

ICT as a Pedagogical Model for Learning of English Language and Literature

Arpita Joshi^{1*} Dr. Parul Mishra² Dr. Sunil K. Mishra³

¹ Student II Semester BA (H) English, School of Humanities and Social Sciences, GD Goenka University, Gurugram

² Assistant Professor (English) School of Humanities and Social Sciences, GD Goenka University, Gurugram

³ Associate Professor, Amity School of Liberal Arts, Amity University Haryana

Abstract – The 21st century has evolved with competition, moreover, we as humans tend to study throughout our lives. Leaving behind the approach of regular classroom, chalk-talk and teach methodology, multimedia, and ICT aids have been warmly welcomed by the Linguistics school of English, globally. The Hypermedia Aids have been designed as a luxury in education. Any subject, specifically of language spheres of pedagogy is capacious. A traditionally proposed model for imparting education does not seem ample to fit into the needs of the evermore curious students. Today's generation has developed visual learning and processing brain cells with the inception of artificial intelligence. Our senses observe innately. Similarly, the usage and growth of English as a language is being practiced and has gained a status at international settings. Today ICT is considered as, 'the Hero for educating tomorrow's Manual Superheroes'. For countries like India, whose second language happens to be English, has gone through various 'Moulding and Modification' before 'the final acceptance'. The tech-tools today are good enough to improvise the quality of understanding alongside memorising ideas. The present study would focus on how use of ICT has changed the dynamics of English language and literature in the teaching and can make it interesting for students, teachers and research scholars and how the multidisciplinary and interdisciplinary modes of ICT are henceforth aimed towards the betterment that act as a catalyst in learning.

Keywords: Courseware, ICT, Endonormativity, Traditional Method, Multimedia, Pedagogy

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INTRODUCTION

Recent years have seen an increase in people taking interest in imparting language based education. Proverbial phallogocentric society have embraced equality in all senses leaving behind stereotypes, female population has been added up in the process and are being encouraged to study. In an era where time is less and so much to grasp, the educationalists searched for a finer idea. The courseware design as a part of the curriculum was concluded an appreciated approach. The addition go ICT (Information Communication Technology) didn't consume much time to trend in educational institutions, globally Information & Communication Technology (ICT) can impact and be effective in pedagogy when teachers are adaptable to digital literacy, evolve from the traditional methodology of education and understand how to integrate these into curriculum.

The educational institutions have merged the technology into the courseware to create an

improvised environment of learning in true sense for finer communication, understanding, storage, information management which helps in retaining ideas. The netizenic generation finds it more interesting and interprets data provided. The Internet has given a platform to young minds moreover multimedia & ICT tools have assisted in accepting change.

Nevertheless, the digital generation is availed the facility of exploring and saves the burden of carrying heavy books and spending money on the same.

The 'flipped classroom' model where the lectures are easily accessible at the comfort of our home and classroom time can be consumed for discussions and interactive exercises.

The approaches leads to students' advancement as learners and can leave up their thinking skills, be subjective in their thoughts, be creative with details and express their individualistic outlook towards what exists. Computer technology &

multimedia aspects of digitality impacts construction and distribution of skills and world Englishes. Multimedia has become the requirement of today. While jumping in the new technology or social media, sometimes can be scary moreover risky, we need to always keep in mind that if it's right for kids, it's right. Sometimes the comfort level of teachers is less important than doing what's right for kids.

Technology is the language that today's students speak. Furthermore, as educators it's our utmost job to be champions of digital citizenship.

Schools are banning cell phones when we have more technology in the palm of our hands at present than what put the man on the moon. Ever thought what are we doing? So much learning is evaporated when we block these resources from our students. In an instance, we might think this restricting act keeps kids in the 8 hour school day bubble but these kids in turn exculpate an unexploring behaviours. They graduate, try to get jobs. Blocking these resources hurt these students. We need to put kids in real world learning authentic environment by providing resources that they need to be successful so that we can protect them for a lifetime.

Familiarity with the new media for the educators and their teaching methodology decides active participation of learners.

