



THE ROLE OF ICT IN TEACHING ENGLISH LANGUAGE PHONICS

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Teaching of English language phonics is becoming one of the most challenging task in our society where knowledge of the phonics is expanding and changing rapidly and modern technologies are demanding teachers of English language phonics to learn how to use these technologies in their teaching. A teacher play a pivotal role in the process of teaching English language phonics. Hence, knowledge of ICT and skills to use ICT in teaching English language phonics has gained enormous importance for today's English language phonics teachers. The teachers are expected to know how to successfully integrate ICT into their lesson to make learning more meaningful. ICT based learning causes changes in the Educational objectives in the conception of the teaching and learning process. ICT can provide more flexible and effective ways for professional development of the teachers. This paper projects the conceptual details about importance of ICT in teaching English language phonics and also the challenges of ICT in teaching English language phonics. It concludes with discussion of key principles for effective ICT development in teaching English language phonics.

KEYWORDS : ICT, Teaching English Language Phonics.**INTRODUCTION**

Teaching of English language phonics is one of the most challenging task in our society where knowledge of the phonics is expanding rapidly and much of it is available to students and teachers. As new concepts of learning have evolved, the teachers of English language phonics are expected to facilitate learning and make it meaningful to individual learners rather than just to provide knowledge and skills. The recent developments in technologies have provided new possibilities to teaching profession but at the same time have placed more demands on teachers to learn how to use these technologies in their teaching, most especially in teaching English language phonics.

Nowadays, educational systems are under great pressure to adopt innovative methodologies and to Integrate Information and Communication Technologies in the teaching and learning process, in order to prepare students with the knowledge and skills they need in the 21st century. Teaching profession is evolving from an emphasis on teacher-centred, lecture-based instructions to student-centred approach interactive learning environments. ICT integration is understood as the usage of technology seamlessly for educational processes for the teachers and students working on technology.

To do authentic tasks and developing technology supported products, providing authentic assessments and institutional development. Nowadays, a variety of ICTs can facilitate not only delivery of instruction but also learning process itself. Moreover, ICTs can promote international collaboration and networking in education and professional development. There is a range of ICT options from video-conferencing through multimedia delivery to website which can be used to meet the challenges English language teachers face today. In fact, there has been considerable evidence indicating that ICTs may provide more flexible and effective ways for lifelong professional development of teachers. ICT integration in institutions is being perceived as a necessity and is growing exponentially. The pervasive use of technology in all spheres of life, the knowledge economy and the paradigm shift together, generate demands on the institutions to adopt ways that help inculcate 21st century skills amongst students.

Importance Of Ict In Teaching English Language Phonics
ICT as a field of computer science has progressed to the point

that some of its innovative methods are of the practical use for information retrieval system design. ICT informs, educates, and entertains with dazzling effects of colour, animation, and sound. It offers learners more complete and individual control over their learning. Learners may set their own pace through the material and review the material as many times as needed for understanding. It provides clear and well-defined instructional objectives. Abstract concepts can be easily explained with the help of animations, graphics and sounds. It ensures self-paced learning. More information will be gathered in a short period of time. So energy and time will be saved. Since the user control the programme, they can learn at their own pace, and there is no intervention of the instructor in their learning. Therefore, it is more flexible and provides learner-centred environment.

Computer Assisted Language Learning (call)

The abbreviation CALL stands for Computer Assisted Language Learning. It is a term used by teachers and students to describe the use of computers as part of a language course. (Hardisty & Windeatt: 1989). It is traditionally described as a means of 'presenting, reinforcing and testing' particular language items. The learner is first presented with a rule and some examples, and then answers a series of questions which test her/his knowledge of the rule and the computer gives appropriate feedback and awards a mark, which may be stored for later inspection for the teacher. Jones & Fortescue (1987) indicate that the traditional description of CALL is unfortunate and they present the computer as flexible classroom aid, which can be used by teachers and learners, in and out of class, in a variety of ways and for a variety of purposes. However, work with the computer, as any other teaching aid, needs to be linked with ordinary classroom work and CALL lessons, like the other lessons, need to be planned carefully.

The Internet As A Teaching Tool

Recently, the role of the teacher has changed and focuses mainly on providing direction and facilitating learning rather than playing the know-it-all master. As technology has become more prevalent in educational institutions, it is time to approach teaching and learning from a technological point of view. This inevitably involves the use of multimedia, such as animation, slideshows, announcements, blogging and even instant messaging, and the transfer of course content over the Internet. Interactive video research has given some very

favourable results about multimedia effectiveness in English language phonics teaching.

EBooks

An e-book is an electronic content-based learning object that combines interactive computing technology with a regular book (Smeets & Bus, 2012). The use of e-books in language education has attracted attention because learners can read digitally on a number of electronic reading devices, such as smartphones, tablets, computers, dedicated e-book readers, and personal digital assistants.

In addition, there have been several studies on the advantages of incorporating e-books into English language phonics learning activities and improving student English learning achievement and engagement (Chen et al., 2020). The use of e-books has become increasingly popular. Gupta and Dhawan's (2019) study found that "E-books" was a rapidly growing research topic in the field of library and information science from 1993 to 2018. In the education field, the use of e-books in language-learning environments has also attracted a great deal of attention (Al-Harathi et al., 2020; Jia & Chen, 2020; Zhang et al., 2020). The growing demand for e-books in English language phonics education is mainly due to the many advantages of e-books, including that they are readily accessible, have searchable resources and portable content, are easy to download, and support fast updates and instant translation into multiple languages (Felvegi & Matthew, 2012; Zarzour et al., 2020). Various eBook formats support applications such as PDF and docx, and their user-friendly interfaces influence users' attitudes towards using e-books (Spacey et al., 2014; Waheed et al., 2015). Zhang and her colleagues (2020) published a systematic review of e-book-based language learning. Their study found the overall research sample size, and their studies primarily described the e-book devices, features, and research matters.

