The Relevance of Information and Communication Technology in Teaching of English Literature for both Pleasure And Education

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Available online at: www.ijcseonline.org

Abstract— This paper aims to highlight the immense capacity of the use of Information and communication technology for the teaching of English literature. In the time of fast digitalization, one wonders why should the teaching of a traditional subject like English literature by use of digital methods be left behind when these digital tools are an intrinsic part of teaching technical subjects like engineering and other applied sciences. This paper throws some light on the practical relevance of the use of various tools of information and communication technology in classroom teaching the otherwise passive classroom teaching of literature can be instantly transformed to an active and live experience by extensive use of these tools. Increased use of information and communication technology will help in better understanding and lively exchange of information in the otherwise repetitive and prosaic traditional teaching methodology this paper proposes to use information and communication technology by digital aids like online educational videos, 3D Animation, Films, interactive media, language labs, e-libraries and various other browsers. The aim is not the replacement of the teacher but to supplement the teacher in order to reinforce and enhance traditional methods of teaching English literature.

Keywords— Learning,ICT,Digital Tools,Traditional Teaching

I.   INTRODUCTION

The role of technology in the 21st Century is indubitably a revolution in all the spheres of our life including education. Teachers play an important and constitutive role for the students to adopt, integrate technology into their teaching methods. There are many genres of competence in the study of English literature to be identified and taught by various innovative methods using Information and Communication Technology. These include the teaching of a novel, drama, poetry, literary criticism and theory. Within the scope of teaching traditional English literature also is included the teaching of general English language. All these different genres of literature which may appear tedious and uninteresting to the students can be taught in a more engaging and enthralling manner by the use of ICT methodologies in the classroom. Time has come to bid farewell to the endless and monotonous traditional method of hours of lecturing by the teacher. ICT plays the role of a stimulant which triggers the rebirth of everyday classroom teaching. Information and communication technology is not a teaching method or theory

but it is a tool that aids the teachers by improving access to different types of media already in use [1].This doesn't imply that a teacher is to be replaced in the classroom, as a teacher is the very life and breath of classroom teaching. Use of Information and communication technology for teaching English should act only as a supplement and not a substitute. The teaching of English literature falls in the category of teaching other traditional subjects like history and economics, where the focus is on oral lecturing having very less or no scope for active classroom teaching, in comparison to other applied sciences. The teacher comes and delivers the lecture in a monotonous tone with no or less participation by the students, listening and gazing at the teacher's face. The application of ICT tools can however change, resurrect and remodel the static traditional method of teaching literature to a more dynamic and active teaching exercise. A student has not

to solely rely on the inner eye of imagination for tasting the aesthetic, energetic and vital components of literature. They can see literature come alive on the screen, hear and feel through audio tools and thus perceive a vivid picture not only from examination viewpoint but as a lifetime experience. The use of ICT is relatively more important for English literature students as it is one such subjects which are taught

at each level of the educational hierarchy. Whether the student is at the High secondary level in any degree college or even in technical colleges. The students, especially those pursuing technical education, find the study of these traditional subjects as colourless and tiring. All this can be changed by the extensive use of diverse ICT techniques and electronic gadgets.

II.   USE IN TEACHING NOVELS

A novel is any relatively long work of narrative fiction, normally in prose, and typically published as a book [2]. This genre has been described describe as having "a continuous and comprehensive history of about two thousand years" [3].It is clear so the reading of the lengthy pages of novels is not for all and sundry with the exception of some reading enthusiast. This may either be due to lack of time and sometimes loss of interest in the extensive study of novels. In such cases, the students study the novels with a narrow perspective concentrating only on the summary and relevant questions from the examination viewpoint. Such students fail to appreciate the novel in its true flavour and taste. The teaching of the novel using the popular film media can generate renewed interest among literature students. There are many popular movies on prominent novels like The Godfather by Mario Puzo, Gone With The Wind by Margaret Mitchell and many more. Instead of screening the entire movie at one go the students can be shown slides and PowerPoint presentations of the movies in parts for a slow and deeper grasp of the novel. This will definitely result in more score in the examination as well a source of pleasure to the literature students.

III.   TEACHING DRAMA AS CREATIVE PRACTICE

Drama is a specific mode of fiction which can be represented by the active participation of the students. Drama in education has various implications as a part of the curriculum, as a form of co-curricular activity to be performed by students on stage, as a pedagogical tool. The best method of teaching plays in English literature can be traced back to the time of Shakespeare the greatest dramatics of all time by onstage performances. ICT techniques can be used to revive such onstage performances just by the click of a button. Instead of taking the children to watch onstage performances which is both time consuming and difficult plays can be viewed onscreen within the framework of the classroom. Reading of the dialogues of the plays by the teacher is a monotonous and static method of teaching. The use of ICT techniques will fulfil both pleasure and learning carvings of students. If a teacher has to teach John Osborne's Look Back in Anger which is a realistic play. Students can

correlate and have a better understanding when shown a movie or videos related to it rather than a mere reading of the dialogues. Like the above play can be understood with the screening of the motion picture adapted by the same name by Tony Richardson.

IV.   TEACHING OF APPLIED CRITICISM AND LITERARY THEORY

Literary criticism (or literary studies) is the study, evaluation, and interpretation of literature. Modern literary criticism is often influenced by literary theory, which is the philosophical discussion of literature's goals and methods [4].

The study of the critical essays is sometimes confusing and requires in-depth reading. There are many good sources of literary criticism that are now available on the web which contain critical and biographical information about the critics by the literary period, by the author, by title. The Literary theory in a strict sense is the systematic study of the nature of literature and of the methods for analysing literature [5]. The teachers can make use of both audio-visual aids like screening of documents and online lectures on various theories of literature like structuralism, feminism, colonialism, post-colonialism. Comparative study of these rhetoric theories using ICT tools can further enhance student's interest in literary theories.

V.   TEACHING OF GENERAL ENGLISH LANGUAGE

Introduction of technology in English teaching has led to the development of language lab at both school and college levels. Language lab is a powerful mechanism for active teaching of English language. Here the focus is on different language skills of the students like listening, speaking, reading and writing.

- Listening: Listening is the ability to receive and interpret messages accurately. With the help of audio-visual aids, listening becomes interesting developing inactive learners. Those learners who are at the beginning stages are benefitted more as it helps them to learn faster by adjusting to the pace of audio-visual aids.

- Speaking: Speaking is a skill which can be enhanced by practice. There is software which focuses on clarity, right modulation, role plays and many more such ICT tools so as to make students confident while speaking.

• Reading: Using Information and Technology in English lab helps the students to practice more reading exercises. Vast information is available through the web which broadens their outlook in addition to refinement to their reading skills.

• Writing: This skill is essential for the phrasing of your thoughts into words. Information and communication technology is used for enhancement of writing helps a learner to detect mistakes and use right vocabulary, punctuations, and grammar. Minute mistakes are checked with the help of computers and rectifications are done easily.

VI.   CONCLUSION

To conclude, ICT techniques are not to be followed blindly ignoring the humanistic approach. ICT tools must act as a facilitators and supplement classroom teaching. ICT provides a platform for appropriate and relevant usage of technology at the very doorstep of teaching. Providing the students with capacious and comprehensive competence globally. E-learning thus makes English teaching innovative, changing the paradigm of education. Teachers must homogenize and harmonize ICT tools in their teaching allowing students more space to frame their own learning.

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