



ICT and its uses for Language and Literature

Mr. S.A. Navale.

Dept. of English, Sangola College, Sangola

Dist. Solapur.

Corresponding Author- Mr. S.A. Navale.

Introduction

Language teaching with the help of ICT is necessary in the global world. ICT can enhance the potentiality of learners and teachers as well. Teaching English Language includes the follow' Medias. Computer, Audio devices, Internet, Television, Telephone, Mobile gadgets social' interface, Interactive whiteboard etc. ICT is crucial to supplement the conventional or traditional mode of education. The word supplement' here is important, because technology cannot replace the teacher as such. The use of ICT can supplement or add to the traditional mode. In the present context of technology and information boom, traditional mode of teaching seems monotonous and in most of the colleges and universities across the country English literature is taught in the traditional mode where the teacher speaks for an hour or so and leaves the class. The students too get tired of the monotonous everyday routine. Moreover the importance of English literature as a subject of study needs to be revitalized. More and more students enter into fields like engineering, management, accountancy, medicine where they feel their future is secure, in terms of material needs. But English literature is a subject from which one cannot run away. It is a compulsory subject in most of the courses at the senior secondary and degree levels. English literature is seen to be a 'traditional' subject and students who wish to become teachers generally take up this so-called 'traditional' field. The use of ICT in teaching English literature and language can revolutionize the way the subject is seen, taught and thought of. The role of the teacher is of immense importance in the teaching of literature but ICT can enhance the teaching by doing away with boredom and making the students interested in what is being taught. It can motivate and keep the students engaged because ICT tools work at different levels - the students can have an opportunity to see, read, visualize, hear, ponder, discuss, interact and learn. This can be achieved through various means involving ICT.

The Scope of ICT:-

English literature comprises a number of sub-fields for example, poetry, fiction, drama, criticism, literary theory, to name some of them. Each requires a different kind of study and different modes of teaching. The use of ICT can help the educator to use different modes of teaching, which will subsequently help students to keep the text or the issues involved in it, in their minds, perhaps, throughout their lives. But this depends not merely on the use of ICT but also the student and the educator. Thus in the teaching of English literature as a subject of higher studies, a combination of the old, involving the teacher and the new mode of teaching, involving ICT tools can go a long way. Moreover ICT would help in research in various fields of English literature. ICT tools would help students comprehend the text and would improve their proficiency. ICT tools

can also help in making students attentive and interested. English literature can be made appealing by the use of audio-visual devices, web resources, playing of movies or staged plays, online glossaries, dictionaries, thesaurus, etc. The use of Clicker- the Student Response System introduced under NME-ICT can enhance interaction in an English literature class. Scenes from movies can be shown and discussed. Use of having video, audio, images and texts a combination can be helpful. Recitation of poetry can be played using ICT tools, use of multiple choice questions on different topics, quizzes, presentations are some of the ways in which ICT can be made effective in a literature class. Teachers would be relaxed as they would not have to memorize and can use slides to take the discussions forward. Using blackboard would no longer be necessary; also taking of attendance of the students

present which takes up 5-10 minutes because Clicker can do the same. Effective integration of ICT tools into the educational system is a challenging task and the success of NME-ICT depends on this, apart from other things. Ensuring quality, equity and access at the same time is a daunting task which needs to be fulfilled. a. ICT covers any product that will store, retrieve, manipulate, and transmit or receiving information electronically in a digital form. For example, personal computers, digital television, email, robots. So ICT is concerned with the storage, retrieval, manipulation, transmission on receipt of digital data. Importantly, it is also concerned with the way these different uses can work with each other.

Information

Information means the processed data in a meaningful and purposeful form according to Silo' cin Hartoyo (2012:2)

Communication -

According to Potts, communication is defined as a process by which we assign and convey meaning in an attempt to create shared understanding. Brown (2011) stated communication is transfer of information from one person to another, whether or not it elicits confidence. But the information transferred must be understandable to the receiver. Technology derived from the word 'techno' which means technique, art or skill, and 'Togos' which means science. Therefore, technology can be defined as a scientific knowledge of or skill. Based on the definitions of the three components, ICT as a whole can be described as the utility of technology to support the effort of conveying information and communication particularly in the area of education. The technique includes digital technologies mostly of electronic information-processing technologies, such as computers, internet, mobile phones, networks, broadband, and so on. b. The benefits of ICT in general ICT is found to be advantageous in several ways as mentioned by Herington (2002), (1) technology facilitates exposure to authentic language; (2) technology provides the access to wider sources of information and varieties of language; (3) technology gives the opportunity to people to communicate with the world outside; (4) technology allows a learner-centered approach; (5) technology develops learner's autonomy. ICT help people

in order to get information and to communicate each other in wider range, c. ICT Tools in **Language Context**

