

THE ATTITUDE OF POLYTECHNIC STUDENTS TOWARD COMPUTER ASSISTED LANGUAGE LEARNING (CALL) IN ENGLISH LANGUAGE CLASSROOM

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Abstract: In this modern world Computer plays a dominant role in every field. It also has become an important tool for learning a language. The aim of this study is to find out the attitude of polytechnic students towards computer assisted language learning (CALL) for learning English. A quantitative study was carried out with 120 students who belong to computer science and mechanical departments. The data collected, was analysed by using descriptive statistics. The result has shown that polytechnic students have positive attitude towards the Computer Assisted Language Learning (CALL).

Keywords: Polytechnic students, computer assisted language learning, attitude, English language classroom.

INTRODUCTION

Computer technology plays an important role in language teaching and learning process around the world. Levy (1997) has defined “The CALL as the search or study of applications of the computer in language teaching and learning”. The three phases of CALL in the language learning process are as follows. Pusack and Otto (1997) has stated that CALL is very valuable for students during the process of language acquisition.

- Behaviouristic CALL(1950)
- Communicative CALL(1960-1970)
- Integrative CALL (1990s- Multimedia and Internet)

Behaviouristic CALL which was initiated in the year 1950s where students can access the computer and it shares results to them. Communicative CALL is the advanced method where students can interact with computer to develop their communication. Integrative CALL which was generated after 1990s where students can use multimedia and internet. Mills (1996) has given two main tasks called as Mechanical and Meaningful. Mechanical tasks refers to the computer being the total controller of the learning environment. The focus is on the language skills and interaction between the learner and the computer. Meaningful tasks deal with the learners’ attention on the use of language.

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STATEMENT OF THE PROBLEM

Students who opt for polytechnic course are usually from regional medium background. When they start to learn their prescribed syllabus through computer, they are not quite comfortable. This attitude prevails in language classes too. Moreover they have very limited language lab sessions and hence it is very difficult for them to access computer.

LITERATURE REVIEW

Technology has developed massively in every field. It is also very impressive in language classes and makes the teaching-learning process effective. A well planned teaching tool through technology directs students' attitude in various dynamics. A computerised classroom gives an eminent pleasure to students, which makes traditional classroom into knowledge-constructed classroom. Technology and computer which helps a teacher to follow the latest innovations in education. CALL is generally about the study by using computer in teaching process (Nabah'h, et. al., 2009). Levy (1997) explains CALL as 'the search for and study of applications of the computer in language teaching and learning'. Hardisty & Wendeatt (1989) proved that Computer Assisted Language Learning is one of the effective tools which supports teacher to use computers in language classroom for an effective outcome. Baylor & Ritchie (2002) have revealed that educational technology helps students to be more educated in a better environment. In the last two decades, research studies have been done to prove the advantages of implementing technology in teaching English language skills. Christopher (1995) has conducted an experimental study with three groups of students and the finding shows that the importance of using computer improves students' performance. Ravichandran (2000) suggests that teachers should avoid being sceptical on using computer in language teaching process. They should believe in adopting certain technological tools for effective teaching. Tariq Muhammad Bhati (2013) has shown the results that CALL was 35% more effective than the traditional method and CALL provides an effective learning atmosphere for developing their reading skills. Kidinapillai Shanmuganathan (2013) revealed that the process of CALL in the EFL/ESL classrooms which provides learners with more authentic input more opportunities to participate in the large socio-cultural context. Dhanabakyam, et. al., (2012) suggest that educational institutions should introduce the CALL programs for the positive teaching and learning process. Zhaoteng Jiang (2008) explains the need of CALL program, system and design for the present scenario. ArzuMutlu (2013) indicating that CALL training improve students strategy and it also gives a high motivation in language learning. TurkiRabah Al Mukhallafi (2014) found that teachers of Saudi Arabia were not technologically advanced in teaching English but they have enough computer knowledge to teach. Lee (2000) has listed out some of the reasons for applying CALL program in teaching English for ESL and EFL

learners: (i) Computer provides effective motivation and entertain them to involve in language activities, (ii) Computer based activities enhance their linguistic skills and it encourages their self-confidence, (iii) Computer assisted language learning provides an effective atmosphere for learning compared to traditional classroom.

Research Questions

- Do polytechnic students have positive attitudes towards computer usage in language classroom?
- Is there improvement in the language proficiency of students through CALL?
- Do students enhance their grammatical knowledge and vocabulary?

METHODOLOGY

The researcher has taken 120 students from polytechnic college for the survey. These participants belong to mechanical and computer science departments. Students were selected accordingly by the number of visiting hours to computer labs in a week. 75 male and 45 female participants were answered for the questionnaire. Respondents actively participated, because the questionnaire was much related to their experience that they had while using computer. The collected data was analysed using Pearson's correlation.

