

“NEW ROLES OF ENGLISH TEACHER WITH ICT IN TEACHING AND LEARNING OF ENGLISH”

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ABSTRACT

The advancement of Information and Communication Technologies (ICTs) has drastically changed the cutting edge life in every one of the perspectives. The relationship of ICT in our day by day life is unavoidable. The incorporation of ICT in English Language Teaching, (ELT) as Foreign Language (FL) or Second Language (SL) has made the teaching and learning less demanding, legitimate, dynamic and powerful. It has additionally influenced the conventional teaching and learning process and has acquired changes the customary parts of teachers.

I. OBJECTIVE

This paper has a tendency to give a review of the significance of ICT in teaching and learning of English as a second or a foreign language. It examines the components which make the incorporation of ICT in language teaching and adapting effectively. Also, it talks about the changing parts of educators with ICT and the significance of general instructor's preparation for powerful work of ICT apparatuses in teaching.

II. APPROACHES AND RESOURCES

So as to comprehend and clarify the substance of ICT in Teaching and Learning of English Language and the changing parts of educators with ICT different distributions, articles, diaries and sight and sound and web looks were analyzed and recognized. The technique utilized is systematic and clear. Both essential, and optional wellsprings of data, have been taken.

III. INTRODUCTION

The momentous passage of technology has made changes in all parts of society. The effect of Information and Communication Technology (ICT) on the fields like tourism and travel, business, banks, pharmaceuticals, engineering and engineering and so on is colossal. The inescapable effect of ICT has infiltrated in such a way, to the point that without it the arrangement of practically field appears to get hung-up. The enchantment of technology has not left the field of instruction untouched. ICT has brought an emotional move of instruction from educator – focused to student focused. Prior, Education was a Uni-directional exchange of data from the educator to the student yet the situation today is not the same. It has changed the idea of up close and personal

teaching and empowered the fast development of mixed and online courses. Particularly, the field of ELT has been made bona fide, less demanding, and intriguing with the joining of Information and Communication Technologies (ICTs). As indicated by Warschauer (1996), technology and the Internet assume an imperative part in teaching the second and foreign language as a guide to the instructor. As obvious, a lot of assets for teaching and learning English is accessible through Internet nowadays.

Disregarding the way that ICT makes teaching and learning less demanding and intriguing, in the meantime, it offers new difficulties for the two teachers and understudies. There is a misinterpretation of educators being repetitive or at the end of the day; there is confusion that the utilization of ICT in teaching would supplant teachers from the classroom. Truth be told, new instructive technologies don't control the requirement for teachers yet they require a redefinition of their parts and calling. As indicated by Laurillard (2002), if there is to be development and change in college teaching—as the new technology requires, as the information business requires, and as understudies request—at that point it takes after that scholastics must move toward becoming specialists in educating. This suggests coordination of ICT in ELT has not just influenced the way of teaching and adapting yet in addition has changed the parts of educators from that of teacher to that of constructors, facilitators and makers of learning condition.

Keeping in mind the end goal to comprehend the variables or reasons which roll out improvements in the parts of instructor, it is smarter to examine about ICT and how can it influence teaching and learning process, particularly in ELT

IV. DEFINITION OF ICT

ICTs remain for data and correspondence technologies and are characterized as an assorted arrangement of mechanical apparatuses, assets, and teaching methods used to impart, and to make, disperse, store, and oversee data. This technology incorporates PCs, the Internet, broadcasting advancements, for example, radio, TV, and communication (Tinio, 2010). When all is said in done terms, ICT is any utilization of "figuring gadgets, for example, desktop PCs, tablets, virtual products, or Internet for instructional purposes." (Hew and Brush, 2007, p.225). The United Nations Development Program (UNDP, 2003) characterizes ICTs as "fundamentally data dealing with instruments a fluctuated set of merchandise, applications and administrations that are utilized to create, store, process, circulate and trade data. They incorporate the 'old' ICTs of radio, TV and phone, and the 'new' ICTs of PCs, satellite and remote technology and the Internet. These distinctive instruments are currently ready to cooperate, and join to shape our 'networked world' a huge framework of interconnected telephone utilities, institutionalized registering equipment, the web, radio and TV, which ventures into each edge of the globe.."

