

A STUDY ON THE TECHNOLOGICAL DEVICES USED BY ENGLISH TEACHERS AT THE SECONDARY LEVEL IN PRIVATE INSTITUTIONS IN THE CAPITAL CITY AGARTALA

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ABSTRACT

Language teaching has ever been a subject of innovation technique and methods. The emphasis on language teaching – English is on the increase in view of the present day situation. English has been playing an important role in our educational system as well as in our national life. English was supreme in the pre-independent India. It was the language of the administration, a compulsory subject at the school and college, and for all subjects at the university level. Pandit Nehru has rightly said, “English is our major window on the modern world.” English is a window through which we can see the scientific, technological, agricultural and commercial development taking place in the world. English is the only language through which we have distilled essence of modern knowledge in all fields of human activity. Therefore, language teaching methodology needs to be constantly updated with reference to the teaching of foreign language. The study attempts to determine the views of language teachers working at secondary level institutions in the use of technological devices in a multicultural classroom. This will give scope to suggest the changes in the teaching learning pattern.

KEYWORDS: Technological Devices, Secondary Level, English

INTRODUCTION

The general purpose of education is to foster the growth of what is individual in each human being. At the same time, the process of education should also of integration, which is the reconciliation of individual uniqueness with social unity. By inculcating the phenomenon of integration, the process of education makes an individual to discriminate between good and evil. Among various approaches of imparting education, the integral approach to education involves aesthetic education, i.e., the education of these senses upon which consciousness and ultimately the intelligence and judgment of human individual are based. Harmonious relationship of these senses with external world creates an integral personality. In the process of aesthetic education, the use of technological aids has always been an integral part. Good teachers have always recognized that education and life are one and have used everything at their command to vitalize the learning process through the five senses. While traditionally they made use of blackboard, pictures, excursions, models, charts, slides, drama and graphs as audio – visual aids to education, along with these the modern teacher makes use of technological advances such as movies, radio, recording devices and television. (Wadhwa, 2005)

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With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class. Hence, it is important for language teachers to be aware of the latest and best equipment and to have a full knowledge of what is available in any given situation. (Madhavaiah G. et al, 2013)

In present day education system computer, mobile phones, iPods, Skype etc. has been added as a new but very important item in the school curriculum. Education in Tripura has developed at a very fast pace since its emergence as a full-fledged state on 21st January 1972. The beautiful small state of Tripura offers immense opportunities for students from within and outside the region. Various government as well as private schools operates in the state of Tripura. One can also come across various religious institutions imparting education in this small state of India. The schools in Tripura are either affiliated with the Tripura Board of Secondary Education (TBSE) or Central Board of Secondary Education (CBSE). Some of the schools are also affiliated with the Council for The Indian School Certificate Examinations (CISCE).

Most of the private schools in Tripura provide excellent learning environment to the students and have very good infrastructure. The schools are equipped with good school buildings, dedicated and well-trained teachers, playgrounds, libraries, laboratories etc. But still in the capital city, Agartala the scenario about the availability and usability of educational technology in the classroom is not more satisfactory than in other parts of the state. The study attempts to determine the views of language teachers working at secondary level institutions in the use of education technology in a multicultural classroom. This will give scope to suggest the changes in the teaching learning pattern.

SIGNIFICANCE OF THE STUDY

The study is a pioneer work in the context of Tripura as because it aims to examine the existing status of the technological aids used by English teachers in the teaching learning process at the secondary level in the private institutions at Agartala. It attempts to focus on the comfort level of the teachers to use teaching learning material.

DELIMITATION OF THE PROBLEM

- The study is limited to the English teachers who teach at the secondary level in the private institutions at Agartala.
- The study will collect data regarding the existing status of technology in teaching learning process
- The study aims to understand the comfort level of the teachers to use technological aids

OBJECTIVES OF THE STUDY

The broad objective of the study is to examine the use of technological devices used by English teachers at the secondary level in private institutions in the capital city Agartala however; the study has some specific objectives. They are:

- To study the existing status of technology in teaching learning process
- To understand the comfort level of the teachers to use teaching learning material

METHODS

The investigator chose the private schools of secondary level in the capital city Agartala for conducting the study. The researcher has chosen nine schools and twenty English teachers as the sample for this study.

Tool Used

Questionnaire was administered over the sample of 20 teachers selected from 9 schools teaching English at the secondary level. They were requested to answer all the items of the questionnaire leaving no item unanswered. All their opinions were of qualitative nature. Based on the items prepared for the questionnaire all their opinions were carefully collected and placed on record. The opinions of the teachers are qualitatively analysed and interpreted by the investigator.

