

USAGE OF ICT IN ENGLISH LANGUAGE PEDAGOGY : A REVIEW PAPER

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ABSTRACT

The global education system has completely changed as a result of the new weapon known as ICT use in education. The field of education has undergone yet another change thanks to technology. Both teachers and students are fully up to date on the newest teaching techniques, allowing them to advance their education to new heights. The newest craze among young minds is students' interest for learning new technologies. Instructors are making every effort to come up with innovative techniques to teach students and provide them the greatest information possible. The instructors' extra effort will write a new chapter in the history of education.

1. INTRODUCTION

There is a lot of assurance for boosting lecturing and drilling results in 21st-century classrooms through the incorporation of technology into English language pedagogy. Teachers may design dynamic, engaging, and individualized learning experiences that enable students to become skilled English communicators and engaged members of a global society by skillfully utilizing digital tools and resources.

In conclusion, technology has the power to revolutionize education by increasing the personalization, accessibility, and engagement of understanding. Educators may construct innovative approach and develop different environments to meet the requisite demands of today's learners by embracing technology in the classroom. But it's crucial to talk about the difficulties and factors related to technology integration to ensure equitable access and responsible use. Ultimately, technology is not a substitute of effective teaching but rather a powerful tool that, when used thoughtfully and purposefully can intensify the lecturing and drilling exposure for both the teacher and the taught associated with.

English pedagogy encompasses the principles and methods of instructing students in reading, writing, speaking, and listening in the English language to learners of varying proficiency levels. It involves understanding linguistic principles, educational psychology, curriculum design, assessment methods and teaching strategies tailored to the needs of diverse learners.

Linguistic foundations help in understanding the structure and rules of English language. This comprises the fields of pragmatics, phonetics, phonology, morphology, syntax, and semantics. Teachers must be proficient in these areas to teach grammar, vocabulary and pronunciation effectively. English pedagogy draws heavily from educational psychology to understand how students learn best. This includes theory of language acquisition, cognitive development,

motivation and learning styles. Teachers use this knowledge to design engaging lessons, differentiating instructions and provide appropriate scaffolding to assist students learning. Developing a well structured English curriculum involves setting clear learning objectives, selecting appropriate content and materials and sequencing lessons effectively. Curriculum designs in English pedagogy often integrates language skills (LSRW) and language systems (Grammar, Vocabulary) in a balanced and coherent manner. Effective English pedagogy employs a range of instructional techniques to accommodate various learning preferences and styles. These may include project-based, task-based, and content-based learning education, communicative language teaching, and technology-enhanced instruction.

2. OPERATIONAL DEFINITIONS OF THE KEY TERM

2.1 ENGLISH PEDAGOGY:

English pedagogy centers on imparting language skills, including speaking, writing, listening, and reading. It often incorporates various methodologies, including instruction in communicative languages, task-based learning, and proficiency based approaches.

2.2 ICT EFFECTIVENESS:

ICT (Information and communication technology) effectiveness can be measured by its impact on productivity, efficiency and innovation within an organization. It encompasses factors such as system reliability, user satisfaction, cost effectiveness and alignment with business objectives.

2.3 MIDDLE STAGE STUDENTS:

Middle stage students , typically aged 11 to 14, experience significant cognitive and emotional development.

2.4 ACHIEVEMENT:

Achievement is the culmination of effort, skill, and determination resulting in success or recognition.

2.5 SCHOOL:

School is a place where children from different backgrounds go to take education.

3. REVIEW OF RELATED LITERATURE

ADZHARI, N.A.N., DIN, R., OTHMAN, N., & GABARRE, S. (2023) "A critical review of enhancing English language teaching using ICT implementation" This present work, the authors implore and concentrate on the argumentation of intensifying English Language Teaching with the integration of ICT. In agreement with standardizing research probing, the solution to the problem is first identified prior the process of assembling and diagnosing data is explained and put into effect. The outcome of this examination is then put forth with their inferences. More advanced research investigation is needed, specifically in the integration of ICT to upgrade the genre of ELT . Recognizing this gap led to the way for advanced fact finding on this subject as the amalgamation of the TPACK framework is vital to come up with high quality ICT application in English language teaching.

POUDEL PRASAD AMBIKA(2022)"Information and communication technology (ICT) has been incorporated into education, bringing about significant changes to the paradigms and practices used in developed nations The motive of this survey was to examine the benefits and drawbacks of utilizing ICTS in English language instruction.

JOSHI,.B.M(2022)“Integration of information and communication technology in pedagogy” This review highlights a successful usage of ICT in English pedagogy in an exclusive educational arena. This will bring about a revolution of teaching learning in English language. Currently, lecturing and tutoring pedagogical scenario in higher learning are becoming more complicated and taxing. The present work directs to scrutinize educators insights of the significance of ICT integration in English pedagogy at upper levels of education. The soul purpose of this paper is to merge information and communication technology in English pedagogy.

