

A study on the role of ICT in Language learning

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Abstract

The integration of Information and Communication Technology (ICT) has emerged as an indispensable component of education, specifically in the realm of language acquisition. The proliferation of technology has afforded learners the chance to avail themselves of diverse language learning tools and resources that augment their linguistic proficiency. The present study endeavours to examine the efficacy of Information and Communication Technology (ICT) in the context of language acquisition. This includes a comprehensive analysis of the advantages and obstacles associated with the assimilation of technology in language pedagogy. The research employs a qualitative research methodology, incorporating a comprehensive review of literature that amalgamates and scrutinises prior research pertaining to the subject matter. Research indicates that the utilisation of information and communication technology (ICT) tools and resources can offer language learners a multitude of advantages. These benefits encompass heightened motivation and engagement, amplified language proficiency, and the provision of genuine language input. Notwithstanding, there exist certain obstacles that must be overcome, such as limited technology accessibility, technical complications, and the necessity for adequate teacher preparation, in order to guarantee the efficacious assimilation of information and communication technology (ICT) into language education.

Keywords: ICT, language learning, technology, education, motivation, engagement

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Introduction

The advent of Information and Communication Technology (ICT) has brought about a significant transformation in the modes of communication, work, and education. The emergence of the internet and the proliferation of digital technologies have brought about a substantial metamorphosis in the realm of education. The integration of Information and Communication Technology (ICT) in education has had a noteworthy influence on the acquisition of language skills. The acquisition of a new language has traditionally posed a formidable undertaking, necessitating substantial dedication and exertion on the part of learners. The conventional approach to language acquisition typically entails participating in formal instruction, perusing course materials, and honing oral and written proficiency. The incorporation of Information and Communication Technology (ICT) in language education has resulted in increased accessibility, engagement, and efficacy of the learning process.

Information and Communication Technology (ICT) offers diverse tools and platforms that enable language learners to engage with the language through various modalities. Learners have the ability to conveniently access a variety of online resources, including dictionaries, grammar guides, and language learning applications, from the comfort of their own residences. The advent of the internet has facilitated the ability of learners to participate in dialogues with individuals who

are fluent in the target language, utilising video conferencing platforms, social media, and language exchange websites. This presents a prospect for learners to hone their oral communication and auditory comprehension abilities in an authentic setting, which is pivotal in cultivating linguistic proficiency. The utilisation of Information and Communication Technology (ICT) in language learning presents a notable benefit in terms of the accessibility of multimedia resources. The proliferation of digital media has resulted in a plethora of audio and video resources that language learners can utilise to enhance their linguistic proficiency. As an illustration, individuals seeking to acquire proficiency in a foreign language may engage in activities such as viewing films, television programmes, and documentaries in the target language, listening to podcasts, and utilising online news outlets. This facilitates the enhancement of learners' auditory and interpretive abilities, while concurrently affording them the opportunity to acquaint themselves with diverse accents and dialects.

Information and Communication Technology (ICT) offers students a customised and adaptable approach to learning. Algorithms are utilised by online language learning platforms to monitor the advancement of learners and offer constructive criticism. This feature allows learners to recognise their areas of proficiency and inadequacy, thereby enabling them to concentrate on specific areas that require enhancement. Moreover, students have the ability to obtain educational resources and instructional materials that are customised to their individual learning preferences and proficiency level. The incorporation of Information and Communication Technology (ICT) in the realm of language education has facilitated the establishment of virtual classrooms and digital communities. The emergence of this phenomenon has resulted in the establishment of a worldwide community of scholars and educators, enabling them to engage in communication and cooperation irrespective of their physical boundaries. Online communities for language learning offer learners an opportunity to engage with their peers and enhance their language proficiency in a nurturing setting. Experienced language instructors and native speakers can provide learners with feedback and guidance.

