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BOOK REVIEW: EMERGING TRENDS OF ICT IN TEACHING AND LEARNING: ICT IN ENGLISH LANGUAGE TEACHING

Title	: Emerging Trends of ICT in Teaching and Learning
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The integration of ICT in English Language Teaching and Learning is essential for improving language skills and enhancing the quality of education (Ahmadi, 2018; Ammanni & Aparanjani, 2016). It offers a variety of benefits such as improved learning outcomes, interactive and engaging content, authentic communication, and time-saving capabilities. It is not only beneficial for teachers but also for students and the entire staff of schools and colleges. The integration of ICT has become a topic of interest for scholars and researchers, highlighting its importance in the modern education system. The use of ICT has revolutionized the education system, making it more accessible, efficient, and effective. It offers opportunities for learners to explore beyond their geographical limitations, facilitates self-paced learning, and provides an interactive and engaging learning experience. Additionally, it saves time and provides opportunities for authentic communication, improving language skills. Despite its benefits, there are criticisms of ICT integration in education. Some argue that it can create a digital divide (Dewan & Riggins, 2005), where students who do not have access to technology are left behind. There are also concerns about the quality of information and communication provided through ICT, leading to information overload and misinformation (Apuke et al., 2022). Furthermore, it is essential to ensure that ICT is not used as a substitute for real-life communication and interaction. In general, the use of ICT in English Language Teaching and Learning cannot be undermined, and its integration needs to be carefully implemented to achieve the desired learning outcomes.

The book “Emerging Trends of ICT in Teaching and Learning” is edited by (Devaki & Deivam, 2022). It aims to provide insight into the latest trends in Information and Communications Technology (ICT) and their influence on social, cultural, and economic spheres, with a specific focus on teaching and learning. It caters to teachers, students, and researchers who focus on ICT-related courses, while other researchers can take it as a convenient reference. The objective of the book is to bring together the tools, techniques, and strategies of seasoned

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researchers in one volume, enabling readers to develop top-quality literature on ICT. The chapters of this book cover various topics such as cyber security, digital initiatives, ICT for English language teaching, web-based learning, smart classrooms, and technological tools. However, the focus of this review is on the chapters that discuss ICT for English language teaching and learning.

The role of ICT in English language teaching and learning

This chapter explains the importance of ICT in language learning and highlights its benefits for both students and teachers. It explains how ICT can enhance the four skills of English language skills (commonly known as LSRW), making learning more interactive and interesting. This part also emphasizes the advantages of self-paced learning, as students can choose their program and learn at their own pace. Additionally, it discusses how ICT can be used as a teaching aid to simplify complex concepts, reduce the teacher's burden, and present information in a novel way. The part also notes the efficiency and authenticity of ICT, allowing students to interact with teachers from all over the world, as well as its role in bridging the gap between teachers and students during the COVID-19 pandemic. Finally, it highlights the benefits of ICT for the whole staff of schools and colleges, including academic work, and uses specific examples from the Rajasthan state to illustrate how modern technology can help students learn English simply and engagingly.

In addition, this chapter also discusses the various types of technology that are suitable for language instruction, including interactive multimedia, computers, mobile gadgets, the internet, television, audio devices, e-books, webinars, mobile apps, OHPs, language laboratories, and more. It also suggests some additional ICT tools, including iPods, Zoom meetings, Google Meet, Skype, blogs, and CALL. The article then provides a few instances of programs that are based on ICT for English language instruction, such as O-labs programs, CALL programs, Kindle, e-books, YouTube programs, distant education programs, NCERT live classes, CAI, radio programs, and EDUSAT programs. In summary, this chapter highlights the significance of ICT in language learning and offers an overview of available technologies and examples for teachers.

Traditional and modern ICT tools for English language teaching and learning

This chapter discusses the significant impact of ICT on various aspects of human life, including education. The author emphasizes how technology has become an essential tool for teaching English as a second/foreign language. The chapter provides an overview of the different web-based and non-web-based tools used in language education. Non-web-based tools include Audio-visual Aids, Language Laboratory, Overhead Projectors/Slides, Tape-recorder/Gramophone, Television, and Film Projector. While web-based tools are The Internet, E-Books, Audio Books, webinars, Interactive whiteboards, Mobile Apps, Web 2.0 Applications, and Mobile Phones. The author also highlights the advantages of utilizing ICT in language training, such as improved learner autonomy and the availability of high-quality learning materials. Furthermore, the chapter discusses how multimedia technology can be effectively utilized to enhance vocabulary development, grammar, literature writing, and other language skills. English language teachers may also use e-mail, e-libraries, and the Internet to enrich the

teaching and learning experience. To sum up, this chapter provides valuable insights into the potential of ICT in language education and highlights its role as an essential tool for English instruction.

Computer assisted language learning (CALL) in schools: Tool for developing English language learning skills among school students

This chapter provides a concise and clear explanation of CALL and its importance in language learning. It presents the key features of CALL, including its use of computers and interactive components, and explains the objective is to complement, not substitute in-person language education. The chapter highlights that CALL is student-centered, emphasizes learning over instruction, and provides opportunities for structured and unstructured learning. Additionally, it explains that CALL can be used to reinforce learning in the classroom and to help learners who need extra assistance. Overall, this chapter effectively conveys essential information about CALL and its role in language learning. It provides a solid foundation for further discussion and exploration of the topic, making it a useful introduction to CALL for students, educators, and researchers.

Enhanced ICT tools to improve students listening skills among primary school students

This chapter discusses the importance of language, specifically English, as a means of communication and its role in various aspects of life. The authors emphasize the significance of communication skills, including listening, speaking, reading, and writing, for personal and academic success. The chapter explores how ICT can aid students in improving their listening skills, which is the basis for interactive exercises that improve their skills. The study focuses on how audio and movies impact the listening comprehension abilities of primary school students. The study highlights how ICT can serve as an educational and efficient means for students to enhance their listening skills. The authors suggest that language learners can use ICT to adjust access to their compensation and overcome the challenge of poor listening abilities. This study can help enlighten language teachers on how to use ICT to benefit students in the classroom.

Effectiveness of writing competency among the class XI students in Madurai District

This chapter aims to assess the efficiency of a writing proficiency program among 11th-grade students in Madurai district, Tamil Nadu. The sample group included 36 students, who took a pre-test before the program and a post-test after a month-long experimental teaching program, excluding Sundays. Mean, standard deviation, and t-tests are used to analyze the collected data. The study found that the program was effective in improving the English writing skills of the students. There was a significant difference in the post-test results between the rural and urban students in the experimental group. However, there was no significant difference between the pre-test and post-test results within the experimental group. Based on the data and feedback, it was concluded that the program is beneficial in enhancing the teaching and learning process. The implementation of a writing skill development study is a beneficial measure in academic education,

and it is important to use different teaching and learning strategies to prevent monotony in lessons.

The chapters above provide valuable insights into the potential of ICT in language education, including the use of multimedia, web-based and non-web-based tools, computer-assisted language learning (CALL), and enhanced ICT tools for improving English skills. The book is a useful resource for educators, students, and researchers looking to incorporate ICT in language learning and teaching. Overall, the book provides a comprehensive overview of the latest trends in ICT and their potential for enhancing the teaching-learning process.

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