



Exploring The Use And Challenges Of Ict In English Language Teaching

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ABSTRACT

For almost two decades, academics in the field of education have studied the impact of information and communication technology (ICT) on classroom instruction. Researchers and teachers alike try to find solutions to the problems that arise while employing ICT in the classroom. However, there are obstacles for educators who would like to use ICT in the classroom and provide supplementary resources via ICT. The challenges that educators and students experience when attempting to use ICT resources to improve English language instruction and classroom learning are explored in depth in this article. By utilizing ICT, educators will be able to provide students with more access to a wealth of original resources, engage them in a wider variety of learning activities, and progressively shift toward a more student-centered teaching approach.

Keywords: Education, English, Language, Teacher, Challenges.

I. INTRODUCTION

The modern era is a knowledge-based era. The speed with which information may be shared is crucial. Most nations with the resources and expertise to join the new electronic world also play major roles in shaping its cultural and economic landscape. In particular, the teaching and learning of English may benefit from the power and relevance of technology. Technology has a major impact on improving the quality of English lessons. In today's highly connected world, it's a need. The existence of ICT is, in fact, beneficial for both educators and pupils. Teachers may use ICT to help them educate, either to foster a more engaging learning environment or to improve the communication and collaboration between themselves and their students.

There has been a dramatic increase in the number of schools implementing ICT (Information and Communication Technology) in the classroom in recent years. Technology in the classroom allows for the testing of new pedagogical methods and the broadening of horizons for both teachers and students. The use of ICT in the classroom has several benefits for both teachers and students. ICT has had a major impact on both

teachers and pupils as a consequence of its evolution and refinement with new technological tools and instructional software. The term "information and communication technology" (ICT) is used to describe a group of devices that are useful for doing data-centric activities. This includes data acquisition, processing, storage, and presentation. The importance of working together and exchanging information is growing in these contexts. There are a number of ways in which the use of ICTs including the web, wireless networks, mobile phones, email, social media, intranets, and SMS might enhance classroom instruction. The strategic use of information and communication technology has the potential to improve both the standard of education and the learning capacities of students. Projectors, Multimedia, virtual learning materials, digital resources, software programs, and online learning materials can be used by teachers to improve their instructional skills and provide variety to their courses on alternating days.

Teachers of English as a foreign language may make use of ICT's many advantages to create a lively and inspiring learning environment in which students may easily understand even the most difficult ideas. One further obvious benefit of using ICT in the classroom is the way it encourages student and teacher collaboration. Using ICT, teachers may establish more meaningful relationships with their language pupils. They can keep in touch with one another both in and out of the classroom through the use of technologies like email, texting, video conferencing, and social networking. Strategic use of audio and visual aids in the classroom allows teachers to more readily grab and hold the attention of young language learners.

II. ICT FOR LEARNING AND TEACHING LANGUAGE

Although incorporating technology into LTL is nothing new, the effects that ICT may have on education cannot be understated. The sheer nature of ICT as a cutting-edge innovation means it may be used in novel ways in the classroom. To paraphrase UNESCO¹, "great potential for knowledge dissemination, effective learning, and the development of more efficient education services" may be found in the use of ICTs. The authors state that "how to transform the curriculum and teaching-learning process to provide students with skills to function effectively in this dynamic, information rich, continuously changing environment" is the central problem facing today's educational institutions.

Principles of the communicative method were used to design the lessons, which entailed less time spent on grammatical rules and more time spent actually communicating with others in order to improve fluency and accuracy. While students did have a role in the process, the computer ultimately provided all of the answers. The built-in computer exercises are less emphasized and internet and more complicated computer programs are used in learning activities. Students are taught to find and apply information in a variety of ways to complete assignments.

In addition, it is clear that the computer and its related applications have a wide range of possible uses from any point of view. The point of technical progress is, of course, to

facilitate the development of instruments that aid humans in doing their tasks in less time. The extent to which they are used, however, determines their potential. That is to say, there is a price to pay for achieving fruitful ICT integration in LTL. It's true that the benefits of ICT don't just happen, but can only be realized if a few things are in place first.

