IMPLEMENTATION OF ICT - AN INNOVATIVE TEACHING STRATEGY IN ENGLISH LANGUAGE CLASSROOM FOR ENGINEERING STUDENTS

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Abstract:
The classroom is a productive environment that brings students from various backgrounds with different capabilities and personalities. It is apparently, the responsibility of a teacher to implement creative and innovative teaching strategies in order to meet the requirements of the students who are zealous to find themselves in industrial sector, multinational companies or expose to reputed corporate culture. The quality of education process immensely depends upon quality of teachers and the teaching strategies administered in the classroom. The strategies of teaching are tend to be evaluated in order to encounter challenges in this competitive global scenario. Learners are in need of both academic skills and a set of technical skills to fulfill requirements of corporate world. In this regard, Communication skills and technical writing skills in English are essential tools to ladder themselves into higher positions. The present research article throws light on the implementation of ICT in English class room as one of the

best teaching strategies to provide practical knowledge as well theoretical in foreign language. It also focuses on distinct teaching methods to improve learning skills of technocrats in the classroom. It also briefs about innovative practices and teaching methods through a case study method which is done in my existing classroom in APIIIT with a group of hundred students. The objectives of the research consist of benefits of ICT in second language classroom and laboratory, a paradigm of new shift from teacher centered class room to learner centered class room through Information communication and technology and suggestions for the regional students to cop up with second language learning with technical assistance besides regular teaching in the class room.

Introduction

The emergent development of technology is constantly evaluated lives of people as the world progress into technology is into much advanced age. The internet has developed the communication and enabled retrieval of information with ease. Acquisition of knowledge and means of communication has become a cake walk and effortless through availability of advanced technology. The term Information and Communication Technology is closely intertwined relationship of technology, communication and technology. An instance of this can be the smart phones and tablet computers which are in vague usage to cater the increasing dependence of people needs. ICT has tuned within a very short time as one of the basic building block of modern society.

Many countries at present regard understanding ICT and mastering the basic skills and concepts of ICT as a part of curricula along with reading writing and numeracy. All governments focus to avail the most comprehensive education possible for their citizens within the constraints of available finance. There are huge debates held on use of computers and the internet in foreign language teaching over the past few years. The techniques provided, the activities and the degree of application in the language teaching syllabus have undergone a serief of serious changes besides the evolution of technology.

According to UNECO (2004), ICT acknowledges the access to wide stores of knowledge beond the school that includes the multimedia tools (Anderson, 005). Bingimlas (2009) stated that "when everything is ICT connected, it is irrelevant to continue educating students in the traditional environment". It is insufficient to make learners to productive in current competitive workplace. Therefore, the present society needs competent workers who are technologically literate and able to use technology for optimum productivity.

Concept and Significance of ICT:

Information and Communication technology can be defined as "A diverse set of technological tools and resources used to communicate, and to create disseminate store and manage information" (Victoria, L.T. 2003).

A Document related to UNESCO shared online, the ICT is defined with broader perspective advocating its scope, significance and nature of use, exclusively highlighting in the area of education;

"Information and Communications Technologies are a divers set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. Communication and the information are at the very heart of educational process, consequently

ICT use in education has a great history. It has played an educational role in formal and non formal settings, in programs provided y governmental agencies, public and private educational institutions, for profit corporations and non- profit groups, and secular and religious communities' (unesco.org)

ICT supports to cover all aspects of human life. Information and Communication technology (ICT) is used appropriately in expansion of access to education; it can strengthen relevance of education to the raising digital workplace, quality of education and interconnects teaching and learning to real life through active participation.

Necessity of implementation of ICT in Education:
Students learn English lessons through internet without any need to travel or without need to leave home or bedroom. Having internet connection learners can learn English anywhere at any time and whenever they want. The internet provides instant feedback to the learners which develop the learning experience of the students.

ICT provides the question of absorption of knowledge develops policy formulation and broadens the range of opportunities for the suppressed and the business class. This novice communication technology deducts the sense of isolation and begins access to knowledge in an unimaginable magnitude and dimension (T. Mrunalini, A. Ramakrishna 2016).

Information and Communication Technology is an innovative strategy in foreign language teaching and learning.
ICT has undoubtedly a positive impact on foreign language learning and teaching. Its effect is depended upon the way it is used. It shows possibility to adapt simply the teacing materials according to situations, learner's needs and responses

It allows learners to respond upon and enables the use of regularly/ recent news, it also provides access to authentic materials on the web.

It shows possibility to combine / utilize alternately skills like text, images, audio and video clip etc.

Lectures will become more interesting and least ordinary which pulls up engagement of learners. It also enables to concentrate on one specific aspect of the lesson i.e., pronunciation, vocabulary etc.

The usage of ICTs in English Language learning and teaching is an important sphere which hasn't explored. Both learners and teachers are benefited through this ICT utilization in language classroom. Each aspect of ICTs whether it is online reading, CBDs aiming at vocabulary development or computer-based speaking enhancing literacy activities avail learners with invaluable knowledge in both language based and multimedia based.

