ICT Oriented English Language and Literature Teaching and the Role of a Teacher

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Abstract

English Language Teaching has always been a topic of great interest among teachers, researchers and thinkers. Over the years, several efforts have been made at Governmental, institutional level to make English language teaching more fruitful and result oriented. There is still a lot of scope for improving the English language teaching by utilizing the tools of ICT to the optimum. The role of a Teacher teaching English and Literature has also become important in these times of ICT oriented world. Language teaching is a unique activity which differs from teaching other subjects.

Keywords: ICT, Rural, Urban, Tool, Teacher

Introduction:

Information and Communication Technology has opened new avenues in the process of Teaching and Learning. Language teaching is not an exception to this. Considering the importance of English Language from global perspectives, the way it is being taught to students becomes important. In Indian scenario, English is a compulsory subject during schooling. If we observe several school passed outs, most of them can’t communicate in English. Here, the reason is not to be attributed to the students only but to the entire process of Teaching and Learning. The question is; why we have been not able to give good results in terms of internalising English amongst student’s thought process? Are we not utilizing the
potential of ICT for bettering the English language skills of students? There is a need to coordinate utilization of ICT with the broader role of English Language and literature teacher.

**Language Teaching:**

Language teaching is a different activity when compared to teaching other subjects. When we deal with English is which not a native language in India, the task becomes unique in itself. Most of us always think why we can’t speak English the way we speak our mother tongue? The crux is here. We follow our mother tongue in a natural way. This researcher feels that efforts must be taken to teach English in a natural and friendly way. Process should vary while teaching English at school level and at college level. While teaching at school level the material of ICT which is used, needs to make students get attracted towards language naturally. It should create that urge among students to creatively follow English language. While teaching English language to the students of Literature, the material of ICT is to be used that facilitates the grasping of English language with its literary essence. Internet is an agent that gives a lot of scope for experimenting and makes English language teaching speedy. Interactive sessions coupled with ICT tools can very well enhance the grasping ability of students of literature. We must get away with the traditional way of teaching English literature to the students. There is no surprise if a teacher of English Literature enters his class with Laptop and Projector and a Pen Drive. In fact, this will help the English language and Literature teacher more connected to the students while being connected to the rest of the world.

**The Scope of ICT and Teaching English Language and Literature:**

Information and Communication Technology i.e. ICT includes many tools that can be effectively utilized in the process of Teaching and Learning English Language and Literature. For internalising four basic skills of English Language i.e. Listening, Speaking, Reading and Writing ICT can be utilized. For example, a teacher is teaching a novel based on a true set up; students can be visually shown the set up by using photographs through projector. If teacher wants to take a reference from an article written by some thinker he/she can immediately download that article using internet and show it on projector. English Literature Teacher can for instance let students experience listening an eBook available on internet so that they develop interest in the book. When students are taught with such tools they learn with authenticity. Moreover, ICT tools enrich and enhance the participation level of students. In years to come, the teaching learning process is going to become more technology oriented.
Keeping this in mind teachers of English Language and Literature have to adapt themselves with ICT so that they can make their teaching better and output oriented. Language Lab and Smart classrooms have made teaching English Language and Literature easier and conducive. Social media platforms can also be used with certain restraint to enhance English Language and Literature teaching for making English Language and Literature more communicative.

**The role of English Language and Literature Teacher:**

The teacher of English Language and Literature needs to be very positive about using ICT consistently and proactively. His/her role is very important. His/her involvement in sorting ICT material for day today teaching is a must. He/she needs to understand ICT as a boon that can bring about essential output from among students in terms of their Language proficiency. The teacher of English Language and Literature has to be proficient without least doubts about his teaching content. Teacher in the first place shall love to teach English Language and Literature. While teaching English as a Language the teacher needs to focus on technical things. Language Lab can be very handy while doing this. Using Language Lab while teaching English Sometimes becomes time consuming but teacher has to devise ways and means to tackle this. While teaching English Literature he/she needs to value the literary essence that touches our life. Internet which is part of ICT revolution has a lot in it. The English Language and Literature teacher make most of what is made available through internet like YouTube, Blogs, e editions of Newspapers, various teaching and Learning Apps, Face book, What Sapp, Skype etc.

**The rural and urban Divide:**

The rural and urban Divide is pretty much exists in India when it comes to the use of ICT in English Language teaching. Off course, there are exceptions but they are few and far between. Schools and colleges in rural areas are short of resources including ICT. Although Govt. initiatives have helped to improve the situation a bit but still a lot to be done. English Language teaching needs to be equally qualitative like it is in urban areas due sufficient and effective use of ICT. Language Teachers working in rural areas may get discouraged and eventually lose interest in teaching that affects the learning ability of students. Some NGOs are doing very well to reduce this divide through their help but more needs to be done. In urban areas there are private English medium schools that can afford to utilize the ICT material for teaching English language as they get hefty sums in the form of fees. In most of the rural areas in India there are no such schools. This translates into a serious problem that
we don’t necessarily discuss. Students from rural areas remain weak at English Language skills.

**Conclusion:**

Information and Communication Technology has been opening new avenues for making teaching and Learning more student friendly. In Indian scenario where English is mostly treated as the third Language; the role of teachers is utmost important while using ICT. If proper coordination is built among Govt. agencies, institutions giving education and human resource; ICT will be efficiently utilized to make English Language and Literature Teaching better and result oriented.

**References:**
