EVOLUTION OF ICT IN ENGLISH LANGUAGE LEARNING

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ABSTRACT
Technology has become increasingly integrated into English language classrooms over time. The use of information and communication technology has expanded into many contexts of ELT. (ELT). From CALL to MALL to RALL to TELL, this paper will try to trace the evolution of ICT use in ELT and the approaches that were pursued at each stage. Learners have not been spared the various challenges that come with the use of technology in any shape, despite the long journey of ICT in language teaching from the 1970s. These difficulties are highlighted, and potential solutions are proposed.
KEYWORDS: *English Language Teaching, (ELT), Computer Aided Language Learning(CALL), Mobile Assisted Language Learning (MALL),Robborts Assisted Language Learning RALL,Technology Enhanced Language Learning (TELL)*

Educational technology is defined as "the application of technological means to the enhancement of learning in a range of contexts, including but not limited to formal and informal education; non-formal and lifelong learning; the workplace; and just-in-time instruction," Huang et al. (2019).Technology in education has come a long way from its humble beginnings in the form of chalkboards and blackboard chalk, and today it encompasses a wide range of devices and methods, including but not limited to: augmented and virtual realities; simulations and immersive environments; collaborative learning; social networking; cloud computing; flipped classrooms; and many others.

ICT IN LANGUAGE TEACHING AND LEARNING
In the field of English language teaching and learning with ICT, students are increasingly making use of information and communication technology (ICT) tools like open educational resources, online courses, virtual classrooms, and social networks. Alobiad (2020). To optimize, improve, and create a better language learning environment and smoother learning processes, ICT in the field of language education is the integration of various technologies of information and communication. The phrase "Information and Communications Technology (ICT) in Education" is commonly used in the field of education to refer to the incorporation of various forms of technology into the classroom.

EVOLUTION OF ICT IN ELT
For the past three decades, ICT has been a staple in ELT (English as a Second Language). There has been a lot of study into the effect that ICT has on language education, how it is implemented, and the ways in which it incorporates new resources, methods, and tools for teaching and learning languages in the twenty-first century.

Technology advancements in the last few decades have impacted linguistic instruction and learning. Computer-assisted language learning (CALL) has been studied for 30 years and is the most popular word in the field of linguistics. (Golonka et al., 2014).

Because of the auditory lingual method's emphasis on repetition and practice, computers have become natural partners in the language-learning process. (Levy, 1997). As the 20th century came to a close, computer-assisted language learning (CALL) became increasingly influential in the field of linguistics. Warschauer (2000a) identifies three overarching trends in this era's CALL history:
- **structural CALL,**
- **Communicative CALL,**
- **Integrative CALL.**

Structural CALL
In the '70s and '80s, computer use was primarily for training and rehearsal. The function of computers was highly regimented and uninteresting. During this time, accuracy was prioritised above all else when studying a new language.

Communicative CALL The use of computers in the 1980s and 1990s to create exercises to hone successful communication went beyond accuracy and sought to achieve fluency.

Integrative CALL The period between the late 1990s and the early 2000s was marked by widespread availability of Internet and other forms of digital media. As a result of this increased access to technology, teachers started planning classroom language instruction so that it could be used in a variety of settings.

Another CALL paradigm described the field's development over the first three decades of this century. It differentiated between Closed and Open CALL. (Bax 2003). Bax provided a counterpoint to Warschauer's assessment of CALL's evolution over the final three decades of the twentieth century.

While the early behaviourist approach to CALL relied more on rote learning than interactivity, Bax classified this era as Restrictive CALL, language learning software developed in the 1980s and 1990s allowed students to interact not only with the computer systems for individualised learning, but also with other students. The final phase of CALL that Bax describes is Integrated CALL, which is very similar to Warschauer's interpretation of Integrative CALL. In both cases, the use of computers is viewed as so integral to language learning that it can be built at the curricular and course level, rather than as an afterthought. Bax argued that the word CALL should be abandoned because computers are so ubiquitous in the field of language education, just as books are seen as a tool for language learning without the need to coin a term like Book Assisted Language Learning.