ICT displays a powerful learning environment for learners in the classroom. With the support of ICT based tools and the constantly improving number of available educational resources language teachers can provide individual and personal instructions to the learners.

The advantages of usage of ICT in foreign language teaching
Ability to control presentation: This capacity shows the difference between computers and books. As it is a known factor that books have a fixed presentation whereas computers can be a combination of visual with listening materials, text with graphics and pictures.

Modernity and Creativity: a teacher who uses different materials for each lesson from text book. Whereas all classes presenting the certain topic are the same topics. With the advent of ICT student can present it according to his imagination and creativity. It ultimately leads to bring out an output of novelty.

Feedback: computers avail a fast feedback to answers for students through error correction. It easily spots mistakes and corrects them. Sometimes it provides appropriate advices.

Adaptability: computer programs which are adapted by teachers to cater their needs of the students and level of language knowledge. Books are produced in a single uniform format and there is an emphasis to teach without considerations of problems of students mostly. Computer programs are learner friendly.

Innovative practice and an effective Learner centered class room through implementation of ICT in English Language Classroom at APIIIT –
Andhra Pradesh is one of the regional states in Southern India. There are several affiliated engineering colleges produce hundreds of engineering graduates every year. IIIT immensely uplifted standards and values of technical education in this regional state. Students hail from hook and corner of the country to complete Bachelor of Technology in different available streams. In this regard, acquisition of second language also plays a vital role in every engineering graduate in this competitive scenario.

As it is a well known factor that most of the students enter into engineering education through a common entrance are mostly from regional medium. Their proficiency in English is least and unable to meet their goals. At this juncture, the institution has implemented Computer assistance in language classroom and language laboratory. Verbal and non verbal communication in English is important for engineering graduates for obtaining a job opportunity in multinational companies. Rajiv Gandhi University of Knowledge Technologies, IIIT RK Valley at YSR Kadapa implemented a curriculum for engineering graduates of first semester with the title of "Advanced English & Communication Skills Lab". (AECS LAB).

This syllabus is divided into two categories as Computer Assisted Language Learning Lab and Interactive Communication Skills Lab (ICS Lab).

Objectives of this syllabus
1. It aims to emphasize especially the development of speaking skills among students of RGUKT.
2. It enables learners to develop their communication skills in English.
3. It facilitates students with computer – aided multi-media instruction which enables individualized and independent language learning.
4. It also focuses on improving the fluency in Spoken English and neutralize Mother Tongue influence.

5. It also directs students to inculcate the habit of reading and writing that help them to enhance effective and efficient communication.
6. It also intends to train students to use appropriate language for interviews, group discussions, debates and public speaking.

Outcomes of the syllabus
1. Learners must be able to speak clearly, confidently, comprehensibly and communicate with one or many listeners using appropriate communicative strategies in a neutral accent.
2. Learners should be able to learn writing cohesively, coherently, flawlessly avoiding grammatical errors using a wide range, organizing their ideas logically on a given topic
3. Learners should be able to listen/ watch and comprehend various spoken discourses in different accents
4. Learners must be able to habituate reading different genres of texts adopting various reading strategies.

The researcher has taken hundred students from four branches with a selected questionnaire in order to know how implementation of ICT has helped students to improve their speaking, writing, reading and listening skills in English language. the researcher has selected twenty five engineering students from each branch and instructed them the questionnaire who have studied this syllabus and promoted to____semester. The questionnaire consists of ten questions connected to Questionnaire designed for the students of_____B.tech belonged to the stream of Computer Science Engineering, Information and Technology, Electronic and Communication Engineering and Civil Engineering.

1. How was your experience in learning Phonetics through CALL LAB?

Name of the Branch	Yes	Better	Not Much	No
CIVIL	10	12	2	2
ECE	15	10	4	1
CSE	14	5	2	0
IT	10	10	2	1

The selected branch students of 49 have expressed that they have learnt phonetics and it has increased their speaking skills besides helped them to correct their pronunciation. 37 students have come up with an opinion that they have acquired sounds and symbols but they have showed least interest in this area of language. 10 students out of selected students have stated 'not much 'for this question. Because they have learnt it for the sake of awareness about sounds and symbols. 4 students out of hundred have selected an option of ' poor' as they don't have awareness about phonetics and have expressed that it was a difficult part of language learning.

2.   Are you able to introduce yourself in English after you have been taught Unit – II in CALL LAB?

Name of the Branch	Yes	Better	Not much	No
CIVIL	12	10	2	0
ECE	15	10	4	0
CSE	14	9	2	0
IT	15	5	2	0

The above table represents feedback of students who have been taught 'Self – introduction' through ICT tools in English language lab. The selected students from four branches have come up with different options. 56 students out of hundred have learnt 'Self Introduction' whereas 34 students have selected an option of 'Better' and 10 students have selected an option of ' Not much'. It is revealed that these students haven't shown interest in practicing given task in their leisure time.

