



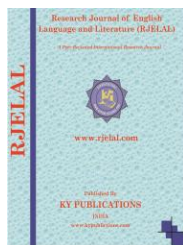
## ICT integrated to ELT in the Senior Secondary Schools of Mewat Region in Haryana

SAVITA SHARMA<sup>\*1</sup>, Dr. KANU PRIYA<sup>2</sup>

<sup>1</sup>Research Scholar, <sup>2</sup>Research Supervisor

KR Managalam University, Sohna, Gurugram

\*E-mail: [savitajuly@gmail.com](mailto:savitajuly@gmail.com)



### Abstract

The purpose of this paper is to review some previous works and methods in the field of ICT integrated to English language teaching (ELT). This study seeks how the technological advancement improving the standard of education in classrooms but in some regions of Haryana it is not so. The use of ICT to English language teaching lends itself to more student-centered learning settings. These technologies are making classroom teaching and learning more effective rather than the traditional methods. The primary aim of this study is to indicate what has been done about ICT implementation in English language teaching in the backward regions of Haryana. ICT is an innovative method of learning and teaching but the ratio differs in Mewat region. This study will reveal some of the initiatives taken by the state and central government to enhance the education level in English language teaching. What exactly is the status of ICT applications in the schools of Haryana?

Key words: Information Communication Technology, English Language Teaching, innovative.

Article Received:11/05/2020

Article Accepted: 03/06/2020

Published online: 09/06/2020

DOI: [10.33329/rjelal.8.2.196](https://doi.org/10.33329/rjelal.8.2.196)

### INTRODUCTION

The proposed research seeks to study the technological advancements that Information Communication Technology (ICT) has made to raise the standard of English Language Teaching (ELT) in classrooms. ICT integrated to ELT is an innovative method to enhance learning skills among students. ICT is a term which focuses broadly on the use and integration of communication technologies in information technology. The term ICT was first used by Dennis Stevenson in 1997. ICT covers the computer hardware; the software programs; and the communication that occurs between more than one different computerised devices. ICT is the digital processing and utilization of information by the use of electronic computers. It comprises the storage, retrieval, conversion and transmission of

information. (Ifueko Omoigui Okauru,2011). Daintith defines ICT as, "a branch of engineering dealing with the use of computers and telecommunications equipment to store, retrieve, transmit and manipulate data" (43). ICT is an extended term of IT, which is related to all computing components. In this modern era English language plays a fundamental role in every field. English language has gone through drastic changes in previous years due to dawn of latest technologies and innovative methodologies. It is a tool of civilizing teaching methods or theory with the help of existing types of media. Traditional methods of teaching are less effective instead of the modern methods. ELT teaching and learning through latest technology is more effective. Computers make learners work at their own pace.

ICT stands for 'Information and Communication Technology' and it refers to technologies that offer access to info through telecommunications. ICT can be considered as synonym of IT (information technology). Until the Eighties, media relied primarily on print and analogue broadcast models, such as TV and radio. The last twenty-five years have seen the variation in media that were found on the employment of digital technologies, such as the web and video games. The revolutions happening in new media along refer to ICT revolution. ICT may be

a word for information Technology (IT) whereas communication completely focused on communication technologies. This includes the web, wireless networks, cell phones, and different communication mediums. The recent revolutionary advancements in ICT have transformed our world into what's known as a 'knowledge society', wherever info is more globally shared and freely accessed than ever before and its advances have an effect on all aspects of our life, particularly our approach to ELT. (qtd by Christens son, Per.)

