



## Students' Attitudes towards ICT and their Achievement in English

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### Abstract

*Over the past few years, Information and Communication Technologies (ICT) has tremendously transformed the way of teaching and learning. Recently, the Moroccan educational system has worked hard and has, enormously, financed the use of ICT devices into the educational sector. However, its integration neglects students' attitudes towards ICT. Without the development of these attitudes, students will not be successful nor will be prepared to acquire new knowledge and to achieve good results in the academic sector. To this end, the present study examined students' attitudes towards the integration of ICT in education and to identify the relationship between students' attitudes and English achievement. To put it differently, students with a positive tendency towards the use of ICT will lead to satisfactory results; they will be more likely to be motivated to manage their own learning, and develop the requisite skills to become effective learners and the opposite holds true. The findings reveal that there is no statistically significant relationship between attitudes and achievement in English.*

### Contextualization of the study

Information and Communication Technology (ICT) has, recently, gained a lot of support; its significance has become one of the main interests of the educational field. Its implementation has changed the way teachers teach and how students learn. In the traditional way of teaching, there were three fundamental constituents of teaching, namely teacher, textbook, and black/white board; however, today things have changed, classes are now well equipped with computers, the internet connections and projectors. This recent development allows students to benefit from various technological resources and from different techniques and methods of teaching. Indeed, technology has proved to mark changes in the learning-teaching process; it has been transformed the learner from being passive where the teacher is the authority into an active learner where he or she can produce and generate the content and in which the teacher is only a facilitator and a monitor.

To this end, the government has made a lot of efforts to change the dynamic of the educational sector, including equipping schools with many computers and Internet connections. More than that, the government is looking for new approaches to facilitate the assimilation of information, knowledge in general and the improvement of teaching-learning process in particular. On the whole, the purpose of integrating ICT in English classes is to attain a successful and effective learning in order to improve the outcome of teaching and learning process which can be perceived in students' academic achievement. But we should keep in mind that ICT is just a tool, but its benefits are remarkable such as: speed, flexibility and accessibility. Thus, satisfaction keep students engaged and motivated. Therefore, the integration of such technology in classrooms depends mainly on taking account students' motivation and attitudes. If students believe that ICT is a good medium for achieving a productive learning, the technology integration can be realized more easily and successfully. On the contrary, in other studies, "students' lack of competence, lack of knowledge, negative attitude and their resistance to apply new technologies in their learning have been found to be major obstacles" [1]

Students' attitudes towards the use of ICT in the classroom have attracted the attention of many researchers. Attitudes towards computers can be seen as "significant determinants of behavior that may influence computer utilization" [2]. Hence, attitudes are considered to be a good sign to determine whether students appreciate the utilization of computers in their learning or not.

Briefly, this paper will explore the importance of ICT in education and examine the influence of students' attitude towards ICT on achievement.

### Statement of the problem:

The impact of ICT is gradually increasing in our daily life. This fact influences the change of attitudes towards its use in the formal context; many studies have revealed that not all students enjoy the integration of ICT in the teaching and learning process. Based on the reason above, it was deemed important to investigate students' attitudes towards ICT and its influence on their English achievement.

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## Objective of the study:

The purpose of this study is:

- ✚ To illustrate the importance of ICT in EFL classrooms.
- ✚ To determine English students' attitudes towards the use of ICT in classroom.
- ✚ To investigate the relationship between students' attitudes towards ICT and their achievement in English.

## Identification of the population:

The population under investigation consists of both males and females from the faculty of Arts and Human Sciences in the University of Moulay Ismail of Meknes in Morocco. The participants were 53 students. 22 and 14 are, respectively, from the first year and second year of the Master program in Applied Linguistics and 17 students are from a Professional Bachelor degree within the same institution. The sample was randomly selected; all subjects have equal chances to be chosen. The use of three different groups aims at discovering the concept of students' attitudes towards ICT and its impact on English achievement in the three levels using the same instruments and procedures.

## Instruments:

For this research study, the instrumentation contains a questionnaire and a test. The use of the questionnaire is very effective because it is easy to analyze and respondents are given time and freedom to complete it. The questionnaire was designed for analyzing students' attitudes towards ICT. There were 43 items in this instrument, 4 of them are related to students' personal information, and 39 items deal with students' attitudes towards ICT. The selected items were then attached to a five-point Likert Scale; ranging from "strongly disagree" to "strongly agree" with "neither disagree nor agree". With regard to testing, English Language Achievement Test (ELAT) is a method for obtaining individual responses to types of questions. Test is a technique that allows researchers to focus purely on assessing the reaction of a subject to one particular form of speech, without this reaction being influenced by other factors [3]. The ELAT contains comprehension questions, and language exercises besides writing with the aim of measuring students' achievement in English.

