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English Teaching Techniques As A Second Language In Heis Of Sabarkantha And Banaskantha Districts Of Gujarat State

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Abstract

Indian constitution provides language freedom to the states. The states can formulate their own education policy but in language selection, friction between central government and state government arises. The present study aims to analyze English teaching techniques as a second language in Sabarkantha and Banaskantha Districts of Gujarat state by considering factors like; legislatives on English teaching, English teaching approaches, English teaching methods, teaching material and text book, and ICT usage in context to selected government run colleges of Sabarkantha and Banaskantha District. (N=1156 ,n= 219). The study consists of primary data source and the data collected through structured questionnaire are analyzed and interpreted by conducting applicable statistical tests i.e. pre-test activities and co-relational tests. The results reveals on significant positive correlations between legislatives on English teaching and rest of the factors. To conclude, state legislatives on English teaching is at the rethinking stage in terms of English teaching techniques. Further research can be conducted by extending area of research and questionnaire factors.

Keywords: legislatives, teaching approaches, teaching methods, teaching skills, speaking activities

Introduction

English teaching techniques as a second language in South Asian region is a debatable issue from the long years. English language can be seen as new utility in India when technologically enhanced education system is inevitable in country like India. The entire scenario on English teaching for academics as well as oral communication in Indian Higher Education Institutes is changed after wide range of technology usage. The Government legislatives on English language teaching as a foreign language in India always stays as a part of controversy because of regionalism and identity issues of local language in the states having diverse culture and different provincial languages. Dr. Rachna (2017) concludes as: *“The role of activities is providing autonomy to learners which means making use of the capacity of being responsible for own learning process with the help of the available resources. In such situation, the syllabus is negotiated between learners and the teacher with –self*

instruction, self-direction and individualization.” She recommends to English learners should be extensive and teachers should reward affords of learners so as to motivate their struggle to acquire the language skills. She also adds that the concern government should take initiatives on priority to provide resources and facilities.

A lots of comments and reviews came out from known and unknown experts on NEP, 2020 in social media but cannot conclude it towards solutions on teaching/learning English language for academic purpose as well as communication.

Government of Gujarat exercised its powers on meeting global need of English teaching/learning at higher educational institutes by hiring suitable talents on English language as communicative as well as for academic skills. Kaushik Trivedi (2018) concludes in his article the same as:” *the modes, methods, tools, approaches, and techniques to teach and learn English language should be changed and constantly being updated regularly with the advancement in technology and other knowledge domains. The traditional teaching of English should be replaced by the modern, innovative techniques of English Language Teaching*”.

The techniques of English teaching /learning and its applicability to HEIs of Gujarat State need to re-examine by considering global need of English language in business as well as academics. The focus area of the present study is English teaching techniques and as a second language in HEIs of select Districts of Gujarat state with a view to cope certain issues such as: legislatives on English teaching, English teaching approaches, English teaching methods, English teaching skills and competencies, speaking activities and ICT usage.

Significance of the study

The present study focuses on evaluating English teaching techniques with reference to by the government aided HEIs Sabarkantha and Banaskantha Districts of Gujarat state on specific factors such as: English teaching methods, approaches, teaching /learning skills and ICT usage. The state government has adopted sound policy on higher education policy but barriers on using advanced technology in every discipline of study such as professional courses and non-professional courses. The use of social media for academic purpose and skill development is yet to reach at maturity stage. The demographic and low motivational level on career making leads to downsizing employability oriented higher education literacy ratio. In this circumstances the role of English teaching academicians become important and their perceptions considered on various factors including English teaching professionals and who obtained accreditation to understand English teaching approaches at present period.

