

ATTITUDE OF STUDENTS TOWARDS USE OF ICT IN LEARNING ENGLISH AS A SECOND LANGAUGE AT UNDER- GRADUATE LEVEL

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ABSTRACT

English has been taught as a second language for many years in India. Teaching English language requires not only the skills, knowledge of content, methods and approaches but also infrastructural facilities like language laboratory, teaching aids, teaching-learning materials and teacher's resources books and audio-visual aids etc. and classroom environment plays vital role in teaching- learning of English language. But it is very regrettable to say that most of the students in the schools under West Bengal Board suffer from the problem in learning English. Higher- secondary level is a turning point in career. Whatever subject they choose after H.S. English is essential to study and go ahead in their career. Though English learning is a common problem of the students of West Bengal Board but in rural areas this problem is more serious and terrific and gradually this problem is getting the shape of an alarming issue. In this article an attempt is made by the researcher to find out the attitude of under-graduate students toward learning English as a Second language using ICT. With the world moving rapidly into digital media and information, the importance of ICT in education increasing gradually. The present study has been made with four objectives and four hypotheses. The data has been collected from the samples with standardized scales, analysed with Statistical analysis of data i.e. mean, SD, t-test using MS OFFICE EXCEL 2010 version. The study has found that the mean of attitude of rural students and the mean of attitude of urban students differs from each other. It means that rural students and urban students are differing in some opinions related to problems of learning English and learning English as a second language with the help of ICT and there are no such gender wise differences in the attitude toward learning English as a second language using ICT.

KEY WORDS: ESL, ICT, ATTITUDE, ENGLISH LANGAUGE LEARNING,UG STUDENTS.

Introduction:

Language is our primary source of communication. It's the method through which we share our ideas and thoughts with others. There are several factors that make the English language essential to communicate in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries usually use English as a common language to communicate. English is also essential to the field of education. In many countries, children are taught and encouraged to learn English as a second language. Even in countries where it is not an official language, we will find many syllabi in science and engineering are written in English. Because it is the dominant language in the sciences, most of the research and studies you find in any given scientific field will be written in English as well. At the university level, students in many countries study almost all their subjects in English in order to make the material more

accessible to international students. Learners' attitude towards Second language is nothing but their beliefs, opinions and feelings about the second language and the culture. Integrative motivation and instrumental motivation reflect actually the learners' basic attitude of the language culture. Attitude in language learning is the way out that a learner feels for learning a given language. It basically influences their basic abilities. Successful prior learning experience does not only enhance successful later learning but also promotes more positive attitude. There lies a causal relation between attitude and learning outcomes. Most of the students from West Bengal Board lacks prior successful learning of English language therefore their later learning of English language hampers automatically. According to Gardner, affective factors which determine or influence learners' attitude to language learning, can be divided into two categories:

- (i) Factors prior to the learner's approach to the second or foreign language study : before being placed into learning situation, learners may have positive or negative predisposition towards second or foreign language learning. A learner's impression about the language, the community and people who speak the language can determine his/her attitude towards learning that language. The principal motives that prompt learners or the goal pursued by learners are likely to have bearing on their attitudes towards second or foreign language learning.
- (ii) Factors that develop during the learning process: The affective condition is very important in this case. It means the way the learner feels about learning the language in a particular course, the difficulty level of the course, the utility of the course , course interest etc. and from a particular teacher, his/her competence, to the extent he/she is able to inspire the learner, teacher-student rapport etc; can lead to the rejection or acceptance of learning the language.

Review of Related Literature:

Guilhermina Lobato Miranda & Ana Isabel's study (2002) *The Role of ICT in Teacher Education* description of an in-service teacher training experience that used ICT to develop a project that involved teachers (nursery and primary) and also children, parents and other members of the educational community. Its aim was to build an Internet site that would give information about school life. It's an open web space where teachers, parents, and students can express and share their ideas and activities.

