CHAPTER - V

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In this research, the researcher has tried to address some interesting technologies used for teaching English. The researcher’s intention 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 engineering college and students on learning English, particularly engineering colleges. The research has been carried out at language lab in TRP Engineering College, Trichy in Tamilnadu and it is affiliated to Anna University, Chennai.

The researcher has investigated students’ knowledge on Technology used for learning and the researcher has also tried to study teacher’s practices on teaching English in engineering college. The research has been carried out in two different stages. In the stage one, questionnaires have been used to find out technological competency of teachers as well as students. In the stage two, some emerging technologies have been introduced to selected students. The selected students have been pre final year students. The lessons have been related to job search. The researcher has studied student’s approach to technologies for learning English and their stages of improving communication skills. The focus on this lesson has enabled the researcher to address questions on his own teaching practices.

Research question 1

1. What is the competency level of language teachers in using technology for teaching English?
   1.1. What are teachers’ current teaching practices in engineering colleges?
   1.2 What is the competence level of students using technology?
1.3. What factors support or limit the use of technology in teaching and learning process?

5.1. COMPETENCY LEVEL OF TEACHERS AND STUDENTS ON TECHNOLOGY

Teachers’ competency on technology

Educational technology has tremendously influenced students’ life and they are considered “Digital natives” because of the exposure to technology. In this context, the research has focused to identify the skill competence of teachers on using technologies.

- 74% of the teachers have laptop/computer
- 56% of the teachers have internet connection
- 14% of them have i-pod
- 24% of them have video cam
- 26% of them have 3G mobiles
- 92% of them have pen drive
- 0% tablet pc

The familiarity and possession of latest technological devices like i-pod, tablet pc and latest mobiles is less and they need to make themselves comfortable handling those devices in order to meet the students’ interest in the classroom.

The competency level of teachers in using computer in the process of teaching and learning has been taken into account for analysis.

- 14% of the teachers is proficient in typing letter and other work in MS office.
- 28% of them is proficient in classroom presentation like PPT.
- 20% of them is proficient in working in excel
• 20% in copying data in CDs
• 12% in creating instructional materials
• 08% in video editing
• 06% in trouble shooting
• 24% in computer games
• 12% software installation

The teachers’ competency in operating computer is average. They need to enhance their skills in MS office and excel. They need to be trained to use various applications available in computer. The competency of teachers in browsing internet has been considered for analysis from the data collected. The result is as follow:

• 32% of the teachers is using social network like face book, LinkedIn and twitter
• 26% of them in online communication like Skype, chatting and e-mail.
• 08% in online shopping
• 14% in internet banking
• 16% in downloading videos, audio, e-books and soft wares

Teachers ‘knowledge in using educational technologies and internet tools have been also taken into account for analysis. The result is as follow

• 66% of the teachers use LCD for classroom presentation
• 78% language software
• 42% internet
• 08% smart board and mobile
• 40% online teaching
• 0% LAM
• 20% web 2.0
• 0% Module

Teachers’ knowledge on emerging technologies is limited due to lack exposure to such kind of facilities. Today technology enhanced ESL classroom are increasing and it is the time for teachers to equip themselves to face the change in learning environment. The facilities in the engineering college are remarkable and they have language lab, browsing center, LCD projector in the classroom, audio facility and smart board. The language teachers who teach technical English need to enhance their competency in using the technology for the effective learning and teaching process.

**Students’ competency on technology**

Technology has greatly influenced students’ life. Students’ competency level is more than teachers and they are able to use latest technologies more efficiently. Technologies possessions of students are positive. Students’ technological possession has been taken into account for analysis and the result is as follow:

• 51% of the students have computer/laptop
• 43% with internet connection
• 34% of them has i-pod
• 31% video cam
• 32% 3G mobiles
• 92% pen drive
• 07% tablet pc
Students’ knowledge on recent technologies are positive and their exposure to technologies is better than teachers.

Students’ skills on using computer has been measured and the result is as follow:

- 25% of the students proficient in typing and other applications in MS office
- 20% of them proficient in using LCD
- 20% working in excel
- 35% copying data in CDs
- 21% in video editing
- 10% in trouble shooting
- 40% in computer games

The strength of students in internet browsing has been considered for analysis. The results is as follow.

- 35% of the students is using social network like face book, LinkedIn and twitter
- 34% of them in online communication like Skype, chatting and e-mail.
- 26% in online shopping
- 30% in internet banking
- 25% in downloading videos, audio, e-books and softwares

Students approach to technology in terms of learning English has been considered for analysis. The results are as follow.