Review of Literature

David Graddol comments on the future of English in India in his book titled by *English Next India* published by British Council India as:

Throughout India, there is an extraordinary belief, among almost all castes and classes, in both rural and urban areas, in the transformative power of English. English is seen not just as a useful skill, but as a symbol of a better life, a pathway out of poverty and oppression. Aspiration of such magnitude is a heavy burden for any language, and for those who have responsibility for teaching it, to bear. The challenges of providing universal access to English are significant, and many are bound to feel frustrated at the speed of progress. But we cannot ignore the way that the English language has emerged as a powerful agent for change in India (David Graddol, 120)

English usage and its importance in rural and urban India have some challenges in 21st century when such a language becomes a global language. English language proved as one of the powerful tools for communication in Changing India. The researchers argue that government policy seeks rethinking on the status of English in academics for teaching purpose. The researchers argue that the quality of English teaching in Indian government added and private higher education is divided in different parts because of three language formula. National Knowledge Commission remarks on status of English language teaching as:

There is an irony in the situation. English has been part of our education system for more than a century. Yet English is beyond the reach of most of our young people, which makes for highly unequal access. Indeed, even

now, barely more than one percent of our people use it as a second language, let alone a first language. But NKC believes that the time has come for us to teach our people, ordinary people, English as a language in schools. Early action in this sphere would help us build an inclusive society and transform India into a knowledge society. (GOI 2007)

Bhattacharya (2001) studied the degree of teaching competence and the level of adjustment of women student-teachers and found that women student-teachers teaching science and non-science subjects possessed an average level of teaching competence and a moderate level of adjustment with no significant difference between their teaching competence and level of adjustment. In terms of teaching science and non-science subjects, there was a significant correlation between teaching competence and the level of adjustment among women student-teachers teaching science and non-science subjects

Ranjini & Mohan Sundaram (2012) studied the Teachers' competencies and Academic achievement of secondary teacher trainees. The investigators adopted the survey method to find out the teacher's competencies and academic achievement of secondary teacher trainees. The population of the study was secondary teacher trainees from B. Ed College of education under the control of Tamil Nadu Teacher Educational University, Chennai. A teacher competency scale, academic achievement and the personal information from were used for collecting the data. Survey method was adopted for this present study. The data was analyzed using percentage analysis and 't' test. It was found that the level of teacher competency and academic achievement of secondary trainees were average. And there is significant difference in teacher competencies of secondary teacher trainees and academic achievement with reference to gender and religion

Brinton (2000) devoted the end of her article to summarize the rationale behind the use of the media in the language classroom:

"Use media materials when variety is called for, when they expedite your teaching task and serve as a source input, and/or when they help you to individualize instruction and appeal to the variety of cognitive styles in your classroom. But above all, use media to involve students more integrally in the learning process and to facilitate language learning by making it a more authentic, meaningful process.

The study of Liu (2001) showed five main categories: cognitive, pedagogical, affective, Socio-cultural and linguistic. Cognitive category consists of learning experiences and learning style that learners are applying, their preparation before entering classes, their knowledge of subject matter, and their interest in the topics. Pedagogical category refers to teacher's encouragement, class size, peer support, and the way that the teacher conducts the lesson. The research has proved that learners are more willing to participate in pair or group discussion than in whole-class discussion. Thus, student-centered classroom encourages more participation as compared to teacher-centered classroom

Kotkar et al. (2012) mention that the use of technology has become an integral part of our lives. New technology is adopted by people in day-to-day situations. The same can be used in education to enhance the teaching-learning process. The book is a useful resource for teachers as well as learners. It provides details of technology and various tools. The book has eight chapters and each chapter introduces an aspect of ICT.

Research Gaps

The following research gaps are identified by reviewing the previous literature conducted by scholars, professionals and academicians.

1. State legislative machinery should be considered as one of the core issues on English Teaching techniques in Gujarat. ICT infrastructure is to be considered as core issue in higher education for better performance of faculty and holistic development of students in Indian universities, particularly in public universities having non-metro background.
2. English teaching approaches can be adopted by keeping local language in center during teaching English in higher education.
3. Faculty can also be treated as stake-holder of university and their satisfaction on ICT training and usage also effect on student academic engagement and development

Objectives of study

1. To study faculty perception on the state legislatives on English teaching in context to faculty of HNGU affiliated colleges of Sabarkantha and Banaskantha Districts.
2. To study faculty perception on English teaching approaches in context to faculty of HNGU affiliated colleges of Sabarkantha and Banaskantha Districts.
3. To study faculty perception on English teaching methods in context to faculty of HNGU affiliated colleges of Sabarkantha and Banaskantha Districts.
4. To study faculty perception on teaching material and text books in context to faculty of HNGU affiliated colleges of Sabarkantha and Banaskantha Districts.
5. To study faculty perception on ICT usage in context to faculty of HNGU affiliated colleges of Sabarkantha and Banaskantha Districts.