LITERATURE REVIEW:

English being the third most spoken language by the people all around the world and has gained by reputation with series of development and necessary alteration brought into the vernacular. To expand its popularity amongst brains, digital culture of ICT and courseware comes into play. We know, for example, that teachers require training not only in how to use the technology but in how specific applications can be integrated into ongoing curriculum activities. (Hawkins, 1990; Martin, 1987; Schofield & Verban, 1988; Watt & Watt, 1986). As per researchers (Bransford et al., 2000), it has been claimed, to use technology effectively, the pedagogical paradigm needs to shift toward more student-centred learning like students expectation from an educational environment has been completely shifted from their needs now they want a more interactive session rather than a monotonous format of learning. This shift is not trivial or easily accomplished, particularly in countries with teacher-centred educational traditions countries like India, Chile and Turkey they have their own traditional approach towards learning and to overcome these challenges the literature suggests that four broad sets of changes should accompany the integration of ICT and the move toward a constructivist model of teaching and learning and stick to the modernistic approach rather leeching on to the traditional format or say the old school approach. As some people do lack imaginative skills for an example- the classic fantasy

fiction JK Rowling's `Harry Potter series with thrilling characters got more appreciation after virtual presentation or maybe considering children books like Lewis Carroll's Alice in the Wonderland becomes more prominent as it attracts interest and in support returns knowledge to young minds. At the same time if its literature instead of e-literature the level of interest lacks as graphics and music unlatch doors to imaginative and creativity of the person.

The literature in educational fields highlights the significance of changing teachers' beliefs and attitudes to create long-term sustainable change (Fullan, 1993). Many studies on ICT integration find that projects fall short of expectations because the educators continue working within a traditional vision of rote learning. (Gersten, Chard, & Baker, 2000; Honey & Moeller, 1990). Teachers need to believe that new approaches to teaching are effective and will make a difference for their students for them to continue using new approaches as change is part of cycle and upgrading thoughts and methods is a part of it not only benefiting the person itself but also the environment in which the person sustains it is pivotal for teachers to adopt the change as there are young minds following their steps. Teachers' understanding and dedication towards concept are particularly important to sustaining changes in areas such as project-based learning, which require core changes to a teacher's instructional practice for literature the major step that can be taken is through the interpretive framework, it provides access to some key aspects of facilitating knowledge that teachers need in order to mediate meta semiotic understanding to students, as a practical tool for interpreting multimodal literary narratives. And through the pedagogic framework, it takes account of the pragmatic prominence for teachers of managing the day-to-day classroom practicalities in providing learning experiences to meet the differential needs of the range of students they meet in any one teaching context (Unsworth, L.2008). Not only the teachers but children as well should work on these changes in how students engage with content research in the learning sciences has established that constructivist theories of knowledge providing more reliable understanding of how humans learn than previous behaviourist frameworks. Children's early understanding of the perceptual and physical world may jump-start the learning process, even making learning possible, but one should look with caution for ways in which early knowledge may impede later learning. For example, children who treat rational numbers as they had treated whole numbers will experience trouble ahead. Awareness of these roadblocks to learning could help teachers anticipate the difficulty. National databases to encourage collaboration are also recommended to capitalize on the new developments in information systems, research scientists of varying disciplines should be linked

together, and teachers should be included in these virtual dialogues. In addition to electronic linkages, scientists should begin to share databases with one another and to work with national databases that they can access electronically. (Bransford et al., 2000). The introduction of ICT into educational group project-based approaches should change how students interact with the content through new types of learning activities and appreciate the fact and work on polishing their skills with a variety of resources. The technology can create an interactive learning environment in the lectures: students work collaboratively on conceptual questions, and the histogram of students' answers is used as a visual springboard for classwide discussions when students defend the reasoning they used to arrive at their answers. This technology makes students' thinking visible and promotes critical listening, evaluation, and argumentation in the class. The technology is also a natural mechanism to support formative assessment during instruction, providing both the teacher and students with feedback on how well the class is grasping the concepts under study. The approach accommodates a wider variety of learning styles than is possible by lectures and helps to foster a community of learners focused on common objectives and goals. (Bransford et al., 2000).

FINDINGS:

Pedagogy of Learning Literature and ICT

Teachers need to develop the flexibility to incorporate knowledge about students, the school, and the available infrastructure and the environment in order to teach with technology effectively and when effectively amalgamating into a high-quality enlightening educational environment, it has been discovered that ICT can help deepen students' logical and reasoning content knowledge, engaging them in constructing their self-paced learning programmes support the development of complex thinking skills and promotes learning by doing different approach towards analytical and logical thinking of human mankind. However, ICT alone cannot create this teaching and learning environment. Teachers must know how to structure lessons, select resources, guide activities like field trip to co-relate with the main ideology of the lesson, and support this learning process; many traditionally-trained teachers are not prepared to take on these tasks but they should also realize the matter of fact that these technologies are a boon to their administrative skills as it smoothen the task assisted also, the approach of a teacher while taking lessons that are more technical in nature and require practical examination to learn the concept is also an important aspect. They need to be interested in the execution of a lesson and break the stereotype of using books to read through lessons and work on practical execution for a better understanding of the lesson.