3. Have you mastered Tenses and collocations?

Name of the Branch	Yes	Better	Not much	No
CIVIL	10	12	2	1
ECE	10	13	4	1
CSE	15	9	2	0
IT	10	8	2	1

The above table represents about students mastering tenses and collocation which are essential parts of learning English language. 45 students have expressed that they are able to use tenses and collocations appropriately. 42 students out of hundred have stated that they have learnt and practiced least in their leisure time. 10 students out of hundred have selected an option of ' Not much'. It is revealed that they have focused much time on technical subjects. Three students out of three selected branches have selected an option of 'No'. It is known through the teachers that they are not regular to attend classes.

4. Have you learnt telephone etiquette?

Name of the Branch	Yes	Better	Not much	No
CIVIL	15	5	4	0
ECE	12	9	2	0
CSE	15	10	2	0
IT	14	10	2	0

Students of selected branches have been given a question on telephone etiquette which is in their prescribed syllabus. 56 students out of hundred have answered that they could learn telephone etiquette during their practice sessions. 34 students have expressed that they could better their telephone etiquette. 10 students out of hundred are taken an option of 'No'. These

students might not have shown interest in learning or attended practical session conducted in the language lab.

5. Are you able to learn E-mail writing?

Name of the Branch	Yes	better	Not much	No
CIVIL	12	10	1	1
ECE	15	10	3	1
CSE	14	9	1	1
IT	15	5	1	1

E- Mail writing is a part of technical writing that plays an important role in engineering students' career. 57 students out of hundred have answered that they are able to draft mails on and off. 34 students out of hundred have written that they have learnt better. 6 students out of hundred have stated that they couldn't learn e mail writing. These students have difficulty in writing English.

6. Are you able to recognize and use dos and don'ts in speaking?

Name of the Branch	yes	better	Not much	No
CIVIL	10	10	2	0
ECE	10	15	2	0
CSE	9	14	4	2
IT	5	15	1	1

The above table represents feedback of selected students for the given questionnaire. 34 students out of hundred have replied that they are able to recognize dos and don'ts during their speaking. 54 students out of hundred have said they had recognized dos and don'ts while speaking. Three out of hundred students are not able to recognize dos and don'ts in their conversation. They might not have focuses on speaking English.

7. Has your confidence increased in participating Debates, Group Discussions and elocution?

Name of the Branch	yes	better	Not much	No
CIVIL	10	15	2	0
ECE	10	10	2	0
CSE	9	15	4	2
IT	5	14	1	1

The above table shows confidence levels of selected students in participating Debates, Group Discussions and elocution. 34 students have positively responded that they are confident of participating in activities and also facing interviews. 54 students have replied that they have bettered their GDs, Debates and elocutions. 9 students have written that they haven't much confident about participating in GDs, Elocution and Debates. 3 students out of hundred have replied that they aren't confident of participating. These students are not regular to the college.

8. Have you adopted Skimming, scanning and Information Reading in Reading Skills tasks?

Name of the Branch	yes	better	Not much	No
CIVIL	9	15	4	0
ECE	5	10	1	0
CSE	10	15	2	2
IT	10	14	2	1

Students of selected branch are asked to answer about skimming, scanning and information Reading from given syllabus. 34 students have learnt reading skills whereas 54 students have stated that they had bettered their skills. 9 students out of 100 have said that they haven't much exposed to reading skills. 3 students out of 100 have confirmed that they haven't learnt reading skills.

9. Have you improved your vocabulary through computer assistance?

Name of the Branch	yes	better	Not much	No
CIVIL	15	5	2	0
ECE	15	10	2	0
CSE	10	13	4	2
IT	5	15	1	1

The above table represents improvement of vocabulary through computer assistance for the selected branches of students. 45 students have stated that they could benefit in improving their vocabulary whereas 42 students out of hundred have opined that they could better their vocabulary and 9 students out of hundred have informed that they haven't improved their vocabulary much and 3 students out of hundred haven't improved their vocabulary. it might have happened as they haven't realized the importance of vocabulary.

10.   Are you confident of attending interviews and clear your written test for higher studies or obtaining good opportunities in reputed companies after completion of your engineering course /

Name of the Branch	yes	better	Not much	No

CIVIL	15	5	2	0
ECE	15	10	2	0
CSE	19	4	4	2
IT	10	5	1	1

The selected students from different branches have been asked about their confidence levels in attending interviews. 59 students out of hundred are confident of attending interviews and clear written tests whereas 24 students have opined that they have bettered their communication as well got ready for facing interviews. 5 students have expressed that they haven't much confident about facing interviews and 3 of them are not confident of clearing any written tests or attending job interviews. These students might have not focused on their careers seriously.

Conclusion

The researcher has found many factors through experiencing with selected engineering students in computer assisted language lab. Most of the students have felt that ICT has changed their learning scenario. It helped them to learn quickly and easily. Though ICT can never be a substitution of books it could be a helping tool in second language lab which assists students to get rid of fear of acquiring second language and pave a successful path in their career. The above sample questionnaire with selected students is helpful for revealing strategic learning through ICT is possible for making students feel comfortable in language classroom and ICT can be one of the strategies to bring out considerable outcome from students. The aspects of teaching and learning could be more effective by implementing ICT.

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