

ICT- AN EMERGING PERSPECTIVE IN ENGLISH LANGUAGE TEACHER TRAINING

1.M.Prasanthi

Assistant Professor of English

Nadimpalli Satyanarayana Raju Institute of Technology (NSRIT)

shanthivenkat.n@gmail.com

2.Kote. Rajani,

Junior Lecturer in English. Pedapadu. West Godavari

AP, rajanisrr@gmail.com

Abstract

Schools now have access to the rapidly spreading ICT (Information and Communication Technologies) that are permeating society at large. It is necessary for educators to have a solid understanding of the impact of ICT on their students' performance and engagement because of the multiple worldwide breakthroughs in ICT. Since these technologies are always changing, there is no one definition of ICT. Internet and intranet are included in our definition of information and communication technology (ICT), but they are not the only things that fall under the umbrella term "ICT" in this context. The National (US) Higher Education ICT Initiative (2003) identifies the ICT competency in the higher education environment as "ICT competence." The capacity to effectively address informational issues via the use of digital technology, communication tools, and/or networks is essential in today's information society. Ethical and legal considerations around information access must be considered as well as the capacity to utilise technology to do research, organise, analyse, and share information. English Language Teachers, the educational system's most significant organ, play a critical role in shaping the future of its pupils, and this role cannot be understated. Pupils must get relevant and authentic education from English Language Teachers who are trained in current methods.

INTRODUCTION

The educational system is challenged by the information age. The rapid, efficient, and worldwide dissemination of information has laid a new basis for international and national cooperation and collaboration in recent years. The growing influence of information technology on society necessitates a proactive response to the information society's concerns. Until around fifteen years ago, instructors were apprehensive about even bringing up the subject of computers and other forms of information and communication technology in the classroom. People were worried about being replaced by robots, while others hoped they would automate human cognition and relationships. In the present day, things are a little different, and some instructors are more pumped up than others. The issue at hand is not whether or whether ICT should be used in schools, but rather how and for what purpose. English Language Teachers training schools and certain elementary and secondary schools are among the institutions that have yet to embrace the usage of information and communication technologies.

What is ICT?

Teaching and learning, extending access to resources, creating capacity, and monitoring the educational system are all made possible by ICT, which is everything that can be turned into or given in digital form. ICTs include everything from devices and tools to content and resources to forums and services. Digital interactive material, the internet, satellite communication devices, radio and television services and web-based digital content repositories and interactive forums are all examples of this sort of technology, in addition to standard computer hardware. Processes such as digitalization, content distribution and management, platform and process development and deployment, and the establishment of venues for interaction and exchange are all part of this. The use of ICT in the education sector **ICT** is required for its own sake. As education is a lifelong process, having access to it whenever and whenever is essential. Because the rate at which information is being generated and disseminated is rising, it is imperative that people have easy access to it. IT is critical to ensuring that education meets the demands of a wide range of students. Individuals are expected to be technologically literate by society. To address the problems of illiteracy and poverty, we need to make education more accessible and less expensive. The solution lies in information technology (IT).

Importance of ICT

- Access to information instantly and at any time, wherever
- Learning may take place at any time and any place.

- Learning in groups
- The use of various media in the classroom
- Up-to-date information that may be trusted
- internet library access
- Making the teaching of various topics more engaging
- Archiving of educational data
- A wide range of educational materials are available via distance education.
- access to the information source
- A variety of ways to get in touch, such as email, chat, forums, blogs, and more.
- access to free educational resources
- Reducing the amount of time spent on everyday chores by children with impairments
- Access to variety of learning resources

Significance of IT in education

In the digital era. To enhance one's teaching and learning skills, IT gives a wealth of resources. Providing audiovisual training has never been simpler than it is now, thanks to technological advancements. The educational resources are being expanded and widened to a greater extent. Students may now consider computers as tools to be used in many areas of their education, thanks to the inclusion of this vibrant and inclusive strategy in the IT curriculum. When it comes to expressing ideas, creating projects, and organising information, students need to take use of new multimedia technologies.

