

## Abstract

Computers play a major role in education at present. It has the potential to enhance student learning. It is believed that this tool can motivate students in learning, improve their knowledge and also change the traditional teaching learning approaches into modern effective approaches. The new trend of computer use today is to integrate it in subject teaching and learning. Research has revealed the effect of using computers in subject teaching and learning.

Sri Lanka has a history of two decades since it started integrating computers to education. Earlier, the main purpose of integrating computers in education was to teach computer technology in schools. However, at present Sri Lanka too has started computer use in subject teaching and learning. Under the new educational reforms, the Ministry of Education has commenced a new programme of establishing computer learning centers (CLC) in schools and training the teachers to use computers in subject teaching and learning. Other computer related resources which would be useful in integrating computers into subject teaching and learning such as printer, microphone, sound card etc. have also been provided to the school Computer Learning Centers. Even after nearly seven years; since introducing computer use in subject teaching and learning, it is often observed that the computer use is at a low level in schools. Teacher is the key to integrate computers in the teaching learning process. Therefore, the present study especially focused on the teacher use of computer technology in teaching and learning.

This study investigated about the computer use in schools; in teaching and learning an important core subject, English language. The objectives of the study were, to find out the use of computer technology by teachers in teaching and learning English language, constraints that the teachers faced in their use of computer technology in the teaching-learning process and the effect of computer use in teaching and learning English language. Survey method was

used in this study using a sample of 30 teachers who teach English language, in the Matara educational zone. A questionnaire survey and interviews were the key data collecting methods, and data were analyzed using both quantitative and qualitative methods, to achieve the objectives of the study.

Some important findings could be made about the teacher use of computer technology in teaching English language. Mainly it was revealed that the teacher use of computer technology was at a very low level. It was identified that teachers faced several constraints such as lack of computer training, lack of computer skills and practice and lack of time, in the use of computer technology in their teaching-learning process. According to these findings, the main conclusion of this study was that even though the teachers accept that the use of computer technology is effective in improving student learning, their use of computer technology is at a very low level, mainly due to the identified constraints. It was recommended that the authorities should pay attention on providing more training opportunities for the teachers and the time scheduled for computer use in English language teaching at schools should be increased. These findings, conclusions and recommendations would be useful for the authorities to improve the computer use in the teaching-learning process.