



ORIGINAL RESEARCH PAPER

English

"USE OF TECHNOLOGY IN ENGLISH LANGUAGE TEACHING AND LEARNING OF SECONDARY SCHOOLS".

KEY WORDS:

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ABSTRACT

For the purposes of this study, the researcher has tried to address some interesting technologies used for teaching English. The researcher's intension here has been to encourage teachers to use emerging technologies and also tried to find out what extent teachers and students could use them more effectively. Further, the researcher has focused on English language teaching in secondary school and students on learning English, technology defined linguistically and conventionally, and correlation with modern teaching skills fully evaluated. In light of this, the paper concludes by offering a number of recommendations which may further contribute to the improvement of teaching methods by advancing the widespread application of modern technology. This paper tries to analyze the necessity of multimedia technology to language teaching and also brings out the problems faced by using these technologies. It also aims to make English teachers aware of the strategies to use it in an effective manner.

1.1 Introduction:

With the spread and development of English around the world, English is used as a second language in a country like India and for some people the 1st language. It enjoys a high prestige in the country. At present the role and status of English in India is higher than ever as evidenced by its position as a key subject of medium of instruction, curriculum. As the number of English learners is increasing different teaching methods have been implemented to test the effectiveness of the teaching process. Use of authentic materials in the form of films, radio, TV has been there for a long time. It is true that these technologies have proved successful in replacing the traditional teaching.

The use of modern technology in English language teaching has therefore become indispensable, especially in the wake of unprecedented developments across numerous fields and disciplines. It is essential that the education sector keep pace of the global technological revolution by adopting modern technological means such as computerization, multimedia devices, mobile phones, audio/visual effects applications, and social media, to optimize English language instruction and equip teachers to connect with classroom language learners in a systematic and advanced way. The Internet provides easy, immediate, and virtually unlimited access to software, applications, and a host of ancillary platforms and materials which can expedite English teaching and learning. While these affordances may be widely available to all, it is noted that teachers often play a key role in operating the different tools and teaching methods. Moreover, many such programmes are specifically designed to promote effective English teaching whilst simultaneously increasing learner understanding and attainment of English language skills. Technology is utilized for the upliftment of modern styles; it satisfies both visual and auditory senses of the students. With the spread and development of English around the world, English has been learned and used by more and more speakers.

1.2 Use of Technology in Teaching English

As the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who use 'cutting edge' technology, but the majority of teachers still teach in the traditional manner. None of these traditional manners are bad or damaging the students. In fact, till date they are proving to be useful also. However, there are many more opportunities for students to gain confidence practice and extend themselves, especially for ESL students who learn the language for more than just fun. For them to keep pace with ELT and gain more confidence they have to stride into the world of multimedia technology.

1.3 Need of the Study

The topic of English language teaching and learning has

emerged as one of the central issues of contemporary educational debate as studies have consistently demonstrated poor standards of student achievement across all levels. Since the current era is epitomized by the ubiquitous use of technology, it follows that technology has penetrated the field of teaching on a worldwide scale. In fact, since most educational institutions have now absorbed such technology into current and future curricula, technological and/or media-based pedagogies have assumed considerable prominence due to proven enhanced learning outcomes, especially in comparison with traditional teaching methods. Obsolete teaching practices include a number of problems

1.4 Operational Definition:

Technology: methods, systems, and devices which are the result of scientific knowledge being used for practical purposes.

Teaching: the concerted sharing of professional knowledge and experience, usually organized within a discipline: more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact.

1.5 Objective of the Study:

1. To find out ways to strengthen teachers' technical skills in order to make teaching effective.
2. To know the experimentally teaching style with students' learning style.
3. To find out advantage of technologies in teaching English?

1.6 Research Design

1. Method of the study

The experimental Method of the research design forms an important of the research process .It deals with the collection of data, the research techniques adapted, the tool selected or developed for the purpose sampling procedure employed and the statistical techniques applied.

2. Experimental design

Selection of experimental design depends upon the information, the researcher wants to explore with respect to a particular problem. To test the hypothesis the experimental design selected by the researcher was a Pre-test post test single group design.

