

ICT Tools Used Communally to Teach English in Higher Education

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Abstract

The goal of the research was to better understand how technology is being used in Higher education in the Kadapa region of Andhra Pradesh. This study was mostly descriptive in nature. There were 440 male and 440 female educators in the sample. 880 were used as the student's sample size. Teachers and students were given one of three different questionnaires to fill out in order to gather information. Male educators, in contrast to their female counterparts, have more access to and proficiency with IT tools. The percentage of male instructors with access to computers was 35.7%, whereas the percentage of female teachers was just 22.3%. Fewer than 52% of pupils had access to computers, and 47% percent had no way to connect to the internet. The vast majority of classroom educators were not making effective use of available technological resources. It is recommended that all college teachers have access to professional development opportunities related to the integration of new technologies into their lessons.

Introduction

In order to adapt one's behavior to the expectations and requirements of one's concerned society, education is essential. The Higher education years are crucial for a child's development and future success in college . If a teacher excels in laying a solid foundation and explaining everything clearly, a youngster will eventually be able to take up more complex ideas on their own. It relies on a productive and efficient educational system. There is evidence that incorporating technology into the classroom enhances both student learning and instructor productivity . The English word "technology" derives from the Greek terms "Technic" and "logia". Thus, technology may be defined as the study of a craft or a scientific approach to developing a talent. Technology plays an increasingly important part in daily life, making it all the more important to understand how it may be used to facilitate learning and what function it plays within the educational system. Technology has leveled the playing field between students and teachers in terms of access, utilization, and production.

As more and more students with learning difficulties have access to and make use of technological tools meant to help them study, the prevalence of technology in the classroom has grown. Teachers can help students who learn best through different cognitive approaches by incorporating technology and educational tools into lessons and texts. This allows students to learn more, in more ways, and to retain what they've learned in a way that works best for them . What technology in the classroom ultimately gives students is the ability to explore their own autonomy while still receiving the academic assistance and structure necessary to thrive in college and acquire marketable skills. By "Educational Technologies," we mean any and all means by which we may improve the effectiveness, efficiency, and enjoyment of the classroom experience. Another theory puts the origin of the term "technology" in the Latin verb "Texere," which may indicate either "to waive" or "to construct." This theory is attributed to the renowned historian Paul Sattler. As a result, the term encompasses not only the traditional uses of science and technology but also any kind of creative expression that incorporates scientific understanding into its process. Information technology incorporates aspects of technology as a scientific instrument and as a social activity.

Technology, in the sense of tools, is the application of scientific understanding to the performance of useful tasks by means of collaboration including machines and people. Technology, on the other hand, is defined as "a social process in which scientific and organized knowledge is used to perform applied works in a hierarchically systematic ordered procedure involving both men and machines". The evaluation of problems in the area of educational technology requires thinking about many different things, such as people, ideas, processes, instruments, and even organizational structure. Philosopher and author James Collin describes educational technology as "the systematic application of a variety of techniques and resources to the development of a learning environment". Galbraith's definition of "educational technology" is an accurate summation of what it means: the application of scientific or other organized knowledge to real-world problems. According to Sharma, who defines educational technology as "the field that simplifies human learning through the systematic application of information technology tools," incorporating technological tools into the classroom helps both instructors and students arrive at novel solutions to common challenges. Improved curricula, teaching resources, and future goods and services are all possible thanks to technological advancements in the field of education. The incorporation of technology into educational settings is crucial. IT fulfills a business' need for processing information

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and encompasses all methods including the use of computers. Iqbal (2005) argues that the use of computers and associated software has the potential to significantly alter education.

This study is important because it compiles quantitative and qualitative data on the availability and use of technology in various colleges throughout the Kadapa area. The right answers from various educators on how technology use might bring change in teaching and learning processes are equally crucial. Students and educators alike benefit greatly from early exposure to technology in the classroom, particularly as it pertains to the study of science. Technology may enhance education because of the abundance of available internet materials. Teachers might supplement conventional methods of instruction with applications or reliable internet resources to maintain students' interest. Our pupils' achievement may be aided by the use of technology in the classroom. One may say that technology is a "force multiplier" for educators. Websites, online tutorials, and other online resources may help pupils learn independently of the instructor. Technology in the classroom enhances instruction by making it more efficient and process-oriented. As a result of their still-developing brains and eagerness to study, students in Higher college may benefit from watching movies and Internet videos on scientific fields. The purpose of this research was to examine the accessibility, usability, and utility of educational technology in primary colleges, as well as teachers' proficiency in making good use of this technology.

Literature Review

These days, it's common practice to use the phrases "instructional technology" and "educational technology" interchangeably. However, there is a discrepancy in grades between the two; educational technology is a larger field than instructional technology. As a subset of educational technology, instructional technology is becoming more important (Khan, 2007).

