

Teachers' Attitude towards the Use of ICTs in English Language Teaching: A Survey

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Abstract:

Usage of information communication technologies (ICTs) in teaching English language is one of the best recent and modern advances in language learning, especially to inculcate and strengthen the opportunities to attain aims of language teaching. In the present times, many academicians and professionals get to know the significance of using several technological devices in the procedure of language instruction and learning equally. Newer approaches have made language learning more productive, efficient, and communicative. Hence consequently, in the study, definitions of some significant terms that linked to innovation such as ICT, perception and attitude are given. Further, some exploration of the possibilities to use information communication technologies for efficient teaching of English is to be undertaken. Moreover, this study will interpret the teachers' attitudes towards the role of ICTs for teaching English. In the end, the determination is made as per the survey results suggested.

Keywords: ICT, Teachers' attitude, Teaching English, Language Skills.

1. Introduction

At present, the role and status of English in India are higher than ever, as evidenced by its position as a key subject of medium of instruction and curriculum. As the number of English learners is increasing day by day, some innovative teaching methods have been introduced to intensify the effectiveness of the teaching process as part of a constructive change. "Printed core materials, it was felt, would survive, but the demand for 'a better fit' meant that the variety of add-ons would grow, and as technology developed and became more available these supplements would be increasingly available online" (David Block, 165). It is a fact that these technologies have proved successful in replacing the traditional teaching methods. Shaikh (2013) explored various advantages of ICT's in his Introduction to Educational Technology & ICT. ICT based language learning allows for widespread classrooms that provide qualitative, quantitative, and economical advantages. Traditional language teaching is a one-way process which follows a well-defined time frame and which models the contents on the basis of the users' results. At present, the role and status of English as it is the language of social-political, socio-cultural, educational, industrial, business, media, library, and communication across borders and key subject in the curriculum and language of imparting education. According to David Graddol (1997, 2000), "It is the language at the leading edge of science and technological development,

new thinking in economics and management, new literatures and entertainment genre.” The use of latest technologies in English language teaching has increased popularity so as the need for qualified teachers to instruct the students in the latest and recent ways as the majority of teachers still teach in the traditional manner. “With the use of particular software, instructors have the opportunity to supervise the results of the students’ work, the level achieved by each and the possibility to update their online documents such as notes, images, videos” (Thamarana, pp. 228). “The rapidly developing technology of the English speaking countries has made British and American television and radio programmes, films, recordings and books readily available in all but the most undeveloped countries,” (Broughton et al, 3).

2. Review of Literature

According to Brooks (2001), “A major advantage of the Internet is that teachers do not have to worry about software and hardware issues as much as in other situations” (Brooks, 32). As Hanrahan (2006) mentioned, “The technology in the classroom is something other than English in a disciplinary sense, yet it’s often inherently textual nature is intimately woven into the practice of English studies” (Hanrahan, 32). Students in language and science classes are already not only computer literate, but also they are becoming the pioneers of change for the future of modern education. “Printed core materials, it was felt, would survive, but the demand for ‘a better fit’ meant that the variety of add-ons would grow, and as technology developed and became more available these supplements would be increasingly available online” (David Block, 165). Cartelli (2008) mentioned that there are certain approaches to “teaching and learning are both synchronic (by chat and videoconferencing) and diachronic (video lessons, practical exercises on the internet, discussion forums, blogs, newsletters (Cartelli, 1).

3. Context of the Problem:

The issues of poor and ineffective teaching of English language had been noticed among the teachers of undergraduate courses in the colleges of all the three north-costal districts in Andhra Pradesh, i.e. Visakhapatnam, Vizianagaram and Srikakulam. At present, there are many Information Communication Technologies such as Internet (World Wide Web), YouTube, Instant Relay Messenger (Face-book, WhatsApp), Smart Phones, Projectors (LCD, LED), Television, E-books (PDF, Epub.), Graphics (Digital Images), Mp3 Players (Digital Audio Players), Video players (VCD, DVD players) and Animations. These technologies have been contributing enormous to teaching and learning of English language effectively. Especially, ICTs are great source for language activities, material in teaching and learning English language. However, many teachers may not have the technical skills to make full use of these technological resources in their instruction. Therefore, this study investigates the teachers’ attitudes towards the use of information communication technologies for learning English.

4. Terminology

(a) Information Communication Technology

ICT covers any product that will store, retrieve, manipulate, and transmit or receive information electronically in a digital form for example, personal computers, digital television, email and robots. Importantly, it is also concerned with the way these different uses can work with each other. Here in this study, ICT refers to Internet (World Wide Web), YouTube, Smart Phones, Projectors (LCD, LED), Television.

(b) Attitude

It refers to affect and is an evaluative, emotional reaction (i.e., the degree of like, or dislike associated with attitudinal object.

5. Aim of the Study

- (a) To study teachers' attitude towards the use of information communication technologies as non-traditional forms of instruction.

Question of the Study

- (a) What is the teachers' attitude towards the use of information communication technologies?

Hypothesis of the Study

- (a) There is no positive attitude of teachers towards the use of information communication technologies.

6. Limitations of the Study

- (i) The study was carried out for six weeks within the time constraints and the availability of the participants. This duration can be extended to four months in a year. This can relieve the pressure of time and the other responsibilities of the participants.

7. DATA-COLLECTION APPROACH

Common approaches to understanding attitudes include the use of questionnaires, focus groups, and interviews. While each of these approaches provides good information, questionnaires may be the best way to assess attitudes because they can be completed anonymously and administered to assess changes in individuals' experiences and thinking over time. A questionnaire is a system for collecting information to describe, compare, and explain knowledge, attitudes, perceptions, or behaviour. Some ICT related Attitude

Questionnaires were used for this purpose. The questionnaire which is called ‘Teachers’ Attitudes towards the Use of information communication technologies’ contains 15 items. It was distributed among 85 English lecturers for various undergraduate courses. Responses were on a 5-point scale, ranging from “completely disagree” to “completely agree” (1 indicated a strong disagreement with the statement and 5 indicated a strong agreement to the given statement). The questionnaire studies teachers’ attitudes towards the use of information communication technologies in teaching English language. The purpose of this questionnaire is to collect information about teachers’ attitudes when teaching English with the help of information communication technologies.