Furthermore, the utilisation of Information and Communication Technology (ICT) has rendered language acquisition more captivating and enjoyable. Conventional approaches to language acquisition frequently involve monotonous and iterative techniques that may result in decreased motivation and disinterest. The incorporation of gamification, multimedia, and interactive learning tools has resulted in increased levels of enjoyment and motivation in the process of language acquisition. Language learners have the opportunity to engage in language learning games, quizzes, and challenges, which serve the dual purpose of facilitating language acquisition and sustaining learner engagement and motivation. To conclude, the utilisation of Information and Communication Technology (ICT) has had a noteworthy influence on the process of language acquisition, rendering it more attainable, captivating, and efficacious. The acquisition of language skills has been transformed by the emergence of online resources, multimedia materials, personalised learning, and virtual classrooms. The incorporation of Information and Communication Technology (ICT) in the realm of language education has opened up novel prospects for learners to engage with the language and with their peers, irrespective of their physical location. With the ongoing evolution of technology, it is reasonable to anticipate further advancements in the integration of ICT in language learning, resulting in more innovative and efficacious approaches.

Objectives of the Study

The aim of this scholarly article is to investigate the function of Information and Communication Technology (ICT) in the acquisition of language. This article aims to present a comprehensive overview of the various types of information and communication technology (ICT) tools and resources that are currently available for language learning. Additionally, it will explore the ways in which these tools can be efficiently integrated into language teaching and learning practises. The present study aims to investigate the advantages and drawbacks of incorporating Information and Communication Technology (ICT) in the process of language acquisition. Specifically, it will explore the potential of ICT to augment learners' motivation, engagement, and proficiency in language learning. The article will culminate by examining the prospective future of Information and Communication Technology (ICT) in the realm of language acquisition, as well as the potential ramifications of nascent technologies on language education. The objective is to furnish language instructors, students, and interested parties with discernment and direction on how to proficiently exploit information and communication technology (ICT) to facilitate and augment language acquisition achievements.

Literature Review

The incorporation of Information and Communication Technology (ICT) has brought about a significant transformation in the methods of learning and communication. The utilisation of Information and Communication Technology (ICT) in the realm of language acquisition has garnered significant interest from scholars and instructors in recent times. The objective of this literature review is to investigate the effects of Information and Communication Technology (ICT) on the acquisition of language skills.

Information and Communication Technology (ICT) tools are utilised in the context of language learning to offer students diverse possibilities for engaging in activities related to listening, speaking, reading, and writing. Furthermore, it promotes cooperative learning, enabling students to engage in mutual interaction and collaborate towards the attainment of their educational objectives. According to Warschauer and Healey's (1998) research, the integration of ICT tools in language education has been shown to elevate the standard of learning and augment student motivation and engagement.

Empirical studies have demonstrated that the integration of Information and Communication Technology (ICT) in language education can enhance learners' linguistic competencies across various domains, such as auditory perception, oral communication, textual comprehension, and written expression. Alqahtani and Higgins (2013) discovered that the integration of Information and Communication Technology (ICT) in language learning had a positive impact on students' speaking proficiency. This was attributed to the fact that ICT facilitated opportunities for students to engage in speaking practise with native speakers via videoconferencing. Sung and Mayer (2012) discovered that the utilisation of interactive multimedia resources had a positive impact on the enhancement of students' reading comprehension abilities.

The efficacy of Information and Communication Technology (ICT) in facilitating language acquisition has been demonstrated in its ability to foster learner autonomy. Lee and Jang (2011) assert that the utilisation of ICT tools, such as online dictionaries, grammar checkers, and language learning software, provides students with the opportunity to learn autonomously and concentrate on their unique learning requirements. This approach fosters a sense of responsibility among students towards their learning process, thereby promoting self-directed learning.

Additionally, the utilisation of ICT tools in the context of language acquisition possesses the capability to cultivate intercultural communication proficiencies. The utilisation of Information and Communication Technology (ICT) can facilitate communication between learners and individuals who are native speakers of diverse cultures. This interaction can potentially augment learners' comprehension of various cultural norms and viewpoints. According to Thorne (2013), this can also foster the development of empathy and tolerance towards others.

Although the utilisation of ICT in language learning has its advantages, there exist certain obstacles and restrictions that impede its effectiveness. A primary obstacle that presents itself is the limited availability of technological resources, particularly in nations that are in the process of advancing their economic and social infrastructure. The existence of a digital divide may result in disparities in language learning prospects among students belonging to diverse socio-economic strata, as per the findings of Warschauer and Matuchniak (2010).