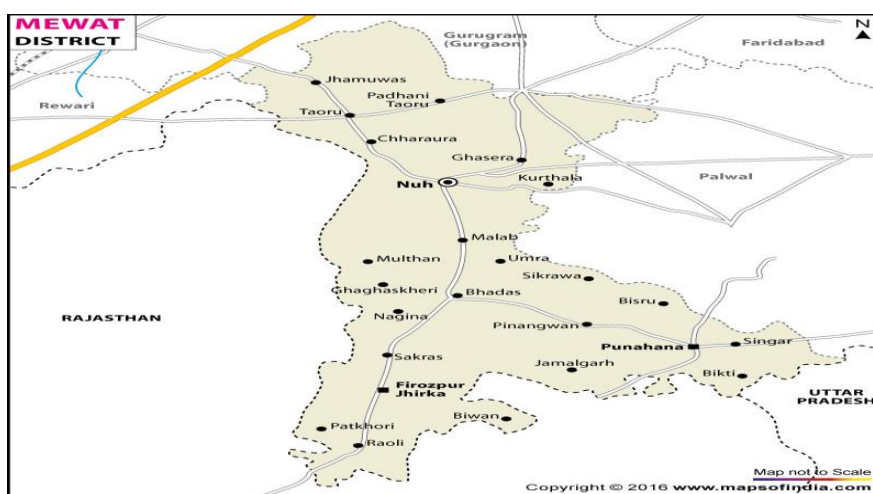


Figure-1: Map of Mewat region in Haryana

## INTRODUCTION

Mewat is 50kms away from Guru Gram and 70kms away from Delhi but it is the least developed district of Haryana. The United Nations Development Program (UNDP) (2016) defines Information and Communication Technologies: "ICTs are basically information-handling tools - a varied set of goods, applications and services that are used to produce, store, and process, distribute and exchange information". They include the old ICTs of radio, television and telephone, and the new ICTs of computers, satellite and wireless technology and the Internet. (P.g.47-60). Mewat region is the most undeveloped district of Haryana, Mewat is sharing boundaries with the most developed cities like Delhi and Guru gram. Haryana is a state which seeks and motivates the innovative and advanced methods in teaching learning practices. This research seeks that what advancement is being taken place till now, what are the major issues or

hindrance in terms of education. ICT integrated to ELT is an innovative process in which there are many sources which support integration. The government has taken up many initiatives but Mewat is untouched with those advancements, children's are not extrovert they don't want to be the part of world. In this region lack of research can also be one of the reasons. This research will reveal some of the facts which are the major hindrance in the development of Mewat. If we look at the map we are having some areas like padhani, Taoru they are comparatively much more developed than the others, reason behind this is border sharing with Gurugram. Mewat region is the least developed in terms of education in Haryana. As per the earlier surveys conducted by Haryana government the major concerned region was Mewat. Researchers don't want to conduct any survey in this area.

**PROBLEM STATEMENT**

Present study will examine the impact of ICT to ELT in senior secondary schools of Mewat region in Haryana. Now days, ICT integrated learning is effective as well as interesting tool from students as well as teachers. Both government and private school are interested in giving education through ICT, however challenge is the operational and maintenance part. Skilled teachers are also required to meet innovative education demand. There is an immediate need to explore language skills among students to impart the ICT integrated to ELT.

**OBJECTIVES**

1. To study the existing facilities provided to ELT teachers and students by the state government/education ministry.
2. To explore language skills among the students with ICT integrated to ELT and learning process.

**METHODOLOGY**

Questionnaire method has been followed to conduct analysis on ICT to ELT in senior secondary schools in Mewat region of Haryana. Before the final study, preliminary discussions were happened with the senior management to take their consent. A questionnaire of 30 questions each has been prepared to assess the impact of ICT to ELT in 20 senior secondary schools of Mewat in Haryana. The structured questionnaires and personal data schedule will be prepared for ELT students and including learning experience etc to achieve the aim of this research. Data was collected from 240 respondents in which Likert's 5-Point Scale has been used to get responses from students.

**Existing Facility**

As per the responses of the school students, in regards with existing facility, 90.83% students (agree 47.1%, strongly agree 43.8%) are not satisfied with the existing facilities whereas 7.5% students are dissatisfied (disagree 5.8%, strongly disagree 1.7%) with the existing facilities. To evaluate the responses statements like school does

not provides technical assistance when teacher faces any difficulty, language lab plays a significant role in the development of language skills, teacher's are unable to use language software and office software (e.g. word, excel, access, power point) for classroom teaching etc, were asked. Hence, it can be inferred that as per private students' point of view, in Mewat existing facilities does not have a significant impact on students in regards with ICT to ELT for senior secondary school.

