



Integration of Information and Communication Technologies for Effective English Language Education

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ABSTRACT

The expansion of online marketplaces, e-commerce, and ICT has brought about many changes, for better and worse, for communities of learners and educators alike. Classroom instruction and student achievement are both being significantly impacted by developments in information and communication technology (ICT). As a powerful facilitator, information and communication technology (ICT) enhances classroom instruction. There have been tremendous changes in education in developed countries due to the introduction of information and communication technologies, or ICTs. Even in developing countries, the use of ICTs in the classroom has been on the rise over the last several years. This study takes a look at how English language instruction textbooks are currently doing in terms of integrating multimedia resources with information and communication technologies. This essay delves deeply into the difficulties teachers and students face when trying to use ICT tools to enhance classroom learning and English language training.

Keywords: *English Language, Educators, Technology, Learning, Teaching*

I. INTRODUCTION

Nowadays, technology is present in every aspect of our lives. Various individuals use it often and consistently over the world. Our daily lives, social interactions, and workplaces have all been profoundly affected. As a pedagogical component and learning aid, technologically integrated techniques are being employed extensively in education. Educational policies and the learning process are both aided by them. Students should be expected to demonstrate proficiency in (ICT) media and literacy in order to meet the global economic, political, corporate, and social issues of the modern day. Our fast-paced lifestyles have necessitated new approaches to education. Put differently, in order to tackle the challenges posed by various technologies, education must adapt to societal changes. These days, most school administrations rely heavily on technology to enhance the educational system.

Teachers and students alike are compelled to navigate technology within the context of education in this digital setting. Improving students' ability to study while interacting with technology becomes crucial. It has been widely observed over the past decade how strongly connected individuals, and particularly teens, are to technology. Most people's time online is spent on various gadgets that serve various functions. Since having access to the internet today equates to having access to universal education, websites are utilized by a diverse range of individuals in numerous industries. The overarching goal of implementing ICT into the classroom is to enhance the quality of instruction students receive. Whether they are students or teachers, today's youth have extensive background with technology. Because they use various gadgets in every part of their life, it would be beneficial to pique their interest in and encourage them to embrace the use of technology in the classroom. Both the learning process and classroom activities may be enhanced with the use of technology.

Classical approaches to teaching English relied on teacher-led classroom discussions and student practice with assigned homework. On the other hand, many schools of language have begun to include ICT into their curricula in response to the new technological era in which technology permeates every part of our lives. The educational administrations make it a priority. The enthusiasm and application of educators determine the extent to which ICT can improve student learning. Teachers should select the most appropriate technical resource for each instructional strategy. In order to implement ICT in the classroom, one must have access to cellphones, laptops, the Internet, and smart boards. The classroom setting is greatly enhanced by the use of technological platforms into the teaching process. Aside from being a teacher, the instructor's responsibilities will also include organizing, facilitating, and prompting. Students are able to take an active role in their education and take charge of their own learning with the guidance of their instructor in this way. As a result, educators will have to contend with a wide range of issues related to student learning, including diversity in personality traits and learning styles. Students can work independently and collaborate with others online thanks to technological advancements. Students' independence can be fostered through this. Instructors can also benefit from this as it aids in the discovery of their students' abilities. So, teaching English with internet resources will greatly benefit students' ability to read, write, listen, and speak the language.

The aims of education can be more effectively achieved with the aid of technological tools, which can supplement traditional methods of instruction by offering a variety of engaging activities. Therefore, an effective learning process may be achieved through the use of technology in the classroom. The term "technology" has been defined in a number of places. It was defined three times in the Oxford English Dictionary. "Machinery and equipment developed from the application of scientific knowledge" is one of them that is relevant to this subject. "Technology" is described as "The sum of techniques, skills, methods and processes used in the production of goods or services or in the accomplishment of objectives, such as scientific investigations" according to Wikipedia. "Educational Technology" is the use of digital resources in conjunction with tried-and-true methods of instruction to raise academic performance in the classroom. "The study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological process and resources" is how the Association for Educational Technology (AECT) defines educational technology. The importance of technology in the classroom is now much more apparent after reading those reasons.

