Teaching of Telugu Language Using ICT Tools

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ABSTRACT

Language education is an area where open-access resources, online courses, virtual classrooms and social networks based on information and communication technology (ICT) are being increasingly used to give learners access to information, promote interaction and communication, and enhance digital literacy skills. In order to maximize the potential of ICT in language teaching, it is crucial that it is used in a pedagogically sound way that corresponds to the individual needs of the learners. ICT can be defined as scientific, technological and engineering based management techniques used in information storage and communication mechanism with optimal time and space utilization in comparison to other traditional methods adopted for the same. The word 'ICT' includes any communication device or application such as computer, mobile phones, radio, television, satellite system etc Today teacher can make use of these different tools of technology and can make his/her teaching innovative and interesting.

Keywords: Application, Communication, Innovative, Language, Learning, Role, Teaching, Tools

INTRODUCTION

Language plays a significant role in the life of a community and it englobes every aspect of social organization. Each linguistic group would like to preserve and cherish its language as a principle element of cultural unity. Language education has been modernized due to the application of technology and how technology is increasing the pace of teaching and learning of teachers and learners is still being surveyed (Motteram, 2013). However, in India, despite English being the official language, French and Creole are being used for communication. Ancestors immigrated to India during the 19th century in 1826, from different parts of India and a small percentage of immigrants came from Tamil Nadu. Today in India we have around 10% of the population who are Telugus. In order to preserve their culture, children of age 5 years old are being taught Telugu as a foreign language in primary schools. Due to little exposure of the latter, learners face difficulties in learning and understanding the language in terms of pronunciation, vocabulary, communication and writing skills. There are many ways for educators to bring upon technology in their classroom such as using the interactive whiteboard, mobile phones, tablets or laptops. In short, it can be argued that technology will help to boost the level of language education as well as language learners. Within the Primary Education sector of India, there are only 97 Telugu educators and a total number of 1241 Telugu students aged from 6 to 11 years old. A Telugu teacher is allocated only 50 minutes per day to teach the language. Lack of space, time, improper infrastructure, unavailability of enough resources are the factors that prevent the use of technological devices by teachers, thus preventing them from moving away from the traditional chalk and talk teaching method to the technological based one. Yet, mobile phones, CDs, whiteboard are the usual tools used to arouse learners' interest, motivation, and a liking for Telugu Language.

Computer illiterate educators, time factor, bulky syllabus, technical problems, lack of technicians are the factors that affect the implementation of technology in their teaching. In this way interaction remains teacher- centred, thus the learners show lack of interest in Telugu subject. According to researchers, technology has removed the distance barrier and has allowed for higher education to effectively teach anyone around the world (Tabatabaei & Ying Gui, 2011). The use of technological devices in foreign language teaching is beneficial in many aspects such as the capacity to control presentation, Novelty and Creativity and Adaptability.

Teaching Telugu using Information and Communication Technology (ICT) tools transforms traditional methods into interactive, engaging sessions, boosting student motivation and language acquisition. Key methods include using multimedia (audio/video clips) for listening and speaking, digital storybooks, online quizzes, and language labs for pronunciation. Tools like smartboards, apps (Google Classroom, YouTube), and digital content facilitate personalized learning, allowing students to learn at their own pace and strengthening all four skills: listening, speaking, reading, and writing.

Key ICT Tools for Teaching Telugu

Audio/Video & Multimedia: Teachers can use YouTube, audio recorders, and cartoon videos to improve listening skills, pronunciation, and vocabulary in an engaging manner.

Interactive Whiteboards/Projectors: These tools enable displaying colorful, interactive lessons, making classroom learning more engaging and less monotonous.

E-Content & Digital Storybooks: Using digital, interactive storybooks and educational software helps in reading comprehension and makes learning to read Telugu more enjoyable.

Language Labs: Specialized language labs allow students to practice pronunciation, listen to native speakers, and understand different Telugu dialects.

Online Assessment Tools: Platforms like Google Forms or Quizizz are used for quick, digital quizzes and tests, providing fast feedback and reducing time spent on traditional paper-based evaluation.

Collaboration Apps: Tools like Google Classroom, WhatsApp, or Zoom can be used for sharing resources, giving assignments, and organizing virtual, interactive sessions.

Online Dictionaries & Keyboards: Utilizing digital Telugu dictionaries and phonetic Telugu typing tools (like Google Indic Input) facilitates writing skills and vocabulary building.

Impact on Telugu Teaching

Increased Engagement: Interactive, multimedia-rich lessons keep students, especially younger ones, highly motivated.

Improved Skills: Exposure to authentic, digital Telugu content improves communication, pronunciation, and writing skills.

Accessibility: ICT helps in bringing quality Telugu education to remote areas and allows for easy access to learning materials.

Individualized Learning: Digital tools enable personalized lessons that can be paused, repeated, or adjusted to suit the student's pace.

Need and Importance of ICT in language teaching
With the present infrastructure, class size, availability of teachers, quality of teachers, training of teachers, etc., it is difficult to achieve all the outcomes of a good teaching like developing reasoning and thinking power, improving comprehension, speed and vocabulary, developing expression power etc., in learners. Further, most of the teachers use Lecture Method which does not have potentiality of achieving majority of above-mentioned outcomes of teaching. The outcomes are multi-dimensional in nature, so for their achievement multiple methods should be used in an integrated fashion. At present ICT may be of some use. ICT can provide access to different sources of information. It will provide correct information as comprehensive as possible in different formats with different examples. ICT provides Online interaction facility. Students and teachers can exchange their ideas and views, and get clarification on any topic from different experts, practitioners, etc. It helps learners to broaden the information base. ICT provides variety in the presentation of content which helps learners in concentration, better understanding, and long retention of information which is not possible otherwise.

