

The Study of ICT Based Education with Relevance to English Literature

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ABSTRACT

The expertise and abilities of teachers to use Technology in the classroom are one of the key aspects. Nowadays ICT have an impact on how many disciplines are taught and learned at higher education institutions, especially courses in English literature. ICT may also be a potent and adaptable teaching tool for English literature. The ultimate work of this study is to investigate the challenges and solutions that available to students and teachers when learning the English language. Also, in order to determine the functions that would assist and support of remedial ICT tool in teaching learning process.

Keywords: ICT, English Literature, ICT Tools.

I. INTRODUCTION

Information and communication technology (ICT) is widely used in education today. ICT comprises computers, mobile phones, the internet, and electronic delivery devices including radios, televisions, and projectors, among others. ICT is successfully employed for instruction, learning, and evaluation, and it is viewed as a potential instrument for transforming and reforming education. Technology generally widens access to education. Learning can occur whenever, anywhere, and with the use of ICT. For instance, students can access web based (online) course materials whenever they choose seven days a week [1]. In tele-conferencing classes, professors and students can easily and concurrently converse. Thanks to ICT, learning and education are no longer solely dependent on printed materials. Most higher education institutions teach programs in English literature. The repetitive practice of teaching and studying English literature in the same manner every day wears both teachers and students out. So, ICT may be a very useful tool for adding diversity to the teaching of English literature by removing the element of monotony from it and injecting freshness into it every day and every minute [2]. By getting students interested in and involved in what is being taught, ICT may help make the classroom more interesting.

II. LITERATURE REVIEW

There are several researcher and academicians focused on ICT enabled Teaching, learning methodology in general English as well as English literature classroom to improve performance of both teacher and students.

Siti Hawa Mohd. et. al. focused on a study that looked into how ICT was used in English literary classes at a university that was Islamic. The usage of ICT in English literature lessons was the subject of interviews with a few chosen English literature teachers. The study's outcomes will be discussed along with ideas for how to employ ICT applications to enhance English literature teaching and learning.

A. Zainal discussed on how Teacher educators from secondary schools used ICT to teach English literature to second-language (L2) students. The Interview method followed for collection of data with lesson video and analysing the interview data using TPACK model put forth by Mishra and Koehler. The TPACK model's advancement is another goal of this work and the results will also aid in understanding the function of literature in language instruction.

P. K. Sahni concentrates on incorporating these components into the flat and lifeless teaching of English literature, covering various genres, primarily poetry, prose, and drama, by judiciously utilising the experimental solution of ICT to make the teaching method of English literature more exciting, full of energy and alive, with less effort on the parts of teachers to teach the literature of a foreign language in India.

M. M. Davurovna given a comprehensive overview of the linguistic team of the corpus as well as an introduction to its linguistics. It concentrates on linguistic corpora's use in the IT industry. According to study, corpora will undoubtedly be employed as internet and primary data in the IT industry and Automatic corpus linguistic extraction from the text sources will take place.

Xiaobo Li discussed a crucial component of NLP i.e.; keyword extraction plays a significant role. To increase the accuracy of keyword extraction, the TFIDF algorithm is weighted and improved based on the location characteristics of terms in the title and complete text of the text. This technique increases the performance of the original algorithm and the precision of keyword extraction.

Teena Gomes et.al. studied the challenges that students confront when learning the English language. To find the functions and working that will aid in creating a supporting ICT tool for the primary as well as secondary level pupils, the requirements of pertinent learning activities are also studied. The findings emphasised the challenges and flaws in the educational system's elementary level teaching and learning. The criteria identified the necessity of updating the present system to meet the demands of the digital natives.

III. ICT-BASED ENGLISH LITERATURE TEACHING:

Like literature in many other languages, English literature contains a wide range of musical, emotional, action, and dialogue aspects. Regrettably, these components are frequently overlooked by teachers while instructing students in English literature because they are not properly presented in the way they should be, either due to a lack of resources or teacher ability [3]. ICT can be effectively included into the instruction of English literature to address and fix this issue. Its attempt to comprehend how these aspects may be included into the dull and lifeless instruction of English literature in the classroom, encompassing a variety of genres, namely poetry, prose, and theatre through ICT approach it improves at several aspects.

