Ict In English Language Teaching: A Review
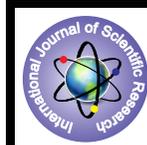
Dr. Rushi B. Joshi

Plot no. 2061 – C – 2 – B, Near Adhyatma Vidya Mandir, Sanskar Mandal, Bhavnagar – 364002. Gujarat.

ABSTRACT   *The scope of tools technology offers for education – especially in the field of foreign language learning/teaching – is vast and ever-growing. They can be roughly categorized as websites, files/formats and applications/utilities. It should be borne in mind, however, that e-learning requires a good knowledge of both the possibilities technology offers and the management of the utilities themselves. The student profile, accessibility of the technology, affordability of technical support is crucial in creating an e-based course. This poses a challenge to a language teacher and requires additional effort on the teacher's part in both following new developments and mastering their utilization. ICT is a form of advanced science technology must be optimized function, especially in the implementation of learning.*

Educational technology, also termed instructional technology, information and communication technology (ICT) in education and learning technology, is "the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources."[1] A closely related term, e-learning, refers to the use of modern technology, such as computers, digital technology, networked digital devices and associated software and courseware with learning scenarios, worksheets and interactive exercises that facilitate learning.

Educational technology is used by learners and educators in homes, schools and other settings. The term educational technology encompasses both material objects, such as machines and networking hardware, as well as theories such as instructional theory and learning theory. Educational technology is an integral part of society today. Information and communications technology in education refers both to an array of tools and also to the principles for their effective application in learning. Educational technology relies on a broad define methodologies and techniques, and skills assessments. Examples of these two dimensions are material aspects such as internet-based learning, and educational psychology aspects such as theory, learning, media psychology and human performance technology, fields of study that apply theories of human behaviour to educational technology.

Now, ICT (Information and Communication Technology) has been used in almost all fields of life, including in education. In education, computer technology has become so essential that the government put ICT as one of the curriculum in Indonesia's education. The utilization of ICT in education has recently started to appeal the potential and significant progress in language learning. It has become a major issue in education world and has been used from preschool through to university that could facilitate students and teacher in teaching and learning process. ICT has been publicized as potentially powerful enabling tools for educational change and reform. The computers play significant role in the learning process especially in learning language. This technology made contribution on improving language communication in Indonesia. Every school has used the ICT to facilitate the teacher to teach the students in the classroom. Many kinds of application that they use in the classroom improved and enhanced the better lesson.

The use of ICT in education is absolutely required. Integration of ICT in teaching and learning process is a topic of interest to many researchers, including education practitioners. Based on the use of ICT can be applied in three different scopes such as: curriculum, topics, and teaching eye. ICT also in terms of finding learning materials from original sources and recognized. In finding articles from international journals, the students can get it just by sitting in front of computers connected to the Internet network. All information about science can be presented in a short time just by using the Internet. Learning materials that have been obtained and copied and transferred to the USB, it can also be printed directly so that it can be used as learning materials. At the recent time teaching and learning are facilitated by computer has been the demand.

Internet-based learning or web-based learning in its simplest form is the" website" are used to present learning materials. This method enables learners to access learning resources provided by the speakers or facilitators whenever desired. If it is necessary that may also be provided mailing list specifically for the learning website that serves as a forum for discussion. E-learning facility" complete" provided by a special software called software or learning management LMS (learning management system). Current running LMS-based Internet technology so it can be accessed from anywhere over the available access to the internet. Facilities provided include the management of students or learners, learning materials management, learning management, including management of learning evaluation and management of communication between learners with facilitators.

This facility enables the learning activities are managed in the absence of face-to-face between the parties involved (administrators, facilitators, learners or learners). 'Presence' the parties involved are represented by e-mail, chat channel, or via video conference. In today's era where information and communication technology is rapidly developed and turns to be a lifestyle for people throughout ages and places, its literacy has undoubtedly become a prior necessity. The sensitivity of the technology helps one in attending a more important task and in attaining a higher achievement in the area of education, professional career, and social relationship at which its literacy is a major requisite. ICT which stands for Information and Communication and Technology, is elaborated as follows.

The benefits of ICT in general
ICT is found to be advantageous in several ways as mentioned by Herington (2002), (1) technology facilitates exposure to authentic language; (2) technology provides the access to wider sources of information and varieties of language; (3) technology gives the opportunity to people to communicate with the world outside; (4) technology allows a learner – centered approach; (5) technology develops learner's autonomy. ICT help people in order to get information and to communicate each other in wider range.

Advantages:
*   The information required will be more quickly and easily accessible for educational purposes.
*   Innovation in learning is growing in the presence of e-learn-

ing innovations that further facilitate the educational process.

- Progress of ICT will also allow the development of virtual classroom or classroom-based teleconference that does not require the educator and learners are in one room.
- System administration in an institution will be more easily and smoothly because of the application of ICT systems.

Disadvantages:

- Progress of ICT will also occur of violation of Intellectual Property Rights (IPR) for the easy access to the data that is causing people plagiatis will commit fraud.
- Although the system of the administration of an educational institution like a system without a gap, but if there is a recklessness in running the system would be dangerous.
- One of the negative impact of television is to train children to think short and survive concentrated in a short time (short span of attention).

