REVIEW ARTICLE

INFORMATION AND COMMUNICATION TECHNOLOGYIN ENGLISH LANGUAGE TEACHING FOR TECHNOLOGY AND MANAGEMENT COURSES

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ABSTRACT

Information and Communication Technology (ICT) in higher education can change the education sector in India, thereby making its impact felt in other areas like governance, economy and administration. The National Mission on Education through Information and Communication Technology, launched in 2009 by the Central government, seeks to provide connectivity across the country. Today the world has become a global village due to advancements in science and technology and developments in the fields of banking, education, transport. In this fast pacing world where everything is digitized, the education sector should not lag behind, because it is education which ensures the future of the citizens and the progress of the country. Use of ICT in higher education in the field of engineering, medical science, accountancy, management, business administration can be easily thought of. But the use of ICT tools in the so called 'traditional' subjects of language, history, literature, political science, economics and other areas of humanities? In this paper, I would focus on how use of ICT in the teaching of English language can make it interesting for students, teachers, research scholars and how the dynamics of the subject can come alive, for study of language, in fact, is studying a number of subjects in multidisciplinary and interdisciplinary modes and ICT can provide a fitting platform of convergence for that.

Keywords: ICT, Teaching, Engineering colleges, Management, English language, literature

"Information and communication technologies have changed the way of life completely. Nowadays, many people reach for their smart phones and/or turn their computers on as soon as they wake up. They look at the news on social networks and check e-mails, before they get dressed or have breakfast." — EraldoBanovac

English language is widely used not only in India but all over the world. Today it works as a connecting language across all barriers. In this era of globalization, English is the best medium to communicate with people across the globe. The accents may be different, the pronunciation may be different but it definitely helps in conveying the feelings, emotions and sentiments of one person to another. In this context today English should be taught to learners so that they are able to interact in this language with a fair amount of fluency in speaking, reading and writing. Hence, to achieve this, there needs to be a change in the teaching and learning pattern of this language.

English language teaching is a continuous process which needs many changes from time to

time. Earlier this language was taught with the objective that the Indians could speak, read and write the language for the benefit of the rulers of the raj. But today the focus has changed and it is now a means of communication. It is now taught as a development of language skill.

Literacy in Information and Communication Technologies (ICT) is fundamental to life in our modern technological society. To equip students to be literate lifelong learners and global citizens of the 21st century we must successfully integrate ICT into both the English curriculum and English pedagogical practice.

Information and Communication Technology (ICT) is being used in almost all fields of life, including in education. In education, computer technology has become so essential. The utilization of ICT in education has recently started to appeal the potential and significant progress in language learning. It has become a major issue in education world and has been used from preschool through to university that could facilitate students and teacher in teaching and learning process. The computers play significant role in the learning process especially in learning language. The technology in this era has been grown up not only from the quality but also the efficiency. The need of technological innovation has brought the communication revolution and rapid development of technological application in teaching and learning.

ICT TOOLS & APPLICATIONS

INTERNET: The students should be given opportunities to work on computers and they should be allowed to learn language from the following sources of ICT.

1. YouTube: YouTube is a video sharing service that allows users to watch videos posted by other users and upload videos of their own. It is very useful to the rural students to develop their language learning skills in an effective way.

2. E-books: An eBook is an *electronic* version of a traditional print book that can be read by using a personal computer or by using an eBook reader. Ebooks can be used by using mobile phones also.

3. Blogs (web logs)

Blog is a regularly updated website or web page, typically one run by an individual or small group, and is written in an informal or conversational style. This will help the students to develop their writing skills and creativity.

4. On-line forum: **An Internet forum, or message board**, is an online discussion site where people can hold conversations in the form of posted messages. They differ from chat rooms in that messages are often longer than one line of text, and are at least temporarily archived.

5. Social media and apps: Websites and applications enable users to create and share content and to participate in social networking, and applications, especially as downloaded by a user to a mobile device.

RESOURCES

The following Information and Communication Technologies resources will help the rural engineering students to improve their skill in using the present day technology and make them to compete with the urban students.

1. Interactive whiteboards
2. Computer
3. Projector
4. Presentation tools

TEACHING TOOLS

1. Educational games like Flash games
2. Gadgets like E-reader, Iphone, Ipod and Ipad or Android smartphones

Computer is an essential device to the present generation. Everyone is using computer for various purposes. But when we compare the number of students using computers or laptop in rural areas is very less to the number of students in urban areas. There is a considerable gap between the rural students and urban students in terms of using technology. This gap is called as the digital divide. The gap between the urban engineering students and rural engineering students should be addressed in a proper way otherwise the nation has to lose a number of talented students to go unproductive. So the teachers have to adopt using Information and Communication Technology to teach English language, in fact, any field of study.

The Functional approach taught the elements of this language through various functions rather than the topics of grammar. But then there was less reinforcement to the teaching and learning

process. As a result experts see Constructivism as a better option to teach English as foreign language or second language. In Constructivist approach apart from the Functional approach there are assignments at the end of the lesson to consolidate the teaching and learning of the learners.

Earlier this was achieved through black board, projectors /OHP, audio tapes, authentic and meaningful contextualised discourse, teacher centred activities and many more. Now the new methods insist that the learner is at the centre while the teacher is in the background. The teacher's role is that of a helper or a facilitator. The learner who is in the lead should show curiosity for creative thinking, be self confident and enthusiastic about going ahead of the conventional ways of learning.

The teacher should motivate the learners to think out of the box and instil self confidence in using technology. In order to achieve this paradigm shift, teachers should also believe in reflective practice. Teachers should introspect and improve wherever necessary keeping in mind the limitations of the institution, students, society and other factors. If the teacher has the urge to improve, only then he can think of new methods, trends and applications to be implemented in the teaching and learning of English language.

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