A. ICT Teaching/ Learning Tools:

The ICT enabled teaching accomplished through two common ways i.e., Offline and Online (web based). The blended mode teaching is more popular in educational institutions, the ICT tools given below [4].

1. Offline Tools:

These are the instruments used at classroom for teaching learning process that directly effect on overall performance of students.

- **Television:**

The current affairs broadcasts make sure that language exposure for learners is current and integrated with the lives of native speakers. It is significant technical tool that language instructors utilise since it appeals to both the eyes and the ears. TV offers a complete auditory visual simulation that is lively and more realistic. In addition to facial emotion, television also conveys language. CD/DVD player as well as USB drives are available with TV for viewing educational contents.

- **Over Head Projectors (OHP):**

An effective substitute for chalk and discussion is the projector, a common teaching strategy. By creating the materials in advance, the OHP takes time, but this type of multimedia provides high-quality education. The enormous class needs a visual assistance to help them understand the context. OHPs let teachers use pictures and diagrams related to important scene from the novel which reducing their workload by drawing it on the board. The more complex sources from OHP can be used in any classroom because they are simple to use, adaptable, and simple for students to take notes from.

- **Computer/ Laptop:**

The computer system or laptop is working with TV or OHP projector and there are several applications are available. Learning literary texts, questionnaires, report writing, letters to the editor, emailing, SMSing, and stock market reporting help pupils become more proficient using computer system. For editing, use Microsoft Office Word for drafting SMS and emails, use the thesaurus and e-dictionary from Encarta, send an SMS and email to the editors of newspapers and magazines. The Power Point helps instructors to teach plays and novels through movies. Not all teachers enjoy teaching poetry, students can listen to audio poetry that have been downloaded from a website portal, recorded in application and then shared in mp3 format for use on mobile devices.

2. Online Tools (Web Based):

One of the fastest growing fields is Online (web-based) learning, often known as technology-based learning, online education, or e-learning. It offers chances to develop e-learning environments that are well-designed, learner centred, affordable, interactive, official, and flexible. There are countless English online courses available that provide training in a range of fundamental language abilities, including learning, speaking, reading, and writing, and are interactive in different ways. The following are some of the popular technologies used for education purpose [6][7].

- **YouTube:**

It always seems like watching movies makes things easier to recall that are otherwise difficult to picture. Finding an English-language film was difficult in the little town. The YouTube portal delivered content online that result into that most students performed well on the textual exam questions.

- **E-mail, E-groups and Chat applets:**

Yahoo Messenger, Skype, and Google Talk etc. are some of the application works with help of internet online mode. questionnaire and report writing activity among students makes easy through e-group concept for sharing report and discussed about topic, query asking if any via chat applets.

- **Web Blogs and Websites:**

A reader could communicate with the majority of contemporary writers through their websites or other online spaces. Students read the novels and the blog posts on which readers had left various opinions about the content before being asked to leave their own thoughts. The authors' perspectives were one of the many that the students learned to comprehend in the text. On the text, they also used a number of critical theories. It is also one of the ways to teach Critical Theories and Criticism through self-learning activity with the help of web blogs. The group reading of websites, online resources, electronic encyclopaedias aided in the understanding of English literature such as plays and poems, literary theories, modernisms etc.

B. Significance of ICT:

Human being capacity for remembering and storing has a limit, nobody is able to retain all of the knowledge in existence. These online materials are incredibly helpful in the classroom, as well as for self-learning with the help of internet. Technology has helped most of teacher to become more skilled at deciphering literary nuances. As a result, students are better equipped than they were using the traditional lecture method to appreciate language and literature. The sense of combine several tools to promote student proficiency is main aspect of teaching. Hence it is very helpful for teachers to use ICT tools in the classroom.

IV. CONCLUSION

The use of ICT tools in the teaching and learning of English subject was examined in this study. It would appear to be impracticable to separate the traditional procedures and approaches from the modern technologies used to teach English as a second language and English literature at higher educational institutions. A teacher cannot ever be replaced by ICT, human teacher is superior to a machine in the classroom. If interest and readiness of students to participate in this ICT based system then definitely the students' competence levels will raised with the use of ICT in the classroom and they will have a deeper comprehension of language and literature.

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