Audiovisual aids and digital tools like computers and the internet are part of (ICT), which is a way of utilizing technology that greatly improves the educational process. Technology in the classroom is seen by teachers as an excellent tool for providing lesson plans and a wealth of educational resources. On top of that, it gives them great resources for interacting with their students. Information and communication technology (ICT) opens doors for students to improve their communication abilities and acquire literacy skills, particularly critical literacy. It is a helpful resource that enhances understanding, investigation, and imagination. In order to accomplish their aims, many modern English language schools employ information and communication technology (ICT) tools like the internet, laptops, cellphones, and others to help teachers implement innovative strategies and methodologies in the classroom. Learners will have more opportunities for practice and enjoyment while using ICT to teach a foreign language.

Classroom dynamics have changed, with students now taking center stage, mostly as a result of developments in information and communication technologies. The role of the teacher has evolved from that of an information supplier to that of an agent who encourages student inquiry. Consequently, there will be an atmosphere for learning English that is more supportive of student initiative and achievement, and students will have a greater stake in their own education. As a result, students' communication skills will improve as they learn to listen and talk more effectively. Their confidence and feeling of self-worth will skyrocket following this. Using information and communication technology (ICT) tools to study English ensures a never-ending cycle of learning, regardless of where you are. Using technology in the classroom, such laptops or smartboards, keeps students actively involved with their instructors. They have access to these resources, including smartphones and the internet, even when class is not in session.

As part of their use of ICT in the English language classroom, teachers have access to a wealth of online resources and activities. As a result, teachers may utilize the web to plan their classes, find relevant resources to enhance their courses, and ultimately create an optimal learning environment by selecting appropriate activities and technological aids. Teachers can discover more efficient ways to prepare lesson plans by utilizing ICT. They may use it to make and save their own lesson plans. They can save time and effort because it offers a variety of subjects, activities, and quizzes. Because multimedia incorporates visuals, audio, and text, it may greatly enhance the way English language teachers offer their courses. Students are more engaged and motivated to study when they utilize multimedia in English classes because it helps to incorporate real-life situations into the learning process, which in turn substantially simplifies the presenting of information. On top of that, it will stimulate the pupils' visual and auditory senses. There is an abundance of media resources accessible online for use in the classroom, including images, films, and audio recordings.

II. ICTS IN ENGLISH LANGUAGE TEACHING AND LEARNING

Many schools place a premium on English language instruction and study since the English language serves as a universal language, a common vocabulary for people all over the globe, and a repository for all human knowledge. Due to this, efforts have been undertaken to improve and advance the state of the art in ELT. The incorporation of ICTs into English language teaching and learning (ELTAL)

has been shown by several researchers to be an effective and more successful method. The discipline of English is open-minded and should think about new ways to teach reading and writing, how group projects help students learn, and what possibilities the renaissance in education brought about by ICT presents. As a result of the many opportunities for exploration, investigation, composition, creation, reflection, evaluation, presentation, performance, communication, and collaboration that Web 2.0 applications provide, students of English as a second language and literature stand to benefit greatly from their use in the classroom.

Changing the way we teach and learn is greatly influenced by the ways in which we use information and communication technologies (ICTs). Opportunities to investigate ESL students' communicative ability are made possible by ICTs via involving them in a range of fascinating interactive activities, such as the examination of literary works. The use of computers in the classroom not only provides students with new opportunities to practice their spoken and written language skills, but it also fosters more teamwork and communication. An interactive learning environment that promotes learners' autonomy and meaningful learning may be created using a variety of technologically advanced gadgets, exposing pupils to a large lot of language.

