Use of ICT in Language Learning

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ABSTRACT

Human existence is reflected in language, which also helps to define it. Language is an individual's voice. In contemporary society, it acts as a cosmic channel for information transfer. English and ICT have evolved into vital tools for a range of non-datum and emotions in daily life. English has developed into a global language as a result of its many applications and popularity relative to many other languages worldwide. English is presently the world's primary language. The present study focuses on the use of ICT in different areas like e-learning, flipped classroom, internet dependency, internet addiction, artificial intelligence, technology integration etc. for language learning.

Keywords: e-learning, flipped classroom, internet dependency, internet addiction, artificial intelligence, technology integration.

INTRODUCTION

Language serves as a reflection of human existence and helps to define it. Language is the voice of the individual. It serves as a cosmic medium for disseminating information in modern culture. ICT and English have developed into indispensable instruments for a variety of non-datum and emotions of daily life. Due to its many uses and popularity over many other languages around the world, English has evolved into a global language. The gateway to the globe is now English (Ammanni & Aparanjani, 2016). Open-access resources, online classes, virtual classrooms, and social networks based on information and communication technology (ICT) are being used more and more in the field of language education to improve digital literacy abilities, promote interaction, and provide learners with access to information. However, the urgent demand of COVID-19 pandemic is that teachers offer online instruction, together with the growing quick creation of tools and resources, present both opportunities and obstacles. The use of ICT in language education must be pedagogically sound and appropriate for the requirements of each learner in order to fully realise its potential (Training & Consultancy, n.d.). The target language learners offer a challenging reality in the field of second language acquisition. Every learning setting presents teachers with a variety of students who, depending on their receptivity, inventiveness, and IQ, have various capacities for assimilation of learning experiences (Chakrabarty & Saha, 2014). Even though students are the main focus of education in a constructivist environment, it cannot be successfully run without a teacher's assistance. Teachers' roles in constructivist classrooms are based on negotiation, whereas in traditional classrooms, they are based on authority (Roy, 2021).

E-learning
To suit the demands of both students and educators, a wide range of educational tools and methods are referred to as 'e-learning'.

Web content has become richer and more interactive for users due to improvements in worldwide communication and internet connection speed (Kar et al. 2014). The term 'e-learning' is defined by Fee (2005) as "*any learning that involves using internet or intranet.*" Students can communicate with others readily because to the additional, more flexible ways of communication offered by e-learning technologies. The school will have a strategic opportunity to enter the new sphere of education thanks to the e-learning experience it has gained. The same technology allowed students to access a variety of materials at any time and from any location. The ability to obtain the information they require and study when they have the time allows students to have more control over their learning process. Moreover, e-learning platforms that are network-based encourage individual knowledge accumulation and group information sharing, which can enhance learning effectiveness, accelerate knowledge invention, and then boost individual and group core competitiveness (Kar et al. 2014). E-learning has paced the language learning and also made the language learning much interesting and effective.

Flipped Classroom
The concept of exchanging homework for classwork gave rise to the phrase 'flipping'. When kids go home to work on their homework, some of them have parents who are well educated and can help them, while others have parents who are not knowledgeable about the subject and are unable to help them (Schmidt & Ralph, 2016). According to Ash (2012), this allows students to have the material when they return to class and then get help from the subject teacher during class time. Instead of teaching theoretical topics through lectures, a flipped classroom is set up to better build students' conceptual knowledge. It gives students the chance to engage in both face-to-face interaction in a classroom setting and technology-based learning in a comfortable setting (Mahato et al. 2022). There is another concept which has its dominance in the education system i.e. cyber schooling. The phrase 'Cyber Schooling', which was recently coined, refers to the delivery of education through a variety of technology instruments, including computer networks, audio and video conferencing, email, chats, the World Wide Web, etc. (Khan, 2023). The use of technology in the classroom holds out a lot of promise and opportunity. Overnight, a new insight arrived in education. The educational setting underwent an overnight transformation. This dynamic shift has an enigmatic outcome (Maji & Saha, 2013).

