

# ICT IN TEACHING ENGLISH LANGUAGE AND LITERATURE

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## ABSTRACT

English has become most compulsory language for many types of communication. The language termed as biased language, Global language and Lingua Franca. Globalization made the English language a prominent mode for every means of communication. In Indian context the English language treated as ESL(English as a Second language). Learning this language has become vital in many spheres of life. The methods of teaching and learning process is also changing. The present generation students trying to improve their English language skills for their better survival. They want to learn and earn through English language. Accordingly the methods of teaching language and teaching aids taking a new change. Mobile gadgets, smart phones, i-pads and Tablets have took the place in the classroom along with notebooks and pens.

In this context the traditional methods have become less effective and less motivating. Present education system needs the implementation of ICT (Information and communication Technology) in the educational institutions. It also become necessary in the method of teaching. Modern class rooms should be replaced with traditional methods by using new technology devices. The National Mission on Education through Information and Communication Technology (NME - ICT) launched in 2009 by the Central Government, seeks to provide connectivity across the country. It is a project under which various schemes have been undertaken. One such scheme has been undertaken by University Grants Commission (UGC) to develop e-content for around 77 subjects at the post. Graduate level, which would be put up on the web portal of the Ministry of Human Resource Development – “Sakshat”. Based on certain assumptions This paper focuses on how use of ICT in the teaching of English Language teaching and literature can make it interesting for students, teachers and research scholars.

Key words: English language, ICT, English language teaching, English literature, ICT tools)

## **INTRODUCTION:**

Today, English is truly an official or Co-official language of over 45 countries and is the mostly preferable medium of International Communication. We see wide ranging use of English in the field of entertainment, games and sports, fashion designing, textiles, agriculture, science, transportation, computing, diplomacy and tourism all over the world. English used as official language by men and women around the world, especially in the countries which were British colonies. The earlier teaching of English was characterized largely by a type of instruction which is a type of a lecture method teaching language or literature. But, presently universalisation of education technology is a matter of great prosperity for the teaching dogma. Particularly Information Technology achieves a wide possible reach for the students, we see a sea change in the teaching of English language in the schools and colleges by the introduction of ICT equipments. The use of ICT can succeed in achieving language proficiency and will fosters an all-round development of the mind of students.

### **Tools of ICT**

ICT has lot of things to made access to the student and teacher. The ICT tools and approaches are being used to develop better understanding and acquisitions of basic skills i.e. LSRW (Listening, Speaking, Reading and Writing) of English language among the students at school level. These ICT tools include CAI (Computer Assisted learning), CALA ( Computer Assisted Language Assessment), CALI (Computer Assisted Language Instruction), CALL (Computer Assisted Language Learning), MALL (Mobile Assisted Language Learning), TELL (Technology Enhanced Language Learning), Blogs,Wiki, E-mail facility, Digital Libraries, Multimedia, Mobile Learning, free and open source software and social media, MOOCS, Virtual classrooms, Documentaries, Digital storytelling, Mobile Applications, I-pads, Digital Notebooks, Tablets, Smart phones, Recorded audio-video materials, online spoken tutorials, Digital pronunciation dictionaries etc. Use of these devices helpful in saving Time, Energy and Money.

In the present education system, Technology is used to simulate real-life situations and helps learners to have control over the learning process (O'Learn, 1998). Therefore, there must be complementary relationship between SLA(Second Language Acquisition) and CALL practice to create a successful language learning environment (Carol, 1996). Krashen (2007) claims that using computers for free voluntary surfing will encourage students to wander through the internet and read what interests them. Krashen also claims that it will result in higher levels of literacy. Computer Assisted Language Learning provides new opportunities for learners to engage in active communication that facilitates the development of Second Language competence ( Peterson,

2005), Multimedia Assisted Language Learning and Internet- based instruction contribute to EFL students cross Cultural competence (Kein, 2005). Computer Enhanced Language Learning will enable learners to pool their knowledge in effective ways and enhance peer correction and language repair work. Computers enable learners to work at their own pace (Horen, 1999).

English movies with subtitles helps learner to listen and read. Youtube.com and Video.google.com are the portals which are attracting learners of present generation. Mobiles, telecom service providers, DTH, television soap operas, helpful for all type of learners irrespective of socio-economic condition of people working in various fields.

The comprehension hypothesis (Krashen, 2004) claims that language acquisition does not occur when learners focus in form. It happens only when they engage with the messages they are conveying and understanding.

- Somehow, literature students find it awkward to spend time on technology and learn e-skills
- Collective reading helps the students in interacting in many ways especially dramas reading. This can also be done by referring to web sites in the classroom or even by using CDs, E-encyclopedia, E- dictionaries and E- thesaurus etc.
- While teaching modern critical theories like post modernism, post colonialism, deconstruction, post structuralism etc, search engines like bing.com and google.com are incredibly helpful.
- The more important aspect is how effectively a teacher can make use of good resources like VCDs/DVDs/Audio books which are related to the text (novel/play) which are in syllabus.

### **Teaching Poetry:**

Teaching poetry is an art. The real beauty and meaning of poetry lies in its recitation. An even some one that as good at reciting may face problems with various poems, ballads, epics, lyrics, Sonnets etc. [www.librivox.org](http://www.librivox.org) which has a very good collection of poems in audio version, recited by the native speakers.

**Teaching Drama:** Staged plays can be shown through ICT tools and the minute intricacies of a play can be discussed. As a result of light, sound, stage setting and props all will come alive before the students and thus would have a lasting impact in them. This would accomplish the dual function of literature to edify and give pleasure. For instance, BBC has a great collection of Shakespeare's plays which can be integrated in the library.