Innovations in information and communication technologies (ICTs) have replaced the traditional model of education with a new approach to teaching and learning, causing a "paradigm shift" in the way all subjects are covered and understood. A paradigm shift occurs when there is a significant change in how educational processes and concepts are approached. Redirecting pupils' attention from memorizing to creative thinking is a prime example of changed pedagogy in action. In education, there have been several paradigm shifts, including (i) the abandonment of behaviorism and habit formation-based teaching in favor of rationalism and cognitive-based teaching, (ii) the change in emphasis from instructor to student, and (iii) the adoption of psycholinguistic-sociolinguistic testing in place of psychometric-structuralist testing. Language learning platforms, online/offline software, and computer-assisted language learning (CALL) are only a few of the methodological developments that have contributed to making second language acquisition easier and more efficient. It is because of all these advancements that have raised the standard for educational excellence that ICTs have become so widely used.

III. BENEFITS OF IMPLEMENTING ICT IN TEACHING AND LEARNING ENGLISH

Using ICT in the classroom has numerous potential benefits for students and teachers alike. One way in which ICT might aid is by catering to different learning styles and abilities. Because of this, people who face physical, emotional, and social barriers to education are able to take an active role in their own education. Since more senses are engaged in a multimedia setting with ICT, learning can become more effective. Furthermore, research suggests that students across all demographics benefit from increased engagement levels brought about by ICT. A "broader international context for approaching problems as well as being more sensitive response to local needs" may be accomplished through the use of ICT. Also, with the help of ICT, classrooms may become more dynamic, engaging, and multimodal places for learning.

The majority of Vietnamese educators believe that pupils are able to actively participate in class when technology is used. Students are given more opportunities to actively participate and take on more responsibilities through the usage of ICT, which enhances their learning experience. Students' knowledge is expanded with the use of ICT since it allows them to incorporate their previous information into the current learning systems, share and exchange perspectives with their instructors and peers, and so on. Students are able to rapidly access the most recent and relevant information thanks to ICT, which they can then incorporate into their study.

In addition, students benefit from ICT since it facilitates their learning and helps them locate relevant information and knowledge. Regardless of the subject matter, students may always use technology as a means to access relevant information and knowledge. The most successful learning occurs when students independently research topics, make connections to what they already know, and then discuss these topics with their professors and peers. This allows them to better understand how what they have learned relates to what is new and where they may be falling behind.

In addition, there are a plethora of instructional videos available online that may aid kids with reading, writing, listening, and speaking as they learn a new language. Students can benefit from watching and learning from videos because it gives them the practice they need to feel comfortable arguing and articulating their opinions in class. Students are able to unleash their imaginations and creativity when they utilize ICT. This demonstrates how students' critical thinking skills are improved by the utilization of ICT, which in turn allows them to maximize their learning potential.

As an added bonus, children benefit from ICT since it boosts their confidence to actively engage in class and encourages them to speak more with their classmates. When students are actively learning, they get the self-assurance to speak their minds and engage in meaningful debate with their peers. Students are more controlled and well-behaved while using ICT for learning, but instructors aren't always on board with it. Because students are no longer seen as the primary agents of their own learning, this can lead educators to believe that kids exhibit a degree of disengagement when technology is integrated into the classroom.

Teachers might incorporate a variety of activities into their lessons by utilizing ICT. It could help them shift their focus from being the center of the classroom to being the students', allowing them more agency in their own education. Additionally, instructors can gain confidence in CLT through the rich multimedia capacities of ICT, which can give a wide choice of genuine materials and possibilities to have direct interaction with either native English speakers or ESL students from diverse areas or nations.

Students can explore, analyze, discuss, and creatively present what they have learned with the use of information and communication technology (ICT). Furthermore, students may access a wealth of information and communication technologies that allow them to learn about many cultures, histories, and ways of life. The two main modes of communication made possible by ICT are one-on-one interactions with computers (through dedicated programs like voice recognition and synthesis software) and two-way interactions (via teleconferencing tools) with other students or teachers.