There are some kinds of technologies classified into information and communication technologies commonly used in language context, such as:

Interactive multimedia

Interactive media is the integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerized environment that allows people to interact with the data for appropriate purposes. The digital environment can include the Internet, telecoms and interactive digital television. (Finney, 2011:2) Computer can be utilized with other multimedia learning devices or it can stand alone (a standard PC) and still serves its basic purpose as an electronic medium of language learning. (Hartoyo 2012:29). Computer is an electronic device which is capable of receiving information (data) and performing a sequence of logical operations in accordance with a predetermined but variable set of procedural instruction (program) to produce results in the form of information or signals based on Oxford dictionary. It consists of CPU, monitor, keyboard and some other apparatus.

Audio devices

Audio devices can be used with other media to form an interactive multimedia. However, it can also be utilized separately as independent tool. Audio devices include speaker, earphone, CD, and etc.

Internet:

Internet can be used as a medium of language learning through email, www. (World Wide Web), and text, audio and video conferencing

Television

According to Oxford dictionary, television is a system for converting visual images (with sound) into electrical signals, transmitting them by radio or other means, and displaying them electronically on a screen.

Telephone:

This telephone medium has not been widely used for language teaching because of the poor quality of analogue transmissions. However, there is new invention of digital quality and lower connection cost which potential for conference calls

Mobile gadget

Mobile gadgets such as cell phone and smart phone which are equipped with programs like computer, which enable it to perform as mini personal computer. By using this gadget and its internet connection, everybody could enjoy chatting, browsing, and discuss each other with the wider range. The advancement of science and technology makes the size and price of gadgets are getting cheaper and reachable.

Social interface -

This media provides facility or example that enables an interaction between human and computer. People set up more interaction with computer in a more intuitive way with less effort through writing, voice, touch, eye movements, and other gestures. (Hartoyo, 2012:34) technology serves as the milestone of the recent development of interactive multimedia, audio graphic computer teleconference, and interactive television via satellite (National Broadband of Employment, Education and Training, 1993:5).

Interactive whiteboard-

An interactive whiteboard or IWB, is a large interactive display (such as a touch screen monitor) which is connected to a computer and projector. A projector projects the computers' desktop onto the board's surface, where users control the computer using a pen, finger or other devices. d Current application of ICT in English language teaching and learning ICT defined as technology which the function is to support the process of conveying information and communication. The ways of conveying information doesn't have to be carried out directly between the communicator and the communicant. The development of ICT makes the process communication between the communicator and the communicant can be conveys in easy ways. They can communicate through telephone, internet, e-mail, satellite, television, video conference and so on. The process of those communications applies in language learning. In language learning, there is a communication between teacher and student. The process of learning is not always carried out by subjecting teacher and students in the certain room or a certain place directly. For example, teacher can use internet as the medium to give lessons, assignments, or

other information to their students. In context of language learning, ICT has an important role as the "media" bridging and enabling the learning process, or direct communication between students and teacher although they are not present in the same room or place in certain time. Language learning program can be created to enable students to learn the lessons with guidance, instruction, information or further explanation. ICT in language learning used as a reference-book. Computer can store unlimited lessons or references, which can be accessed anytime, anywhere and accurately. Fitzpatrick and Davies (2002) in Hartoyo (2012) sets out the seven ways in which ICT sed in language learning:

E-learning

Various definitions can be found for the " e-learning". Victoria L. Tania, for example. states that " e-learning" includes learning at all levels, formal and informal, which uses n computer network (intranet and extranet) for the delivery of teaching materials, interaction, and or facilitation. For most of the process of learning that takes place with the help of the Internet is often referred to as online learning. Broader definition proposed in the working paper SEAMOLEC, the e-learning is learning through electronic services. Although a variety of definitions but basically agreed that the e-learning is learning by using electronic technology as a means of presenting and distributing information. Included in the definition of educational television and radio broadcasts is a form of e-learning. Although radio and television education is a form of e-learning, it is generally agreed that e-learning reaches peak form after synergize with internet technology. How to reiuvenate a literature class

Poetry

Through slide shows the teacher can put up the poetry on screen. The writer's image can be shown. An audio can be played where the poetry is recited, made more interesting if the poct himselfherself recites. Students perhaps may be interested in listening to the author's voice. Apart from these, poets like Blake and Rossetti whose poems have a corresponding painting. their poems can be shown accompanied by the corresponding painting or illustration.

