

Developing English Speaking Skills using ICT in Telugu Medium Classroom: An Empirical Study

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ABSTRACT

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Research has shown that in the digital age, integrating contemporary technology into the classroom is critical. Teachers and students have greater opportunities to collaborate because information and communication technology (ICT) is used effectively in teaching and learning. Nonetheless, a number of obstacles might deter educators from including extracurricular activities and utilizing ICT in the classroom. The purpose of this study is to learn more about the obstacles and difficulties that instructors see while attempting to use ICT in the classroom. Thus, ten high school English instructors who were chosen from the Vizianagaram area of Andhra Pradesh, India, were given a validated questionnaire. For the study, stratified random sampling was employed. The results showed that instructors faced a number of obstacles even if they had a great desire to use ICT in the classroom. The main obstacles preventing instructors from integrating ICT into the curriculum were thought to be the lack of technical support in schools and limited access to the Internet and ICT. The results also demonstrated that a major barrier preventing teachers from implementing ICT in the classroom was a lack of class time.

Keywords: Information, communications, technology, teachers' acquaintance, opinions, barriers, solutions

1 INTRODUCTION

Information and communication technology is referred to as ICT. The most often used information technology tools include radio, TV, computer, mobile phones, the Internet, satellite systems, OHP, Video, Slides, PowerPoint, data projectors, electronic handouts, online journals, educational abstracts, Virtual Learning Environment (VLE), etc. Email, electronic bulletin boards, live chat, video conferencing, and interactive whiteboards are among the most popular communication technologies. ICT tools for teaching and learning include everything from digital infrastructures like printers, computers, laptops, tablets, etc. to software tools like Google Spreadsheets and Meet. This is according to Nitin Jindal (Jindal 2021). One needs to have a basic level of ICT knowledge, expertise, and abilities in order to use it effectively. The use of ICT increases opportunities for communication among peers by providing tasks that allow for real-time information exchange as well as participation in blogs, project teamwork, and other written forms of communication.

2 LITERATURE REVIEW

ICT has been used to help people all over the world in a number of ways, including trade, business, marketing, science, education, and more, as Brian (2000) describes. Mullamaa (2010) claims that in addition to promoting a sense of "us" and community, the web-based environment in the classroom may be used to encourage student-centered learning, increase motivation, individualize learning, and cooperate in the design of study materials. According to Ammanni and Aparanjani (2016), because ICT is interactive and dynamic, it can adapt to the needs of each individual student by granting them the autonomy to do independent research and guide their own learning. With the aid of ICT, students may readily master any subject—English foremost among them. According to Neil Selwyn (2003), ICT is being utilized in education to support teachers in doing administrative tasks more successfully and to help students study more successfully. ICT has enhanced collaboration amongst students, instructors, professionals, and researchers, according to Yunus, Lubis, and Lin (2009). According to Unal and Ozturk (2021), there are several factors that make it difficult to integrate ICT in language classrooms, including a lack of technology, a lack of resources for ICT-based instruction, a lack of in-service training, and a lack of time for lesson preparation.

3 METHODOLOGY

Using a survey questionnaire that limited instructors' use of ICT in the classroom, the perspectives of high school English teachers were examined. Thirty high school English teachers (18 men and 12 women) were stratified randomly selected to complete the questionnaire out of all the English teachers in the Kadapa district. Since most of the participants utilized ICT, they were acquainted with its applications, including accessing the internet to send and receive emails, use social media, and find information.

The three portions of the questionnaire were composed and constructed in English. Nonetheless, the objective of this study requires the results from these sections to be reported. Eight questions in Part Four asked instructors about the reasons they would not utilize ICT in the classroom, whereas three multiple-choice questions in Part Two asked about the teachers' familiarity with ICT. Part Four's items were all built using a five-point Likert scale of agreement.

4 RESULTS AND FINDINGS

Three distinct sections present the findings and results. The analysis of the information gathered from the second section, which addresses instructors' familiarity with ICT, is first presented. The results are divided into groups in the second section based on what factors deter instructors from using ICT in the classroom.

