



INTEGRATING ICT IN TEACHING LANGUAGE AND LITERATURE

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The integration of Information and Communication Technology (ICT) significantly broadens the scope of teaching by providing high-quality learning resources and fostering learner autonomy. In addition to academic excellence, students must develop strong English communication skills to secure a successful future. Incorporating technological tools into the curriculum can simplify complex concepts and make learning more accessible. ICT has the potential to transform higher education in India, with its influence extending to areas such as governance, the economy, and administration. While technology cannot replace teachers, it serves as a vital supplement to traditional teaching methods. Students at the degree level come from diverse backgrounds, and using a variety of resources—such as the Internet, e-books, audio books, interactive whiteboards, mobile applications, and audiovisual aids—can help bridge the gap between educators and learners. Embracing and applying modern technology is essential for enhancing the quality of education.



KEYWORDS : *Information and Communication Technology (ICT), Higher Education, Language and Literature, Learner Autonomy, Digital Tools, E-Learning Resources.*

1. INTRODUCTION:

“A new age demands a new paradigm” Walter McKenzie

“With the help of technology, teachers will be leaders in the transformation of education around the world” Craig R. Barrett

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 government, NGO's and educational institutions are working at various levels and taking measures to ensure better ELT (English Language Teaching) and developing English language skills among the students. To teach English and develop English language skills various approaches and methods are in use in our country. But most of them are traditional, less interesting, ineffective as well as less motivate. So, it is necessary to use modern approaches and tools of ICT (Information and Communication Technology) to develop better understanding and acquisition of basic skills i.e. LSRW (Listening, Speaking, Reading and Writing) of English language among the students at school level. ICT has a lot of things to offer to both teachers and students for the enhancement of their vocabulary and improvement of English language skills. Now a day's ICT tools and approaches are being used widely due to their convenience, omnipresence, effectiveness and being economic. Some of these approaches, facilities and tools are 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, MOOC's, 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. Modern studies and researches show positive results of integration of ICT in the field of ELT and development of English language skills. These facilities have paved the way of individualized learning and provided freedom of learning anytime, anywhere according to needs and convenience of the learners. So, we should take proper step to integrate ICT in the field of ELT to make the learners well versed in English language skills.

Because of its interactive and dynamic nature ICT has the stamina to meet the needs of the individual student by providing opportunities to direct their learning and to pursue information. With the usage of ICT students can learn any subject especially English with ease. In the context of the global exchange the role of ICT has become inevitable in the 21st century. The use of ICT has become essential in every day classroom teaching and learning. Its use gives a chance to teachers as well as students to increase the quality of education and meet the requirements set by the coeval knowledge society. ICT has essential tool for educational tool and reform. In this modern world the roll of the teacher is not only the teaching but teacher has to motivate for learning independently. Teacher and students' relation didn't remain restricted only in the class. Now a day there is no need to go in the class. It doesn't mean that college or class have no importance. But who are unable to attend the class or come to college, towards those students can teacher reach through ICT. Teacher can take help of audio or videos.

Though the ICT is important instrument in the hands of teacher as well as student. There are many advantages as well as disadvantages of it.

2. ADVANTAGES OF ICT IN ENGLISH LANGUAGE TEACHING:

The integration of Information and Communication Technology (ICT) into the teaching-learning process has demonstrated numerous positive outcomes. One of the most significant benefits is the immediate access to vast and varied information, enabling both educators and learners to obtain relevant data within seconds. ICT fosters innovation among students through e-learning platforms, which encourage creative thinking and active engagement with educational content. Moreover, it equips learners with essential skills and information needed to compete effectively in today's highly competitive global environment. In the context of language learning, particularly English, multimedia applications serve as powerful motivational tools, offering dynamic and interactive alternatives to traditional instruction that can re-engage disinterested learners. ICT also facilitates the use of current and authentic resources, ensuring that both teaching and learning materials remain up-to-date and contextually relevant. Furthermore, it enhances learner interaction, verbal communication, and participation, particularly in collaborative and group learning settings. ICT promotes independent learning by allowing students to progress at their own pace, tailoring the learning process to their individual needs. Additionally, the availability of visual and pictorial representations aids comprehension and retention, especially when dealing with abstract or complex concepts. Overall, the integration of ICT in education not only enriches the learning experience but also contributes significantly to the development of 21st-century skills among learners.

3. DISADVANTAGES OF ICT IN ENGLISH LANGUAGE TEACHING:

Despite its numerous advantages, the integration of Information and Communication Technology (ICT) in language learning also presents several challenges that must be critically addressed. One major concern is the reduced attention span among students, as the constant stimulation from digital tools can lead to difficulty in maintaining focus during learning activities. Additionally, online learning environments often lack the depth of human interaction that face-to-face instruction provides, which is crucial for developing communicative competence in language

acquisition. The accessibility of the internet can also lead to distractions, with students frequently deviating from educational content to engage with entertainment platforms such as games, social media, or movies. Another limitation is the high level of self-discipline and motivation required in ICT-based learning; not all learners possess the autonomy or time-management skills needed to succeed in such environments. Furthermore, the effective implementation of ICT in education demands robust infrastructure and well-trained personnel, which may not be readily available in all educational institutions, especially in rural or under-resourced areas. Both teachers and students must possess a certain level of digital literacy to use ICT tools effectively, and the lack of such skills can hinder the learning process. Therefore, while ICT holds great potential for transforming language education, its limitations must be strategically addressed to ensure equitable and effective learning outcomes. Though it is very useful today also, 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. 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.

4. CONCLUSION:

The integration of Information and Communication Technology (ICT) in language and literature teaching at the degree level holds immense potential to enhance the quality, accessibility, and effectiveness of education. By offering rich and diverse learning materials, ICT not only broadens the scope of teaching but also fosters learner autonomy and engagement. In an increasingly globalized world, strong English communication skills are essential for academic and professional success, and ICT provides dynamic tools to support their development. Moreover, the incorporation of technological aids into the curriculum can simplify complex concepts and cater to diverse learning styles. The ability of learners to share their work through digital platforms encourages collaboration, promotes cultural diversity, and contributes to increased motivation and self-confidence. While challenges such as digital distraction, lack of infrastructure, and the need for digital literacy remain, these can be mitigated through strategic planning, teacher training, and institutional support. Ultimately, the thoughtful and inclusive use of ICT can transform traditional classrooms into interactive, student-centered environments that prepare learners for success in both academic and real-world contexts.

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