



## **ATTITUDE OF THE SECONDARY SCHOOL ENGLISH LANGUAGE TEACHERS TOWARDS USING INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

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### **INTRODUCTION**

The end of the 20<sup>th</sup> century witnessed very exciting changes, one of them being in the field of information and communication technology. All concerned with education must realize that in the fast changing world of today, the students have to be prepared to cope intelligently with the social, economic and technological changes. The educational environment is changing rapidly as a consequence of ICT and will continue to change.

#### **ICT's In Secondary Education:**

Teachers are the key players in the learning process. Teacher training is crucial for laying a road map toward "learning schools" via "learning teachers". ICTs are a sympathetic mode to mobilize teacher's creativeness and make their didactic practice more flexible and ingenious. The dominant paradigm so far is that teachers need to be taught likewise they are supposed to teach later on. The dilemma of bringing teachers and would be teachers to a new didactic method like the integration of ICTs comes from the fact that teachers themselves have been taught in traditional ways for many years.

#### **English in India:**

Nehru has rightly said that English is our major window on the world. It keeps us informed about the advancement taking place throughout the world. In fact, English is the only window through which we can see the progress taking place in the scientific, technological, agricultural, cultural, literary, political, social, and economic fields. Knowledge of English helps us keep in touch with the world's ever increasing explosion of knowledge and technological advancement which are so important to a developing nation like India. The study of English will continue in the country for the progress of our country.

#### **Attitude:**

The term attitude, like most abstract terms of English language, has more than one meaning. Herbert Spencer was one of the earliest psychologists to employ this term derived from the Latin word "Aptus". It has on one had the significance of fitness or connotes a subjective or mental state of preparation for action on other hand; an attitude is an effective by – product of an individual's experience and its base in inner urges, acquired habits and environmental influence by which an individual is surrounded.



In other words, the attitude is a result of personal desires and group stimulation. It is the part of individual's personality. But, an individual will be affected by the attitude and behaviour of the groups with which he is associated.

### **Teachers Attitudes towards Computers:**

In many developed countries, nearly all schools are equipped with the infrastructure to conduct ICT mediated teaching and learning. Positive teacher attitudes towards computing are critical if computers are to be effectively integrated in to the school curriculum. A major reason for studying teacher's attitude towards computer use is that it is a major predictor for future computer use in the classroom.

#### **Need for the study**

Now – a – days computers are rapidly becoming important components in different fields of society, like education, business, etc.

Thus Computer education has become a fundamental curriculum in schools and colleges world wide. The central and state governments have taken tremendous efforts to implement ICT in the process of teaching and learning. The state government has introduced a computer course in the secondary schools. The success of any new programme on information and communication technology depends upon the support and attitude teachers. Hence, it is necessary to find out the attitude of secondary school English language teachers towards using ICTs.

**Objective:** To study attitude of secondary school English language teachers towards using information and communication technology.

#### **Methodology:**

The present study is that the “Attitude of secondary school English language teachers towards using information and communication technology (ICT) in Srikakulam district of Andhra Pradesh. The data was collected both from secondary and primary sources. The secondary data was collected from various books and journals and articles, other related books. The primary data was collected through questionnaire method in the form of closed method.

Srikakulam district was primary selected for the analysis of the data in Andhra Pradesh because it is very backward district in Andhra Pradesh. There are 38 mandals in this district. However working with total high schools were 375 including mandal perished, municipalities and private and unaided schools. Before collecting the data srikakulam district is divided into urban and rural mandals. Out of 38 mandals 6 mandals selected from urban areas and 13 mandals selected from rural areas.

#### **Selection of Samples:**

There are 120 sample English teachers were selected on the basis of purposive sample random sampling. These 120 samples selected from urban and rural areas. Out of the 120 samples, 60 samples were selected from 6 urban area mandals, similarly another 60 samples from 13 rural mandals.

#### **Tool:**

A questionnaire developed by the researcher.



### **Method:**

Data analysis used percentages, frequencies and narrative description.

### **Findings:**

Out of the 120 questionnaires distributed to the English language teachers, 117 were filled in and returned. The response rate was 86%. Data on English language teachers attitude towards Ict revealed that 117(85%) of the teachers have participation, while 3(15%) were not in favour of this idea .with regard to the idea that information about English language, 102(85%), and 3(2.5%) and 15(12.5%) respondents agree, undecided and disagree. To the idea that browse language games from internet, 51(42.5%) and 11(9.2%) and 58(48.3%) of teachers responded agree, undecided and disagree respectively. Moreover to the item teach language and grammar using LCD, 33(27.5%), 10(8.3%) and 64.2% responded agree, undecided and disagree. To the idea that teaching of language and literacy with help of Ict,73(60.8%),6(5%) and 41(34.2%) responded agree, undecided and disagree. The item possessing of E-mail ID, 69(57.51%), 11(9.2%) and 40(36.7%) responded agree, undecided and disagree respectively. To the idea that sending e-mail through internet, 65 (54.2%), 11(9.2%) and 44(36.7%) responded agree, undecided and disagree respectively. The English teachers are curious to know about internet, 85(70.8%) and 6(5%) and 29(24.2%) responded agree, undecided and disagree. Browsing required information from internet, 103 (85.8%), 6(5%) and 11(9.2%) responded agree, undecided and disagree. Use of ict in teaching English,78(65%),8(6.7%) and 34(28.3%) responded agree, undecided and disagree. To the idea interested in E-learning 68(56.7%), 17(14.2%) and 35(29.2%) responded agree, undecided and disagree. teaching English lesson by using computers and internet, 65(54.2%), 13(10.8%) and 42(35%) responded agree, undecided and disagree. It is clearly understood that majority of respondents to use computer and internet for teach English lessons. To the idea not adopt new technology in teaching for enjoyment, 25(20.8%), 6(5%) and 89(74.2%) responded agree, undecided and disagree. Use DVD and other technologies for developing communicate skills, 66(55%), 13(10.8%) and 34.2% responded agree, undecided and disagree. It is clearly evident majority of teachers are respond positively and they use DVD and other technologies to their students' communication skill. Innovative activities with the help of ICT, 77(64.2%), 34(28.3%) and 9(7.5%) responded agree, undecided and disagree. To the idea develop cultural activities with the help of ICT, 95(79.2%), 15(12.5%) and 10(8.3%) responded agree, undecided and disagree. it is clearly understood that the highest percentage of teachers agree to develop cultural activities with the help of ict.

### **Conclusion:**

The English teachers under study showed quite a positive attitude towards using information and communication technology. Ict is very essential in secondary school English teachers because they understand computer knowledge very easier and build



their own concepts and it also helpful to the teachers and students how they can actually prepare themselves in higher levels for the 21<sup>st</sup> century.

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