TABULATION AND REPRESENTATION OF DATA

Table 1: What Are the Specific Areas You Teach in English?

Item	Options		
	Eng.Lit. A	Eng.Lang. B	Both C
1	3	1	16

From the table it is evident that out of 20 respondents only three teachers are teaching English Literature at the secondary level. Only 1 teacher teaches English Language. Rest 16 teachers teach both English literature and English Language as part of their curriculum transaction.

Table 2: How Often You Use Technological Aids in the Class?

Item	Options		
	Daily 3	Once in a Week 9	Once in a Month 6
A	2	0	1 (rarely)
B	0	0	0
C	1	9	5 (1 as per the requirement, 2 rarely)

Note: No response was received from 2

From the above table it is quite apparent that majority of the respondents are not using technological aids in the classroom. They are inclined towards the traditional aid i.e. blackboard. Some teachers opined that they rarely use technological aids in ELT classes; one teacher uses technological aids as per the requirement. Two respondents did not give any response.

Table 3: Do You Use any Audio – Visual Aids to Develop LSRW Skills in the Students?

Item	OPTIONS					
	Blackboard 13	Films 5	OHP 1	LCD Projectors 4	Slides 1	Television 3
A	2	2	1	2	0	2
B	0	0	0	0	0	0
C	11	3	0	2	1	1

In this age of technology television sets with hundreds of channels are readily available for use in classroom teaching. Children are very much fond of watching television programme. To be less very few teachers thought divergently to teach language. Completion of the syllabus in time and rigid curriculum implementation is also a constraint. We have to work on flexible curriculum to give freedom to the teachers to focus on development but not on completion of the syllabus.

Table 4: Do the Students Actively Participate When You Use Technological Aids in the Class?

Item	Options	
	Yes 17	No 3
A	3	0
B	0	1
C	14	2

From the above table it is quite apparent that the teachers who used technological aids in the classroom had their students actively participating. To implement the suggestion of national curriculum framework 2005 of NCERT we require the active participation from students.

Table 5: Do You Get Any Support from the School When You Dem and Equipment?

Item	Options	
	Yes 17	No 3
A	3	0
B	0	1
C	14	2

This table indicates that nowadays the educational institutions are very keen in equipping the teachers with the latest technological devices so as to bring a desired outcome among the students.

Table 6: Do You Have Enough Knowledge for Using Technological Aids in the Class?

Item	Options	
	Yes 14	No 6
A	2	1
B	0	1
C	12	4

From the above table it is quite clear that the teachers have knowledge about the use of technological devices but efforts should be taken for the skill development. The teachers required guidance to identify the professional development programs for their development. So, a university has to play a major role to coordinate these types of programs.

Table 7: Do You Require any Training for Using Technological Aids in the Class?

Item	OPTIONS	
	Yes 13	No7
A	2	1
B	0	1
C	11	5

From the above table an inference can be drawn that 40% respondents felt that they require training.

Table 8: Do You Think the Use of Technological Aids Occupy an Important Place in Learning English?

Item	Options	
	Yes 19	No 1
A	3	0
B	1	0
C	15	1

Majority of teachers felt that the technological aids occupy an important place in teaching and learning English.

Table 9: Are You Interested to Learn New Developments in Education Technology?

Item	Options	
	Yes	No
A	20
B		
C		

It is really a good sign that all the teachers are eager to learn new developments in education technology and want to encourage the students’ participation more in English classes. But we cannot find many books related to teachers development in a common book shop.

Table 10: What Sort of Activities Do You Give to the Students in English Classes?

Item	Options												
	Pair Works (10)	Group Activities (13)	Role Playing (10)	Others(11)									
				D	E	Qz	P	A	R	Q	IA	Reci.	Dram.
A	2	3	1	1	1	0	0	0	0	0	0	0	0
B	1	0	0	0	0	0	0	0	0	0	0	0	0
C	7	10	9	1	1	1	1	1	1		1	1	1

* D- Debate E-Enacting Qz- Quiz P- Project A- Assignment R-Rapid fire Q- Questioning
IA-Individual Activity Reci.- Recitation, Dram. - Dramatisation

1 Made No Response

When the figures in Table 10. are investigated carefully, it can easily be seen that the teachers mostly use Pair work, role-playing and group activities. The other activities are not used by most of the teachers at desired level.

CONCLUSIONS

With this current study it can be determined that the teachers who taught both English Literature and Language emphasized more that education technology has an important place in teaching learning process. But the teachers are eager to learn new developments in education technology so that they can encourage students’ participation more and more in English classes. The teachers mostly use board. Pair work, role playing and group activities are most used techniques in the classroom.

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