

Comparative Study of Language Teachers' Attitude in Using Information & Communication Technology for Secondary School Students

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Abstract

The usage of technology changes the role of the instructor from one of a traditional knowledge provider to one of a facilitator, guiding the students' learning processes and working together to solve problems. In this study, language instructors from different institutions are asked a series of questions about how they use technology to teach their respective languages. The answers are then compared to conclude the study's findings. The current study focuses on the state board secondary teachers' digital literacy. The goals are to investigate and contrast the attitudes of State Board secondary teachers about digital literacy. The study's conclusions also showed that there was no discernible variation in teacher's attitudes regarding their sex and stream. (Attitude of Teachers about the Use of Information and Communication Technology (ICTs) in Teaching-Learning Process January 2020 Conference: Education for Social Inclusion, Sustainable Development and Empowerment at School of Education, Ravenshaw University, Cuttack, Odisha Enhancing knowledge and abilities through the use of information technology in the classroom helps students gain the necessary expertise to thrive in today's ever changing world. People are exposed to new advances through technology which piques their interest in a variety of fields that call for creativity and innovation.

Keywords: *Teachers attitude, technology, Secondary language teachers*

Introduction:

The use of ICT to continue teaching and learning without physically attending school was more common in the sphere of education. Using ICT in addition to textbooks to keep students interested in a variety of online activities could be beneficial. Not all teachers will find it easy to adapt technology and use it effectively for teaching and learning.

Teachers who could modify it and apply it in a way that made sense for their pupils would be able to achieve the desired results. Teaching Languages with the help of technology can be a different task. Unlike maths & Science, there are no particular processes or methods to teach Languages using ICT. Language Teachers are not only expected to teach various aspects of a particular language but also to inculcate some values amongst the students. There are various ways of doing it with the help of Technology but the Teacher has to be familiar with the technology & should be able to use technology confidently. In Languages Prose Poetries Grammar Writing Skills all to be taught by going on the student's level. Hence it can be a challenging job to teach languages using technology. Additionally, ICT has influenced multimedia language learning through the provision of easily accessible multimedia language materials (MMLM); these MMLM are packaged with graphical, textual, animated, audio, and video materials and delivered to the end-user through a wide variety of electronic devices.

Review

The research aims to increase the understanding of several important fields. Initially, it will pinpoint the problems with conventional teaching methods that hinder or delay traditional teaching

methods of language acquisition to develop various ways to modernize them with technological tools and techniques. The study will also assess the extent of challenges faced by language utilizing contemporary technology and ascertain the necessity of further IT skill development. It is anticipated that the resulting information will serve as a guide for future scholars working in the same field and context, as well as a thorough examination of the teaching and learning industry as a fundamental component of any contemporary civilization. These days, technology permeates every aspect of our life. Since it is impossible to isolate the teaching process from this widespread tendency, this study also compares the effects of modern language teaching technologies to more conventional methods, which may cause pupils to become apathetic and bored. This study does show that the use of contemporary technology aids in the classroom results in prompt learning advancements and enhanced student competence in all areas of the language including writing, reading, and speaking.

In the end, the study offers authorities and important educational stakeholder's workable answers to the issues surrounding the use of contemporary technology in language instruction for instructors. The core of research is the review of relevant literature. A strong review paper will rationally present the researcher with a set of theories backed by actual data that are then effortlessly revealing themselves.

This section is structured to give readers an overview of the TPACK theoretical framework that served as the study's direction and to provide a review of associated literature that is pertinent to the investigation. Here the researcher could not review related to Marathi language literature as all the studies available for review is mostly related to English literature or language.

Purpose of the study

Many Language teachers are not comfortable using the digital platform for teaching. Most of the Language teachers are likely to use the traditional teaching method. The rapid changes taking place in Education are emphasizing modern means of teaching. And the new technology should be adopted and used by the teachers for the benefit of their students. The researcher chose the problem because it is still relevant and necessary in the current teaching and learning environment. The researcher has made an effort to ascertain the attitudes of state Board secondary language instructors regarding digital literacy.

. Objectives of the study

1. *To study the level of attitude towards the use of technology amongst secondary school language teachers of state boards*
2. *To compare the attitude towards the use of technology amongst secondary school language teachers of state boards*
3. *To compare gender-wise attitudes towards the use of technology amongst secondary school language teachers of state boards.*
4. *To compare attitudes towards the use of technology amongst secondary school language teachers of state boards with respect to teaching experience.*

Hypothesis of the study

1. There is no significant difference in the level of attitude towards the use of technology among secondary school teachers of the state board
2. There is no gender-wise significant difference in the level of attitude towards the use of technology among secondary school teachers of the state board
3. There is no significant difference in the attitude towards the use of technology among secondary school teachers with respect to teaching experience.

Scope of the study

The study mainly focuses on the level of attitude towards making use of technology in teaching languages to secondary school students of state boards. It includes only secondary school teachers of state board schools in the F/North ward in Mumbai. The study is restricted to only secondary teachers of the state board.

