IDENTIFICATION OF TEACHERS COMPETENCIES FOR THE USE OF ICT IN TEACHING ENGLISH AT SECONDARY LEVEL

*Archana Kumari, **Dr. Devendra Kumar Yadav
*Research Scholar in Education, Sai Nath University, Ranchi, Jharkhand
**Supervisor, Sai Nath University, Ranchi, Jharkhand

ABSTRACT

Teachers' thinking skills, relationship with knowledge, problem-solving skills, and innovative attitude are seen as necessary competencies for teachers to be able to develop strategies in accordance with students' situations and learning environment and for meaningful learning to take place. Teacher professionalization implies leaving behind traditional teaching models and developing new teaching skills. The new role of teachers requires us to be prepared and updated about advances in education, technology, science, and what happens in the world in general. The progress of civilization largely depended on the quality of education and calibres of the teachers. Teaching is the point of contact between the societies' educational system and the learner. Teachers are the schools' greatest assets. They stand at the interface of the transmission of knowledge, skills and values. Teachers will only be able to fulfill their educational purpose of teaching if they are well prepared for the profession. A degree in education is accepted as a required qualification for teachers at the school stage and is recognized as an integral part of our educational system. ICT has been publicized as potentially powerful enabling tools for educational change and reform. Therefore, ICT use in education is absolutely required especially for English language teaching and learning, as English being the second language of our country, it is one of the difficult subjects but a necessity for most people in today's modern era. ICT helps in enhancing the teaching learning environment of English class and generate interest among students. Therefore, English teachers need to improve knowledge and skills to enhance, improve and explore their teaching practices. Many of the studies on competencies of English teachers focus on their teaching role in the classroom rather than their competencies. Competencies are defined as "the set of knowledge, skills and experience necessary for future, which manifests in activities". ICT has its noticeable impact on the quality and quantity of teaching-learning process. In concrete terms, ICT can enhance teaching and learning through its dynamic, interactive, and engaging content; and it can provide real opportunities for individualized instruction. English teachers ICT competencies are very important. Teaching is a complex activity. Competent English teachers apply broad, deep and integrated sets of knowledge and skills as they plan for, implement, and revise instruction. Technology proficiency (including technical skills and instructional applications) is but one dimension of teacher competence.

Keywords: *ICT, International Society for Technology in Education (ISTE), NETS-T Project (National Educational Technology Standards for Teachers*

53

INTRODUCTION

The acquisition of technology knowledge and skills must be connected with the development of a broader array of competencies. Early attempts to develop technology standards for English teachers were isolated from their broader competencies and were focused primarily on technology skills. Consequently, these competencies were largely ignored by teacher-training institutions. Typically, education colleges simply required a single media course to satisfy accreditation requirements: often, colleges were reluctant to insert yet another course into and already overloaded curriculum. The International Society for Technology in Education (ISTE) has actively addressed the technology isolation problem and has recently released a set of revised English teacher technology standards. Developed through a rigorous process of expert and lay-person input, the NETS-T Project (National Educational Technology Standards for Teachers) explicitly describe what competent English teacher should know and should be able to do with technology in the context of broader competencies. The NETS-T standards are categorized as follows: -

    i.   Technology operations and concepts,

    ii.   Planning and designing learning environments and experiences,

    iii.   Teaching, learning and the curriculum,

    iv.   Assessment and evaluation,

    v.   Productivity and professional practice,

    vi.   Social, ethical, legal and human issues.

English teachers are central to the effectiveness of technology infrastructures that serve education. How they acquire the skills they need to use technologies and how the technology is actually used and to what ends, are critical policy domains that must be carefully explored. Hopefully, issues of this nature will be considered as decisions are made about technology and as educators make decisions about the future shape of their schools.

RATIONALE OF THE STUDY

Information and Communication Technologies (ICTs) are of great significance for the development of education, especially English. There is a worldwide need felt for integrating ICT into teaching English in order to improve the pedagogy to reflect societal change. English is a necessity of for most people in today's world but at the same time it is one of the difficult lessons, therefore, teachers of English must create interactive teaching and learning to make students interest. Thus, integrating of ICT in teaching English is the need of the hour. As a result of it, it is very important for English teachers to be competent in using ICT. The enormous benefits of ICT have been well documented by various authorities and researchers. Teaching English is becoming one of the most challenging professions in our society where demand is expanding rapidly.

Teachers are expected to facilitate learning and make it meaningful to individual learners rather than just to provide knowledge and skills. Modern developments of innovative technologies have provided new possibilities to English teaching but at the same time have placed more demands on English teachers to learn how to use these new technologies in their teaching. The successful integration of ICT into the teaching and learning of English is largely dependent on the level of teacher's ICT competence, the actual utilization of ICT in the English language classroom and factors that challenge teachers to use it in teaching English. The study therefore assessed the Secondary School English Teacher's ICT competency, the extent of ICT utilization in teaching English and the challenges that prevent English teachers to integrate ICT in teaching.

OPERATIONAL DEFINITION OF THE KEY TERM USED

Competencies

Teachers personal or professional standards in using different aspects and dimensions of teaching learning process skilfully and appropriately demonstrate their competency.

ICT

ICT implies the technology which consist of electronic devices and associated human interactive materials that enable the user to employ them for a wide range of teaching – learning process in addition to personal too. These technologies include computers, the internet, broadcasting technologies (radio and television) and telephony.

English Teaching

English teaching is the practice and theory of teaching and learning English for the benefit of people whose first language is not English.

