

Challenges and Opportunities of Integrating ICTs in ELT and Literature Teaching

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Abstract

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Due to COVID 19, the teaching was switched to online mode, and it is still in practice due to the second and third wave. As a new experience, both teachers and students felt uncomfortable to start online classes. What they lacked was the digital literacy of integrating ICTs in learning, and strong Internet facility. Integration of ICTs into Teaching and Learning during COVID 19 and its aftermath is both obligatory and essential. Education and digital tools are now complementary to each other. This paper aims at looking at the effectiveness of ICTs in teaching English literature, language and examines problems associated with it focusing especially on online classes during COVID. The paper has been conducted through a set of questionnaires designed for teachers and students. The research is conducted through interviews with teachers, and the result identified that problem was not only with the students alone, it was also with the systems including teachers and concerned authorities. The paper concludes that by developing digital literary and ICT skills in students and teachers, the teacher can engage, enrich, enable and empower the students so that the knowledge as envisioned in respective curriculum can be materialized. Within ICTs, MS Teams application used by teachers is the ICT tool that the paper basically focuses on. Recording the class, audio-video setting, cloud video setting, making lesson plans virtually are to be focused while giving training to teachers.

Keywords: digital literacy, ELT, ICT, integration, literature, online mode.

Introduction

The online classes, popularly known as sky classes, are in practices in Nepal and rest of the world, due to Corona Virus spreading with it different waves. It means the stakeholders of education including teachers, students and parents are being familiar with technology. They must share digital tools to meet the educational goals. Universities and schools in Nepal have started to follow online mode as an essential mode to conduct classes. Thus integration of technology in education is essential. As envisioned by higher education policy-2072 BS, ICT is considered as one of the main elements in transforming skills, enriching with potentiality, and creating knowledge. Higher education policy gives focus to the access of every individual to higher education based on aptitude and merit. It talks about integration of ICTs in education as essential elements to conduct teaching and learning activities. Today's age of 21st Century and it is also the age of information and technology (Bhattacharjee & Deb, 2016). It includes power point presentations, digital stories, interactive quizzes audio stories simulations online games interactive exercise blogs and web sites on specific topics. It is also essential that a class room should have multimedia projector and a computer system connected to the class. ICT integration into teaching and learning depends on the creativity and motivation of the teachers.

Integration of ICTs in education means applying the technological tools in teaching and learning activities. Since students are already introduced with technology in their life while sharing and talking their ideas, it is natural for them to expect the classes equipped with digital tools. It arouses their interest assisting teachers to teach according to the interest of the students by replacing traditional teaching methods with a technology-based teaching and learning tools. Its significance broadens as the most of the universities in Nepal switched their classes to online mode due the pandemic of COVID-19, and its aftermath.

Due to the first appearance and second wave of corona virus, the physical classes are not in practice. At present context, due to the pandemic, the focus of educationists is on technology. ICT is considered as one of the main elements in enhancing the quality education as envisioned by a curriculum. Effectiveness of ICT integration in teaching literature to support teaching and learning process in classroom is realized in the higher level education. ICT integration has a great effectiveness for both teachers and the students. Digital literacy of students and teachers and their well-equipped preparation with ICT tools as well as facilities is one the main factors in technology-based teaching and learning. It plays a key role in enhancing students' quality learning in different genre of literature. As a lecturer of TU, I have practiced teaching English literature and language through MS Teams and Zoom applications. Since it was an unplanned job, we both teachers and students were newer to it. As I observe what I found was that students were less active in the class, their note-copies were empty even though they had pictures of class through screen-shots in their gallery. The assigned homework was not completed; neither had they enjoyed the files uploaded in class note folder of Teams task bar. This problem is common as I talked with the fellow teachers, they agree that in-service training related to ICTs should be given to the teachers.

This paper aims to analyze the effectiveness of ICTs in language and literature class of English during COVID-19 and its aftermath. The entrance into the online mode of teaching for this campus was a new practice, and the obligatory one. The study was carried out taking Campus, Baglung as a study area.

