

7A Study on Practising Emerging ICT Tools in English Language Teaching Classes and their Impacts

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Article Info

Volume 81

Page Number: 4503 - 4514

Publication Issue:

November-December 2019

Abstract

English Language Teaching in India has witnessed a great-heightened stress in academic setting periodically and regularly. The integration of ICT tools in ELT classes earns best outcomes as it promotes ordinary teaching learning environment into blended learning, e-learning, application oriented teaching learning and outcome based education. In the present global scenario, English Language is the accepted language of communication. This research further confirms previous findings and contributes to our understanding that the integration of ICT in English Language Teaching classes will outturn for the development of language proficiency of the learners. The statement of the problem for this research is that the technology replaces the teachers who do not use it. It means that the teachers who use the emerging technology will definitely replace those who do not use it'. It is the gentle warning for all the English language teachers who assume and believe strongly that the usage of technology has nothing to do with ELT classes. In the age of redesigning, the learners get access to refer various resources easily. They are in no need to demand only the subject teachers. In order to influence their attention in the classroom, maintain a good rapport with them, the utilization of ICT tools becomes necessitous in the process of teaching learning environment. This research notoriety the potentialities of the effective utilization of few ICT tools, considers the barriers involved and submits probable suggestions and recommendations.

Article History

Article Received: 5 March 2019

Revised: 18 May 2019

Accepted: 24 September 2019

Publication: 23December 2019

Keywords: blended learning, e-learning, ICT tools, notoriety, potentialities, technology Competitive Advantage

INTRODUCTION

The growth in teaching learning environment is tremendous in the age of digitalization. The use of ICT tools has become vital in our daily lives. In consideration to the traditional teaching methodology, the learning

outcomes turn into pain points as the concentration of the students are distracted because of the easy accessibility of the internet communication and social network. It is the sole responsibility of the teachers to tune up the capabilities of the students. In order to promote

the productivity skills of the students that ensure their sustainable employability and prosperous future, the implementation and regular practice of ICT tools acts as indispensable from teaching learning environment. This research discusses about few ICT tools, which facilitate both the teacher and students to work for application oriented teaching learning process and outcome based education. This importance of this study is that to create an awareness among the teaching fraternity learning about the easily available appropriate technology for their personal upgradation and enriching their students' knowledge too.

IMPORTANCE OF ICT TOOLS IN EDUCATION

UNESCO's analytical survey (2004) reports that the ICT enabled FLL environment and its importance in the age of information revolution accelerates powerful and remarkable impacts on education and training that brings forth the awareness on the changes of standard models are vital, if the emerging tools are to be used effectively. It also emphasizes that UNESCO ascertain some benefits as indicated in its survey that the new media or the so-called emerging technology do not automatically empowers teaching and learning, but actually it transforms such practices. In addition, it recommends the condition of using ICTs is favouring successful, innovative application-oriented and future oriented ICT practices in FLL and FLT besets many different levels such as classroom, educational organization (e.g. school / university) and regional or national level.

This research also discloses such kind of ICT tools that yield booming, admirable, honorable and meritorious outcomes in English Language Teaching classes that are applicable for both engineering and non-engineering students handled by the teachers of Government and Private Institutions.

LIST OF EMERGING ICT TOOLS

In the age of transformation, there are countless ICT tools developed daily for the betterment of teaching learning process. This research discuss few of such important ICT tools, which demand no huge investment or any skilled assistants to use them for a teacher. Here is the list given below:

1. iSpring QuizMaker
2. Viva Video
3. MS Office Word Document
4. Authorstream
5. Udemy
6. Screencast-o-matic
7. Gmail
8. iSpring Presenter 7
9. Google Classroom
10. WhatsApp
11. DU Recorder
12. Professional Powerpoint Templates
13. Hot Potato
14. Amazon Kindle
15. Online Journals

PRACTISING ICT TOOLS

This part of the research work demonstrates the systematic procedure to practice the above listed ICT tools, common barriers involved and the suggestions to overcome the same.

