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CHAPTER ONEINTRODUCTION1.1 Background of the StudyGlobalization and technological changes are processes that have accelerated teaching. The past fifteen years have created a new global economy powered by technology, fuelled by information and driven by knowledge. The Emergence of this new global economy has serious implications for the nature and purpose of educational institutions. As the half life of information continuous to shrinks and access to information continues to grow exponentially. School cannot remain more vociferous mission of a prescribed set of information.Information and Communication Technology ICT which includes radio, television, computers and the internet has been found as potentially powerful. Communication technology is the tool use to harvest the information properly for effectives in any Area of life.1.2 Statement of the ProblemA lot of stakeholders in the educational sector has expressed sincere feelings about the decline of the value of education, the decay in the training of manpower, laxity in the teaching and learning and lack of educational materials in the ministry of education.1. Some schools are lacking in the implementation of the ICT in teaching and learning.2. Some school due to lack of fund they can not purchased ICT equipments for teaching and learning.3. Some teachers are not well trained to use ICT in carrying out their duty is the class.4. Because of the lack of quality, teachers adulterate the student thereby creating barrier in learning and development of the student. This is the right of researcher to study school in Enugu North with the aim of finding out whether they have implemented the use of ICT and record the success but if not know the cause of it.1.3 Significant of the StudyThis study is very essential to use extent that it helps to identify the impact of information and communication technology (ICT) on the teaching and learning of English language. The researchers expect to that if the suggested and personal opinion proposed in this research work are implemented effectively and diligently, the poor image of information and communication technology on the teaching and learning of English language will be restored and the objective of the introduction of information and communication technology will be achieved.This research work will be of benefit to the following group of people. Government, parents, society, schools and students of English language.1.4 Purpose of the StudyThe main purpose of the study is to find out the obstacles teachers face in using ICT and whether it has any positive impact in teaching and learning of English language specifically, there study aims at finding out the following.1) To what extent are the obstacles teachers face in using ICT.2) To what extent have the society and government recognize the significant of ICT in teaching and learning.3) Does ICT have any positive impacts in teaching and learning.4) What are the problems associated with the use and implementation of ICT in research.1.5 Research QuestionAs a result of the clear statement of the purpose of the research, the following vital research questions are raised to help guide the study.1) What are the obstacles teachers face in using ICT.2) To what extent have the society and government recognize the significant of ICT in teaching and learning.3) Does ICT have any positive impacts in teaching and learning.4) What are the problems associated with the use and implementation of ICT in research.1.6 Limitation of the StudyThere are many school owned by government and by individual in Enugu state and throughout Nigeria.Because of time and the meagre resources of the research, the work is limited to only schools in Enugu North.1.7 Definition of TermsLAN: Local Area NetworkWAN: Wide Area NetworkICT- Information and Communication TechnologyGlobalization: refers to the individual revolution of a Nation that is powered by information and technology.Physical Media: This refers to printed information on a material that you can handle.IRL- Instruction Radio InitiativeCAL- Computer Assisted InstructionPedagogy- refers to the traditional Act of teaching and learning in the school.Tele-Conference: The refers to the use of information technology to teach a group of people with the instructor being not present.1.8 Hypothesis:1. ICT has positive impact to teaching and learning of English in secondary school.ii. There are no obstacles facing the ICT in school.iii.9 Scope of the StudyThe scope of this study is cover all the secondary school in Enugu North Urban. It tries to delimit the study, that is to point out the extent or how far the study will go.DOWNLOAD COMPLETE PROJECT MATERIAL Related Al Arif, T. Z. Z., Armiwati, A., & Handayani, R. (2023). The Use Of ICT For English Language Learning: A Mixed-Method Study Of EFL University Students. Ijeltal (Indonesian Journal of English Language Teaching and Applied Linguistics), 8(2), 199215.Article Google Scholar Ali Mansoor, A. A., Mohammed, O. S. M., Ahmed, H. R., MunasserAwadh, A. N., Abdulfatah, H. M., & Sheikh, E. Y. (2023). English Language teaching through a short story: A technique for improving students vocabulary retrieving. Cogent Education, 10(1), 2161221.Article Google Scholar Alian, E. M. I., & Alhaj, A. A. M. (2023). 