

## **Opportunities of incorporating ICT to accelerate the English Language Teaching and Learning(ELT&L)**

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**Abstract:** Information Communication Technology (ICT) has been revolutionising the Teaching and Learning (T&L) of English as a Second Language (ESL), and moreover it has created an impact on the process of T&L of ESL. The teachers of English Language need to get equipped with the technical knowledge to make use of the advantages provided, to enhance the T&L environment. In order to ensure that the potentials made available by ICT, language teachers have to make the best possible use of what is available. This paper aims to focus the facilities provided by current Information Communication Technology (ICT), and the revolution it has made on English Language T&L and in addition this paper makes an analysis of the teachers' knowledge of content, pedagogy and technology in enhancing the process. The Net puts forward a numerous facilities which can be utilized more effectively for the purpose of T&L of English Language. The process of T&L English Language in the recent times as like other fields relies on the technology too; hence the teachers of ESL require technical knowledge in addition to the content and the pedagogical knowledge. The technical knowledge in this context doesn't mean the in depth knowledge of technology but the knowledge to apply ICT in enhancing the T&L of ESL.

**Keywords:** English Language Teaching, Information Communication Technology, Communication Skills

**Introduction:** The Technology Assisted Learning (TAL) and the Technology Based Learning (TAB) are now broadening the possibilities of rich T&L environment. The ICT is now the integral part of T&L as an aiding tool, inside and outside the classroom. The fascinating aiding tools make the learners to participate enthusiastically in the learning process during the course of their study by which the learners realize that learning is a life-long process. The learning process does not end within the class room; it has to be made to continue outside the classroom. The ICT provides the same as the above, there is too much to learn, and not enough time to learn half of it. The learner who wishes to learn has to initially learn how to do it, and has to build up his or her confidence in their ability to do it. Since the youngsters of the modern world are so techno-savvy, guidelines to use the technology is not at all required.

**The Need of ICT for Learners:** The learning process is enhanced a lot when the students are tested to seek answers and are driven by inquisitiveness to learn. Besides, students are individually capable of deciding on the level of material that suits best for their knowledge level. They are also able to easily review the earlier studied materials to refresh their memory and to rightly build up their knowledge base.

The curiosity to use the modern learning technology which encompasses the visuals and sound integrated course materials, attract the learners to use the ICT resources to enrich their English language Skills. The learner is self motivated and made to get the self-awareness about his own learning mode and the process.

The self – directed students are given chances for making choices about a) The time of performing the learning tasks and b) The place of performing them. At a later stage be appropriate for pupils to make result about c) whether the tasks are performed with certain learning tasks. Students of ICT enabled learning

environment are trained to learn English Language Skills on their own phase with the sources that are given into their hands. ICT offers privacy and allow the learners to work on their own phase hence it fulfills the needs of both slow and fast learners. The Web Pages promote the acquisition of knowledge at the learners' own pace, demands active participation and develops their critical faculties. Students can learn best by attempting to make sense of a little on their own with the teacher, as a guide to help them along the way.

ICT is a very suitable source to take advantage of by which students have direct control over the learning process. Students are able to work at their own speed, focus on their own problem areas, receive abrupt feedback for both accurate and inaccurate responses, by obtaining on-line guidance, help pages, data banks, and so forth. These activities develop the comfort level of the students toward English Language Learning. The Language learning is more effective if the learners are given greater responsibility for their learning process. Leslie Dickinson and David Carver stress the same as the students, " need to develop self-confidence in their ability to work independently of the teacher, and perhaps to change their attitude towards aspects of learning... ... they need to be given practice in taking responsibility for their own learning; that is, such things as initiating activities, making decisions about aspects of their own learning, and so on. We could call this practice in self-direction."