Zuo Chen Zhang's research (2009) stated that Use of ICT in Education focused that ICT is useful not only for students but it can also enhance the professional skills of staff and faculty in an educational institute. The attitude of Degree College Teachers towards ICT Awareness was measured. An interesting finding of this study is that teachers need to develop the competency to set a trustful atmosphere for communication during the teaching-learning process

Dr. Savita D. (2010): The attitude of Teacher Trainees towards ICT Teaching. The main findings of this study are male-female both teachers are interested in the use of ITC but they have a lack of technical skills.

Ankur (2012) in the article *Techniques in English Teaching as a Second Language in the Kumaun Region of Uttarakhand: Past Trends & Future Directions* focuses on the modern English is quite described as global lingua franca, and it is the major communication tool for science events, business, aviation, entertainment and diplomacy. The Indian software engineers created the global computer and IT revolution, which has now spread over the whole world. In doing so a happy synthesis has taken place between the American English and English as spoken in India. The Indian English has got worldwide acceptability in all walks of life, particularly in business, finance and in the field of science and technology. Global importance of English cannot be underestimated. English has an access to significant magnitude of Knowledge. No matter what you are interested in, with today's technological advancements and the rise of the internet you can find access to huge amounts of knowledge on just about any subject. We truly live in an age of information; however, most of the knowledge available is written in English. Most of the websites on the Web are in English, many books are written in English, most of press and news reports are in English.

Modi (2012) in the paper *Recent Trends In English Language Teaching* by examined to present the recent and popular trends in ELT that have been used practically in recent years in the entire world reviewing the past trends. Moreover, this is also an endeavor to encourage the ELT trainer to modernize their classroom arrangements (managements). The ELT trends that were very popular in the past have vanished today and have been substituted by others. Several factors have contributed to the adoption of new trends in ELT. The research found that -Teaching with Technology , Teachers connect with web 2.0 , Blockbuster course books kept alive through "New" versions , English as a Lingua Franca (ELF) , Learner Centeredness and Needs , Portfolio Development for Teachers , Syllabus Design and Materials Development , Corpus Linguistics , Reflective Practice and Teacher Learning , Bottom-Up and Top-Down Skills in L2 Learning etc. are very popular.

George (2014) in the paper *Innovation in English Language Teacher Education* explores English in India represents a wide range of use and ownership: from a foreign language through to a second language and a first language. Consequently, the contexts in which English is taught reflect this range and diversity, and have implications for the teacher's linguistic proficiency and professional competence. In this regard, the National Focus Group on the Teaching of English Position Paper (2006) envisions the route teacher education should take: 'Teacher education needs to be on going and onsite as well as preparatory. Emphasis must be laid on teacher proficiency in or familiarity with the language, as the teacher is often a role model. Proficiency and professional awareness are equally to be promoted, the latter to be imparted where necessary through the teachers' own languages' (p. 14). The National Curriculum Framework for Teacher Education (2009) elaborates this national vision of teacher education by foregrounding five principles that should inform the enterprise: the integrative and eclectic nature of teacher education; its liberal, humanistic and non-didactic underpinnings; its innovation in English Language Teacher Education multicultural and context-sensitive facets; the necessity for it to be transacted in a diversity of learning spaces and curriculum sites apart from the classroom; and, most importantly, reflective practice to be its chief aim. 'Pedagogical

knowledge has to constantly undergo adaptation to meet the needs of diverse contexts through critical reflection by the teacher on his/her practices' (pp. 19-20).

3. Significance of the Study:

Learning English or more specifically Learning English as a Second language has been an interesting area of research for last few decades throughout the world. Along with this, use of ICT in learning English adds more importance in recent educational area. Fewer opinions are there that learning English as a second language has no such positive relation with use of ICT. But a large body of researcher has emphasized that use of ICT is closely related to learning English as a second language. It makes learning English easy and effective.

In India whenever the researchers select any study as their research problem, most of the choices run behind English literature or literary theory. Research on English language has still remained a neglected area. So learning English as a Second language with the help of ICT is also a neglected area. There is a vast gap in the research of learning English as a second language with the help of ICT. Therefore the present study is on the expectation that this research work will be able to throw light upon certain issues related to the attitude of under-graduate students towards use of ICT in learning English as a Second language. This study will help teachers to understand student's attitude and reduce the problems related to learning English so that they can easily build their career with dignity and honour. Then no longer have they to become humiliated.

