



ATTITUDE OF SECONDARY SCHOOL ENGLISH TEACHERS TOWARDS THE USE OF ICT IN TEACHING AND LEARNING

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Abstract:

The present study aims to find out the attitude of secondary school English teachers towards the use of ICT in teaching and learning. The study consists of 70 secondary school English teachers belonging to both Government and Private schools of Mandya city. Simple Random sampling technique has been used to collect data. The findings of the study reveal that there is no significant difference in the attitude of Secondary school English teachers towards the use of ICT in teaching and learning with respect to their gender and type of the school.

Keywords: Attitude, secondary school, English teachers, ICT

Introduction:

Today the entire world is regarded as a Global village. The term symbolises the phenomenon of the entire world becoming more interconnected as the result of the propagation of media and technologies throughout the world. All parts of the world are being brought together by the internet and other electronic gadgets. Language being an effective tool of communication has expanded the social spheres of people. Learning is a complex process of discovery, collaboration, and inquiry facilitated by language. It is relatively permanent change in person's knowledge or behaviour due to experience. (Richard E. Mayer). The language provides strong base for learning. As a universal language English is considered as Lingua Franca of technology and use of technology has become an inseparable part of human life. Thus to use the technology intelligently and to be the part of global citizenship, there is a need to equip the future generation with strong hold on English

language. There is a great scope for English language learning in Indian education scenario as English is taught as compulsory second language. As English is not our native language, teachers have to put deliberate efforts in teaching it to students. There are various techniques and methods to teach English language but the recent researches have strongly proved that incorporating ICT in teaching and learning English language has made learning more interesting, creative and result oriented. Use of technology can be extremely effective in enhancing the English language skills as well.

Need and Importance of the study:

As a Universal language, English has been given an important place in Indian school curriculum. In the present era, English has become one of the most effective global mediums of communication. It plays a vital role being the language of Text Book and language of instruction at different levels of education. Proficiency in English language may also increase students' academic performance. Educational policy is deeply influenced by language attitude, for language is central mediating factor in education (Kelly, 1969).

Learning is not a passive pursuit. It is not merely the process of absorbing information from external sources; on the contrary it is the act of processing of information in the ways that are meaningful to the learners. Students do not learn just by sitting passively in the classroom and listening to teachers. Effective learning takes place when the students are actively involved in the process of learning by talking about what they are learning, writing about it, by relating it to past experiences and applying it to their everyday lives (Davis, 1993; Bonwell & Eison, 1991; Chickering & Gamson, 1987).

The English language teachers have to motivate learners to learn on their own, develop meta-cognitive skills. Thus language learning will find a central place in the total educational process (NCF2000, NCF 2005) and it is possible only when English language teachers become techno savvy and incorporate ICT in their teaching to cater to the needs of all the students irrespective of their individual differences. Thus the findings of the study might help to define clearer guidelines and to gain better skills for adapting ICT in their own English classrooms. Favourable attitude and an intrinsic urge to acquire digital skills helps teachers to develop a conducive learner friendly English language learning environment in the classroom. Thus this study is a small venture in this direction.

Statement of the Problem:

“ATTITUDE OF SECONDARY SCHOOL ENGLISH TEACHERS TOWARDS THE USE OF ICT IN TEACHING AND LEARNING”

Objectives:

1. To assess the level of attitude of secondary school English teachers towards the use of ICT in teaching and learning in total.

2. To assess the level of attitude of secondary school English teachers towards the use of ICT in teaching and learning with respect to gender.
3. To assess the level of attitude of secondary school English teachers towards the use of ICT in teaching and learning with respect to type of institution.

Hypothesis:

1. There is no significant difference between level of the attitude of Male and Female secondary school English teachers towards the use of ICT in teaching and learning.
2. There is no significant difference between the attitude of Government and Private Secondary school English teachers towards the use of ICT in teaching and learning.

Operational definitions:

Attitude: Attitude is a tendency to react in a particular manner towards the stimuli (Anastasi, 1957). An attitude is a positive, negative, or mixed evaluation of an object expressed at some level of intensity. It is an expression of a favourable or unfavourable evaluation of a person, place, thing, or event.