8. Students’ Survey Description:

The advantage of using such questionnaires is that they are less time consuming than some other data elicitation techniques such as interviews. Thus, the teachers’ questionnaire was designed to collect the necessary information from number of English lecturers from various degree colleges in three selected north-costal districts of Andhra Pradesh. So the first section and the second section of the teachers’ questionnaire were particularly designed to study teachers’ attitudes towards the use of information communication technologies in English language teaching. There are 15 questions in the Teachers’ Attitudes Questionnaire.

9. Analysis and Interpretation

For the data analysis, basic statistics were performed on the data extracted from the students’ attitudes questionnaire. The extracted data were analyzed using the Statistical Package for the Social Sciences. The data collected were analyzed using a 0.05(alpha) significance level, $p \leq 0.05$.

Furthermore, this paper presents testing of the hypothesis as regards attitudes of EFL teachers towards teaching English through information communication technologies. The questionnaire was analyzed using Mean, Standard deviation statistical procedures in the SPSS. This database was used to sum the numeric values of the responses. In addition, this database was used to run frequencies, percentages, means, and standards of deviations. The mean score was used to judge whether the overall teachers’ attitude towards the use of information communication technologies were positive or negative. The analysis of the responses provided the researcher with a general idea about the teachers’ understanding of ICTs and particularly their attitudes towards the use of ICTs in teaching English.

10. Validity and Reliability of the Questionnaire

Validity is about asking the right questions to justify what the researcher get in the end. To determine if the survey was reliable, Cronbach’s alphacoefficient of internal consistency was calculated. This is a value between 0.0 and 1.0 that estimates the probability that if the same survey was given to the same teachers, then the results would be the same. Anything greater than 0.7 is considered acceptable consistency. The alpha

value for the overall teachers' survey score is 0.818, so this is within the acceptable range.

11. Analysis of the Teachers' Attitudes towards the use of information communication technologies:

Research Question:

“What is the teachers' attitude towards the use of information communication technologies?”

Hypothesis:

There is no positive attitude of teachers towards the use of information communication technologies.

Item 1: I feel comfortable with the idea of using ICT as an instructional tool in teaching.

Table 1

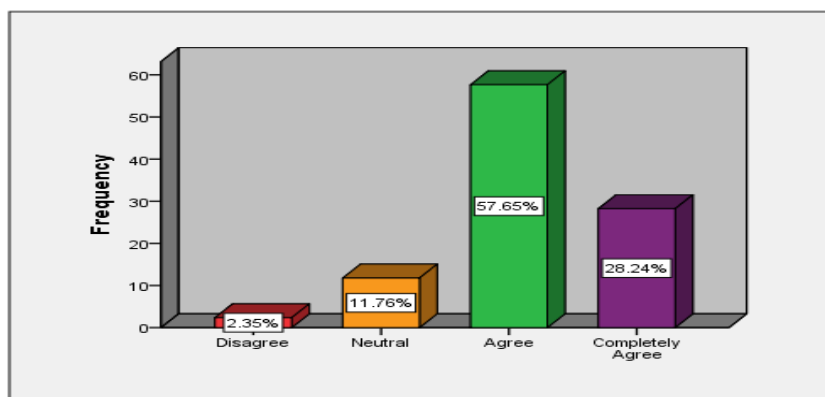
Comfortable with the idea of using ICT

			I feel comfortable with the idea of using ICT as an instructional tool in teaching				
Teachers' Gender			Disagree	Neutral	Agree	Completely Agree	Total
Male	Teacher's Background	Urban	0	0	6	9	15
		Semi-urban	0	1	7	1	9
		Rural	1	2	15	5	23
	Total	1	3	28	15	47	
Female	Teacher's Background	Urban	1	7	17	7	32
		Semi-urban	0	0	2	2	4
		Rural	0	0	2	0	2
	Total	1	7	21	9	38	

Source: Questionnaire

Figure 1

Comfortable with the idea of using ICT



Source: Table 1

Table 1 presents responses of the teachers under survey about the statement that the teacher feels comfortable with the idea of using ICT as an instructional tool in teaching English. It is found that 28.24% respondents completely agreed with the statement. It is also found that 57.65% respondents have also shown their agreement with the statement under reference. However, 11.76% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, meagre 2.35% respondents have indicated their disagreement with the statement. It is noticeable that none of the respondents completely disagreed with the statement. To sum up, it is deduced that both male and female English teachers under survey, the majority of sample respondents agree with the idea that they feel comfortable with the idea of using ICT as an instructional tool in teaching.

Item 2: The use of Internet in teaching and learning is most advantageous.

Table 2

Use of Internet in teaching and learning is advantageous

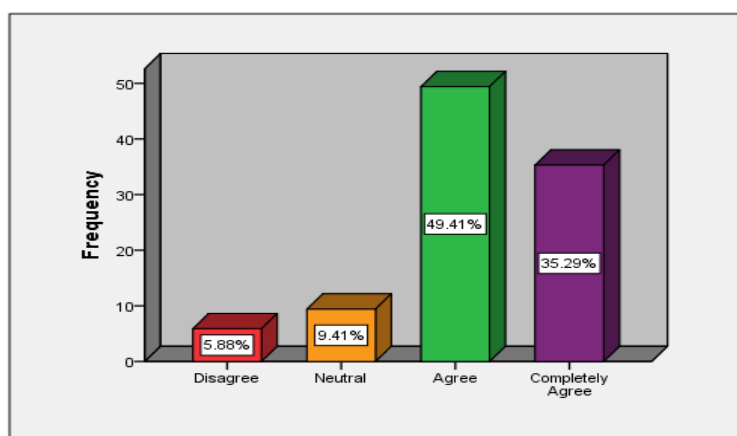
			The use of Internet in teaching and learning is most advantageous				
Teachers' Gender			Disagree	Neutral	Agree	Completely Agree	Total
Male	Teacher's Background	Urban		0	5	10	15
		Semi-urban		2	4	3	9
		Rural		0	16	7	23
	Total			2	25	20	47
Female	Teacher's	Urban	5	5	14	8	32

Background	Semi-urban	0	1	2	1	4
	Rural	0	0	1	1	2
Total		5	6	17	10	38

Source: Questionnaire

Figure 2

Use of Internet in teaching and learning is advantageous



Source: Table 2

Table 2 presents responses of the teachers under survey about the statement that the use of Internet in teaching and learning is most advantageous. It is found that 35.29% respondents completely agreed with the statement that the use of Internet in teaching and learning is most advantageous. It is also found that 49.41% respondents have also shown their agreement with the statement under reference. However, 9.41% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 5.88% respondents have indicated their disagreement with the statement that the use of Internet in teaching and learning is most advantageous. It is noticeable that none of the respondents completely disagreed with the statement. From the above discussion, it can be deduced that majority of the respondents are of the opinion that the use of Internet in teaching and learning is most advantageous.

