



TEACHERS' PERCEPTION OF INTEGRATING TECHNO PEDAGOGY IN TEACHING LANGUAGE IN SELECT GOVERNMENT SCHOOLS

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Abstract

The aim of this study is to analyze the perception of English teachers in select government schools in TamilNadu, in integrating Techno-pedagogy into language teaching. Twenty five English teachers from select government schools in Gummidipoondi, Tamil Nadu, with various degrees of teaching experience participated in the research. A combination of qualitative and quantitative techniques were used to comprehend and interpret the data and bring out the teachers opinions on tech induced language teaching. The descriptive analysis showed the readiness and capability of government school language teachers to integrate techno pedagogy into language education. The findings of the study revealed the immediate need to improve the lacking infrastructure, and concentrate on improving technology to aid language education in remote government schools. Moreover the results highlighted the benefits of techno pedagogy in enhancing the language teaching as well as learning experience.

Keywords: Techno-Pedagogy, Teacher, ICT, Teaching & Learning.

Introduction

The term "pedagogy" refers to the study of teaching and learning procedures, processes, strategies, and practises. Pedagogy and techno-pedagogy are terms that are widely used in the current educational system. The science and practice of teaching are referred to as "pedagogy." In general, it is referred to as the process of teaching. Contrarily, "techno-pedagogy" refers to the art of teaching using contemporary technologies to raise students' academic achievement. It is a hybrid approach to education in which ICT is utilized throughout the entire teaching-learning process. There are three knowledge domains in techno pedagogy: content, pedagogy, and technology. Due to the fact that it fosters effective teaching and learning, techno-pedagogical competency is now especially important for teachers in the teaching and learning process.

The ability of the teachers to use technology effectively while teaching is known as their techno-pedagogical competence. Information and

communication technology (ICT) entails using technology to teach language, liberating a classroom from the monotony of chalk and talk by incorporating various technical tools into the teaching and learning of language. ICT is essential for improving the efficacy of teaching and learning activities. It is a vital tool for enhancing knowledge and abilities. (Dhital,2018)

The National Educational Technology Forum (NETF) is recommended to provide a forum for the open exchange of ideas on the use of technology to promote learning, evaluation, planning, and administration among the many institutions (New Education Policy ,2020). In the educational sector, there has been a paradigm shift away from the conventional chalk-and-talk teaching practice and toward the digitization of the pedagogical approach. It suggests that such a change not only increases the potential of the teachers but also calls for them to continue upgrading their knowledge and abilities in order to

address the demands of their students' futures.

Review of Literature

According to (Mahmood, Soomro, & Chandio, 2015), In a survey conducted in Pakistan, the majority of teachers concur that the usage of ICT helped students develop the habit of self-learning, which improved their academic performance. Tiwari and Singh (2018) conducted an empirical study to determine how English language teachers feel about the usage of ICT in the classroom. The research was conducted using a structured questionnaire among a group of selected teachers randomly from Bihar, India. It turned out that teachers have a positive perception towards the usage of ICT in teaching the English language.

The progressive adoption of ICTs is necessary for effective education, according to Poudel (2018). 21st-century instructors are required to successfully incorporate technology into teaching languages in the classroom given how advanced ICT usage is in society. Undoubtedly, it is important to take into account both the potential benefits and the difficulties (both internal and external factors) that might affect teachers' expectations and motivations for integrating ICTs into their language lessons.

Singh (2019) conducted a study on "Students' perspectives on technology integration in ELT". The findings suggested that significant changes are anticipated to result from the integration of advanced technologies into ELT education in particular.

A study conducted in Bangladesh (Obaydullah & Rahim, 2019) discovered that teachers were unable to incorporate ICTs into their classes because of a lack of infrastructure. However, an earlier study in Bangladesh (Hossain, Salam, & Shilpi, 2016) discovered that teachers need more time for class preparation whenever they have to include ICT in higher education. In Nepal, a study (Rana, 2020) found that teachers had difficulty integrating ICT into the classroom due to a lack of adequate training and infrastructure. Also discovered that teacher educators were

self-driven to improve their digital competencies in order to improve the effectiveness of teaching and learning.