According to the definition provided by Seels&Richey, "the word educational technology is larger than instructional technology for educational represents all sides and features of education," while "instructional" is limited to "teaching and learning problems." Although the two terms are sometimes used interchangeably, instructional technology does differ from educational technology in a few key ways (Sen, 2001).The use of IT in the classroom has done away with the traditional methods of teaching, such as lengthy, boring lectures. Teachers may use ICT to create engaging visual and auditory presentations that capture students' attention and help them grasp complex concepts (Maqsood, 2012).Educators and administrators now have access to a plethora of IT resources that allow them to monitor their students' progress throughout time, and they can keep parents constantly updated on their child's development. Tutors may find this technology helpful in assisting pupils in areas where they are struggling and providing them with individualized attention. Thus, IT has prevented teachers from using antiquated methods like storing student data on registers (Friedmann, 2002). Modern pupils have a broad understanding of how various electronic devices may be used. Computers in the classroom may be used to help students learn and grow by allowing them to access educational films, websites, and online communities (Arrest, 2002).Traditional classrooms and labs have been replaced with computer-generated ones, which use fundamentally different methods. Using this technology, a student may quickly and easily grasp previously insurmountable subjects. If you're looking for a strategy to keep your kids interested in collegework and prevent them from becoming bored, check out some of the educational channels on YouTube. In primary education, ICT is essential because it gives pupils the tools they need to search and analyze information on their own. Students take on increasing levels of independence in their learning and development as they go through college. To foster computer literacy and independent learners, many experts believe ICT should be heavily included into Higher and secondary education (Higgins et al., 2005).

When implementing new Educational Technology, there are three components to consider: the curriculum, the tools, and the instructors. The goal is to achieve harmony while bringing these elements into alignment. A lack of consistency may have major consequences for the children and the college community as a whole due to abuse or overuse. Our pupils will confront challenges in the digital world, and teachers and parents need to be prepared (Hussin et al., 2012). Most Andhra Pradesh college administrators and government officials fail to recognize the value of information and communication technology in the classroom, especially at the Higher and secondary levels. However, there has been a recent uptick in the number of colleges that make use of ICT; research shows that student-centered learning facilitated by tools like computers, charts, maps, and projectors leads to increased engagement and retention of material (Maqsood, 2012). In order to connect, create, disseminate, collect, and organize data, primary colleges should use a wide variety of ICT equipment. Teachers nowadays may save time and energy by using collaborative digital whiteboards, computers, projectors, videotapes, and other resources to enhance and revise their pupils' learning in real time, as opposed to exerting themselves physically and cognitively at chalkboards. Digitally prepared teachers that know how to make the most of ICT in the classroom can help their pupils think critically, solve problems, and create new knowledge (UNESCO, 2010).

Objectives of the Study

The study has many main objectives:

1. The goal of this study is to learn more about the accessibility, use, and value of instructional technology in Higher Education.
2. Determine whether educators have the necessary skills to effectively use technology in the classroom.

Methodology

This was a quantitative research with a descriptive focus. The researchers visited the Degree colleges, conducted interviews with teachers and students, and provided surveys with questions on the integration of technology into the classroom. Both the students and the instructors had some queries. As a result, information from these respondents was gathered and evaluated. The participants in this study were all of the Degree college instructors and children in the Kadapa area.

There were a total of 880 students and 440 male and 440 female instructors in the research. The students were recruited at random. The study used quantitative and descriptive methods. The results were presented numerically and graphically using numbers and percentages. The responses were summarized using numerical and percentage figures. Two different inquiry forms and a self-made instrument were utilized for data collection in this study. Students and faculty members alike raised two crucial concerns:

1. The accessibility, practicability, and value of technological resources for teaching and learning in degree colleges.
2. Jr college and degree college educators' preparation for effective use of technology in the classroom

Results

The vast majority of male educators had access to even the most basic IT teaching tools, while just a tiny number possessed even the most basic demonstration utilities/models. Fifty four percent of the pupils had access to computers, seventy two to the internet, thirty one percent to LED and projectors, and eighty seven to microphones and speakers. . Table 4 shows that among those who sometimes use demonstrative aids, 20% use models, 9% use flashcards, and 6.82% use maps. According to the student technology use survey results, most students make occasional use of the most fundamental IT tools while instructing. Only 5% of students use computers, 1.36 % use the internet, 13.98% use LED/Projectors, 0.90 % use microphones/speakers, and 34.4 % use all four. While just 32% use complex presentation tools, the remaining 70% use flashcards, and 81% use models. There is an occasional use rate of 95% for computers, 98.03% for internet access, 86.81% for LEDs, 99.09% for projectors, and 64.54% for microphones/speakers. Table 5 shows that 26.36 percent of students sometimes use more complex presentation tools like models and flashcards, whereas 8.18 percent of students occasionally use maps.

