IJCRT.ORG ISSN : 2320-2882

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Comparative Study Of Private & Government Engineering Colleges Of India In Regards To ICT To ELT Among Professors And Students

Mr. Gaurav Kumar Jain, Research Scholar, Department of English and Modern European Languages, **Banasthali Vidyapith, Banasthali(Raj.)**

Dr. Tamishra Swain, Assistant Professor, Department of English and Modern European Languages, **Banasthali Vidyapith,Banasthali(Raj.)**

Abstract

The objective of this paper is to conduct a comprehensive examination of prior research and methodologies pertaining to the integration of ICT technologies within the context of ELT. The objective of this study is to examine the impact of technological advancements on the enhancement of educational standards within classroom settings. The integration of ICT technologies into the pedagogy of English language teaching facilitates the creation of learning environments that prioritise student-centred approaches. The implementation of these technologies has been shown to enhance the effectiveness of classroom instruction and learning in comparison to traditional methods. The main objective of this study is to assess the efforts made by governmental bodies or individuals in implementing ICT technologies in the context of English language learning and teaching. Both private and government engineering institutions continue to face challenges in terms of resource availability and the provision of high-quality education. ICT technologies a progressive approach to education, although its adoption varies due to differing levels of appreciation for technology among individuals. This study aims to examine the various initiatives implemented by both the central and state governments to improve the quality of English language instruction in classrooms. Both the central and state governments are actively working towards ensuring that classrooms are equipped with digital technology.

Keywords: English language, engineering students, ICT, English learning, ELT.

1.0 Introduction

ICT, which stands for "Information and Communication Technology," refers to a wide variety of technical tools and systems that make it easier to share and disseminate information. ICT is for information and communication technology, and its use in the field of education refers to the utilisation of computers and communication facilities to improve the teaching and learning process. The usage of information and communication technology (ICT) tools has developed into an essential component in the modern era of global interconnection. The usage of this instrument presents a chance for instructors as well as students to improve the quality of education and meet the requirements imposed by the knowledge-based society of the modern day. Technologies related to information and communications have recently emerged as an essential tool for supporting the reform and restructuring of educational institutions (Meerza and Beauchamp, 2017). It has been discovered that using ICT tools in English Language Teaching (ELT) may improve the ambiance of a classroom, making it friendlier and more focused on technology at the same time. Students are given the ability to study at their own speed and in their own time thanks to the use of technology, which contributes to improved educational results. Through the incorporation of various cutting-edge technological and creative components into traditional educational settings, the purpose of this project was to make the teaching and learning process more effective. In order to bridge the gap that exists between traditional pedagogical techniques and digital educational methods, the development of the Scheme had the goal of addressing this mismatch. The Ministry of Human Resource Development (MHRD) has launched an initiative known as the E-Scheme with the intention of assisting the Union Territories (UTs) and the States in the creation of computer labs in a way that would assure their continued viability over the long term.

2.0 Literature Review

The study of ICT technologies encompasses a wide range of topics and is constantly evolving. According to Beatty (year), the term "Computer-Assisted Language Learning," or CALL, may be described as a method of instruction in which students make use of computer technology to improve their linguistic abilities. This includes making use of the internet in addition to a variety of software programmes available on computers. The computer is a useful instrument that may be used to ease the development of information that is written, as well as analysis and debate. In the 1980s, educators began experimenting with ways to improve and streamline the learning process by incorporating various forms of technology into classroom settings for the first time. The Technology Acceptance Model (TAM), which offers a theoretical framework for understanding the elements that impact the uptake and utilisation of technology in educational settings, lends credence to this thesis. TAM is an acronym that stands for the Technology Acceptance Model (Al-Gahtani, 2016).

Almuhaisen et al. (2020) subsequently developed an alternative framework for analysing the adoption of ICT technologies among English instructors, with the goal of highlighting the numerous aspects that are involved. This was done in line with the framework that was given by Davis et al. The model that was developed by Samuel and Zaiuns is suited to the field of English Language Teaching (ELT), and it demonstrates a significant level of both relevance and usefulness for the work that we have been doing in this area.