OBJECTIVES OF THE STUDY

In proposed study the researcher tried to achieve the following objectives: -

    i.   To study the technological ICT competencies as perceived by English Teacher.

    ii.   To study the pedagogical ICT competencies used by the English Teacher.

    iii.   To study the didactical ICT competencies of English Teacher in teaching.

    iv.   To study the social ICT competencies required by an English Teacher.

RESEARCH QUESTIONS

  a. In proposed study the researcher tried to find the answers to the following questions.

  b. What are dominant technological ICT competencies perceived by the English teacher?

  c. What are dominant pedagogical ICT competencies perceived by the English teacher?

d. What are dominant didactical ICT competencies perceived by the English teacher?

e. What are dominant social ICT competencies perceived by the English teacher?

DELIMITATION OF THE STUDY

 The study will be delimited to:

•   The survey will continue for 15 days only.

•   The data will be collected from 10 different secondary schools out of which 5 will be Government schools and 5 private schools.

•   60 English teachers will be taken as the sample for study.

•   30 English teachers will be taken from Government schools and rest 30 English teachers will be taken from private schools.

METHODOLOGY OF THE STUDY

The present study was a descriptive survey type of study where the researcher has to identify teacher's competencies for the use of ICT in English Language Teaching at secondary level. 40 English teachers will be selected as sample for the study from the schools of district, in which 20 English teachers will be from government schools and rest 20 English teachers will be from private schools by adopting random sampling technique.

The researcher will use following tools for collection of required data.

•   Self-made questionnaire for teachers of English.

SAMPLE

 A sample is simply a subset of the population. The concept of sample arises from the inability of the researchers to test all the individuals in a given population. The sample must be the true representation of the population from which it is drawn, and it must have good size to administer statistical analysis. The population "gives the sample, and then it "takes" conclusion from the result obtained from the sample.

In the present study, 40 English teachers from 10 secondary schools will be taken. Out of 40 English teachers, 20 will be selected from private schools and rests 20 will be selected from government schools.

Table – Sample Distribution Table

No. of Teachers	Types of Institutions	No. of Institutions
20	Private	5
20	Government	5

40   Total   10

TOOLS FOR DATA COLLECTION

Tools are the device by which the researcher collects the data, get information for the testing of the hypothesis or research questions. Thus, the tools play an important role in any type of research. A researcher would require many data gathering tools or techniques which may vary in their design, administration and interpretation. For the present study, self-made questionnaire to identify the competencies of English teachers regarding use of ICT under four dimensions namely technological, pedagogical, didactical and social were used.

EDUCATIONAL IMPLICATIONS

The findings of this study will help the English teachers to develop positive awareness towards using ICT.

The findings of this study will help the English teachers to understand the level of their competencies.

The findings of this study will help the school administrator to improve the ICT equipment and facility for English teachers.

The findings of this study will help the school administrator to plan training programs for developing ICT skills and competencies in their English teachers.

In the findings of this study, it is recommended that the government should endeavour revisiting the curriculum with a view to incorporate the use of computer and ICT assisted instruction in teaching English.

The findings of this study will tell about the existing programs in the ICT competencies of English teachers.

The findings of this study will also tell about the percentage of English teachers who are more and less competent in technological, pedagogical, didactical and social dimension respectively.

CONCLUSION

Information and Communication Technologies are becoming increasingly necessary if we want to compete on a global scale. It has been commonly accepted and proven that information and communication technology (ICT) is the engine of teaching English of the 21st century and beyond. It has a tremendous capacity to provide the best possible output in the process of teaching and learning of English for both teachers and the learners. Hence, it is essential that English teachers be they elementary, primary, secondary or higher secondary level make use of ICT in the classroom. It is now regarded as a super teaching machine. Its use in education has been tried as an innovation and it has proved that its teaching efficiency may develop our country. It is possible

57

to use ICT to teach new skills or concepts to provide remedial teaching to facilitate development of creative thinking. We can use application such as word processing programs, data base programs, spreadsheets and graphics programs as instructional tools. Such applications may help teachers overcome programs that interfere with learning.

REFERENCES

1. Teacher competence in higher education. The chapter from book. Retrieved in February 2012 from http://www.egyankosh.ac.in/bitstream/123456789/24676/1/Unit6.pdf.

2. Competence (human resources). Wikipedia. The Free Encyclopaedia website. Retrieved in February 2012 from http://en.wikipedia.org/wiki/Competence_%28human_resources%29.

3. Diagram of teaching. Macmillan publisher website. Retrieved in January 2012 from http://www.mindseries.net/upload/assets/4/assets/3996/2950b6162255a6a6c6c875b0346f8 d9c4e408e99/Spode_Diagram_graphic.pdf.

4. Shmelev, A. G. (2002), Psychodiagnosis of personnel characteristics. Saint-Peterburg.

5. Buharkova, O. V., Gorshkova, E. G. (2007), Image of the leader: technology of creation and promotion. *Training programme*. Saint-Peterburg.

6. Ivanitsky, A. T. (1998), *Training of personnel development in the educational collective: methodological guide*. Saint-Peterburg.

7. Kan-Kalik, V. A., Nikandrov, N. D. (1990), *Pedagogical creativity*. Moskov.

8. Hornby, A.S., et al. (Eds.) (2002): Oxford Advanced Learner's Dictionary. New Delhi: Oxford university press.

9. Koul, L. (2010) Methodology of Educational Research. Noida: Vikash Publish House.

10. Kumar, D. P. (2009) The Importance of English Language.

11. Mathew, Mamman., et al. (Eds.) (2016) Manorama Yearbook. Kottayam, India: Malayala Manorama.

12. Mohan, R. (2008) Importance of English Language in India.