ICT Attitude: It involves all positive and negative reactions of different individuals towards the use of Information and Communication Technology. In this study Attitude towards use of ICT refers to the scores obtained by the Secondary school English teachers on the ICT Attitude Scale.

English language: In this study 'English Language' refers to foreign language which is taught as second language in secondary schools of Karnataka State as a compulsory subject.

Secondary school English teachers: The in-service teachers who are teaching English as a subject in secondary schools.

Method of Study: The study is Descriptive survey in nature.

Sample: 70 secondary school English teachers from Mandya City were selected using Simple random sampling technique.

Tool used: ICT Attitude Scale for Secondary School English Language Teachers by Dr. B. Krishnaprasad and Mrs. Sree Rekha. R. (2007)

Statistical Techniques used:

The collected data was analysed using Descriptive statistical measures and t-test

Analysis and Interpretation:

Table- 1: To assess the level of attitude of secondary school English teachers towards the use of

ICT in teaching and learning in total

Table -1 showing the percentage of secondary school English teachers possessing highly favourable, moderate and less favourable levels of attitude towards the use of ICT in teaching and learning.

| Level | No of Teachers | Percentage (%) |
|-------------------|----------------|----------------|
| Highly favourable | 47 | 67.15 |
| Moderate | 12 | 17.14 |
| Less favourable | 11 | 15.71 |
| Total | 70 | 100% |

Figure No. 1: Figure showing the percentage of secondary school English teachers possessing highly favourable, moderate and less favourable levels of attitude towards the use of ICT in teaching and learning.

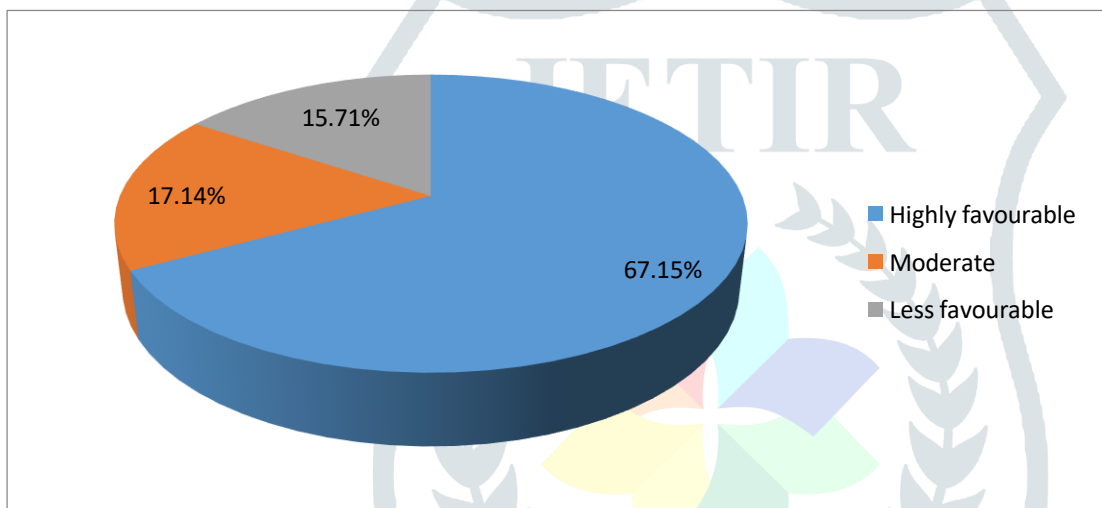


Table -1 and Figure No.1 reveal that 67.15% of Secondary school English Teachers possess highly favourable level of Attitude towards the use of ICT in teaching and learning. 17.14 % possess moderate level and 15.71% Secondary school English teachers possess less favourable level of Attitude towards the use of ICT in teaching and learning.