ICT TOOL No.1 iSpring QuizMaker is a free open source software. It shall be used to create e-Content, create Courses and graded quizzes.

The prerequisite to use this ICT tool is a laptop with internet facility to download this software. It also requires the personal interest, patience, creativity, critical thinking skill etc. from the teacher to prepare online quizzes and share it through Google Classroom or Edmodo or Gmail. It can be used to give more practice in order to support the students by provoking their interest of

learning Grammar, revise any particular topic periodically and make continuous attempts to get thorough with those quizzes.

It can be set to limit the number of attempts and time duration to answer each and every question, allow partial answers, give 'Correct' or 'Incorrect' feedback to the students for each and every question attempted immediately.

Once the online quiz exam is completed, it discloses the final result that can be saved with screenshot and saved in a separate folder for the entire class.

This study evidences that this ICT tool equips the faculty to conduct online exam as it does the evaluation process and saves the time of the course teacher.

The lack of personal interest, lack of patience, no proper training, lack of computing skills, lack of subject knowledge are the common barriers are observed among the teachers. This research recommends them to watch tutorial video available in YouTube, prepare with simple quiz for objective type first and then, the teacher shall learn to use all the tools in order to assess the understanding about the lessons by the students by conducting online tests.

ICT TOOL No.2 Viva Video is available as android application. It is available in Google Playstore. Both students and teachers shall download this app in their smartphones or tablet PCs.

The teacher shall instruct students to download any poem or comprehension from any online resources or to take photos of the poem or the comprehension using the phone camera. In addition, the summary, annotations, glossary of the poem or the multiple choice questions given for the comprehension given shall be taken photos individually to read them later.

After installation, the teacher may instruct students to insert all the photos of the poem given or the comprehension given in Viva Video App. Furthermore, any instrumental music with different background themes, visual effects shall be added later. Finally this project shall be saved as video file and shared through Gmail, Google Drive, Edmodo, Google Classroom, Padlet, YouTube, Slideshare or Authorstream etc. directly.

The prerequisite to use this ICT tool is any type of gadget. This activity kindles the keen interest of the students to record whatever they read for English subject topics or any topics of other subjects too. This study observes that this ICT tool empowers all the productivity skills of the learners.

The common barriers involved in using this tool are lack of knowledge, lack of time, lack of creativity skill, lack of interest, lack of motivation from the management, colleagues etc. This research work recommends the teachers to learn this ICT tool to share the

e-Content, to create the interest among students to study and trigger them to submit online assignments.

ICT TOOL No.3 MS Office Word is easily accessible by both the teacher and the learners in their gadgets. It is available in Google Play store. Both students and teachers shall download this app in their smartphones, laptops and tablet PCs also. It works without the connection of internet.

In English Language Teaching class, the teacher shall practise this tool to enhance the writing skill of the learners. This tool facilitates the teachers to give assignments on a common topic or individual topic to all the students. For instance, the teacher may assign students to prepare conversations between Mother and Son, father and daughters, customer and shopkeeper,

two friends, siblings, a teacher and a student, a passenger and conductor and so on.

The teacher may collect the assignments and evaluate it and suggest the students to practice the conversation with their peers and record the conversation using voice recorder or camera with the help of individual's smartphone or tablet PCs. Since, it does not require the contact number of both the teachers and students, the course teacher ensures that he or she will not get disturbance of receiving unwanted ordinary messages, phone calls and WhatsApp messages unnecessarily.

The prerequisite to use this ICT tool is a smartphone or tablet PC for both the teacher and students. The teacher has to give the guidelines for the first time users of it. If not installed in the gadgets already, it requires internet connection to download and install this app in android phone and other gadgets. This ICT tool will function without internet connection afterwards. At present times, almost all the students are having gadgets like smartphones and tablet PCs rarely..

Though this activity, students get an opportunity to improve their reading skill, empower their listening skill by listening to the audio files. The students can share the recorded audio files with the course teacher and the peers.