English teachers and students' responses to questionnaires and interviews helped to draw a conclusion. The research has been conducted dividing it into five sections: introduction, review of literature, methodology, results/ finding, and conclusion.

Review of Literature

The literature review of the research consists of review of key terms related to topic, i.e, ICT, literature teaching, and theories of teaching literature, particularly focusing on Elaine Showalter's *Teaching Literature* (2003) and Jonathan Anderson's *ICT Transforming Education: A Regional Guide* (2010). The technological and instructional tools used to communicate in the classroom fall in the category of information, communications and technologies (ICTs). ICTs include computers; mobiles, tablets, iPhone, iPod, radio Wi-Fi, television and software etc. Integration of Information, Communication, and Technology (ICT) in education assists teaching and learning activities by replacing traditional teaching methods with a technology-based teaching and learning tools and facilities. (Pangeni, 2016) talks about the use of ICTs for open and distance learning in Nepal, "ICT can help create collaborative learning, environment, that allows learners' active collaboration, discourse /discussion, problem solving by crating and providing online support system" (p.39). According to him, the ICT assists in collaborative learning. It is interactive as well. He further writes, "Higher educaton through IDL mode in Nepal has been in discourse for a long time. In addition, Internet technology has brought varieties of options for Nepali students to access higher education" (Pangeni, 2016, p.49). Thus, integrating of ICT in education has opened new doors for students to learn digitally. Literature and language can be taught using ICTs.

Elaine Showalter (2003) ponders on how ICTs based teaching is good in poetry, "If we give students a definition of iambic pentameter, defining it becomes a low order task of recall or comprehension. But if we five them examples of poems and plays and ask them to derive a definition of iambic pentameter. We are asking for a higher order task of analysis and synthesis" (Showalter, 2003, p.25). Through ICT, poetic elements can be taught well. The metric form is shown in the board through PPT slide with sound system. Then, the class is interesting as well. She also talks about how ICT is useful in fiction. Since fiction is a mixture of imagination and reality, it touches the students deeply. For this, teachers have to teach in such a way to attract their attention. Talking about how one can teach novel, Showalter (2003) writes:

In my own teaching of the novel and short story, I have long experimented with the ways to use pedagogy itself as a mirror or laboratory of narrative. That effort requires the teachers' triple attention to levels of information and understanding. Students, first, need to analyze the techniques in the text, second, to have it named and defined through hands out or course webpage sites. (p.95)

Showalter says that she used pedagogy with ICT as a mirror of narrative which can be linked to the websites. She says that students can go through the website links so that understanding can be materialized. She has practiced this in her fiction class.

Anderson (2010) highlights on how ICT can play a supportive role in enhancing quality education. He talks about the changing role of teachers. According to him, a teacher becomes a facilitator and sits in the side like students, "The changing role of teachers is aptly summed up in the quip that teachers have moved

from being ‘sages on the stage’ to becoming ‘guides on the side’. The teacher is no longer the all-knowing authority. The new role can perhaps be likened to that of a team coach or the conductor of an orchestra who tries to bring out the best performance in all players” (Anderson, 2010, p. 3). The teacher with ICT is now is a co-learner. The shift of teacher from active mentor to facilitator, and students’ from passive recipient of information to creator of knowledge owe to the integration of ICT into education, “Students in classrooms where ICT are regularly found are likely to participate in virtual excursions and be active researchers, searching the web for information to complete individual or group projects, communicating via email, blogs and social networking with students and teachers in other schools, and reaching conclusions on the basis of evidence gathered” (p.6). The students are interested to search materials in web. They communicate via blog, email, and social networking. ICT literacy and basic skills to use ICT tools in education is rewarding. According to Anderson, understanding how and when to use ICT tools to achieve particular purposes, such as selecting particular ICT tools to complete a given project make much sense of teaching through online mode.