5 ASSESSING THE RESPONDENTS ICT USE AND HOW ENGLISH TEACHERS VIEW IT

To get the respondents' thoughts on the usage of ICT, a five-point Likert scale with the options of strongly disagree, disagree, undecided, and agree was employed. The score given to each scale is as follows: Agree A (4), Disagree D (2), Agree SA (5), Undecided U (3), and Strongly Disagree SD (1).

Table I: Teachers' Acquaintance with the ICT

Sl.No.	Question	Variable	Frequency	%
1.	How frequently do you use ICT in your class?	Unaware of it	5	16.67
		Rarely Used	7	23.33
		Frequently Used	8	26.67
		Regularly Used	10	33.33
2.	How do you rate yourself in using ICT in your class?	0 points	5	16.67
		1 to 4	9	30
		5 to 8	12	40
		9 to 10 points	4	13.33

3.	What is your opinion on other teachers using ICT in their classes?	0 points 1 to 4 5 to 8 9 to 10 points	4 9 10 7	13.33 30 33.33 23.33
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This component of the questionnaire consists of three items that are related to the instructors' familiarity with ICT. When questioned about how they personally used ICT, high school teachers were among the respondents, and they self-reported as frequent or confident users. The item clearly shows that high school instructors are familiar with ICT. In the section, more than fifty percent of the respondents have given themselves more than 5 points on a scale of 10 points. Seventeen percent of participants rate themselves zero points. The third section indicates that fifty-seven percent of respondents have confidently opined that their colleagues use ICT regularly in their classes. Thirteen percent of participants are unaware of their colleagues' usage of ICT.

Negative statements resulted in the scoring being overturned. For positive assertions, a score of 3.0 or more is considered to be agreed upon and a score of less than 3.0 is to be disagreed upon. An average score of 3.0 or higher for negative statements is regarded as disagreeing, and a score of 3.0 or lower as agreeing. The average of the total perception scores for each statement is calculated. Also calculated are the general averages for both positive and negative statements. Scores have been divided into two categories, favorable and unfavorable views, based on the averages' divergence from the cut-off point (3).

Table II: Teachers' Opinion on Using Internet and ICT in Language Class

S.N.	Statement	SA	A	U	D	SD	Frequen cy	Points	AV
1.	Develops educational activities	66.67%	20%	10%	3.33%	-	30	135	4.5
2.	Helps learning new things	60%	23.33%	6.67%	6.67%	3.33%	30	129	4.3
3.	Improves collaborative work	63.33%	26.67%	-	6.67%	3.33%	30	132	4.4
4.	Time waste because of irrelevant information	50%	30%	6.67%	6.67%	6.67%	30	123	4.1
5.	Difficult in finding relevant information	13.33%	13.33%	6.67%	26.67%	40%	30	67	2.23
6.	Consumes time	6.67%	10%	16.67%	33.33%	33.33%	30	67	2.23
7.	Increases depending nature	20%	33.33%	20%	20%	6.67%	30	102	3.4
8.	Inculcates laziness	20%	33.33%	20%	20%	6.67%	30	102	3.4
9.	gets fatigue	26.67%	33.33%	26.67%	6.67%	6.67%	30	110	3.67

10.	Internet data strength problems	23.33%	36.67%	20%	13.33%	6.67%	30	107	3.57
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The teachers' opinions about using internet and ICT for learning and teaching English in Telugu Medium Schools in Vizianagaram District, Andhra Pradesh, India, are shown in Table 2 above. Ten (10) statements that were provided to the responders are included in the table. The mean of the two statements expressing positive (4.07) and negative (1.81) attitudes was calculated to determine the participants' overall perspective on the use of ICT and the internet in English language instruction. This suggests that the respondents had a positive opinion of using the internet and ICT to carry out their jobs.

6 BARRIERS PREVENTING TEACHERS FROM USING ICT

The purpose of this part is to investigate the reasons that deter teachers from implementing ICT while acquiring English speaking skills. Table 3 shows the most important hurdles standing in the way of their use of ICT in instructional activities. Teachers said that their inability to use ICT was due to a lack of technical support in the classroom as well as restricted access to the Internet and ICT. Another major obstacle for the teachers to use ICT in the curriculum was a lack of class time.

