

# The Use of Digital Technology in Hindi Language Learning: A Study in Nalanda District

**Dr. Sangita Kumari**

Assistant Professor, Education, Nalanda College, Bihar Sharif

## Abstract

Language acquisition is no longer restricted to conventional teaching techniques in the current educational system. One of the most popular languages in India, Hindi serves as a vital communication and educational tool. However, students' enthusiasm and involvement in language acquisition are frequently diminished by conventional teaching methods like memorization and textbook-based instruction. Digital technology has become a powerful tool for increasing the interactivity and engagement of language learning. This study looks at how digital technology is used in Nalanda District, Bihar, schools to teach and learn Hindi. The study investigates the ways in which students' learning experiences are impacted by digital platforms like Google Classroom, Zoom, Quizziz, Kahoot, Canva, and YouTube. Questionnaires, interviews, and classroom observations were used to gather information from teachers and students. The results show that students' interest, language proficiency, and collaborative learning are all much improved by digital tools. Nonetheless, certain schools continue to face issues including poor internet access and a dearth of digital tools. According to the study, better digital infrastructure and appropriate teacher training can increase the efficacy of digital learning in Hindi education.

**Keywords:** Digital Technology, Hindi Language Learning, Educational Technology Student Engagement, Language Education, Nalanda District

## Introduction

Communication, the exchange of knowledge, and the advancement of culture all depend heavily on language. As India's national language, Hindi has a big role in the educational system. Students who learn Hindi are better able to communicate, be creative, and comprehend different cultures. Grammar exercises, memory, and textbook acquisition are the key components of traditional language education methods. These methods aid students in comprehending the fundamentals of language structure, but they frequently fall short in fostering active student participation. Many pupils become disinterested in learning languages as a result.

Globally, teaching and learning procedures have changed as a result of the incorporation of digital technologies. Students have new options to learn languages in an entertaining way thanks to digital technologies including interactive videos, online tests, educational software, and collaborative platforms. Bihar's Nalanda District has long been a hub for education and expertise. The district's schools have begun incorporating online learning environments and digital tools into their curricula in recent years. Students' motivation and language learning skills could both be improved by using digital technologies. The purpose of this study is to investigate how well digital technology is used in Hindi language instruction in Nalanda District schools.

### **Methodology**

In order to examine how digital technology is used in Hindi language acquisition, the current study used a descriptive research approach.

### **Area of Study**

The investigation was carried out in a few secondary schools in Bihar's Nalanda District. An example

### **Sample**

Twenty teachers and one hundred pupils from the district's public and private schools made up the sample.

### **Data collection method**

The following instruments were employed to gather data:

- Student questionnaires
- Teachers' interviews
- Observation in the classroom

These resources aided in the collection of data regarding the usage of digital platforms in Hindi language instruction and its effects on students' learning.

### **Analysis of Data**

To understand student responses and learning results, basic statistical techniques including frequency and percentage analysis were applied to the obtained data.

### **Result and discussion**

The results of this study show that digital technology significantly and favourably affects Hindi language instruction in Nalanda District schools. The usage of digital platforms has made the teaching-learning process more participatory, interesting, and student-cantered, according to data gathered from teachers and students. When digital resources like interactive programs, online tests, and movies were employed in the classroom, students' engagement and passion increased.

Students' growing interest in learning Hindi through digital platforms is one of the study's most significant findings. Textbooks and written assignments are frequently used extensively in traditional teaching methods, which may not always hold students' interest. Nonetheless, digital resources like Quizizz, Kahoot!, YouTube videos, and other interactive platforms offer visual and aural assistance that makes subjects easier for pupils to absorb. These resources encourage students to actively participate in class activities and make learning more pleasurable. Additionally, the study shows that pupils' linguistic proficiency—including reading, writing, speaking, and listening—is enhanced by digital technology. Students can more successfully comprehend proper pronunciation, word usage, and sentence structure with the aid of audiovisual tools.

For instance, students can practice language skills in relevant circumstances by viewing instructional videos, listening to digital storytelling, and taking part in online forums. Students thus gain confidence in their ability to communicate in Hindi. The study also found that digital technology promotes interactive and collaborative learning. Students can collaborate, exchange ideas, and take part in group activities thanks to digital platforms. Students can improve their critical thinking and communication skills by using

tools like discussion boards, digital presentations, and collaborative learning apps. Instead of only taking in information, these activities foster a learner-centered atmosphere where students actively produce knowledge.

Despite these encouraging results, the study also points out a number of difficulties with integrating digital technology into Hindi language instruction. Numerous schools in the Nalanda District continue to struggle with issues like inadequate technological infrastructure, a dearth of digital gadgets, and poor internet connectivity. Furthermore, some educators lack the necessary training and experience to effectively use digital tools in the classroom. These difficulties occasionally limit how well digital tools can be included into the teaching-learning process. Overall, the findings indicate that although digital technology has a lot of potential to improve Hindi language learning, proper infrastructure, teacher preparation, and institutional support are necessary for its successful application. Resolving these issues will enhance the use of digital technology in language instruction and raise the standard of instruction in classrooms as a whole.

### **Conclusion**

The current study emphasizes the increasing significance of digital technology in Hindi language instruction. Technology has emerged as a crucial instrument in today's educational setting for raising the caliber and efficacy of instruction. The study's conclusions show that using digital resources into Hindi language instruction increases students' engagement, interactivity, and sense of purpose. Diverse learning options that accommodate various learning styles and capacities are offered via digital platforms. Students can practice their language abilities in a dynamic setting and gain a better understanding of language concepts through films, animations, online tests, and interactive applications. These digital tools help kids become more creative, critical thinkers, and communicators in addition to improving their knowledge.