In the first years of the new millennium, CALL's impact on the study of languages only grew stronger. Davies et al. (2013) note that "Web 2.0 fever" of the time affected the discipline. Web2.0 tools like wikis, message forums, social networking sites, and virtual worlds all contributed to this phenomenon. Several "Second Life worlds" dedicated to language learning have sprung up since 2007, and annual conferences have been called Second Life Language Conferences ever since, proving that the trials with virtual worlds have taken on a life of their own within the language learning community. (Davies et. al 2013, p. 34). It is important to note that technology is ubiquitous in all subjects and levels of education, and is indeed necessary for everyday life, as stated by Chapelle & Sauro (2017:1). Therefore, not only do our students use technology to learn a language, but also to better prepare themselves for future obstacles. When we use tele-collaboration to bring together students from various countries, they gain experience with tools like video and chats that they'll likely use in their own life tasks, like working remotely. As a result of technological advancements, we are able to abandon more conventional methods of instruction and instead place the student within broader, more interconnected networks. Because of this, students can grow into independent scholars.

From CALL to MALL
With the advent of mobile devices in the early 2000s came a new acronym: Mobile Assisted Language Learning. According to O'Malley et al. (2003: 6), "any kind of learning that happens when the learner is not in a fixed, predetermined location, or learning when the learner takes advantage of the learning opportunities offered by mobile technologies," best describes MALL.

Our conception of education has evolved in tandem with the speed with which educational resources have shifted.

According to Sharples et al. (2010), there is a direct correlation between the characteristics of New Learning—individually tailored, learner-centered, contextualized, collaborative, pervasive, and lifelong—and those of New Technology—individually tailored, user-centered, mobile, networked, pervasive, and long-lasting. There is potential for mobile learning to "open up new doors to personal fulfilment and lifelong learning by bridging the gap between formal and experiential learning."

According to Kukulska-Hulme et al. (2017), the affordability of mobile learning and its ability to bridge academic and lifelong learning make it an excellent tool for language instruction.

They also stress that learners will need to be more autonomous and that good learning design is essential for the new approach to language acquisition. Ibn Gusti Hafif (2019).

The presence of RALL (Robot-Assisted Language Learning) has been shown to increase students' motivation, attention, confidence, acceptance of the instructional materials, satisfaction in the learning process, and language ability, as confirmed by Hong et al. (2016).

In the context of incorporating ICT into language study, a new acronym emerged: TELL (Technology-Enhanced Language Learners). (Motteram, 2013). The use of TELL in EFL settings has been the subject of numerous studies. Most research shows that when students use ICT, they develop better abilities in both individual and group learning. As a cultural product of language study in the twenty-first century, it unquestionably contributes significantly to the advancement of second/foreign language education. TELL is new media for boosting language learning process in the integrated multimodal learning environment, and it conforms to the constructivist learning theory by allowing for template-based learning and knowledge building.

The vast majority of students maintain an optimistic outlook, and they do so because they appreciate learning and because they gain many advantages, including exposure to cutting-edge technology, improved proficiency with computers and the English language, and a broader understanding of education. The research conducted by Boonyopakorn (2016) demonstrated how TELL evolved into online social media to help EFL students better communicate in English. The Internet has proven to be a useful resource for boosting language learning in classrooms.

Compared to conventional methods of teaching a foreign language, Kranthi (2017) found that TELL offers a number of benefits for students. Along with the literature, it provides a comprehensive educational experience. TELL encourages a student-centered learning atmosphere and provides students with additional time to study outside of the classroom. Paperless classrooms are now possible thanks to technological advancements. In particular, the use of electronic teaching

materials was found to have more benefits than conventional textbooks, demonstrating that technology adds to the modernization and enhancement of the educational process. Information technologies, such as hyperlinks and other multimedia tools like Moodle and Blogger, have a lot of potential in the classroom, and this document highlights that potential. (Shishkovskaya, et al, 2015).

Learning Management System in its original form. Another technological advancement and invention utilised in ELT settings is the learning management system. G-Drive, Moodle, Padlet, Blackboard, Edmondo, and the newest one, Canvas, are just some examples of online learning platforms or web-based learning environments. According to Kolesnikov and Petrova (2015), conventional classroom learning activities have been supplanted by electronic and online learning platforms in the form of learning management systems.

In order to implement student-centered learning and the principles of learner autonomy, Mullama (2010) argues that Blackboard, as an online learning platform, provides ICT solutions in providing support to English classroom activities, group-work, pair work assignment, and individual works. One more controlled experiment confirmed the usefulness of web 2.0 applications like Slide share, You Tube, Podcast, Flikr, and Picasa in improving students' English language skills in university environments. (Shishkovskaya, et al 2015).