To find out more about the barriers that keep high school English teachers from utilizing ICT at learning place, a survey questionnaire was used. To complete the questionnaire, thirty high school English instructors were stratified randomly chosen from the Telugu Medium Schools in Vizianagaram district of Andhra Pradesh, India.

Table 3: Obstacles that Prevent Teachers from Using the ICT in Language Class

S. No.	Statement	SD		D		U		SA		A	
		R	%	R	%	R	%	R	%	R	%
1.	Shortage of Time	2	6.67	5	16.67	3	10	13	4.33	7	23.33
2.	Less Access	3	10	5	16.67	2	6.67	8	26.67	12	40
3.	Less Technical Knowledge	4	13.33	4	13.33	4	13.33	8	26.67	10	33.33
4.	Less Technical Appliances	3	10	4	13.33	3	10	12	40	8	26.67
5.	Less Facilities for Using the ICT	2	6.67	3	10	3	10	10	33.33	12	40
6.	Less Cooperation from Management	2	6.67	5	16.67	5	16.67	8	26.67	10	33.33
7.	Less Cooperation from Parents	3	10	3	10	4	13.33	12	40	8	26.67
8.	Students' Negative Perception	13	4.33	10	33.33	1	3.33	2	6.67	4	13.33
9.	Colleagues'	10	33.33	12	40	1	3.33	2	6.67	5	16.67

	Negative Perception										
10.	No Proper School Planning	3	10	5	16.67	4	13.33	8	26.67	10	33.33

Despite obstacles, Table 3 demonstrates that most respondents are open to using ICT while acquiring English speaking skills. Lack of management support and cooperation, teachers' lack of technical expertise, parents' lack of support, limited access to ICT and the internet, insufficient class time, a lack of technical skills, and a lack of a proper plan for ICT implementation at the school level are thought to be the main barriers to the successful adoption of ICT in schools. The survey also brings out that both teachers and students are very keen on using ICT in language acquisition classes.

7 DISCUSSION ON FINDINGS

The findings of the study demonstrated that teachers have generally embraced using ICT while acquiring English speaking skills. Everyone agreed that using ICT would improve teaching and learning and was relevant and significant. As demonstrated in Tables 1, 2, and 3 correspondingly, all of their responses suggested a positive impression of the use of ICT in teaching and learning activities. They were of the good opinion of it. It was also found that the respondents thought favorably of the use of computers and the internet in the classroom. The findings revealed that despite instructors' usage of ICT, this has not greatly changed their instructional approaches; instead, they chose to keep their traditional practices.

The studies reveal if all of the necessary elements are present, there is a higher chance that ICT will be used effectively to enhance learning and teaching possibilities. It is also found that for teachers to effectively use ICT, it is necessary to provide them with the required technological devices, internet resources, appropriate teacher training, enough time, and technical assistance. The five elements that contribute play vital role in extracting the target results by means of ICT in academia are appropriate as well as sufficient ICT resources, effective management of ICT, qualified ICT instructors, successful ICT integration with general instruction, and supportive institute management.

8 RECOMMENDATIONS

Teachers need to get over their technophobia and adopt a more pro-ICT attitude. ICT training for teachers is required how to use it in the classroom. The most recent developments in digital teaching must be kept up with by teachers. Teachers allow their students to use ICT for learning since they will have more control over their education and be able to learn whenever, how, and from anywhere they choose. ICT resources should be made available by school administration, together with the necessary facilities.

9 CONCLUSION

The study finds that the eagerness shown by both the teachers and pupils for using ICT for acquiring the English language is a sign of tremendous hope for proper implementation, integration, and transformation in schools and colleges in the future. In order to achieve significant success and realize positive results in information and communication technologies, it suggests promoting awareness of the need for ICT applications in teaching and learning, particularly in teaching-learning a foreign language like English.

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