Pedagogy of Learning Language and ICT

Changes can be witnessed in learning methodology in which a substantial role has been played by Informative and Communicative Technology method, the increasing practical module application has transformed the concept of language for teachers and students as well.

Language in itself is a wide concept requiring a thorough study into which ICT has interrupted and made it challenging in nature but at the same time had simplified the concepts for students. The interpretive tools provided by functional descriptions of verbal and visual grammar enable teachers and students to read literary texts grammatically, so that they can read the 'constructiveness' of the texts, simultaneously focusing on the 'what' of the story and the 'how' of its verbal and visual construction. This perspective on developing children's literary understanding and concomitant literacy development does not currently find explicit expression in the online resources for using e-language in the English curriculum. Nevertheless, there are richly inspiring online resources for extending children's literary experience, and a useful approach is to co-opt such resources for infusions with the above perspective forming a basis for enhancing children's experience of e-language in school contexts in simpler words the pedagogy of literature is much easier comparing to language due to concept coverage if we see the cognitive approach it is difficult for teachers to teach as there is a traditional format of learning which is completely different from the modernistic format of ICT but it can be resolved with a brief study and be beneficial for teachers while teaching students. Language is more theoretical in nature but needs a practical approach for learning.

Constraints in Accepting ICT as a Canonical Model

To every coin lies two sides. Despite the techie attitude towards the acceptance of multimedia instrument ICT, the practice brings with itself some disadvantages, as well. No matter it is applied in English pedagogy or any other educational sphere.

Lack of digital literacy of the educationalists and technical assistance are prime constraints preventing the best use of the digital advancement which may even pass on wrong message of education. Language and Literature are fields of structured communication that teaches one to play with the power of words and express.

Educators have recognised the limitations of Internet excess and technology knowledge as a constraint factor in merging ICT into pedagogy and learning process. The courseware material is designed, keeping in mind the ability of a student of a particular age group to grasp the information. The

integration and improvements are done with the needs of the tutor-tutee in mind. Since, we are the generation who saw the switch from traditional learning to the world of internet and ICT in classrooms. A number of perceptions and input of learners could have been a hindrance in acceptance and encouragement of the tech-tool-aid for further flourishing or complete shutdown. The interested and adaptable brains began showing better results and idealized the fact that learning cannot be limited just to the classrooms. In the language and literature sector of English particularly, ICT has become a critical part in the learning process of the students of all age groups both inside and outside the four wall setting. The teachers have observed the change to be positive on the students' performance and understanding. However, the adoption of ICT in the conventional education system was gradual process itself. But the development and improvisation it brought in with itself is worth an applause.

CONCLUSION

Now, looking at the condition of the classrooms over the past 70 years, the learning environments have taken a constant shape. As teachers and educators we must embrace the students of today to re-imagine tomorrow. In the earlier times, if scholars kept the heart to switch from Chalkboards to Copies, the question remains why we the present generation working towards development accept another healthy change in essence the Information and Communication technology and Multimedia?

There are people out there whose passion is the teacher's subject and they want to make the students feel enriched and engaged in their subject. They can talk to true professionals who really can give the students new insights. Otherwise, the surest way to corrupt a youth is to instruct one to hold in higher esteem those who think alike than those who think differently.

For both teachers & students, grasping what the textbook says is not only flat & boring but the truth is that the world has gone through several revolutions since the book was written. To catch up to those revolutions, we can either make the use of ICT or new books every year.

Instead of complaining about a change, we must smart work and learn to embrace purposeful technology, because using it just for the sake of using, is wasteful. If the same project can be done using paper or pencil, it will not be called transforming the classroom but merely an act of not taking risks and losing the opportunity of being comparatively more creative. So let's not feed the fears. 93% of employers now use social media in some way to either recruit or hire employees. That means that if our students leave us with a neutral or negative digital footprint, they have just a 7% chance of getting a job. As Friedrich Nietzsche once said, “

One repays a teacher badly if one always remains nothing but a pupil.”

We need to start accessing our kids on their digital literacy skills and other aspects of it that they will require once they graduate to be successful employees, citizens and innovator champions in the real world. While difficult to access, this should serve as our daily mission. It should guide our teaching and learning values: a compass for a true educational norm.

So here's our challenge for the modern day class. Living in the 19th year of the 21st century, we need to make sure that our schools and our classrooms are as engaging, responsive and dynamic as the world around us.

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Corresponding Author

Arpita Joshi*

Student II Semester BA (H) English, School of
Humanities and Social Sciences, GD Goenka
University, Gurugram

shivakalawati0907@gmail.com