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Impact of Using ICT in Teaching English Literatre

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Abstract:
       In the age of globalization and technology the Information and Communication Technology has gained a huge significance in each sector. Especially in the field of education it is being applied in a great extent. Teaching English literature has become very interesting due to the advent of ICT in teaching. Each and every topic of literature can be taught by using ICT effectively. Various online resources and virtual tools play a vital role in teaching literature. One may use online images/ pictures from Google search; YouTube videos, lectures delivered by the scholar academicians to teach literature. Online webinars and workshops also positively impact on teaching. There are various films recorded on the various literature topics, by watching these films one can easily sense the literary genres. By asking students to prepare online presentations and seminars one can make the literature influential. While teaching poetry, we can prepare similar slides to the atmosphere depicted in the poem. The ICT tools indeed, have the positive impact in teaching English literature.

Keywords: ICT, Online teaching, e- Learning, evaluation, e resources, ICT tools etc...

Introduction:

The teaching learning process has changed in the modern period a lot. The globalization has brought an immense change in every field and become habitual for human beings. An educational field is no exception for this. In the country like India people believed in Gurukul education system, in which the students have to go to their teachers and reside there for the years. But it is replaced by the techno- savvy education system, in which the place of teachers is acquired by the Machines and virtual ICT tools. Online education has also become an inclusive tool, which covers social, political, cultural and economic status of human. The education given by using ICT tools is supposed to be most reliable and easiest way of gaining education in modern era. The education system teaches how to be an ideal citizen and develops the social concerns. It also enables to enhance the skills to peep out in a global market with sustainable growth and development. Teaching, learning and evaluation process is influenced by ICT.

ICT: Meaning and Scope:

In a document of UNESCO shared online, the ICT has been defined with broader perspective advocating its scope, importance and nature of use, especially highlighting in the field of education. It says: "Information and Communications Technologies (ICTs) are a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. Communication and the information are at the very heart of the educational process, consequently ICT-use in education has a long history. ICT has played an educational role in formal and non-formal settings, in programs provided by governmental agencies, public and private educational institutions, for profit-corporations and non-profit groups, and secular and religious

communities." (unesco.org)

According to the definition, the role of ICT tools is very wider and has multidimensional and multifunctional task as it can be used to "communicate", "to create", "disseminate", "store" and "manage" information on diverse levels—teachers-students, teachers-management, students-management, teachers-students-administration, teachers-students-public, etc. The tools and resources of ICT include all modern day inventions in the field of internet, software and hardware tools which are used to communicate through satellites, computers, mobile phones, tablets and similar devices and also the old day tools like telephone, television and radio. It hasenhanced theprogress ineducation sector rapidly. Most of the institutions use it at its best to reach a wide diversity of social communities or public. ICT must become a priority in the Indian colleges diversely spread over vast rural geography, as it is in most of the European countries. It's a challenge for the country like India but can be achieved. The present hon. Prime Minister of India often talks about digitization of education system and emphasizes the need of skilled manpower production from the educational institutions promoting the world level digital teaching and learning. Many steps have been and being forwarded in this connection by University Grants Commission.

The process of teaching-learning has become more students centric and its set aim is to produce skilled work-force. The traditional approaches and methods of teaching-learning have witnessed a reformative transformation and its place is occupied by ICT tools such as online smart-boards, projectors, laptops, android systems, PCs, online lectures, tablets, cellular phones, e-readers, web resources and many other software and hardware devices. Education satellites also have made its stake in the process of teaching-learning and evaluation; e.g. India has launched world's first education

satellite called EDUSAT in 2004 to impart distance learning to millions of Indians and have developed virtual digital classrooms.

The use of ICT tools and resources is highly increased in recent years even the main focus is to promote such learning by reaching at every nook and corner of the country. To implement this type of teaching-learning program, highly qualified and well trained man power is needed and hence teacher education becomes an issue of the first attention. The significance of teacher education/ training is highlighted as:"The quality of basic education provided to our children is largely influenced by the quality of our teachers in the schools. As no nation can afford to provide poor quality education, it is necessary that we build a strong system of quality teacher education—on which depends the quality of the teacher and ultimately the Nation's education." (Menon and Rama)

Hence teacher training programs have an immense importance in the transaction of teaching-learning and it needs to be imparted by using ICT resources with a wide range. The accessto ICTtools for teachersand students providean interesting and mutual communication while teaching and learning. It benefits both teachers and students on a greater scale. Here an example/ model of how to use ICTs in literature classroom is furnished which can also be exploited in other streams of study. British Council has developed a lot of tools and online courses to educate teachers all over the world and they offer special kind of programs on demand.

Use of ICT in English Literature Classroom:

Teaching English Literature in classroom has really become a pleasurable and an innovative activity with use of ICT tools. Teachers can use overhead projectors as well as visual screens for teaching literature. A number of online resources are easily available at hand. An effective power point presentation can fulfill the purpose of teaching. Different

types of online resources can be supplied while teaching the play like Othello—one may use pictures/ images from Flickr or Google search, you tube videos, delivered lectures by scholars or can have an online workshop or webinar on the same topic.

Most of the literary books have theme based movies in Hollywood/ Bollywood. We also can show the Hollywood/ Bollywood movies based on particular play or novel. E.g. Bollywood movie Omkara is based on Othello. If we watch the film Omkara, we can easily understand the theme and characterization of the play. So, it becomes an impressive activity to teach and show the documentary or the movie shoot on the particular genre. This creates an interest among students and causes to change their habits of learning. Students get complete understanding of the play with its various facets. It increases the level of confidence of students and their learning can be tested at the end of class by asking some questions, distributing handouts for the homework or they can be said to prepare a seminar or short presentation on the topic. The outcome of such activities is very fruitful and these techniques are being used on a larger scale in Indian classrooms. There may be other many ICT tools and resources which can be exploited while teaching language and literature. The only thing is how effectively we use ICTs to improve teaching and learning quality and be able to produce the solid outcomes. According to Devi,

"The role of technology is significant in language teaching, especially in English language teaching. The use of technology enables English language teachers to make the Learningexperience motivation for learners byproviding themenjoyable activities. In addition, use of various multimedia tools helps learners use various learning styles and develop creativity and critical thinking. They make them acquire and practice the language skills. Some of them also

promote collaborative learning. They provide automatic examples of the target language and culture."

ICTs save large amount of time, money and energy making the process of teaching-learning and evaluation more fascinating and all involving with a smoother application. In the country like India, we need to have abundance of resources and at the same time an expert teacher community to implement and to reach at the very rural outset where most of the illiterate population resides. And this target can only be accomplished through the impressive and active use of ICTs in education.

Literature teaching and ICT has very closer relationship. The use of ICT can be called as the use of graphic cards, visual boards and direct live chat to the expertise having enough knowledge of that particular field. The use of ICT in teaching any kind of literature makes the process much interesting and enjoyable. There is a positive impact of using ICT tools in the classroom of literature teaching in the age of technology. The teachers, now a days have become more techno- savvy and adapting the mastery in recent software and modern applications of teaching, so that, the process of teaching has become more friendly and student centric.

Conclusion:

The modern age has forced the teachers to use more ICT tools in order to last in the competition. The use of ICT enables them to compete in the technology oriented world. The pandemic situation has introduced online teaching at each institution and it has created ample opportunities for the teachers to use more ICT tools and different online software to teach effectively. They feel more confident with the use of ICT in classrooms and during online teaching. One has to admit that the use of ICT in literature classroom and other such classrooms has become more impressive and draws positive impact on the students.

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