4. Methodology of the Study:

This is a quantitative study. Descriptive research has been performed by Survey method for conducting the research.

4.1. Variables of the Study:

The main variables of the study are:

- i. Learning English as a second language
- ii. Use of ICT in ESL learning

The demographic variables included in the study are:

- i. Gender
- ii. Locality

4.2. Objectives of the Study:

The following objectives were formed on the basis of literature and previous studies:

- i. To find out if there is any significant difference between the attitude of Male and Female students towards use of ICT in Learning English as a Second language.

- ii. To find out if there is any significant difference between the attitude of Rural and Urban students towards use of ICT in Learning English as a Second language.
- iii. To find out if there is any significant difference between the attitude of rural students towards use of ICT in ESL learning and learning English.
- iv. To find out if there is any significant difference between the attitude of Urban students towards use of ICT in ESL learning and Learning English.

4.3. Hypotheses of the Study:

On the basis of the objectives, the following Null Hypotheses were formed for this present study:

H₀₁: There is no significant difference between the attitude of Male and Female students towards use of ICT in Learning English as a Second language.

H₀₂: There is no significant difference between the attitude of Male and Female students towards use of ICT in Learning English as a Second language.

H₀₃: There is no significant difference between the attitudes of Rural students towards use of ICT in ESL learning and Learning English.

H₀₄: There is no significant difference between the attitudes of Urban students towards use of ICT in ESL learning and learning English.

4.4. Sample of the Study:

Because of the limitation of the time and space, the researcher has considered only one district North 24 Pargana in West Bengal. She took two urban Colleges and two rural Colleges from blocks and municipalities in North 24 Pargana. The colleges are all affiliated to West Bengal State University and University of Clacutta and the medium of instruction in these colleges is Bengali. The UG students, more specifically the students of 1st year from mainly three streams (Humanities, Science Commerce & others) are taken. 90 students from each college are taken and the total sample is 360.

TABLE- 1: The distribution of Sample is as follows:

GENDER	LOCALITY	HUMANITIES	SCIENCE	COMMERCE & OTHERS	TOTAL
MALE	URBAN	30	30	30	90
	RURAL	30	30	30	90
FEMALE	URBAN	30	30	30	90
	RURAL	30	30	30	90
TOTAL		360	360	360	360

4.5: Tools used in the Study:

Measuring attitude of students towards use of ICT in learning English as a Second language learning, the main way of data collection in this study. So the following tools were used as per requirement of the study:

4.5.1: Multidimensional English Language Attitude Scale

A multidimensional English language attitude scale was used in this study. Attitude/ Motivation Test Battery developed by R.C.Gardner used here with certain modifications. The test items which measures attitude are selected only. For validation, the tool was sent to the eminent professors from different universities on concentrated field. With their suggestions the test items of Attitude/Motivation Test Battery were translated in Bengali. After that with the translated version the Attitude /Motivation test battery was sent again to the same experts. On the basis of their suggestions the test Battery was finalized. The Scale contains 20 items (10 Positive & 10 Negative items). The response format was 5 point Likert Scale format (Strongly agree, Agree, Undecided, Disagree and Strongly Disagree). Though the scale is multidimensional scale, in the present study different dimensions are not taken into considerations. The scale contains two part in this study:

- i. Learning English (contains 10 items)
- ii. Use of ICT in ESL learning (contains 10 items)

4.6: Data Collection and Scoring:

Data was collected from total 360 samples with ultimate sincerity by administering the multidimensional Attitude scale upon the students in the classroom. Attitude scale was scored manually by attributing 1,2,3,4,5 to the negative and 5,4,3,2,1 to the positive items.

5. Analysis and Interpretation of Data:

For the analysis of the scored data the researcher used MS Office Excel 2010 version.