Hypotheses

H₀₁: No positive relation exists between state legislatives on English teaching and English teaching approaches in context to faculty of HNGU affiliated colleges of Sabarkantha and Banaskantha Districts.

H₀₂: No positive relation exists between state legislatives on English teaching and English teaching methods in context to faculty of HNGU affiliated colleges of Sabarkantha and Banaskantha Districts.

H₀₃: No positive relation exists between state legislatives on English teaching and teaching material and text books in context to in context to faculty of HNGU affiliated colleges of Sabarkantha and Banaskantha Districts.

H₀₄: No positive relation exists between state legislatives on English teaching and ICT usage in context to in context to faculty of HNGU affiliated colleges of Sabarkantha and Banaskantha Districts.

Conceptual Framework

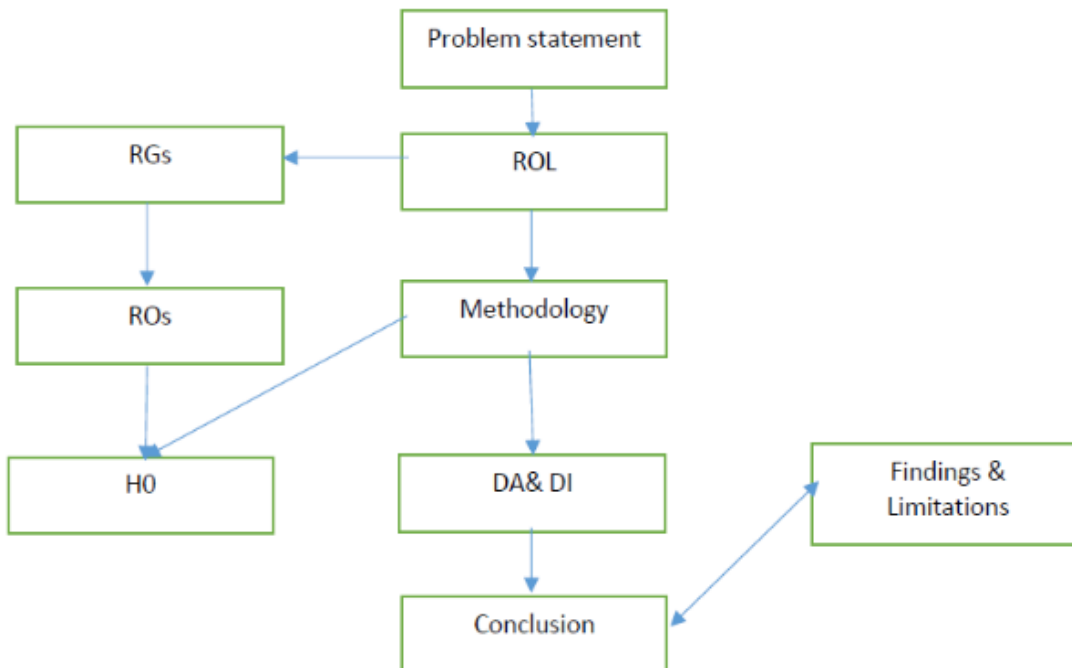


Figure-1 self-designed

Conceptual framework explains a phenomena. It is a blue print of the study. Figure-1 indicates the journey from problem statement to findings and limitations of the present study. Review of previous literature conducted on the topic is examined after defining the problem statement. Research gaps are identified from previous relevant literature reviewed. Research objectives are framed on identifying research gaps. Hypotheses are constituted after determining research objectives. Research methodology is also adopted with a view to maintain proper direction of present study. The collected data from primary source and analyzed and interpreted with testing of hypotheses. The findings are concluded at the end with recommendations and limitations of the study.

Methodology

The following table-1 indicates methodology employed for the purpose of the investigation.. It is a mix method type of study and target population is English teaching faculty and professionals in Sabarkantha and Banaskantha District Faculty of HNGU (N=1156, valid sample size: 219). The factors such as: state legislatives on English teaching in HEIs, English Teaching Approches, English Teaching Methods, teaching material and text books including ICT usage. for structured questionnaire administered to Faculties of HNGU by email and in person. Total items are 65 excluding demographic profile with 5-point Likert scale technique (SDA-SA) IBMSPSS.25 is used for the purpose of data analysis.