**Criticism:** This could be made interesting by the use of examples from literacy texts and through practical exercises. The use of ICT would enable to make criticism an enriching and in depth exercise. Critics on a subject can be referred to and students may be encouraged to go through their works

**Literary Theory:** This is an area which most students dread. Their fear can be done away with by the use of ICT. The theorists can be shown on screen, their interviews or recorded lectures can be played. The ideas can be applied to literary tests and hence their relevance be made clear. Examples, Pictures and other such devices can be used to make students alert and attend to it with interest.

### **ICT and English Language Classroom:**

**1. The Computer :** The Computer as we are aware, is a new generation, technologically powered tool very much like the OHP or the tape recorder of the previous generation. Computer has become so much a part of our lives, that educationists have identified computer literacy as one of the tools required for survival in the world today. ICT can be used in English Language Classroom for Two purposes

**A. To search for Information:** students and teachers have access to vast amounts of data and texts either through CD-ROMs or on the internet. The internet allows one to access a huge body of information, texts and ideas about teaching. Readymade lesson plans on various topics readily available in the internet.

**B. Second use of ICT in an English Class:** Students should know how to produce of a piece of writing. Most of the students surest their assignments thinking that the teacher is a “machine of Correction”. If the student focuses on the computer to improve writing skills, it will be more beneficial for one student. At these level computers gives a great help, the draft which the student wrote can be revised with regard to punctuations, spelling, grammar and even organization of the complete piece of writing, without much trouble. With the help of computers the learners also improve presentation skills with aware of how different functions available on the basic word processor.

### **2. OHP( Over Head Projector)**

Steps in using the OHP

- A. A square of Acetate (with or without a cardboard frame) is prepared. Special soluble, water-soluble. OHP pens are used to write on the transparencies.
- B. The acetate is placed on the glass sheet

C. The OHP is switched on

D. The transparency is projected on to a screen behind the teacher.

E. This aid is very much useful in large classes and the teacher need not waste time writing on the board.

**3. Lingua Phone:** This is important to train the students in practice speaking and listening skills. It is especially useful in the training of English language listening and speaking skills.

**4. Radio:** Before television, the radio was much in use to learn listening skills. English news, spotlight which was broadcasted through medium wave(MW) was very much helpful to improve the Language . It is also very useful in education and training of the students of rural areas. Many distance and open education programmes are being conducted with the help of radio. Tele school programmes are much in use for the distance education learners. Programmes which are broadcasted on radio are helpful in the development of language skills, especially dialogues and dramas.

**5. Television:** The television is not only for entertainment also useful to improve listening and reading skills. Many regional language movies and channels give sub titles in English to improve the vocabulary. By Watching News channels a learner can improve vocabulary. Many distance and open universities are running their programmes on Television, such as Indira Gandhi National Open University, Moulana Azad National Urdu University etc. It is an important tool of audio video conferencing.

**6. Feature films in teaching English:** Films can be used in the teaching of English Language. Films may be documentaries, educational and entertainment based. These can arouse of level of motivation. It results in a most satisfying learning experience.

### **Language Learning Channels:**

**Internet:** It is the most important facility of Communication .All the modern communication takes place through Internet. It has made the communication facility very fast, convenient, economic and attractive.

#### **Sources of Internet:**

**A. Social Media:** In this electronic media growing a better scope of learning language. It produces a platform for sharing thoughts and ideas. Blogs are made in it .Students can add themselves

with the English language learning groups and take advantage of sharing information. The students can create their own whatsapp group. The present generation students sharing notes and other material through whatsapp. Most of the students take the photograph of the board, where the notes written by the lecturer instead of copying in the notebook. Lots of social sites are available in the internet like facebook, twitter, Instagram etc. These sites are very helpful in learning situational language.

**B. Online Courses:** Many online courses are offered on the Internet. The student has to choose the course and register it in time. Once they register and pay the course fee, they are given a password that will enable them to go in time. Course material are available on on-line. IIT Bombay offering online courses like MOOCS ( Massive Open Online Courses) Most of the Government Degree College students of Telangana state are doing these courses. *Future learn* is another agency, which is offering online courses. Students can watch online and offline videos of language learning for the enhancement of their language skills. A lot of online facilities are available on internet for the development of Language Skills .Some of them are e-guidance , e-tutoring, e-teaching, e-journals, e-magazines, e-books, e-literary, online training, virtual classes etc.

### **Benefits of ICT:**

- When a teacher uses ICT tools in the classroom, it helps a lot as three senses work together to increase student's proficiency. This leads to students expression power , as they themselves have seen and listened to poems, pictures , graphics, text etc. they can express themselves quite well in examinations. Where as in traditional lecture method only one sensory perception. i.e. listening is functioning .By the use of ICT the student will have different dimensions of perception.
- By the use of Technology there will be a tendency of ATL(Any Time Learning).The students will be freed from the shackles and learn things of their interest, any time and from anywhere .They may be travelling and listening to MP3 recordings. In this type of learning, If the Students are ill or because of social pre occupations are not able to attend classes, there is no need to worry because they can access the website and catch up with the revised class.

## **Disadvantages of ICT enabled Teaching –Learning System:**

- A. The teacher should not be technophobic: He/ She should be well-versed in the art of using techno-gadgets, internet-sources etc.
- B. The place where teacher works should have proper infrastructure. Some places do not have the facility of proper power supply. In this modern age we find less access of high speed internet.
- C. Students should also eager to learn through ICT enabled teaching system. If they are ready to learn a little bit of internet surfing and e-mailing, they should be more effective.

## **Conclusion:**

ICT can never replace a teacher. A man is a better teacher than a machine. Neither text nor technology can replace teacher. A good teacher will always be good, whether he uses ICT or not. But if he uses it, it could improve the proficiency level of his students and empower them with better understanding of language and literature.

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