This ICT tool is highly useful for both the teachers and students. The result of the study indicates that this tool facilitates the teacher to initiate action based learning through this activity that gives multipurpose outcomes. This activity also kindles the self-interest of the students to employ this tool for other subjects too as it demands no paper work. This study observes that this ICT tool empowers the listening skill, speaking skill, reading skill and writing skill of the students if practiced periodically and regularly.

The lack of typing knowledge, lack of alignment skill, lack of creativity skill are the common barriers for both the teacher and students. This research work suggests them to start spending time for learning fingering from any technical institute or watching online tutorial videos.

ICT TOOL No.4 Authorstream is available in both forms of app and website. It is available in Google Playstore. Both students and teachers shall download this app in their smartphones and need to create an account using their Google or Facebook account.

This tool shall be used to give assignments to be submitted through pdf, audio, video, powerpoint presentations etc. Afterwards, the teacher needs to guide the students to create an account in Authorstream App or in www.authorstream.com. Before long, the teacher has to give step-by-step instruction to create an account and verify the account activation email received in primary inbox or in spam folder.

When students submit their online assignments through a weblink, it helps to increase their self-confidence. The students' interest will be high on that time when their online assignment is accessible to be viewed by global audience . In order to increase the views of the same, they may be permitted to share that weblink in all their social network accounts. The other students of the same class get opportunities to learn the mistakes committed by others and modify themselves at once. So, this activity enriches the three skills such as academic writing skill, productivity skill too.

The prerequisite to use this ICT tool is any type of gadget with internet facilit for both the teacher and students. This activity naturally the self-interest of the students to record whatever they read for English subject topics or any topics of other subjects too. This study observes that this

ICT tool empowers all the productivity skills of the learners.

No prior knowledge about this ICT tool is the only common barrier exist among the students. They need proper guidance to work with this ICT tool, constant encouragement, motivation, moral support are the suggested recommendations to use this ICT tool effectively.

ICT TOOL No.5 Udemy offers many MOOC Courses in both paid and free versions. It is available in website version namely www.udemy.com and and app version 'Udemy'. The prerequisite for the teacher to use this ICT tool is any gadget with internet facility. It also demands from the course teacher some requisites such as personal interest, knowledge about identifying and choosing the free online courses related to the syllabus and course outcome of each units prescribed. Here, the teacher makes an attempt to facilitate the students to learn more about the important topics which need further knowledge outside the classroom too. So, it is the sole responsibility of the teacher to provide a list of free MOOC courses to be completed by the students by setting a due date to submit their certificates of completion, within a month. The teacher may give maximum ten different courses and ask the students to choose minimum three courses or maximum five MOOC courses.

Thereafter, the teacher has to create folder for each class and save the Certificate of Completions submitted by students through email for future reference during the visit of UGC, NAAC, NBA and ISO. This activity kindles the self-interest of the students to learn further on the subject and creates a good rapport between the teacher and the students. Consequently, this simple initiative shall bring various benefits to the individuals, to the department of the students and the guide and the institution vice versa.

This study demonstrates that this ICT tool empowers both the teacher and the students to be

efficient in writing and publishing research articles, which also benefits the society.

The common barriers involved in this ICT tool are that the students skip the video to complete the course at the earliest and do not apply 'Filter' option to identify Free online courses.

ICT Tool No.6 Screencast-o-matic helps the teacher to enhance the reading skill, speaking skill, body language and presentation skill of the learners. The teacher and students have to create an account individually using their Google account or by creating new screencast account also. It is in the kind of a website www.screencast-o-matic-com, which allows the users to record the screen, the camera or both at a time.

The teacher shall provide eContent for all the unit of a subject to the students through the group of 'Edmodo or Google Classroom'. If the eContent is not available, the manuscript notes written by students in the classwork for the English subject can be taken photos and save them in MS Office Powerpoint Presentation. The students have to be assigned topics individually from the same. Now, the students to Login to their account to Launch Recorder and record their voice using any one of the three options. The recorded video can be saved and shared through Gmail, YouTube, or Screencast-o-matic weblink directly to the course teacher.