Research Objectives

This research aims to cater the following objectives-

1. What are the challenges language teachers in government schools face in adopting digitized language teaching.
2. Teacher's level of techno pedagogical knowledge
3. Teacher's perception of adopting techno pedagogy into language teaching classroom.

Research Questions

Based on the above mentioned objectives, the research strives to answer the following research questions-

1. How do government school English language teachers perceive the adoption of technology in the language classroom post pandemic?
2. What are the hurdles English language teachers face in blending technology and traditional language instruction in the classroom?

Research Methodology

A combination of both qualitative and quantitative methods were used by the researcher to assess the findings of the study. A questionnaire comprising 10 items was used as the survey tool to incorporate the quantitative analysis of the research. All the participants were provided with close-ended questions measured by nominal scale with Yes or No answers. The qualitative data were collected via telephonic interview where the participants shared their perception on techno pedagogy.

Data Collection

The data has been collected from 25 English teachers from different experience levels ranging between 1 to 30 years working at secondary schools in Gummidipoondi district, Tamil Nadu, whose technological facilities in the teaching environment were more or less similar to each other. The data were collected with the knowledge and concern of the participants who could relate themselves to the objectives of the study.

Results and Discussion

As per the results of the study, the teachers had an optimistic opinion of adopting techno pedagogy into language classrooms. The study exposed the difficulties English teachers in government schools in Tamil Nadu face in

incorporating technology into classroom language teaching. The results of the study were derived based on the thorough examination of the data collected quantitatively and the opinions collected through qualitative analysis.

Table 1. Teachers' perceptions on Techno Pedagogy

S NO	ITEMS	YES	NO
1	Does the integration of technology provide quality teaching and learning materials?	16	9
2	Does techno pedagogy elevate language learning experience?	18	7
3	Does the use of techno pedagogy encourage students' active participation ?	21	4
4	Is the integration of techno pedagogy more effective in teaching language?	20	5
5	Is there a need to improve techno pedagogy in government schools?	22	3
6	Do teachers have prior knowledge on integrating techno pedagogy ?	13	12
7	Do teachers prefer techno pedagogy ?	15	10
8	Are needed resources and infrastructure readily available to integrate techno pedagogy ?	12	13
9	Are the students able to cope with techno pedagogy?	19	6
10	Does the teacher face any difficulty in adopting techno pedagogy?	17	8

This article brings out the perceptions of English teachers from select Government Schools in Gummidipoondi, Tamilnadu in

integrating techno pedagogy into language teaching. Descriptive analysis findings are discussed in detail below.

Table 2. Does the integration of technology provide quality teaching and learning materials?

Teachers' perceptions on Techno Pedagogy	Yes	No
Does the integration of technology provide quality teaching and learning materials?	64%	36%

The above result of statement 1 in this survey shows that there is a higher response for the option 'Yes' and lower response for the option 'No'. Totally 25 teachers have responded to the statement

in which 16 of them have responded with 'Yes' and only 9 teachers responded for the statement with 'No' which indicates that the integration of technology provides quality teaching and learning materials.

Table 3. Does techno pedagogy elevate language learning experience?

Teachers' perceptions on Techno Pedagogy	Yes	No
Does techno pedagogy elevate language learning experience?	72%	28%

The above result of statement 2 in this survey shows that there is a higher response for the option 'Yes' and lower response for the option 'No'. Almost 72% of the respondents have agreed that techno

pedagogy elevates language learning experience and 28% of the respondents have denied the statement since they prefer talk and chalk teaching .

Table 4. *Does the use of techno pedagogy encourage students' active participation ?*

Teachers' perceptions on Techno Pedagogy	Yes	No
Does the use of techno pedagogy encourage students' active participation ?	84%	16%

The above result of statement 3 in this survey shows that there is a higher response for the option 'Yes' and lower response for the option 'No'. Out of 25 language teachers 21 of them have

responded with 'Yes' which is 84 % of the total participants. It indicates that the use of techno pedagogy encourages students' active participation in learning English effectively .