Male educators were polled on the impact of IT tools in the classroom and their own training in their use. Only 46.1 percent of male educators had received IT training, while 53.18 percent had not. Male instructors are more likely to report an improvement in communication with pupils (83.63% vs. 16.36%, respectively). Table 6 shows that half of male educators think that using technology in the classroom saves time, that 63.18 percent think that using technology in the classroom improves teaching abilities and performance, and that 64 percent think that using technology in the classroom makes ideas evident readily. Questions similar to those posed to male educators were also directed at female educators to gauge their thoughts on the training and impact of using IT devices in the classroom. Only 25.45 percent of female educators had received IT training, while the remaining 75.54 percent had not. Of the female educators polled, 80% said they had seen an improvement in teacher-student dialogue, while 20% said they hadn't noticed any change at all. Table 7 shows that 58.18 percent of female educators agree that using IT in the classroom saves time, that 70 percent of female educators feel that the use of IT equipment improves their teaching abilities and performance, and that 76.81 percent believe that the use of IT equipment makes ideas evident readily.

Table 1: Comments from Male Teachers on the Availability of Technology in the Classroom

S. No	Technologies	Access	% Accessibility	No Access	% Non-Accessibility	Total
1	Computer	385	87.5%	55	13.5%	440
2	Internet facility	324	73.7	116	22.3%	440
3	LED	77	17.5%	363	82.5%	440
4	Projectors	34	7.7%	406	92.3%	440
5	Mic/Speaker	362	82.4%	78	17.6%	440
6	Models	64	14.5%	376	85.5%	440
7	Flash-cards	19	4.4%	421	95.6%	440
8	Maps	30	6.7%	410	93.3%	440

Table 1 shows what percentage of people were able to see the models, flashcards, and maps. Fewer than 10% of female educators had access to even the most basic IT teaching equipment, and most of those who did had access to just the most basic demonstration utilities/models. Only 87.5 percent, 73.3 percent, 17.5 percent, 7.7 percent, and 82.4 percent of attendees could utilize the PCs, the internet, the LEDs, the projectors, and the microphones/speakers, respectively.

Table 2 Female educators' opinions on the availability of digital resources for instruction

S. No	Technologies	Access	% Accessibility	No Access	% Non-Accessibility	Total
1	Computer	402	91.3%	38	8.7%	440
2	Internet facility	316	71.8%	124	28.2%	440
3	LED	73	16.5%	367	83.5	440
4	Projectors	26	5.9%	414	94.1%	440
5	Mic/Speaker	404	91.9%	36	8.1%	440
6	Models	25	5.7%	414	94.3%	440
7	Flash-cards	34	6.7	406	92.3%	440
8	Maps	39	8.9	401	91.1	440

Table 2 shows that 5.7% of users had access to the models, 6.7% to the flashcards, and 91.1 % to the maps. According to the results of a survey on male educators' use of technology in the classroom, the vast majority put even the most fundamental IT tools to occasional use. Only 17.2 percent of male educators make use of classroom technology such as Computer(including Mobile), the internet, LED displays, projectors, and microphones/speakers, compared to those with female counterparts. Models (used by 65.4%), flashcards (used by 79.55%), and maps (used by 90.90%) are all examples of simple demonstration tools. The percentages of people who sometimes use computers, internet access, LED displays, projectors, and microphones/speakers are 81.6%, 77.2%, 59.5%, 0.90%, and 43.18%, respectively.

Table 3 Comments from Male Teachers on Using Technology in the Classroom

S.No	Technology	Regularly	%	Sometimes	%	Never Used	%	Total
1	Computers	38	17.2%	179	81.6%	3	1.36%	440
2	Internet facility	14	6.36%	170	77.2%	30	13.64%	440
3	LED	70	31.82%	131	59.5%	19	8.64%	440
4	Projectors	00	00%	2	0.90%	218	99.09%	440
5	Mic/Speaker	105	47.73%	95	43.18%	20	9.09%	440
6	Models	144	65.4%	60	27.27%	14	6.36%	440
7	Flash-cards	175	79.55%	21	9.55%	19	8.64%	440
8	Maps	200	90.90%	18	8.18%	2	0.91%	440

Table 3 shows that 27.27% of respondents sometimes use models, 9.55% use flashcards, and 8.18% use maps as presentation tools. According to the results of a survey on the subject, the vast majority of female educators make occasional use of the rudimentary IT equipment in their classrooms. Only 12.73 percent of instructors use computers; 5.01 percent use the internet; 28.63 percent use LED or projectors; 0.45 percent use microphones/speakers; and 60.9 percent use both; and 69.09 percent are men. While 73.1% use just the most rudimentary models for their presentations, 82.27 % use flashcards, and 93.18 % use only maps. As a percentage, those who sometimes use computers, internet facilities, LED, Projectors, and microphones/speakers are as follows: 70.91%, 60.91%, 65.91%, 2.27%, and 23.64%