No	Title	Topic Name
1	Study type	Mix Method
2	Universe	PG students
3	Target population	PG students of HNGU (1156)
4	Sampling Technique	Convenience sampling technique
5	Sample size	219
6	Factors	5(Legislatives on English teaching teaching material & TBs, ICT usage., English teaching approaches, English teaching methods,
7	Items	65 (5x13)
8	Statistical tool	Excel , IBMSPSS .25
9	Statistical Tests	Descriptive statistics, scale reliability, Pearson Correlations

Table-1 Methodology

Data Analysis and Interpretation

Table-2 Demographic Profile

No	Title	Demographic	Samples	%
1	Gender	Male	129	58.9%
		Female	90	41.1%
2	Age	≤35 years	150	68.5%
		35+ years	069	31.5%
3	Education	PG+	171	78.1%
		PhD	48	21.9%
4	Designation	Assistant Prof.	162	73.9%
		Associate Prof.	57	26.1%
5	Experience	≤ 15 years	163	74.4%
		More than 15 years	56	25.6%

Table-2 indicates the results on demographic profile consists gender, age, education, designation and work experience of the respondents. Male respondents are 17.8% more in comparison to female respondents. Maximum respondents have within the age group of below or equal to 35 years (68.5%). 162% respondents have designation of assistant professor and the rest of have associate professor.74.4% respondents have work experience of ≤ 15 years Demographic profile is not a part of objectives of the present study and as a result, an overview in general is discussed.

The imported data from excel to IBMSPSS .25 are standardized before moving to data analysis because data are generally need to put in common format before analyzing them which increases scale reliability and equalize the range and variability of data.

Descriptive statistics

Descriptive statistics provides basic features of data in a study. It also provides simple summaries about sample and measures. Generally, it is more suitable to quantitative data for having directions to analyze the data. It consists of elements such as N, minimum, maximum, mean, SD, variance, range and aim to know basic features of data to move on for further analysis.

Descriptive Statistics(Table-3)

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
LET1	219	4.00	1.00	5.00	2.5388	1.49375	2.231
LET2	219	4.00	1.00	5.00	2.1872	1.44521	2.089
LET3	219	4.00	1.00	5.00	2.5434	1.49055	2.222
LET4	219	4.00	1.00	5.00	2.1872	1.44521	2.089
LET5	219	4.00	1.00	5.00	2.9863	1.41900	2.014
LET6	219	4.00	1.00	5.00	2.1233	1.26286	1.595
LET7	219	4.00	1.00	5.00	1.8676	1.28713	1.657
LET8	219	4.00	1.00	5.00	2.1233	1.40718	1.980
LET9	219	4.00	1.00	5.00	2.2146	1.13111	1.279
LET10	219	4.00	1.00	5.00	2.3151	1.06068	1.125
LET11	219	4.00	1.00	5.00	2.3151	1.14791	1.318
LET12	219	4.00	1.00	5.00	2.7032	1.74223	3.035
LET13	219	4.00	1.00	5.00	3.0502	1.52720	2.332
Valid N (listwise)	219						

Table-3 indicates the results on descriptive statistics related to LET N=219 It has items form LET₁₋₁₃. Minimum is 1 and maximum is 5. Range is 4. Mean is registered within the range of 1.96 -3.05. SD is registered within the range of 1.06 -1.74. Variance registered between 1.12 -3.03 It means perceptions on state legislatives on English teaching are moderate and has direction to move on for further analysis.

Descriptive Statistics (Table-4)

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
ETA1	219	4.00	1.00	5.00	2.7032	1.41049	1.989
ETA2	219	4.00	1.00	5.00	2.2877	1.17870	1.389
ETA3	219	4.00	1.00	5.00	2.7032	1.41049	1.989
ETA4	219	4.00	1.00	5.00	2.2877	1.17870	1.389
ETA5	219	4.00	1.00	4.00	2.6895	1.11883	1.252
ETA6	219	4.00	1.00	5.00	3.0137	1.74387	3.041
ETA7	219	4.00	1.00	5.00	2.9589	1.69542	2.874
ETA8	219	4.00	1.00	5.00	3.0137	1.74387	3.041
ETA9	219	4.00	1.00	5.00	2.1187	1.33910	1.793
ETA10	219	4.00	1.00	5.00	2.2603	1.51773	2.304
ETA11	219	4.00	1.00	5.00	2.2603	1.51773	2.304
ETA12	219	4.00	1.00	5.00	2.3288	1.67596	2.809
ETA13	219	4.00	1.00	5.00	2.1918	1.39453	1.945
Valid N (listwise)	219						

