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The Intersection of ELT and ICT: Meeting the Demands and Challenges of 21st Century Education

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Abstract

This paper explores the dynamic synergy between English Language Teaching (ELT) and Information Communication Technology (ICT) within the realm of 21st century education. It delves into the increasing demands and disorientations faced by educational systems in adapting to the rapid advancements of this century. The study investigates the pivotal role of integrating ELT with ICT as a solution to meet these challenges. By examining the complementarity of ELT and ICT, this research seeks to provide insights and recommendations for educators and provides educational strategies for the evolving needs of learners in the digital era. Applications of ICT in ELT can be practiced to the influence of the students learning English language and literature which create several prospects of learning opportunities such as exploring, creating, reflecting, evaluating, presenting and communicating. The primary objectives of this research are to: Evaluate how ICT is incorporated into ELT to fulfil changing demands in education. Examine how ICT and ELT can work together to improve the study of English language and literature. Determine tactics and suggestions that instructors can use to successfully integrate ICT into ELT. The study

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concludes that ICTs are very useful for the learner in their teaching and learning activities such as preparing and presenting their academic lessons and exercises. The method includes case studies that highlight effective implementations in addition to a thorough analysis of the body of research on ICT integration in ELT. However, it is found that application of ICT in ELT requires the skilled educator to especially at the secondary and higher secondary level. Trained educators can access a variety of ICT tools in ELT.

Keywords: learner centered approach, language skills, ICT skills, pedagogical skills.

I. Introduction

The course of life frequently corresponds with the goals and deeds we pursue. This essential principle is seen in the larger scheme of things: good deeds and intentions create a favorable future, whereas bad deeds and intentions sow the seeds of an unfavorable future. This idea permeates the complexities of education and learning, which are essential components of life itself. This philosophy is embodied in teaching and learning, which act as the means by which people come to comprehend that good deeds generate goodwill, while bad deeds generate misfortune. The blueprint for a better future is fashioned in this ongoing interchange of ideas, values, and life experiences, as the pursuit of virtues becomes linked with the development of good intentions and deeds.

It is widely recognized that 21st-century skills consist of three main skill sets: Learning, Literacy, and Life Skills. ICT and life skills are complementary in 21st-century schooling. In addition to life skills like communication, teamwork, flexibility, and critical thinking, ICT plays a significant role in both professional and personal success. The development and use of these life skills are facilitated by ICT, which offers platforms and instruments for communication, problem-solving, creativity, and research. It helps students to efficiently gather, organize, and disseminate knowledge, improving their capacity to traverse the digital world and use critical life skills in a technologically advanced society.



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What is ICT in Education?

Information and communication technology in education is referred to as ICT in education. It entails enhancing the teaching, learning, and evaluation processes in education by the use of technology, including computers, software, the internet, multimedia, etc. So, Information Communication Technology makes the things easy. By one tap one can get the any information they need. Internet provides word's meaning to the whole library into our pocket.

What is ICT in ELT?

ICT in ELT stands for Information and Communication Technology in English Language Teaching. It refers to the integration of technology tools, such as computers, internet resources, interactive whiteboards, educational software, websites and digital devices, into the teaching and learning of English as a second or foreign language. ICT improves language learning by offering a variety of multimedia materials, interactive exercises, and chances for interaction and teamwork. As a result, the learning process is more efficient, dynamic, and interesting. The integration of English Language Teaching (ELT) with Information and Communication Technology (ICT) is crucial in overcoming modern educational challenges, enhancing language learning opportunities, and fostering digital literacy in an increasingly interconnected world.

Outline of the Research

- Brief overview of the demands and disorientations in education in the 21st century

More customized instruction, technology integration, an emphasis on critical thinking and problem-solving, global interconnectedness, the capacity to adapt to the rapid changes in business, and the provision of socio-emotional support are just a few of the demands placed on education in the twenty-first century. (Molwele1)



- Does the English language much important?

Teaching and learning of the English language is one of the main concerns of many educational institutions because English is not only an international language and a lingua-franca of the world's citizens, but it is also the storehouse of knowledge (Yadav). Even though English is not an official language around the world but it is the most common language is used to communicate around two billion uses regularly. (Importance of English Language)

Because it is widely used in commerce, science, technology, and worldwide communication, English is an essential language for everyone on the planet. It is a crucial tool for success in a variety of industries since it facilitates cross-cultural communication and provides access to a wealth of knowledge.