Table 4 Comments from Female Teachers on Using Technology in the Classroom

S. No.	Technology	Regularly	%	Sometimes	%	Never used	%	Total
1	Computers	28	12.73%	156	70.91%	36	16.36%	220
2	Internet facility	11	5.00%	134	60.91%	75	34.09%	220
3	LED	63	28.63%	145	65.91%	12	5.45%	220
4	Projectors	01	0.45%	5	2.27%	215	97.73%	220
5	Mic/Speaker	152	69.09%	52	23.64%	18	8.18%	220
6	Models	165	75%	45	20.45%	10	4.55%	220
7	Flash-cards	192	87.27%	20	9.09%	8	3.64%	220
8	Maps	205	93.18%	15	6.82%	00	00%	220

Table 5 Student Opinions on the Availability of Instructional Technologies

S. No	Technologies	Access	% Accessibility	No Access	% Non-Accessibility	Total
1	Computer	22	5%	418	95%	440
2	Internet facility	6	1.36%	434	98.03%	440
3	LED	58	13.98%	382	86.81%	440
4	Projectors	4	0.90%	436	99.09%	440
5	Mic/Speaker	156	34.45%	284	64.54%	440
6	Models	324	32.4%	116	26.36%	440
7	Flash-cards	404	91.81%	36	8.18%	440
8	Maps	352	80.00%	88	20%	440

Table 6 Comments from Male Teachers on Technology's Effectiveness and Professional Development

Opportunities						
S. No	Questions	Agree	%	Disagree	%	Total
1	Do you have the knowledge and experience to use technology effectively in the classroom?	103	46.81%	117	53.18%	220
2	The use of technology in the classroom improves teacher-student interaction.	184	83.63%	36	16.36%	220
3	The use of It in classrooms saves teachers' valuable time.	110	50%	110	50%	220
4	The use of technology in the classroom improves teachers' productivity and competence.	139	63.18%	81	36.81%	220
5	The use of technology in teaching simplifies complex ideas and concepts.	141	64.09%	79	36.90%	220

Table 7 Female educators' thoughts on technology's usefulness and their own preparation to use it effectively in the classroom.

S. No	Questions	Agree	%	Disagree	%	Total
1	Do you have the knowledge and experience to use technology effectively in the classroom?	56	25.45%	164	75.54%	220
2	Using technology improves interactions between teachers and students.	176	80%	44	20%	220
3	Its use in classrooms saves valuable time for educators.	128	58.18%	92	41.81%	220
4	Teachers have been demonstrated to become more efficient and productive when they employ technology in the classroom.	154	70%	66	38%	220
5	Using technology in the classroom helps student's better grasp complex ideas.	169	76.81%	51	23.18%	220

Discussion & Conclusion

The focus of this research was on the attitudes of primary college educators in incorporating technological tools into their lessons. Teachers' responses to a survey questionnaire showed that they viewed technology integration into the classroom in a favourable light. They rely heavily on digital media such as images and computers. Recent studies show that the introduction of technology into classrooms has had a profound effect on both instructors' responsibilities and their ability to effectively convey information to students. The results of this survey reveal that teachers see the time and energy they save using IT technology and the increase in their connections with students as benefits they may pass on to their students. The majority of educators agree that providing hands-on instruction in the practical use of IT technologies is in everyone's best interest. It was pointed out that educators lacked the training necessary to make the most of technological tools in the classroom.

Upon closer inspection, it becomes clear that many educators are not making use of the instructional technology that is now accessible to them. colleges were also cited as lacking flip charts, internet access, computers, radios, instructional TVs, overhead projectors, educational software, film strips, VCRs, multimedia projectors, and VCRs. Most classrooms have some kind of visual aids including photographs, maps, flashcards, projectors, and charts. Many classrooms, it has been found, rely heavily on a chalkboard and a few maps to facilitate instruction and student learning. It was pointed out that educators lacked the training necessary to make the most of technological tools in the classroom. Upon closer inspection, it becomes clear that many educators are not making use of the instructional technology that is now accessible to them. colleges were also cited as lacking flip charts, internet access, computers, radios, instructional TVs, overhead projectors, educational software, film strips, VCRs, multimedia projectors, and VCRs. Most classrooms have some kind of visual aids including photographs, maps, flashcards, projectors, and charts. Many classrooms, it has been found, rely heavily on a chalkboard and a few maps to facilitate instruction and student learning.

Recommendations

The expert provides the following suggestions after reviewing the findings:

1. Educators need comprehensive training in the effective integration of technology into their lessons.
2. Computers and internet-connected projectors should be made accessible.
3. Proper infrastructure for housing technical apparatus may be supplied.
4. Priority might be given to colleges that have the most students in need of the missing or outdated equipment.

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