Literacy in Information and Communication Technologies (ICT) is fundamental to life in our modern technological society. To equip students to be literate lifelong learners and global citizens of the 21st century we must successfully integrate ICT into both the English curriculum and English pedagogical practice.

ICT is a valuable tool to enhance teaching and learning. For teachers ICT is a professional resource, a mode of classroom delivery, and a source of valid and valuable text types. For students, ICT provides opportunities to communicate more effectively and to develop literacy skills including skills in critical literacy. It is a valuable tool for researching, composing and responding, and viewing and representing in English.

However, if all students are to have the opportunity to develop ICT skills and achieve English syllabus outcomes, issues of equity and access to technology must be addressed.

The use of ICT in the English classroom extends beyond its motivational value to address key outcomes of the syllabus, and allow students to become competent users as well as consumers in English.

Research suggests that incorporating ICT into the English curriculum can:

- improve writing and reading skills
- develop speaking and listening skills
- support collaboration, creativity, independent learning and reflection As an interactive and collaborative medium, ICT allows responding, composing, and publication to be easily shared and offers students the opportunity to explore the language of texts more creatively and develop as speakers, writers and readers for an ever widening range of purposes and audiences. ICT can enable students to:
- access information and respond to a widening range of texts
- organise and present information in a variety of forms
- broaden the range of audiences for their work
- compose a widening range of texts for a broad range of purposes
- compose for real audiences. ICT can support them in their choice of genre for audience and purpose.
- identify key characteristics and features of text
- develop understanding of language and critical literacy (Becta,2006,ICT in the Curriculum)

Thus ICT provides opportunities for students in the era of global competition needs to obtain adequate supplies. through innovative ICT-based learning can provide vast opportunities for students to hone and promote competence on an international scale. On the other hand, mental attitude and self-reliance in accessing any information necessary learning independently influence the value teaching student's character it does not always depends with others. Mastering current tick is necessity for every human being inedible age. as well as in education, innovative learning, especially learning can be done by using the Internet to generate device-based learning ICT. The Web is in essence a vast pool of information, a resource for the learner with varied technical possibilities and a place to display/share the generated material. However, despite seemingly taking the load away from a teacher, it requires further skills and knowledge in organizing the learning process. The role of the teacher as a facilitator, driving force, motivator and consultant remains crucial even though learner autonomy is considerably increased in comparison with traditional foreign language teaching.

REFERENCE

Anderson, N. (2005) "Mindstorms" and "Mindtools" Aren't Happening: digital streaming of students via socio-economic disadvantage . E. Learning Journal Vol2. No2. 2005 Auer, Sören. "First Public Beta of SlideWiki.org". Retrieved 22 February 2013. Bates, A. (2005) Technology, e-Learning and Distance Education London: Routledge Beavis, C. (2006) Lara meets literacy: Computer Games and Cuban, L. (1998). High-Tech Schools and Low-Tech Teaching. Journal of Computing in Teacher Education. 14(2), 6–7. Culp, K.M.; Honey, M.& Mandinach, E. "A retrospective on twenty years of education technology policy.". A retrospective on twenty years of education technology policy.: 279–307. D. Randy Garrison and Terry Anderson; Definitions and Terminology Committee (2003).E-Learning in the 21st Century: A Framework for Research and Practice. Routledge.ISBN 0-415-26346-8. Davi U.K. Ltd.es, B. Dan Ellison, L. (1992).School Development Planning.Essex: Longman Group Gery, G. (1989). The quest for electronic performance support. CBT Directions, July. Information Systems, 30(14), 199-224. Hartoyo (2008). Individual Differences in Computer-Assisted Language Learning. Semarang: Pelita Insani Semarang Johnson, D. (1991). Electronic Collaboration: Children's Literature in the classroom. Reading Online: Exploring Literacy Column. Sept 1999.www.readingonline.org/electronic/rt/focus/ (12/4/2006) Kinzie, S. (2005) Blogging Clicks with Colleges. Washington Post. March 11 2005. Lai, K.W. (2008). Technopoly: the surrender of culture to technology. New York. Springer US. pp. 215–230. Lewisham Centre. (2006) ICT Training for Teachers. http://ecs.lewsiham. gov.au.uk(10/4/2006) Mason. R. and Kaye, A. (1989) Mindweave: Communication, Computers and Distance Education Oxford, UK: Pergamon Press McKnight, L. (2002) Dancers not Dinosaurs: English teachers in the electronic age EQ Australia Summer 2002. Pianfetti, E.S. (2001) Teachers and technology: Digital Literacy through professional development. Language Arts, 78, 255-262. Practical Support Pack_ Secondary English (2006) http:// www.teachernet.gov.au/supportpack/subject.aspx?t=2+s=6 (11/4/2006) Raybould, B. (1991). An EPSS Case Study: Prime Computer. Handout given at the Electronic Performance Support Conference, Atlanta, GA, 1992. Reading Online-Electronic Classroom: Exploring literacy on the Internet Dept Electronic Journal of the International Reading Association International Reading Assnhttp://www.Reading Online_files (12/3/2006) VIRTUAL TEACHER CENTRE (2003) ICT in the English Curriculum,.http://vtc.ngf.gov. uk/docserver.php?temid=84 (1 /4/2006) Warschauer, M., & Matuchniak, T. (2010). New technology and digital worlds: analyzing evidence of equity in access, use and outcomes. Review of Research in Education, 34, 179-225.