask the simplest question about the information, you will draw a blank. Pupils will frequently not have read it; it hasn't gone near the brain.

Therefore, "it must go through the brain" rule should be applied to anything you are planning to do using ICT. If a lesson fails the test, abandon it.

#### **EMPHASISE COLLABORATION**

English teachers use computers to encourage talk, to facilitate collaborative writing and to stimulate a wide range of cooperative lessons, including whole class activities using a whiteboard or projector. Look for opportunities for collaboration and teamwork. ICT has immense potential here.

#### **EMPHASISE PUPIL-OWNERSHIP**

If you have the time and the space to do it, allow students to take the ownership of their use of ICT. This approach fits in powerfully with the drive to create autonomous, self-directed learners. ICT offers rich possibilities for autonomous work in English. You need to take some risks, but the rewards can be anything you can imagine.

#### **EMPHASISE PARTICIPATION**

Even with one computer and a projector, participation should be your rule. If image, sound and text are used solely to power-up teacher

control, ICT can become an instrument of oppression- passive, gawping spectators watching while teacher has fun, increasingly disenfranchised from the process of their own learning. However, used appropriately, ICT equipment has the potential to allow really exciting participation.

- Don't keep your pupils sitting on the sidelines- let them play an active role.
- Design some lessons where you throw the control over to them. Take the risk.
- Give them the challenge. And even if you are the one at the front, delivering the lesson, lead with questions, draw them into the fray, and engage the class.
- Don't use the equipment to mesmerize, pacify or subdue, like a parent plunking a child in front of the television. Aim for active ideas where you practically can.
- Reverse roles – let groups of pupils act as teachers, using the ICT to make presentations to others. Give them creative freedom; trust them- you will be started and delighted by the resulted.

#### **WORD PROCESSING**

- Texts editing – changing, adjusting, correcting – easily and painlessly.
- Text manipulation – ordering, sequencing, rearranging – an endless range of possibilities.
- Combining text or reducing text – using two windows. This technique lends itself to comparisons of text. Blending two texts to a set word – length can be a very demanding editorial task, bringing into play both ICT and English skills. Comparing two texts is facilitated with this use of ICT.
- Annotating text – with call-outs, footnotes or embedded notes.
- Processing texts drawn from archives – CD-ROM or the internet.
- Transformations – there are at least eleven kinds of transformations. This is a very popular use of computers in English.
- Text mapping and literacy investigations. Text mapping using ICT< invented by Tony Clifford, involves marking a text with the

tools of a word processor and writing a key at the foot of the text to explain the map.

- Text formatting – awareness of fonts and layout; media studies. You can also use fonts for creative purposes.
- Text mimicking/modeling – to address particular audiences or emulate particular text artifacts – uniquely enabled by ICT. These artifacts can be almost identical to the original model in terms of layout and form; the task of emulating the style is an English skill, of course.

#### **ADVANTAGES**

1. Control
2. Accuracy
3. Text-marking facilities can reveal properties of language.
4. A bread-and-butter use of the computer.

#### **DISADVANTAGES**

1. Need for keyboard skills.
2. Preferable to use computer suites which might be booked up.
3. Material needs to be well managed- saving and storing work becomes a real issue.

#### **ROLE PLAY AND SIMULATION**

The computer is programmed to issue bulletins at timed intervals to emulate a machine. The result is a high-pressure context with crushing deadlines that can be used to stimulate: hot-seating, crisis management, newspaper production- media studies in action and puzzle solving.

#### **ADVANTAGES**

1. Powerful emotional experiences, often unforgettable.
2. Superb team-work opportunities; drama.
3. High-level demands on oral skills.
4. Addictive fun because of the adrenalin and sense of real world.
5. Can be run using one computer.
6. Can be networked to include schools all over the world.

#### **DISADVANTAGES**

1. Sometimes takes a whole morning/whole day.
2. You need to have a special program to make it realistic.

3. Can't be run on a regular basis; these activities are by their nature once-a-term affairs, like a small school play.
4. Require preparation and follow-up.

