

Use of Information and Communication Technology (ICT) in a Literature Classroom

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Abstract:

Teaching a play, drama, or novel in a literature classroom has become a pleasurable activity with the use of technology tools like projector. A good kind of power point presentation can serve the purpose. Different types of online resources can be supplied while teaching a drama like Makbeth. Teachers can use pictures from flicker or google search, youtube video, or can have an online workshop on the same topic. We can also show Hollywood/ Bollywood movies based on the play; e.g. Bollywood movie Omkara is based on Othello. 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. However, the use of ICT tools in the classroom as well as in a literature class creates an interest among students and enable them to get a better understanding. This research paper casts the light on the use of ICT tools in a literature classroom provided with an example from Shakespearian drama. The present research article is an explanation for how the ICT can be used in a literature classroom provided with an example. It is an informative study that can be useful for both teachers and learners.

Keywords:

Teaching, Learning, Evaluation, Information Communication Technology, literature,

Introduction:

Since the last few decades everything in our lives has changed with the all-pervasive intervention of technology. Classrooms, however, remained somehow untouched by technology in which our children are studying in the same classrooms that our great grandparents went to. Chalk and blackboard, a packed classroom, text books, regimented curriculum and a teacher painstakingly explaining abstract concept with the limited tools at his/her disposal, etc. still exist. Currently, ICT is revolutionizing every aspect of classroom such as teachers' teaching, students' learning, audio-visual aids and even evaluation.

Very soon, the blackboard and chalk will disappear from the classroom as the smart boards are revolutionizing today's classrooms. Using these exciting interactive whiteboard, a teacher can create multimedia lessons that engage learners and address their diverse needs. The smart board (fig.1) is an

interactive whiteboard developed by SMART Technologies. It is a large touch-sensitive whiteboard that uses a sensor for detecting user input (e.g. scrolling interaction) that are equivalent to normal PC input devices, such as mice or keyboards. A projector is used to display a computer's video output onto the whiteboard, which then acts as a huge touchscreen ⁽¹⁾.



(fig.1)

Today, education has become all inclusive process covering almost all aspects of life social, cultural, political, economic, national, etc. Present is the era of information communication technology (ICT) which made transmission and spread of information most reliable and easiest. The Yemeni education system is striving to impart the overall development of individual and society and enabling the teaching-learning community to compete the global market with sustainable growth and development..

What is ICT?

The concept of ICT:

The expression ICT was first used in 1997 in a report by Dennis Stevenson to the UK Government and promoted by the new National Curriculum Documents for the UK in the year 2000 ⁽²⁾ [Imran R. Shaikh].

When IT is used in the field of education, it will be called as ICT, as “communication “of ICT completes the cycle of teaching-learning process. For example, when a teacher uses ICT instead of IT, the teaching will reach the students with the elements of communication like sender, message, medium, receiver, feedback etc. and the whole process of communication is complete ⁽²⁾.

Meaning of ICT:

ICT is defined as “set of technological tools and resources used to communicate, create, disseminate, store and manage information. These technologies include computers, the internet, broadcasting technologies (radio and Television) and telephony” [Blurton, 1999, p1].

Guri-Rosenblit (2006) and Jung (2005) elucidated that information and communication technology is not a panacea for all problems though technology plays a crucial role in education. Information and communication technology is the sharpest tool for imparting information which helps interaction between learners and teachers if it is properly utilized. (Jones&Cress, 2001; Punie et al., 2006).

By using ICT the process of teaching-learning has become more students centered 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, online lectures, tablets, 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 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 1). 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 access to ICT tools for teachers and students provide an 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.

The use of ICT tools:

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 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. 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 access to ICT tools for teachers and students provide an interesting and mutual communication while teaching and learning. It benefits both teachers and students on a greater scale.

An Example of Use of ICT in Literature Classroom:

Teaching Shakespeare in a literature classroom has really become a pleasurable activity with use of projector/ screen. A teacher can use as many resources as he/she has available at hand. A good kind of power point presentation can serve the purpose. The outcome of such activities is very fruitful and these techniques are being used on a larger scale in Yemeni 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 learning experience motivation for learners by providing them enjoyable 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 Yemen, 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.

In teaching a drama like Makbeth for Shakespeare, the teacher can explain all details in the play. He/she can pause anywhere to discuss it. On the other hand, students can be involved in the drama and live the event and discuss it with each other and with the teacher. So, using ICT in teaching and learning of English particularly in a literature classroom is very effective and useful.

Conclusion:

A teacher can use as many resources as he/she has at hand. The outcome of such activities is very fruitful and these techniques are being used on a larger scale in Yemeni 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. ICTs save large amount of time, money and energy. It makes the process of teaching-learning more fascinating and all involving with a smoother application. So, showing a Hollywood/ Bollywood movies based on a play creates an interest among students and causes to change their habits of learning. They get a 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 asked 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 Yemeni classrooms.

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