

Understanding and assertiveness of school teachers in Gampaha District towards teaching English grammar using multimedia technology

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Abstract

The proliferation of computers in our society, inculcative institutions and work places have been inundating. Information and Communication Technology (ICT) tools consider as an enhancement and advancement if not, a panacea to many challenges faced in everyday activities. Perhaps the utmost speculation of ICT is into inculcative institutions, eminently the schools. In the context of Regime of Sri Lanka, the Department of Education has boarded on a sequence of programmes to ascertain that more schools are equipped with ICT. School teachers play a pivotal role in ascertaining technology use in the English Language Classroom. Hence, there is a desideratum to investigate School Teachers' Understanding levels and Assertiveness towards multimedia technology in edifying English Grammar. Objectives of the study are to ascertain the subsisting relationship between the Understanding and Assertiveness of English School Edifiers in utilizing Multimedia technology. And to ascertain the whether there is relationship between the Understanding and Assertiveness of utilizing multimedia technology predicated on their inculcation level.

The study is a cross-sectional study utilizing a questionnaire as an instrument to acquire the participants 'response. The investigators have culled 40 English School Edifiers working in Gampaha district for the investigation utilizing desultory sampling technique. Data analysis employing the Pearson Coefficient Correlation calculations matched both components and unearthed a positive correlation. Findings denote that paramount relationship subsists between the construal level and Assertiveness level of all English School teachers handling upper classes. Withal paramount relationship subsists between the Understanding level and Assertiveness level of graduate English Edifiers. The mean scores of Understanding level and Assertiveness level of Graduate English School

Edifiers and Trained Edifiers show that Trained teachers are superior to graduate teachers. In conclusion albeit these School Edifiers are at a higher caliber in terms of Understanding of multimedia, their Assertiveness concerning the ICT in terms of the cognitive, affective and behavioral largely correlates but records a minor difference. Edifier's replications to the study withal denoted the cognizance among them of the desideratum to upgrade current Understanding in technology use in the classroom.

Keywords: Assertiveness, English grammar, multimedia-technology, understanding