#### **THE INTERNET**

The internet is famous as a research tool and the latest search engines allow you to track down the most obscure information. However, remember that there are three aspects to the internet: we can download material, but you can also upload our own information, effectively publishing it to the world; you can also change information over the net through the use of email. The use of experts in the form of professional writers, actors, film-makers etc. is a well tried and very rewarding use of this exchange potential. Children feel especially motivated to see their work published on the internet.

#### **ADVANTAGES**

1. Vast unlimited resources.
2. Exciting opportunities for communication projects.
3. A growing and evolving medium.
4. Highly motivating.
5. Classroom-expanding potential.
6. Combines well with all other ICT applications for English.
7. Generates language uses that are, themselves, fascinating to study.

#### **DISADVANTAGES**

1. Access can sometimes be limited to one mode in the school, although with the advent of broadband and wireless networks, this picture is changing rapidly.
2. Contains unsuitable material, so care has to be exercised.
3. Surfing- is it a waste of time?

#### **MOVING AROUND**

To keep children static in a computer room rather limits their potential. There are many exciting activities which entail getting up and moving around. Where equipment is limited, this technique gives everyone a fair chance to use the computer and the impoverished technological state of the classroom is disguised. Magic roundabout is one technique. It involves moving pupils around a class, from computer to computer, at set intervals. The

task is to write stories in a range of genres, using paper and screen as composition media. Magic Roundabout lasts about 40 minutes; it is hilarious, fast-paced and highly productive in generating discussion on genre and the editing process itself. You can also move pupils round to emulate consequences games- ask all the students to write the opening of a story and press Return until the text disappears from the screen. Move the whole class round one station. Now ask them to write the ending together and write a suitable passage in the middle to link the two seamlessly. Naturally, there are endless variations on this sort of activity.

#### ADVANTAGES

1. Constant variety and stimulation.
2. Wide range of language demands, both writers and oral.
3. Team-Work and collaboration.
4. Opportunities for the sugar of humor to sweeten the pill for learning.
5. Tasks can be designed to call on a number of skills.
6. A way of lifting individual expertise into the public or shared domain.
7. Can be used where equipment is limited.

#### DISADVANTAGES

1. Can be a bitty or fragmented experience.
2. May require more than the usual lesson time to be effective.
3. Needs strong teaching if the full learning benefit is to be felt.

#### ROLE OF AN ENGLISH TEACHER

1. The English teacher understands the role of the educational technology in learning and knows how to use it.
2. He knows and understands how to use a range of instructional technology within the curricula frame.
3. He uses the technology in creating enriched learning opportunities for students.
4. The English teacher helps students to use technology to pursue learning on their own, both inside and outside the classroom.

#### CONCLUSION

This is a fast changing field in which technological change is accelerating- watch out for the innovations. IT assisted instruction has been

shown in a range of studies to facilitate learning in a variety of ways. It can be used to aid in the teaching of four skills of English language i.e. listening, speaking, reading and writing. But, it is important to recognize that technology is not a substitute for effective teaching. It is a tool- they are simply one type of supplement to the regular curriculum in teaching English language teaching. It can always be helpful for the teacher to make things clear to the students in an expressive way. Extend what can be done so that you and your class explore new territory or enhance what you already do- this is the ultimate function of ICT. We shouldn't accept applications that simply replicate traditional activities without adding anything. Expect one, demand more. And if you are not offered more from what's available around you, invent more. Above all, emphasize participation- let your class make video, present ideas and power point research using e-mail and the internet. ICT can play a special role in your classroom, allowing you to prepare powerful lessons at home, enabling you to give your students a stimulating and dynamic learning environment and allowing them to access highly motivating learning forms and effective ways of communication. Its drawbacks are there as challenges to overcome. The prizes are manifested for those who persist, who won't let small failures put them off and who engage fully and creatively with the exciting new potential that ICT brings to the classrooms of the future. The paper can be concluded with the statement of Thompson and Wyatt:

"The power of expression in a language is a matter of skill rather than of knowledge: it is a power that grows by exercise, not merely by knowing meanings or rules."

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