

Impact Factor – 6.261

ISSN – 2348-7143

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S
RESEARCH JOURNEY

International E-Research Journal

PEER REFREED & INDEXED JOURNAL

February-2019

Special Issue – 154 A

Use of ICT in Teaching Learning Process

Guest Editor:

Dr. Leena Pandhare

Principal, Late Bindu Ramrao Deshmukh Arts and Commerce Mahila Mahavidyalaya,
Nashik Road

Executive Editor of the issue:

Mr. Tejesh Beldar

Asst. Prof. Late Bindu Ramrao Deshmukh Arts and Commerce Mahila Mahavidyalaya,
Nashik Road

Assistant Editor:

Mr. Bhaskar Narwate

Late Bindu Ramrao Deshmukh Arts and Commerce Mahila Mahavidyalaya,
Nashik Road

Chief Editor:

Dr. Dhanraj Dhangar (Yeola)



This journal is indexed in :

- **University Grants Commission (UGC)**
- **Scientific Journal Impact Factor (SJIF)**
- **Cosmoc Impact Factor (CIF)**
- **Global Impact Factor (GIF)**
- **International Impact Factor Services (IIFS)**

For Details Visit To : www.researchjourney.net

SWATIDHAN PUBLICATIONS



INDEX

No.	Title of the Paper	Author's Name	Page No.
1	Modernizing Pedagogy: Use of Visual Texts as A Means of Maximizing Student Learning in the Literature Classroom	Divya R.Krishnan	07
2	ICT and Commerce Pedagogy	Dr. S. Balasubramanian	14
3	The Role of ICT in Improving Teaching and Learning Processes	Dr. Rajshree R. Kapoor	17
4	Comparative Study of Application of Information Communication Technology and Traditional Method in Teaching and Learning Process of Indian Education System	Dr. S. G. Deodhar & Dr. Sunil Joshi	19
5	Application of ICT for Teaching Learning Process of Commerce	Ohol Pradeep & Prof. Biyani Pramod	23
6	Information and Communication Technology for Rural Poverty Alleviation in India	Prakash Kumar	27
7	ICT Education in Scope of Rural Area : Special Reference of Nagpur District	Dr. Gopal Zade	31
8	Study of ICT Implementation in Teaching Learning for MBA Students	Madhuri Kharjul	35
9	Usability ICT Based Worker Course for Professional Development of Student	Dr. Sanjivani Mahale, Madhav Pabhikar Rahul Dhare & Vidyadevi Bagul	40
10	Importance of Social Media in our Life : Suervey of 2018	Dr. Sandhya Wankhde	44
11	Towards Making the Difference : ICT Application and English Language and Literature Teaching	Dr. Pranavkumar Ratnaparkhi	50
12	Use of ICT in Distance Education	Dr. Vishal Belsare	56
13	Aladdin Ka Chirag in English Language Classroom	Milind Ahire & Dr. Bharati Khairnar	59
14	Technology in Education : Advantages and Disadvantages	Yashwant Chaudhari	63
15	Use of ICT in Teaching Learning Process in Mental, Moral and Social Sciences	Ulka Chauhan	68
16	Effective Teaching-Learning Strategies : A Psychological Perspective	Rakesh More	71
17	Effective Use of ICT for Distance Learning	Dr. U. Y. Kulkarni & Deepa Hinge	75
18	Application of ICT in English Language Teaching and Learning	Chitra Gaidhani	78
19	The Role of ICT in Improving Teaching and Learning Process	Dr. Sandhya Kale	82
20	The Effective Use of ICT for Distance Learning Process	Anup Mohadkar	89
21	Use of ICT in Teaching and Learning Process of Language and Social Science	Miss. Ayesha Shaikh	93



Aladdin Ka Chirag in English Language Classroom

Milind M. Ahire
Department of English,
Arts, Science & Commerce
College, Manmad
S P Pune University, Maharashtra
milindahire7@gmail.com

Dr. Bharati S. Khairnar
Department of English
S.P.H. Mahila Mahavidyalaya
Malegaon camp
S P Pune University, Maharashtra

Abstract

These days mobile phones are used everywhere by everyone. The school and college premises are filled with mobile phones which outnumber the students. The time spent on mobile for various reasons and specifically for being active on social media has celebrated the invention more than expected. In last ten years, this has seriously led the educational system/administration to answer two fundamental questions related to use of mobile phones on educational campus. The first question is how to delink students from the overuse of mobile phones that easily surpass the time spent on studies? The second one is how to use mobile phone as an aid in the classroom that would support teaching-learning to be effective? There are answers to these questions many in number.

Here, in this article, I present 10 practical ways to use mobile phone in English language classroom to contribute to effective learning of the language. The device, if used as an educational aid, potentially becomes Aladdin ka Chirag in the hands of the teacher and his/her students.

Introduction

Recent advancement in technology has engulfed every human affair. There are a number of technical devices that support teaching learning process. Among these, the recent and most portable device is mobile phone. It is cost effective and easy to use for both teachers and students. The need is to systematically orient the use in and outside the classroom. This seems easy on the one hand since the primary stakeholders of the learning process are well aware and acquainted with the device and its possible usage. Nevertheless, minute description of the activity regarding its nature, scope, student orientation, physical and technical availability, etc. shall be a precondition to using it in the language classroom. The description also needs to be flexible enough to accommodate situational changes that arise during classroom interaction. Its use for general purposes reflects its enormous potentiality. The teacher shall find out beforehand the topic and the possible activities that would be organized by using mobile to achieve the intended effect as learning.

Immobile to Mobile

In a heterogeneous class, variation pertaining to student interests, mother tongue, social, economic, cultural and religious beliefs, background physical and technical facilities, make it difficult for the teacher to accommodate the differences. Thus, the teacher in a traditional classroom resorts to the general course of action that most teachers find accommodative. They read the text and explain it to the students. Students try their best to understand/memorize what the teacher explains to them. In this process, students remain immobile for most of the classroom time, except a few minutes of question-answer session at the end of the lesson. Strategic use of mobile phone in the classroom would substantially prove useful in dealing with LSRW skills as well as with vocabulary, grammar, and communication skills. Love and Weager (1991) state that strategic use of mobile phone in the classroom would prove "an ideal tool to support situated learning theory, which states that learning is more likely to take place when information is contextually relevant and can be put to immediate use." The activity based on use of mobile phone will make students mobile in the classroom. This is possible since students are quite familiar with the device and are in a position to understand myriad