The model postulates that the achievement of educational progress is dependent upon the incorporation of a variety of different technical advancements in some form or another. It has been observed that incorporating technological tools into educational settings may have a beneficial effect on the quality of education received as a whole. Individuals need a certain amount of expertise in the use of technology, an understanding of the practical uses of that technology, and the demonstration of proper intents and behaviours while interacting with that technology in order to reap the full benefits of that technology. E-learning refers to the process of acquiring knowledge and skills via the use of electronic media, such as computers, smart phones, and tablets. Even in circumstances when dyadic communication issues, such as administrators, facilitators, or learners, are absent, the management of learning activities continues. In the paragraphs that follow, we shall elaborate on the increasing importance of literacy in ICT technologies as well as technology in general (Okocha et al., 2017).

The use of the internet as a tool for learning a foreign language is superior than just immersing oneself in a society that speaks that language. Users of the internet have a propensity to return to websites on a frequent basis or participate in activities conducted online in order to promote the flow of personal information and ideas at a time and place most convenient for them. Both students and instructors are actively integrating digital technology into the environment of the classroom, which is contributing to the fast development in the utilisation of digital technology in educational settings.

According to Meerza and Beauchamp (2017), the interactive whiteboard (IWB) makes it possible to combine several components into a single place while making effective use of available resources. One of the most useful approaches is the Interactive Whiteboard (IWB), which acts as a visual display. Raja and Lakshmi Priya (2022) believes that vocabulary was formerly disregarded in the area of foreign language training; nevertheless, it has lately gotten the prominence that it deserves.

The application of AVA has developed into a widespread practise in today's modern times. Rather of depending entirely on traditional ways to education, teachers should embrace innovative and cutting-edge forms of pedagogy in order to make their lessons more successful. This will allow them to go beyond the limitations of more traditional techniques. The use of AVA increases student involvement, which in turn fosters attention and excitement in the classroom setting. It is not accurate to say that audiobooks are a recent innovation that emerged in this century; in fact, they were not even there in the previous century. However, it is important to keep in mind that the oral world, not the domain of the written word, is where literature first began, and not the written word. Teachers of English language learners and English language learners themselves might benefit from listening to audiobooks. Audiobooks are a useful tool for improving language

abilities at all levels, from the most basic to the most complex. These skills include reading, writing, speaking, and listening. Students who struggle with reading, show a lack of interest in reading, or are learning English as a second language have shown to benefit tremendously by listening to books read aloud from audiobooks. This is because audiobooks work as a scaffold, making it possible for students to interact with materials that are above their level of reading skill (Al-Gahtani, 2016).

According to Al Hinai et al. (2020), facilitators and learners both play an important part in the administration of learning activities. In the paragraphs that follow, we shall elaborate on the increasing importance of literacy in ICT technologies as well as technology in general. The benefits of using the internet to learn a foreign language are superior than those of studying in an environment that is mostly English-speaking. Students and instructors alike are actively embracing various forms of digital technology within the framework of the classroom, which is contributing to a considerable growth of the incorporation of digital technology into the educational system.

According to Huang et al. (2022), the interactive whiteboard (IWB) facilitates the integration of disparate components into a coherent area while using real-world materials. The Interactive Whiteboard, often known as an IWB, is widely regarded as a very useful teaching device. The Interactive Whiteboard (IWB) provides teachers with access to a wide variety of teaching resources, including video clips, recorded interviews, electronic microscopes, and a variety of web platforms. It is clear that the pupils' social skills are improving, particularly in areas such as working together and taking part in activities.

In this day and age, the application of AVA has developed into a common practise. Rather of depending only on more conventional approaches to education, teachers should embrace contemporary and forward-thinking pedagogical practises in order to maximise the effectiveness of their lessons. It has been discovered that the use of audio-visual aids (AVA) in educational settings has a favourable influence on student engagement, leading to improved attention and excitement among learners. The concept of audiobooks is not a recent development that emerged in this century; in fact, they did not even exist in the century before this one. However, it is essential to recognise that the origin of literature may be traced back to the world of oral tradition, as opposed to the realm of written text. This is one of the most significant aspects of the history of literature. Individuals who are learning the English language as well as professionals working in the area of education might benefit from listening to books on tape. Audiobooks are a useful tool for improving language abilities at all levels, from the most basic to the most complex. These skills include reading, writing, speaking, and listening (Manca and Ranieri, 2013). It is well-documented that using audiobooks as a learning aid is effective, especially with student groups who struggle with reading, display a lack of passion towards reading, or are not native speakers of the language. This is particularly true for students who are learning English as a second language. Students are able to engage with texts that are above their present level of reading ability because to the supporting framework that audiobooks provide. The reason for this is that audiobooks operate as supportive framework. The administration of learning activities places the highest significance on the role that facilitators or learners play in the process. Individuals who are either learners or facilitators are often responsible for managing the activities that are associated with the educational

environment in which they are located. The following discussion will elaborate on the rising acknowledgement of technological literacy as well as ICT technology literacy (Eletter et al., 2022).

