

English Language Teaching (ELT) Opportunities and Challenges with Communicative Language Teaching (CLT)

K. Sajaya Kumari¹, Dr. T Sharon Raju², Dr. Sampath Kumar Chavvakula³

¹Research Scholar, Department of Education, Andhra University, Visakhapatnam, Andhra Pradesh, India.

²Associate Professor, Head, Chairman BOS in Education (UG) Department of Education, Andhra University, Visakhapatnam, Andhra Pradesh, India.

³Head, Department of English, K.G.R.L Degree College, (A), Bhimavaram, West Godavari District, Andhra Pradesh, India.

Abstract

The study shows teachers/lecturers have ICT implementation opportunities and challenges. ICT development requires teachers to adapt. ICT in ELT can improve education quality, introduce new teaching methods, allow rapid access to resources, change learning styles, increase flexibility, lower textbook costs, and enhance student learning. Disruptions, laziness, expensive pricing, restricted social connection, digital learning material understanding, technological dependence, distraction, and alienation from face-to-face relationships are all concerns with ICT in ELT. The challenges include instructor self-confidence, competence, attitudes, unwillingness to change, institutional or school level, access limits, limited ICT preparation time, and ICT training self-potential development. Infrastructure and technical support concerns slowed ICT implementation.

Keywords: English Language Teaching (ELT), Information and Communication Technology (ICT), technology

Introduction

Information and Communication Technology (ICT) enables digital communication between people and organizations. Computers, phones, radio, TV, and the Internet create, display, store, process, transmit, share, and exchange information. The goal and context of learning activities determine whether ICT is utilized as a learning object, tool, or medium in education. ICT can improve education quality, effectiveness, and accessibility and provide new teaching and learning techniques. Due to inconsistent infrastructure, teacher skill and confidence, time and support for ICT integration, and the possibility of distraction, reliance, and isolation, ICT can potentially hinder education.

Method

This research makes use of library research or literature analysis techniques. Documentation will serve as the methodology employed to collect the data. The researchers searched numerous databases, including ResearchGate and Google Scholar, and managed various written materials, including books and scholarly articles. Certain keywords, including "Information and Communication Technology" (ICT), are employed by researchers while seeking the desired reference. Furthermore, scholars seek out data sources with titles relevant to the subject matter under investigation.

Teachers' Role in ICT: Educators are crucial in integrating Information and Communication Technology (ICT) in education. Here are some key points based on the web search results:

1. **Teaching Effectiveness:** To facilitate students' conceptual grasp, instructors may utilize various ICT resources, including computers and laptops. It enables the use of diverse instructional approaches within the classroom setting to enhance academic achievements.

2. **Literacy in Digital Technologies:** ICT can affect student learning when instructors are digitally literate and comprehend how to integrate it into the curriculum. Schools utilize various ICT tools for information creation, management, storage, and dissemination.
3. **Innovative Teaching Methods:** By substituting interactive digital whiteboards for traditional chalkboards, utilizing students' smartphones or other devices for learning purposes during class time, and implementing the "flipped classroom" model where students view lectures on their personal computers at home while devoting classroom time to more interactive exercises, ICT has become an indispensable component of the teaching-learning interaction.
4. **Administrative Efficiency:** Using digital tools and platforms streamlines administrative duties, enabling educators to focus more on the fundamental aspects of teaching and individualized instruction.
5. **Lifelong Learning:** Information and Communication Technology (ICT) allows individuals to acquire knowledge conveniently and perpetually.
6. **Collaboration and Communication:** Through online forums, video conferencing, and virtual classrooms, students can establish connections with educators and peers worldwide.
7. To summarise, educators' responsibilities in ICT extend beyond technology-based instruction to encompass the promotion of learning outcomes and the establishment of a conducive atmosphere for learning.

Opportunities of ICT in Teaching English (ELT)

The advent of Information and Communication Technology (ICT) has presented English language instructors with abundant opportunities (ELT). Key points derived from the results of the web search are as follows:

1. **Education Quality:** By fostering greater engagement and interactivity, the use of ICT in ELT can enhance the quality of education.
2. **Teaching Methods:** ICT promotes the creation of novel teaching approaches. It enables instructors to utilize or generate engaging educational materials, thereby increasing the adaptability of English as a Foreign Language (ELT) activities.
3. **Ease of Information:** Information and Communication Technology (ICT) grants unrestricted access to information, furnishing instantaneous access to many learning resources. ICT can alter learning techniques to accommodate the varied demands of students. Additionally, it can be cost-effective by decreasing the expenses associated with textbooks and education.
4. **Student Engagement:** Integrating information and communication technology (ICT) in English as a Second Language (ELT) can inspire and motivate students to learn.
5. **Skill Development:** ICT in ELT can encompass all four English language abilities, namely grammar, writing, reading, and speaking. It is a crucial component in the instruction and acquisition of the English language.
6. In conclusion, incorporating ICT into ELT provides many prospects for augmenting the pedagogical and educational processes.