One of the challenges faced in language teaching is the insufficiency of teacher training and support in effectively utilising information and communication technology (ICT). The efficacy of ICT integration in teaching practise may be hindered by teachers' inadequate knowledge in this area, thereby restricting its potential impact on the learning process (Levy & Stockwell, 2006).

Additionally, there exist apprehensions regarding the calibre and genuineness of virtual materials for acquiring language proficiency. According to Kern, Ware, and Warschauer (2014), discerning between credible and non-credible sources can pose a challenge for students, as not all online resources can be deemed reliable.

Role of ICT and language Learning

In the contemporary era of heightened globalisation, possessing the proficiency to communicate proficiently in a non-native language is deemed a crucial aptitude. The aforementioned phenomenon has resulted in a heightened focus on the acquisition of linguistic skills, as a multitude of individuals and entities endeavour to enhance their proficiency in various

languages. The significance of Information and Communication Technology (ICT) in the realm of language learning has grown considerably due to its provision of a diverse array of tools and resources that aid learners in their pursuit of language acquisition.

The field of Information and Communication Technology (ICT) has brought about a significant transformation in the domain of language learning by offering learners an extensive range of language learning resources. There exists a plethora of resources for language learners, including but not limited to online language courses, language learning software, and mobile applications. The aforementioned resources afford learners the chance to engage in language skill development, enhance their grasp of grammar and lexicon, and engage in discourse with individuals who are native speakers. In addition, learners are afforded the chance to acquire knowledge at their preferred speed and in accordance with their personal timetable, thereby rendering language acquisition more adaptable and attainable.

The employment of Information and Communication Technology (ICT) in language education is advantageous due to its potential to augment language immersion. The practise of language immersion involves complete immersion in the target language, and is widely recognised as one of the most efficacious methods of language acquisition. Information and Communication Technology (ICT) tools, such as videoconferencing and virtual reality technology, facilitate language learning by providing learners with the opportunity to immerse themselves in a virtual environment. The utilisation of simulated immersion experience can be a highly effective approach in enhancing language proficiency among learners.

ICT plays a significant role in language learning by enabling communication between learners and native speakers. Online language exchange programmes and social media platforms afford language learners the chance to engage in communication with individuals who are native speakers of the language they are studying. Language learners can enhance their linguistic abilities and gain valuable knowledge about the customs and culture of the target language country through this process. Engaging in communication with proficient speakers of a language provides learners with an opportunity to hone their conversational aptitude and enhance their self-assurance in speaking the language.

Information and Communication Technology (ICT) can also serve as a facilitator for personalised language learning. Individuals exhibit diverse learning styles and preferences, and the utilisation of Information and Communication Technology (ICT) can facilitate personalised learning experiences that cater to unique requirements. The utilisation of learning management systems (LMS), adaptive learning systems, and artificial intelligence (AI) can facilitate the analysis of learner data and provision of tailored feedback and learning resources. This feature enables students to concentrate on their areas of deficiency and advance at their individual pace.

In addition, the field of Information and Communication Technology (ICT) has facilitated greater accessibility and affordability in the realm of language acquisition. Digital resources such as online language courses and mobile applications are frequently offered at a reduced cost or free of charge in comparison to conventional language classes. This implies that individuals who were previously unable to avail themselves of language learning opportunities, such as those residing in geographically isolated regions or those with restricted financial means, can now derive advantages from language learning.

It is noteworthy that while ICT can be utilised to augment and complement traditional language learning approaches, it should not be regarded as a substitute for them. The acquisition of language proficiency necessitates the utilisation of a variety of techniques, such as reading, writing, listening, and speaking. Furthermore, conventional classroom pedagogy remains a crucial component of language learning. The integration of ICT tools and resources with conventional language learning approaches is recommended to foster a comprehensive and efficacious learning experience.

Ultimately, the significance of Information and Communication Technology (ICT) in the realm of language acquisition cannot be exaggerated. The utilisation of technology has afforded language learners with a plethora of resources for language acquisition, increased opportunities for immersion, streamlined communication with native speakers, facilitated tailored learning experiences, and improved the accessibility and affordability of language learning. It is probable that the ongoing evolution of technology will result in the emergence of novel and inventive language learning tools and resources, thereby augmenting the significance of information and communication technology (ICT) in the domain of language learning.

