



Cover Page



DOI: <http://ijmer.in.doi./2022/11.07.11>

THE USE OF ICT IN TELUGU LANGUAGE TEACHING

Dr. P. Neeraja

Assistant Professor in Telugu

St. Ann's College of Education (Autonomous)

Secunderabad, Telangana State, India

Introduction

Quality in traditional chalk-black board teaching of Telugu language is declining now-a-days. Information and Communication Technologies (ICT) as well as newer digital technologies such as computers and internet are more powerful tools for educational change and reform. They can best be harnessed to improve the efficiency and effectiveness of education at all levels. The purpose of this study is to examine the necessity of ICT in Telugu language teaching and highlight the positive effects of it in the current digital world.

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.

Objectives of the Topic

- To create awareness about various ICT tools
- To create awareness of the need and importance of use of ICT
- To make teachers understand how to use ICT in language teaching
- To make teachers understand the necessity of communication skills and developing a quality content

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.



Cover Page



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.

There are three types of **language laboratories** that can be implemented in schools & higher education for Telugu language teaching & learning.

They are:

- a. **For Listening and Understanding:** Student can listen & understand the material at his/her own pace.
- b. **Audio Active Laboratory:** Consists of teacher's console and individual head-sets. A tape is played from the console. Everyone has to go at the speed of the tape
- c. **Audio-Active- comparative language lab:** The teacher is provided with a console which permits him to listen or speak to each student. It is an effective technological device to teach pronunciation and intonation. Government of Gujarat has also set up DELL (Digital Education and Language Laboratory) in Government and Grant-in aid colleges across the state.

Films is another effective ICT tool. We can show to the students in the class-room plays of Nannayya while teaching Telugu Literature. **Overhead Projectors** can be used for Writings or pictures on transparencies that can be projected on a screen. It saves time by preparing the materials in advance. Also, it provides textual content with graphics and pictures.

Web 2.0 applications such as Blogs, Social networking sites (Facebook, Friendster, Bebo etc.), Sharing sites (Flicker, YouTube etc.), Wiki for collaborative writing can be effectively used as part of teaching assignments and exploring more knowledge through ICT.

To cater to the needs of remote students through distance education from open universities, the **Radio & Television** can be effectively used for preparing quality lessons and question & answer sessions can be held for clarifications.

An ICT plan needs to be developed with clear purposes, expectations and vision; to be well disseminated to all staff; and to look beyond current developments in ICT. ICT equipment is important; however, ICT support and training are vital. Training workshops have to be conducted on a regular basis, taking into consideration of the specific needs of teachers. An organizational culture of collaboration and sharing should be cultivated and nurtured.

Conclusion

Teacher can make teaching process innovative and informative by using different technological devices as mentioned above. If we use these tools wisely, teaching of Telugu Language will become interesting and will boost student's motivation, commitment and engagement. In order to prepare students to function in the digital age, we must ensure that language curriculum incorporates the necessary technological literacy skills.

The development of ICT – electronic mail, internet, multimedia, possibilities to use collaborative platforms, undoubtedly, influences the process of using them in everyday classroom teaching and learning. ICT no longer serves to be a simple additional means but ICT is an indispensable part of the modern and contemporary learning environment. The application of ICT gives more



Cover Page



DOI: <http://ijmer.in.doi./2022/11.07.11>

opportunities for communication between peer learners: they can exchange information in real time, they can participate in blog discussions, work in teams on different projects, exchange emails, search for information, etc.

References

1. Ahmad, Jameel (2010). Media Technology and English Language Teaching. A.P.H. Publishing corporation page: 1
2. Antony, A. (1993). Teaching of English as a Second Language in India. Prakash book Depot, Bareilly Page: 131, 133, 134.
3. Krishnaswami, N. & Krishnaswami, Lalitha (2006). Methods of Teaching English. MacMillan Publishers India Limited. Pages: 182,184,185
4. NAAC (2013). Institutional Accreditation Manual for Self Study Report. June- 2013. Page:5
5. Saxena, Jyotsana & Rai, Geeta (2010). Role of ICT and Total quality management in professional education. A.P.H. Publishing corporation page: 7
6. Vyas, Manish A. & Patel, Yogesh, L. (Editors) (2009). Teaching English as a second Language. A New Pedagogy for a new century. Page: 91,92,94,95.
7. Gonzalez, D., St. Louis, R. (2008). "The use of Web 2.0 tools to promote learner autonomy".
8. Independence, Vol. 43, pp. 28 – 32. Retrieved August 30, 2012 from
9. <http://peoplelearn.homestead.com/MEdHOME2/Technology/WebToos.2.0.autonomy.pdf>
10. Kirubahar, J. S., Subashini, A., Santhi, V.J. (2011). "ICT Enabled Language Learning Using
11. Handphones - An Experimental Study". Language in India, Strength for Today and Bright Hope for
12. Tomorrow, Volume 11, ISSN 1930-2940
13. Kumar, S., Tammelin, M. (2008). Integrating ICT into Language Learning and Teaching: Guide for Institutions". Johannes Kepler Universität Linz, Altenberger Straße 69, 4040 Linz