Table-4 indicates the results on descriptive statistics related to ETA N=219 It has items form ETA₁₋₁₃. Minimum is 1 and maximum is 5. Range is 4. Mean is registered within the range of 1.96 -3.05. SD is registered within the range of 1.17-1.74. Variance registered between 1.25 -3.04 It means perceptions on English teaching approaches are moderate and has direction to move on for further analysis.

Descriptive Statistics (Table-5)

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
ETM1	219	4.00	1.00	5.00	3.5114	1.68741	2.847
ETM2	219	4.00	1.00	5.00	3.5114	1.68741	2.847
ETM3	219	4.00	1.00	5.00	3.5114	1.68741	2.847
ETM4	219	4.00	1.00	5.00	2.6073	1.43071	2.047
ETM5	219	4.00	1.00	5.00	2.5023	1.28996	1.664
ETM6	219	4.00	1.00	5.00	2.5023	1.28996	1.664
ETM7	219	4.00	1.00	5.00	2.5023	1.28996	1.664
ETM8	219	3.00	1.00	4.00	2.2009	1.98419	1.969
ETM9	219	3.00	1.00	4.00	1.8995	1.83444	1.696
ETM10	219	3.00	1.00	4.00	2.0000	1.77814	1.606
ETM11	219	4.00	1.00	5.00	3.8950	1.70615	2.911
ETM12	219	4.00	1.00	5.00	3.9150	1.70615	2.911
ETM13	219	4.00	1.00	5.00	3.8950	1.70615	2.911
Valid N (listwise)	219						

Table-5 indicates the results on descriptive statistics related to ETM N=219 It has items form ETM₁₋₁₃. Minimum is 1 and maximum is 5. Range is 4. Mean is registered within the range of 1.89 -3.89. SD is registered within the range 1.28-1.77. Variance registered between 1.60 -2.91 It means perceptions on English teaching approaches are moderate and has direction to move on for further analysis.

Table-6 indicates the results on descriptive statistics related to TMTB N=219 It has items form TMTB₁₋₁₃. Minimum is 1 and maximum is 5. Range is 4. Mean is registered within the range of 1.86 -4.15. SD is registered within the range 1.13-1.75. Variance registered between 1.27 -3.08 It means perceptions on English teaching approaches are moderate and has direction to move on for further analysis.

Descriptive Statistics(Table-6)

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
TMTB1	219	4.00	1.00	5.00	3.5114	1.36254	1.857
TMTB2	219	4.00	1.00	5.00	3.1507	1.39466	1.945
TMTB3	219	4.00	1.00	5.00	3.0183	1.75563	3.082
TMTB4	219	4.00	1.00	5.00	2.9680	1.71177	2.930
TMTB5	219	4.00	1.00	5.00	3.0183	1.75563	3.082
TMTB6	219	4.00	1.00	5.00	2.1279	1.35528	1.837
TMTB7	219	4.00	1.00	5.00	2.1233	1.26286	1.595
TMTB8	219	4.00	1.00	5.00	1.8676	1.28713	1.657
TMTB9	219	4.00	1.00	5.00	2.1233	1.40718	1.980
TMTB10	219	4.00	1.00	5.00	2.2146	1.13111	1.279
TMTB11	219	4.00	1.00	5.00	2.5434	1.49055	2.222
TMTB12	219	4.00	1.00	5.00	2.5388	1.49375	2.231
TMTB13	219	4.00	1.00	5.00	2.5434	1.49055	2.222
Valid N (listwise)	219						

Table-7 indicates the results on descriptive statistics related to TMTB N=219 It has items form ICTU₁₋₁₃. Minimum is 1 and maximum is 5. Range is 4. Mean is registered within the range of 2.03 -3.51. SD is registered within the range 1.10-1.71. Variance registered between 1.33 -3.08 It means perceptions on English teaching approaches are moderate and has direction to move on for further analysis.