Table-2: To assess the level of attitude of secondary school English teachers towards the use of ICT in teaching and learning with respect to Gender

Table No. 2 : Table showing the percentage of Male and Female secondary school English teachers towards the use of ICT in teaching and learning.

| Level of attitude towards the use of ICT in teaching and learning | Gender-wise percentage of English teachers | |
|---|--|--------|
| | Male | Female |
| | | |

| | | |
|-------------------|-------|-------|
| Highly favourable | 60.87 | 70.22 |
| Moderate | 21.74 | 14.89 |
| Less favourable | 17.39 | 14.89 |
| Total | 100% | 100% |

Figure No. 2: Figure showing the percentage of Male and Female secondary school English teachers possessing highly favourable, moderate and less favourable levels of attitude towards the use of ICT in teaching and learning.

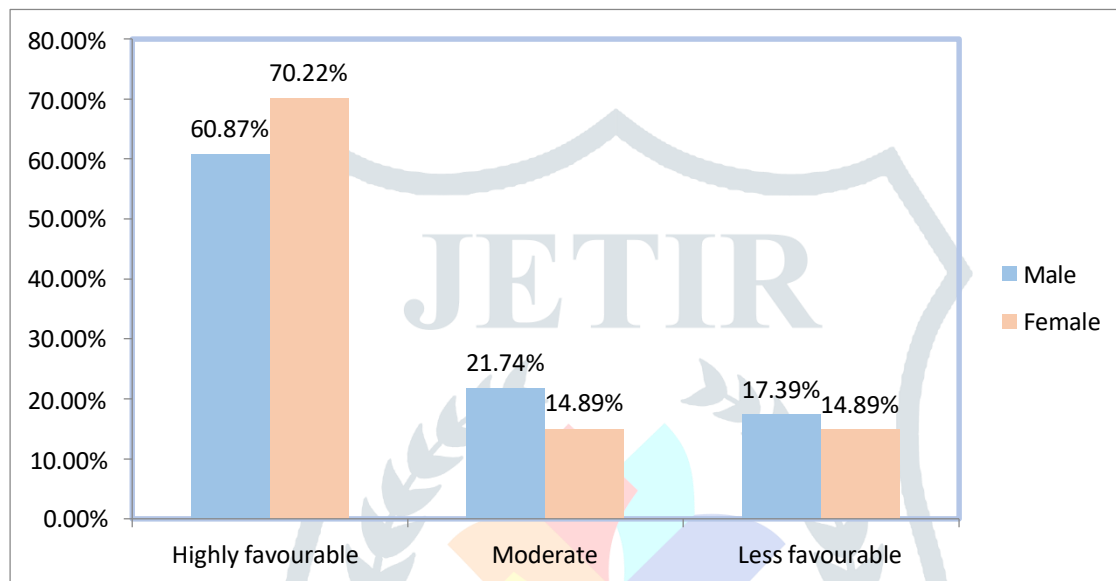


Table: 2 and Figure No.2 reveal that 60.87%, 21.74% and 17.39% of Male Secondary school English Teachers possess highly favourable, Moderate and less favourable levels of Attitude towards the use of ICT in teaching and learning respectively. It also reveals that 70.22%, 14.89% and 14.89% of Female Secondary school English Teachers possess highly favourable, moderate and less favourable levels of Attitude towards the use of ICT in teaching and learning respectively.

Table No-3: To assess the level of attitude of secondary school English teachers towards the use of ICT in teaching and learning with respect to type of Schools.

Table No. 3: Table showing the percentage of Government and Private secondary school English teachers possessing highly favourable, moderate and less favourable levels of attitude towards the use of ICT in teaching and learning.

| Level of attitude towards the use of ICT in teaching and learning | Type of School-wise percentage of English teachers | |
|---|--|---------|
| | Government | Private |
| | | |

| | | |
|-------------------|-------|-------|
| Highly favourable | 62.85 | 71.42 |
| Moderate | 17.15 | 17.15 |
| Less favourable | 20 | 11.43 |
| Total | 100% | 100% |

Figure No. 3: showing the percentage of Government and Private secondary school English teachers possessing highly favourable, moderate and less favourable levels of attitude towards the use of ICT in teaching and learning