5.1: Hypothesis Testing:

To fulfil the first Objective the researcher has formulated one Hypothesis

H₀₁: There is no significant difference between the attitude of Male and Female students towards use of ICT in Learning English as a Second language.

To test this Hypothesis the following Inferential statistics has been drawn from the scored data.

TABLE- 2: Inferential Statistics (t-Test: Two-Sample Assuming Equal Variances) of total attitude of Male and Female learners towards use of ICT in ESL learning

t-Test: Two-Sample Assuming Equal Variances		
	<i>TOTAL MALE ATTITUDE</i>	<i>TOTAL FEMALE ATTITUDE</i>
Mean	60.4	60.21111111
Variance	34.07374302	47.19540658
Observations	180	180
Pooled Variance	40.6345748	
Hypothesized Mean Difference	0	
df	358	
t Stat	0.281112273	
P(T<=t) one-tail	0.389393344	
t Critical one-tail	1.649121068	
P(T<=t) two-tail	0.778786688	
t Critical two-tail	1.966612519	

Interpretation: Table 2 shows that in case of comparing the Mean scores of attitude of Male and Female students towards use of ICT in ESL learning the computed $t_{(358)}$ is 0.28 and P value is 0.77 ($P > 0.05$). Hence 't' is not Significant at 0.05 level. So H_{01} is accepted and thus it can be said that there is no significant difference between the attitude of Male and Female students towards use of ICT in Learning English as a Second language. Irrespective of their gender the under-graduate students thinks that Learning English as a Second language is a difficult task but using ICT we can make it easy and fruitful for the Bengali medium students.

To fulfil the second Objective the researcher has formulated H_{02} Hypothesis

H_{02} : There is no significant difference between the attitude of Male and Female students towards use of ICT in Learning English as a Second language.

To test this Hypothesis the following Inferential statistics has been drawn from the scored data.

TABLE- 3: Inferential Statistics (t-Test: Two-Sample Assuming Equal Variances) of total attitude of RURAL and URBAN learners towards use of ICT in ESL learning

	<i>TOTAL ATTITUDE of RURAL STUDENTS</i>	<i>TOTAL ATTITUDE OF URBAN STUDENTS</i>
Mean	56.78888889	63.82222222
Variance	33.24009932	23.17492241

Observations	180	180
Pooled Variance	28.20751086	
Hypothesized Mean Difference	0	
df	358	
t Stat	-12.56319421	
P(T<=t) one-tail	1.52731E-30	
t Critical one-tail	1.649121068	
P(T<=t) two-tail	3.05461E-30	
t Critical two-tail	1.966612519	

Interpretation: Table 3 shows that in case of comparing the Mean scores of attitude of Rural and Urban students towards use of ICT in ESL learning the computed $t_{(358)}$ is -12.56 and P value is 3.05461E-30 ($P < 0.05$). Hence 't' is Significant at 0.05 level. So H_{02} is rejected and thus it can be said that there is significant difference between the attitude of Rural and Urban students towards use of ICT in Learning English as a Second language. According to their habitat the under-graduate students differs in their opinions towards use of ICT in Learning English as a Second language. From this study we can find out that Urban students of UG level thinks that they have positive attitude towards use of ICT in learning English as a Second language on that hand the rural students thinks that Learning English as a Second language is a difficult task and use of ICT is still remain as a dream for Bengali medium students in West Bengal.

To fulfil the third Objective the researcher has formulated H_{03} Hypothesis

H_{03} : There is no significant difference between the attitudes of Rural students towards use of ICT in ESL learning and Learning English.

To test this Hypothesis the following inferential statistics has been drawn from the scored data.