III. ICT INTEGRATED TO ELT

Integrating ICT into ELT has the potential to speed up progress while also bridging the gap between the educational and technological communities. The development of new technologies is a fortunate byproduct. To reach their students on a more personal basis, language teachers might employ ICT tools. Technology enables this dissemination of content in a manner like to that of a lecture. There may be an improvement in students' body language when they go from screen to teacher. It is possible to give a good illustration of a subject by giving a clear and visually pleasing example. First and foremost, individuals who were unable to attend class can still benefit from the resources provided. An excellent case in point is the Swayam Prabha program at the Central Institute of Technology in Education. With the use of the internet and mobile devices, students may easily access course materials and take part in real-time lectures.

Video conferencing, digital video, and interactive whiteboards are all forms of communication technology that can be useful in an English as a Second Language (ESL) classroom, especially for students who are learning English as a second language. Students not only benefit from the enhanced listening and speaking skills that come from working one-on-one with a native speaker, but they also get valuable cultural insight. Because of its effectiveness and convenience in the classroom, the "Lecture Method" is employed by the great majority of English language teachers. There were several problems with this method that made it difficult for the students to learn. Rather of being interactive, most lectures consist of the professor speaking and the students listening. Even if the material is engaging and the teacher is conveying it clearly, students will lose interest after around fifteen to twenty minutes of a lecture. ICT may have a large beneficial influence on student learning in ELT classrooms, but teachers' lack of confidence and self-belief is a key obstacle to its implementation. For this reason, the researcher decided it would be instructive to conduct a study of ELTs' attitudes on using technology into their lectures.

IV. USES OF ICT IN ELT

Verbal and Data Exchange Students in the twenty-first century simply cannot function in the absence of their personal electronic gadgets. Students born in the 1990s and 2000s are sometimes referred to as "digital natives" to describe their innate comfort with and proficiency in using digital technologies. The curious and ambitious learner wants to go beyond what is taught in the classroom. To meet the needs of today's pupils, today's educators must rely on information and communication technology (ICT) tools. Unfortunately, due to a lack of understanding of these tools and the abilities necessary to

use them for teaching, teaching using technology has become a challenging and demanding work for instructors in several regions of India, particularly the rural and semi-urban sections of Tamil Nadu. The capacity to tailor one's use of technology to the requirements of individual students is an essential skill for any educator of the English language. The onus is on the individual educator to seek out and fix systemic issues in the classroom. Educators who are willing to rise to any challenge may profit from taking the time to plan ahead.

Despite the widespread availability of computers in Indian classrooms, teachers seldom make use of them due to a lack of excitement. Teachers in rural areas have been slow to update their approaches because they have to keep fighting to use methods from the past. While the vast majority of educators may support rigorous academic standards, many lack the training to implement them in the classroom. It is vital that educators find the internal motivation and incentive to utilize such media because of the enormous influence that even relatively affordable media use may have on a teacher's practice. In the long run, it can also help them cultivate more innovative and spontaneous learning environments in the classroom.

The abundance of widely available technical tools, computer programs, and mobile applications has made it simple for modern English language educators to incorporate technology into their courses. Teachers of poetry might benefit from utilizing Microsoft Word as a tool for writing and rewriting poetry texts that can be projected onto a screen with the help of supplementary visuals such as photographs, musical selections, and clip art. Television, compact discs, digital video discs, portable media players, Apple iPods, iPads, laptop computers, and smartphones all play an increasingly significant role as instructional technology in today's schools. Since it has such a direct bearing on their success in life, kids would benefit greatly from research on how teachers are utilizing ICT to boost their students' LSRW skills. All English language programs should include instruction in grammar, composition, prose, poetry, short stories, and biography. Reading and writing tasks, as well as vocabulary, synonym, and antonym activities, are all a part of the course materials.

V. CHALLENGES OF ICT IN ELT

The advantages and disadvantages of technological progress are similar to the two sides of a coin. Spreading new methods of teaching utilizing technology is not without its difficulties. Many things can go wrong, including but not limited to technical issues, bad vibes from instructors, a shortage of materials, etc. There are still several obstacles that teachers and students encounter when trying to include ICT in ESL programs.

