

## Integration of Information Communication and Technology (ICT) tools in English Language Teaching (ELT) from Teacher's Perspective

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### Abstract

The use of information and communications technology (ICT) in English Language Teaching (ELT) is a relatively new phenomenon and it has been the educational researchers' focus for more than two decades. The integration of information and communication technology in the 21<sup>st</sup> century is main part in the teaching-learning processes. In this research paper, the researcher showed the integration of technology is a significant tool in the teaching-learning processes of English in Engineering colleges. The study shows how often the English teachers are using ICT tools in the English classrooms and how far they recommend their colleagues to use some of the ICT tools in their classroom.

**Keywords:** Information and Communications Technology (ICT), Integration, English Teachers Perceptions, English Language Teaching (ELT), Engineering College

### INTRODUCTION

In this 21<sup>st</sup> century, the term "technology" is a main issue in many fields including education, because technology act as a medium of knowledge transfer highway in most of the countries. Technology integration nowadays has gone through innovations and transformed our societies that has totally changed the way people think, work and live (Grabe, 2007). When English entered into the curriculum, the language teachers faced it as a challenge and they concentrated only on the exam point- of – view. But language acquisition mainly focuses on oral proficiency. So they failed to make their students orally proficient. Teachers adopted many methods to make the students understand the English language but no method helps the students to improve their oral proficiency. With the influence of technology in all the fields language teachers also adopted some of the ICT tools to teach English. This integration vanished many ELT trends that were popular in the past and substitutes with the innovative integration.

The integration of technology in the English classroom has expanded very quickly and effectively throughout the world, and a wide variety of activities to choose from. Different researchers have found that online students can have better results than traditional students. (Maki and Maki, 2007). Traditionally learning a foreign language was difficult, but introduction of ICT in language teaching has changed the

traditional concept. ICT defines learning as neutral, social, active, contextualized, based on ability and the strength of students. Use of ICT in teaching-learning atmosphere can bring a quick change in society. It has the potential to transform the nature of education i.e., where and how learning takes place and role of learners and teacher in the process of learning. It is essential that teachers must have basic ICT skills and competencies. Due to the pervasion of technology in all spheres of life, the trend has been changed in the 21<sup>st</sup> century in the teaching methodology also. As Garret mentioned "The integration of ICT in teaching and learning is not a method; rather it is a medium in which a variety of methods, approaches and pedagogical philosophies may be implemented" (1991). This statement shows that the effectiveness of ICT depends on how and why it is applies and integrated.

A vast amount of literature review has highlighted the benefits of ICT in language teaching and learning. ICT encourages learner autonomy and it provokes motivation. As Kuo mentions "the blossoming of multimedia technology including visual aids, sounds, video clips, and animations and so on motivates learners" ICT attracts the learners' attention and elevates their interest in learning. With the use of ICT it is possible for the learners to access a huge amount of authentic materials from the internet and it makes English learning more enjoyable and pleasurable. Various researches prove that ICT helps the learners more rather than its disadvantages. It is

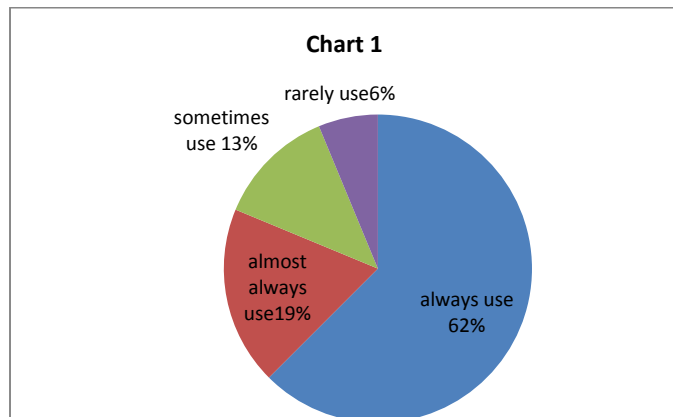
proved that the application of ICT tools inside and outside the classroom activities and also helps in acquiring good competency in all the language skills.

