

TECHNOLOGY ASSISTED LANGUAGE LEARNING: AN ANALYSIS OF THE TEACHER PERCEPTIONS AND CHALLENGES IN COLOMBO DISTRICT, SRI LANKA

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The integration of technology into language teaching has significantly impacted on global education. Sri Lanka's education system has made strides in incorporating technology into English language teaching and learning, particularly through curriculum reforms. However, the actual implementation of technology-assisted language learning (TALL) in government school classrooms remains limited. This study aims to explore the perceptions and challenges faced by English as a Second Language (ESL) teachers in Colombo District in adopting TALL. A qualitative research approach was employed, involving semi-structured interviews with 12 teachers. The data was analyzed thematically, revealing three primary themes: pedagogical training, technical support, and limitations and future adoption. The findings indicate that the focus on examination performance often overshadows the potential of TALL to create interactive and immersive learning environments. Moreover, the study identified several challenges, including disparities in technological skills between teachers and students, resistance to technology use in schools, insufficient institutional support, technical difficulties, and resource constraints. To effectively integrate technology into English language classrooms, a comprehensive approach is needed, addressing these challenges and promoting a shift towards student-centered learning. Future research should investigate the efficacy of specific TALL programs and their impact on student learning outcomes.

Keywords: Challenges, Secondary Education, Teacher Perceptions, Technology Assisted Language Learning

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