MIHIRETEAB ABRAHAM, ZELEKE ARFICHO, JEFAYE HABTEMARIAM (2022) “Effects of training in ICT assisted English language teaching on secondary school English language teachers knowledge, skill and practice of using ICT tools for teaching English” This quasi experimental research was carried on to look into the result of extensive training in Information Communication Technology- (ICT-) upon the English language trainers of secondary school to assess English language educators’ understanding, expertise, and implementation of ICT tools for teaching English pedagogy. The outcome shows that the implementation of ICT in English language teaching prominently enhances the educators understanding , expertise in handling ICT tools for teaching English language pedagogy. This method is highly productive to make both the teacher and the taught well aware of the various methods to learn English language by using digital tools for having a clear concept of English language as a whole.

KRISHNA DEVINA(2021)"Importance of English laboratories in developing language skills," This research examines the value of English language labs for language learning. It essentially explains how language labs help learners improve their language proficiency. In addition to the lectures given in the classroom, students' comprehension of language is improved through hands-on learning in language labs.

HASHEMI AMINUDDIN, KEW SI(2021)“This paper yields to the literature of some reasons behind the low interest of using ICT in English language teaching by teachers. According to the outcome of the review, three main factors are found as the common obstacles towards the use of ICT in English language teaching, which are, (i) lack of teachers' confidence in using technology, (ii) lack of effective training, and (iii) lack of time. Besides that, the findings suggest the administrations provide effective training courses along with sufficient time allocation in allowing teachers to confidently employ ICTs in teaching the English language.

GUSTI NUR HAFIFAH(2020)“Teachers perspectives of ICT integration in English language teaching” This paper reviews some research articles on the teachers perspective of ICT implementation in education, particularly in English language teaching. It explores the research result based on three scopes; Teachers perspective of ICT in education in general, Teachers perspective of ICT specifically in English language Teaching in Global Context, and The teachers perspectives of ICT in ELT. Findings in this paper proposes further study on the related topic area on teachers’ cognition of ICT in ELT.

SABIRI, K.A.(2020)“ICT in EFL teaching and learning” This literature review focuses the research conducted on Information and Communication Technology in English as a Foreign Language Teaching and Learning. It reviews various aspects of ICT integration, ICT tools, barriers and challenges to ICT integration, teachers’ perceptions and views about ICT and advantages and benefits of ICT integration in education. The factors effecting pre-service and in-service teachers

and student teachers' perceptions, views and confidence about ICT integration are also discussed and analyzed. This review further discusses the gaps in the studies and establishes a theoretical background for further studies.

KHAN MAHMUD NAFIS, KUDDUS KHUSHBOO(2020)“Integrating ICT in English language teaching in Bangladesh: Teachers perception and challenges” the paper attempts to examine the challenges faced by the secondary level English teachers of Bangladesh in using ICT in language teaching effectively. In an attempt to examine the attitude of teachers in using ICT in ELT. In findings, the outcome of the research provide significant information about the attitude of the teachers towards ICT integration in ELT and the challenges faced by them and hence, the study would help the policy makers and the teachers to enhance the effectiveness of using ICT in ELT.

KHARBE AMBREEN's(2019) article, "Multimedia and technology a gateway to language teaching and learning," teachers can modify class activities with the help of technology, which improves language acquisition. The study emphasizes how important it is to use modern tools when learning English as a second language. It looks at various mindsets that help Learners of English as a second language enhance their learning skills by utilizing cutting edge technologies. Differentiated learning styles can be more effectively addressed by utilizing and mixing visuals, video, and audio.

JOSHI ARPITA,MISHRA PARUL,MISHRA.K(2019)“ICT as a pedagogical model for learning of English language & literature” This study focus on how use of ICT has changed the dynamics of English language and literature in the teaching and can make it interesting for students, teachers and research scholars and how the multidisciplinary and interdisciplinary modes of ICT are henceforth aimed towards the betterment that act as a catalyst in learning. The findings show richly inspiring online resources for extending children’s literary experience, and a useful approach is to incorporate such resources for enhancing children’s experience of e-language in schools. Basically the pedagogy of literature is much easier compared to language. The Modern approach is difficult for teachers to teach as there is a traditional format of learning which is completely different from the modernistic format of ICT but it can be solved with a brief study and be helpful for teachers while teaching students as Language needs a practical approach for learning.

ANJUM FARHEEN(2018)"ICT based English language teachings at the secondary level schools," As we approach the year 2000, technology is bringing about significant changes in each and every facet of existence. Growing in popularity is information and communication technologies. changing people's personal and professional lives. English language instruction is no longer a remote, isolated field of study. Instead, ELT classrooms are evolving into new media stimulants and modernizing on a daily basis.

MOHAMMED REZA AHMADI(2018)"The use of technology in English language learning" notes that both within and outside of the classroom, The use of technology in the classroom is becoming essential. It allows instructors to alter their sessions, which enhances language learning. Teachers are finding that technology is a useful tool for helping their students learn languages.

