Galyna Kozlakova, Oksana Strelchenko

Information and communication technologies in teaching and learning english as foreighn language

Edukacja - Technika - Informatyka 5/2, 95-101

2014

Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej bazhum.muzhp.pl, gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

MUZEUM HISTORII POLSKI

Galyna KOZLAKOVA, Oksana STRELCHENKO
National Academy of Pedagogical Sciences of Ukraine, Kiev, Ukraine

Information and communication technologies in teaching and learning english as foreighn language

Problem Raising

English is not only the mother tongue in Britain, Canada, the United States of America, New Zealandand several other countries, but it is also used as a second and a foreign language (EFL) in many other developing countries. That's why English is generally acknowledged as a global language and it is also seen as a veritable tool for learning, business and interactional purposes, among other function.

The role and status of English in Ukraine is higher than ever as evidenced by its position as a key subject of medium of instruction, curriculum. In view of its relevance, it has become imperative for English Language teachers and learners to realize the fundamental role of information and communication technology as a catalyst in the advancement of the frontiers of knowledge in language acquisition which is a prerequisite to the viability of the global economic development.

At present, IC technologies have proved successful in replacing the traditional teaching and the use of authentic materials in the form of films, radio, TV has been there for a long time.

1. The analysis of the recent research works and publications

Many international scholars have written much concerning the need for reform in teacher education such as Clark and Marker, Cogan, Howsara, Corrigan, Denemark and Nash, Koehler etc. G. Dudeney and N. Hockly emphasize that layout of the computer room will directly affect the types of activities that are possible to do with the learners, and how they interect with one another and with a teacher [Dudeney, Hockly 2008: 8].

A lot of scholars have invistaged the problem that teachers are inadequately prepared for the complexities of teaching [Brown 1980; Clark 1988; Graddol 1997; Harmer 2009]. Cautions that classroom contact is still very necessary for second language learners to give real-world validity to their theory building, despite of second language education has changed considerably, pointing out the importance of the use of an "electric enlightened approach" to theory building [Морська 2008: 76].

According to H.D. Brown non-native speakers of English who intend to become teachers of English as a Foreign Language (EFL), and whose preparation will take place in a non-English-speaking environment, face an additional difficulty [Brown 1980].

2. The aim of the article

The article deals with some IC technologies of teaching language and highlights ICT intrusiveness on college students by determining usage patterns and exploring affects on perceived stress. Throughout the work we mention the importantce of correct application of information communication technologies in teaching foreign language and various factors, which accompany that process and from which much depends. The article states on the expanding access to and improving the quality of teaching and learning, intensifing language competence and learners' interaction and verbalization with the using ICT for optimal performance.

3. The exposition of main material

The catalysts of the social progress are information technologies. New challenges and duties on the modern teacher are assigned by the new era. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements, that's why the tradition of English teaching has been changed with the entry of technology.

In view of its relevance, technology is one of the most significant drivers of both social and linguistic change. D. Graddol states that "technology lies at the heart of the globalization process; affecting education work and culture. After 1960 the use of English language has rapidly increased. Nowadays, the role and status of English is that it is the language of social context, political, sociocultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education" [Graddol 1997].

Speaking about teaching and learning English language in the traditional classroom setting, we can state that the time has come for teachers and learners of English to realize the fundamental role of information and communication technology not only in the area of language teaching and learning but also in the global economy.

English has been learned and used by more and more speakers due to its spread and development around the world, where the usage of ICT in teaching English has increased in popularity so has the need for qualified teachers to teach students. The effective teaching and learning of English need the emergence of various gadgets in information and communication technology. It is

true that there are teachers who use 'cutting edge' technology, but the majority of teachers still teach in the traditional manner.

In any teaching-learning situation, **technology** is utilized for the upliftment of modern styles; it satisfies both visual and auditory senses of the students.

Information and communications technology (**ICT**) is often used as an extended synonym for information technology (IT), but is a more specific term that stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers as well as necessary enterprise software, middleware, storage, and audio-visual systems, which enable users to access, store, transmit, and manipulate information [Морська 2008: 64].

