SUSTAINABLE LESSONS LEARNT FROM THE ATTITUDES OF LANGUAGE INSTRUCTORS TOWARDS COMPUTER ASSISTED LANGUAGE TEACHING (CALT)

[1]THEOPHILUS ADEDOKUN, [2]SYLVIA ZULU, [3]FELIX AWUNG, [4]SAM USADOLO

Durban University of Technology, South Africa
E-mail: theoday88@gmail.com

Abstract - The proliferation of technology into teaching process has brought about transformation into the field of education. Language teaching is not left behind from this tremendous transformation which has drastically altered the teaching of language. It is however, appalling that some language instructors seem to possess negative attitudes toward the use of technology in language teaching which in this study is referred to as Computer Assisted Language Teaching (CALT). The purpose of this study, therefore, is to explore sustainable lesson that can be learnt from the attitudes of language instructors towards language teaching in some public universities. The knowledge gained from this study could inform and advance the use of Computer Assisted Language Teaching. This study considers the historical progression of CALT and recommends that a fundamental approach is required for institutions to develop and advance the use of CALT for teaching. A review of sustainable lessons learnt from the attitudes of language instructors towards CALT are provided and the CALT experience of 3 institutions are described. Drawing from this succinct description, this study makes recommendations on how operative CALT could be executed on a personal and institutional basis.

Keywords - Attitudes; Language Instructors; Sustainable Lessons; Computer Assisted Language Teaching