Reflections of English Language Teachers Concerning Computer Assisted Language Learning (Call)

Abstract

This paper reports on the study undertaken to investigate the reflections of English language teachers towards computer assisted language learning and the associated problems and constraints faced by them. The study is qualitative and quantitative in nature and involved 32 English language teachers from 7 primary schools in Novi Sad, Serbia. The findings revealed that the majority of the teachers had a positive attitude, were highly motivated towards the use of computers to teach English and actually used them for teaching and learning purposes. The findings also revealed that intrinsic rewards, such as responsibilities, a sense of self-worth and accomplishments, played an important role in enhancing the positive attitude and motivation.

Key words: computer-assisted language learning, English language teachers, attitudes, motivation.

Introduction

The use of technology has become increasingly important in language teaching and learning. The successful use of technology, however, requires that language teachers have the necessary technical competence and pedagogical knowledge. The issue of how to prepare current and future language teachers for effective use of technology in their profession is a serious and growing concern. Although the International Society for Technology in Education (ISTE) produced a set of