

## **THE PLACE OF ICT IN TEACHING AND LEARNING OF ENGLISH LANGUAGE**

**Aruomah Ijeoma Nnenna**

Department of General Studies, Federal College of Agriculture, Ishiagu, Ebonyi State.

[ijeobiomam@gmail.com](mailto:ijeobiomam@gmail.com)

### **ABSTRACT**

---

Information and communication technology (ICT) is the trending approach in the education sector, as it transcends time and space. Knowledge explosion and globalization of the world has brought about application of technology in the teaching and learning field. The use of ICT in teaching and learning of English language as a practical subject helps for easy acquisition of the basic language skills at all levels such as the listening, speaking, reading and writing (LSRW) skills. When computers, Ipad, Iphones, Projectors, Internet, audio and visual aids are used in teaching and learning English in our country Nigeria, where English language is studied as a second language and can only be learnt in the school environment, the learners pick faster than when the teacher just teaches from the text without practical session. ICT helps the learners develop writing and spelling skills, makes them independent and active learners and motivates them to learn which increases confidence as they can as well learn alone and it facilitates sharing of ideas. This work therefore advocates the implementation of use of ICT in teaching and learning of English language for better academic results.

---

### **INTRODUCTION**

Information and Communication Technology (ICT) has become a major issue in Education World and as it is also in almost all fields of life. It has become so essential that the government has included ICT in the curriculum, as it is been publicised as potentially powerful tool for educational change and reform.

Shakil (2016) states that “English is one of the most important languages which have played role in the process of globalization and knowledge explosion.” English is the most common means of communication in the world. In Nigeria, it is the Lingua franca that is the second language (English as a second language) therefore it is paramount that English is taught and English language skills taught among the

students (learners) at all levels of education. In Nigeria over the years most methods/approaches have been in use in teaching English such as the traditional methods, normal classroom interaction method by teacher and students, these methods are less interesting as well as almost counter-productive, so it is essential to incorporate the modern teaching approaches and tools in teaching English to arrive at a result which is to make learners understand the language better and acquire the basic skills which are listening, speaking, reading and writing (LSRW) of English language among the students at school level. Therefore, the need for ICT is expedient in teaching and learning English as it enhances teaching process and the learners improve in vocabulary and language skills due to its convenience, omnipresence, effectiveness and economic value (Shakil, 2016). Similarly, Hartoyo (2010), is of the opinion that the integration of ICT in the field of language learning is inevitable as he states that ICT and language learning are two aspects which support each other like two sides of a coin. This also is the stand of other experts and educational practitioners who strongly advocate for the integration of ICT in language learning. Shakil 2016, states that ICT is playing the most important and pivotal role in the teaching-learning process and further states that it is

playing an important role in the learning of language, especially English language learning.

## **NOW WHAT IS ICT?**

ICT include any product which will store, retrieve, manipulate, transmit, or receive information electronically in a digital form, (Njwe, 2016). ICT is concerned with the storage, retrieval, manipulation, transmission or receipt of digital data. It is basically concerned with the way these different uses can work with each other.

### **Information.**

Information means the processed data in a meaningful and purposeful form according to Shore in Hartoyo (2012).

### **Communication**

According to Potts, communication is defined as a process by which we assign and convey meaning in an attempt to create shared understanding.

Brown (2011) defined communication as transfer of information from one person to another, whether or not it elicits confidence.

### **Technology.**

Technology was derived from the word “techno” meaning technique, art, or skill and “logos” meaning science. So it is defined as a scientific knowledge of art or skills.

Based on the definitions of the three components, ICT can be described as the

utility of technology to support the effort of conveying information and communication particularly in the area of education. Some of these facilities or computer assisted learning (CAL) gadgets and approaches include; smart phones, mobile applications, computers, Ipads, Digital libraries, Tablets, Digital pronunciation, Dictionaries, mobile learning, Blogs, wifi, Recorded audio video materials and so on.

### **The place of ICT generally.**

The explosion of science and technology has brought about increase in knowledge, and change in every aspects of life which the field of communication is not left out. ICT has made exchange of thoughts, ideas, experiences and feelings easier. People can now get education and training simultaneously at low cost. One cannot think of education without the use of information communication technology. The health, transportation, sport, fashion designing, and agricultural sectors cannot also do without ICT.

Herington (2002) outlined the following advantages of ICT;

- 1) Technology facilitates exposure to authentic language
- 2) Technology gives access to wider sources of information and varieties of language.

- 3) Technology gives the opportunity to people to communicate with the world outside.
- 4) Technology allows a learner, centred approach
- 5) Technology develops learner's autonomy

ICT help people in order to get information and to communicate with each other in a wider range and at a fast speed or within the shortest moment.