Moreover poems involving myths too can be visualized through images presented in slides by the teacher. Of course, the role of the teacher is the most important in making IICT effective. Hence both man and technology has to go hand in hand. Important journal articles and books can be referred to the students through the slides itself so that the teacher need not use the blackboard or spell out the names of the writers or their works. When everything is given, it encourages discussion and helps in creating a critical insight. This critical insight can be enhanced further if the students are given assignments whereby use of ICT tools cannot be done away with. Hence it is they who would use these tools and search for information from various sources. Moreover if poems are shown on screen, it becomes easy for the teacher to point out relevant details and also contrast one poem with another, making literature lively and an involving exercise. Suppose a poem like "To Autumn" is to be taught. As suggested an audio can be played where it is recited. This 'hearing' of the poem will help making an impact on the minds of the students because it will stay on for some time and they would enjoy responding to it. To explain the music of autumn portion from Beethoven's Fifth Symphony or from Vivaldi's Four Seasons can be played to effectively let students go through a rich experience. A picture of the poet can also be shown or different pictures in varied settings, if available, so that it can be related to his/her biography and while the pictures are played, the biographical details can be discussed by the teacher. Similarly in order to give a feel of the Romantic age, other visuals can be displayed..I combined effect of the 'visual' and 'hearing' would make students experience what is being taught. The themes, images and movement of the poem can be discussed through different slides which are innovative and effective. It will depend on the teacher how he/she prepares the slides or presentations Fiction Techniques similar to those in poetry can be applied here. In addition, movies based on novels can be shown in full or some important scenes can be presented and discussed. The themes, characterization, historical context, naration can be discussed through slide shows and presentations. YouTube can be integrated of course with

caution--to introduce certain memorable scenes from movies based on novels. Through this students can be introduced to be works of great directors. Drama In addition the techniques mentioned already, staged plays can be shown through ICT tools and the minute intricacies of a play can be discussed. As a result the use of light, sound. stage setting and props all will come live before the students and thus would have a lasting; impact on 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 literary 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 playe The ideas can be applied to literary texts 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. Others: Indian Writing in English, African, American literature and other such areas can be taught through ICT. History of English literature can be shown in tabular forms. Video conferencing can be facilitated so that interaction can take place among students, research scholars and teachers not just within India but across the world. This would make them aware of the literary scenario elsewhere, keep them up-to-date, bring in different points of views and interpretations and enhance their knowledge. Research scholars would be helped if through cloud computing or through other technology, resources are made available at one place. The concept of e-content undertaken under NME-ICT would be helpful. But scholarly journal articles should be made accessible at a larger scale. ICT combined with the traditional methods of teaching can make teaching and learning literature a vivid experience. Moreover, teaching literature should not be limited to use of slides or

projectors alone. The development of e-content would help students refer to relevant information on a topic. A portal can be developed exclusively for literature. This portal can have the e-content which can be updated by academicians and research scholars with authentic information. In addition, free e-books can be uploaded so that students can have access to these as well. Links to important journals can be provided or perhaps articles on a single writer can all be listed in one place.

References

- 1). www.unesco.org/education/lwf/dl/edict.pdf. Retried on January 16, 2015. Web.
- 2). Acronym for Computer Assisted Language Instruction Consortium, a professional association devoted to promoting the use of technology enhanced language learning. Founded in the USA in 1982: <http://www.calico.org/>
- 3). Chapelle, c. (1998). "Multimedia CALL: lessons to be learned from research on instructed SLA", *Language Learning & Technology* 22-34 Available [http://llt.msu.edu/vol2num1/article1/index.htm!2, 1: at](http://llt.msu.edu/vol2num1/article1/index.htm!2,1:at):
- 4). Decoo, W. (2001) On the mortality of language learning methods. Paper given as the James L. Barker lecture on 8 November 2001 at Brigham Young University. (The link to this article is via the Internet Archive, 25 November 2007.)
- 5). Ellis, R (1994). *The study of second language acquisition*, Oxford: OUP.
- 6). Ely, P. (1984). *Bring the lab back to life*, Oxford: Pergamon.
- 7). IALLT: The US-based International Association for Language Learning TechnologY, originally known as IALL (International Association for Learning Labs). IALLT is a professional organization dedicated to promoting effective uses of media centres for language teaching, learning, and research.
- 8). Levy, M. (1991). "Integrating computer assisted language learning (CALL) into a communicative writing course", *ON-CALL* 6, 1: 11-18.
- 9). McCarthy, B. (1999). "Integration: the sine qua non of CALL", *CALL-EJ online* 1, 2, September 1999. A copy of this article is located at the ICT4LT site: McCarthy - Integration. We thank Brian McCarthy for granting us permission to make his article available at the ICT4LT site.
- 10). Nagata, N. (1996). "Computer vs. workbook instruction in second language acquisition", *CALICO Journal* 14, 1: 53-75.
- 11). Stoks, G. (1993). "Integrating new technologies into the modern languages curriculum", *CALICO Journal* 11, 1: 76-93.