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Technology Assisted Language Teaching (TALT) and its Role in Teaching of English Language at upper primary schools of Gujarat.

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Abstract

The use of technology has become an important part of the English language teaching process in and out of the class. Technology has been used to both help and improve English language teaching. Technology enables teachers to adapt classroom activities, thus enhancing the language teaching process. Technology continues to grow in importance as a tool to help teachers facilitate language teaching for their students. This study focuses on the role of using new technologies in teaching English as a second/foreign language. It discussed different attitudes which support English language teachers to increase their teaching skills through using technologies. In this paper, the researcher defined the term technology and technology integration, explained the use of technology in language classroom, reviewed previous studies on using technologies in improving language teaching skills, and stated certain recommendations for the better use of these technologies, which assist teachers in improving their learning skills. The literature review indicated that the effective use of new technologies improves learners' language learning skills.

Key words: Technology Assisted Language Teaching (TALT), English Language, upper primary schools of Gujarat.

1. Introduction

Applications of technology in education not a recent story, but applying technology in language learning is verynew for language learners, teachers and scholars. Computer-assisted instruction was first used in 1950s forother purposes than language teaching. Learning from a colleague in physics, Collett (1980) used the university'smainframe for computer-assisted instruction in French program. Computer-based diagnostic French test was reported by Boyle, Smith and Eckert in 1976. Individual language teachers such as Rex Last and Graham Davies Started to use technology for language learning purpose in UK (Chapelle, 2001). Richard Atkinson and PatrickSuppes initiated the best-known early CALL project at Stanford University, US. This project, in collaboration withIBM, was based on Atkinson's mathematical learning theory rather than language learning theories (Atkinson, 1972). The importance of this project came from the point that Atkinson and Suppes formed the ComputerCurriculum Corporation in 1967, which continued to provide instruction in English as a Second Language
(Saettler, 1990; cited in Chapelle,2001).

Information and Communication Technology (ICT) is extensively used by us. Technology provides lots of opportunities for language teachers and learners to benefit or suffer from. Learning

a foreign language like Englishhas increased in popularity, and also became a necessity in our communicative world; therefore, the need to combine both technology and language became a vital part oflanguage scholars and researchers' jobs. Literate, communicative, and technology-based world has to acceptthe challenges of applying new movement in education either negative or positive. Several e-learning technologiesare available for use in educational context. Although its forms are different in different context based on theeconomical situations of that context, almost all of the settings are trying to apply technologies in their education tomeet the demands of learners and teachers. The purpose of this paper to the use of technology has become an important part of the English language teaching process in and out of the class.

In the educational field of teaching English language, teachers use technology for teaching English language; technology offer them various activities for developing different language skills. Technology has become an important tool in the teaching process and in students' learning as well. It is crucial to learn how students feel towards learning English via TALT in their classrooms. However, the learners' attitude towards TALT could play an important role in teaching and learning of English language. In this study we attempt to research the possibility of language teaching through technology. Here, it has been attempted to demonstrate the advantages of utilizing technology in teaching English as a second language.

Research Questions

1. What are the attitudes of teachers towards teaching English language via TALT?

2. Are there any statistically significant differences in teachers' attitude towards teaching English via TALT based on zone?

3. Are there any statistically significant differences in teachers' attitudes towards teaching English language via TALT based on level of the study?

4. Are there any statistically significant differences in teachers' attitude towards teaching English language via TALT based on interaction between levels of the study?

Sample of the Study

The study was conducted at upper primary schools in Gujarat. The following table shows the distribution of the sample.

(Table: Samples involved in the present study.)

No. of teachers in the sample	Zone	District
25	Zone 1	Banaskanth, Mehsana
25	Zone 2	Bharuch, Surat
25	Zone 3	Amereli, Kutch, Rajkot
25	Zone 4	Aravalli, Dahod

Tool

The researcher used questionnaires as a tool. Tool was designed by researcher.

Procedures of the Study

Official permission was obtained from the Block resource coordinators of various Blocks. The permission letters was sent to the BRC Coordinators, requesting that the researcher be allowed to conduct the study. Then the following steps were followed in conducting the present study:

1. The researcher visited institute that was engaged in teaching English language as a second language.

2. The block resource coordinator of the block was personally contacted by the researcher to apprise him about the procedures for completing the questionnaire and to seek his cooperation.

