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## THE IMPROTANCE OF ICT IN TEACHING ENGLISH AS AN FOREIGN LANGUAGE

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**Abstract:** This paper is focused on the description of technology role in English teaching and learning. New information and communication technologies (ICTs) have dramatically changed the way we live, learn, work, and even think about work. Furthermore, media technology can increase the students' interesting in learning process.

**Keywords:** information and communication technologies, language classes, globalization.

### Introduction

The new era assigns new challenges and duties on the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. Technology is one of the most significant drivers of both social and linguistic change.

According to Becker (2000), computers are regarded as an important instructional instrument in language classes in which teachers have convenient access, are sufficiently prepared, and have some freedom in the curriculum. Computer technology is regarded by a lot of teachers to be a significant part of providing a high-quality education.

Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. When we talk about technology in teaching and learning, the word 'integration' is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology

into teaching to support the learning process. That is to say, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process (Eady & Lockyer, 2013).

Technology is an effective tool for learners. Learners must use technology as a significant part of their learning process. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills (Costley, 2014; Murphy, DePasquale, & McNamara, 2003). Learners' cooperation can be increased through technology. Cooperation is one of the important tools for learning.

### Methods

The use of computer technology helps teachers meet their learners' educational needs. According to Bransford, Brown, and Cocking (2000), the application of computer technology enables teachers and learners to make local and global societies that connect them with the people and expand opportunities for their learning. They continued that the positive effect of computer technology does not come

automatically; it depends on how teachers use it in their language classrooms.

Information and communication technologies (ICTs) have some benefits for teaching and learning. First, learners play an active role, which can help them retain more information. Next, follow-up discussions involve more information where learners can become more independent. Finally, learners can process new learner-based educational materials and their language learning skills can increase. The use of technology has changed the methods from teacher-centered to learner-centered ones. Teachers should be facilitators and guide their learners' learning and this change is very useful for learners to increase their learning. Gillespie (2006) said that the use of technology increases learners' cooperation in learning tasks.

It assists them in gathering information and interacting with resources such as videos. Warschauer (2000a) described two different views about how to integrate technology into the class. First, in the cognitive approach, learners get the opportunity to increase their exposure to language meaningfully and make their own knowledge. Second, in the social approach, learners must be given opportunities for authentic social interactions to practice real life skills. This objective can be obtained through the collaboration of learners in real activities. Eaton (2010) told that computer-based communication is a useful feature for language learning. Computer-assisted discussion features more equal participation than face to-face discussion. Zhao (2013) supported the above view and said that access to authentic materials in the target language is critical for successful language learning.

## **Results**

Overall, teachers appear to have a positive, but cautious view of technology in

general and of technology use in the classroom. Two general trends emerged in the review of literature. Specifically, prior experience with technology is significantly correlated with positive attitudes of teachers and that teachers' specialty or field of study correlates with attitudes toward technology. Two trends were also found when teachers were asked about using technology in the teaching and learning process. First, teachers sense that technology use brings about a paradigm shift in the classroom which is creating tension for the teacher who views the shift at odds with broader educational paradigms. Second, teachers view training as a critical aspect in the adoption of technology in the classroom.

## **Conclusion**

In this paper, the researcher reviewed some important issues pertinent to the use of technology in language learning. The literature review indicated that technology resources cannot guarantee teachers' teaching and learners' learning. Teachers should be convinced of the usefulness and advantages of technology in improving learners' learning. This means that teachers need support and training for integrating technology into language teaching. The review revealed that when technology is used appropriately, it can bring about a lot of advantages to teachers and learners. It is a resource that can be used by learners because it helps them solve their learning problems and find methods to use what they have learnt in ways that are effective and meaningful. In addition, the review literature indicated that the use of technologies plays a key role in language learning based on their own pace, helps in self-understanding, does not stop interaction with the teacher, and creates high motivation in learners for the effective

learning of language skills. Furthermore, the paper represented that learners should use technology to enhance their language skills because it has as a crucial role in developing learners' creativity and provides them with interesting, enjoyable, and exciting alternatives to study the language. To sum up, the findings of this literature review showed that technology provides interaction between teachers and learners, provides comprehensible input and output, helps learners to develop thinking skills, makes learning and teaching becomes more student-centered, promotes learners' autonomy and helps them feel more confident, and increases learners' motivation to effectively learn a foreign language.

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