- How to tackle with new challenges?

It can be both thrilling and difficult to include ICT (information and communication technology) into English language teaching (ELT). The following are some approaches to overcoming these obstacles:

- 1. Career Advancement:** To keep up with ICT advancements in ELT, keep learning about new resources, platforms, and teaching techniques through webinars, online courses, and workshops.
- 2. Flexibility:** Accept change and adjust to new technology as they appear. Try out a variety of tools to see which one best suits your teaching approach and the learning preferences of your pupils.
- 3. Pedagogical Approach:** Connect the use of ICT to your educational goals. Make sure that instead of being a distraction, technology improves the learning process. Incorporate technology into lesson ideas with ease.



4. Student Engagement: Use interactive and collaborative ICT to include students in the learning process.

II. Understanding ELT and ICT in Education

- Definition and evolution of ELT methodologies

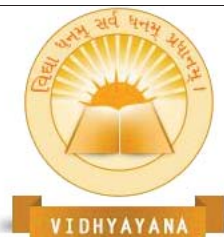
One of the influential books is “Approaches and Methods in Language Teaching” by Jack C. Richards and Theodore S. Rodgers. This book covers the evolution of various language teaching methodologies. (Richards and Rodgers) ELT methodologies have evolved from Grammar-Translation to Direct Method, Audio-Lingualism and Communicative Language Teaching (CLT), Task-Based Learning (TBL), Content-Based Instruction (CBI), and more. Each approach emphasizes different aspects of language learning, ranging from grammar and vocabulary to communication and real-life tasks. These methodologies have evolved over time as educators experimented with different approaches to cater to learners’ needs and changing educational contexts.

- Importance and role of ICT in modern education

ICT is essential to modern education because it allows for individualized learning, makes a wealth of educational resources accessible, and encourages innovative and dynamic teaching strategies. Kozma (2005) (Ghavifekr, Razak and Ghani) asserts that ICT integration gives pupils the ability to acquire critical digital skills that are necessary for success in the twenty-first century.

- Connection between ELT and ICT: how they complement each other in educational settings

Over the past decades, English language has undoubtedly become the only language that connects the whole world together. Hence, English language has become severely vital in every aspect of life. If we want to be Vocal for Local (as economy required) at the Global level certainly we will face communicative competence.



III. Meeting the Demands of 21st Century Education

- Discuss the demands of education in the digital age

Views on the demands of education in the digital age vary amongst authors. To prepare pupils for the fast-evolving digital world, Thomas Friedman, (David) for example, highlights the importance of critical thinking, creativity, and adaptability in education. Sir Ken Robinson is a proponent of personalized learning who emphasizes the need of fostering individual abilities and originality as opposed to following standardized ways. (rebuttal) In order to prepare students for the digital age, Nicholas Negroponte emphasizes the significance of digital literacy and the incorporation of technology into the classroom. (Negroponte) Every contributor highlights different elements that are necessary for education to fulfil the needs of the modern digital world.

- Analyze how ELT with ICT fulfills these demands

Information and communication technology, or ICT, is essential for meeting the needs of education in the twenty-first century by providing cutting-edge resources and tools for both teaching and learning. Sugata Mitra and Marc Prensky, among other educators, have emphasized its significance. Marc Prensky highlights the idea of “digital natives,” arguing that since today’s kids were raised in a digital age, they need a new method of instruction. (Childhood in the digital age) In order to better engage students, he promotes the use of technology in teaching.

The “Hole in the Wall” experiment by Sugata Mitra showed how children’s self-directed learning can be aided by technology access. His research highlights how crucial it is to give pupils the instruments and resources they need to study on their own. ICT makes it possible for learning to be personalized, encourages teamwork, and gives users access to a wealth of knowledge. (Mitra)



- Case studies or examples demonstrating successful integration of ELT and ICT in education

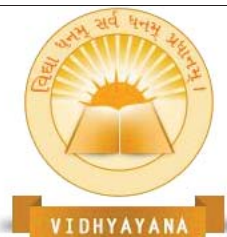
The work of Gavin Dudeney and Nicky Hockly is a noteworthy illustration of how English Language Teaching (ELT) and Information Communication Technology (ICT) can be successfully integrated. They provide real-world examples of integrating technology into language instruction in their book “How to Teach English with Technology”. (Dudeney) The authors showcase case studies in which educators have improved language training by leveraging resources including interactive whiteboards, language learning applications, and online collaborative platforms. They place special emphasis on the ways in which these tools can foster better language proficiency, promote communication, and produce interesting learning experiences.