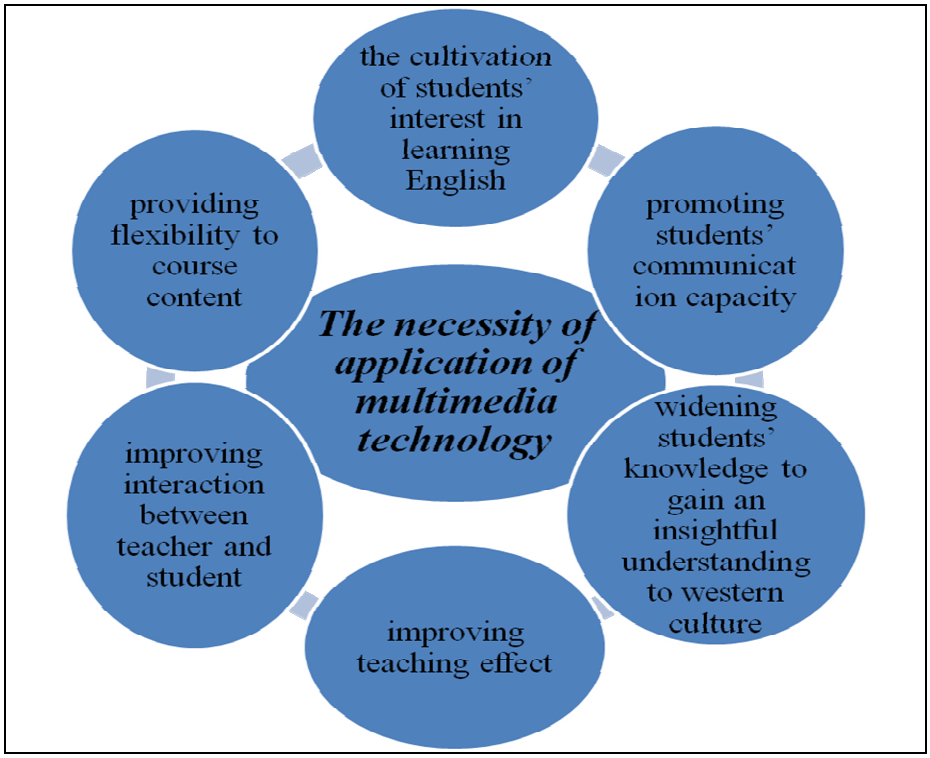
According to O. Viatonu, E.T. Kayode communicative method for learning languages combines extensively, high-quality content with flexible and interactive multimedia technology, because of these learners can respond at ease for communicative mode of teaching [Viatonu, Kayode 2012]. A variety of skills could be developed in a learner through a wide range of activities. As well as teaching support to formal courses, this comprehensive language learning method can act as a total solution for self-teaching. A learner needs to communicate in oral and written comprehension, so, oral and written expression is used. For example, in teaching phonetics, the sound of English language can be written down using the International Phonetic Alphabet (IPA) for adequate exercises. The use of minimal pair perception exercises (shout – tout, bird – board, zeal – seal, sheep – ship, ten – then, port – pot) helps learners learn the sound of English. With the help of software or by using CDs in language laboratory, this can also be well practised on pronunciation exercises.

We observe a great growth of ELT through technology. The 21st century is the age of globalization and is important to grasp on various foreign languages, especially English. English Language Teaching has been with us for many years and its significance continues to grow, fuelled, partially by the Internet. There are more Non-Native than Native users of the language and diversity of context in terms of learners, age, and nationality, learning background etcetera has become a defining characteristic of ELT today. The forecast points to a surge in English learning, which has peaked in 2010, that's why the same study indicates that over 80% of information stored on the Internet is in English.

New technologies in the areas and functions where they provide something decisively new useful and never let machines takeover the role of the teacher or limit functions where more traditional ways are superior should be the main teaching principle. There are various reasons why all language learners and teachers must know how to make use of the new technology.

To make the analysis on **necessity of application of multimedia technology** to English teaching, we should pay attention to many factors:

H.D. Brown claimed on the impact of information and communication technology (ICT) on the teaching and learning of language and it would make students smarter and makes stronger the teaching and learning of language [Brown 1980]. While others stated there is no certainty about its possibilities because many teachers are not yet familiar with the technology to use and how to apply it in the teaching – learning process (Sheme 1).



Sheme 1. Communicative process of multimedia applications

There has been great debates in the past few decades on the pedagogical worth of computers in the classroom, and nowadays there is so much emphasis on on-line learning. And information and communication technology became as an immense helper in virtually all areas of teaching and learning.