The learners can get opportunity to work on any live project with learners and experts. The following impacts seem to be the most obvious ones when using ICT to support Telugu language teaching: - The possibility to adapt easily the teaching materials according to circumstances, learner's needs and response; - ICT allows to react upon and enables the use of recent/daily news, it offers access to authentic materials on the web; - Possibility to combine/use alternately (basic) skills (text and images, audio and video clip...); - Lectures become more interesting and less ordinary which boosts learners' engagement; - ICT enables to focus on one specific aspect of the lesson (pronunciation, vocabulary...). - Computers provide fast feedback to students` answers through error correction. It not only spots the mistake but also corrects it, sometimes even giving the appropriate advice.

Integration of ICT Tools in Telugu language teaching:
ICT as a teaching aid is more complicated in that it demands more specific skills from the teachers. The term ICT can cover a wide range of technologies and has different definitions. Within the scope of this study, ICT is defined as computer-, and the internet-based technologies, and can be categorized into two types: i) generic software applications, e.g., word processors, presentation software, email packages, and web browsers; and ii) CALL software applications and useful websites with a focus on purposeful language teaching and learning Teachers search the internet; download relevant materials; design practice activities with word processing; prepare presentations with Microsoft (MS) PowerPoint. Email is used for exchange of communication with other colleagues and/or students. Such programs as audio editing, mind mapping, video editing, e-lecture making, photo editing, screen casting, and voice threads are often

viewed as difficult and consequently rarely used by teachers. For classroom teaching, PowerPoint presentations are popular. Wherever the internet is available, teachers use it to supplement teaching points. Word processing is also used especially for writing classes. Voice recording is sometimes used for recording students' presentations or for pronunciation practice. It is noticed that the following software programs, i.e., mind-mapping, education blogs, and voice-threads, are rarely used due to their high level of difficulty in the eyes of teachers.

Language development is based upon the four skills namely; speaking, listening, reading and writing and all of these skills were facilitated by using technologies. Technologies made it possible to teach students using audio and visual materials that can be played, paused and repeated; therefore students can work at their own pace. They also enable the recording and analyzing of one's speech and that can be used in various scaffolding forms for student learning. However, lack of resources, lack of time, unavailability of proper infrastructure and no permanent technicians provided remained the factors affecting the shift from passive to interactive teaching and learning.

The research has been conducted to investigate how the use of technologies can motivate young learners to focus in the discussion of Telugu concept and how the implementation of the designed CSM tool were useful in helping the learners of different levels and learning styles, thus promoting interactions between teacher - students and students - students. The study was carried out with Grade 4 and 5 students. Both conventional and technological approaches have been used. The teacher had used the concept cartoons followed by an interactive quiz (Test 2) using iSpring. No significant differences in the percentage of marks from the two tests were found from using the two methods used, but there was an increase in the performance of low achievers.

There are many ways for educators to bring upon technology in their classroom such as using the interactive whiteboard, mobile phones, tablets or laptops. In short, it can be argued that technology will help to boost the level of language education as well as language learners. Within the Primary Education sector of India, there are only 97 Telugu educators and a total number of 1241 Telugu students aged from 6 to 11 years old. A Telugu teacher is allocated only 50 minutes per day to teach the language. Lack of space, time, improper infrastructure, unavailability of enough resources are the factors that prevent the use of technological devices by teachers, thus preventing them from moving away from the traditional chalk and talk teaching method to the technological based one. Yet, mobile phones, CDs, whiteboard are the usual tools used to arouse learners' interest, motivation, and a liking for Telugu Language. Computer illiterate educators, time factor, bulky syllabus, technical problems, lack of technicians are the factors that affect the implementation of technology in their teaching. In this way interaction remains teacher- centred, thus the learners show lack of interest in Telugu subject. According to researchers, technology has removed the distance barrier and has allowed for higher education to effectively teach anyone around the world (Tabatabaei & Ying Gui, 2011). The use of technological devices in foreign language teaching is beneficial in many aspects such as the capacity to control presentation, Novelty and Creativity and Adaptability.

CONCLUSION

Working out the lesson in Telugu topic with the aid of a new software program for the first time in language teaching was found appealing to both teachers and students. Changes in reaction, behaviour and attitudes towards Telugu language were noted by watching cartoons as part of their learning. During the lessons, the students were more attentive during the whole class. The learners found it as a fun, friendly educational tool as they were involved in it. They were more interested with the visuals and audio sounds in the slides.

As for the teacher, the use of cartoons facilitated the teaching, saved time by not writing on whiteboard and wait for pupils to copy. It has been a useful tool to satisfy the needs of all abilities as their academic performance had improved. Wide range of vocabulary has been learnt. Students were trying to imitate the characters, thus trying to communicate in the Telugu language with their friends. Change in learning environment also created an impact in their thoughts. In line of Doring's findings (2002), the use of cartoons creates self-confidence in learners due to the low affective atmosphere for learning.

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