The utilization of ICT in Foreign Language training has created from the most punctual stages in sound tapes, word preparing and CD-ROM (Becker et.al.,1999; Evelyn and Oliver, 1987) to Internet perusing, online connection with companions and individuals of comparable interests utilizing Computer Mediated Communication (CMC), synchronous and non-concurring, for example, visit, video remotely coordinating, whiteboard, exchange discussion, interpersonal interaction locales, email and different types of technology including websites, wikis, IPod, and MP3s (Murray). As indicated by Warschauer (1996), ICT adds to make genuine learning condition and permits the advancement of language aptitudes like tuning in, perusing, composing and talking in the meantime .Use of ICT in classroom comprehends accomplishment and increment

in self-coordinated learning, with the capacity to impart, direct research and present thoughts adequately past the bounds of the class (Shetzer and Warschauer, 2000). Warschauer (2004), Warschauer and Healey (1998), and Warschauer and Kern (2005) recommend that microcomputers that have been coordinated into language direction, and have progressively added to the upgrade of English capability in all language aptitudes.

V. NECESSITY OF ICT IN ENGLISH LANGUAGE TEACHING

Obviously, it is reasonable to state that mix of ICT in ELT upgrades the teaching and learning process. The accompanying are the variables which make the joining of ICT in instruction, particularly in ELT fruitful:

VI. DYNAMIC LEARNING

Utilization of ICT in language learning makes the way toward teaching and learning dynamic, fascinating and propelling. ICTs effects affect learner mentalities toward the language teaching and learning. It is on account of, various assets like sound clasps, video cuts in the objective language and different other utilization of ICT like teaching through savvy sheets and whiteboards make the lesson all the more intriguing and students get persuaded to take in the lesson. In addition, the utilization of PC based guideline expands fearlessness and confidence of students. In this setting Warschauer (2004) affirmed that one quantifiable advantage to build inspiration is that understudies have a tendency to invest more energy in errands when on the PC. Students are not any more aloof with the presentation of ICT in teaching and learning process.

VII. REALNESS

ICT, especially the Internet gives language students the chance to utilize the objective language in genuine and true setting. The Internet makes present and valid materials in the objective language, effectively and fast available. ICTs give valid materials as well as with PCs and the web; students can cooperate with the local speakers of the objective language over the world. Particularly, the field of ELT has been made genuine, less demanding, and intriguing with the combination of Information and Communication Technologies (ICTs). As per Garrett, 1982, students get a chance to interface with the local speakers of the objective language and this aides in the improvement of at least one of the four language aptitudes, in particular tuning in, talking, perusing and composing on the grounds that, keeping in mind the end goal to cooperate, students need to utilize or create content implied for a crowd of people in the objective language. Going up against such challengeable circumstances is the touchstone for utilizing the language in realness not falsely. Accordingly, Skinner and Austin (1999)[] claim that understudies' advantage, inspiration, and certainty will be advanced.

VIII. ACCESSIBILITY OF THE RESOURCES

The Internet – one of the essential types of ICT, offers access to an exponentially developing storage facility of data sources, practically boundless systems of individuals and PCs, and extraordinary learning and research openings. ICTs give access to an assortment of language teaching and learning assets that could help teachers and students in teaching and learning language separately. ICTs are extremely animating a direct result of the accessibility of the learning materials whether it is PC based or in the web; and understudies can learn at their

own place and possess time. The accessibility of pictures, activity, sound and video cuts help a great deal more in introducing and honing new language.