Language is taught using ICTs, so is literature. By integrating ICT in literature class, we can make the class effective and memorable. Essence of literature lies in teaching moral values and cultivating fun. These values are learnt in fun if the classes are equipped with digital equipment. Due to these qualities, teaching literature is joyous activity. The resources of literature are available in digital forms. Literature students enjoy reading the literature online as it has unique qualities. Writing literature is the expression of what one feels reflecting the reality in different forms. It is the field to exercise creative potentialities of human language and humanistic values. ICT helps to enhance those qualities. The literary qualities as Awasthi et al. mentions, “The result of creative faculty of human mind. It is an artistic, pleasant and attractively deviated for of language to express one’s ideas, feelings and experience. It portrays the picture of any subject colored with imagination, and real experience” (Awasthi, 2011, p.3). In the quote, Awasthi clarifies that literature is an artistic reflection of human creativity. Literature has artistry, suggestiveness, eternity, universality, originality of style, creative imagination, moral consciousness etc. These qualities make literature different from other writing. These qualities of literature are now in digital forms. So learning is now extended from old method of chalk and talk to digital classroom where resources are available in online mode.

Making the class joyous depends on the applications of ICT in teaching literature. It is beyond doubt that literature is full of fun either one reads for the joy or for other purpose like that of students who read to prepare for the exam. However our students are found to be reluctant in the literature classrooms. The reason can be partly the traditional method of teaching with chalk and duster popularly known as chalk and talk. Now it is the high time that we have to change the way we teach literature in traditional way. Due to COVID 19, teachers and students have an opportunity to switch on their activity to online mode using varieties of digital tools.

ICT application in literature class is interactive, “There are many ways to be a good teacher, but I think that active and interactive subject-centered learning makes much sense of teaching literature and the genre of drama poetry fiction and theory with their emphasis on performance, memory, narrative

and problem solving, offer guides to our task as teacher and a way to see teaching and scholarship as organically related” (Showalter, 2003, p. vii). She talks about how she can make her literature classes interesting by using video clips bringing from Internet, “In my own class, I use video clips” (p. 82). As a teacher, her experiences tell that she is accustomed in the application of ICTs in teaching literature. Today education is based on student-centered method. She means to say that interactive student center method makes much sense of teaching literature and it is through ICTs that literature can be best taught. Talking about importance of email to teaching students, she writes, “She writes, “Email means that I am accessible to students even when I am not I my campus office” (p. 57). She meant to say that email is a way to be contact with students.

The teaching method practiced for the long time was lecturing which was useful in large class. Now it is a time to make a change in teaching popularly known as paradigm shift in teaching. Effective teaching can maintained through a paradigm shift in classroom delivery, i.e. - the shift from lecturing to interactive method using ICTs. In order to materialize it, the faculty members of English Department and students should acquire skills and knowledge of utilizing digital tools and information on related topics by using available ICTs, web sites, blogs and e-resources. The computer assisted learning is helpful in giving feedback, “The advantages that Computer Assisted Language Learning (CALL) can offer are nowadays well-known to educators struggling with traditional language classroom constraints, it can stress free environment in which students can access virtually unlimited input, practice at their own pace and receive individualized, instantaneous feedback” (Bhatta et al., 2070, p.426). The quote clarifies that the use of computer and other devices motivates students in learning with fun. It is useful in boosting the free environment in learning. E-learning consists of synchronous and asynchronous learning.

Synchronous e-learning is the type of e-learning where teachers and students sit together in the online class and discuss the topic. It is helped by media such as online chat and video conferencing which has the potential to support to e-learners who can directly talk and ask for immediate response of the teachers. In this type of learning, students are able to interact with their friends and teachers. Teaching can be conducted either asynchronous or synchronous or combination of both. Asynchronous e-learning is the flexible type of e-learning supported by media such as web, Internet, email and discussion board that support for teacher and learner for teaching and learning even when they are not online at the same time. It means teachers upload the materials in the files of the virtual class and students look them later. This class is carried out when teacher and students both are offline. In Nepal, asynchronous or synchronous teaching involves some problems:

E-learning is basically suited for distance learning as it is more flexible with E-learning materials. As 80% of the total population of Nepal lives in rural areas and has very low number of educational institute for higher education. Also with the shortage of educator and teaching material, students living in rural areas face problem of education. Being large variation in topography in Nepal, it makes transportation difficult and costly. (Shakya et al., 2017, p.11)

It shows that e-learning involves challenges as well due to the lack of teaching materials. Sometimes it is difficult to be active in online teaching and learning activities. The problems with online teaching are

shortage of educator and teaching material, lack of e-resources, and digital literacy.