- Previous polls have revealed that the high student-to-teacher ratio is a problem in both public and private schools. Ninety percent of schools in the United States have a student-teacher ratio that falls between 45 and 50 to one. It is challenging

to use technology to teach such a large population. Everyone loses out when a single instructor is responsible for too many kids.

- Using technology in the classroom is a forward-thinking strategy, but it's not without its challenges. Many technical issues, such as power outages, malfunctioning equipment, bad connectivity, a lack of experience with ICT tools, and so on, might develop while using technology.
- Nothing in life is ever the same. Even if 85 percent or more of the nation's pupils are comfortable using technology, much of the country's IT infrastructure is located in large cities. Mewat is representative of rural, impoverished areas like those seen throughout the developing world. Despite their affluent upbringing, their academic achievement is below average. Most kids from low-income families don't have access to technology like computers and the internet, which limits their ability to learn.
- It is difficult to improve educational possibilities in poor communities without the support of the government.
- Teachers' attitudes toward technology are a major barrier to its use in the classroom. Teachers are ill-equipped to provide a technologically-based education at this time. They are slow to accept innovative methods of instruction. They flourish in widespread usage since that is what they know best.
- There is a critical shortage of trained teachers. The teachers don't know enough, and they don't want to learn more. The government and CIET have implemented a number of initiatives, such as the Faculty Development initiatives (FDP), to improve their technical knowledge. Additionally, CIET has announced its annual awards for distinguished educators in the field of technology. While many teachers benefit from these practices, those in less-developed areas typically voice displeasure with the emphasis on digital or e-learning.
- In impoverished and rural areas, children often lack basic resources such as school materials. Urban classrooms have every conceivable facility, and teachers are similarly well-equipped, unlike in the following locales, where amenities are employed for more than just showing off. The pupils can't use it, which is a shame. Amenities are quite spotty in terms of availability.
- Effective use of information and communication technologies (ICT) in the classroom requires a well-developed system of audiovisual equipment, projectors, smart classrooms, etc. Because of the high cost, not many schools can afford to purchase these materials for their courses.

- It is essential that educators and students alike be familiar with the data protection laws that pertain to the usage of ICT tools. Online identity theft is rampant, and viruses provide an additional risk to data security.
- Notwithstanding the rapid advancement of technology and the fact that its use is now vital in every domain, quality control is still necessary in the educational sectors. Haryana's secondary schools for older pupils suffer from a systemic issue: there are no universally accepted measures by which to judge the success of their information and communication technology (ICT) curriculum. The numerous educational accrediting authorities (CBSE, NAAC, AICTE, MCI, etc.) need to get down together and establish some strict restrictions for the benefit of students.
- Many current teachers lack the necessary qualifications to do their professions, according to strict standards. It's not unusual for students to outshine their teachers' knowledge on a given topic. Many educators are reluctant to incorporate technology into their lessons because they have not received adequate preparation.
- Technology-based The resources needed to keep teaching approaches at their current level of effectiveness are substantial. A serious issue is the dearth of available technicians. One major challenge is the high cost and high complexity of conservation efforts.
- In developing countries, there is no stable electricity supply to support the data storage needs of ICT. Teachers should be prepared for these challenges by supporting the integration of technology into ELT practices for the English language.

VI. CONCLUSION

Many different pedagogical tenets and methods may be applied to the classroom setting when information and communication technologies are incorporated. However, the use of ICT in the classroom is more challenging since it necessitates specialized knowledge on the part of educators. In addition, there are obstacles that make it difficult for educators to use ICT in the classroom or create supplementary resources using ICT. Further, the learning and teaching process may be improved by the implementation of ICT, but this requires initiative on the part of schools, parents, and stakeholders. In addition, educators may have easier and quicker access to distribute their lesson plans using ICT. Teachers and students might work together more effectively using ICT. Students' mindsets toward language study may also benefit from the use of ICT. As an added bonus, ICT has the potential to aid educators in the teaching-learning process.

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