

## METHODS OF LANGUAGE TEACHING AND LEARNING USING ICT

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**Annotation:** *This article discusses the specific place and characteristics of modern information technology in learning a foreign language. In addition, it is also taken about how the media can change the educational process. Also, the functions which are necessary for teacher and student performance are also analyzed.*

**Keywords:** *technology, development, networking, approach, self-development.*

Currently studying information technology in connection with the trend of English teaching and learning of the enormous fashionable English language teacher. As a fashion language teachers fresh thinking new way to new methods of new means of presenting our lessons for the benefit of our students need. To achieve these goals, two laudable What are the possibilities of the report is available to us. The first, self-development as a group: to exchange ideas and classroom practices, together to develop new methodologies which are appropriate for our situation, to develop materials which address the language problems of our learners. The second to learn to apply the new technologies in the process of the self-development both for professional development and the integration of teaching materials and methodology of presentation and take advantage of materials available widely around us. The expression Information and Communication Technology refers to series of technology which include the computer. The information and communication technology materials are characterized by their power to memorize process or make accessible on screen and to transit in principle to any at all a virtually unlimited and extremely diversified quantity of data. These new technologies are found with increasing frequency in various forms, text, diagram, graphs, moving images, sound etc. It is not possible to take stock of their contributions in the same way as one would an existing education technology.

New Information and Communication Technology can also help to realize a more functional way of teaching – writing. Ideals of writing across the curriculum may become more feasible with the support of computers. By means of computer, networking, communities of student-writers can be established. Real audiences and meaningful goals can stimulate the development of competency in written communication as well as enhance motivation. A narrow conception of computer’s use within English language teaching today would see the computer as a device with some well- defined function, such as a drill on basic skills. Within this conception, it would make sense to examine critically the research that has been done specifically on computer use, with the aim of identifying the programs that are most effective and the

populations of students who could most be helped. One would look for evidence of the effectiveness of this technique in comparison to other technologies, such as the use of film strips to learn about famous authors or playing word games as a way to build vocabulary.

A broader conception sees Information technology, which can be employed in such diverse ways that the basic question shifts from “Are Information technologies significant for teaching and learning English language?” to How can computers be used to accomplish pedagogical goals?” or “How are Informational technologies being used? Thus, rather than looking at technology as a new method to be assessed in to it, we must focus on the underlying educational issues first and then ask what role technology can best play in each specific area. A computer program for teaching beginning reading that uses a phonics method would then be examined in relation to other approaches to teaching beginning reading, and only incidentally to other computer programs. Use of technology in language instruction also has varying effects on student’s attitudes towards foreign or second language instruction. Furthermore, students are positively inclined to working with web and find it useful, with the majority preferring to use the web as a supplement to face-to-face teaching. They also enjoy using the program and feel it helps them learn and they enjoy having teacher supervision while using the program individually. Developments in linguistic research bring with them new approaches which affect methodologies and pedagogical practice. It was based on the behaviorist learning model

Teaching Methods and Teacher and Learner Roles

Method	Teacher Roles	Learner Roles
Situational language	Content setter	Initiator
Teaching	Error Corrector	Memorizer
Audio- lingualism	Language modeler/ Drill leader	Pattern practiser / Accuracy Enthusiast
Communicative	Needs analyst	Improviser
Language teaching	Task designer	Negotiator
Total physical response	Commander/Action monitor	Order taker/ Performer
Community language learning	Counsellor /Paraphraser	Collaborator Who person
The natural approach	Action/Prop user	Guesser/Immerses
Suggestopedia	Auto Hypnotist/	Relaxer/ True

Rogers concludes that any successful educational design “comprises four kinds of considerations which we have called knowledge, instructional, learner and administrative considerations. Last includes” methods” materials, programs, technologies and educational environments. The issue today, therefore, is how teachers can integrate their guiding linguistic theories, reaching, methods, teacher and students’ roles with new knowledge technologies. In order to encourage the use of Information Technology in teaching and learning of English Language in a Second Language environment, the following recommendations are made: English Language teachers

should be encouraged to learn the use of Information Communication Technology in language teaching. School administrators should be encouraged to purchase computer and other Information Communication Technology equipment for the teaching and learning of English. Parents should also be encouraged to computer literate in order to assist their children and wards at home. Finally, all the teachers and students should have access to the use of Information Communication Technology gadgets in their activity and use them regularly

Conclusion ultimately, it is incumbent upon the English Language teacher to integrate The Information Communication Technology tools into the teaching system curriculum in a pedagogically sound and meaningful way. The trendy intrepid and creative teacher would venture into this virtual realm, find authentic resources, and use them to make foreign language classroom a marvelous place to learn.

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