Item 3: If something goes wrong I will not know how to fix it.

Table 3

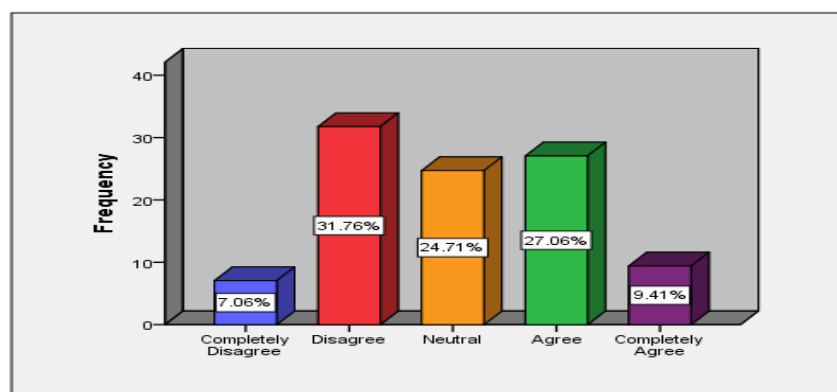
Lacking technical knowledge in using technology

			If something goes wrong I will not know how to fix it					
Teachers' Gender			Completely Disagree			Completely Agree		Total
			Disagree	Neutral	Agree	Disagree	Agree	
Male	Teacher's Background	Urban	1	6	3	4	1	15
		Semi-urban	0	3	3	3	0	9
		Rural	2	8	5	5	3	23
		Total	3	17	11	12	4	47
Female	Teacher's Background	Urban	3	10	7	9	3	32
		Semi-urban	0	0	1	2	1	4
		Rural	0	0	2	0	0	2
		Total	3	10	10	11	4	38

Source: Questionnaire

Figure 3

Lacking technical knowledge in using technology



Source: Table 3

Table 3 presents responses of the teachers that if something goes wrong with ICT, they will not know how to fix it. It is found that 9.41% respondents completely disagreed with the statement. It is also found that 31.76% respondents have also shown their disagreement with the negative statement under reference. However, 24.71% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction 9.41% respondents have indicated their complete agreement and 27.06% respondents have also expressed their agreement. It is noticeable that there are more than 24% respondents expressed their neutral attitude for the statement. From the above discussion, it can be deduced that majority of the

respondents are of the opinion that they have necessary technical knowledge and it can also be deduced that there are more than 35% of the teachers without any technical knowledge about using ICT for English.

Item 4: The idea of using YouTube videos in teaching and learning makes me confident.

Table 4

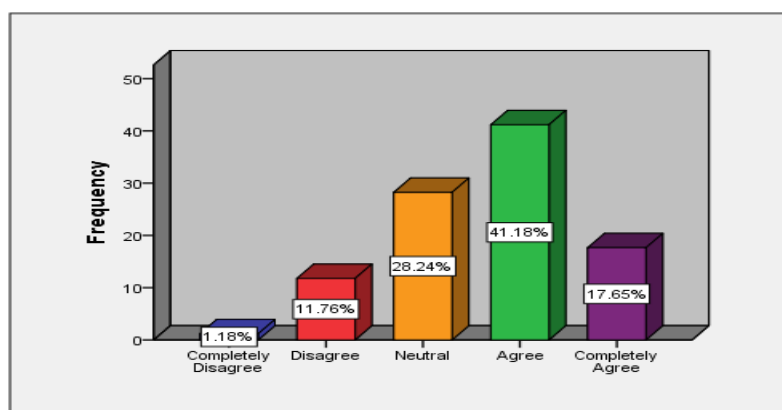
Use of YouTube videos in teaching

Teachers' Gender			The idea of using YouTube videos in teaching and learning makes me confident					Total
			Completely Disagree	Disagree	Neutral	Agree	Completely Agree	
Male	Teacher's Background	Urban	0	1	3	7	4	15
		Semi-urban	0	0	3	5	1	9
		Rural	1	3	6	10	3	23
	Total	1	4	12	22	8	47	
Female	Teacher's Background	Urban		6	10	11	5	32
		Semi-urban		0	1	2	1	4
		Rural		0	1	0	1	2
	Total		6	12	13	7	38	

Source: Questionnaire

Figure 4

Use of YouTube videos in teaching



Source: Table 4

Table 4 presents responses of the sample respondents under survey about the statement that the idea of using YouTube videos in teaching and learning makes the teachers confident. It is found that 17.65% respondents completely agreed with the statement. It is also found that 41.18% both male and female respondents have also shown their agreement with the

statement under reference. However, 28.24% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, meagre 1.18 % respondents have indicated their complete disagreement and 11.76% respondents have also indicated their disagreement with the statement under reference. It is noticeable that none of the female respondents completely disagreed with the statement. From the above discussion, it can be deduced that majority of the respondents are of the opinion that the use of YouTube videos in teaching and learning provides confidence.