KHADIJA ABDULLAH(2017)"Classroom technology usage in English language learning and teaching" There are several technological options available to us when it comes to teaching and studying languages: radio, television, CD Rom, computers, CALL, online resources, digital dictionaries, email blogs, and audio recordings. A revolution in technology has occurred in recent decades, altering the dynamics of many different businesses. The study demonstrates the special benefits of using multimedia to establish a setting for teaching English.

SRINATH ADDAGATLA's(2016) The purpose of study, "The Impact of Teaching Learning of English through ICT," is to investigate the function the use of ICTs (information and

communication technologies) in teaching English process. It also offers email functionality. It is accessible from any location. It provides quick and affordable information. Rich materials are made available to teachers and students in libraries and classrooms thanks to ICT.

AZAM RAZAVI's(2015) The goal of paper, "Technology enhanced language learning a review," is to examine how well technology may be used to increase learning overall and language acquisition specifically. The results demonstrated that teacher-delivered instructions via technology-based education can be implemented successfully. It also demonstrates how it has improved students' LSRW abilities.

ANITA R. BOWLES and GOLONKA's(2014)The effectiveness On technological use in teaching and learning foreign languages is examined in article, "Technologies for Foreign Language Learning and Their Effectiveness," with a focus empirical studies that compare the use of more contemporary technologies with historically conventional techniques or resources. Claims that technology improved learners' output and interaction, affect and motivation, feedback, and metalinguistic understanding received only mediocre support from the literature.

MARGRETE COX, MARY WEB(2004) paper "A study of pedagogy related to information and communication technology" examines the pedagogies that are connected to ICT application in primary and secondary education. The data indicates that in order to design and carry out subject-based teaching objectives, teachers now have to engage in more sophisticated pedagogical reasoning due to the increased affordances offered by ICT-based learning settings.

4. INFERENCES

From the review of literature on usage of ICT in English Language pedagogy we can see the following prominent findings which clearly shows that ICT has made the study of English language easily accessible for the middle stage students. It has also developed interest and a practical approach towards the subject which will give them a global platform for further studies in universities in India and abroad. It will be a gateway for their future endeavours. In this review paper there are seven international review findings and eleven national review findings of various authors which are as following Adzhari,N.A.N.,Din,R.,Othman,N.,& Gabarre,S.(2023) the findings focuses on the discussion of enhancing ELT with the usage of ICT. The result analyses the application of ICT to enhance the ELT field. Mihireteab Abraham, Zeleke Arficho, Jefaye Habtemariam(2022) the findings showed the training in ICT in teaching English language improves teachers knowledge and skills of ICT tools for teaching English Language as a subject. Poudel Prasad Ambika(2022), Joshi.B.M(2022) the finding of the study investigates the drawbacks and benefits of ICT in English language. The integration of ICT in pedagogy is becoming more complex and challenging. This study further shows teachers perception of integration of ICT in English pedagogy. Krishna Devina(2021),Kharbe Ambreen(2019) the findings reveal the value of English language labs which helps the learner improves their language proficiency. It helps the learner of English as a second language which enhances their learning skills. Gusti Nur Hafifah(2020), Khan Mahmud Nafis, Kuddus Khushboo(2020) findings in this paper proposes to integrate ICT in ELT. It provides clear information about the attitude of teachers of using ICT in English pedagogy and also tells about the challenges faced by them which will help the educationists and the teachers to increase the effectiveness of using ICT in ELT. Anjum Farheen(2018), Mohammed Reza Ahmadi(2018) the findings show that the growing popularity of ICT is changing the perspectives of people both personally and professionally. English language teaching is no longer an isolated field of study. Instead, ELT classrooms are extremely stimulating and enhancing language learning. ICT in the classroom is

becoming a core ingredient and a useful tool to help the students to learn English Language. Khadija Abdullah(2017), Srinath Addagatla(2016) the findings demonstrates the special benefit of using multimedia in the teaching of English language. This revolutionary idea of teaching English language through multimedia presentations is accessible from any location it provides quicker and affordable information. Both teachers and students are being benefitted by the rich libraries present online. Anita R. Bowles and Golonka(2014) the study focuses on use of more technologies with traditional and conventional techniques or resources it claims that ICT has improved learners output and interaction, motivation and feedback and has developed a new interest in the subject. Margrete Cox, Mary Web(2004) the study shows that in order to design and carry out the teaching of English language through enhanced pedagogical reasoning the teachers have to engage the students and introduce them to a new setting of learning English language through ICT.

CONCLUSION

Technology touches every aspect of our life and plays a vital role in education , it is a mode of communication between the teacher and the taught. A passive relationship is developed between the two which enables the taught to receive education with wider perspectives with the help of technologies. It is a part of educational program which helps in imparting instructions, as well as mode to construct the learning process. This paper highlights technology integration representing learning from technology is an effective way to improve learning of skills in English language which is beneficial for the learners. It enables them for a better understanding of English language in a wider perspective.

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