



## THE ROLE OF ICT IN TEACHING FOREIGN LANGUAGE

Sarvarova Gulshan Israfilovna – Teacher, Department of Integrated Course of English № 3  
Uzbek State World Languages University, Tashkent, Republic of Uzbekistan

---

### ABSTRACT

*Integration of ICT in language teaching has become a prominent issue of attention over the last two decades. Research findings of the use of information and communications technology (ICT) have been shown some positive results on students. EFL teachers are supposed to adopt a new perspective of their roles and professional growth in the modern society. The use of ICT as a teaching tool emphasizes obtaining, analyzing, and organizing information, giving students the opportunity to interact with a variety of media. The aim of this paper is to present a deep understanding about the role of ICT, its benefits and drawbacks as an instructive tool in EFL classrooms. Moreover, there will be presented some suggestions to maximize beneficial use of ICT in EFL classroom settings.*

**KEYWORDS:** *information and communication technology, foreign language learning, computer assisted language learning.*

### Introduction

Over the past few decades there has been a rise of interest in searching a modern tool to facilitate the development of language teaching. A great amount of research has approved that Information and Communication Technology (ICT) plays a critical role in the field of teaching English as a foreign language (EFL). Thus, EFL teachers and methodologists are expected to adopt a new view of integrating basic ICT skills in EFL classroom appropriately. It is obvious that the growth of information and communication technologies (ICT) has dramatically reinforced and created powerful learning atmosphere. Nowadays, the implementation of ICT into real language context helps learners to reinforce the gained knowledge and use English in a very natural, real, communicative and stress-free language learning environment with the help of new ICT tools such as laptop, interactive whiteboard, LCD projector, Internet and social networks.

**What does Information Communication Technologies (ICTs) mean?**



Asabere and Enguah (2012) defined ICT as the tools, facilities, processes, and equipment that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information in all forms including voice, text, data, graphics and video. Yunus, Nordin, Salehi, Sun and Embi (2013) claim that ICTs refer to technological tools and resources which are employed to communicate, create, disseminate and manage information. The examples of ICTs are computers, computer assisted language learning (CALL) software, office applications (word, PowerPoint, drawing tools etc.), the Internet – websites and downloadable software, commercial course book CD-ROMs, DVD players, mobile phones, electronic dictionaries, digital cameras and videos.

#### **ICTs in teaching foreign language. Advantages and disadvantages.**

ICT is a valuable and an innovative teaching tool enhancing EFL learning, which has influenced every aspect of language teaching process. The implementation of ICT will lead to variety in English content, contexts and pedagogical methods in teaching environment. Qin and Shuo (2011) believe that ICT makes English language environment interactive, flexible and innovative. Thus, it will lead to the enlargement of students' motivation and language awareness. Al-Mahrooqi and Troudi (2014) maintain that integrating technology into language instruction reduces teacher-centred understanding and students' language learning anxiety, but encourages them to be risk takers to practice target language as they are digital natives. Jayanthi and Kumar (2016) explain the positive impacts of ICT on ELT under the basic headings such as: availability of materials, students' attitudes, learner autonomy, authenticity, helping teachers, student-centred, and self-assessment. ICT provides authentic situations and real-life learning environment and creates stress-free environment, because it is very convenient to choose materials for any learning styles. In comparison to the traditional learning environment, ICT supports student-centred learning together with teacher-student interaction. Furthermore, with the help of ICTs the assessment of both receptive and productive skills is provided easily and effectively. The teacher may decide and design relevant materials to test students' achievement in all skills. Additionally, the following impacts seem to be the most obvious ones when using ICT to support foreign language teaching:



-The possibility to adapt easily the teaching materials according to circumstances, learner's needs and response;

-ICT allows to react upon and enables the use of recent/daily news, it offers access to authentic materials on the web;

-Possibility to combine/use alternately (basic) skills (text and images, audio and video clip...);

-Lectures become more interesting and less ordinary which boosts learners' engagement;

-ICT enables to focus on one specific aspect of the lesson ( Houcine, 2011).

According to Padurean and Margan (2009) there are several advantages of ICT usage in foreign language teaching, such as: *1. Capacity to control presentation.* This capacity marks the difference between computers and books. Books have a fixed presentation, unlike computers, which can combine visual with listening materials, text with graphics and pictures. *2. Novelty and creativity.* A teacher may use different materials for each lesson, not like in teaching with textbooks, where all classes presenting a certain topic are the same. *3. Feedback.* Computers provide a fast feedback to students' answers through error correction. It not only spots the mistake but also corrects it, sometimes even giving the appropriate advice. *4. Adaptability.* Computer programmes can be adapted by teachers to suit their students' needs and level of language knowledge.

On the other hand, the integration of ICT in classrooms can also lead to certain disadvantages. Teachers may encounter challenges when it comes to the integration and implementation of technological tools into course syllabus and curriculum. Hence, Livingstone (2012) claims that ICT "is not suitable for all learners in all situations and for all purposes, and may require some considerable learner training for effective use.". The issues in classroom management, the shortage of experienced teachers, choosing the best technological tool matching with course content, finding reliable and acceptable activities for students' learning styles, the prices of new technological tools, and devices etc. are only certain notable issues to be taken into account before usage of ICTs in language classrooms.

Moreover, there are some other scholars who state the drawbacks of using ICTs in classrooms as follows: difficulties in using software/hardware, need more technical support,



not enough time to use ICT, too expensive to use regularly, insufficient access to the resources, restrictions the content of the lessons, counter-productive due to insufficient technical resources. In addition, EFL teachers felt it difficult to fully integrate computers into lessons and the teachers had to give up too much time to instructional and not being able to allow students enough time to practise and gain experience with skills being taught. Lack of technical support meant that teachers lost confidence in the equipment and software due to frequent failures and failure to complete lessons in the allocated time. School have found that it is vital to effectively integrate technology into the classroom that an on-site technical assistant be recruited to assist teachers when needed.

To conclude, it is strongly believed that the implementation of educational technology and communication into EFL context provides flexible and diverse set of technological tools, promotes problem solving skills of students, develop critical thinking and effective information processing skills, encourages active independent, autonomous and collaborative language learning, motivates and facilitates language learning, enhances teacher training. On the other hand, it is obvious that the utilization of ICT into language teaching practices has its own drawbacks. ICTs should be integrated to foreign language teaching as an effective supplementary and a valuable complementary teaching tool.

### **References**

1. Asabere, N. Y. & Enguah, S. E., 2012. Integration of expert systems in mobile learning. *International. Journal of Information and Communication Technology Research*, 2
2. Houcine, S. (2011). The effects of ICT on learning/teaching in a foreign language
3. Jayanthi, N. S. & Kumar, R. V., 2016. Use of ICT in English language teaching and learning. *Journal of English language and literature*, 3
4. Livingstone, S. 2012. Critical reflections on the benefits of ICT in education, *Oxford Review of Education*.
5. Padurean, A. & Margan, M., 2009. Foreign language teaching via ICT. *Revista de Informatica Sociala*. 3



6. Yunus, M., Nordin, N., Salehi, H., Sun, C. H. & Embi, M. A., 2013. Pros and cons of using ICT in teaching ESL reading and writing. *International Education Studies*, 6