ANALYSIS

Internal Reliability

Internal reliability is the proof of the standard or quality of being dependable of a data and it is to calculate the different items used in the questionnaire the total variables used in the questionnaire. The total number of variables in the questionnaire is 15. The internal consistency of Cronbach's alpha is 0.735 which is good in reliability as shown in Table 1.

TABLE 1: RELIABILITY STATISTICS

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.735	15

TABLE 2: DESCRIPTIVE STATISTICS

<i>S.No.</i>	<i>Questions</i>	<i>Mean</i>	<i>SD</i>
1.	I'm very interested to learn English through computer	4.11	0.62
2.	I get more information through computer	3.82	0.71
3.	I enjoy a lot while learning a language through computer	4.20	0.78
4.	Using computer increases my creativity	3.89	0.61

<i>S.No.</i>	<i>Questions</i>	<i>Mean</i>	<i>SD</i>
5.	I feel very comfortable in learning English	3.90	0.54
6.	I get practiced in spelling while typing	3.96	0.68
7.	I have more opportunities to learn more vocabulary	4.23	0.64
8.	Using computer improves my reading skill	3.64	0.97
9.	I get to know more vocabulary	4.26	0.67
10.	I'm very attentive during English classes	4.03	0.72
11.	I feel happy to use computer and it saves time	4.25	0.65
12.	Computer improves my grammatical knowledge	4.26	0.65
13.	It gives me an opportunity to listen native speakers	4.28	0.61
14.	Using computers enhance communication	3.80	0.55
15.	It improves my pronunciation	3.62	0.53

According to the mean value, 3.5 is considered as high value and the value between 2.5-3.5 is considered as moderate value and the low level of value is considered to be less than 2.5. The Table 2 clearly shows that students have positive attitude towards the computer assisted language learning. The high level of mean value is found that students are able to listen to the native speakers through the CALL program, from the Table 1, the low level of mean value was found that using computer improves students' reading skill. The results from the mean and standard deviation clearly shows that students enjoy learning through computer and it gives them an effective atmosphere to achieve the target language.

TABLE 3: PEARSON CORRELATION

<i>S.No.</i>	<i>Questions</i>	<i>Correlation (r)</i>	<i>sig</i>
1.	I have more opportunities to learn more vocabulary and I enjoy a lot while learning through computer	.489**	0.00
2.	I feel very comfortable in learning English and I get practice in spelling while typing	.649**	0.00
3.	It gives me an opportunity to listen native speakers and I feel very comfortable in learning English	.494**	0.00
4.	I get more information through computer and using computer improves my reading skill	.521**	0.00
5.	I feel happy to use computer and it saves time and I learn more vocabularies	.397**	0.00

**Significant at the level of 0.01 ($p < 0.01$)

FINDINGS

Research Question 1: Do polytechnic students have positive attitude towards using computer in language class?

As the results shown in Table 2, there was a high level of correlation observed between students feeling very comfortable in learning English through CALL program and they getting practised to correct spellings while accessing the computer was 0.649** with the p value of 0.00 ($r = 0.649$, $N = 120$, $p < 0.00$). Similarly there was a high level of correlation between students who got more information through computer and they getting effective reading practice is 0.521** with the p value of 0.00 ($r = 0.521$, $N = 120$, $p < 0.00$). There is a moderate correlation found again between the questions that students get opportunity to listen the native speakers and they feel comfortable in learning language through CALL is 0.494** with the p value of 0.00 ($r = 0.494$, $N = 120$, $p < 0.00$). The results have proved that computer assisted language learning gives positive attitudes for polytechnic students, which help them in improving their language skills.

Research Question 2: Is there any improvement in the language proficiency of the students through CALL?

During the CALL program, students have more opportunities in listening to the native language speakers so they get to know how a particular word should be pronounced and where they should give a pause, intonation and stress. As per the result from the survey there is a moderate correlation found between the questions that students get opportunity to listen to the native speakers and they feel comfortable in learning language through CALL is 0.494** with the p value of 0.00 ($r = 0.494$, $N = 120$, $p < 0.00$)

Research Question 3: Do students enhance their grammatical knowledge and vocabulary?

Computer assisted language learning helps students to learn more vocabulary while accessing it. It is easy for them to learn new words and its meaning instantly. Correlation results have shown that students enhance their grammatical knowledge and vocabulary through the CALL program. It has got the moderate value of 0.489 ($r = 0.489$, $N = 120$, $p < 0.00$)

CONCLUSION

The findings show that technology in education has an important place in the process of teaching English. The results of this study prove that most of the students prefer using computers while learning a language because it makes their learning easier and effective. The researcher has found that if students get more language classes in the lab, it will help them a lot to enhance their language skills. The findings of this study also revealed that polytechnic students have a positive attitude towards computer assisted language learning.

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