EFFECTIVE STRATEGIES OF ELT BASED ON ICT

Koshaeva S.,
2nd-year Master Student of
Nukus state pedagogical institute,
Department of English and Literature
Uzbekistan, Nukus

Abstract: The article focuses on defining the role of ICT in English language teaching and learning. Information technologies have proven to be beneficial to language learners while learning a second or foreign language.
Key words: ELT, ICT, effective strategies, modern technology, e-devices, to be motivated and etc.

English language learning and teaching methodologies undergone many changes over the last decades: moving from a traditional grammar-translation method to more student centered methods such as Total Physical Response, Communicative Language Teaching (CLT) and Task-Based Learning (TBL) which are more popular among language teachers [5]. As the recent innovations, Mobile Assisted Language Learning (MAAL), Computer Assisted Language Learning (CALL), Technology Enhanced Language Learning (TELL) and E-learning have been increasingly used in English language classroom [3].

Technology has created opportunities and challenges to the teachers and learners to a great extent. A recent surge in the use of information and communication technology (ICT) is having an impact on how English and other languages are taught and learned. The value of ICTs for language learning is widely accepted, albeit in some cases with caution. In the context of developing countries, ICTs are often seen as an empowering tool which provides people with access to opportunities and choices that were hitherto not available, however e-devices for English language teaching and learning are still an emerging field in developing countries [2, 21].

Teachers in the 21st century must have to integrate technologies to teach languages effectively in the classroom. In technology integrated instruction, teachers and students make use of e-devices. E-devices are those devices which

accomplish their purpose electronically. ICT can be seen as empowering tools which provide people with access to opportunities and choices for grammar exercises and activities.

Technology is a way in which people use the ideas of science to make their task easier, faster and available. Nowadays, some modern electronic devices such as computer, television, overhead projector, mobile phone, multimedia and web based applications have vital roles in language teaching because they help to teach language more effectively and appropriately. It is claimed that most of the teachers in urban areas have been using various technologies in the classroom [9]. We can see the growing tendency of using ICT in language teaching and learning with the help of e-devices. It can be taken as a positive signal towards e-learning. However, there exist many problems in doing so. The problems are related to our attitude in the use, challenges we have to face while going through them in the classes and the strategies to be chosen for their effective uses.

Different types of technologies and electronic devices are applied in the field of ELT that help language teachers to make their professional life easy. Karries [4, 32], states that the major impact of the recent developments in the teaching of foreign languages can be seen in terms of a learner centered, motivation-based and activity oriented approach to language teaching supported by television, radio, and audio-visual aids. Technology in the classroom is a double-edged sword. Engaging modern students into the so-called 'digital natives', for whom smart phones and social media are the way of life is a dire need of the day. So, the educators feel that they must integrate digital teaching strategies. At the same time, many of the modern electronic devices and software are introduced into the classroom to learn language more effectively. In this regard, Dash and Dash [1, 32] view, "the electronic media can now bring real English to all our schools, however remote, if we provide them with the channels of distribution, students will learn real English in school with much greater ease and eagerness through radio, television and other electronic devices".

Today science and ICT have left their impact on every aspect of human life. Most of the significant developments that one can observe today can be attributed to the impact of science and technology. Even in education sector, we witness that technological advancement and innovations have made a visible impact and have changed a scenario. Traditional methods of imparting higher education have become less motivating. Here, technology plays an important role in creating innovation and motivation for the learners. The word 'ICT' includes any communication device such as computer, mobile phones, radio, and television and satellite system. It has to do with the Internet facilities. Now, the role and use of technology as a tool for teaching of the English language is increasing as educators have understood its ability to create both independent and collaborative learning environment in which students can learn English with much ease. The use of ICT in teaching and learning process is the need of an hour and teacher is expected to be innovative and enthusiastic in his/her teaching learning process by integrating ICT. A teacher needs to think of using technology in imparting education.

Literacy in ICT is fundamental to life in our modern technological society. To equip students to be literate life- long learners and global citizens of the 21st century, we must successfully integrate ICT into both the English curriculum and English pedagogical practice. ICT is a valuable tool to enhance teaching and learning. For teachers, ICT is a professional resource: a mode of classroom delivery, a source of valid and valuable text types. For students, it provides opportunities to communicate more effectively and to develop literacy skills including skills in critical literacy. It is a valuable tool for, researching, composing and responding, viewing and representing in English.

Some commonly used ICT tools associated with searching and managing knowledge include communication and collaboration systems such as group E-mail, teleconference, video conference, chat, IMO, forum, shared information spaces workflow management system, group decision support system. Similarly,

the teacher can integrate mobile phone, email, social networking sites, messenger, mobile apps, online dictionaries, radio, television, cable, tabs, CDs, DVDs and other highly accessible data based sub-systems in language teaching and learning.

Technology enhanced learning has several advantages to the teachers' professional learning and the students' language learning process. Gide (2014) has made an outline of the benefits of technology enhanced learning including: creating no boundary and no restrictions in learning, providing more fun in learning, being cost effective, making learning ease by creating flexibility and the ability to remotely access classroom in the student's own time, keeping learners engaged and becoming a self-assessment tool [3, 37-43].

Technology integrated learning requires certain strategies to make it effective in learners' learning and teachers' professional development. In this regard, White and Ray (2015) have presented following strategies [7, 17-18]:

- The teachers must have the knowledge of the subject.
- Similarly, they should appeal to all learning styles.
- In the same way, they should facilitate the content.
- They have to create platforms for learning.
- The course documents should be available to every student.
- They have to communicate clear goals.
- Teachers can establish social networking.
- They have to list the course pathways.
- They need to make effective usage of available resources.
- They should mention the clear expectations and establish a supportive community.

If the teachers follow the above-mentioned strategies in their integrated ICT based instruction, of course, there will be positive outcomes in students learning.

Nowadays, we use e-devices as a gateway in learning and teaching language in ELT classrooms. Despite many more advantages of implementing ICT into ELT in the context like ours, we have some challenge too. We may have difficulties in infrastructure development. Similarly, ICTs may not be in the access of all the teachers and learners. They are quite costly. We may face problem of transportation and electricity. The teachers can have the problem of providing training to the students. Similarly, there can be the problems in time management and material development. Similarly, some other problems are related to practicality, lack of authentic materials, local English materials and cultural appropriateness. In the same way, there can be the problem of finding out expert teachers to handle their teaching with ICT.

To conclude, we can state that learning language with e-devices at least addresses the issues of content, cognition, communication, and the relationship between culture and language. Besides, the use of ICT in learning language in daily life seems effective to develop intercultural communication skills. They can get opportunities to improve overall target language competence and develop oral communication and socialization skills. In the same way, the students will be motivated to learn language with ICT.

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