USING ICT IN SUPPORT OF LANGUAGE TEACHING AND LEARNING

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Abstract. Computers have made a triumphal entry into education in the past decade, and only a dyed-in-the wool Luddite would deny that they have brought significant benefits to teachers and students alike. However, an uncritical use of computers can be just as disadvantageous to students as a refusal to have anything to do with them. In this article we discuss some of the ways of projects that computers can be used in English language teaching, with a view to helping colleagues make the most of the opportunities they offer to ESL students.

Keywords: English, ICT, target groups, online participants, open-access resources.

English is considered to be a global language and henceforth learning and comprehending it, has been acknowledged worldwide today. English has become the tool for learning, business and most importantly communication. In order to improve the whole experience of English language acquisition we have to integrate ICT (Information and Communication Technology) with current learning methodology. ICT has been discovered to be a very powerful tool for educational change and reform. With the help of ICT enabled English Language classes, the faculties would find it more easy to conduct classes. It has been proved to be an excellent method of enhancing the teaching and learning process. This is the technology era, and these days even a toddler is familiar with the use of computers and laptops. This is major reason as to why technology has come up with the idea of ICT enabled learning methodology, which could help the children of today's generation in a better way and enhance their skills. It has been explained that ICT enabled language learning can help one to ameliorate the efficiency and effectiveness of their learning process. It is a very flexible, interactive and rich platform that would provide the users a whole new different experience.

We are in the Digital era today, and this is the age of technological learners. These technological learners know well how to use technological tools without any formal instruction as such. Even if they require instruction, they would be able to grasp and implement it very quickly. These learners interact and communicate with others mostly with the help of electronic mediums like mails, internet etc. They obtain most of the information from electronic devices, which has made such tools, a very essential component of their daily life.

Using ICT in a classroom as a tool for language learning has a lot more benefit. It gives stimulus to undertake the tasks that the students may otherwise avoid. In an ICT enabled language learning class, the students would conduct the activities on the computer software platform and they will not have any sorts of hesitations or inhibitions. It would make repetitive tasks more interesting and would have content which could be in multimedia formats. The use of multimedia while learning English could help in creating a long lasting impact on the learners.

The role of Teacher will change from an Instructor's role to that of a Coordinator. Self-paced independent learning methodology is what is being propagated with the help ICT enabled English Language Teaching.

This activity provides training in the application of pedagogical principles in teaching languages with technology and promotes the effective use of ICT tools and open resources in support of quality language teaching and learning. The key reference tool is the "ECML inventory of ICT tools and open educational resources". The activity initiates local and regional clusters of multipliers promoting the use of ICT tools and open educational resources.

Language education is an area where open-access resources, online courses, virtual classrooms and social networks based on information and communication technology (ICT) are being increasingly used to give learners access to information, promote interaction and communication, and enhance digital literacy skills. However, the rapid development of tools and resources presents both opportunities and challenges. In order to maximize the potential of ICT in language teaching, it is crucial that it is used in a pedagogically sound way that corresponds to the individual needs of the learners. It is also important that the use of ICT is introduced and supported in a sustainable way and in a range of pedagogical approaches that promote lifelong learning.

Target groups
1) Language teacher
2) Teachers trainers
3) Language policy makers
4) Multipliers

Results and benefits

This initiative will benefit teachers, teacher trainers and other stakeholders involved in language teaching, who will be able to make use of the training activities and the training materials as well as other resources on the website. The workshops, for teachers and multipliers, will be based on a strong 'hands-on' approach. The online aspect of teaching will also be reinforced by involving remote ("online") participants in all aspects of communication and group work. This part-online delivery and the integrated social media (Twitter) will guarantee that the project reaches the largest

possible number of teaching professionals, giving them hands-on experience of online learning and teaching and integrating them into a growing community of practice of European language professionals.

All participants will be required to take part in preparatory activities prior to the workshop (via the workspace), participate actively in the workshop itself and also take part in post-workshop activities (web involvement and dissemination within their own context).

Teachers will become aware that the effective blending of appropriate pedagogical principles with technology is crucial for creating successful language learning activities, and they will develop a set of skills necessary to do this on their own, in their own professional context.

They will become aware of their own needs in terms of continual professional development and will be shown ways of pursuing this l development in a self- directed way.

Development and individualization of training modules in the use of available ICT tools and open resources in language teaching and learning (An initial set of modules developed by the ECML expert team will be refined, based on workshop participant feedback)

Initiation of local or regional clusters of multipliers promoting the use of ICT tools and open educational resources

Long-term benefits

After the workshop participants will be able to support their colleagues in raising awareness of the importance of integrating pedagogy and technology, tackling obstacles that might currently hinder effective integration of ICT in their teaching context, while building on their own strengths and experiences.

Multipliers and teacher trainers will be able to use the unique training program developed by the team and the freely available activities and training modules in their own delivery of workshops in the member state concerned, reaching a much larger audience. This will eventually have a cascading effect.

Feedback from participants and local coordinators to language policy makers will raise their awareness of the needs of language teachers, teacher trainers and multipliers. Overall, this will lead to a more bottom-up understanding of the need for professional development and integration of pedagogy and technology in the area of ICT use, which will increase digital literacy.

Thus, the new and modern technologies are inevitable in language teaching and learning.

Present teachers are using technologies in ELT classroom like multimedia projector, internet, presentation software, word processing, digital video, web page, E-mail, video conferencing, Interactive whiteboard and other online dictionaries, electronic

dictionaries etc. but teachers often used LCD presentation, word processing and internet in language pedagogy. Teachers were used technology to develop different skills and system like listening, speaking, reading, writing, pronunciation and vocabulary but teachers often used technology to develop listening, speaking and vocabulary enrichment. 21st Century teachers adopt ICT based approaches like blended learning, flipped learning, cyber learning, virtual learning etc. to make the students proficient in foreign language for their betterment in life.

The classroom management is a complex mission because choosing the right strategy is the main problem since the approaches and the methods of teaching differ and vary. The teaching methods changed throughout time. Thus, the teacher has to be a good designer to get a perfect management. We should say that ICT transforms the way of teaching and learning. Teachers need frequent access to The ICT in order to be able to use it in teaching. The integration of ICT has a great benefit for learners and teachers. In general, the arrival of ICT has impacted everything in our life. ICT is a good way to master the language phonetics, and that is a useful reinforcement for a good understanding of the difficult aspects.

Unfortunately, the attention and the motivation of both teachers and learners related to the use of ICT in teaching English as Foreign Language have no significance under the absence of the necessary equipment. The different Ministries of national education and higher education have to react by bringing some changes at the level of the educational program, as well as by enriching classes with materials such as computers, data shows, and internet.

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