Item 5:The use of the Smart Phone as instructional or learning tool excites me

Table 5

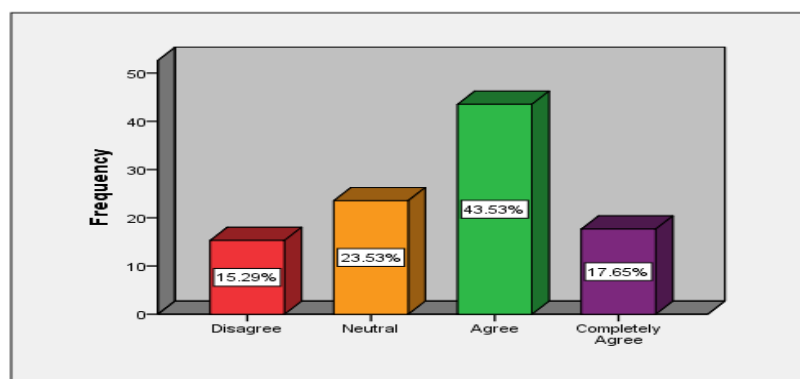
Use of Smart Phone as an exciting instructional tool

			The use of the Smart Phone as instructional or learning tool excites me				
Teachers' Gender			Disagree	Neutral	Agree	Completely Agree	Total
Male	Teacher's Background	Urban	3	2	6	4	15
		Semi-urban	0	4	4	1	9
		Rural	2	5	15	1	23
	Total		5	11	25	6	47
Female	Teacher's Background	Urban	8	8	9	7	32
		Semi-urban	0	0	2	2	4
		Rural	0	1	1	0	2
	Total		8	9	12	9	38

Source: Questionnaire

Figure 5

Use of Smart Phone as an exciting instructional tool



Source: Table 5

Table 5 presents responses of the teachers under survey about the statement that the use of the Smart Phone as an exciting instructional or learning tool. It is found that 17.65% respondents completely agreed with the statement that the use of the Smart Phone as an exciting instructional or learning tool. It is also found that 43.53% respondents have also shown their agreement with the statement under reference. However, 23.53% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 15.29% respondents have indicated their disagreement with the statement that the use of Smart Phone as an exciting instructional or learning tool. It is noticeable that none of the respondents completely disagreed with the statement. From the above discussion, it can be deduced that majority of the respondents are of the opinion that the use of Smart Phone as instructional or learning tool exciting one.

Item 6: The use of ICT in teaching and learning scares me.

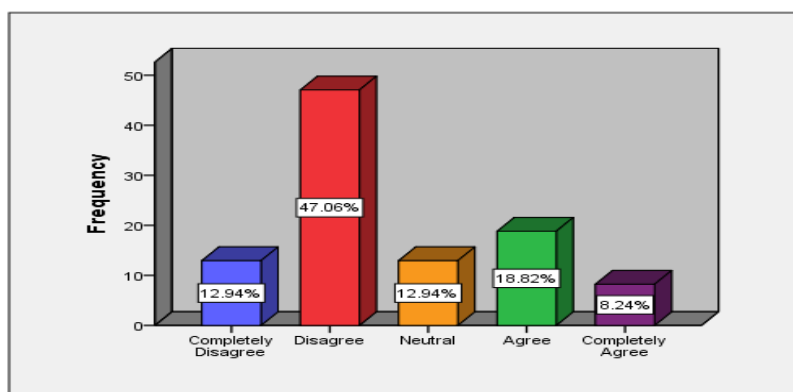
Table 6

Fear of using technology in teaching

			The use of ICT in teaching and learning scares me					
			me					
Teachers' Gender			Completely Disagree	Disagree	Neutral	Agree	Completely Agree	Total
	Male	Teacher's Background	Urban	3	5	1	3	3
Semi-urban			1	5	0	1	2	9
		Rural	2	9	2	10	0	23
		Total	6	19	3	14	5	47
Female	Teacher's Background	Urban	5	15	8	2	2	32
		Semi-urban	0	4	0	0	0	4
		Rural	0	2	0	0	0	2
		Total	5	21	8	2	2	38

Source: Questionnaire

Figure 6

Fear of using technology in teaching

Source: Table 6

Table 6 presents responses of the teachers under survey about the statement that the use of ICT in teaching and learning scares them. It is found that 12.94% respondents completely disagreed with the statement. It is also found that 47.06% respondents have also shown their disagreement with the statement under reference. However, 12.94% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 8.24% respondents have indicated their complete agreement and 18.82% respondents have also indicated their agreement with the given statement that the use of ICT in teaching and learning scaring one. It is noticeable that there are 12.94% respondents expressed their neutral attitude for the statement. To sum up, it can be deduced that majority of the respondents are of the opinion that they have no fear of using technology in teaching and it can also be deduced that there are more than 25% of the teachers afraid of using technology in teaching.

Item 7:The LCD Projector is a valuable instructional tool for English.

Table 7

LCD Projector as a valuable instructional tool

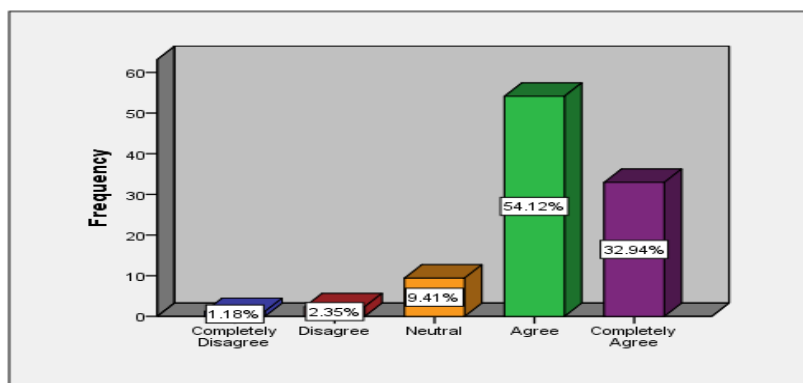
			The LCD Projector is a valuable instructional tool for teachers					
Teachers' Gender			Completely Disagree	Disagree	Neutral	Agree	Completely Agree	Total
Male	Teacher's Background	Urban	0	0	7	8	15	
		Semi-urban	0	2	5	2	9	
		Rural	2	2	13	6	23	
	Total		2	4	25	16	47	
Female	Teacher's	Urban	1	4	18	9	32	

Background	Semi-urban	0	0	2	2	4
	Rural	0	0	1	1	2
Total		1	4	21	12	38

Source: Questionnaire

Figure 7

LCD Projector as a valuable instructional tool



Source: Table 7

Table 7 presents responses of the sample respondents under survey about the statement that the LCT projector is a valuable instructional tool for English. It is found that 32.94% respondents completely agreed with the notion that LCT projector is a valuable instructional tool for English. It is also found that 54.12% both male and female respondents have also shown their agreement with the statement under reference. However, 9.41% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, meagre 1.18 % respondents have indicated their complete disagreement and 2.35% respondents have also indicated their disagreement with the statement that LCT projector is a valuable instructional tool for English. It is noticeable that none of the male respondents completely disagreed with the statement. From the above discussion, it can be deduced that majority of the respondents are of the opinion that the LCD projector is a valuable instructional tool for English.