- 53% of the students use LCD for classroom presentation
- 39% language software
- 80% internet
• 70 % smart board and mobile
• 50 % online teaching
• 0% LAM
• 15% web 2.0
• 0% Moodle

The outcome of the research has clearly exposed the competency level of both the teachers and students.

Research question 2

2. What is the advantage of technologies in teaching English?

2.1. What principles need to be considered in ESL program which incorporates extensive use of technology?

2.2. What are the technologies useful for teaching English as well as learning English?

In the stage two, Students’ rating on interesting technology for learning English has been considered for analysis. The result is as follow:

94% of the students has opined that presentation with the help of LCD is not boring and interesting
87% of the students has said software as excellent support for learning English
82% of the students has said internet is a great motivation for learning English
80% of them internet radio
77% of them Diigo
74% of tem podcast
71% of them spider scribe
62% of them voice thread
57% of them voki
48% of them skype
48% of them Jing
40% of them blogs
39% of them smart board
37% of them Audacity

5.2. SUMMARY OF MAJOR RESEARCH FINDINGS

This section briefly revisits major findings from the research. Exposure to technology becomes a matter of importance while it is used for learning language. As today’s life is influenced by technology in all level, the competency level of students is obviously great in terms of using it. The first stage of the research reveals the following:

- New and emerging technologies are great attraction to students but these technologies become challenge for the teachers due to the lack of exposure to them. The usage of new technological devices like i-pod, tablet pc/media pad, are used effectively by students, than teachers.

- Engineering colleges have equipped with many educational technologies like LCD, learning software, smart board, and internet center and language lab. In this new digital learning environment, teachers’ technological possession is not very positive and it needs improvement as per the survey conducted on teachers’ technological usage.
• E-learning, M-learning, CALL, LAM and Moodle are the recent approaches which integrate technology into ESL classroom. Mostly, they are not much used by teachers, particularly in engineering colleges. They need motivation and training.

• Though students are proficient in technological usage, teachers are reluctant to make use of the facilities in the classroom because of lesser competencies in using them.

• Teachers are afraid to use the technologies because of technical problems during the class hours.

• Students spend a lot of time in communication devices like mobile, i-pod and tablet pc. Integrating those devices into classroom can be a great motivation to students.

• Though teachers possess computers, students are more proficient in using various applications in computer.

• In using internet features, students are more proficient than teachers and they utilize them more effectively.

• Internet usage in ESL classroom for teaching English is limited. If the opportunity is given to students to use internet in the classroom can provide exposure to real language.

• Students are well aware of their need and they expect more.

• There is a gap between teachers’ technological competence and students’ technological competence. The reason for this gap is lack of exposure to technology.
• More teachers are from literature background and do not have ELT training.
• The potential of information and multimedia technology has not been utilized to develop engineering students’ communication skills.
• Most of the students are not happy in the traditional classroom.
• Students are generally interested in the technology and are enthusiastic about its potential to learn English.

A number of specific implications were drawn from stage one of the research. They are:

• Teachers need to be supported to use technology and they need training
• Teachers need to be motivated to use internet applications in subject teaching
• Opportunity needs to be provided to both teachers and students to use emerging technologies.

The above implications have been major concern in designing lessons for the stage two. The effectiveness and the impact of technology in English classroom have been evaluated from teacher’s perspective and learner’s perspective. The data analyzed from students’ feedback have highlighted students’ interest and motivation.

Here students have developed not only language skills and also technical skills. The teacher evaluation has revealed the significance of the pedagogical changes in teaching English. Students liked their role as active learners and they were conscious of the benefits in collaborative learning. Overall, they have expressed positive attitudes towards this new learning experience with technology. Overall, research stage two has provided evidence that the technology supported learning has a positive impact upon students’ development of English skills.
5.3. SIGNIFICANCE OF THE RESEARCH

The research offers three possible contributions to English language teaching. First it provides deep insights to improve the researcher’s ELT practices. Secondly, it supports language teachers on using technologies more practically and tried to outline interesting technologies for energizing English language teaching. Thirdly, it will bridge the technical skill gap between teachers and learners.

5.4. RECOMMENDATION

Based on the findings the study recommends:

- 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.
- English language teachers should encourage their students to use technology in developing the language skills.
- Educational institutions should modernize their technical instruction capabilities by using new equipments and laboratories for supporting the teaching process.

5.5. IMPLICATION

It is believed that the study will have an impact on teacher’s perspective on teaching, students’ learning style and educators in institution. Educational institutions’ approach to developing students communication skills have not discussed much here. Some other researcher may carry out a research in that area and contribute positively to the field of English language teaching.