Digital literacy of both teachers and students is pre-required element of education. Teaching methods belonging to the digital literacy of teachers, students and administrators of the campus are blended in nature. Electronic and digital resources are grounds on which teachings of literature can be practiced. The point is that teachers should be active in implementing the ICT in the classes by showing the linkage of e-resources to the students. Teachers should best utilize the electronic resources by helping students become more creative and imaginative. As the above reviews indicate, by using available technologies, one can make the literature class interesting and effective.

Methodology

The research was carried out taking mix method research design. So it is a productive mix of qualitative and quantitative approach. Before finalizing the questionnaires, peer discussion of sample questioning was prepared and a set of questions were prepared. The mixed method helps to clarify the statistical data the results based on interview as well as personal experience. Descriptive statistics has been employed to carry out the research. Both open ended and close ended questionnaires were prepared for teachers and students. English teachers teaching in DMC, Baglung were selected through random sampling, and students studying in the same campus were selected through accidental sampling. Primary and secondary data have been used. So, is both a library research and field survey as indicated by pragmatist world view of the research. As a library research, the researcher has consulted online materials, diaries, and books. As a field survey researcher, the researcher has chosen Dhawalagiri Multiple Campus and its teachers to fill the questionnaires, to fill the research form. Personal experience of researcher as an English teacher of DMC has been taken into consideration. The questionnaires are put in appendix A and B.

Interview with the nine English lecturers was taken individually. Their quotes have been kept in result and discussion section. In the interview structured and unstructured questions were asked. The structured questions asked to the teachers have been kept in appendix C. the personal experience of researcher as an English teacher has also been counted while giving a shape to the research. For the ethical concern three teachers' names are written in pseudo names whose direct quotes are kept in the title Teacher's Reflection on Online Classes with a table.

Results

Teachers' Reflection on Online Classes

In order to find out the effective use of ICTs in teaching language and literature, a set of questionnaires was sent to the teachers of Dhawalagiri Multiple campus, Baglung. Interview with them was also done to reach the conclusion. The data were collected through interviews, questionnaires, and using the personal experiences as an English teacher. Nine lecturers who are the faculties of Dhawalagiri Multiple Campus, Baglung were selected to fill the research form with questionnaires. The forms were collected as they filled out in their convenient time. Their responses were collected in numbers and converted into percentages. They viewed that ICT is mostly useful in Classroom activities, yet their views differed regarding how one could utilize it.

The result showed that twenty two percent (22%) respondents preferred giving assignment. Checking assignment was not done regularly. The homework has been assigned through Ms. Teams. In the next question related to the application of ICT in literary modes like narration, description, structural aspect, their response reflected that forty four percent (44%) respondents chose structural aspect, thematic aspect was chosen by thirty three percent (33%) and characterization was preferred by twenty two percent respondents (22). From these responses, it is clear that ICTs help to teach literature as its different modes are easily taught using technology. Effectiveness of ICT integration in teaching literature depends on students' digital literacy as it is preferred by fifty five percent (55%). Thirty three percent (33%) teachers ticked teachers' role in enhancing the qualities and campus's role was chosen by eleven percent (11%) respondents. In the same way, more than seventy seven percent said that all the genres (Poetry, drama, essay, fiction) can be best taught using ICT.