" Youtube has the potential to connect learners with authentic English input through what is quite possible already a part of their life experience ... and provides a context through which they can interact, exchange ideas, share feelings and participate in a web- based environment" (Kelsen, 2009)

This study used a convenience sample of 16 English professors (9 female and 7 male) from an engineering college at Erode district. All the professors were from English background and they were teaching first year engineering students. The questionnaire were administered during the break time and explained about the motive of the questionnaire. This study was considered as a pilot study for the further research. The main purpose of this study is to

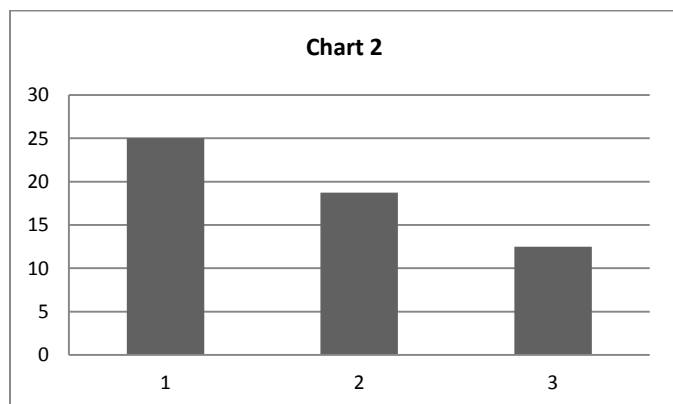
know the usage of ICT tools by the teachers working in engineering colleges and to identify how far they recommend their colleagues to use ICT tools in their classrooms for teaching English language. This pilot study aims “to identify problems, so that they could modify, delete and add items in the instrument to increase the reliability”( Wang 2009).

## RESULTS AND DISCUSSIONS



It is inferred from the chart that 62% of the population always use some of the ICT tools for their language teaching in first year engineering classroom. 19% almost always use some of the ICT tools to aid them in teaching. 13% of the population sometimes uses any of the ICT tools in the language classrooms. 6% of the population rarely uses ICT tools for their teaching. This chart clearly shows that most of the language teachers in an institution are using ICT tools and they feel comfortable and they are willing to use the tools in English language Teaching classrooms.

Percentage analysis of the recommendation of ICT tools integration to their colleagues has been given in the chart 2.



It is understood from the chart that 12.5% (3) of female faculty can almost always recommend their colleagues to integrate some of the ICT tools in their teaching. 25% (1) of the male faculty and female faculty always recommend their colleagues to use ICT for their teaching. 18.75% (2) of the male and female faculties sometimes recommend their colleagues to use ICT tools for their classroom teaching.

“ The only way to discover the limits of the possible is to go beyond them into the impossible” – a saying by Arthur C. Clarke proves that integration of ICT tools in the English language teaching has been integrated by many of the teachers now- a –days. For some senior and conventional teachers ICT tools integration seems to be a mystery and they are finding it difficult to integrate any of the tools. Some psychological barriers and classroom setup prevents them from using ICT tools in the classroom. As far as teaching English language is concerned technology provides various sources as well as acts as a platform for students and teachers to exhibit their skills.

## CONCLUSION

This paper tries to prove the integration of ICT tools in a language classroom benefits the students and also the teacher. With the appropriate integration of the tools it helps the students to make the students understand and learn the language easily and it provides multiple choices to choose what they like. It helps them to make students enhance proficiency in English language learning. In teacher’ s perspective even though in the beginning they may have some barriers to use ICT tools in their classroom but once they started learning to use they feel comfortable and most of the teachers are willing to recommend it to their colleagues also. So to an extent in this modern era, the integration of technological tools in English language learning and teaching is really beneficial.

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