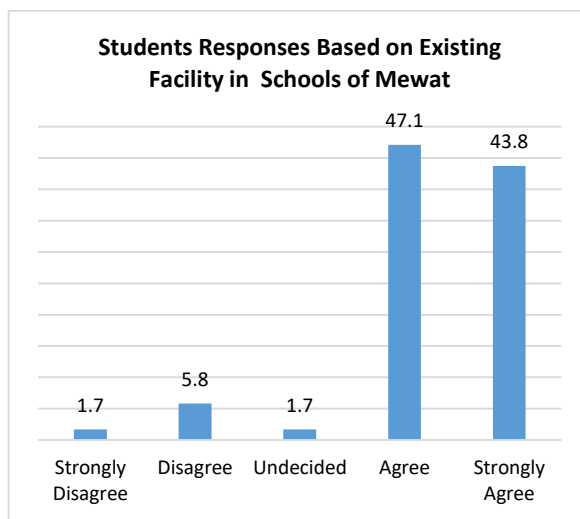


Figure-2: Students Response on Existing Facilities

**Language Skill**

As per the responses of the school students, in regards with language skill, 87.10% students (agree 53.3%, strongly agree 33.8%) are satisfied with the language skills whereas 12.9% students are dissatisfied (disagree 8.8%, strongly disagree 4.2%) with the language skills provided in the school. To evaluate the responses statements like Tech-knowledge is making you well equipped, Quality of language education can be enhanced through ICT, It enhances the LSRW skills through digital classroom were asked. Hence, it can be inferred that as per students' point of view in Mewat, language skills does not have a significant impact on students in regards with ICT to ELT for senior secondary school.

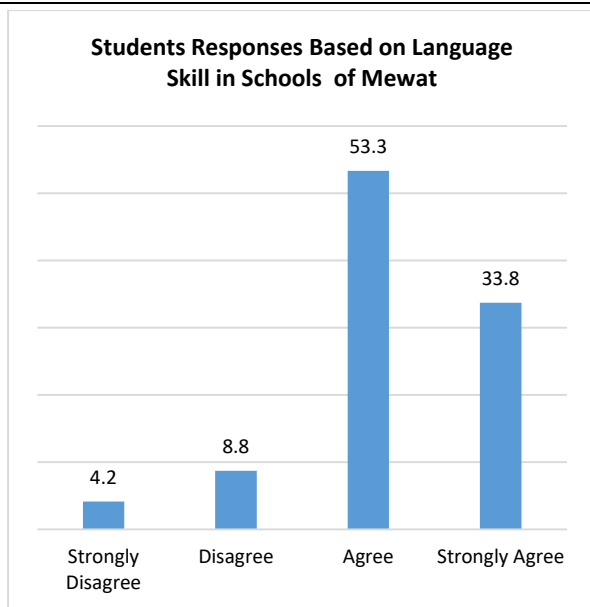


Figure-3: Students Response Based on Language Skills

### Conclusion

Proposed resource seeks to identify whether ICT facilitate ELT for senior secondary selected schools in Haryana as per students. As per the respondents, ICT (Information Communication Technology) integrated to (ELT) English Language Teaching is an innovative method to enhance learning skills among respondents. Here in the research ELT through ICT and its acceptance has been discussed. Over all as per the respondents (students) from the schools agreed that ICT integrated learning to ELT is significantly effective and efficient. Here in the research findings signifies that perceptions of implementation of ICT tool in ELT teaching in the classroom among students and teachers comes with significant challenges especially in government schools. Study also reveals that, Indian government has taken up initiatives to support ICT but implementing the same in the real world is still a challenge in regards with operation and maintenance. As per the discussion with the management and teachers, skilled teachers are also required, to meet the demand of innovative education. To implement ICT in the selected school of Haryana is a challenging task. The study reveals that students are not satisfied with the learning skills and existing facilities in Mewat region.

### References:

1. <https://www.slideshare.net/abhigyan1107/education-icts-in-rural-india-an-overview>
2. Daintith, John, ed. (2009) "ICT" IOSR Journals, Vol.2. 1, 2012, (43-47). Print.
3. Dr. Shradha H. Budhedeo , "Issues And Challenges in Bringing ICT Enabled Education To rural India," Vol.4, Issue.01, January-2016, ISSN (e): 2321-7545 Website <http://ijsae.in> DOI: <http://dx.doi.org/10.18535/ijsre/v4i01.01>, P.g-4759-4766
4. Singh, Gurpreet. "ICT In Education: A Digital Divine" International Multi Track Conference on Science, Engineering and Technology, Vol-II, Khalsa College, Punjab, pg-317-320.print.
5. Jayanthi, N Shalini, and R Vijay Kumar. "Use of ICT in English Language Teaching and Learning." *Journal of English Language and Literature* 5. Print.