Table 1

Codes, level, and faculties of teachers teaching in the study area

| S.N | Codes | Teaching Level | Faculties |
|-----|------------------------|----------------|------------------------|
| 1 | Eng. Teacher Two (EN1) | Bachelor | Humanities/Management |
| 2 | Eng. Teacher Two (EN2) | Bachelor | Humanities |
| 3 | Eng. Teacher Two (EN3) | Bachelor | Humanities / Education |

When interview was taken to them, they said that class room activities involve the best teaching if one applies the ICT in literature class. EN1, the faculty of English department said, "We are teaching our courses through online mode, and we are also learning ICTs" (EN1, personal communication, Nov. 9, 2020). He means to say that online teaching is newer experience. In next question related to the presence of students, he said, "The presence of students in BBA is very high, but the presence of students in BA is very weak". EN2 highlighted some problems associated with online teaching. Without training, teachers lack good digital tools or device, and digital skills, it is urgent to give training to teachers" (EN2, personal communication, Nov.19, 2020). Another problem associated with teaching online classes is related to the activities in the sky class. He claimed that the students are not serious regarding the activities uploaded in the assignment section of Teams. Regarding the active participation of the students, EN3, a part time teacher said that the students feel uncomfortable to respond any queries asked them in the class. He said, "When I asked them a question related to lesson just taught, most of students stayed untouched. They did not respond anything at all, few responded a little" (EN3, personal communication, Nov. 22, 2020). Interview with the lecturers indicate that students have not interestingly participated in the class. The class is less interactive despite the use of ICT.

In the interview with the lecturers, they said that students come to join without digital literacy so the teaching learning activities are affected. They agree that teachers are unable to cope with new situation of technology without training. As I observed their views I found that ICTs based literature class is joyous. My own experiences as a teacher of literature reflects that using ICTs, we can teach literature well. We can

have virtual classes through Google meet, Zoom, or Microsoft teams. The PPT slides are visible through screen sharing where audio-visual options make the class effective.

Sixty six percent chose websites available that teachers often use rather than the options like their own networks and their own channel which receive one percent response. ICT helps to enhance students' creativity as said by fifty five percent respondents whereas forty four percent chose students' presence in the class eighty eight percent of them said that Structure, theme, sound can be best taught using ICT. As I talked to them, they said that line to line explanation, meditative quality of poetry, elements of poetry and words with connotation can be best taught using ICT. To show rhyming, images, theme they say that ICT is essential. In drama class, all of them (hundred percent) agree ICT is best to deal with character and dialogue more than rhyme. As preferred by ninety nine percent stage decoration is best taught using ICT. In fiction class, the importance of ICT lies in figuring out plot as said by eighty eight percent respondents. In case of online education, forty four percent chose Microsoft teams as software to feel comfortable to use and fifty five percent chose Zoom to be easier to use. Almost of them in interview agree that they are excited to use ICTs in literature class.

My personal experience also says that we can apply ICT in teaching any genre. How we use the ICT effectively is the main concern. As a literature teacher, I observed that the classes are well performed with ICTs tools. As I observe and reflect that like other teachers what I found that without using or integrating ICTs, teaching is difficult.

The teachers' reflection regarding the online class tells that online class is effective though it involves the challenges. Many students consider ICT tools very helpful as it helps them to learn and do the assignments offline. ICT enables students with special needs or techniques to deal with the problems. ICT has significant impact on students and learning processes as they learn with fun. Visual learning adds a new strength in the teaching and learning activity, it makes both teachers and students active and interactive. However, the servile dependence on online education without proper equipment is not good. The interview result also showed that teachers have not practiced asynchronous method of teaching yet. But they wish to use it in the days to come. The true spirit of online class is not met. It shows that the online class has not been as interactive as what Elaine Showalter and Anderson said in the review section. The challenge of digital divide is more serious. In the same way, good infrastructures, high speed Internet have to be managed. Digital literacy should be within everybody's grip by giving training to teachers, students, and concerned people. Since students learn from the house, their parents should watch and instruct them.