Item 8: The ICT will change the way I teach.

Table 8

ICT provides new teaching ways

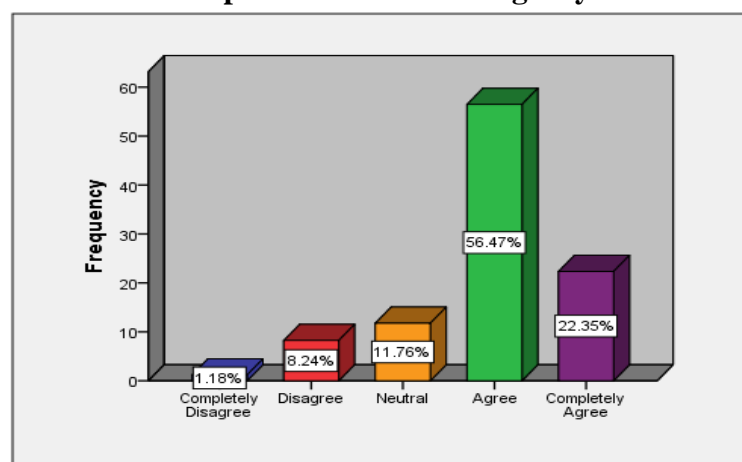
			The ICT will change the way I teach					Total
			Completely Disagree	Disagree	Neutral	Agree	Completely Agree	
Teachers' Gender								
Male	Teacher's	Urban	1	1	0	8	5	15

	Background	Semi-urban	0	0	2	6	1	9
		Rural	0	1	3	15	4	23
Total			1	2	5	29	10	47
Female	Teacher's Background	Urban		5	4	16	7	32
		Semi-urban		0	1	3	0	4
		Rural		0	0	0	2	2
Total				5	5	19	9	38

Source: Questionnaire

Figure 8

ICT provides new teaching ways



Source: Table 8

Table 8 presents responses of the sample respondents under survey about the statement that the ICT will change the way of teaching. It is found that 22.35% respondents completely agreed with the statement that the ICT would change the way English teachers teach. It is also found that 56.47% both male and female respondents have also shown their agreement with the statement under reference. However, 11.76% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, meagre 1.18 % respondents have indicated their complete disagreement and 8.24% respondents have also indicated their disagreement with the statement that the ICT would change the way English teachers teach. It is noticeable that none of the female respondents completely disagreed with the statement. From the above discussion, it can be deduced that majority of the respondents are of the opinion that the ICT would change the way they teach.

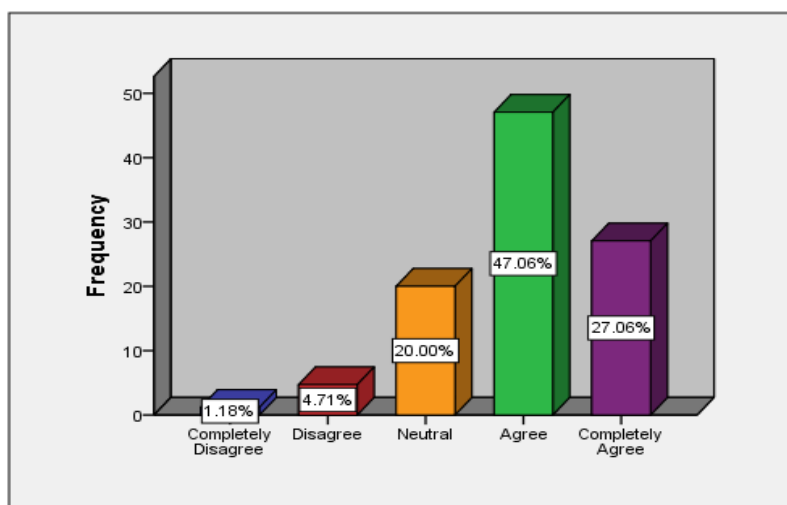
Item 9: The ICT will change the way students learn in my classes.

Table 9
ICT will change the students' way of learning English

			The ICT will change the way students learn in my classes					
Teachers' Gender			Completely Disagree	Disagree	Neutral	Agree	Completely Agree	Total
Male	Teacher's Background	Urban	0	0	4	6	5	15
		Semi-urban	1	0	0	5	3	9
		Rural	0	1	2	15	5	23
	Total		1	1	6	26	13	47
Female	Teacher's Background	Urban		3	9	13	7	32
		Semi-urban		0	1	1	2	4
		Rural		0	1	0	1	2
	Total			3	11	14	10	38

Source: Questionnaire

Figure 9
ICT will change the students' way of learning English



Source: Table 9

Table 9 presents responses of the teachers under survey about the statement that the ICT will change the way students learn in English classes. It is found that 27.06% respondents completely agreed with the statement. It is also found that 47.06% both male and female respondents have also shown their agreement with the statement under reference. However, moderately 20.00% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, meagre 1.18 % respondents have indicated their complete disagreement and 4.71% respondents have also indicated their disagreement with the

statement. To sum up, it is deduced that majority of the respondents are of the opinion that the ICT would change the way the students learn in English classes.

Item 10: The teaching with the use of ICT is more useful than traditional ways of teaching.