• Immediacy to information

Due to technological advancements, education can now be delivered in real-time. The speed at which information may be disseminated has increased dramatically in our age of computers and online networks, making it possible for anyone to learn at any time, from any location. It's not uncommon for new technology to be incorporated into long-standing work and home routines without causing major disruptions. In spite of the fact that personal computers have displaced typewriters, the traditional office, where secretaries labour at keyboards and notes are written on paper and physically exchanged, has been remarkably stable.

• Any time learning

It is now possible to get educated at a rapid rate because to the proliferation of computers and the internet. Because to the explosion of information technology, students may study whenever they choose, day or night, in India or the United States.

• Collaborative learning

Studying and teaching in groups or clusters is now a cinch thanks to IT. We can all work together to accomplish our goals when everything is done online. In the new century, educational broadcasting depends significantly on effective postal networks, the telephone (fixed or mobile), as well as various recording and playback methods based on computer technology. Many youngsters in rich nations and among educated elites across the world are now acquainted with the Internet and its Web sites, but for many more who lack even the most basic means of existence, it remains of little consequence.

• Multimedia approach to education

Planning, preparing, and using technologies and materials that include both sight and sound for instructional objectives is referred to as Audio-Visual Education. Videodiscs, still and motion photographs and transparencies are just a few of the gadgets that have been employed in the past. The rise of audio-visual education is a reflection of both technological advancements and changes in learning philosophy.

• Authentic and up to date information

You can trust the facts and data you find on the internet since they are up to date and accurate. Accurate and reliable data may be generated through a network of computer networks that adhere to common standards and enable machines and the programmes they execute to interact directly.

• Online library

Online libraries are only one of the many operational and experimental services made possible by the Internet. This online library provides a wealth of information. Using computers as a tool in all parts of one's education is emphasised in the IT curriculum. Multimedia technology, in

particular, are essential for them to utilise in their job. As a result, they must decide on the optimal format for their message and then organise and connect information in a hierarchical fashion to create a multidimensional document.

- **Distance learning**

Learning that takes place via the internet rather than in a physical classroom is known as remote learning. Most home-based learning is now part-time, thanks to the most current advancements in multimedia and interactive communications technology. Learning at a distance was made possible by the continuous revolution in communications and has largely superseded the previously confusing terminology of home study, independent research, external research and correspondence research—the most popular but the most pedagogically constrained. There is a growing need for educational facilities, as well as cutting-edge communications technology, to counter accusations that distance learning is a poor substitute for classroom teaching. The lower cost per student has been a major motivator. At the same time, students who do their homework at home save money by not having to travel.

All students, regardless of their reasons for wanting to study online, may benefit from distance learning, regardless of their circumstances (course availability, geographical remoteness, family considerations or individual handicap). The option of studying at their own pace is also attractive to pupils who choose to do so. Organizers of professional and business education will find it appealing, and they will be more inclined to consider new methods of conveying important data as a result of this initiative.

CHALLENGES IN THE INTEGRATION OF ICT IN ENGLISH LANGUAGE TEACHER TRAINING:

There are a variety of reasons why well-intentioned programmes might go awry. Curriculum, facilities, implementation personnel, and the institution all have a role. The list includes a paucity of computers, inexperienced trainers, and difficulties integrating software because of cultural differences. Some of the issues that need to be addressed include

- Ensuring well-designed programmes for trainers to integrate ICT into education.
- Strategies for maintaining programmes at a low cost.
- Support for English Language Teacher training institutes.
- Establishing national and international alliances to exchange resources, information, and experiences across borders.

CONCLUSION: There is no substitute for English Language Teachers in the educational process. English Language Teachers' conventional leadership abilities and behaviours are still necessary, even though their position has changed to that of facilitators thanks to the use of ICTs in the classroom (especially those related to lesson planning, preparation and follow-up). When incorporating ICTs into the classroom, careful preparation is essential. It is critical for English Language Teachers to organise their lessons utilising ICTs, since research reveals that students' work is frequently unfocused and results in worse academic achievement if no preparation is done.