Teachers and students can collaborate on class projects and other resources through an ICT services network. Grammar and spelling checkers, pronunciation correctors, and automated speech recognition are all examples of how modern application technologies allow for more contextualized and pedagogically appropriate feedback. Teachers may also use these tools to follow their students' behavior and errors by analyzing their saved replies.

IV. IMPACTS OF ICTS ON ELT

Students often have a good outlook on computers since they are a source of incentive, which is essential while learning a new language. While there are benefits and drawbacks to current technologies, the pros outweigh the cons. Without a doubt, they greatly benefit ELT; here are just a few examples:

Availability of the Materials

ICTs, learning resources may be easily accessed on computers, the internet, or CDs, allowing students to learn at their own pace with a patient instructor. At the same time, by utilizing internet telecommunications for computer-based education and learning in classrooms across, a variety of academic talents will be strengthened. Having access to visuals, animation, music, and video clips is priceless for presenting and practicing new languages.

Student Attitudes

Students' perspectives on language instruction and acquisition are positively impacted by ICTs. Students' perceptions of their own academic accomplishment, motivation to study, and self-esteem were all positively impacted by the use of computer-based training. This was especially the case when students were able to direct their own education via the use of technological tools.

Autonomy

Each student has the option to tailor their study to their own learning style by focusing on a certain language aspect or elements. Here, the capabilities supplied by ICTs complement the learner-centered approach, whereas traditional methodologies failed to provide such chances. Without worrying about what other students might think, the student is able to go at their own speed while practicing the language.

Authenticity

Language learners find ICTs to be incredibly motivating because they create a genuine learning environment where they can engage with people from all over the continent. The true test of honest, non-artificial language use comes in the face of such difficult situations. The use of ICTs in the classroom is very inspiring because of how motivating they are and how easy they are to use.

Multifaceted Tools

Without a shadow of a doubt, information and communication technologies might help achieve two goals: first, by facilitating the development of a hybrid curriculum, and second, by providing students with access to that curriculum in a variety of formats. Tests, exercises, and various educational assignments or games are only a few of the many things they make possible.

Help Teachers

With the use of ICTs, the instructor may quickly and simply create, save, and retrieve course materials. The time of the instructor can be saved by having access to many rich texts, subjects, quizzes, and activities. While new technology do have many advantages that can enhance the classroom experience, they cannot take the place of a qualified educator. At this point in time, the onus for providing and attaining the learning outcomes is solely on the capable educator.

Student-Centered

Students benefit from ICTs because they increase their linguistic exposure in a clockwise direction and because they are able to write and revise their work more effectively, which ultimately leads to better publication. Similarly, computers promote student-centered learning by engaging them in extracurricular activities outside of class, allowing them to play language games, and, ultimately, providing them with more opportunities to use the language. The pupils will have the opportunity to connect with individuals from all over the world via the use of computers and the internet.

Additionally, students who are timid or otherwise reserved may find that ICTs make it easier for them to speak up and ask questions, even when they are uncomfortable doing so in class. Research has demonstrated that incorporating technology into the classroom helps students actively participate in their own education and facilitates better learning outcomes through increased teacher-student communication and collaboration. Improved student self-esteem and academic performance are further outcomes of the use of ICTs in the classroom. As a result, students are encouraged to think critically and work together in groups.

ICTs in Self-Assessment

Students' listening and speaking abilities, which are crucial for their future careers, are completely overlooked on exams that focus on reading and writing. As an example, computer-assisted listening packages allow users to listen to a passage or dialogue and then answer questions about it, or they may listen to a lecture and then answer questions about it, such as whether certain propositions are true or incorrect. This will help them become better test takers on a global scale, as many competitive examinations employ this format to gauge students' comprehension.