3. Research design

Pre test, post test single group design

1. Pre test
2. Implementation of programme
3. Post-test

4. Sample of the Study:

A Sample is a small portion of population selected for observation and analysis. Sample in the present study constituted 10 teachers and 90 students, where, 45 students were from Government (Rural) secondary school; and 45 students were from Government (Urban) secondary school; 10 teachers were from five schools were selected randomly from Hyderabad Dist.

1.7.1 Hypothesis 1: There is a significant difference between the efficiency of teachers in using of modern technology in terms of teaching English language.

Table 2: Mean & SD values for POST TEST

POST TEST	N	Mean	S.D	't' value	Significance
Experimental group	45	27.37	4.03	3.64	Significant at 0.01 level
Control group	45	23.93	4.77		

The mean and standard deviation of technology (Experimental) group is 27.37 and 4.03 in the post test and the mean and standard deviation of conventional (control) group post test is 23.93 and 4.77. The calculated t-value is found to be 3.64 which is greater than the table value 1.99 at 0.05 and the research hypothesis is accepted. Therefore there exists a difference between conventional group and experimental group in their post test. This show a student who receives one month modern technology teaching from teachers has done well in achievement test than students in control group. Hence the hypothesis accepted.

1.7.2 Hypothesis 2: There is a statistical difference between the demonstrating the level of student assimilation of English language skills.

Table 1: Mean, and Standard Deviation values in the pre test & post-test of Experimental group

Experimental group	N	Mean	SD	't' value	Significance
Pre test	45	22.57	5.49	4.72	Significant at 0.01 level
Post test	45	27.37	4.03		

The mean and standard deviation of Technology experimental group pre test is 22.57 and 5.49 and the mean and standard deviation of post test is 27.37 and 4.03. The calculated t-value is found to be 4.72 which is greater than the table value 1.99 at 0.05 and the research hypothesis is accepted. Therefore there exist a difference between pretest and the post test scores of experimental group. This shows students in the experimental group significantly scored high in achievement test when compared to pre test. Hence Hypothesis accepted.

1.8 Major Finding of the Study:

- There is a statistically significant in the efficiency of teachers in using of modern technology in terms of teaching English language.
- There is a statistical difference between the demonstrating the level of student assimilation of English language skills.
- The research results support the uselessness of traditional English language teaching methods. This is evident in the studies conducted, where it was found that between 75% and 85% of students confirm these results and 60% to 80% of students are dissatisfied with the traditional methods. In contrast, students are more enthusiastic and interactive when using modern technology to absorb English by more than 90%.
- Statistical data confirm that a high percentage of those who learn English skills interact with modern technology means such as smart boards, computers and display screens compared to traditional teaching methods. According to statistics conducted on random samples of students, including private schools that adopt the most

modern means of technology and public schools that lack modern means were surveyed on a number of students in the classroom and others volunteers outside the perimeter of the interaction of most students from both the results of the analysis of students' performance showed that 75% to 95% achieve high results in their attainment in English, unlike those who are taught by traditional means, their achievement rates are very low.

1.9 Recommendation:

- The English language teachers in engineering colleges need to update their technical knowledge.
- The innovative teaching tools should be used to motivate students in learning English.
- Teachers need training on internet and latest technology.
- Teachers should develop learner's autonomy through language lab and web based learning.
- Technology based language learning should be introduced.
- The computer is being viewed more as an integral part of the learning activity, and as a means by which skills are transferred to learners.
- Theory and practice in second language learning can be matched together by the use of modern technology.
- Modern technical ways should be followed for effective learning and teaching of the second language.

1.10 Conclusion

We believe that this process can fully enrich student thinking and practical language skills and promote improved efficacy in overall teaching and learning. Indeed it is evident that many routine learning issues that can be overcome through the effective incorporation of technology and appropriately trained teachers, while funding ramifications can be addressed through ministerial planning and the establishment of an infrastructure which prioritizes the interests of effective learning. We believe that this process can fully improve students' ideation and practical language skills, which is helpful and useful to ensure and fulfill an effective result of teaching and learning. Barring a few problem areas multimedia technology can be used effectively in classrooms of ELT with proper computer knowledge on the part of teachers, overcoming the finance problems in setting up the infrastructure and not allowing the teachers to become technophobes.

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