Abstract

The thesis titled ‘Application of ICT (Information and Communication Technology) in Communicative Language Learning’ discusses at length the application of ICT in English Language Teaching (ELT), especially in Communicative Language Learning (CLL) at Higher Secondary level in Kerala. Confining to the samples mainly collected from the districts of Thrissur and Ernakulam in the state of Kerala, the researcher has undertaken extensive surveys and resorted to experimental classes to gather the data and to arrive at the results.

The first chapter of the thesis titled ‘Introduction: Outline and Theoretical Framework of the Study’ defines various aspects of ET (Educational Technology), IT (Information Technology), and ICT (Information and Communication Technology) with respect to education in the ‘Information Age’ and its impact on ELT, especially in CLL classrooms at Higher Secondary level in Kerala. It also postulates the aims and objectives of the research study. The second chapter ‘Impact of ICT on Education and ELT in India’ deals with the importance of ICT in education as acknowledged and documented by UNESCO and also gives a general introduction to IT, ICT and Computers by providing an outline history of ‘Information Technology’. Chapter three titled ‘Emerging Approaches and Methods in ELT, ICT and CALL’ analyses the various documented approaches and methods in the history of language teaching. They include the traditional Grammar-Translation Method, Direct Method, Community Language Learning, Suggestopedia, Communicative Language Teaching, Competency Based Language Teaching, Content Based Instruction, Cooperative Learning, Multiple Intelligences, Natural Approach, Task Based Language Teaching, Whole Language Learning and CALL (Computer Assisted Language Learning).
The fourth chapter ‘Traditional and ICT Model of Teaching’ documents the use of surveys and experimental classes undertaken as part of the research methodology. Traditional mode of teaching is compared and contrasted with ICT applied mode of teaching and the data collected are analysed in relation to their suitability for developing language skills and communicative competence among the learners. Using statistical tools, chapter five titled ‘Application of ICT in Communicative Language Learning’ draws heavily on the outcomes of surveys, questionnaires and experimental studies to conclude the comparative merit of ICT model teaching over the traditional methods in this computer and technological age of twenty first century. In the concluding chapter, the researcher recapitulates the aims and objectives of the study stated at the beginning and attempts to analyse how far these aims and objectives have been achieved. It also discusses the limitations of the study and offers some recommendations with respect to English language teaching in India with special reference to Kerala.

The documentation of the thesis is prepared in accordance with the style format suggested by *MLA Handbook for Writers of Research Papers, 7th edition*.

The use of ICT in communicative English classrooms extends beyond its motivational value to address key outcomes of syllabus and allow students to become competent users of English. Research suggests that incorporating ICT into the English curriculum can improve the writing, reading, speaking and listening skills of learners besides supporting their creativity and independence in learning through collaboration and reflection. As an interactive and collaborative medium, ICT offers students the opportunity to explore the language of texts more creatively and develop as speakers, writers and readers for an ever-widening range of purposes in the 21st century of our technological age.