ICT and language Learning: Challenges and Limitations:

The advent of Information and Communication Technology (ICT) has brought about a significant transformation in the modes of communication and learning. The significance of Information and Communication Technology (ICT) in the domain of language learning has witnessed a notable surge in recent times. The accessibility, interactivity, and engagement of language learning have been enhanced with the progress of technology. Nevertheless, the incorporation of Information and Communication Technology (ICT) in the realm of language acquisition is accompanied by a distinct array of obstacles and restrictions.

Challenges:

- **Technical issues:** One of the primary obstacles encountered by individuals learning a language when utilising information and communication technology (ICT) pertains to technical difficulties. The learning process may be impeded by factors such as inadequate connectivity, compatibility discrepancies, and hardware or software malfunctions. The aforementioned concerns have the potential to result in feelings of dissatisfaction and reduced drive.
- **Lack of human interaction:** The acquisition of language proficiency is contingent upon social interaction, as language is a construct that is shaped by societal norms and conventions. While Information and Communication Technology (ICT) can serve as a tool to enhance communication, it is unable to fully substitute in-person interaction. Insufficient human interaction may result in restricted chances to apply the language in authentic scenarios, impeding the enhancement of communicative abilities.
- **Inadequate training:** Both teachers and students must have the necessary training for the incorporation of ICT in language acquisition. In order to use ICT effectively, teachers must receive training, and students must also receive training on how to use the technology to their advantage when learning a language. Learning results may suffer as a result of insufficient training leading to inefficient usage of technology.
- **Lack of personalization:** ICT offers a standardised method for learning languages. Each learner, however, has a unique set of demands and a learning style. Lack of personalisation in ICT use might cause people to become disengaged and demotivated.

Limitations:

- **Access to technology:** Not everyone has access to technology, particularly in underdeveloped nations. Lack of access to ICT among students from underprivileged backgrounds might lead to a digital gap and reduce their educational possibilities.
- **Language proficiency of teachers:** Teachers must be fluent in both the language and the technology being used in order to integrate ICT into language learning. The efficiency of ICT in language learning may be constrained by teachers' limited language proficiency.
- **Cost:** The use of ICT in language learning can be expensive. The cost of technology, software, and training can be a significant barrier for many learners and institutions.
- **Privacy and security:** Concerns about security and privacy are raised by the use of ICT in language learning. Online interactions and language practise may be restricted by learners' reluctance to disclose personal information.

In summary, the application of ICT to language acquisition has the potential to improve the educational process. But it's crucial to address the difficulties and constraints brought on by the use of technology in language acquisition. By addressing these issues, ICT may be used effectively to promote language learning and give students the chance to advance their language abilities in an interesting and participatory manner.

Conclusion

The way we learn and teach languages has been revolutionised by the use of information and communication technologies (ICT). This technological revolution has both advantages and disadvantages.

On the plus side, ICT has improved accessibility, interaction, and practicality for language acquisition. Languages can now be learned online, at the student's own speed, and from any location in the world. The internet is filled with resources for learning languages, such as multimedia content, language apps, and online language classes, which make learning more

interesting and enjoyable. ICT has also made it simpler for language learners to communicate with native speakers and other students across the globe, opening up chances for genuine language practise and cross-cultural interaction.

However, there are drawbacks to ICT integration in language learning as well. A lack of engagement and communication with real people, which is crucial for language acquisition, might result from an overreliance on technology. Without a teacher or a learning community, students risk becoming dependent on technology and losing interest in learning. Additionally, the calibre of online resources for language study is not always reliable, and pupils may encounter erroneous or inappropriate language use.

ICT, in both positive and negative ways, has had a substantial influence on language learning. Increased accessibility, interaction, and convenience are all advantages of ICT. The disadvantages, however, include the potential for less dialogue and contact, a reliance on technology, and faulty learning resources. To ensure effective language acquisition, it is crucial to find a balance between technology and conventional teaching techniques.

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