Internet Dependency
Internet usage is on the rise in modern culture, and excessive use of it could have negative effects on people's psychological health and lead to social problems (Mondal et al. 2018). The internet is praised for providing the entire world with an enormous amount of aid. The many ways we utilise the internet for communication, finance, education, shopping, blogging, and other purposes has not only made our lives more constrained, but it has also led us to undermine it. One's sociocultural life is being robbed by this excessive reliance on the internet, which also leads to social isolation and sadness. As a result, this dependency has shown to have a strong impact on the behavioural, cognitive, and emotional patterns that are initially influenced by biological and environmental factors (Gorain et al. 2021). Internet dependence, as defined by Davis (2001), is associated with neglecting other facets of life and has been linked to reduced work productivity, reduced family time, strained relationships, decreased family communication, decreased sleep duration, decreased meal quality, a narrowing of interests, and the emergence or worsening of mental health issues (Mahanti et al. 2016). In the field of language learning, modern day learners are now dependent on internet rather than teachers. On riding the

vehicle of internet, we are using social media for educational purpose also. Education, learning, learners, women's empowerment, daily life, relationships, and other facets of our modern society as a whole are all impacted by social media (Chatterjee et al. 2016).

Internet Addiction

In the twenty-first century, where students spend the majority of their waking hours online, internet addiction has become a prevalent problem. Although while students now use the internet as a necessary component of their education, they access the internet during this time, which either directly or indirectly forms a habit of using the internet. The academic process suffers due to addiction brought on by constant internet use (Mahato et al. 2023). There have been a growing number of publications in the popular press about excessive internet use under the names 'Internet Addiction,' 'Internet Addiction Disorder' (IAD), and 'Internet Addiction Syndrome' along with the increase in popularity and usage (IAS). Together with new technology, the Internet has transformed and improved many aspects of our lives by being more integrated into daily life, by becoming more accessible, by providing a wide range of services, and by seeing an increase in usage across all age groups (Singh & Paliwal, 2020). Internet addiction has become a norm for the young aspiring language learners. This addiction has made a great impact on the language learning process.

Artificial Intelligence

One of the most significant areas of contemporary technological wonders is artificial intelligence. The development of artificial intelligence (AI) opens up new opportunities while also posing new difficulties for the teaching-learning process. AI is currently developing at a rapid pace, and it has already had an effect on higher education. Though its beginnings can be traced back in time, artificial intelligence was formally established in 1956 at a conference held at Dartmouth College in Hanover, New Hampshire (Gayen et al. 2021). Artificial intelligence is a topic that, in its most basic form, combines computer science and substantial datasets to facilitate problem-solving. Moreover, it includes the branches of artificial intelligence known as deep learning and machine learning, which are commonly addressed together (IBM, n.d.). AI has spread its clutch over language teaching learning process a lot. This not only enhances the opportunity to learn a language rather it makes the language learning much easier.

Technology Integration

The use of technology resources, such as computers, tablets, smartphones, the internet, digital cameras, social media platforms and networks, software applications, etc. in regular classroom activities and in school administration is known as technology integration, according to the website Edutopia (Connel, 2021). Technology has completely dominated our culture. We are led and fostered by technology from the moment we wake up until we go to sleep at night. We are unable to imagine a day without technology. Technology is a reality in every aspect of our lives. We simply cannot imagine a world without technology. Technology is slowly consuming every sphere of society. Furthermore, not an exception is education. Technology is currently a major component of the education sector. To improve the effectiveness of teaching and learning, teachers are doing everything they can to include technology (Gayen & Sen, 2021).

CONCLUSION

One needs to learn some fundamental language abilities in order to properly acquire a given language. The ability to write well is one of the four key abilities of language learning, and it is also the most crucial. Listening, speaking, reading, and writing are the four foundational abilities of language learning (Ghosh et al. 2021). And

for this technology has become an integral part in language learning process.

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