

Effective Use of ICT to Teach English at Higher Secondary Level for Sustainable Development

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Abstract

The present research paper focuses on Effective Use of ICT to Teach English at Higher Secondary Level for Sustainable Development. The use of Information Communication Technologies (ICTs) in teaching and learning process is a relatively new phenomenon and it has been the educational researchers focus.

The effective integration of this technology in to classroom practices poses a challenge to teachers and administrators in higher learning educational institutions for sustainable development in the present digital knowledge society. Teacher has key role in the whole process whereas in case of ICT based education, various ICT tools are supplemented to make the teaching learning process effective. ICT has the potential to remove the barriers that are causing the problems of low rate of education in any country.

ICT as a tool can overcome the issues of cost, less number of teachers, and poor quality of education as well as to overcome time and distance barriers. There are various ICT tools available which can be utilized for the knowledge creation and dissemination in the modern world. Tools include Radio, TV, Internet, Mobile phone, Computer, Laptop, Tablets and many other hardware and software applications. Certain ICT tools like laptops, PCs, mobile phones and PDAs have their own implication in education. These devices can be used in imparting education and training for teachers and students.

In order to introduce the students to the ICT, a new teacher was appointed. The school teachers felt a little relieved that they do not have to teach ICT to the students (with their inadequate knowledge base). The new teacher was full time teacher having mastery over the content as well as the teaching skills. A curriculum was chalked out for standard V to X and it was planned that each student will have at least 4 school periods (about 35 min per period) per week.

Keywords:- Effective use, ICT tools, teach, English subject, higher secondary level and sustainable development.

Introduction

Usage of ICT is one of the way by which India's large population base can be effectively reached. Moreover in enhancing the quality and delivery of services through ICT-especially in case of developing relations with citizen-Government will be better positioned. Passive learning occurs when students use their senses to take in information from a lecture, reading assignment, or audiovisual.

Traditional lecture is not an effective learning environment for many of our students because so many students do not participate actively during a traditional lecture. This is the mode of learning most commonly present in classrooms whereas active learning involves the student through participation and investment of energy in all three phases of the learning process (input, operations, and feedback).

This type of learning is more apt to stimulate higher cognitive processes and critical thinking. In the past few years there has been a paradigm shift in curriculum where teacher acts as a facilitator in a student centered learning. ICTs include fixed-line telephony, mobile telephony, newspapers, radio, television, radio trunking, very small aperture terminal (VSET), computer, and Internet must be accessible to rural public as per the”.¹

Developments in Education

“Education is for change. ‘Education and training face a challenge born of increasing numbers, rising aspirations and rapid social and economic change.’ But do form and methods of education itself are also beginning to change.

Child-centered education, ‘which places the child himself as the very centre of the educational process, which regards him as an individual with inalienable rights of his own which must be respected by the educationist, and which makes his growth and development-both as an individual and as an acceptable member society the main aim of education’, has been largely accepted at the primary levels and its implications are beginning to be felt at the secondary”.²

Role of Community Knowledge in Education

“It is important for the development of concepts in children as well as the application of school knowledge in real life that formals school knowledge is linked with communicating Knowledge. This increases the relevance of education as well as the quality of learning.