The introduction of technology by itself will have no impact on the way students and English Language Teachers learn and teach. Teaching methods are not fundamentally altered by the advent of modern information and communication technologies (ICTs). However, if the right circumstances are in place, ICTs may help instructors alter their classroom methods. Student success is directly impacted by English Language Teachers' use of ICT and their educational techniques and rationale. Technology is considered as a tool for instructors to assist them develop more student-centered learning environments. English Language Teachers may utilise ICT to challenge students' knowledge and thinking in a variety of ways, including whole-class discussions and individual/small-group work. This is the general view among researchers in OECD nations. It is widely accepted that the use of ICTs may facilitate and assist the transition from English Language Teacher-centric to learner-centric education techniques. Change and the expansion of current teaching methods may both benefit from the usage of ICTs. Small improvements to what are fundamentally standard teaching techniques might vary from instructors employing ICT in a more radical way, with their pedagogical practises. Educators and students alike may benefit from integrating ICTs into their classrooms in new and innovative ways.

REFERENCES

1. English Language Teachers Education in India: Inclusion of ICT in English Language Teachers Education Ms. Paramjit Kaur International Education and Research Journal.
2. Impacts of ICT in education. The role of the English Language Teacher and English Language Teacher training.
3. A.K. Jager and A.H. Lokman Stoas Research, Wageningen, The Netherlands Paper Presented at the European Conference on Educational Research, Lahti, Finland 22 - 25 September 1999
4. Need and Importance of Information Technology in Education <http://wikieducator.org/Needand Importance of Information Technology in Education>
5. National Policy on Information and Communication Technology (ICT) In School Education.

- [http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/revisedpolicy%20document% 20of ICT.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/revisedpolicy%20document%20of%20ICT.pdf) [https://www.slideshare.net/atulunik/ict-and-English Language Teachers](https://www.slideshare.net/atulunik/ict-and-English-Language-Teachers).
6. ICT.pdf [https://www.slideshare.net/atulunik/ict-and-English Language Teachers](https://www.slideshare.net/atulunik/ict-and-English-Language-Teachers).
 7. Pushpa Latha S and Dr. Ravichand M. *Role of Language Testing and Evaluating in Outcome Based Education*, New Academia: An International Journal of English Language, Literature and Literary Theory, Special Issue, pp. 1-8, February, 2019.
 8. Dr. Ravichand M, *Motivating English language Learners in the Classroom*, Research Journal of English (RJOE) An International Peer- reviewed Journal, Vol.2, Special Issue-3, pp. 144-149, April, 2017
 9. Dr. Ravichand M. *Humor – An Aid to Learning and Instruction*, IOSR Journal of Humanities and Social Science (IOSR-JHSS), Volume 11, Issue 1, pp. 18–21, May–June, 2013.
 10. Dr. Ravichand M. *Reading between the lines - Readiness in reading*, English Language Teachers’ Interactive Forum (ELTIF), Volume - IV. Issue. 2, pp. 49–51, April-June, 2013.
 11. Dr. Ravichand M. *Humor – An Invaluable Teaching Aid*, IOSR Journal of Humanities and Social Science (IOSR-JHSS), Volume 10, Issue 1, pp. 57–59, March–April, 2013.
 12. Dr. Ravichand M. *Humor in the English Language Classroom*, The English Classroom: Bi-annual Journal of Regional Institute of English, South India, Volume–14, Number–2, pp. 55–61. December, 2012.
 13. Dr. Ravichand M. *Humor in the English Language Classroom*, The English Classroom: Bi-annual Journal of Regional Institute of English, South India, Volume–14, Number–2, pp. 55–61. December, 2012.
 14. Dr. Ravichand M and Sunitha G. *Study Ethics and Work Ethics*, Research Scholar: An International Refereed e-Journal on Literary Explorations, Volume-I, Issue-IV, pp. 01 - 05, November, 2013
 15. Pushpa Latha S and Dr. Ravichand M. *Motivation: An Essential Element in Language Teaching*, Research India Press, An International Peer-reviewed Journal, New Delhi, pp. 171-174, January, 2015