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Technological Proficiency in Relation to Reading Habits of Prospective Teachers of English Language

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Abstract

Technological Proficiency is the ability to use technology to communicate effectively and professionally, organize information, produce high quality products and enhance one's own ability to think and collaborate. The purpose of the present study was to find out the relationship between the technological proficiency and reading habit of prospective teachers of English Language. The normative survey method was used for this study. The sample of the study was 100 prospective teachers (B.Ed. students) of English. Technological proficiency was the independent variable and Reading Habits was dependent variable. Technological Proficiency Test and Reading Habit Inventory were the tools used for the study. The major finding of the study shows that there is a significant positive correlation between the technological proficiency and reading habits of prospective teachers of English. The major recommendations of the present study are technological proficiency should be an unavoidable from the life of a teacher. The proficiency and the usage of technology enhance the reading opportunity of a teacher especially among language teachers. Proficiency in technology provides a versatile scope for reading different sources and make them knowledgeable that will enable them to apply new technique in teaching process. Technology is not far away from language but it must be very nearer to it. If an English teacher must be proficient in technology, it will enhance their creativity in pedagogy along with their reading habit. Technological proficiency never kills the reading but it motivates the reading. So, make every language teachers should be proficient in using technology it will help them to use the variety of teaching sources and information in the classroom for the well-being of our future generation.

Keywords: Technological Proficiency, Reading Habits and Prospective Teachers

INTRODUCTION

In education sector, there are variety of researches have conducted for developing or enhancing the quality of education. Most of the researches point out the vital role of technology in teaching-learning process. Thus, lead a tremendous change in both teaching strategy and the style of learning. So the teachers must have the knowledge in using technology for giving a best learning experience. We all know English language is treated as a second language in Indian context. So the teachers are facing difficulty to impart the English Language in its proper sense. The main reason is that teachers are not native speakers of English, it is one of the limitations we are facing in the English language classroom. For overcoming this limitation the language classrooms are equipped with technology, thus encourages language learning.Most of the studied ensure that technological usage in English classroom will enhance the four fold skill of language.But, most of the language teachers

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are considering the use of technology crushes the language skill and also discourages the reading habit among both teachers and learners. But, reading can be possible not only through printed books or journal but also through e-resources.

NEED AND SIGNIFICANCE OF THE STUDY

The scope of technology in the field of education is vital. In the digital era, each and every teachers must be have the ability to apply the technology in their teaching purpose. But, we are facing problems while applying technology in education; most of the teachers are not aware about the accessibility of E- resource and they are not proficient in using or handling technology for education purpose. Kinsa (1998) stated that not only computer teachers but every teacher should train in computer and its usage. Teo *et al.* (1998) indicated that there is need to equip teachers with computer technology skills and knowledge through effective training on how to use computers in teaching. Hassel bring *et al* (2000) argues the teachers should be trained to view ICT as a resource and to use technology in classroom activities. The effective training in technology must be given in the time of teacher education. When they are proficient in using technology that will help them in professional as well as personal development. Reading is an activity has significant role in gaining information and also supporting the creative writing. Technology widen the opportunity of reading and also provides different choices for reading like arts, entertainment, education etc.ICT gives overall satisfaction in reading course (Sagin, 2008). Technology will make a drastic change in accessing the reading materials and ensures the wide variety of reading platform. Angrosh M. A (2005) mentions in his study that, among other resources, electronic journal occupies a prominent place in digital libraries by providing access to online full-text information. So the use of technology should be an inevitable part of a Language teacher especially English language teachers. Because it enriches reading with versatile material. But we have to know whether the technological proficiency destroys the reading habit or it enhances, especially among the prospective teachers of English. Information and communication technology indeed impacts on one's reading habit (Mlay *et al*, 2015).The present study focuses on how the technology proficiency is correlate with the reading habit of prospective teachers.

DEFINITION OF KEY TERMS

- **Technological Proficiency:** Technological proficiency is the ability to use digital technology, communication tools, and/or networks to define access, manage, integrate, evaluate, create and communicate information ethically and legally in order to function in a knowledge society.
- **Reading Habit:**Reading habit is a routine practice of reading materials which is done on a regular basis without any external pressure for gathering information and also seeking pleasure.
- **Prospective Teachers:**Students who are enrolled for any of the teacher education programme. Students in Bachelors of Education are taken for this study.

OBJECTIVES

The major objective of the study is:

1. To find out the relationship between the technology proficiency and the reading habits of prospective teachers of English language.

HYPOTHESES

The major hypothesis of the study is:

2. There is no significant relationship between the technology proficiency and the reading habits of prospective teachers of English language.

METHODOLOGY

For the present study, the investigators used the normative survey method.

Sample of the Study

The population of the present study covers all the prospective teachers of English in Kerala. The sample of the present study consists of 100 prospective teachers of English; selected using stratified random sampling technique in Kerala.

Variables for the Study

Independent Variable: "Independent variables are condition or characteristics that the experimenter manipulates or control in his or her attempts or ascertain a relationship to observed phenomenon" (Best, 2004). The independent variable is used for the present study is technological proficiency.