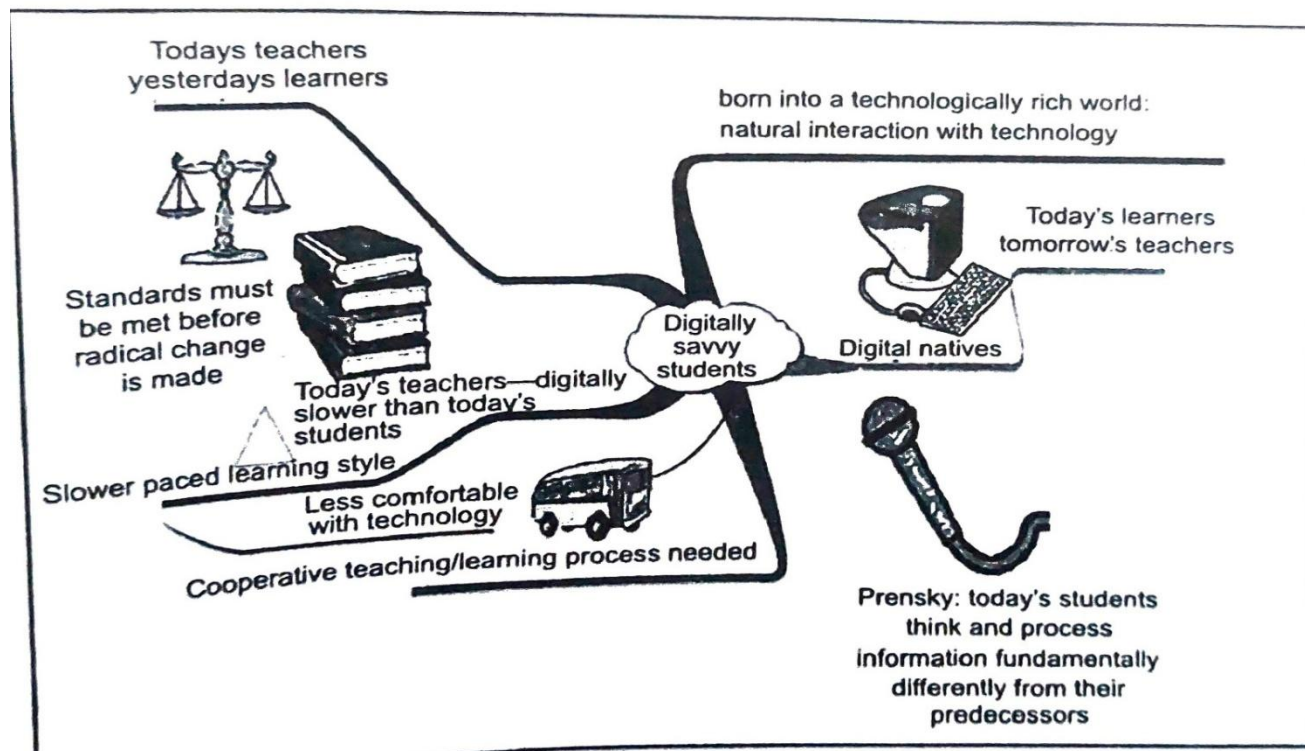
Teachers should be trained in identifying entry points in the curriculum and textual material in the context of the local situation. These contextual references may include community knowledge about technology, local occupations both farm and non-farm, local folk culture including songs, festivals, fairs and games.

As teachers develop curriculum materials and learning experiences, informed by the perceptive enunciated about (gender, peace, sustainable development), they will also learn, through actual participation, the skills of identify and process the specifics for the purposes of meaningful curriculum transaction”.³

ICT In Schools and E-learning

“With the onset and proliferation of Information and Communication Technology (ICT), there is growing demand that it be included in school education. Teacher education needs to orient and sensitise the teacher to distinguish between critically useful, developmentally appropriate and the detrimental use of ICT. In a way, ICT can be imaginatively drawn upon for professional development and academic support of the pre-service and in-service teachers.

The following figure shows the adaptable version of the “21st Century Skills” model, developed by The Partnership for 21st Century Skills, in education.

Teaching and Learning- the changing scenario

The vast majority of teachers are entering the profession without basic technology skills to implement in their classrooms. Fresh out of teacher education programmes, they know less about technology than their students, and yet they are expected to teach digital savvy students how to think creatively using skills that are still evolving with technologies they are not adept with to solve future problems not yet identified. This graphic demonstrates the fundamental disconnect between teachers and students in today's average classroom".³

The teacher should not only be a communicator but also a mobiliser, motivator, co-ordinator. The emerging concepts like deschooling society, education without frontiers, life-long education, distance teaching, Open University, etc. should attract the attention of teachers-both present and future as well as teacher educators. Modern educational technologies should be at the fingertips of every teacher. The question is "Are we in a position to compete with the developed countries which have gone far ahead of us ? We need not to be pessimistic. We have to evolve our own system of education and through our own teacher education programmes. This is where we have failed so far.

Effective Teaching in Education and ICT

The term "Information Technology" used to cover technologies used in the collection, processing and transmission of information. Information communication technology has given birth to following methods, which thrived the use of technology in education for effective teaching. Following techniques are some example of it:

- Programmed learning
- Computer Assisted Instructions
- Distance learning through electronic communication media

All the above given forms of learning are basically assisted by the information and communication technology. Another term, which is commonly used, is Online Pedagogy, which refers to the logical convergence of global media network. It offers educators a range of online services and products that are well suited to classroom use. Some of these is online services include:

- The World Wide Web
- Email discussion groups
- Video conferencing
- Internet relay chat

Role of the Teacher must Change

“The roles of teachers have changed and continued to change from that of instructors to that of constructors, facilitators, coaches and creators of learning environments.