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A list of ICTs is also provided.This article tries to review ICT use in English Language Teaching (ELT). First, the rationale behind using ICT in ELT will be discussed. Then, a list of ICT tools that are currently used will be introduced.According to Pete Sharma and Barney Barret (2007), there are several reasons for using technology in language teaching. In addition to the fact that technology can be motivating, it offers the possibility to work autonomously or interact and collaborate with others. Technology also provides instant feedback on language performance in various tasks and exercises. Technology can also be an extension of the classroom and can be time-saving. Finally, technology can promote language learning with fresh authentic, and motivating materials directly usable from the Internet.Using blended learning, which they define as a language course that combines a face-to-face classroom component with an appropriate use of technology, Pete Sharma and Barney Barret (2007: 7) suggest that positive learning outcomes are most apparent when clear roles are assigned to the teacher and to the technology. In the following section, we will review the ICT tools used in ELT. The categorization of the tools presented is adapted from Erben et al., (2009).ICT tools have been reported to yield positive results in ELT classrooms. In fact, the judicious use of ICT tools to teach English boosts learning in terms of attitudes, autonomy, and authenticity. In this section, we will list several ICT tools, classified according to their functions. To this effect, we will use Erben et al., (2009) classification which focuses on the functions of the different ICT tools.ICT Tools and English Language TeachingThose tools enable English language learners to be creative. They involve playing with and using language to create, explore, and discover while producing content and learning performances that can be measured. Examples of these tools include web publishing, presentation software, exercise-creating tools, podcasting, cameras, moviemakers, and audio makers.Software that promotes communication among students and teachers may be divided into two kinds of tools. First, there are those types of software that allow for real-time interaction (i.e. synchronous) such as telephone conversations, board meetings, voice conferencing, and instant messaging. The second type of software includes those that occur with a time delay (i.e. asynchronous) such as email, text messages transmitted over cell phones, and discussion boards.Some ICT tools can facilitate and boost the teaching and learning of writing and reading skills. Examples of these tools include online boards, online journals, blogs, wikis, and e-books.Blogs, wikis, boards, and journals can be used to create digital material or portfolios online. They are spaces where learners work on collaborative projects. They can also be used for professional development or to summarize learners work. Examples of these tools are Blogger, Wikispaces, and Penzu. They can be accessed by following these links: //penzu.com E-books have many functionalities. Learners can use them to develop their reading skills. For instance, e-books have added audio, interactive tasks, and built-in dictionaries. Another advantage of this tool is that learners can access e-books on several devices such as tablets, mobile phones, and laptops.The listening skills can be developed through ICT tools such as:Video and audio files;Podcasts (syndicated audio files) and vodcasts (syndicated video files);Audio Video sharing libraries like YouTube.Tony Erbe et al., (2009) list three basic performance types of assessment, namely, performances, portfolios, and projects. The main difference between these types of assessment and standardized traditional tests lies in the fact that with the alternative assessment tools, the learner produces evidence of accomplishment of curricula objectives. This evidence is put in the form of a performance, project, or portfolio and can be archived and used at a later date with other pieces of learning evidence as a compilation of proof to demonstrate achievement. Erben et al., (2009: 153)Virtual Learning Environments (VLE) are Web-based platforms that allow teachers and learners to manage and organize their work electronically. Some of the benefits of these online spaces are as follows:Both parents and learners can access these spaces to assess progress.All participants may have their say on the discussion forums or conferencing sections.VLEs reduce the social distance between all participants.ICT tools and language teachingHere is a table summarizing the ICT tools for language teaching based on the content provided:CategoryPurposeExamplesE-Creation ToolsEnable learners to be creative while using language to create, explore, and discover.Web publishing, presentation software, exercise-creating tools, podcasting, cameras, moviemakers, audio makers.E-Communication ToolsPromote communication among students and teachers. Synchronous tools: Voice conferencing, telephone conversations, board meetings, instant messaging. Asynchronous tools: Email, text messages, discussion boards.Reading/Writing-Facilitative E-ToolsBoost the teaching and learning of writing and reading skills.Online boards, blogs, wikis, e-books. Examples: Web Whiteboard, Penzu, Blogger.Listening/Speaking-Facilitative E-ToolsDevelop listening and speaking skills.Video and audio files, podcasts, vodcasts. YouTube (audio/video sharing libraries).E-Assessment ToolsFacilitate performance-based assessment, including performances, portfolios, and projects.Evidence of accomplishment archived as projects, portfolios, or performances.Virtual Learning Environments (VLE)Provide web-based platforms to organize, manage, and collaborate electronically.Discussion forums, conferencing sections, and progress tracking for both parents and learners.This article has attempted to review the rationale behind ICT use in education. We have also tried to classify ICT tools and their use in ELT. Some of these tools are designed for communication while others are made to help learners be creative. Language skills can be also developed through ICTsErben, T., Ban, R., & Castaeda, M. (2009). Teaching English language learners through technology. New York: RoutledgeSharma, P. & Barret,B. (2007). Blended learning: Using technology in and beyond the language classroom. Macmillan

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