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Title of the Thesis A Study of Integrating technology in teaching of English

Abstract:-

The position of English language in India is different from its position in other countries. During last decade English has become a more important part of Indian Education System. Keeping in mind the problems of language learning there is need to transform the nature of English Language teaching and Indian language classroom. The way English is taught in colleges and universities is to a great extent responsible for the deteriorating standard. In case of second language such as English, most students hardly acquire even the basic proficiency level after six to ten years of exposure. In the pyramid of education the teacher is at the apex. Integration of technology is changing the trends of teaching of English now a day. The traditional approaches of teaching English are not assumed to be sufficient to ensure optimal language learning. Integration of technology may support the teacher educators and pupil teachers to make best practices into the language classroom. The ultimate purpose of the study is to ascertain the extent to which the technical resources are available in teacher training colleges. In this regard it is also important to know the views of English teacher educators and pupil teachers about the integration of technology in teaching of English.

The Objectives of the study are: 1). To study the availability of technical resources related to English language teaching in teacher training institutes. 2). To study the perception of English teacher educators regarding the integration of technology in teaching of English. 3). To study the perception of pupil teachers regarding the integration of technology in teaching of English. 4). To study the use of available technical resources by pupil teachers during teaching learning process into the classroom.

Survey method of research was used in conducting the present study. The Population of this study comprised all the teacher training colleges/institutions of Delhi. The researcher chose two Government Universities i.e. colleges/teacher training institutions of Delhi University and Jamia Millia Islamia and one State University i.e. Guru Gobind Singh Indraprastha University's self-financed colleges/teacher training institutes which were offering B.Ed (Bachelor of Education) programme. The sample of twenty six English teacher educators in

total has been selected purposively. One hundred fifty pupil who opted teaching of English as one of their teaching subjects have been selected proportionately for the present study.

Tools for the present study: - All the tools were constructed by researcher that is Check list, Questionnaire and opinionnaire for teacher educators, Questionnaire and opinionnaire for Pupil teachers, Interview schedule for teacher educators, Classroom Observation schedule. Data were analysed by descriptive statistical method in terms of frequency, percentage distribution.

Findings of the study are: teacher educators and pupil teachers of both the Government and Private teacher training institute considered communicative and multimedia approach as an effective method of teaching English. In order to use the language effectively, one need to develop communication competence imbibed with ICT skills. Majority of students used flash cards, language games, charts, text books and newspaper cuttings to teach English during practice teaching. Teacher educators and pupil teachers were inclined towards using technology but non-availability of audio-video aids in some schools does not motivate them to use technical resources in English teaching. Teacher educators and pupil teachers stated that due to lack of awareness about the different language tools and lack of proper guidance and professional staff restricted the use of technical resources in language teaching. Pupil teachers stated that regular training in integration of technology will help to develop ICT skills which are necessary for today's classroom. Both teacher educators and pupil teachers strongly emphasized the need of an introductory course on integration of technology in language teaching. Keeping in mind the problems faced by pupil teachers and teacher educators; they strongly expressed the support needed from the academic institution in the form of technical resources in the context of language teaching. There is need to equip teacher training institutes with appropriate technical resources which could be accessible, functional and operational in language teaching because teacher training institutes lays the foundation of future teachers.