### **ICT tools used inEnglish language Learning.**

There are some technologies grouped into the information and communication technology (ICT) commonly used in language learning context such as computer, Audio devices, telephone, or mobile gadgets, social interface, internet, overhead projector, lingua phone, radio, television.

### **Computer.**

Computer is the most viable tool for information and communication in this modern age. It is used for storing, preparing, and of collection of data. Eze 2002, states that computer as a direct aid to teaching and learning it is used as a substitute tutor and as a simulated laboratory. It is helpful in English language learning as it aids acquiring speaking and listening skills.

**Audio devices.**

Audio devices such as speaker, earphone, CDs can be used with other media or gadgets for interactive multimedia learning.

**Telephone/mobile gadgets.**

Mobile gadgets such as cell phones, smart phones, Ipads, Notebook, palm tops are equipped with programs like computer which enable it perform as mini personal computer. People use it for internet connections such as chatting, browsing, twit, and so on.

**Internet.**

Internet can be used as a medium for language learning through world wide web (www), text, e-mail, G-mail, audio and video conferencing.

**Overhead projector.**

It is used for teaching and training personnel. This is the most versatile of the projection techniques. It is used in place of chalkboard. This system comprises the projector (the hardware), the screen and the transparency (the software) which carries the information being displayed. It is important tool for displaying information and processes to a large number of people.

**Television.**

Television broadcast is an electronic system of transmitting and receiving transient images of fixed or moving object

together with sound over wire or through space (Webster, 1975).

Television is used for educating of people. It is important in language learning as it covers both viewing and listening skills acquisition concurrently. Students benefit from educational programmes in the television. Distance and open Universities can also run their educational programmes on television. Live educational telecast of training and discussion such as language courses are done with the use of television.

**Social Interface.**

This technology serves as the milestone of the recent development of interactive multimedia, audio-graphic computer teleconference, and interactive television via satellite (National Broadband of Employment and Training 1993:5). This media provides facility or example that enables an interaction between human and computer. People set up more interaction with computer in a more intuitive way with less effort through writing, touch, voice, eye movement and other gestures, (Hartoyo 2012: 32).

**Social media.**

Social media is an important communication tool that provides platforms for sharing ideas and thoughts for people. Students add themselves to English language learning groups and take advantage of sharing information. Such sites include; Instagram, Facebook,

Whatsapp, twitter. It is helpful in language learning.

### **USES OF ICT FOR AN ENGLISH LANGUAGE TEACHER.**

The teacher being the focal point of education has a vital place in learning. He is seen as a guide and friend to the learners; therefore, for the teacher to teach better, he needs to be regularly updated and upgraded with the trends in teaching field. ICT can be useful/beneficial to the teacher in the following ways;

- 1) ICT can help a teacher develop professionally. Through the assistance of information and communication technology an English teacher can learn various language skills. He can as well go through various programmes in English language teaching that can enhance his teaching capability.
- 2) ICT helps a teacher learn innovative methods of teaching. The teacher using the ICT gadgets to work with the students on various projects overtime helps him learn other teaching methods.
- 3) A teacher improves on his English language knowledge through internet usage (ICT) such as e-library, e-journals, audio and video conferences, this also helps the teacher enhance his teaching skills.
- 4) The teacher who is ICT compliant can advise his students on English language learning materials on internet which are helpful to them in acquiring English language skills such as e-books, e-journals, e-magazines.
- 5) Through the help of ICT, the English language teacher can participate in in-service training programmes and workshops essential for his professional development online and physically through gadgets.
- 6) ICT helps the English language teacher in planning or preparing his curriculum. By studying the curricula of English language teaching of other countries he can be better informed of the problems facing English language learners and how to plan the curriculum to suit the learners.

### **THE PLACE OF ICT IN TEACHING AND LEARNING ENGLISH LANGUAGE**

ICT transcends time and space and can be applied in language learning as it helps in improving the four language skills: Listening, speaking, reading and writing (LSRW) and the components of language such as vocabulary and grammar (Febriana,2014:5).

The application of ICT in teaching and learning of English language gives room for quality lesson and easy learning such as:

- Students (learners) learn new skills; analytical, including improvements in reading comprehension – (Levin et al, 2000).
- Development of writing skills: speaking grammar, punctuation, editing and redrafting.
- ICT encourage independent and active learning and students responsibility for their own learning (Passey 1999).
- ICT motivates students to learn with increased self confidence as they have opportunities of learning alone too.
- ICT makes learning more interesting than the traditional learning method and classroom environment.
- ICT facilitates sharing ideas
- ICT gives the students (learners) access to remote learning resources.
- Due to regular exposure to audio materials ICT helps the learners develop better listening skills, thereby bringing about solution to linguistic limitation in learners.