TABLE-4: Inferential Statistics (t-Test: Two-Sample Assuming Equal Variances) of total attitude of RURAL learners towards use of ICT in ESL learning and learning English

	<i>ATTITUDE TOWARDS LEARNING ENGLISH(R)</i>	<i>ATTITUDE TOWARDS USE OF ICT(R)</i>
Mean	28.35	31.83333333
Variance	10.6198324	18.88826816
Observations	180	180
Pooled Variance	14.75405028	
Hypothesized Mean Difference	0	

df	358	
t Stat	-8.603212713	
P(T<=t) one-tail	1.23545E-16	
t Critical one-tail	1.649121068	
P(T<=t) two-tail	2.4709E-16	
t Critical two-tail	1.966612519	

Interpretation: Table 4 shows that in case of comparing the Mean scores of attitude of Rural students towards use of ICT in ESL learning and Learning English, the computed $t_{(358)}$ is 8.60 and P value is 2.4709E-16 ($P < 0.05$). Hence 't' is Significant at 0.05 level. So H_{03} is rejected and thus it can be said that there is no significant difference between the attitude of Rural students towards the use of ICT in ESL Learning and Learning English

To fulfil the third Objective the researcher has formulated H_{04} Hypothesis

H_{04} : There is no significant difference between the attitudes of Urban students towards use of ICT in ESL learning and Learning English.

To test this Hypothesis the following inferential statistics has been drawn from the scored data.

TABLE 5: Inferential Statistics (t-Test: Two-Sample Assuming Equal Variances) of total attitude of URBAN learners towards use of ICT in ESL learning and learning English

	<i>ATTITUDE TOWARDS LEARNING ENGLISH (U)</i>	<i>ATTITUDE TOWARDS USE OF ICT(U)</i>
Mean	31.96666667	28.46111111
Variance	17.68603352	25.93702669
Observations	180	180
Pooled Variance	21.81153011	
Hypothesized Mean Difference	0	
df	358	
t Stat	7.120902549	
P(T<=t) one-tail	2.95768E-12	
t Critical one-tail	1.649121068	
P(T<=t) two-tail	5.91536E-12	
t Critical two-tail	1.966612519	

Interpretation: Table 5 shows that in case of comparing the Mean scores of attitude of Rural students towards use of ICT in ESL learning and Learning English, the computed $t_{(358)}$ is 7.12 and P value is 5.91536E-12 ($P < 0.05$). Hence 't' is Significant at 0.05 level. So H_{04} is rejected and thus it can be said that there is no significant difference between the attitude of Urban students towards the use of ICT in ESL Learning and Learning English as per their attitude concerned.

Main Findings:

- i. There is significant difference between the attitude of Rural and Urban students towards use of ICT in Learning English as a Second language.
- ii. Under-graduate students overall attitude is not at all positive. Study shows that students have basic fear and anxiety in learning English as a Second language.
- iii. English teachers miserably fail to build rapport with the learners and inspire the learners. The distance has to be broken. Teachers of Bengali medium schools should consider learners' point of view.
- iv. The present English syllabus has to be modified because the learners' attitude towards the present English course is not positive and they don't think the course is interesting and utilitarian.
- v. Teacher should emphasize on use of ICT in English learning as a second language.
- vi. Teacher must be trained and competent in using ICT in English classroom.

Discussion:

Under-graduate students of Rural areas think that both use of ICT in ESL learning and Learning English is difficult and time taking. There are many factors affecting their English language learning and use of ICT in ESL learning like Basic fear in English language, inadequate learning situation, no use of technology in English Classroom, Lack of motivation, anxiety in foreign language etc. Under-graduate students of Urban areas think that both use of ICT in ESL learning and Learning English is useful and helpful for the learners. Learning English is essential for career development and future success in any stream of profession. Use of ICT can make effective and very easy to learn English as a second language. Audio-visual aids can help to memorize and comprehend English language very easily. It also helps in Reflective thinking and creative thinking within learners. Urban students of Bengali medium school show interest in using technology in daily life but not confident about using ICT in ESL learning. They also suffer from lack of confidence in English language learning. For Bengali medium students English is second language so they should be careful that lack of interest in ESL learning may not engulf them while trying to learn English language. Teachers of English language should also be cautious about the affective variables- lack of interest and low confident in learning English language of Bengali medium students. Moreover, teachers of English language should be trained enough so that they can sufficiently use ICT in English classroom which may increase the comprehension level and interest of the students.

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