## Data analysis:

This present paper has examined the data quantitatively; they were analyzed through using SPSS software Program. This means that descriptive statistics were used to describe the properties of data collected from the respondents. The variables were analyzed through the use of parametric statistical tests to determine the relationship between them. One – way ANOVA was used to determine whether there are any significant differences between the dependent variable and the factor (level). Chi square is a nonparametric statistical technique used to investigate the relationship of the variables and determine if a distribution of observed frequencies differs from the theoretical expected frequencies. Finally, the results were displayed in the form of histograms and they were discussed and interpreted.

## Discussion of the results:

Many parts have been used to deal with the main topic of this present paper. The first part has examined students' attitudes of Professional Bachelor Program, First year and second year Master students towards ICT through the use of a series of statements from the questionnaire. Given the data, there are 39 statements. Based on these statements, the majority of students tend to have positive attitudes towards the use of ICT in classrooms and reveal that there is no statistically significant relationship between level and statements because out of 39 statements only 3 statements confirm that there is statistically significant relationship.

The second part tests students' achievement in reading comprehension, language and writing. When comparing the mean of Professional Bachelor Program, first year and second year of the master program in reading comprehension, language and writing, it was concluded that the level of second year was a bit higher than Professional Bachelor Program and First Year Master Students. More than that, the scores of Second year were more concentrated; whereas, the scores of PBP and the first year of the master program are more dispersed.



The third part tests the impact of level Professional Bachelor Program, the first and second year of the master program on reading comprehension, language and writing. Based on the data, there is no statistically significant difference between the mean of PBP, the mean of the first year and the mean of the second year of the master program in reading comprehension, language and writing. Thus, the differences between Means are likely due to chance and not likely due to the independent variable which is level.

The fourth part examines the correlation between reading comprehension, language and writing. Focusing on the data, we can claim that there is a statistically significant weak relationship between reading comprehension and language and there is no statistically significant relationship between reading comprehension and writing. However, there is a statistically significant moderate correlation between language and writing. This implies that students who achieve good results in language will achieve also good results in writing.

Finally, the last part examines the relationship between students' attitudes and achievement. Because of time and space, we limit ourselves to ten statements in reading comprehension, language and writing. Based on the data, there is no statistically significant relationship between students' attitudes and achievement in language and writing. However, out of 10 statements, the statements 1, 2,3,4,6 and 9 prove to have an impact on students' achievement in reading comprehension.

Importantly, students of the English department in Meknes, be it Professional Bachelor Program or the first and the second year of the master program seem to have positive attitudes towards the use of ICT as an instructional tool. They are interested in knowing more about ICT as it is an effective medium for academic development because it reinforces authentic learning, expands global understanding, touches students' interests and encourages interaction between teachers and students and between students and students.

With ICT, students can no longer rely on printed books because the World Wide Web provides infinite information in almost all subjects. To this reason, students have developed positive attitudes towards these technological tools as they facilitate their learning process, motivate them and develop on them a sense of autonomy.

## Conclusion

In conclusion, the purpose of this research paper was to discuss to what extent ICT has marked a new trend in the educational field, to reveal students' attitudes towards the use of ICT and to examine the impact of students' attitudes on the academic achievement, particularly on reading comprehension, language and writing.

With the use of ICT, students enjoy more the class, and the course becomes more interactive and productive. ICT creates an effective and rich learning atmosphere in which teachers and learners are provided with a source of authentic materials, tools for communication and tools for improving language skills.

This present paper presents a pilot study that has provided some interesting insights into the attitudes of students enrolled in Professional Bachelor Program, the first and second year of the master program in the Faculty of Arts and Human Sciences in Morocco. The majority of students believe that learning with ICT is pleasant, useful, and efficient. This study has also demonstrated that there is no statistically significant relationship between students' attitudes and achievement in language and writing. However, there is a statistically significant relationship between students' attitudes and achievement in reading comprehension. The finding is not strong enough to indicate a valid relationship between the two variables to say that positive attitudes results in achievement in reading comprehension.

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