Since a web-tool like GrewPtool supports interaction— something lacking in other web-tools like Moodle—which is necessary in a'real' classroom environment, Cavus et al. (2006) finds that collaborative learning tools can contribute to successful language learning activity. The English language can be taught and learned effectively with the help of high-quality cooperation tools. Despite students' and faculty members' grumblings about the added workload, the use of the learning management system (LMS) Moodle (Modular Object-Oriented Developmental Learning Environment) improved students' English proficiency at the university level. More research into the learning management system (LMS) called MEC (Macmillian English Campus), which is used to teach English as a second language in Turkey. The data indicates that MEC had a positive effect on student performance, though it likely wasn't the only factor, given that students have more time to study thanks to their increased online engagement. (Bilgin, 2013).

Blended learning, which combines conventional classroom instruction with online materials, is another form of ICT use in ELT. (online). Some studies have found that students benefit from Blended learning in ELT because it allows them more freedom and time to study on their own outside of class and helps them become more independent and work better in groups. In addition, it can cater to students of all learning styles, boost students' motivation and speech abilities, and reduce wasted time in class (Akkonyulu & Soylu, 2008). (Buran & Evseeva, 2015). It is clear that ICT plays an important part in and has a significant effect on English

language education. The use of ICT in the classroom is now universally recognised as a necessity. Therefore, educators at the front lines need to acquire digital literacy skills in order to effectively use ICT for research, production, and dissemination of knowledge, all of which call for a blend of cognitive and technological abilities. (connect.ala.org). Even though they were born into the digital age, students still need to learn how to effectively use digital tools for research, writing, and presentation in the classroom. Teachers of English as a foreign language need to be innovative in order to keep up with the ever-evolving technological landscape and meet the needs of their pupils in the digital age. The shift from conventional classrooms to 21st-century online learning environments has been facilitated by technological advancements.

CHALLENGES OF DIGITAL LEARNING
When There are many benefits to digital learning for both educators and students when compared to the standard classroom setting. The best time and location for instruction and study are completely flexible.Of course, there is a new set of difficulties associated with digital learning that must be overcome. Even if they do well in a traditional classroom, many pupils will struggle in an online environment. Students who have no trouble learning the content can still struggle to complete their work on time and perform poorly on tests.

Therefore, it is crucial that both educators and students be conscious of these challenges. One can get the most out of every online learning activity with a little forethought and planning and overcome these obstacles. The individual may face the following difficulties while utilising online digital learning:

1. Resistance to change.
There are advantages to implementing a new improvement that can lead to further progress and growth, but there are also disadvantages to be aware of. One of the greatest problems with digital learning is that both students and instructors may be resistant to change because of a lack of technical skills and familiarity with the technology. Students need to be taught not only how to use technology for other purposes, but also how to use it to study successfully for academic purposes. Sometimes people are resistant to change because they are not prepared to adapt to the new circumstances, even if those new circumstances are better than the ones they are leaving behind. There are steps that can be done to counteract this opposition. The advantages of education, which could include, must be made clear to students:

- The feature of multimedia learning which makes the material more engaging,
- Materials are easier to access. At the time of teaching, such learning material will be accessible to them whenever they want. This will enable them to complete the learning within a span of time.
- Effective communication processes are very key to incorporate in digital Learning programme. It will

- enable learners to understand and accept digital Learning programme quickly.
- It is important that, learners know what benefits digital learning offers them, and the objectives, among other aspects.

2. The infrastructure

It's a challenge for educational institutions and pupils alike. The distribution of eBooks and digital curricula is hindered because most institutions do not have the necessary information technology infrastructure. Many developing nations still lack the infrastructure to support the large data downloads necessary for digital books, including computers, laptops, iPads, smart televisions, and reliable internet connections. Not all pupils have easy access to smartphones with internet access. Even if they have a smartphone, they may not be able to purchase data bundles that give them access to the internet.

Not all students have had the same level of access to technology, even among so-called "digital natives." There are lots of people who never go online without first checking their phone or computer.

Therefore, it is crucial that educational resources move away from a focus on computers in the early 2000s. The mobile-first group might one day find it unnecessary to download files, print pages, or even use Word documents. It's crucial to pick readings that can be easily accessed on any device, including mobile phones and laptops.

