

# The Effective Use of Online Apps and Social Media Tools in Teaching English at Select High Schools of Velhe Rural Tribal Taluka, Tehsil/District

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**Abstract:** Education in rural and tribal areas of India faces numerous challenges, including limited access to quality teachers, outdated curriculum, and insufficient learning materials. The situation is particularly critical for English language learning, where students often lack exposure to native speakers and conversational practice. In recent years, the integration of digital tools in education has gained momentum, especially in remote and underserved areas. This paper explores the use of online apps and social media tools in teaching English to high school students in Velhe Rural Tribal Taluka. The research focuses on understanding how these technologies enhance the learning experience, bridge gaps in traditional education, and promote English language proficiency. This research paper explores the integration of online applications and social media tools in the teaching of English in select high schools of Velhe Rural Tribal Taluka. In an era where digital learning is increasingly prominent, this study focuses on how these tools can enhance the educational experience for rural tribal students, particularly in English language acquisition.

**Key Words:-** India, tribal areas, English language, native speakers, online apps, social media, Velhe Rural Tribal Taluka.

## INTRODUCTION

The educational landscape in rural and tribal areas faces numerous challenges, including limited access to quality resources and infrastructure. In such contexts, traditional methods of teaching English often fall short, hindering students' proficiency in the language. However, the advent of digital technology has opened up new avenues for enhancing learning experiences. Online apps and social media tools, with their user-friendly interfaces and vast content repositories, offer an opportunity to improve language skills among students. In the Velhe Rural Tribal Taluka, where traditional methods dominate, there has been a growing interest

in integrating digital tools into education, especially in English language teaching.

These tools provide an interactive platform for learning, encouraging students to engage in language activities outside the traditional classroom setting. This paper examines the role of these digital tools, specifically in improving English language proficiency, in rural and tribal high schools. By leveraging popular apps like Duolingo, BBC Learning English, and social media platforms like Facebook and WhatsApp, teachers have the opportunity to create a dynamic and interactive environment that can cater to the diverse learning needs of students.

The proliferation of smartphones, internet access, and the widespread use of social media offer new opportunities to supplement classroom teaching with interactive and accessible resources. Online platforms like Duolingo, BBC Learning English, and various social media tools such as WhatsApp, Facebook, and YouTube can be harnessed to foster a more dynamic and participatory approach to learning English. This study aims to investigate the effectiveness of these digital tools in improving English language proficiency among students in high schools in Velhe Rural Tribal Taluka.

Education in rural and tribal areas of India faces numerous challenges, including limited access to quality teachers, outdated curriculum, and insufficient learning materials. The situation is particularly critical for English language learning, where students often lack exposure to native speakers and conversational practice. In Velhe Rural Tribal Taluka, a region characterized by its geographic remoteness and socio-economic barriers, traditional methods of teaching have proven to be

inadequate in addressing the needs of students. As a result, the integration of online apps and social media tools into the educational process has emerged as a viable solution to enhance English language learning.

#### REVIEW OF LITERATURE

A substantial body of research highlights the benefits of integrating digital technologies into language education. Studies by Sharma and Kaur (2020) demonstrate that mobile apps can enhance vocabulary acquisition and grammar skills by offering engaging activities tailored to students' proficiency levels. Similarly, Kumar and Singh (2019) argue that social media platforms, with their interactive nature, can significantly improve communication skills, especially when students use them to practice language in informal settings. Research by Mishra (2021) emphasizes the importance of e-learning tools for rural students, particularly in improving English language skills through gamification and real-time feedback mechanisms. These platforms, according to Gupta (2020), allow for greater learner autonomy and help bridge the gap between rural students and their urban counterparts by providing resources that are otherwise scarce in remote areas.

#### METHODOLOGY

The study reveals that online apps and social media tools significantly improve the language skills of students in rural areas. The study employed a mixed-methods approach, combining qualitative and quantitative data. Surveys and interviews were conducted with high school English teachers and students from selected schools in Velhe Rural Tribal Taluka. The research also analyzed the use and impact of specific online apps and social media tools, assessing student engagement, language improvement, and the ease of access to resources. The data was then analyzed to determine the effectiveness of these tools in improving English language proficiency.

#### CONCLUSION

These digital tools have helped bridge the gap in English language learning, providing students with the opportunity to improve their skills in a fun, interactive, and accessible way. The use of online

apps and social media tools in teaching English at select high schools in Velhe Rural Tribal Taluka has proven to be a valuable addition to the traditional educational framework. While challenges such as limited infrastructure and digital literacy persist, the findings suggest that the integration of technology in education has the potential to empower rural students and foster a more equitable learning environment. As a recommendation, it is crucial for the local education authorities to invest in infrastructure, provide training for teachers, and promote digital literacy among students to fully harness the potential of online apps and social media tools for enhancing English education in rural tribal areas.

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