

CONSTRUCTION OF TOOL TO ENGLISH LANGUAGE LEARNING ATTITUDE OF COLLEGE STUDENTS

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Abstract

Developed a 40 items to measure a English language learning attitude among college students. For this purpose a pilot study was carried out in Puducherry Region in India. A sample of 100 Arts and Science college students who resembles the population of the study but non-participants of the sample selected for the study. The tool was developed with three dimensions behavioural aspect, Cognitive aspect and emotional aspect of the college students.

Key words: English language learning attitude scale and College Students

1. Introduction

The English language has exercised a great influence over the past centuries in shaping the political, social, economic, intellectual and cultural life of India and is still serving as a dynamic instrument of social change. English language is one of the foremost international languages in the world. It provides easy access to the world's rich literature, science, technology, radio, TV and an ever growing number of books, periodicals and newspapers. We in India have gained immense pleasure by partaking of this great heritage through the English language.

2. Development of the Tool

The aim of the present study is to measure the English Language Learning Attitude Scale of College Students. For assessing the investigator constructed and validated the English Language Learning Attitude Scale (2018). 40 statements were framed with three dimensions in the scale. It was designed as a Likert type five point rating scale. Each statement as been given expressions as strongly agree, agree, undecided, disagree and strongly disagree. The students were asked to put a tick mark (✓) in any one of the options which they considered the most appropriate. The three dimensions of the following scale namely behavioural aspect 17 items, Cognitive aspect 11 items and emotional aspect 12 items. The positive statements were assigned scores

as 5,4,3,2 and 1 respectively for strongly agree, agree, undecided, disagree and strongly disagree and the negative statements scores is reversed.

3. Item Analysis

One of the important steps in the standardization of the scale is item analysis and is to find out the 't' value for each item, which forms the basis for item selection. The individual scores for the entire 100 respondents were calculated and arranged in the descending order from the highest to the lowest score. From the arranged scores, only the upper 27% of the sample constituting the high scores and the lower 27% constituting the lower scores were selected for the purpose of item selection. The high and low groups, thus selected formed the criterion groups.

4. Items selection

To select the items of the English Language Learning Attitude Scale, the 't' value for all the 40 items has been calculated using the formula suggested by Allen Edwards (1957). Items with 't' value equal or greater than 1.75 were accepted and those with 't' value below 1.75 were rejected. The 't' value for all the 32 items out of 40, was found equal or greater than 1.75. Therefore 32 items were retained in the English Language Learning Attitude Scale for the purpose of final study. Thus the 't' values for all the 40 items are shown in the table 1.

Table 1
't' Value for the Statements of English Language Learning Attitude Scale

Statement No.	't' – value	Statement Selection
1	3.791	Selected
2	3.732	Selected
3	2.113	Selected
4	1.058	Not Selected
5	3.172	Selected
6	2.574	Selected
7	2.129	Selected
8	3.197	Selected
9	4.354	Selected
10	1.678	Not Selected
11	3.584	Selected
12	3.423	Selected
13	4.049	Selected
14	2.547	Selected
15	0.187	Not Selected
16	1.229	Not Selected
17	3.117	Selected
18	4.698	Selected
19	0.345	Not Selected
20	0.148	Not Selected
21	3.056	Selected
22	4.503	Selected
23	2.387	Selected
24	6.416	Selected
25	2.808	Selected
26	1.447	Not Selected
27	3.289	Selected

28	2.195	Selected
29	4.225	Selected
30	3.759	Selected
31	4.284	Selected
32	3.385	Selected
33	3.328	Selected
34	3.595	Selected
35	5.126	Selected
36	3.352	Selected
37	1.539	Not Selected
38	5.364	Selected
39	4.847	Selected
40	3.468	Selected

5. Reliability and Validity

The reliability of the English Language Learning Attitude scale was determined by the split-half method. The scale was divided into two halves and each half was treated as a separate test. The statements were numbered from 1 to 32. The odd numbered items were made into a test and the even numbered items were made into another test. The reliability of the test by split-half technique (consistency) followed by applying of Spearman-Brown prophecy formula was found to be 0.71. The significance of the reliability was tested with 't' test. The 't' value 28.61 was significant at 0.01 level. Thus the reliability was highly significant at 0.01 level. The intrinsic validity is also called as the index of reliability (Guilford, 1954). The formula used to determine the intrinsic validity is the square root of its reliability. Thus the validity of this test is 0.83. The significance of the validity was tested with 't' test. The 't' value 31.21 was significant at 0.01 level. Thus from the two co-efficient it may be inferred that this test is highly reliable and valid. To find out its content validity, the scale was given to experts, and they were agreed that the items in the scale provided adequate coverage about the concept.

6. Norms and Interpretation of Data

The interpretation given in the table no. 2

Table 2
Interpretation of Scores for English Language Learning Attitude Scale

S. No.	Percentiles	Value	Level of Attitude
1	P ₂₅	81 & Below	Low
2	P ₂₅₋₇₅	82-130	Average
3	P ₇₅	131 & above	High

7. Conclusion

The English language learning attitude can be used to measure attitude towards English language learning of any students irrespective of age, sex, subject specialization and grade level worldwide.

8. References

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