ICT IS THE MOST INNOVATIVE AND ACKNOWLEDGED TECHNIQUE OF LANGUAGE TEACHING

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Abstract

Undoubtedly, 21st century is the age of Information and Communication Technology. ICT has entered into every nook and cranny of human walks of life. With the advent of ICT, the teaching and learning of English language has become more expressive, more interesting and the most acknowledged across the globe. How can we imagine the teaching of language without ICT as it is the most innovative teaching technique and method to adopt, share and to communicate. The present paper focuses integration of English language teaching with ICT. This paper will also explore the technological advancement and the Internet and standards of language teaching for techno-Savvy teachers as well as students.

Key Words- Language Teaching and Pedagogy, ICT, Internet, Video Conferencing, Digitization, Collaborative Learning

Scope of English Language Teaching

Language teaching and learning is a highly complex process. Language teaching is not an easy nut to crack. If we want to assimilate ICT with language teaching, we should know the features of language. It is very clear from the various studies that language teaching and learning is a multidimensional and interdisciplinary activity. There are dimensions like organizational (class, status of language, research and development etc.), technological (audio-visual aids, media, language laboratories etc.), psychological (motivation, aptitude, problems of interface etc.), sociological (language as a social behaviour, code-mixing and code-switching etc.), pedagogical (principles of language teaching) and linguistics (science of language). There are also other factors that affect the language teaching –learning activity such as the nature and quality of

teaching, teacher competence and commitment, socio-linguistic barriers and various approaches to language teaching.

Again, there are many variations of English learners and teachers. Naturally, we are restricting our discussion up to that English as a second language or as a foreign language. Talking about the realistic conditions of English language teaching, it is commonly used as an ESP (English for Specific Purpose). According to Butler and Pascoe (2009:2), at least three primary models exist for delivering ESP instruction.

ESP taught by English teachers using field-specific content

Field-specific courses taught by teachers in the disciplines using English as the language of instruction and

A Collaborative model in which both English and field-specific teachers have joint input into the development and /or teaching of the course.

There are many methods of language teaching and approaches also. Language learning and teaching is a highly complex process as we have discussed because of its curious combination of many factors. Here, the role of ICT begins as we have to begin from root to top giving justice to all the parameters on the way. The traditional methods are doing their role; however one has to adopt the model for which the whole world is implementing. ICT has not only made language learning easier but also interesting. The cost of technology is very cheap as compared to its uses and applications. The proverb 'Time is Money' will be implemented truly with integrating language teaching with ICT.

Background and Scope of ICT

ICT as a technique can be said as the boon to modern community. With the advancement of this technique in all its full-fledged form has created a miracle in the human society. It is a faithful source of information and communication. It has become the part and parcel of our life. This technology has the ability to share the information and communicates the things in a better way.

The Internet is a system of computer networks that operates worldwide. As a core of computer-mediated communication, the internet is playing a vital role in the technology advancement in educational institutions. In most of the cases, the Internet has more recent and up-to-date information than printed textbooks. Many developed countries have already adopted technological approaches in teaching and learning. For instance, cent percent of American public schools have internet connections. In the internet, the World Wide Web presents various web pages with the help of HTML and HTTP with full of links to other documents or information systems. The user can access more information about a particular topic by selecting one of these web links. Web pages include text in addition to multimedia content such as images, video, animation and sound files. The English language learners and teachers can access all this information by clicking on words or images appeared on the computer screen. In addition to this multimedia content, web indexes and famous search engines such as Google and Yahoo can also help language students in finding useful information. The word 'Wikipedia or Wiki' has created

magic for its users as one can explore the treasure of knowledge anywhere and at any time. To use internet effectively with language students, we shall have to know how to make us of Internet and feel secure with it.

According to the research and surveys conducted by the British Council, London, CALL (Computer Assisted Language Learning) has become the most common and authentic culture for language teaching-learning process. There are also a number of dedicated journals that focus on the field of technology and language learning including CALL, CALICO and Re CALL. There are some journals in the language teaching field that also regularly feature articles on CALL which are related with English language teaching and literature. The application based knowledge of the language promotes not only knowledge and information but it has more significant role than that. The use of the world language has succeeded in implementing its applications in almost all spheres of life like business and cultural paradigms. ICT not only make its learners competitive but gives them insights to think, act and to communicative. Another factor we have to consider is that our teacher community should go at least one step ahead in order to meet the needs of language learner. There should be regular organization of teacher trainings, workshops and the conferences to cope up with the advancement of technology and its implementation. There are many websites available in this regard and it is the responsibility of the teachers to follow them in day to day life. The Educational Technology and Mobile Learning provide an easy access to English language related material, lesson plans and many useful links. Other excellent resource is ESL Cyber Listening Lab, an online website that helps to bring together the language teachers. The Oxford University Press Learning Resources Lab (QUPLB) is another authentic source for the devotional teachers. Some graphics software like MS Power Point is of great use. With this technique, the students can be attracted and motivated than any other. The dictum 'Motivation is a key in language learning' can only be proved with the help of ICT. Another innovative technique is Video Conferencing (VC) which is an efficient way of inviting visitors into classrooms and for enabling learners to collaborate with each other. In certain situations this can be one of the few methods available for exposing learners to native English speakers and for facilitating cultural exchanges.

Collaborative Learning

The concept of *Collaborative Learning* needs special mention here as we are using this term in very restricted sense i.e. learning with the technology (ICT). Here we can begin from the smallest group and thereafter in succession. Here we can integrate various branches of English Language Learning with the help of ICT. We can simultaneously learn many things with this type of learning which will be very helpful in minimizing the complexity of the language. In the present educational world Information and Communication Technology has great role to play in Curriculum and Syllabus development. There are some significant ways that technology helps in language course planning.

The students of language get benefited by this innovative technique enormously. The student well-equipped with technology can learn quicker and share his knowledge with his

fellow-beings. It provides a learning goal for students' to develop certain language skill as well as technological skills. It provides tools to improve students' ability to learn through techniques such as simulation and visualization in science and text analysis in literature. Other important collaborative use of the Internet is to have a group of students conducting, learning, discussing, analyzing the data and summarizing as well. While doing this multi-task, students develop Critical and Comprehension thinking, language skills, research skills and adaptive technology.

In the present times, educational institutions must have an active role in making sure that students become technologically competent enough. For instance, the National Council of Teachers of English/International Reading Association Standards for the English Language Arts(NCTE/IRA, 1996) assert this: "Students use a variety of technological and information resources(such as libraries, databases, computer networks and video) to gather and synthesize information and to create and to communicate knowledge."

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