IX. SELF-GOVERNANCE AND LEARNER FOCUSED

With the assistance of ICT-based apparatuses and the continually developing number of accessible real language assets, language educators can give individual and customized direction to the students. In the meantime, with PCs, the learner can undoubtedly get to, control, change, store and recover data which advances more noteworthy self-governance in learning. The utilization of a few media—audio, video, legitimate settings and true encounters assist language students with various learning style in absorbing the substance as per their necessities. (Jonassen et al.1999). Unavoidably, the utilization of ICT in the classroom will change the part of students, empowering them to apply more decision over how they approach think about, and requiring less course from educators. In the expressions of Forsyth, understudies will have the capacity to guide their own examinations to a more prominent degree, with the instructor going about as a guide or mediator instead of as a chief (Forsyth, 1996: 31). Moreover, Ahmad et al. (1985, p. 116) states that PCs can give singular thoughtfulness regarding students who need to cure and increment their capacity, keeping in mind the end goal to locate their own particular capability level and to pick exercises or errands that suit their individual learning styles. Utilization of technology or ICTs in language learning can enable students to defeat the impediment of time and assets and the procedure of individualized learning can be boosted. Understudies have the chance to pick the components of language, their own level, pace and time of language learning. Warschauer and Kern (2005), exhibit that, while presented to legitimate and dynamic language assignments, students are pushed to control their learning time and push to speak with their accomplices, companions or class. Not at all like the customary techniques for language teaching, ICT in language learning bolsters student focused way to deal with language educating. Students get the full presentation to the bona fide target language as indicated by his chance and space of language learning. Not just this, ICT spurs the bashful understudies to make inquiries or connect with the educators and companions through the web, who might dependably stay calm in the classroom.

X. COLLECTIVE LEARNING

The utilization of ICT in a language classroom gives chances to the improvement of participation and coordinated effort with the kindred students and companions. Beforehand, understudies or classes would compose letters or later even messages to each other. Today, utilizing ICT they can 'skype' or visit on the web, where they cannot just keep in touch with each other progressively, but also see each other and address each other on the web. Communication with the local speakers of the objective language is additionally effortlessly conceivable. Understudies are in this manner ready to compose, read, talk, tune in, and respond to a discussion utilizing ICT as a major aspect of the language learning process. They are propelled to impart and team up with companions to deliver normal items, for example, wikis.

IX. MULTIFACETED TOOLS

One of the benefits of ICT in language teaching and learning is that it can effectively give teaching and learning assets in various ways. With respect to example, a similar material can be given as sound clasps, video or as

film. Also, ICTs encourage distinctive learning exercises as testing, doing activities and performing diverse instructive undertakings or recreations.

X. SELF-EVALUATION

The examinations framework as a rule, test the perusing and composing aptitudes of the understudies and absolutely disregard the tuning in and talking abilities, which are fundamental aptitudes for any language. The listening limit can be tried through PC helped bundles like tuning in to an exchange/section and noting the inquiries or tuning in to addresses and after that noting short inquiries or genuine or false articulations. It will upgrade their gifts for taking worldwide tests in light of the fact that numerous focused exams take after such an example to test the getting a handle on capacity of the understudies.

IX. ASSISTANCE TO TEACHERS

ICTs, particularly Internet gives access to assortment of teaching materials that give an immense scope of introduction to the objective language and could demonstrate valuable to build up the student's language aptitudes. What's more, they help the teachers to deliver, store and recover their materials effortlessly and quickly. The accessibility of immense scope of showing materials help in arranging and creating powerful showing materials and in the meantime, spare the teachers time.

X. CAUSES BEHIND THE CHANGE IN THE ROLES OF TEACHERS.

In spite of the fact that, the current technology aid better teaching by giving a gigantic scope of chances and offices, however the truth of the matter is that technology can't supplant the educator. Truth be told, utilization of late mechanical patterns in instruction, does not check the requirement for teachers in classroom rather, they reclassify the parts of educators. In this way, it is inappropriate to state that teachers are getting to be noticeably repetitive as a result of the utilization of ICT in classroom. The requirements for educators association is important to abstain from leaving the technology control the lesson. As indicated by Brandl, 2002, ICT can be compelling just with the instructor's part as "facilitator" who designs and aides the lesson. Along these lines, to utilize the advanced technology successfully, the ELT instructor should likewise be set up to expect new parts (McLaren et al, 2005). Canado (2010) declares that the outside language instructor works as advocate, mentor, helper, facilitator and onlooker.