Students' Reflection on Online Teaching

ICT plays vital role in blending the teaching methods and acts as a supplement the conventional or traditional mode of teaching. The present context based on information and technology needs the proper use of dual mode of teaching which could avoid the monotony of the students. Since they are already exposed to technology which they want to integrate in every aspects of their life, education cannot be an exception. Taking this on mind, sixteen close ended questions and three open ended questions were asked developing a form of questionnaires through Google form. They agree that classes can be made more

effective using web resources depending upon the genre of literature.

The responses of the students regarding the questions they have been asked through questionnaires have been calculated in percentage using Google form. More than sixty one percent students said that teachers mostly use Power Point while teaching. It is clear that the most reliable program for the teacher is Power Point while teaching. Only twenty seven percentages respondents said that MS word has been used. Regarding the question if they enjoyed or excited the online class, fifty seven percent students said that the class was in between the mode of exciting and boring. And rest of the students responded saying the online classes were exciting. Talking about their own problems in online classes, sixty seven percent students said that they lacked internet, and twenty two percent students said that they lacked digital literary and rest them which is eleven in percentage agreed that they lacked device. Fifty three percent respondents responded that the homework has been occasionally assigned. It means teachers are not habituated to assign the homework as per the requirement. Almost ninety percent respondents agree that the class is disturbed due to the technical problems. Sixty eight percent students told that audio videos are used in the classroom. Lack of interaction in the class is found as majority of the students (sixty eight percent) told that the classes were often one way talking by teachers. Forty seven percent students agree that they are given chance to present the ideas in the class but they are afraid to speak in online class.

The open ended question regarding the problems of online mode of learning, the students responded saying that due to unstable power supply, the classes were disturbed. Other indicated the technical problems, internet problems, difficulties in asking question, due to the lack of confidence and digital literacy. Regarding how make we can the online class effective, they said that two way interaction should be practiced in the classroom, the classes should be conducted giving sufficient chance to the students to speak.

While taking their remarks on teaching specific genres, they opined that ICTs help them understanding the text through visual aids. Characterization in drama, rhyming in poetry, narrative qualities in fiction was easily grasped using the technology. Either one goes to teach poem, fiction, drama or any literary piece, ICT helps both teachers and students to teach and learn. The elements of literature are best taught using figures through ICT. For this Power point slide can be used as indicated by the result analysis above. The structure of drama, fiction and even poem, rhyming of poems and drama, plot and point of view of fiction are best dealt using ICT. For this, we can use video clip, photos to show the setting, sentence structures to show the stylistic features of the text. So the ICT plays a significant role to teach literature effectively. Students' number and performance could be increased using ICT provided that students are well equipped with Internet and digital tools. It is general thing to say that human beings are attracted to multiple options so they are almost fed up with chalk and talk method of teaching. It is high time that they need newness in teaching. They become curious and inquisitive to learn the literature through ICT. When ICT is integrated with the act of teaching literature, it is found that the literature classes have been interesting. In poetry classes, the whole poem is shown in the screen and with the help of epic pen; the teacher marks the important lines and words so as to make students clear. The simile, metaphor, personification, synecdoche, metonymy all have been found to be clearly taught. The rhythm, rhyme, feet, if they are visually presented,

they become clear to the students. In drama classes, we can talk about exposition, rising action, peak point, falling action, and conclusion along with reversal. The pleasure one gets through the integration of ICTs in the literature class is much yielding.