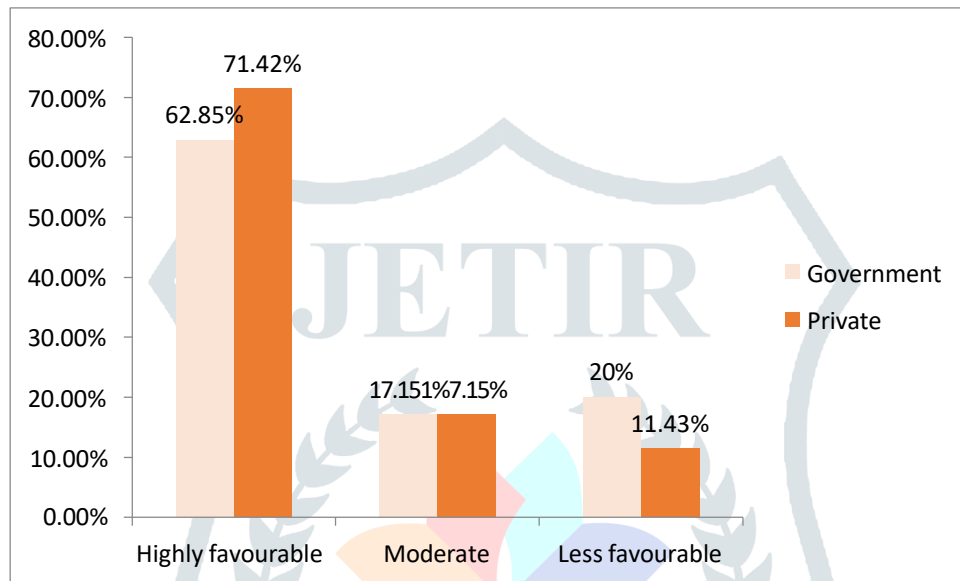


Table -3 and Figure No.3 reveal that 62.85 %, 17.15 % and 20% of Secondary school English Teachers belonging to Government schools possess highly favourable, Moderate and less favourable levels of Attitude towards the use of ICT in teaching and learning respectively. It also reveals that 71.42%, 17.15% and 11.43% of Secondary school English Teachers belonging to Private schools possess highly favourable, moderate and less favourable levels of Attitude towards the use of ICT in teaching and learning respectively. This section deals with the analysis related to finding significant difference between groups. Independent sample ‘t’ test was employed for finding difference between two categories.

MAJOR NULL HYPOTHESIS HO.1:

There is no significant difference between the level of the attitude of Male and Female secondary school English teachers towards the use of ICT in teaching and learning.

Table No. 4 : Table showing the percentage of Male and Female secondary school English teachers possessing highly favourable, moderate and less favourable levels of attitude towards the use of ICT in teaching and learning.

| Gender | N | Mean | df | t-value | Level of Significance |
|--------|----|--------|----|---------|-----------------------|
| Male | 23 | 318.90 | 35 | 1.68 | NS |
| Female | 47 | 318.02 | | | |

Table No:4 shows that the obtained 't' value of 1.68 is less than the tabled 't' value of 1.97 at 0.05 level of significance for degrees of freedom 35. Therefore the null hypothesis Ho.1 is accepted and it is concluded that there is no significant difference between the level of the attitude of Male and Female secondary school English teachers towards the use of ICT in teaching and learning.

MAJOR NULL HYPOTHESIS HO.2:

There is no significant difference between the attitude of Government and Private Secondary school English teachers towards the use of ICT in teaching and learning.

Table No. 5 : Table showing the percentage of Government and Private secondary school English teachers possessing highly favourable, moderate and less favourable levels of attitude towards the use of ICT in teaching and learning.

| ype of schools | N | Mean | df | t-value | Level of Significance |
|----------------|----|--------|----|---------|-----------------------|
| Government | 35 | 317.14 | 68 | 1.66 | NS |
| Private | 35 | 320.14 | | | |

Table No:5 shows that the obtained 't' value of 1.66 is less than the tabled 't' value of 1.99 at 0.05 level of significance for degrees of freedom 46. Therefore the null hypothesis Ho.3 is accepted and it is concluded that there is no significant difference between the level of the attitude of Government and Private Secondary school English teachers towards the use of ICT in teaching and learning.