3.Need for Self-Discipline

Many college students have difficulty maintaining self-control in the classroom. It's the first time they've ever gone without constant supervision. Finding the internal drive to study on one's own is a process that requires time. It's even simpler to procrastinate when taking an online course.

Tools are available to assist students in cultivating self-discipline. Having a class schedule where everyone can see when things are due is a good first step. Having an online curriculum that students can use to mark off assignments as they are finished is also useful for keeping things in order. Students can see exactly what they should be working on right now, how far along they are, and what is on the horizon. Structure can be offered without coming across as oppressive with the help of calendars, notes, and other organisational tools. It's possible that punishments for late homework submissions will be necessary to keep them in control.

4. Lack of Social Interaction

College is a great location to make friends for life and maybe even find your soul mate. The social dynamic of a traditional classroom can be conducive to education; students can benefit from bouncing ideas off of one another, creating study groups, and being encouraged by their peers. Although the dynamics of a classroom setting are difficult to replicate online, you can still foster an atmosphere conducive to learning, collaboration, and socialisation by having students identify themselves and engage in conversations outside of class. Students can talk to one another and get to know one another better in a forum that has been made up specifically for the class. It can also serve as a place for students to have off-the-record conversations about the material they're studying or anything else they want to talk about.

Students should routinely collaborate in small groups and share their progress on assignments. (like Google Docs). Insist that students make substantial contributions to class discussions and the work of their peers. While it may take some prodding to get the ball rolling, once collaboration and engagement get going, they really take off.

5. Lack of Teacher Contact

It's simple to undervalue the amount of one-on-one attention students receive from professors on a traditional school. There is the actual time spent teaching, complete with immediate feedback and clarification. There's also the opportunity for casual conversation before, during, and after class, as well as during office hours and chance encounters in the corridor, none of which are possible with online education.

It is important for instructors to make themselves slightly more accessible for online classes. You don't have to disclose your cell phone number to your students or become Facebook friends with them if you don't want to. However, it is worthwhile to create a chat account for the class and establish times when students can expect a prompt answer. Emails should be responded to as soon as possible.

First and foremost, participate in student discussions of course content. Interact with the comment section and the topics asked. That way, you can be there for your pupils, but you can also encourage them to pick up useful information from one another.

6. Poor Time Management

Although this test has some connections to the self-control section, it really needs its own section. The ability to learn at one's own speed is a significant benefit of online education. But that benefit can also work against you. As the semester nears its conclusion, "their own pace" inevitably gives way to "procrastination and a mad rush." It's crucial to coach pupils on time management before actual due dates roll around.

It's preferable to provide some leeway in the course's pacing while still maintaining some order. Establish weekly or biweekly benchmarks for pupil development: A typical assignment rubric might say something like, "By January 4th, students should have read X pages, made X comments on the forum, and selected a topic for the final project." Students should be aware that while they are permitted to work early, they will still be held accountable for meeting the milestones throughout the term.

7. Technological Difficulties

We have a tendency to assume that everyone has ready access to a high-end personal computer. However, not every student has had equal access to technology, even for a group of digital natives. The majority of people now use their mobile device exclusively for accessing the internet. For some, a smartphone is their only means of accessing the internet, and they may not even have access to Wi-Fi.

Getting away from a focus on PCs in textbooks common in the early 2000s is crucial. The mobile-first group might one day find it unnecessary to download files, print pages, or even use Word documents. It's crucial to pick readings that can be easily accessed on any device, including mobile phones and laptops.

8. Learner's Motivation

Seminar and discussion-style classrooms have the benefit of being more easily monitored and held accountable. Keeping our students motivated enough to complete the course, and moreover, making them enjoy the learning experience, is a common challenge in digital Learning because, left to their own devices, learners may not explore the course material and may not like using their free time to do coursework. Several options exist for dealing with this difficulty: The best way to get students interested in online classes is to make them lively and visually appealing.

CONCLUSION

The use of technology has gone a long way in the language classroom. To improve the teaching of English as a foreign language in schools, it is anticipated that it will go even further by providing richer and more pertinent affordances. The benefits of modern educational technology are not without their share of difficulties for both instructors and their learners. If the advice given is carefully examined, they can be somounted.

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