V. CHALLENGES OF ICT IN ELT

Like two sides of a coin, there are benefits and drawbacks to technological advancement. There are challenges associated with spreading innovative technology-based teaching approaches. There are a lot of potential problems that may arise, such as technological difficulties, negative attitudes from teachers, insufficient supplies, etc. Teachers and students alike continue to face several challenges when attempting to integrate ICT into ESL curriculum.

- Both public and private schools suffer from an issue with a high student-to-teacher ratio, according to previous surveys. The majority of American schools have a student-teacher ratio of 45 to 50 to 1. Using technology to educate such a huge population is no easy feat. Too many students in one teacher's class is bad for everyone.

- Using technology is a progressive approach, but it has its problems. There are a lot of potential technical problems that could arise when utilizing technology. These include things like power outages, broken equipment, poor connectivity, inexperience with ICT tools, and many more.
- There is ongoing change throughout life. Major cities house much of the country's IT infrastructure, even though most students in the country are skilled with technology. The impoverished rural villages of the developing globe are encapsulated in Mewat. They were academic failures despite coming from a rich background. The majority of children from low-income households lack access to computers and the internet, which significantly limits their chances for learning.
- The government's support is crucial to improving educational opportunities in impoverished communities.
- Teachers' attitudes towards technology pose a significant challenge to its integration into the classroom. Currently, educators lack the necessary tools to deliver a curriculum that is grounded in technology. They are hesitant to embrace new forms of education. They thrive in extensive use since it is their area of expertise.
- There is a severe lack of qualified educators. Neither the instructors' knowledge nor their will to learn more is sufficient. A variety of programs, like the Faculty Development Projects (FDP), have been put in place by the government and CIET to enhance their technical skills. As an added bonus, the CIET annual awards for outstanding technology instructors are now available. The focus on digital or e-learning is sometimes met with disapproval by instructors in less-developed areas, even if many profit from these techniques.
- School supplies are an essential resource that many children in low-income and rural communities do not have. Urban classrooms are outfitted with every possible equipment, and teachers are just as well-equipped. This is in contrast to the following places, where facilities are used for more than simply display. Too bad the students can't utilize it. In terms of availability, amenities are extremely inconsistent.
- A fully functional audiovisual system, including projectors, smart classrooms, etc., is necessary for the efficient utilization of information and communication technology (ICT) in the classroom. Unfortunately, not all educational institutions can afford to buy these course materials.
- Knowing the data privacy rules that apply to the use of ICT technologies is crucial for both students and teachers. Theft of personal information over the internet is common, and viruses further compromise computer systems.
- The need for quality control in educational settings persists despite the pervasiveness and rapid development of technology in all spheres of life. An endemic problem in Haryana's senior high schools is the lack of agreed-upon criteria for evaluating the effectiveness of the state's (ICT) programs. For the sake of pupils, the several educational accrediting bodies should sit down and set some stringent regulations.



- Strict criteria indicate that many present-day educators do not possess the credentials need to carry out their jobs. Students often surprise their professors with how much they know about a certain subject. Due to a lack of training, many teachers are hesitant to employ technology in the classroom.
- Maintaining the efficacy of present-day pedagogical practices calls for enormous financial investment. The shortage of available technicians is a major concern. Conservation initiatives are complicated and expensive, which is a big obstacle.
- The data storage requirements of ICT cannot be met in underdeveloped nations due to the unreliability of their electrical supply. By advocating for the use of technology into English language teaching techniques, educators may better equip themselves to face these issues.

VI. CONCLUSION

ICTs in language instruction have several benefits. Language labs, movies, satellite broadcasts, videoconferencing, and web seminars have improved on- and off-campus education. It used different researchers' opinions to prove that ICTs are essential for teaching and learning English. Educators also face barriers to adopting ICT in the classroom or creating extra resources. ICT may improve learning and teaching, but schools, parents, and stakeholders must take the initiative. ICT may also make lesson plan distribution easier and faster. Teachers and students may collaborate better using ICT. ICT may also improve language learners' perspectives. Additionally, ICT may help educators in teaching-learning.

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