Thereafter, the teacher has to create folder for each class and save them in his or her email for future reference during the visit of UGC, NAAC, NBA and ISO. This activity kindles the self-interest of the students to improve their reading skill, speaking skill and presentation skill.

This study explains that this ICT tool empowers both the teacher and the students to be efficient in writing and publishing research articles, which also benefits the society.

Hesitation, Camera fear, poor reading skills, poor voice modulation and body language are the common barriers found among the students. This research suggests that the teacher's and peers' constant motivation, encouraging words, self-practising, improving dress code, speaking in English in the classroom, reading loudly shall help the students to overcome their barriers.

ICT Tool No.7 'Gmail' is available in both app and website form. The teacher has to instruct the students to create an account in this website or app. This ICT tools helps students to learn sharing and documenting any information, message, record officially and professionally. In other words, its effective usage in teaching learning environment

The prerequisite to use this ICT tool is any type of gadget with internet facility for both the teacher and students. This activity augments the inner urge of the students to officially submit their online assignments through weblinks of any other applications and websites such as Slideshare, Padlet, MS Office Word, Professional Powerpoint Presentations, Pdf documents, PODCASTs and VODCASTs anytime from anywhere.

In other words, this sort of activity reduces paper usage and documentation work of the faculty as the teacher may just create a folder classwise or topic wise of the assignments in his or her email. During the visit of UGC, NAAC, NBA and ISO, the teacher may simply open the folders and project them in big screen or insert the sample links in the presentation of the department. As a result, this earns the best impression on the teacher who uses this ICT tool effectively in English Language Teaching classes.

This study proves that this ICT tool is an emerging teaching methodology. It eases the documentation work of the teacher, replaces the traditional assignment writing and reduces paper work.

Most of the rural students don't use email IDs. Teachers and peers need to support them by creating a Gmail account and teaching them to use it for sending and receiving messages, using proper punctuation, indentation, using Greetings, abbreviations etc.

ICT Tool No.8 'iSpring Presenter 7' is a software. It is the advanced version of ICT Tool No.16 iSpring Quiz Maker. It is a paid Software. The course teacher shall apply for getting fund from the institution and any other funding agencies and organisations to install this software for developing e-Content, preparing online quizzes to conduct regular class test, communication lab examinations etc. It allows the teacher and students to save the result report in pdf format or in OneNote also.

The prerequisite to use this ICT tool is a laptop with internet facility to download this software. It also requires the personal interest, patience, creativity, critical thinking skill etc. from the teacher to prepare online quizzes and share it through Google Classroom or Edmodo or Gmail. It can be used to give more practice in order to support the students by provoking their interest of learning Grammar, revise any particular topic periodically and make continuous attempts to get thorough with those quizzes.

It can be set to limit the number of attempts and time duration to answer each question, allow partial answers, and give 'Correct' or 'Incorrect' feedback to the students for every question attempted immediately. Though it is a massive class with a congestion environment, the link can be shared to the group of social network that allows to access the quiz in the smartphones of the students itself. Since, it shuffles both the questions and answers in random order with time limitation for answering each question, no student shall copy from other students.

Once the online quiz exam is completed, it discloses the final result that can be saved with

screenshot and saved in a separate folder for the entire class.

This study evidences that this ICT tool equips the faculty to conduct online exam as it does the evaluation process and saves the time of the course teacher.

Since it is a paid software, most of the faculty may not show interest to work with it. They may buy this software through applying for the seed money from the management or getting grant from any funding agencies.

ICT Tool No.9 Google Classroom is available in both forms of app and website. It is available in Google Playstore. Both students and teachers shall download this app in their smartphones, tablet PCs and need to create an account using their Google account.