The scholarly article “Technology and Teaching English Language Learners” by Mark Warschauer is another well-known example. He talks about a variety of ICT technologies, including online resources, multimedia software, and computer-mediated communication, and demonstrates how these tools improve language learning results for English language learners. (Warschauer and Meskill)

IV. Disorientation in Education and Addressing Challenges

- Identifying the challenges and disorientations faced in modern education

The combination of ELT and ICT in higher education settings frequently calls for advanced language proficiency and technology resources. The “Technology and Second Language Learning” paper by Warschauer and Meskill (2000) (Warschauer and Meskill) examines practical methods for integrating ICT in language learning environments, emphasizing how technology can improve language learning, communication, and cooperation among advanced students. Furthermore, Roblyer and Edwards’ “Integrating Educational Technology into Teaching” (2000) provides helpful advice on how to combine technology and language training in higher education settings.



While integrating information and communication technology (ICT) into ELT has many advantages, there are a number of restrictions and disadvantages as well. These are frequently covered in literature by different writers from various eras.

1. Accessibility and Facilities: Inadequate infrastructure or restricted access to technology may impede the successful integration of some regions or educational institutions. There could be a digital divide if some pupils don't have equal access to gadgets and the internet.

2. Type of Content: The quality of internet materials is not necessarily guaranteed by their availability. It might be difficult to guarantee the accuracy, applicability, and suitability of content for language acquisition.

3. Educational Guidance and Assistance: It's possible that many teachers are undertrained in efficiently utilising ICT tools for language instruction. The requirement for ongoing professional development

V. Implementing ELT with ICT: Best Practices

- Strategies and best practices for effectively integrating ELT and ICT in educational settings

Book "Teaching English Language Learners through Technology" by Tony Erben and Ruth Ban. (Erben, Ban and Castañeda) Investigates the ways in which technology can be used to improve English Language Learners' (ELLs') language learning experiences. The book covers a variety of topics related to ICT integration into ELT, with an emphasis on useful tactics and recommended practices for teachers.

"The New Digital Age: Reshaping the Future of People, Nations and Business," Eric Schmidt and Jared Cohen (2013) (Schmidt and Cohen) discuss how educators play a pivotal role in harnessing technology for optimal learning outcomes by guiding students on navigating information, fostering critical thinking, and adapting teaching methods to accommodate diverse learning styles.



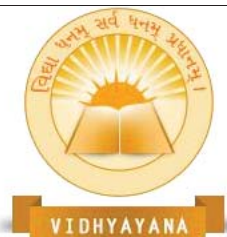
VI. Conclusion

The integration of information and communication technology (ICT) and English language teaching (ELT) in education appears to have a bright and revolutionary future. Technology is always coming up with new and creative ways to transform language learning. Technology enables customized learning experiences that meet the needs of each individual student. To optimize language acquisition, adaptive software, AI-powered platforms, and data analytics can design unique learning paths for each learners. By simulating real-life scenarios, students can improve their practical language skills and cultural awareness. Through instantaneous global connections made possible by ICT, students can communicate with experts and peers anywhere in the world. Outside of the classroom, collaborative internet platforms and communication tools foster language proficiency and cross-cultural exchange.

Thus, the research findings demonstrates that:

- The value of ICT integration in enhancing students' English language learning and literary comprehension experiences.
- The need for qualified teachers to use a variety of ICT tools in ELT, especially at the secondary and upper secondary levels.
- Suggestions highlighting the necessity of providing educators with the necessary skills and assistance to fully utilize ICT in ELT

By fostering students' technological competency and development of life skills, ICT integration in education equips them for success in a variety of spheres of life. The goals of ICT integration are to increase student and teacher access to educational resources, enable interactive learning, and help them acquire digital literacy.



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