Methodology

The method adopted for the study depends upon the nature & purpose of the study. The present research surveys the level of attitude towards the use of technology among secondary school language teachers. The sample comprised 98 language teachers from a state board of F/ North ward for the present study. The researcher has used the Descriptive method of quantitative type. The researcher has developed a survey tool based on previous research that has developed lists of questions for language teachers to study the attitude towards the use of technology for teaching. The researcher has adopted the tool that was used by 1. Simhachalam Thamarana English Professor. ORG Teachers' Attitude towards the Use of ICTs in English Language Teaching: A Survey February 2017 8(1):701-725 2. Questionnaire on the use of technology in the classroom Oct 14, 2012-Slideshare a Scribd company.

Table 1. Demographic Presentation of Participant Teachers

<i>Gender wise</i>		<i>Language wise</i>				<i>Age</i>		<i>wise</i>
<i>Females</i>	<i>Males</i>	<i>English</i>	<i>Hindi</i>	<i>Marathi</i>	<i>Other</i>	<i>20 - 30</i>	<i>31 - 40</i>	<i>41 - 50 Above</i>
58	40	32	28	34	4	11	39	37
								11

Table 2. T-test results

T-test result:											
1. t-score	5.2636										
2. Standard Error of Differences	1309										
3. Degrees of Freedom	1										
4. Two-tailed P-value	0										
Pick a confidence interval											
50%	60%	70%	80%	90%	95%	98%	99%				
99.5%	99.8%	99.9%									
Confidence Range											
Mean Difference	6890										

The result of the T-test shows that there is no significant difference in the attitude of secondary school language teachers of state boards towards the use of technology in teaching their respective languages.

Table 3. Anova Results

Analysis of Variance Results

F-statistic value = 559.87894

P-value = 0

Data Summary				
Groups	N	Mean	Std. Dev.	Std. Error
Group 1	43	27.3953	4.1869	0.6385
Group 2	43	99.9535	12.2997	1.8757
Group 3	43	56.5814	7.0449	1.0743
Group 4	43	65.5349	6.4783	0.9879
Group 5	43	32.4419	5.2613	0.8023
Group 6	43	40.8605	6.5849	1.0042

ANOVA Summary					
Source	Degrees of Freedom	Sum of Squares	Mean Square	F-Stat	P-Value
	DF	SS	MS		
Between Groups	5	154645.0593	30929.0119	559.8789	0
Within Groups	252	13921.0648	55.2423		
Total:	257	168566.1241			

The ANOVA shows not much significant difference in the attitude of secondary school language teachers of state boards towards the use of technology based on Teaching Experience, Gender, Language, Age

Table 4. Standard Deviation

<i>Data Summary</i>						
	Samples					
	1	2	3	4	5	Total
N	1	1	1	1	0	4
ΣX	526	4612	3919	4829	0	13886
Mean	526	4612	3919	4829	NaN	3471.5
ΣX^2	276676	21270544	15358561	23319241	0	60225022
Variance	NaN	NaN	NaN	NaN	NaN	4006591
Std.Dev.	NaN	NaN	NaN	NaN	NaN	2001.6471
Std.Err.	NaN	NaN	NaN	NaN	NaN	1000.8235

standard weighted-means analysis					
<i>ANOVA Summary</i>					
Source	SS	df	MS	F	P
Treatment [between groups]	NaN	97	NaN	0	1.000000
Error	NaN	-94	NaN		
Ss/Bl					Graph Maker
Total	12019773	3			

Ss/Bl = Subjects or Blocks depending on the design.

In the present study, the data was segregated with the following aspects: Age, Gender, Teaching experience & language. The hypothesis was tested using T-test

Results & Findings:

1. There is no significant difference in the level of attitude towards the use of technology among secondary school teachers of the state board
2. There is no gender-wise significant difference in the level of attitude towards the use of technology among secondary school teachers of the state board
3. There is no significant difference in the attitude towards the use of technology among secondary school teachers with respect to teaching experience.
4. There is no significant difference in the attitude towards the use of technology among secondary school teachers with respect to their age
5. There is no significant difference in the attitude towards the use of technology among secondary school teachers with respect to the language of teaching.

Conclusion:

From the findings, it may be concluded that all language teachers are aware of using technology but most of them are not very comfortable using it in teaching. Apart from English other language teachers are a little hesitant to use technology and more comfortable with using traditional teaching methods.

It has also been observed that age-wise senior teachers are comparatively less confident in using technology for teaching than young teachers who are a little more aware of the use of technology for teaching. Moreover, most teachers are using technology in their day-to-day life quite comfortably but when it comes to teaching their attitude differs.

Review of related Literature:

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5. M.Rafael Salaberry The Use of Technology for Second Language Learning and Teaching: A Retrospective - *The Modern Language Journal - Vol. 85 - Issue 1*
6. Namdeo Shinde - Jan. 2020 - Use of IT in Marathi Language Teaching - *Researchgate*