Many studies and articles have identified reasons why the role of the teacher must change, such as:

- ICT will cause certain existing resources to become obsolete. Resources such as overhead projectors and chalkboards may no longer be necessary if all learners have access to the same networked resource on which the teacher is presenting information, especially if students are not physically in the same location.
- ICT may make some assessment methods redundant. Online tests, or example, can provide the teacher with considerably more information than traditional multiple choice tests.

It is no longer sufficient for teachers to impart content knowledge. They must encourage higher levels of cognitive skills, promote formation literacy, and nurture collaborative working practices. These new responsibilities are greatly facilitated by the use of ICT in teaching.

The students learnt many applications software and were enthused to use the skills for practical purposes. Hence they prepared invitation cards, thank you cards, charts, posters, used to spread sheets for their own examination results, prepared PowerPoint shows on their own school and class etc”.⁴

ICT And Role of Teacher

Teacher education, one of the pillars of any educational system is going through a phase of a rapid change. As new scientific and technological techniques in increasing specialization of knowledge demands to change the society into Information society, the pressure on initial school education is also increasing which in turn putting pressure on the role of teachers.

Responsibility of producing competent teachers to meet challenges and the needs assumed by teacher education. For this purpose new techniques and innovations are introduced in teacher education in replace, modify or supplement the traditional ones, because the teachers in this information societies will need new competencies that have not yet been targeted and attained in the traditional teacher education. Integration of ICT is not to be done in one aspect of teacher education but in all the major aspects like:

- Curriculum
- Methods
- Development of teacher competencies

Challenges and Solutions of Applying ICT for Learning

Certain challenges also exist for the ICT based teaching learning. One of the great challenges for quality control in education is lack of standards for parameters to measure the quality of education. For the solution of this all the accreditation bodies like NAAC, NBA, AICTE, CBSE and other authorities must sit together and circulate a standard list of parameters to decide the quality of education. Teachers lack adequate qualification and training and their lesson plans are most often outdated or irrelevant. Setting up the ICT devices can be very troublesome. It is expensive to afford it is hard for teachers to use with a lack of experience using ICT tools. Most of the teachers are not willing to introduce the new technologies to themselves first and subsequently to their students. There is resistant from teachers, basically from older teachers as compared to younger ones, to apply ICT in their subject.

Hence teachers need to update their knowledge and skills as per change in the curriculum technologies. One of the major challenges in the implementation. of ICT in education is the initial thinking that is based on the technology. ICT hardware and software are not designed as per educational purposes rather they are designed for general purpose. Only computer teachers would not be able to carry this important mission of being agents of change. It also shows that one of the challenges to be met is also of digital divide in private and Government schools and moreover in rural and urban schools also. Major challenge for educators and trainers is how to develop training materials for delivery on available IIT tools including mobile devices. The learning materials should be in manageable learning chunks and should make use of multimedia. Barriers include costly supportive infrastructure, developing online material can be expensive and time consuming, quality, validity of online material, lack of flexibility in already prepared study material.

ICT Competencies Required in Teachers

Preparing teachers for these new roles include both initial teacher education and continuing professional development. Competent teachers apply broad, deep and integrated sets of knowledge and skills as they plan for implement and revise instruction. With effective use of ICT teachers develop the following skills and behaviours:

- Teachers know how to plan, prepare for the design effective curriculum, assessment tools, instructional strategies.
- Teachers are skilled instructional facilitators, and reflective practitioner.
- Teachers are professional committed to life long learning and know how to direct students through course content.
- Teachers know how to assess and evaluate student's work, how to provide effective feedback, and how to apply what they have learned to improve instructions.
- Teachers know and can utilize effectively instructional communication strategies.
- Teachers are effective classroom managers and know how to motivate students and know subject matter properly, they teach.
- Teachers are adept at learning, creativity and curriculum resources and technologies.
- Teachers embrace student diversity, understand the community content and know how to identify the strength and needs of individual students.

Conclusion

Sustainable development in education through ICT and its awareness among teachers and students will have positive impact on the society. ICT can be helpful in quality and standards of education by implementing it in various phases of education. ICT can be employed in formal and Non-formal types of education and would eventually make the learners employable and socially useful part of the society. Conclusively a lot of sustainable development is possible after careful and planned implementation of ICT in education by teachers. The most recent trend in new pedagogical techniques to integration of ICT with teaching to make it more effective Teachers required specific competencies for using a ICT in education. Teacher education is making efforts to prepare the teachers for meeting needs education in new technological world.

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