Findings of the Study:

- 67.15% of Secondary school English Teachers possess highly favourable level of Attitude towards the use of ICT in teaching and learning. 17.14 % possess moderate level and 15.71% Secondary school English teachers possess less favourable level of Attitude towards the use of ICT in teaching and learning.
- 60.87%, 21.74% and 17.39% of Male Secondary school English Teachers possess highly favourable, Moderate and less favourable levels of Attitude towards the use of ICT in teaching and learning respectively. It also reveals that 70.22%, 14.89% and 14.89% of Female Secondary school English Teachers possess highly favourable, moderate and less favourable levels of Attitude towards the use of ICT in teaching and learning respectively.
- 62.85 %, 17.15 % and 20% of Secondary school English Teachers belonging to Government schools possess highly favourable, Moderate and less favourable levels of Attitude towards the use of ICT in teaching and learning respectively. It also reveals that 71.42%, 17.15% and 11.43% of Secondary school English Teachers belonging to Private schools possess highly favourable, moderate and less favourable levels of Attitude towards the use of ICT in teaching and learning respectively. There was less favourable attitude found in Government school teachers than the Teachers belonging to Private schools.
- There is no significant difference found between the level of the attitude of Male and Female secondary school English teachers towards the use of ICT in teaching and learning.
- There is no significant difference found between the level of the attitude of Government and Private Secondary school English teachers towards the use of ICT in teaching and learning.

Educational Implications:

- The findings of the study revealed that majority of the secondary school English teachers possess highly favourable attitude towards using ICT in teaching and learning. It is recommended that all the teachers in general and English teachers in particular must be made aware that since English is taught as a second language, the use of ICT provides access to authentic language materials, promotes collaborative learning, and fosters digital literacy. Computer-based activities enhance interaction and collaboration and provide unique opportunities for the development of the learners' spoken and written language capabilities
- It was observed from the present study that there was no significant difference between Male and Female secondary school English teachers towards the use of ICT in teaching and learning. It is recommended that all the teachers irrespective of Gender must possess enthusiasm towards acquiring required skills to incorporate innovative strategies in teaching and learning English language as rural students find it difficult to learn.
- The findings of the study revealed that there was no difference found between the level of the attitude of Government and Private Secondary school English teachers towards the use of ICT in teaching and learning. But the percentage of less favourable attitude found more in Government school teachers than the Teachers belonging to Private schools. Thus it is recommended that all Government schools must be well

equipped with ICT facilities and training at regular intervals to teachers must be provided to operate the digital equipment by the concerned departments.

➤ The digital apps like Your English Teacher, Duolingo, FlentU, Grammarly, Teacherapp English, Evernote, Babbel, Memrise etc.,. Could be used by the teachers to teach English grammar, vocabulary and pronunciation. There is another free web and mobile app called

Flip' that students can use to record, edit, and share video assignments. It helps them verbalize their thoughts and encourages peer-to-peer learning.

Conclusion:

The inclusion of ICT in teaching English language has brought in paradigm shift in the teaching and learning process. English is not only an international language and a lingua-franca of the world's citizens, but it is also the storehouse of knowledge (Bhattarai, 1995; Harmer, 2007). Therefore, attempts must be made to enhance English language teaching and make it more advanced. Many research scholars (Acevedo, 2016; Ince 2014; Liu, 2012) in their research studies have concluded that English language teaching and learning is effective and more successful with the integration of ICTs. Therefore teachers at elementary and secondary stage must provide independent and collaborative learning environment in which students can learn English with much ease. The teachers must realise that the use of ICT in teaching and learning process is the need of an hour and be innovative and enthusiastic in their teaching learning process. The integration of ICT in English language teaching would make learning more interesting, creative and result oriented. Use of technology can be extremely effective in enhancing the English language skills as well.

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