Descriptive Statistics(Table-7)

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
ICTU1	219	4.00	1.00	5.00	2.6667	1.40227	1.966
ICTU2	219	4.00	1.00	5.00	2.2831	1.17005	1.369
ICTU3	219	4.00	1.00	5.00	2.6667	1.40227	1.966
ICTU4	219	4.00	1.00	5.00	2.2831	1.17005	1.369
ICTU5	219	4.00	.00	4.00	2.6849	1.10723	1.226
ICTU6	219	4.00	1.00	5.00	3.0183	1.75563	3.082
ICTU7	219	4.00	1.00	5.00	2.9680	1.71177	2.930
ICTU8	219	4.00	1.00	5.00	3.0183	1.75563	3.082
ICTU9	219	4.00	1.00	5.00	2.1279	1.35528	1.837
ICTU10	219	4.00	1.00	5.00	2.2922	1.52246	2.318
ICTU11	219	4.00	1.00	5.00	2.0320	1.15492	1.334
ICTU12	219	4.00	1.00	5.00	3.5114	1.36254	1.857
ICTU13	219	4.00	1.00	5.00	4.1507	1.39466	1.945
Valid N (listwise)	219						

Scale Reliability (Table-8)

Sr.no	Factor	Items	Excluded Items	Valid Items	Measured Cronbach Alpha	Standard Internal Consistency	Decision
1	LET	13	0	13	0.813	$0.8 \leq \alpha < 0.9$	Very Good
2	ETA	13	0	13	0.760	$0.7 \leq \alpha < 0.8$	good
3	ETM	13	0	13	0.937	$0.9 \leq \alpha < 0.95$	excellent
4	ITMB	13	0	13	0.640	$0.6 \leq \alpha < 0.7$	acceptable
5	ICTU	13	0	13	0.674	$0.6 \leq \alpha < 0.7$	acceptable

Table-8 indicates the results on scale reliability test. LET, ETA, ETM, ITMB and ICTU are tested with 13 items to each. No one is excluded and as a result, 13 items to each factor are considered as valid items. Cronbach alpha is registered as WITHIN THE RANGE OF 0.760(76.0%) TO 0.937(93.7%) for all the factors. It means internal consistency amongst the all is good enough. To conclude, Cronbach alpha (α) showed that questionnaire is statistically reliable. (George and Mallery, 2003)

Correlations (Table-9)

		LET	ETA	ETM	TMTB	ICTU
LET	Pearson Correlation	1	.527**	.622	.496**	.644**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	219	219	219	219	219
ETA	Pearson Correlation	.527**	1	.717	.641**	.875**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	219	219	219	219	219
ETM	Pearson Correlation	.622	.717	1	.785	.605
	Sig. (2-tailed)	.748	.000	.000	.000	.000
	N	219	219	219	219	219
TMTB	Pearson Correlation	.496**	.641**	.785	1	.684**
	Sig. (2-tailed)	.000	.000	.208		.000
	N	219	219	219	219	219
ICTU	Pearson Correlation	.644**	.875**	.605	.684**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	219	219	219	219	219

** . Correlation is significant at the 0.00 level (2-tailed).

Table-9 indicates the results on correlations. The hypotheses are tested with Pearson correlation test to achieve objectives satisfied in this study.

H₀₁: No positive relation exists between state legislatives on English teaching and English teaching approaches in context to faculty of HNGU affiliated colleges of Sabarkantha and Banaskantha Districts.

H₁₁: Positive relation exists between state legislatives on English teaching and English teaching approaches in context to faculty of HNGU affiliated colleges of Sabarkantha and Banaskantha Districts.

H₀₁: $\rho = 0$

H₁₁: $\rho \neq 0$

Table-9 demonstrates that significant Pearson correlations coefficient value of 0.527(i.e. 52.7%) confirms that there is significant positive correlation between LET and ETA .Significance level for the given value shows 0.00 which is less than 0.00.It is theoretically said that significance level for formulated hypothesis test is a value for which a p-value is less than 0.05 and 0.00. (i.e. $p < .01$ & $p < 0.05$) N=219. In this case, significance correlation is observed and as a result, H₀₂ is rejected and H₁₂ is accepted.