Expanding access to language programmes and improving the quality of teaching and learning are other prospects of ICT in language.

Providing access to current/up-to-date materials and offering teachers and learners an avalanche of materials in different modes can be alos included to the prospects of ICT. But the view that the internet and other forms of information

and communication technology are of immense benefit to the education system is incontrovertible.

In the field of language education, we have identified the following as major constraints to the use of ICTs in language education for Ukraine:

1. Electricity, phone lines, Internet facilities etc. are either expensive or unreliable.
2. Video recorders and other ICTs are not available for everyone and locked in storage closets because only few teachers know how to operate and incorporate them into their instructional programmes.
3. ICT trained teachers often quit teaching for more profitable jobs because teaching is not well-paid in Ukarine.
4. Poor maintenance of the existing ICT gadgets (where provided) is a debilitating factor against the use of ICT in language education.

It is improper to duplicate the textual material simply to the screen so that the teacher's position is ignored in order to ensure the function of, multimedia in practical teaching.

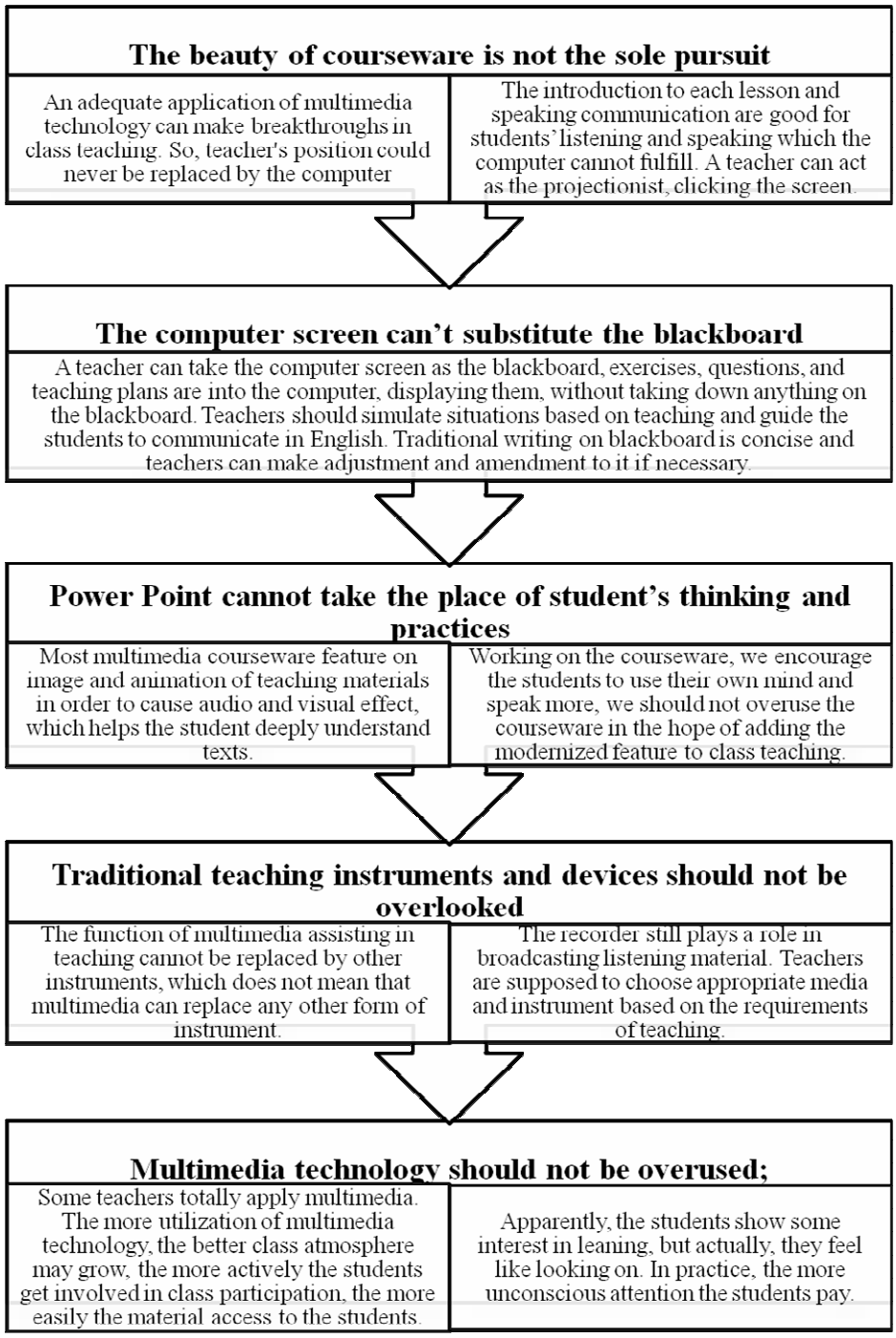
So, the teacher should pay attention to such main points in using ICT (Sheme 2).