Table 10

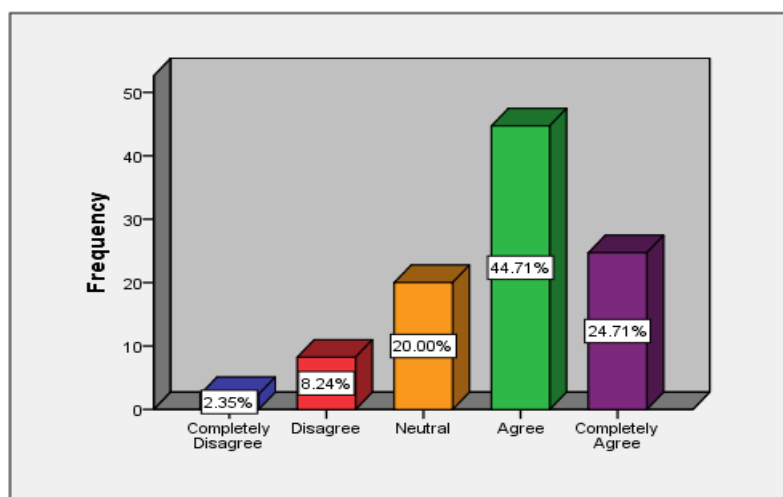
Use of ICT is more useful than traditional teaching ways

Teachers' Gender			The teaching with the use of ICT is more useful than traditional ways of teaching					Total
			Completely Disagree	Disagree	Neutral	Agree	Completely Agree	
Male	Teacher's Background	Urban	2	2	2	5	4	15
		Semi-urban	0	0	3	6	0	9
		Rural	0	1	4	10	8	23
Total			2	3	9	21	12	47
Female	Teacher's Background	Urban		4	8	14	6	32
		Semi-urban		0	0	3	1	4
		Rural		0	0	0	2	2
Total				4	8	17	9	38

Source: Questionnaire

Figure 10

Use of ICT is more useful than traditional teaching ways



Source: Table 10

Table 10 presents responses of the teachers under survey about the statement that the teaching with the use of information communication technology (ICT) is more useful than traditional ways of teaching. It is found that 24.71% respondents completely agreed with the referred statement. It is also found that 44.71% respondents have also shown their agreement with the statement under reference. However, 20.00% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 2.35% respondents have indicated

their complete disagreement and 8.24% respondents have also indicated their disagreement with the given statement. It is noticeable that only two male respondents with urban background completely disagreed with the statement. From the above discussion, it can be deduced that majority of the respondents are of the opinion that the ICT would change the way they teach.

Item 11:The ICT is not conducive to student learning because it is not easy to use.

Table 11

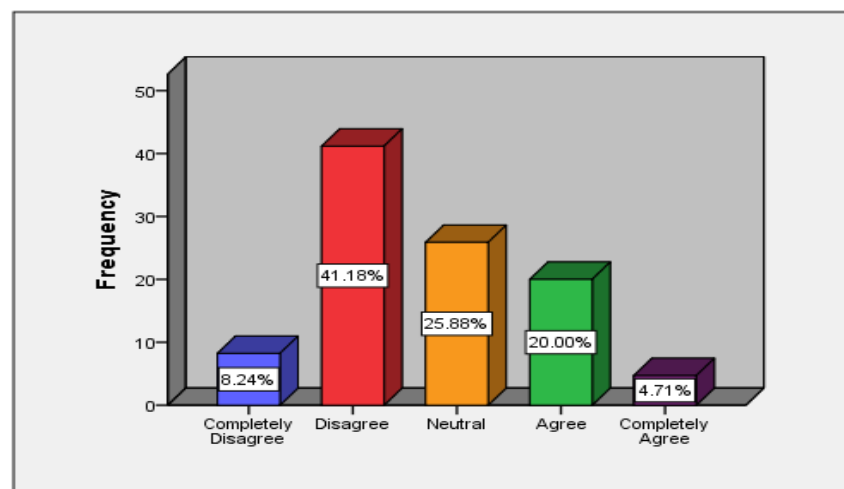
ICT is not user-friendly in learning English

			The ICT is not conducive to student learning because it is not easy to use					
Teachers' Gender			Completely Disagree	Disagree	Neutral	Agree	Completely Agree	Total
Male	Teacher's Background	Urban	2	6	4	2	1	15
		Semi-urban	1	3	4	1	0	9
		Rural	2	6	4	9	2	23
	Total		5	15	12	12	3	47
Female	Teacher's Background	Urban	2	14	10	5	1	32
		Semi-urban	0	4	0	0	0	4
		Rural	0	2	0	0	0	2
	Total		2	20	10	5	1	38

Source: Questionnaire

Figure 11

ICT is not user-friendly in learning English



Source: Table 11

Table 11 presents responses of the teachers under survey about the statement that the ICT is not conducive to student learning as it is not easy to be used. It is found that 8.24% respondents completely disagreed with the statement that the ICT is not conducive to student learning because it is not easy to use. It is also found that 41.18% respondents have also shown their disagreement with the negative statement under reference. However, 25.88% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 4.71 % respondents have indicated their complete agreement and 20.00% respondents have also indicated their agreement with the given negative statement that the ICT is not conducive to student learning because it is not easy to use. It is noticeable that there are more than 25% respondents expressed their neutral attitude for the statement. From the above discussion, it can be deduced that majority of the respondents are of the opinion that the ICT is mostly user-friendly in learning English.

Item 12: The use of ICT helps students understand concepts in more effective manner.

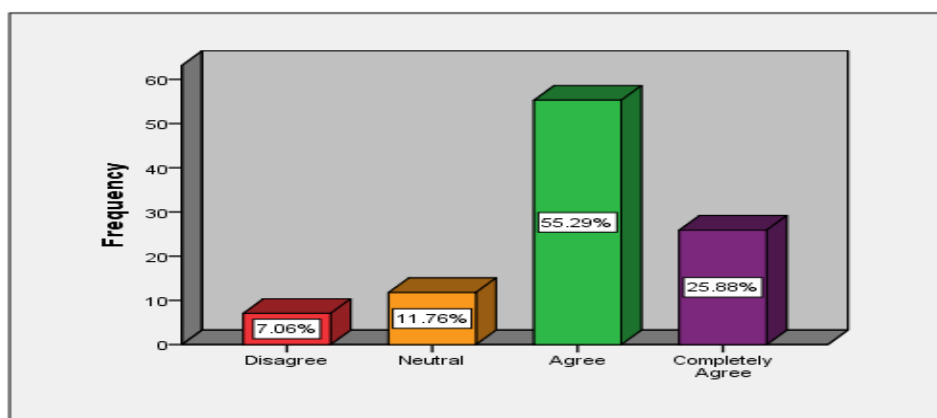
Table 12

ICT helps learners in understanding concepts effectively

Teachers' Gender			The use of ICT helps students understand concepts in more effective manner				Total
			Disagree	Neutral	Agree	Completely Agree	
Male	Teacher's Background	Urban	0	1	9	5	15
		Semi-urban	2	2	4	1	9
		Rural	1	2	15	5	23
	Total		3	5	28	11	47
Female	Teacher's Background	Urban	3	5	18	6	32
		Semi-urban	0	0	1	3	4
		Rural	0	0	0	2	2
	Total		3	5	19	11	38