Table 5. *Is the integration of techno pedagogy more effective in teaching language?*

Teachers' perceptions on Techno Pedagogy	Yes	No
Is the integration of techno pedagogy more effective in teaching language?	80%	20%

The above result of statement 4 in this survey shows that there is a higher response for the option 'Yes' and lower response for the option 'No'. Almost 80% of

the respondents have agreed that integration of techno pedagogy is more effective in teaching language whereas 20% have denied.

Table 6. *Is there a need to improve techno pedagogy in government schools?*

Teachers' perceptions on Techno Pedagogy	Yes	No
Is there a need to improve techno pedagogy in government schools?	88%	12%

The above result of statement 5 in this survey shows that there is a higher response for the option 'Yes' which is 88% and lower response for the option 'No'

which is 12%. Most of the respondents have agreed yes since there is a need to improve techno pedagogy in government schools.

Table 7. *Do teachers have prior knowledge on integrating techno pedagogy ?*

Teachers' perceptions on Techno Pedagogy	Yes	No
Do teachers have prior knowledge on integrating techno pedagogy ?	52%	48%

The above table clearly indicates the result of statement 6 which shows that 13 teachers have prior knowledge on

integrating techno pedagogy while 12 teachers have never known about it which is 52% and 48% respectively.

Table 8. *Do teachers prefer techno pedagogy ?*

Teachers' perceptions on Techno Pedagogy	Yes	No
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Do teachers prefer techno pedagogy ?	60%	40%
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The above result of statement 7 in this survey shows that there is a higher response for the option 'Yes' and lower

response for the option 'No'. 60% of the teachers prefer techno pedagogy whereas 40% teachers prefer traditional teaching.

Table 9. *Are needed resources and infrastructure readily available to integrate techno pedagogy ?*

Teachers' perceptions on Techno Pedagogy	Techno	
	Yes	No
Are needed resources and infrastructure readily available to integrate techno pedagogy ?	48%	52%

When teachers were asked about the available resources and infrastructure , 12 teachers responded 'Yes' (ie) 48% and 13 teachers responded 'No' (ie) 52% which

clearly shows that there is a balanced view on teachers' view towards the available resources and infrastructure .

Table 10. *Are the students able to cope with techno pedagogy?*

Teachers' perceptions on Techno Pedagogy	Techno	
	Yes	No
Are the students able to cope with techno pedagogy?	76%	24%

The above result for the statement 9 in this survey shows that the most of the teachers who participated in this survey answered 'Yes' when they were asked to answer if students are easily able to cope

with techno pedagogy which is around 76% whereas 24% answered 'No' which indicates that most of the teachers feel that the students are unable to cope with techno pedagogy.

Table 11. *Does the teacher face any difficulty in adopting techno pedagogy?*

Teachers' perceptions on Techno Pedagogy	Techno	
	Yes	No
Does the teacher face any difficulty in adopting techno pedagogy?	68%	32%

The above result of statement 10 shows that 17 teachers who have participated in the survey answered 'Yes' to the statement while 8 participants have answered 'No' to the statement which is 68% and 32% respectively. This indicates that 68% of the respondents faced difficulty in adopting techno pedagogy.

Conclusion

The results of the investigation highlighted several interesting ideas based on the opinions of the teachers. At first, it showed that the majority of the teachers have a basic knowledge of technology that can be used to teach language and are ready to adopt techno pedagogy into language classrooms. When

we look closely, it can be noticed that few of the teachers in the target group have no prior knowledge of techno pedagogy, but they are ready to learn and integrate it into teaching. This indicates the readiness of few teachers in government schools to implement a tech induced mode of language teaching.

The intertwining of technology into teaching practice is termed as Techno-pedagogy and doing so is proved to be fruitful in enhancing the overall language learning experience. The output of the students is increased since technology induced language learning stimulates them to take an active part in the learning process. The Abundance of resources

available in technological sources aids teachers as well as students to obtain relevant sources and get a first hand experience in practicing language lessons.

Despite all the benefits of blending technology into language teaching, there is a shocking deficiency of awareness and proper interest shown to improve learning technology in government schools as shown in the data collected from the research. There is a considerable shortage of much needed resources and infrastructure needed to implement techno pedagogy in most of the government schools. And it is the expectation of the majority of language teachers that immediate steps must be taken to create awareness and implement technology based language learning in the most remote government schools in Tamil Nadu and across the country.

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