ICT Challenges in English Language Teaching (ELT)

ICT integration in ELT classrooms might provide difficulties for instructors. Nevertheless, strategies for surmounting these obstacles do exist. The following are some recommendations:

1. **Training:** Training can be provided to educators to utilize ICT tools proficiently. It will enable them to overcome their technological apprehension and use it to improve their pedagogical abilities.
2. **Administrative support:** The effective integration of digital technologies into the classroom can be significantly facilitated by administrative support. It can aid in eliminating internal obstacles whilst providing essential resources that can effectively erase most external barriers.
3. **Collaboration:** Regarding the integration of ICT in ELT classrooms, instructors can share their experiences and expertise through collaboration. It can facilitate a mutual learning environment and together surmount the obstacles.

4. **New teaching methodology:** Instructors can implement ICT tools into innovative teaching approaches. It can facilitate the maintenance of learners' interest and the improvement of their language proficiency.
5. **Efficient utilization of ICT tools:** Educators can optimize their ICT tool usage effectiveness by judiciously picking the most suitable tool for each intended purpose. Additionally, they can employ ICT resources to develop compelling and interactive learning materials.
6. **Promoting social contact:** Using ICT resources, instructors can encourage social connection between students and themselves. It may assist in overcoming the constraints of teacher-student social connection.
7. **Striking a balance between ICT tools and traditional teaching methods:** Instructors can balance the two. It can assist in addressing the difficulties associated with technological dependence and students becoming distracted by ICT technologies.

Findings and Discussion

English teachers have talent but struggle with technology in the classroom (Sokoi, 2015). Jumiatin and Lestari (2021) suggest that teachers must grasp ICT skills to provide a unique learning environment. Additionally, ICT enables teachers to innovate and be innovative in teaching, particularly in introducing English effectively. Faridi (2009) argues that ICT is a tool for advancing science, technology, and art, particularly in English learning. ICT enables worldwide communication, and students require appropriate resources to compete globally. ICT-based English learning innovations provide pupils with global chances to improve their skills. Istiqoma and Prihatmi (2020) state that English proficiency requires mastery of four skills: listening, speaking, writing, and reading. ICT can improve these four skills.

ICT for English study is directly tied to computers (Budiman, 2012). Computers become essential to ICT use.

In addition to simplifying lesson planning with Microsoft Office (Word, Excel, and PowerPoint), computers enable contact with distant individuals thousands of kilometres away. It can happen with email, video conferencing, e-learning,

Teachers can benefit from the rapid rise of the Internet by using its resources to teach English. Students struggle with writing since it's hard to convey and produce feelings. ICT in English learning can continue if the teacher is dedicated to operating the programme.

ICT advancement requires self-motivated teachers. ICT success depends on consistency; thus, it can help you learn English. Continuous training in ICT for English learning is crucial as technology evolves.

According to Suhardiana (2019), applying new technology through diverse media is gaining popularity in private and public schools, with digital resources used in English classrooms. Support for using new technologies in various media is growing among many parties. Multimedia technology can effectively engage students in language acquisition by increasing motivation and interest in studying English. This activity's context depends on instructional materials, data availability, and transparency. Students should be encouraged to converse with one another rather than relying solely on their native language to optimize English language training using multimedia technologies.

The researcher forecasts that multimedia-based English training will grow due to technological advances. English learning will be more student-centred and time-consuming. It is optimistic that improving teaching quality and skills will lead to increased student communication ability. In conclusion, this technique can be optimized to enhance student capacities and practical language skills. Below is how Suyanto and Jihad (2013) characterize ICT in language instruction. ICT literacy is typically divided into various subjects for study. What is learned is determined by the type of

education and student level. Using ICT, this curriculum prepares students for school, work, and social life.

Second, using ICT for assignments, data collection, and research. ICT is usually utilized for self-problem-solving. Third, ICT facilitates teaching and learning. Technology in teaching-learning can enhance goal-setting by offering communication tools and structure that simplify explanations for instructors, students, and parents. Information technology tools like KWHL can help teachers define goals (Know, What, How, and Learn). Using ICT in the classroom has pros and cons. According to the report, ICT advancements require lecturers and instructors to adapt to technology. Opportunities for instructors to use ICT in learning activities are growing due to the availability and affordability of ICT equipment and teachers' ICT use skills. Instructors face internal and external ICT learning hurdles. The absence of technology literacy in Indonesia makes improving education harder. Technological integration can simplify education by providing students with a vehicle and knowledge base. Education must keep pace with technology for the government to implement technology-in-education regulations.

Conclusion

Educators encounter both advantages and disadvantages when using ICT in the classroom. According to the analysis, lecturers and instructors alike must adapt to the technology due to the advancement of ICT. The availability and affordability of ICT equipment acquisition and the development of teachers' capabilities in the domain of ICT use in educational settings all contribute to the growth of opportunities for instructors to implement ICT in learning activities. The barriers instructors encounter when utilizing ICT for learning can be classified into internal and external. The lack of technological proficiency among the populace compounds the challenge of enhancing educational standards in Indonesia. Technical integration can streamline the educational process by serving as a vehicle and a reservoir of knowledge for pupils. For regulations and legislation controlling the use of technology in education to be issued by the government, education must progress alongside technology and the times.

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