Approaches that focus on the classroom instructor have been the norm for many years in language education. The learners' memorization skills improved as a result of this method, but the language skills they acquired were not boosted. In this era of globalisation, the technologies provided by the IOT provide a better platform for the instruction of foreign languages. Language instructors all over the globe are increasingly turning to the internet of things (IOT) as a tool to supplement students' language education as a result of the proliferation of networked multimedia computers and the internet. Each variety of language and field of study has its own distinct set of supporting methodologies and technology. Language instructors who used the Grammar-Translation approach depended on the chalkboard, which is the most conventional technology in the field of education. Later on, an alternative to an overhead projector was the chalkboard, which is an ideal tool for the teacher-centred classroom. After that, the audio tape was invented, which considerably aided pupils in their ability to learn via consistent drills and practise. Afterwards, the blackboard was an option to an overhead projector. After then came the turn for language labs. kids are able to study at their own speed in the language lab; it helps with acoustics; it gives quick reaction; and kids are enthusiastic to learn via the lab. The language lab gives students with the chance to compare and record their language knowledge, and it also serves to strengthen the students' learning abilities (Babu, 2020). When literature and study placed an emphasis on the implications of an IOT in language instruction, an overwhelming body of data demonstrates that the attitude of instructors is the primary obstacle for successful integration of ICT in learning. The educators do not have a strong sense of self-assurance; they are more at ease with more conventional approaches to teaching and learning. For them, having assistance for ICT in the classroom is the same as exploiting them. The vast majority of them have a cynical outlook on their profits. Because information and communication technology empower students to study on their own, it may be challenging for professors to relinquish their authority over their classes. They study at their own rate, based on the topics that interest them. Many educators have a negative attitude towards information and communication technology (ICT) because they believe that it will one day take their jobs. They would rather "be technophobes and point out that technology is unreliable, and its advantages are not worth the expense or effort", since this is what they consider to be more comfortable with. They argue that in order to apply these abilities to teaching, one must sound technical, therefore they avoid the concept of utilising ICT to enhance their teaching. This Luddite mentality on the part of the instructors ignores the potential advantages that ICT has to offer throughout the process of teaching and learning.

3.0 Research Methodology

This study used a descriptive research approach. A study with a sample base of 240 respondents was carried out in India. The respondents included students and professors from both private and government engineering institutes in India. The information that was gathered was subjected to statistical analysis using SPSS in order to make a comparison of the influence that ICT has had on ELT from the perspectives of professors and students attending private and government engineering institutions in India.

4.0 Findings and Analysis

In order to conduct a comparative analysis between private and government engineering colleges in India with respect to the integration of ICT technologies in ELT among professors and students, a one-way ANOVA was employed. The values representing the range and dispersion within each category are as follows: for professors from private engineering colleges, the range is between 1.76 and 15.782; for professors from government engineering colleges, the range is between 0.506 and 12.326; for students from private engineering colleges, the range is between 1.956 and 54.674; and for students from government engineering colleges, the range is between 0.005 and 55.319. The number of degrees of freedom for the between-group comparison was 1, while the number of degrees of freedom for the within-group comparison was 38. The total number of degrees of freedom was 39. The F-values for the different groups were as follows: professors from private engineering colleges (4.240), professors from government engineering colleges (1.561), students from private engineering colleges (8.515), and students from government engineering colleges (0.023).

ANOVA							
Category	Engineering Colleges	**ICT TO ELT Experience**					
			Sum of Squares	Df	Mean Square	F	Sig.
Professors	Private	Between Groups	1.76	1	1.76	4.240	0.046
		Within Groups	15.782	38	0.415		
		Total	**17.542**	**39**			
	Government	Between Groups	1.956	1	1.956	8.515	0.004
		Within Groups	54.674	238	0.230		
		Total	56.630	239			
Students	Private	Between Groups	0.506	1	0.506	1.561	0.219
		Within Groups	12.326	38	0.324		
		Total	12.833	39			
	Government	Between Groups	0.005	1	0.005	0.023	0.880
		Within Groups	55.319	238	0.232		
		Total	55.324	239			

Table 1: ANOVA

As per the comparative study of private and government engineering colleges of India, ICT to ELT in private engineering colleges was found to be significant as compared to the selected government engineering colleges in India at 95% confidence level. This could be because to implement ICT their extra efforts and money involved which government engineering colleges find difficult to afford. Another biggest challenge for government engineering colleges in the training of professors for ICT. It had also been observed that professors in selected government engineering colleges of India treat textbooks as a course material instead of a tool, for writing and speaking. The government engineering college professors and students are purely dependent on what is written in the books. Both professors and students adhere only to written and printed instructions. Hence, an alternate hypothesis of the existence of a comparative study of private & government engineering colleges of India in regards to ICT to ELT among professors and students is accepted.