Discussion

Though the teachers agree that ICT is helpful in teaching and learning activities, they are facing problems of making virtual lesson plans, homework assignment system and supervision, strong Internet facility, and devices as well. Anderson state that digital divide is a problem for both teacher and students, “The term digital divide refers to the gap between the “haves” and the “have nots” in society: between those who have access to ICT and those whose access is limited or non-existent” (Anderson, 2010, p.11). This is why some students said that they did not enjoy the online classes at all. As they said that strong Internet facility is another problem, “High-speed internet is another disparity or gap that is widening between rich and poor countries” (Anderson, 2010, p. 18). These challenges pose a constant threat to the educational system. Moreover, assimilation into the digital skills requires students to practice digital literacies which extend beyond print-based literacy. Anderson says that a country should have a national plan for ICT in education, adequate infrastructure, strategies and funding for developing school capability, preparing teachers for ICT, and a vision for ICT in education. (Anderson, 2010). However, in Nepal, we lacked it because switch from offline to online mode in education is done in pressure due to the Covid 19 without proper plan. It was unplanned and applied haphazardly with no option left over. Students’ mild satisfaction raises a series of questions to the online mode of education. Teaching and non-teaching staffs along with administrators need to have training to run classes online, admit the students through online mode. The poor infrastructure is another problem. The HOD of English department in the interview agree that majority of the students in humanities classes did not join the classes. “They are still asking for the Teams ID” he said in the interview. They are from remote village and lacked Internet and digital devices”, he added. What Anderson is calling ‘digital divide’ is a serious problem.

Students from remote places, and privileged backgrounds, with minimal resources are taking part in education thorough alternative learning opportunities. This crisis in education due to COVID 19 has shown many problems, and challenges in our education system. The lockdowns in response to COVID-19 compelled colleges to leave conventional mode of teaching, and move to online mode of teaching. This was a new experience to teacher and students. The college has made efforts to maintain learning continuity through the online mode using MS Teams during this period. Due to the lack of digital environment, the teaching and learning could not take place well. Teaching through digital mode using MS Teams require skills in operating the applications which as their remarks in the interview say, they lack it.

Students have tried to utilize the available resources to continue learning remotely following the e-resources. Teachers need to be update having been acquainted with new pedagogical concepts, digital lesson, and modes of delivery of teaching so that they can download the Microsoft Teams application on their desk top, laptop or mobile and sign in with the username that the campus provides.

This situation has opened new avenues to improve the educational sector as the crisis may appear

in the future with different waves and forms. The crisis raises an important issue related to continuity of online education even in normal period so that digitalisation expands and complements student-teacher relationships where parents also play supporting role. By taking this point into consideration, the concerned bodies should develop digital infrastructures, should give training to the teachers, and collaborate with students.

Conclusion and Implications

With ICTs, students' creativity, mindfulness, and inquisition increases as it is often scaffold and supported by teachers as co-learners. Parents need to inspect, supervises, and consult with teachers about the study of the children. The role of parents has been changed. It is their responsibility to look after the children at home if he or she is studying or not. So, teaching is now multipolar activity; it is not unipolar or bipolar.

Since traditional method of lecturing using the teaching materials; chalk and duster does not work, it is high time to change the way we teach by incorporating ICTs which can be continued in normal period after the COVID. The traditional method now is obliterated. The teaching materials are now in blended form. In the same way, teaching takes place anywhere and anytime. Students already coming with digital literacy are reluctant to learn in traditional method. By developing the attitudes, skills of the students, knowledge can be provided. Students should have positive attitude towards teaching and learning. And without skill, teaching and learning activities cannot take place. However, students' digital illiteracy, teachers' lack of training and lack of digital resources in sufficient level in the campus are some of the challenges of current teaching and learning activities. Teachers must assign homework and prepare a lesson plan in online mode. The assigned homework is checked using through crosschecking the assignment section if the teacher has used MS Teams. Now it is clear that teacher is no longer is limited in the four walls of the class room. It can be done online and offline mode. So it is not be discussed if ICT is good or bad, how we can use ICT in literature class and make the class effective is the issue of debated. Though COVID 19 has come as a curse in educational sector, it has brought a shift in education system by changing the role of teachers, students, and parents due to ICT. The switch from off-line mode to online mode in education, often called paradigm shift, is to be entertained even after reaching to the normal situation. Continuing the dual mode of teaching is necessary, the way it can be continued in normal situation is a question to ponder which the present paper does not concentrate on. Through the interview and questionnaires, it is found that teachers still suffer from the digital literary like recording the class, audio-video setting, cloud video setting, making lesson plans virtually. They should be given training keeping these issues at the center.

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