Dependent Variable: "Dependent variables are the characteristic that appear, disappear or change as the experimenter introduces, removes or changes independent variable"(Best, 2004). The dependent variable of the present study is Reading Habit.

Tool for the Study

According to Best & khan (2004) "like a tool in the carpenter's box, each research tool is appropriate in a given situation for a particular purpose. The success in the investigation depends on the proper choice and intelligent application of tools." The researcher selected following tool for collecting data.

A. Technology Proficiency Test

The technology proficiency test is developed by the investigators. The test consists of 50 questions. The test items covered the areas like knowledge in internet, websites, apps, software, devices, online tools etc. The particular tool has two part: One is to check the knowledge about technology and another part is to check their usability of technology. The first part has 25 multiple choice questions: it carries 1 mark for right option and 0 for wrong option. The second part has 25 statements to check the usage of technology, it scored in 5 point scale as 'always', 'often', 'sometimes', 'rarely' and 'never'. The scale covered both negative and positive statements. It scores as 5, 4, 3, 2 and 1 for positive statements and 1, 2, 3, 4 and 5 for negative statements respectively.

Reliability is the degree to which an assessment tool produces stable and consistent results. The reliability of this tool was found as 0.727 by using Split-half Method. The obtained value is greater than 0.5, so the reliability of the tool was very high. Validity refers to the credibility or believability of the research. The predictive validity was found to be 0.852.

B. Reading Habit Inventory

The Reading Habit Inventory is constructed by the investigators. The inventory consists of 50 statements. It has both positive and negative statements; it scored in 5 point scale as; 'always', 'often', 'sometimes', 'rarely' and 'never'. The statements were having the scoring as 5, 4, 3, 2 and 1 for

positive statements and 1, 2, 3, 4 and 5 for negative statements. The test items were prepared on the basis of certain dimensions of Reading Habits such as source, interest, attitude, place, content and purpose. Table-1 shows the question wise split up of Reading Habit Inventory based on dimensions.

Table-1: Question wise Split up of Reading Habit Inventory Based on Dimensions

Sl.No	Dimensions	Question number
1	Source	1, 11, 13, 14, 18, 19, 20, 26, 38, 43
2	Interest	2, 3, 6, 12, 23, 30,32, 34, 35, 36, 40
3	Content	22, 25
4	Place	5, 28, 33
5	Attitude	8, 10, 15, 16, 21, 24, 27, 37, 42, 45, 46, 47, 48, 49, 50, 17, 29
6	Purpose	7,9, 39, 41, 44,4, 31

Reliability is the degree to which an assessment tool produces stable and consistent results. The reliability of this tool was found as 0.625 by using Split-half Method. The obtained value is greater than 0.5, so the reliability of the tool was very high. The predictive validity was found to be 0.790.

RESULT AND DISCUSSION

The objective was to study the relationship between Technological Proficiency and Reading Habit of Prospective teachers of English. The data were analyzed with the help of Product Moment Correlation and the results are given in Table-2.

Table-2: Data and Results of Pearson's Product Moment Correlation Coefficient between Technological Proficiency and Reading Habit of Prospective Teachers of English

Variable	Mean	SD	N	Correlation 'r'	t
Technological Proficiency	101.30	13.777	100	0.416	4.5287
Reading Habit	173.86	22.104			

*significant at 0.01

From table-2, it can be seen that the correlation coefficient of technological proficiency and Reading Habit is 0.416 which is significant at 0.01 level (t-value = 4.5287). It reflects that both technological proficiency and Reading Habit was positively and significantly related to each other. In this context, the declarative hypothesis that "there is significant relationship between Technological Proficiency and Reading Habit of prospective teachers of English" is not rejected.

CONCLUSION AND IMPLICATION OF THE STUDY

The major finding of the study shows that there is a significant positive correlation between the technological proficiency and reading habits of prospective teachers of English. The major recommendations of the present study are technological proficiency should be an unavoidable from

the life of a teacher. The proficiency and the usage of technology enhance the reading opportunity of a teacher especially among language teachers. Proficiency in technology provides a versatile scope for reading different sources and makes them knowledgeable that will enable them to apply new technique in teaching process. Technology is not far away from language but it must be very nearer to it. If an English teacher must be proficient in technology, it will enhance their creativity in pedagogyalong with theirreading habit. Technological proficiency never kills the reading but it motivates the reading. So, make every language teachers should be proficient in using technology and equipped with technological skills, it will help them to use the variety of teaching sources and information in the classroom for the well-being of our future generation.

The findings of the present study help to remove various misconceptions about using technology in the field of acquisition of language. Technology has a direct role in language acquisition, it widen the opportunity to acquire a language in natural settings. Technology provides an open access of reading materials that will help to make an unknown language to known. Reading is a receptive skill of a language as well a natural approach, which helpsboth language teachers and the students for better acquisition of Second Language (SL) and understand the SLin its right sense. Technology not only provides the scope for reading but also it encouragesand enhancesother Language skills such as listening, speaking and writing.