H₀₂: No positive relation exists between state legislatives on English teaching and English teaching methods in context to faculty of HNGU affiliated colleges of Sabarkantha and Banaskantha Districts.

H₁₂: Positive relation exists between state legislatives on English teaching and English teaching methods in context to faculty of HNGU affiliated colleges of Sabarkantha and Banaskantha Districts.

H₀₂: $\rho = 0$

H₁₂: $\rho \neq 0$

Table-9 demonstrates that significant Pearson correlations coefficient value of 0.622(i.e. 62.2%) confirms that there is significant positive correlation between LET and ETM. Significance level for the given value shows 0.00 which is less than 0.00.It is theoretically said that significance level for formulated hypothesis test is a value for which a p-value is less than 0.05 and 0.00. (i.e. $p < .01$ & $p < 0.05$) N=219. In this case, significance correlation is observed and as a result, H₀₂ is rejected and H₁₂ is accepted.

H₀₃: No positive relation exists between state legislatives on English teaching and teaching materials and text books in context to faculty of HNGU affiliated colleges of Sabarkantha and Banaskantha Districts.

H₁₃: Positive relation exists between state legislatives on English teaching and teaching materials and text books in context to faculty of HNGU affiliated colleges of Sabarkantha and Banaskantha Districts.

H₀₃: $\rho = 0$

H₁₃: $\rho \neq 0$

Table-9 demonstrates that Pearson correlations coefficient value of 0.496(i.e. 49.6%) confirms that there is positive correlation between LET and TMTB .Significance level for the given value shows 0.01 which is less than 0.05.It is theoretically said that significance level for formulated hypothesis test is a value for which a p-value is less than 0.05. (i.e. $p < 0.05$) N=219. In this case, positive correlation is observed and as a result, H₀₃ is rejected and H₁₃ is accepted. H₀₄: No positive relation exists between state legislatives on English teaching and ICT usage in context to faculty of HNGU affiliated colleges of Sabarkantha and Banaskantha Districts.

H₁₄: Positive relation exists between state legislatives on English teaching and teaching materials and text books in context to faculty of HNGU affiliated colleges of Sabarkantha and Banaskantha Districts.

H₀₄: $\rho = 0$

H₁₄: $\rho \neq 0$

Table-9 demonstrates that Pearson correlations coefficient value of 0.644(i.e. 64.4%) confirms that there is positive correlation between LET and ICTU .Significance level for the given value shows 0.00 which is less than 0.05.It is theoretically said that significance level for formulated hypothesis test is a value for which a p-value is less than 0.05. (i.e. $p < 0.05$) $N=219$. In this case, positive correlation is observed and as a result, H_{04} is rejected and H_{14} is accepted. Generally, Pearson Coefficient above 0.5 is considered as significant positive correlations but in this case it is registered between 0.496 TO as 0.785(i.e. 49.65-78.5%)So that positive correlation exists in good manner. And concluded that all the factors have positive relationship amongst the all.

Conclusion

The faculties of HNGU responded on modern English teaching methods with excellent ICT infrastructure. It should be made more accessible to the students as easy accessible. The monitoring issues of ICT infrastructure are over looked in this case. The digital communicative system is also gets irrputed in regular manner. The government should be initiative within the issue. The students should be given equal opportunities for their holistic development through ICT usage and government benefits during the study. The faculties also feel that satisfaction level on ICT usage can be enhanced by eliminating routine hurdles such as: poor attention towards complaints, power supply problems and slow internet accessibility. The students also seek their growth at par with private institutions.

Recommendations and Limitations

HNGU authorities can strengthen ICT infrastructure by keeping students in center.HNGU administration can also raise funds for better ICT infrastructure facilities to the students. HNGU management can engage efficient ICT service provider with eminent and trained human power which can train faculty members and students, also. Faculty can be motivated by given adequate knowledge.HNGU can associate the students with ICT based extracurricular activities with strong digital communication and infrastructure. HNGU management can enhance ICT usage by motivating students and faculty for better student academic engagement. The modern English teaching methods and approaches can be used for better English learning/teaching. This is academic research and has certain limitations such as: time constraints and funding issues. Further research can be conducted by incorporating more factors and extending number of universities

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