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Use of ICT in Sustain of Language Teaching and Learning at Tertiary Stage

Abstract

The use of ICT is introduced and supported in a sustainable way and in a range of pedagogical approaches that promote lifelong learning. The use of ICT in the classroom teaching and learning at tertiary stage is very important of providing opportunities for teachers and pupils as well and repossesses information, encourage independent, active learning and self-responsibility for learning.

As far language learning is concerned, the integrating of ICT in the language is of a great help for both pillars of the teaching learning process. In the period of globalization, the integration of ICT tools in the language classrooms is pre-learning. Tutors in the first place have to rethink their teaching methods and various techniques.

ICT helps teachers to raise their students to motivate with the audio and video aids. It enables tutors to present their courses in varied ways using AV music, video clipping, etc. Furthermore, it encourages shy pupils to engage in learning as it gives them the opportunity to practice the language freely. Also it increases learners' motivation and thus improves personal commitment and engagement. The rapid development of tools and resources presents both opportunities and challenges. ICT in the English language teaching, it is crucial that it is used in a pedagogically sound way that correspond to the Individual needs of the learners. It is also important that the use of ICT is introduced and supported in a protract way and in a range of pedagogical approaches that promote lifelong learning.

In teaching and learning language(s) with technology and promotes the effective use of ICT tools and open resources in support of quality language teaching and learning. The rapid development of tools and resources presents both opportunities and challenges, in order to maximize the potential of ICT in teaching language. The use of ICT tools as a teaching tool emphasizes obtaining, analyzing and organizing information. By, the way of giving chance students to get in touch with different kind(s) of media.

The implementation of ICT into real language context is more critical today than ever before since its growing power and capabilities are triggering a change in language learning environment. A great number of studies have been conducted to examine the advantages of integrating ICT into foreign language education. Therefore, the integration of new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in education sustain will help learners to use English in a very natural, real, communicative and stress free language learning environment.

Asabere and Enguah (2012) defined ICT as the tools, facilities, processes, and equipments 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.

By means of the instigation of information technologies, a tutor can handle 400-500 students in class without stress in delivery and appraisal. While public address system can be used to aid communication and learning activities, Computer based test (CBT) can be used to ease evaluation. This implies that a teacher who has the knowledge of using ICTs can still make his lesson in a large class interactive and two-way. In précis, a large class could mean one of the subsequent in below points:

1. Huge class has more students than the suggested class size.
2. Large has more students than learning materials and physical structures.
3. A large class has number of students in that can stop the teacher from working as expected and at the same time hampers students' learning.

Audio Videotapes for extensive time have been the most common device that language teachers used in the classroom for teaching oral English and reading comprehension. Today, audio software which contains options such as play, stop and record is at the disposal of the teacher. Although audio visual software does not contain images or animations, students can effortlessly use it on their own. One of the disadvantages of audiotapes / audio soft ware is that the students are placed in the position of an inert receivers as they are make use of for teaching amenable skills mostly. The introduction of computer and videodiscs has ma de the students as active users of the devices and offered greater interactivity between them and learning.

Hence, the role of ICT in facilitating the English teaching and learning straps up numerous views of scholars which established the fact that ICTs are essential tools that facilitate the teaching and learning of English Language in large classes. The paper has pointed out how multimedia technologies such as the videodiscs, CD-ROMS, DVD, and

power point projectors can be applied in the teaching of different aspects of English Language such as literature (plays, prose or poems), writing, vocabulary development and grammar. It has as well highlighted how e-mail, websites and e-library can be utilized by the teacher of English Language to facilitate teaching and learning in large classes. Technology has become a tool for making the learners innovative and also become a source for motivating the learners towards learning to compete with native speakers of English.

Information technology can be used to compensate for what conventional systems cannot afford to offer. If this is done, the reach of serious education can be extended to reach populations who otherwise would have much poorer quality instruction or none at all. Alternatively, information technology can be used in conjunction with factors that are inadequate and exclusive, such as highly trend and motivated teachers. Thus, digital literacy has become the important on everyday life. So, attention should be given on ICT based incorporated tutoring in the English language teaching.

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