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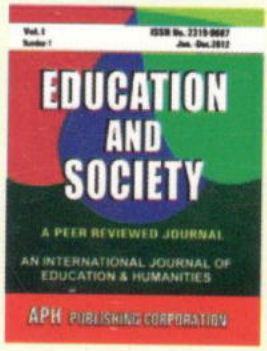

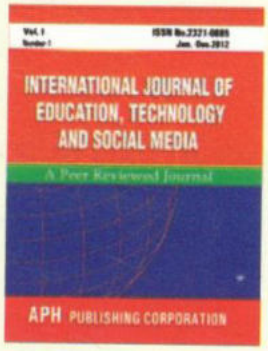

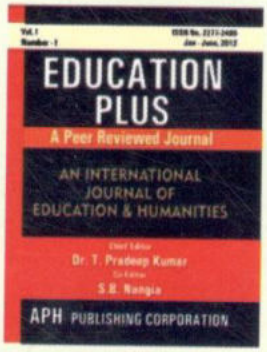

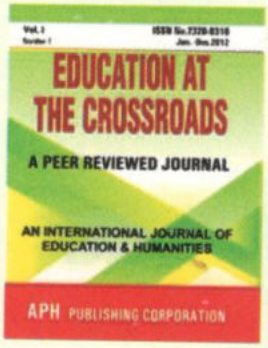

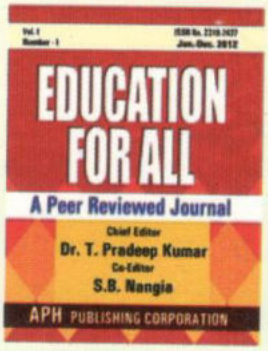

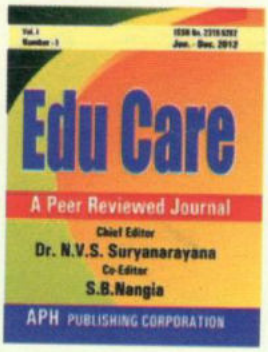

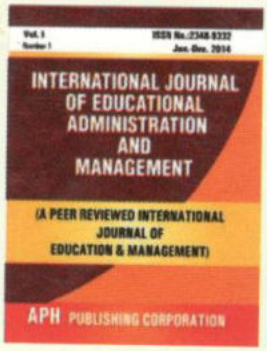

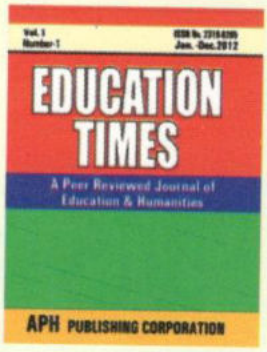

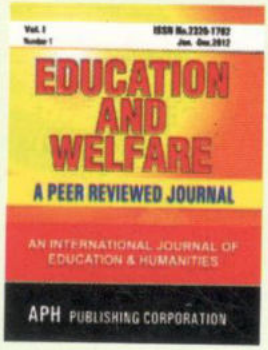

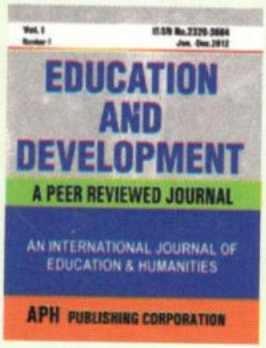

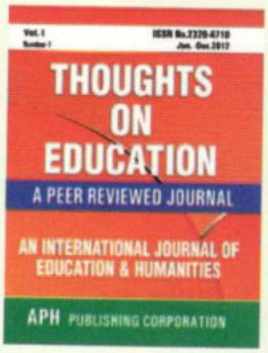

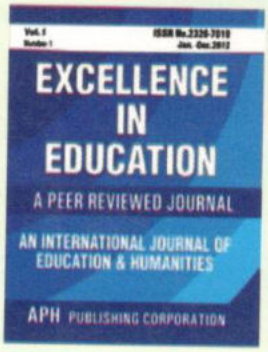

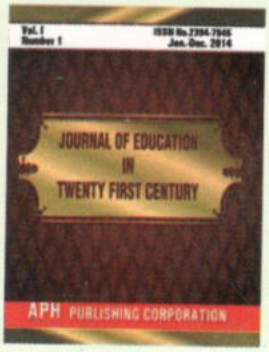

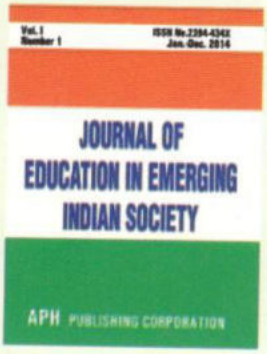

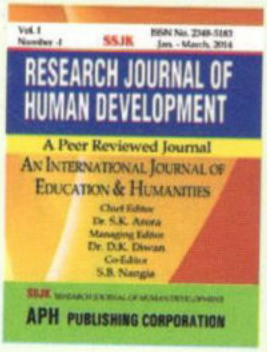

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