## **THE APPLICATION OF ICT IN ENGLISH LANGUAGE TEACHING AND LEARNING.**

Information transmission can be carried out directly or indirectly so in learning the teacher can communicate with the students one on one facially ( in the same room) or indirectly through internet, telephone, satellite, television, video-conference, e-mail and so on. In language learning as well, program can be created to enable students learn with guidance through the use of computer, reference book, instruction.

Fitzpatrick and Davies (2002) in Hartoyo (2012) sets out the seven ways in which ICT is used in language learning;

- a) **Presentation;** some materials of language learning such as text-based materials, audio-videos are used to present to the learners. Presentation helps learners in understanding the learning material well.
- b) **Practice;** some of different exercise types are possible to be provided with ICT, incorporating the presentation stimuli in varying combinations of text, audio and video format. ICT also offers the possibility of analysing learners' response with appropriate feedback (Hartoyo 2012:40).

- c) **Authoring;** in applying ICT in language learning, teachers can either purchase ready-made materials or create their own exercise materials using a variety of authoring tools based on Hartoyo (2012:40).
- d) **Computer-Aided Assessment (CAA);** computer Aided Assessment (CAA) is playing an increasingly important role in foreign language teaching and learning. This media is used in testing, assessing students understanding after learning.
- e) **Publishing;** ICT tools help teachers and learners in publishing or linking them for publication. ICT can help teachers and learners publish their works through; - **Word-** processors and Desk Top Publishing (DTP) software.- **Using** audio recording and editing tools to record interviews discussion and learning materials. – **Using** digital camera and camcorder to record presentations, drama, roleplaying, e.t.c. –power point can be used for presentations. – **Webpages** are used also for authoring.
- f) **Communication;** technology can help teachers and learners to communicate. Tools such as e-

mails, computer mediated discussion, audio and video conferencing are ICT tools used for communication.

- g) **Stimulations;** computer can act as a stimulus which generates, analysis, critical thinking discussion and writing. Language learning tasks that ‘simulates’ real work tasks induces web quiz, action mazes adventure game, video conference.

## CONCLUSION.

Teaching and learning of English language is more of a practical activity and the use of information and communication technology (ICT) makes for practicality. The use of internet facilities such as e-library, e-dictionary, e-mails, help for practical work and easy language skill acquisition such as correct pronunciation and spellings for learners. Then the teacher’s use of multimedia technologies such as video disc and power point projector facilitate the teaching and learning of English language offline. Information and communication technology encompasses several devices that the teacher and learner can manipulate for easy teaching and learning of English language. It also makes the teaching and learning process continue even while the teacher is not physically present. It better

equips the English language teacher for professionalism and makes both teacher and learner flow with the trend in education.

## RECOMMENDATION

The importance of ICT in English Language teaching and learning cannot be overemphasised, therefore the researcher recommends that

- a. Computers, projectors, internet, audio and visual aids be used in teaching and learning of English language in schools at various levels.
- b. English language lessons should be made practical and text books combined with ICT to enable learners develop writing and spelling skills.
- c. Curriculum planners should incorporate ICT in the school curriculum at all levels of education.
- d. Schools should provide English practical studios to enable teachers and learners learn the language practically.
- e. English language teachers should be trained to be ICT compliant as it will make them become professionals in their field and as well flow with the trending teaching method.
- f. Students should be exposed to audio and visual English learning materials to enhance their listening and speaking skills.

This will solve the problem of linguistic limitation in learners of English language.

## REFERENCES.

- Frank, Webster. *Information Societies; Understanding the third Industries Revolution*. Tampere University Press 2001: 157 – 158.
- Febriana, EkaSetyaningsih. The use of information communication technology (ICT) in English language teaching (ELT) (2014:15).
- Fitzpatrick and Davies. The impact to ICT on the teaching of foreign languages and on the role of teachers of foreign languages, EC Directorate General of Education and Culture (2003).
- Hartoyo, Oleh. Individual differences in computer-assisted language learning, Semarang, pelitaInsani Semarang (2008).
- Herington R. Using technological resources in the classroom” unpublished paper given at a conference on The Role of Technology in ELT January 2002, University of Leeds.
- Lewin, C., Scrimshaw, P., Mercer, N., and Wegerif, .R. The KSI Literacy Evaluation Project Using low cost computers. Open University Centre

for Language and Communication  
2000.

- Njwe, Eyovi Nee Amah Ntongich. ICT and English language teaching and learning in Cameroonian Secondary schools. Global journal of Human social science: Linguistics and Education, U.S.A. vol. 116, issue 6 version 1.0, 2016.
- Rock, Eze and I, Elekwa. Foundations of educational technology. Logic gate media, Aba, Abia State, Nigeria, 2002.
- Shakil, Akhtar. Role of ICT in the enhancement of English language skills among the Learners. Journal of technology for ELT. India 2016, vol. 6, No. 2.