Audio Books

Audiobooks have traditionally been used in schools by teachers of second-language learners, learning-disabled students, and struggling readers or nonreaders. In many cases, audiobooks have proven successful in providing a way for these students to access literature and enjoy books. But they have not been widely used with average, avid, or gifted readers.

Varley (2002) writes, "Uncertain whether audiobooks belong to the respectable world of books or the more dubious world of entertainment, elementary and high-school teachers have often cast a fishy eye at them, and many have opted for the safe course of avoidance." Audiobooks can be a welcome addition to every classroom. Many students are avid readers while others are struggling to become readers and still others have given up hope. Audiobooks have something to offer all of them.

Webinar

Webinar is essentially an online seminar or workshop held over the internet, and it can be in form of a presentation, discussion, demonstration, or other instructional session. Webinar can be used to teach English language phonics to the students. The purpose of conducting the webinar is to educate the attendees (students/learners) with the ongoing issues in their subjects. Such as instructing the English language phonics teachers how to demonstrate, drill, instruct or educate the students.

Whiteboard

In a study conducted by Zezulkova (2017), the interactive whiteboard was used to teach English language phonics lessons. In the study, the teacher designed speaking activities with the help of an interactive whiteboard. For example, for developing the students phonics (speaking) skills, the teacher

created an activity called "one story". Firstly, the teacher presented an image on the board and then told the students to tell a story in sequence, one after the other identifying the English language phonics (consonants and vowels).

Mobile Applications

Students learning English language phonics need as much language support as possible. Students learning English language phonics need variety of the language exposure. They need exposure of listening and speaking, and they also need to practice a lot of reading and writing in the language. In this sense, technology ie mobile applications has provided abundant resources for listening and reading as well as space for practicing speaking and writing. When a teacher adds sound of voice to text, gives explanation orally using video, especially when students can access it outside the classroom can give a personalized touch to students' learning experience.

Audio-visual Aids

The use of audio visual aids in teaching and learning English language phonics is a great step. It is the methodology to teach all categories of skills by actively involving the students in various activities. Audio visual class rooms are alternative to the traditional class rooms in which a learner may focus on every minor to major aspects of concepts. However, the teachers are to be well trained in using multiple advanced technical teaching aids to make leaning environment comfortable and amicable to reach the needs of the students or learners.

Overhead Projectors/slides

Slides are a bit expensive, as they require a projector. The teacher can make his own slides with camera. The English phonics can be taught through slide projector and students can be asked to frame their own words with the ones learnt.

Tape Recorder

Tape recorders are very useful in training the ear. Ear training is very important for developing listening skill. Tapes are available for good pronunciation, stress and intonation. If the teacher is confident of creating his own tape script which can suit his students, then it is fine.

Television

Teaching through television makes the learners attracted towards the content of learning. There are many subject oriented Cds available in the markets with quite interesting way of presenting the content. The work of the teacher is made easy and the hardship that the students have to put for understanding is kept aside with teaching through television.

When teachers use educational television programs during class, the relationship between them and their students have desirable changes. Usually the status quo of the classroom is the teacher imparts knowledge while students absorb the information. Educational programs change the status quo by, in a way, making the educator and children peers who can share and discuss the viewing experience. Teachers can take advantage of this shift in roles by encouraging small group discussions after watching the show. Educators can set specific goals or activities for students in these small groups, which allows them to explore their own questions and share their ideas on the given topic with their classmates. The instructor can then ask one member of the small group to share their team's insights with the rest of the class, strengthening the absorption of knowledge.

Filmstrips Projector

Film Strips are very useful in many respects. A sequence of story can be projected through filmstrips. They are used on a slide projector or a film strip projector.

Language Laboratory

English language teachers have understood the importance of integrating technology in teaching English. It is felt that tradition English class doesn't have required scope for learning English at a desired level. So, it is imperative to offer language instruction in multiple settings as it promotes the use of language skills in authentic situations with the help of various techniques using technology.

Web-based Language Application

Internet has made the entire globe into a small village. The use of internet has given the education sector a giant leap in the perspective of learning and quality of learning and of course, the innovativeness in all fields. Therefore, any teacher concerned will capitalize the benefits of website in teaching his subject. English language phonics, being taught as a part of second language, is crippled with the teachers' use of language, especially in pronunciation perspective.

Received pronunciation can be brought to the English classroom just with a smart classroom.

Mobile Phone

Mobile phone is of great advantage in the class-room situations.

There are records available on speeches of great personalities. This will enable the students to become good speakers of English. The new concept of Language Laboratory is strengthened by the mobile phones.

Advantages of ICT in teaching English language phonics:-

1. One can get the required information within a short period of time.
2. Students become more innovative with the help of e-learning.
3. The use of ICT in teaching English language phonics provides the information to the students which will be useful for them to compete with this competitive world.
4. English language phonics lessons that incorporate multimedia applications can exert powerful motivation and provide bored students with exciting new ways to learn.
5. The use of ICT in teaching English language phonics can make students and teachers to work with current and authentic sources.

Disadvantages of ICT in teaching English language phonics:

1. The facilitator is only a mediator.
2. Communication is taking place among students.
3. The use of ICT required expertise, good infrastructure and trained man power is required in teaching and learning.
4. It also required self-discipline and self direction.
5. Students get short span of attention because of the ICT in language learning.

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