Many investigations and articles have recognized purposes behind the necessities of progress in the parts of educators must change with the expansion of ICT. Right off the bat, the part of the educator must change on the grounds that ICT will make certain current assets wind up noticeably out of date. Assets, for example, overhead projectors and writing slates may never again be fundamental if all students approach the same organized asset on which the educator is showing data, particularly if understudies are not physically in a similar area. Furthermore, ICT may likewise make some appraisal techniques repetitive. Low level (real) information for instance, has been customarily tried by the utilization of numerous decision questions. In an ICT domain, on-line tests can without much of a stretch be utilized which right away give the instructor an extensive variety of data related with the student's score. Thirdly, the part of the educator must change as in it is never again adequate for teachers only to confer content learning. It will be that as it may, be essential for teachers to

support basic deduction aptitudes, advance data proficiency, and sustain community oriented working practices to plan kids for genuine circumstances. The Internet gives chances to request based realizing where educators and understudies can get to a portion of the world's biggest data chronicles. Understudies and educators can interface with each other, learn, adapt and team up with others around the globe. Showing procedures and assets can be shared through correspondence with different teachers and might be coordinated over the educational modules. The Internet gives an abundance of data to the degree that it is presently difficult to exhaustively track the measure of data accessible. Lamentably, deception and errors are comparatively present in extraordinary numbers on the Internet so one of the new parts of the instructor inside the electronic classroom will be to isolate out quality data from falsehood. Distinguishing proof, characterization and validation of electronic data sources will be basic new undertakings for teachers. (Steeve Wheeler, 2000)

IX. ICT AND CHANGING ROLES OF EDUCATORS

The above exchange features the focuses that clear up the requirements and significance of progress in the parts of instructor with the expansion of ICT in training. Analysts and heads have perceived that the presentation of the new media into instructive establishment requires an adjustment in learning and showing designs "The Impact of Information and Communication Technologies on the Teaching of outside Languages and on the Role of Teachers of Foreign language" a report dispatched by the Directorate General of Education and Culture of the European Commission,2003 obviously delineates the adjustment in the parts of teachers with the presentation of ICT in training. Following are the parts that teachers would receive for compelling arrangement of ICT in language educating.

X. FACILITATOR AND GUIDE

Teachers today, are no more all-knowing gurus who dominated the classes of yesteryears rather, the classes now have become more of learner- cantered where teachers are no more leaders or monitors but have become facilitators. As facilitators, firstly, teachers have to be flexible in order to respond to the needs of the students. Secondly, he must be aware of a variety of materials available for improving students' language skill. The language textbook is no longer the sole source of information .Authentic Multimedia programmes are available, showing how native speakers interact in the target language; electronic dictionaries and encyclopaedias' are available for instant reference and much more resources are available online that help develop learners language skills. Teachers need to know how to teach learners to use all this material effectively.

XI. INTEGRATOR (OF MEDIA)

Teachers must not just know and comprehend the elements of various present day mechanical apparatuses accessible in ICT rich condition; they ought to likewise know when best to convey them. Educators utilizing ICT devices need to control students in the utilization of word-preparing; designs and introduction programs that would enable students to utilize ICT devices in making undertakings and introductions and, all things considered, circumstance.

XII. SCHOLAR

Keeping in mind the end goal to make a compelling utilization of ICT devices, teachers need to know how and where they can get to data for their own and for their students' utilization. Educators need learning and competency in the utilization of web indexes and dependable data source. Commonality with the utilization of electronic apparatuses for language investigation (e.g. concordances) will empower teachers to additionally build up their own particular etymological and expert capability and increment their trust in the utilization of the language.

XIII. FASHIONER OF LEARNING CONDITION

So as to develop or outline effective learning situations, educators need to figure out how to assemble assignments and materials to control their students to fruitful execution and finish of their undertakings. Dissimilar to conventional showing material the plan of learning situations is a great deal more mind boggling, as it requires higher request aptitudes including looking into and assessing source materials, setting general points and goals and separating undertakings into significant and reasonable successions. As these assignments are taken on lesson planning time increments and this reality must be respected in showing contracts and they should be urged and coordinated to receive this approach.