Conclusion

Concerning the development of ICT, we hope that in the nearest future, the use of multimedia English teaching will be further developed. Emerging technologies make language teaching and learning process pertinent and practical to approach learning in ways that have been advocated by scientists, theorists and educational psychologists, that's why the use of information and communication technology (ICT) cannot be underestimated in language teaching and learning process. Moreover, it is imperative for modern day teachers and learners to keep abreast of the modern trend at improving teaching and learning of English with the help of ICT. ICT has revolutionized society globally, including how language instruction is taught and delivered. ICT can fully improve students' ideation and practical language skills, which is helpful and useful to ensure and fulfill an effective result of teaching and learning.

A great deal of success however comes from preparing students to interact and learn in this internet age. One of the main goals of multimedia language teaching is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning, context creation of ELT should be based on the openness and accessibility of the teaching materials and information.

Therefore, if ICT is integrated into the teaching and learning of language, our renewed approach to the teaching and learning of English will go a long way in making ICT a more rewarding partner in the teaching-learning process.



Sheme 2. Cooperation of traditional and multimedia technologies

Literature

Морська Л.І. (2008), *Інформаційні технології у навчанні іноземних мов* / Л.І.Морська // *Навчальний посібник*. – Тернопіль: Астон – 256 с.

Brown H.D. (1980), *Principles of Language Learning and Teaching*. [Електронний ресурс] / H. D. Brown. – Eaglewood Cliffs NY: Prentice Hall – Режим доступу: http://www.teslej.org/ej03/r15.html

Clark E. (1988), *The research for a new educational paradigm* / E.T. Clark // "Holistic Education review". – Vol. 1 (1) – P. 18–25.

Dudeney G., Hockly N. (2008), *How to teach English with technology* / G. Dudeney, N. Hockly // *Pearson Education Limited*: Edinburg Gate, Harlow – P. 8–9.

Graddol D. (1997), *The future of English? A guide to forecasting the popularity of the English language in the 21st century*. [Електронний ресурс] / D. Graddol. – London: British Council – Режим доступу: http://www.britishcouncil.org/ learning-elt-future.pdf

Harmer J. (2009), *How to teach English* / J. Harmer // *Pearson Education Limited*: Edinburg Gate, Harlow – 176 p.

Viatonu O., Kayode E.T. (2012), *Improving the Teaching and Learning of English Language Through the Use of Information and Communication Technology: Prospects and Challenges*. [Електронний ресурс] / O. Viatonu, E.T. Kayode. – Режим доступу: http://conference.pixel-online.net/ICT4LL2012/common/download/Paper_pdf/38IBT-104-FP-Viatonu-ICT2012.pdf

Webster R. (2008), *A reflective and Participatory Methodology for E-learning and Life-long Learning* / R. Webster //*Advances in E-learning: Experiences and methodologies* / J. Francisco. G. Pcnalvo // Information Science Reference. – Hershey – P. 4.

Summary

The integration of ICT in language learning has become essential in today's teaching-learning environment because the impact of information and communication technology (ICT) on language learning has been recognized globally. Nowadays, there is a great variety of the technology in language teaching and learning: Radio, TV, CD Rom, Computers, C.A.L.L., the Internet, Electronic Dictionary, Email, Blogs and Audio Cassettes, Power Point, Videos, DVD's or VCD's. So when the world is fast becoming a global village, the use of modern technological gadgets to improve language learning has become very important as well as in teaching English as EFL. This paper aims at analyzing the necessity of IC technology to language teaching and bringing out the problems faced by its users to make teachers of English aware of the strategies to exercise them in an effective manner.

Key words: Language, Gadgets, Information and Communication Technology (ICT), English Language teaching, Multimedia Technology, Advantages, Disadvantages, Optimization, Strategies.