In English Language Teaching class, the teacher shall employ this as an educational platform. This tool facilitates the teachers to create individual groups with 'Group Code'. After creating individual group for the classes handled, it is the responsibility of the teacher to instruct the students to join his / her class group. Since, it doesn't require the contact number of both the teachers and students, the course teacher ensures that he or she will not get disturbance of receiving unwanted ordinary messages, phone calls and WhatsApp messages.

The prerequisite to use this ICT tool is a gadget, which has the facility for both the teacher and students. It requires internet connection to download and install this app in android phone or use the website. This ICT tool will not function without internet connection later. In present times, most of the students have smartphones with mobile data. Therefore, they can use their mobile data to employ this ICT tool in their learning environment effectively inside or outside the classroom for a massive class to a class of even a single student.

Thereupon, the teacher needs to guide the students to create an account in Google Classroom App by giving the appropriate group code for the classes immediately. The teacher shall post the assignment topics with due date to submit and lock the time of the due date also. It evidences that the students those who avail leave on the date of submission of assignment, also can submit their assignments online. The online assignment can also be in any form such as images, documents, audio, video sources or weblinks of the content uploaded etc. It provides an opportunity to conduct objective type questions for class tests.

Though this activity, the students can improve their skills of listening, speaking, reading and writing by listening the audio files, watching the video assignments and written or designed assignment with text of their own classmates. It also enhances the problem solving skill by solving the online objective type questions within the limited period, improving writing skill by posting comments and feedback for peers' assignments.

This ICT tool is highly useful for both the teachers and students. The result of the study ensures that this tool supports the teacher to share any kind of resources, and also created curiosity among the students to employ this tool for other subjects too as it demands no paper work.

This study expounds that this ICT tool authorizes the course teacher to ensure the improvement to assess listening, speaking, reading and writing skills of the students if practiced periodically and regularly under the proper guidance of the course teacher.

Those who don't have any Google or Facebook account, may feel difficult. They are suggested to create a new account easily within few minutes to enjoy the features of this ICT tool.

ICT Tool No.10 WhatsApp is the most used android app world wide. The course teacher and the students need to download this app and

must have a group for their course to utilize this ICT tool effectively to improve listening, speaking, reading and writing skill. It provides multiple opportunities to the students to share their assignments in the form of podcast

The prerequisite to use this ICT tool is a smartphone or a laptop with internet facility to use the WhatsApp through WhatsApp Web as inter connected with the laptop and the smart phone.

The teacher may post a simple topic from the subject in the WhatsApp Group of the class and instruct the students to read it, record it and share the recorded file or the web link of the uploaded audio file, to the same group by giving a target date after a week for allowing the better practice of the students. In the subsequent week, the teacher may screen all those audio files in the classroom to assess and give suggestions and feedback to improve the reading skill, stress, intonation, voice modulation, pronunciation, poise etc. Similarly, video assignments and writing assignments shall be collected from the students using WhatsApp.

This activity shall help students who are on medical leave as it assists them to complete their assignments and submit them on time.

This study witnesses that this ICT tool facilitates the faculty to enrich the listening skill, reading skill and speaking skill of the students.

The common barriers involved in using this ICT tool are receiving unwanted messages from students, getting no responses from students in course group, frequent change of WhatsApp number by the students. The course teacher shall disable all other members of the group for sending reply after updating the app. This research suggests that the teacher may assign any task with a week of preparatory time to complete and send 'Gentle Reminder' messages two days before the date of submission of any sort of assignments, conducting tests etc.

ICT Tool No.11: This tool is commonly called as 'DU Recorder'. It is an app, which can be downloaded by both the teacher and students in their smartphones. It works similarly to the ICT Tool No. 6, screencast-o-matic.