XIV. DOUBLE AGENT

An instructor must be an associate to make the successful utilization of current patterns in educating. Outlining learning situations requires some investment and to diminish the workload, teachers need to team up and share duties and errands among teaching staff. The joint effort with partners will help the weight and try the endeavours more productive and fulfilling. Nowadays the web gives conceivable outcomes of trading between educators over the world. Teachers of English as EFL and ESL could well benefit from such web trades, helping them to beat the feeling of segregation.

XV. STUDENT

With the adjustment in the public arena and the advancement in showing innovation, an educator can't go about as all-knowing master. In the ensured condition of the course book they have plan of action to the specialist of the writers and distributors. In any case, in the realm of web, an educator should be refreshed in his field and other related fields also. In this way, an educator must be a steady student to walk as one with the regularly creating world. A further test is frequently displayed to them by students who have more propelled PC aptitudes than they do. In spite of, getting debilitated they ought to learn together with their students and would discover it a fulfilling and productive experience.

XVI. ASSESSOR

With the developing utilization of innovation during the time spent showing learning of dialect abilities, models of assessment should be changed profoundly. For instance, listening aptitudes or oral abilities can scarcely be tried with different decision examinations. A portfolio-based way to deal with evaluating dialect fitness and aptitudes gained would appear to be a more proper method for recording progress in the objective dialect.

Instructors need to secure the abilities that would help in assessing dialect aptitudes. This type of assessment ought to be polished in introductory and in-benefit instructional classes, giving educators direct understanding of the framework and with guide significance to their own particular circumstance.

XVII. INSTRUCTOR TRAINING-ICT SKILLS EXPECTED OF VERNACULAR PROFESSORS

The inescapable significance of correspondences and data in training in the 21st century expects educators to update their insight and to obtain competency in utilizing ICT successfully and innovatively. As talked about in the parts of educators, dialect instructors working in a media-rich condition should:

- perceive the individual learning issues of students;
- settle on a watchful and considered decision concerning the utilization of the media;
- Check reality of data content advertised;
- create productive inquiry procedures and be equipped for leading compelling examination with the assistance of the PC to get valuable assets
- have the capacity to utilize standard programming certainly and skilfully;
- settle on astute and basic decisions of data found.

Preparing for instructors particularly to make educators able in utilizing ICT in their classroom is the main key to make educators walk as one with the present universe of globalization.

In many creating nations, be that as it may, most educators have insignificant or no ICT aptitudes themselves and subsequently can't build up these in students. Two of the most vital backings for ICT combination into instructing and learning are successful Initial Teacher Education (ITE) and Continuing Professional Development (CPD). Both have the best effect on the convictions and routine with regards to instructors (Venezky, 2004). These trainings would make educators able in ICT and they would make successful coordination of ICTs in instructing and learning process.

XVIII. CONCLUSION

The utilization of ICT has innumerable favourable circumstances in dialect instructing. The development in the utilization of ICT like advanced dialect lab, smart board, whiteboard, talking, sound video visit through Skype, online classes and numerous different uses have given educating and learning English dialect in an undeniable and true setting or condition. Also, it bolsters dialect educating both on and off grounds. The development of the utilization of ICT in training requests an adjustment in learning and instructing designs. It changes a customary educator (screen, pioneer) to a facilitator. Further, the significance of ICT in training, clarifies the need of a "move of worldview" in educators part. Furthermore, with the developing interest of ICT in instruction, instructors ought to fundamentally be prepared frequently to be all around familiar with the cutting edge innovation so they can run parallel with the adjustment in innovation. In this way, it can be reasoned that our schools and colleges ought to be outfitted with ICT instruments, as well as instructor ought to be consistently prepared for the genuine sending of the ICT devices for compelling educating. Along these lines ICT and educators as facilitators can get ready students for fruitful life and professions.

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