Source: Questionnaire

Figure 12

ICT helps learners in understanding concepts effectively

Source: Table 12

Table 12 presents responses of the teachers under survey about the statement that the use of ICT helps students in understanding concepts in more effective manner. It is found that 25.88% respondents completely agreed with the referred statement. It is also found that 55.29% respondents have also shown their agreement with the statement under reference. However, 11.76% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 7.06% respondents have indicated their disagreement with the given statement. It is noticeable that none of the respondents completely disagreed with the statement. From the above discussion, it can be deduced that majority of the respondents are of the opinion that the use of the ICT helps learners in understanding concepts more effectively.

Item 13: The ICT helps students learn because it allows them to express their thinking in better and different ways.

Table 13

ICT helps in better thinking and learning

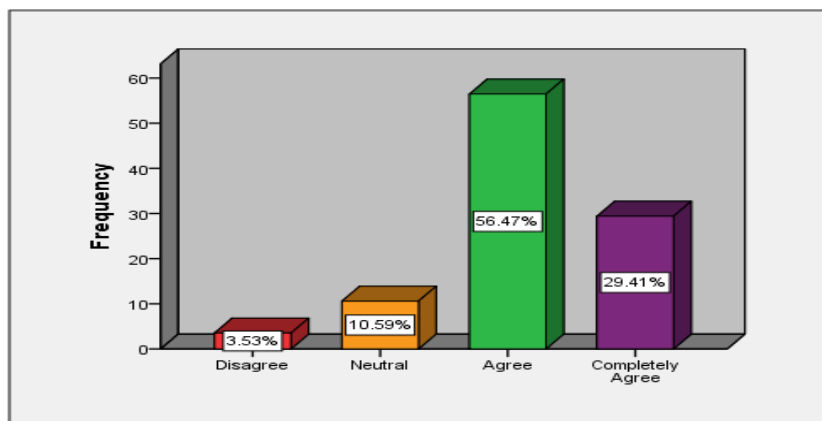
			The ICT helps students learn because it allows them to express their thinking in better and different ways				
Teachers' Gender			Disagree	Neutral	Agree	Completely Agree	Total
Male	Teacher's Background	Urban	1	2	6	6	15
		Semi-urban	0	2	6	1	9
		Rural	0	3	15	5	23
	Total		1	7	27	12	47
Female	Teacher's	Urban	2	2	20	8	32

Background	Semi-urban	0	0	1	3	4
	Rural	0	0	0	2	2
Total		2	2	21	13	38

Source: Questionnaire

Figure 13

ICT helps in better thinking and learning



Source: Table 13

Table 13 presents responses of the teachers under survey about the statement that the ICT helps students learn as it allows students to express their thinking in better and different ways. It is found that 29.41% respondents completely agreed with the statement that the ICT helps in learning as it gives opportunity to express their thinking in better ways. It is also found that 56.47% respondents have also shown their agreement with the statement under reference. However, 10.59% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 3.53% respondents have indicated their disagreement with the idea that the use of ICT helps in better thinking and better learning. It is noticeable that none of the respondents completely disagreed with the statement. From the above discussion, it can be deduced that majority of the respondents are of the opinion that the ICT helps students learn because it allows them to express their thinking in better and different ways.

Item 14: The ICT helps teachers to teach the language skills in more effective ways.

Table 14

ICT helps in teaching language skills effectively

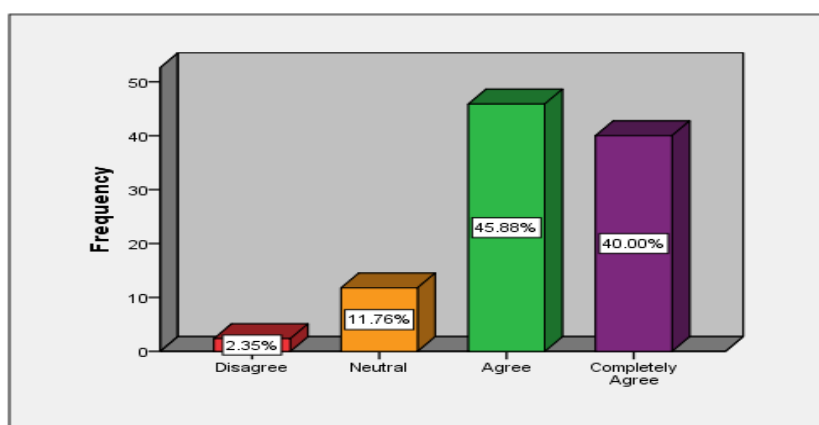
			The ICT helps teachers to teach the language skills in more effective ways				
Teachers' Gender			Disagree	Neutral	Agree	Completely Agree	Total
Male	Teacher's	Urban	1	2	7	5	15

Background	Semi-urban	0	1	6	2	9
	Rural	1	2	12	8	23
Total		2	5	25	15	47
Female Teacher's Background	Urban		5	13	14	32
	Semi-urban		0	1	3	4
	Rural		0	0	2	2
Total			5	14	19	38

Source: Questionnaire

Figure 14

ICT helps in teaching language skills effectively



Source: Table 14

Table 14 presents responses of the teachers under survey about the statement that the ICT helps teachers to teach the language skills in more effective ways. It is found that 40% respondents completely agreed with the given statement. It is also found that 45.88% respondents have also shown their agreement with the statement under reference. However, 11.76% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 2.35% respondents have indicated their disagreement with the referred statement. It is noticeable that none of the respondents completely disagreed with the statement. It is also noticed that no female teacher disagreed with the statement under reference. From the above discussion, it can be deduced that majority of the respondents are of the opinion that the ICT helps teachers to teach the language skills in more effective ways.