3. The researcher sent the questionnaire only to the teachers of various blocks who taught English language as a second language in upper primary school.

4. Questionnaires were distributed to respondents after detailed instructions were given to them about the columns they were supposed to fill up on the first page itself, namely; their names, their school name, and their gender.

5. The researcher asked the respondents to read the items in the questionnaire carefully and selected appropriate opinion that is the extent to which they agree/disagree/strongly agree/strongly disagree/ neutral with each of them. In the case of teachers who encountered any difficulty in reading or understanding the item, the researcher himself explained the item and its meaning, rather than leaving the student to respond on the basis of guess.

6. Data generated through the questionnaires were computed and statistically analyzed.

Analysis and Interpretation

The researcher used an extraordinary statistical Means and Standard Deviations probability to analyze the data in view of the research problem. The information found in this research was discrete and standard of identification. All these calculations were performed on a computer using the MS Excel program. This is how the data was analyzed.

The overall mean and standard deviation:

Result

zone	Questions	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	MEAN
zone 1	Strongly Agree	8	4	7	5	4	7	6	5	7	5	5	5	8	5	8	5.93
	Agree	15	12	16	17	13	15	13	16	15	16	15	10	15	13	15	14.40
	Strongly Disagree	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0.07
	Disagree	0	4	0	0	1	0	1	1	0	0	1	0	0	0	0	0.53
	Neutral	2	5	2	3	7	3	5	3	3	4	4	10	2	6	2	4.07
	Total	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	
zone 2	Strongly Agree	7	5	5	6	3	5	6	6	6	3	4	2	5	4	8	5.00
	Agree	15	5	17	15	12	15	11	15	14	14	14	15	17	8	12	13.27
	Strongly Disagree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00
	Disagree	1	10	1	0	0	2	2	1	1	3	1	0	0	5	2	1.93
	Neutral	2	5	2	4	10	3	6	3	4	5	6	8	3	8	3	4.80
	Total	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	
zone 3	Strongly Agree	5	0	4	4	3	7	6	4	5	1	4	2	3	4	7	3.93
	Agree	11	9	13	10	10	9	7	13	8	14	12	12	15	10	11	10.93
	Strongly Disagree	0	1	0	0	2	0	0	0	0	0	0	0	0	0	0	0.20
	Disagree	0	9	3	0	2	3	2	2	4	2	4	5	2	3	3	2.93
	Neutral	9	6	5	11	8	6	10	6	8	8	5	6	5	8	4	7.00
	Total	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	
zone 4	Strongly Agree	5	3	5	2	1	4	6	4	6	4	2	2	2	3	7	3.73
	Agree	16	4	11	16	13	15	9	16	8	8	12	18	18	10	9	12.20
	Strongly Disagree	0	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0.20
	Disagree	1	11	4	1	3	2	3	1	3	2	3	3	1	5	0	2.87
	Neutral	3	5	5	6	8	4	7	4	8	10	8	2	4	7	9	6.00
	Total	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	

In the table above, it is clear that English language teachers of zone 1had more positive attitudes towards teaching English language via Talt than other zone with total mean of 5.93 and Standard Deviation of (1.44).

Summary of the Findings

Total	Strongly Agree	25	12	21	17	11	23	24	19	24	13	15	11	18	16	30	18.60	5.78
	Agree	57	30	57	58	48	54	40	60	45	52	53	55	65	41	47	50.80	9.06
	Strongly Disagree	0	3	0	0	2	0	0	0	0	1	0	0	0	1	0	0.47	0.92
	Disagree	2	34	8	1	6	7	8	5	8	7	9	8	3	13	5	8.27	7.72
	Neutral	16	21	14	24	33	16	28	16	23	27	23	26	14	29	18	21.87	6.01
	Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100		

The finding of the study can be summarized as follows:

- In the table above, it is clear that English language teachers had strongly agree attitudes towards teaching English language via Talt than traditional method. Total mean of 18.60 and Standard Deviation of (5.78).
- English teachers of various zone had agree attitudes towards teaching English language via Talt with total mean of 50.80 and standard Deviation of (9.06)

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