In English Language Teaching class, the teacher shall utilize this ICT tool effectively to prepare e-Content of the course, which influences the maximum attention of the students, triggers the interest of the students to revise within a short period and reinforces to think creatively, visualize differently. They also can develop the personal interest of the students for video assignments. It is possible in three different ways such as to record the text while reading it, to record the speaker while he reads the text which also helps to assess eye contact, body language, dress code, communication skill, knowledge on the topic and overall presentation skill.

The teacher may instruct the students to upload their video assignments in any of the other ICT tools likely www.authorstream.com, www.slideshare.net, and share those web links in 'Edmodo, Google Classroom, Padlet and WhatsApp Groups' created for the entire class or the subject concerned. Students may be permitted to share this online assignment web link, if any available, in social network pages in order to disclose their presentation skill and receive commendable feedback from the viewers.

This activity promotes the curiosity of the students as their professional PowerPoint presentations are accessible to the global audience, scholars and academicians, and increases the number of views day by day.

This study observes that this ICT tool supports the course teacher to enhance the eye contact, body language, dress code, communication skill, knowledge on the topic and overall presentation skill of the learners.

Slow learners find difficult to work with this app as they don't understand the easy ways to utilize its features, students from the rural background may not have smartphones etc. This research suggests that the classmates of those shall teach them, help them by giving their smartphones to create and submit online assignments using this ICT tool.

ICT Tool No.12 Professional Powerpoint Templates provide a great opportunity to improve the presentation skill of the students. The course teacher can instruct students to subscribe two different websites which provide those templates at free of cost to the registered email. They are www.fppt.com and www.slidemodel.com.

In English Language Teaching class, the teacher shall utilize this ICT tool effective to prepare e-Content of the course, which influences the maximum attention of the students, triggers the interest of the students to revise within a short period and reinforces to think creatively, visualize differently. They also develop the personal interest of the students for preparing professional powerpoint presentations for various purposes such as Seminar, Project Review, Presentations in Conferences and Viva-Voce in their future.

The teacher may instruct the students to upload their Professional Powerpoint Presentations in any of the other ICT tools likely www.authorstream.com, www.slideshare.net, and share those web links in 'Edmodo, Google Classroom, Padlet and WhatsApp Groups' created for the entire class or the subject concerned. Students may be permitted to share this online assignment weblink, if any available, in social network pages in order to disclose their presentation skill and receive commendable feedback from the viewers.

This activity promotes the curiosity of the students as their professional powerpoint presentations are accessible to the global

audience, scholars and academicians, and increases the number of views day by day.

This study illustrate that this ICT tool endows the course teacher to ensure the improvement to further assess the reading skill, presentation skill, academic writing skill and presentation skill.

Not owning a laptop, lack of presentation skill, lack of interest, lack of proper guidance are the common barriers exists to use this ICT tool. The teacher and advanced learners shall help the medium learners and slow learners to use this ICT tool, lend the laptop to the classmates in order to complete the tasks assigned and submit on time.

ICT Tool No.13 Hot Potatoes is a FOSS. The teacher needs to download it in his or her laptop. It helps to conduct objective type class test as this software.

In English Language Teaching class, the teacher shall utilize this ICT tool effectively to revise each topic with important points to remember. The teacher may generate questions with feedback for each question, save the quiz and post the same in www.moodlecloud.com by creating an account. The quiz file can be shared to the group of the class or the course created by the teacher. The advantage of this ICT tool is that the learners can access it and complete the test from anywhere, by anytime.

It consists of six different applications, which allow the course teacher to make interactive exercises for quick revision or to conduct the online quiz tests. They are MCQs, jumbled word or jumbled sentences, short answer quizzes, gap-fill exercises, crosswords and drag-and-drop exercises. In Configuration Settings, the teacher shall modify the predetermined feedback, give 'Hint' options for all the questions or the toughest questions.

This activity saves the time of the teacher and allows students to access the quiz and

complete it, even if they are on leave due to unavoidable and valid reasons.

This study defines that this ICT tool supports the course teacher to enhance the eye contact, body language, dress code, communication skill, knowledge on the topic and overall presentation skill of the learners.