Item 15: The use of ICT will help the teachers teach writing skills better.

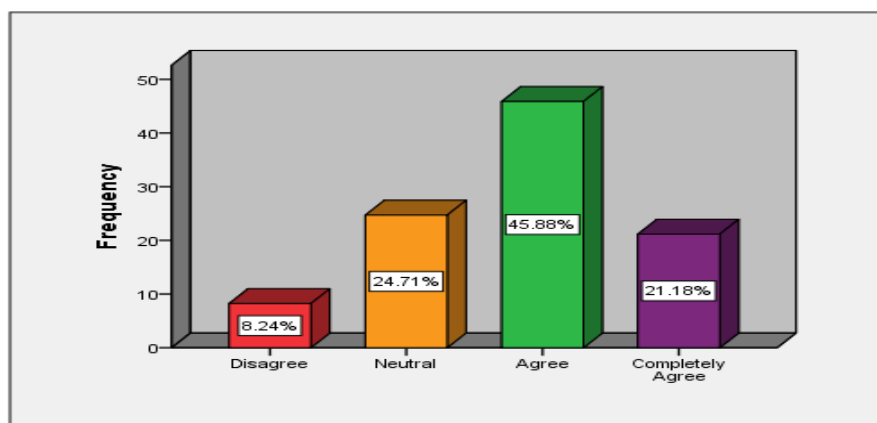
Table 15

ICT helps in teaching writing skills effectively

			The use of ICT will help the students learn writing skills better in my classes				
Teachers' Gender			Disagree	Neutral	Agree	Completely Agree	Total
Male	Teacher's Background	Urban	1	4	7	3	15
		Semi-urban	1	1	4	3	9
		Rural	1	7	9	6	23
	Total		3	12	20	12	47
Female	Teacher's Background	Urban	4	8	15	5	32
		Semi-urban	0	0	4	0	4
		Rural	0	1	0	1	2
	Total		4	9	19	6	38

Source: Questionnaire

Figure 15

ICT helps in teaching writing skills effectively

Source: Table 15

Table 15 presents responses of the teachers under survey about the statement that the use of ICT will help the teachers teach writing skills better. It is found that 21.18% respondents completely agreed with the statement that the use of ICT will help the teachers teach writing skills better. It is also found that 45.88% respondents have also shown their agreement with the statement under reference. However, 24.71% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 8.24% respondents have indicated their disagreement with the statement that the use of ICT will help the teachers

teach writing skills better. It is noticeable that none of the respondents completely disagreed with the statement. From the above discussion, it can be deduced that majority of the respondents are of the opinion that the use of the ICT helps in teaching writing skills effectively.

12. Validity and Reliability of the Questionnaire

Validity is about asking the right questions to justify what the researcher get in the end. If the content of a questionnaire matches a situation that is being studied, then the questionnaire has content validity. The content validity of the questionnaire was ensured during the process of questionnaire development. After the experts were located, communication with them was carried out. After analysing the questionnaire many of the experts said that it reflected and contained the precise items that would shed some light on the topics that were going to be analysed in this study, though there were some suggestions, which we took immediately into account and several changes were introduced in order to create the final and definite version of the instrument.

The comments and observations recommending certain modifications on the part of the experts included there distribution and improvement of the questions of the questionnaire, based mainly on: compacting the questionnaire better, a better sequencing of the elements, specification of determinate items and clarification of terms. Once the mentioned modifications had been made, the questionnaire went back to the experts who had revised it initially, and to the supervisor of the doctoral thesis. Once all these members gave their approval to the version, we proceeded to create the definite questionnaire.

To determine if the survey was reliable, Cronbach's alphacoefficient of internal consistency was calculated. This is a value between 0.0 and 1.0 that estimates the probability that if the same survey was given to the same students, then the results would be the same. Anything greater than 0.7 is considered acceptable consistency. The alpha value for the overall teachers' survey score is 0.928, so this is within the acceptable range.

13. Results

Table 16
Mean and Standard Deviation values of each statement in the questionnaire
about Teachers' Attitude towards the use of ICT

No.	Statement	Mean	Std. Deviation
1	I feel comfortable with the idea of using ICT as an instructional tool in teaching	4.12	0.697
2	The use of Internet in teaching and learning is most advantageous	4.14	0.819
3	If something goes wrong I will not know how to fix it	3.00	1.123
4	The idea of using YouTube videos in teaching and learning makes me confident	3.62	0.951
5	The use of the Smart Phone as instructional or learning tool excites me	3.64	0.949
6	The use of ICT in teaching and learning scares me	2.62	1.175
7	The LCD Projector is a valuable instructional tool for teachers	4.15	0.779
8	The ICT will change the way I teach	3.91	0.881
9	The ICT will change the way students learn in my classes	3.94	0.878
10	The teaching with the use of ICT is more useful than traditional ways of teaching	3.81	0.982
11	The ICT is not conducive to student learning because it is not easy to use	2.72	1.031
12	The use of ICT helps students understand concepts in more effective manner	4.00	0.816
13	The ICT helps students learn because it allows them to express their thinking in better and different ways	4.12	0.730
14	The ICT helps teachers to teach the language skills in more effective ways	4.24	0.750
15	The use of ICT will help the teachers teach writing skills better in my classes	3.80	0.870
Total of Means and Standard Deviations of all statements		3.72	0.895

In the above **Table 16**, it is clear that the teachers, regardless of their gender, age, teaching experience and educational background, had positive attitudes towards the use of ICT in English teaching and learning with an overall mean of 3.72 and standard deviation of 0.895.

The statement that got the highest mean 4.24 and Standard Deviation 0.75 is “ICT helps teachers to teach the language skills in more effective ways”. Moreover, the statement which got the lowest mean 2.62 with Standard Deviation of 1.175 is “the use of ICT in teaching and learning scares me”. The high mean of this attitude is a further confirmation of these positive results.

Concluding remarks:

The teachers’ survey results suggested that the majority of the teachers seemed to have positive attitudes towards the use of Information Communication Technologies in English language teaching. They agreed that ICTs play a great role in language teaching according to the ironware, helps in self-understanding and it does not hinder interaction with the students. The findings also suggest that ICT supported language teaching help in individual motivation for the teachers and teaching of concepts are also easy.

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