The report also highlights how crucial teachers are to the effective use of digital technologies. In their role as facilitators, teachers help students use digital resources for learning in an efficient manner. The learning process becomes more collaborative and student-centered when educators use technology in conjunction with effective teaching techniques. The report does note, however, that the full benefits of digital technology can only be achieved when teachers are properly trained and schools have sufficient infrastructure. Resolving these problems will contribute to the development of a more encouraging atmosphere for technology-based learning.

In conclusion, the use of digital technology in Hindi language instruction has the potential to change conventional classrooms into more creative and interesting learning environments. Digital technology may greatly improve language learning results and help to kids' overall development with the right support and application.

### **Educational implications**

The current study's conclusions have a number of significant ramifications for educators, educational establishments, and legislators. First, educational institutions ought to support the methodical incorporation of digital technologies into language learning environments. Students can learn Hindi more effectively and meaningfully by using digital resources like instructional videos, online tests, language learning apps, and interactive presentations.

Second, in order to use digital tools in the classroom effectively, teachers must acquire technology skills

and digital literacy. Regular training sessions, workshops, and professional development courses should be held to assist educators in learning how to use technology into effective teaching strategies. Teachers will be able to create creative learning activities that encourage participation and teamwork thanks to this training.

Third, schools, especially those in rural and semi-urban areas, should strive to improve their digital infrastructure. The efficient use of digital learning tools requires access to computers, tablets, projectors, and dependable internet connectivity. The provision of these services can be greatly aided by institutional support and government initiatives.

Fourth, by offering a variety of educational resources, including interactive, visual, and audio information, digital technology may promote inclusive education. These tools can improve language comprehension for children with varying learning styles and aptitudes.

Lastly, incorporating digital technology into language instruction can promote students' self-directed learning. Students can continue studying outside of the classroom and cultivate the self-learning habits that are crucial in today's knowledge society by using online platforms and digital resources.

### **Limitations of the study**

Like any research investigation, the present study also has certain limitations that should be taken into consideration while interpreting the results. One major limitation is that the study was conducted only in selected schools of Nalanda District in Bihar. Therefore, the findings may not fully represent the situation in other districts or regions with different educational environments and technological facilities. Another limitation is related to the sample size of the study. Although the research included students and teachers from various schools, the number of participants was relatively small. A larger sample size could have provided more comprehensive and generalizable results.

Additionally, the utilization of digital technology in Hindi language learning was the main emphasis of the study. The use of digital technologies to teach other disciplines, including science, math, or social studies, was not examined. Future studies could look at how digital technology affects learning in many topic areas. Additionally, a portion of the data was gathered via interviews and questionnaires, which depend on the participants' individual viewpoints. These answers might not always accurately represent actual classroom procedures and occasionally contain subjective bias. Lastly, the study's conclusions might have been impacted by variations in the accessibility of internet infrastructure among schools. The overall results may have been impacted by the fact that some schools had fewer resources, while others had better access to digital gadgets and internet facilities.

### **Suggestions**

Several recommendations can be made to enhance the efficient use of digital technology in Hindi language instruction based on the study's findings. To improve teachers' digital skills, schools should first host frequent training sessions and workshops. Teachers can learn how to use different educational technologies and successfully incorporate them into their teaching methods with the support of such programs.

Second, especially in rural and disadvantaged areas, efforts should be undertaken to enhance digital infrastructure and internet access in schools. Teachers and students will be able to utilize digital learning tools more effectively if they have access to computers, tablets, projectors, and reliable internet connections. Third, educators must be urged to use interactive digital resources in their lessons, such

as educational games, online tests, digital narratives, and multimedia presentations. These resources can boost students' motivation and improve the fun and engagement of the learning process. Fourth, high-quality digital learning resources for Hindi language instruction should be created and made available by educational authorities. Interactive courses, audio-visual materials, and language learning apps that promote many facets of language development are examples of these resources.

Lastly, in order to fully comprehend the function of digital technology in language instruction, more studies should be carried out in various geographical locations and with greater sample sizes. These studies can offer insightful information that can assist educators and legislators in creating technology-based learning practices that are more successful.

## References

1. Bates, A. W. (2019). *Teaching in a digital age: Guidelines for designing teaching and learning*. Tony Bates Associates.
2. Chapelle, C. A. (2001). *Computer applications in second language acquisition*. Cambridge University Press.
3. Clark, H. H. (1996). *Using language*. Cambridge University Press.
4. Dudeney, G., & Hockly, N. (2012). *How to teach English with technology*. Pearson Education.
5. Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. Palgrave Macmillan.
6. Harmer, J. (2007). *How to teach English*. Longman.
7. Hockly, N., & Dudeney, G. (2018). *Digital literacies*. Pearson Education.
8. Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
9. Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile-assisted language learning. *ReCALL*, 20(3), 271–289.
10. Ministry of Education. (2020). *National education policy 2020*. Government of India.
11. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054.
12. National Council of Educational Research and Training. (2005). *National curriculum framework 2005*. NCERT.
13. National Council of Educational Research and Training. (2014). *Teaching of Hindi*. NCERT.
14. Piaget, J. (1962). *Play, dreams and imitation in childhood*. W. W. Norton & Company.
15. Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1–6.
16. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
17. Selwyn, N. (2016). *Education and technology: Key issues and debates* (2nd ed.). Bloomsbury Academic.
18. UNESCO. (2015). *Rethinking education: Towards a global common good?* UNESCO.
19. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
20. Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for language learning* (3rd ed.). Cambridge University Press.