**ICT a tool for English Language Teachers:** The ICT is one of the powerful tools for teachers to help students' in searching the learning resources, interrelate and take part keenly in the English Language learning. Numerous resources that are available may perplex the students and depress them from taking part; another adverse possibility is that the available resource may make them to get deviated from what is being planned to learn, if the learners are not directed by the well trained English Language Teacher. When a very lengthy list of Internet resource appears before the learner, it has become a very great task for the learner to choose the appropriate resource for their learning process. The important task of teachers' is to help their students so that they can find out what they like according to their level of linguistic competence. English Language Teachers' responsibility is that they have to evaluate all the ICT tools offered, and then suggest the best that is appropriate for their learners. The technical knowledge such as hardware, software and applications are required to assess the content that is related to ICT. With the technical knowledge of English Language Teacher, the possibility of creating content as per the teachers requirement is very much possible.

Teachers' work toward the stimulation of thinking skills that take pupils beyond merely absorbing information to assimilate, synthesize and reconstruct what is gleaned from the ICT into a comprehensible, meaningful and purposeful form. Tasks or activities designed with the use of the ICT could incorporate thinking skills that require comparing, classifying, inducing, deducing, analyzing errors, constructing, supporting, abstracting and analyzing perspectives. "Ultimately, however, it is important to recognize that computers are not a substitute for effective teaching. Computers are a tool; they are simply one type of supplement to the regular curriculum in teaching English Language students as they develop language skills." (Green, Timothy) ICT has remarkable potential as a tool for teaching English as a Foreign Language (EFL);

The potentials of ICT in Learning English Language :

- Creates a Conducive Language Learning Environment
- Amplifies the Participation Level of the Learner
- Motivates the Learner to Use the target language in meaningful situations
- Involves Learners to Collaborate and Socialize
- Provides Meaningful Learning Experiences
- Individualizes the Learners to Learn without inhibition

The English language teachers as facilitators must be aware of the variety of sources available for improving students' language skills. The requirement for the English language teachers is that is they have to know how to teach the learner to use the resources effectively. The facilitators should have the skills to respond to the need of the students whenever it is needed.

The younger generation of the modern era is more skilled to operate the electronic gadgets. Now it has become so mandatory for the teachers of English language to upgrade their technical skills. The upgradation is to teach as well as guide the English language learners to make the process more meaningful. The teachers of ESL have to control and drag the attention of the learner to make the learning environment very interactive and interesting so that students do not get diverted.

The Teacher's knowledge and skill in blending the content into ICT to enhance the teaching ESL makes the teacher to utilize the power of technology into the teaching. ICT has to be assessed to make sure that it fits into the pedagogy that is going to be used as an aid for teaching ESL. – ( Sound, Video, Quiz Creators, Social Networking, Blogetc...) The Teacher's Knowledge of handling the Technology determines the interest of the learners to get motivated to learn. Choosing the right ICT tool, makes the learners to get more involved in enriching the English Language Skills. So the teachers of ESL have to explore new modes teaching with Technology.

As the students are exposed with many electronic gadgets and they are given the chance to access all ICT tools, the modern students are very much skilled in using the ICT resources. On the other side Teacher's execution of teaching process is to make the environment more conducive for the teaching and learning process. The teachers of English Language have to gain the knowledge of incorporating the ICT into the teaching process. The teaching skill and technical knowledge should be infused to drag the attention of the learner by which the English Language skills has to be enhanced.

The ICT learning environment needs to be a well-planned and structured. The English Language Teachers must go through the material in advance and make sure that the language, content and presentation are needed for the class is appropriate to the learners' level.

**Conclusion:** In addition to all the above key skills that are discussed, there are some other skills and points perhaps not quite the normal language teachers' preoccupations – which need to be taken into account. In an ICT-based lesson, rather than being a distinct omniscient source of knowledge himself, a teacher is a facilitator assisting students to build their own learning approaches. What learners obtain with the ICT is fewer under the control of the teacher. The teacher's role comprises planning, analyzing, organizing, co-ordinating, and problem-solving in a student-centred ICT environment. ICT as a tool plays a very important role to provide meaningful learning experiences to enhance the English Language Skills, provided the usage is efficient.

Conflict of Interest: The authors declare that they have no conflict of interest.

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