5.0 Conclusion

The utilisation of ICT technologie) in the field of English learning has been shown to enhance pedagogical practises by fostering innovative approaches to teaching and learning. This platform offers high-quality educational resources and fosters independent learning. The integration of ICT technologies in ELT is contributing to the advancement of students' academic performance and the enhancement of their English communicative abilities, thereby facilitating their success in future endeavours. It is imperative that the curriculum incorporates advanced technology and utilises innovative teaching aids. It is imperative for individuals to possess a proficient understanding of technology in order to cultivate an enhanced environment that fosters cultural diversity, instils positive motivational influences, and elevates self-esteem. Government initiatives play a significant role in providing valuable assistance to both educators and students. The central government is currently formulating policies and organising workshops aimed at enhancing the competence of teachers. In order to facilitate the advancement of ICT education, the government has implemented the introduction of wards. Teachers engage in the process of learning and preparing lessons through a pedagogical approach known as the flipped classroom. In this instructional method, teachers meticulously craft their lectures and record them for dissemination during classroom instruction, tailored to meet the specific needs of their students. These classrooms foster a positive outlook on the integration of ICT technologies within the context of English language teaching (ELT).

6.0 References

Al Hinai, M.R., Bhuiyan, A.B. and Husin, N.A., 2020. AN EMPIRICAL REVIEW ON THE GRADUATE ATTRIBUTES AND READINESS FOR EMPLOYABILITY AMONG THE ENGINEERING GRADUATES IN THE HIGHER EDUCATION INSTITUTIONS (HEIs). Indian Journal of Finance and Banking, 4(3), pp.8-25.

Al-Gahtani, S.S., 2016. Empirical investigation of e-learning acceptance and assimilation: A structural equation model. Applied Computing and Informatics, 12(1), pp.27-50.

Almuhaisen, O., Habes, M. and Alghizzawi, M., 2020. An empirical investigation the use of information, communication technologies to English language acquisition: A case study from the Jordan. development, 7(5).

Babu, Y.V., 2020. Contextual relevance of ICT-CALL modules and its role in promoting employability skills among engineering students—a study. In Data Management, Analytics and Innovation: Proceedings of ICDMAI 2019, Volume 2 (pp. 43-53). Springer Singapore.

Eletter, S., El Refae, G.A. and Kaba, A., 2022. The impact of knowledge sharing enablers on knowledge sharing behavior: an empirical study. VINE Journal of Information and Knowledge Management Systems, 52(1), pp.102-119.

Huang, B., Jong, M.S.Y., Tu, Y.F., Hwang, G.J., Chai, C.S. and Jiang, M.Y.C., 2022. Trends and exemplary practices of STEM teacher professional development programs in K-12 contexts: A systematic review of empirical studies. Computers & Education, p.104577.

Manca, S. and Ranieri, M., 2013. Is it a tool suitable for learning? A critical review of the literature on F acebook as a technology-enhanced learning environment. Journal of Computer Assisted Learning, 29(6), pp.487-504.

Meerza, A. and Beauchamp, G., 2017. Factors Influencing Undergraduates Attitudes towards ICT: An Empirical Study in Kheis. Turkish Online Journal of Educational Technology-TOJET, 16(2), pp.35-42.

Okocha, D.O., Sani, N. and Paul, C.N., 2017. SOCIAL Media revolution and its influence on contemporary writing skills: An empirical study of whatsapp usage among the undergraduate students of the University of Ghana. International Journal of Advance Research in Science and Engineering, 6(10), pp.1060-1073.

Raja, M. and Lakshmi Priya, G.G., 2022. Using virtual reality and augmented reality with ICT tools for enhancing quality in the changing academic environment in COVID-19 pandemic: An empirical study. In Technologies, artificial intelligence and the future of learning post-COVID-19: The crucial role of international accreditation (pp. 467-482). Cham: Springer International Publishing.