Lack of proper training, lack of personal interest, lack of technical knowledge, lack of motivation from the colleagues are the common barriers. This research recommends that the institutions shall organize training programmes, colleagues shall encourage the new initiatives taken by a teacher to upgrade the technical knowledge.

ICT Tool No.14 Amazon Kindle is available in app form for laptop and android phone. It has accessibility in website form also. The course teacher shall assign a topic on current issue to each student of the class and instruct them prepare a three page write-up for the same. Next, the teacher shall collect those assignments on due date of submission. Then, the teacher may proofread all of them, organize them in a single MS Office Word file, and then convert it into a pdf file.

Meanwhile the teacher shall suit a name of the work and design a cover page for the same to publish an eBook in Amazon Kindle app, by creating a free account. Later, the finalized soft copy of the eBook shall be uploaded and published in 'Amazon Kindle' App for free of cost or with the option 'Buy Now'. As an eBook does not demand any ISBN, approaching a publisher and spending money for getting ISBN is also not required.

This activity increases the self-interest of the readers to become authors than the routine students, when their books gets accessibility to read globally. It is the so-called application oriented learning and outcome based education.

This study defines that this ICT tool supports both the course teacher and the students. It does not demand any amount to spend; but the only investment required is stamping the thoughts of the students through their writings.

The common barrier exist in utilizing this ICT tool that majority of the teachers don't have awareness to use it in their teaching learning environment and don't want to put extra efforts, don't have technical skills, don't have amazon kindle account, don't want to spend extra time in order to improve the productivity skills of the students. This research papers recommends strongly that the course teachers shall watch tutorial videos to learn about publishing eBook or getting guidance from the experts.

ICT Tool No.15 Online journals or ejournals promote the writing skill of the students. The prerequisite to use this ICT tool is personal interest, knowledge about writing research papers, structure of a research paper, reference skills, note-taking and note-making skills, teamwork, analytical thinking skill, proofreading, editing and reviewing skills, identifying renowned ejournals accepted and listed by University Grants Commission (UGC) in its website and so on.

The teacher may divide groups in class and assign a topic for each group. Then, the teacher has to give step-by-step instructions clearly in order to create the inner urge of the students by specifying the importance of writing and publishing research papers in UGC accepted journals. The teacher may join with the group as the main author or one of the co-authors to achieve this new initiative and for its grand success.

The teacher may proofread the abstracts initially. After finalizing the approved abstracts, the teacher shall guide the students to start drafting their research article by dividing each topic or two persons for each member in a group. After a week, the teacher shall review the rough

draft of the research articles during the last 30 minutes in the last hour of each week, suggest each group to type the research article, and submit the same in proper format to the email.

The teacher shall take necessary steps by collecting all the research articles and submitting to the e-Journals for its acceptance and publication. Consequently, this small initiative shall bring various benefits to the individuals, to the department of the students and the guide and the institution vice versa.

This study demonstrates that this ICT tool empowers both the teacher and the students to be efficient in writing and publishing research articles, which also benefits the society. Most of the teachers still feel unaware to write plagiarism free research articles, as they lack the skill of referencing, lacking personal interest, dislike to learn additionally in order to give new information to the students. This research suggests that the institutions shall make it mandatory to publish the research articles, review articles in online journals by the students. When the learners get motivated faculty, who shows willingness to teach the nuances to publish research articles, naturally the profile of the students shall also improve.

RESULTS

This study proves that the effective utilization of this ICT tool in English Language Teaching classes for both engineering and non-engineering students by the teachers of Government and Private institutions is highly possible without any huge demand of infrastructure, skilled assistants for the same.

CONCLUSION

The main aim of this research paper is to create awareness about the list of ICT tools free available that can be incorporated in teaching learning environments as they improve the knowledge of both the teacher and the students by reducing paper work and documentation work. It

is observed from this study that the usage of papers shall be totally avoided to share information, by conducting tests and collecting online assignments in order to save our environment also.

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