

INVESTIGATING THE USE OF ICT IN SECOND LANGUAGE LEARNING
AT UNIVERSITY LEVEL, ASSESSING ITS EFFECTIVENESS IN
DEVELOPING ESSENTIAL LANGUAGE SKILLS LISTENING, SPEAKING,
READING, AND WRITING

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Abstract

Technology become the “wings” that will allow the educational world today farther and faster ever before- if we will allow it”.(Jenny Arledge). There is various published studies explains the attitude of teachers and students towards usage of ICT in learning English language. Information communication technology (ICT) paly very important role in language education, specifically in English teaching and learning; nevertheless, limited research has been conducted to examine the use of ICT in terms of frequency of use, purpose, perceptions and expectation among the learners of English Department. Thus, the goal of this study to address the research problem. The research used a convenience sample of 40 English major students who were invited to respond to the questionnaire survey. Number of them showed their positive attitude towards the usage of ICT in English language teaching or learning. This study also focuses on the incorporation of ICT in helping enhance four basic language skills. Which are listening , speaking , reading , writing and basic areas of language teaching include grammar and vocabulary which helps Lerner’s acquire efficiency in the language.

INTRODUCTION

1.1 Definition:

The word ICT refers to the Information communication technology. ICTs are the integration of information processing, computing and communication technologies. ICTs are changing the way we learn, work and live in society and are often mentioned in a specific context, for example in education, healthcare or libraries. A good way to think about ICT is to consider all the digital technology applications that already exist to help

people, businesses and organizations use information. ICT includes all products that electronically store, access, manipulate, transmit or receive information in digital form and that are related to these products. It is important that it also addresses how these different uses can work together. For example, PC, digital television, email, robots. A look at what we use at home, in the office, at universities or in any business or social function finds many devices that are equipped with computer

chips. These include key cards, cell phones, point of sale scanners, medical instruments, TV remote controls, microwave ovens, DVD players, digital cameras, PDAs, etc.

Furthermore, The mere presence of technological instruments in teaching and learning has opened a completely new research world in the issue of the effectiveness of teaching. The overall knowledge of this chain of research supports the fact that technology has the opportunity to do high-performance teaching and learning capabilities (Hermans, Tonneur, Van Braak, and Valcke, 2008) and learning students (Cancanon, Flynn, and Campbell, 2005), Motivation (Mahdizadeh, Biemans and Mulder, 2008), Critical Thinking (Lim, Teo, Wong, Khine, Chai, and Divaharan, 2003) and Autonomy (Claudia, Steil, and Todesco, 2004). On the basis of this assumption, many developed countries have invested a lot in the integration of innovative technological tools into the curriculum to improve the quality of teaching and learning. According to this new trend, the governments of developing countries also have to develop innovative plans for the development of ICT infrastructures in order to integrate the ICT tools into the curriculum. The immediate concern of these development plans is the improvement of experience and learning at school and college. However, the great vision is to help the company meet the challenges of information and to deal with rapid changes in life and work style. As teachers consider themselves an important actor in the successful implementation of educational reforms, part of these efforts to strengthen teachers in preparatory and service courses (Paraskeva, Boutae and Papagianni, 2008). Therefore, research studies have started the factors recently influencing the use of teachers ICT in different countries (for example, Baylor & Ritchie, 2002, Granger, Morbey, Lotherington, Owston, & Wideman, 2002; Robinson, 2003, Hew & CEBILL, 2007, Hermans et al., 2008; Paraskeva et al., 2008; Kim, Jung & Lee, 2008; Inan & Lowther, 2010; Zamani, 2010). The general ideas of these studies showed that, despite the rapid development of ICT infrastructures, still a gap between the innovation objectives and use of tickers and connectivity and access to equipment does not necessarily guarantee the use Successful or productive ICT (Granger et al,

2002). It is believed that the use of ICT is a complex and slower process (Levin and Wadmany 2008), which of many important factors, such as the characteristics of users (teachers and students), the context of technology consumption and educational philosophies The country's educational system is influenced, (Granger et al., 2002).

1.2: Use of ICT in English classes:

The use of ICT in general is any use of "computer devices, desktop computers, laptops, software or Internet at universities for teaching purposes" (Hew & CeBill, 2007, p. 225). However, it refers to the use of technologies of teachers for the statement, the supply of instructions and technologies as a learning tool for students (Inan & Lowther, 2010). An overview of the computer-aided language learning development history shows that ICT tools were active in the language classes at the beginning of computers in the world, as the teachers of languages have always been the pioneer with Innovative teaching tools in their classes (Amiri, 2000). The history of the call consists of three different phases, ie a conductive, cognitive and interactive call, which is characterized by a certain degree of computer technology, including the main traces, PCs and multimedia technologies and a focus of teaching and learning certain languages, Including behavior, cognitivism and constructivism (Warsaw, 1996). With the development of technology and research on the second language acquisition (SLA), EFL teachers have used ICT tools for teaching and learning purposes. EFL Teacher use ICT tools to prepare teaching materials and activities used in the language of the lesson (Lee, 2008), Grammar (Al-Jarf, 2005), Vocabulary (TSOU, Wang, Li, 2002), Listening and Speaking (Hochart, 1998), Communication History (Lee, 2002), Reading (Aker Kitchen & Ercein, 2009) and Writing (Chikamatsu, 2003). You also use technological tools such as PC, laptops or mobile computers in the classroom for the delivery of instructions very effective and frequently. Applications for learning teachers / students or commercially produced products, such as computer-aided tutorials, tutorials and tasks, are used in the classroom to promote collaborative learning from English skills (Beatty & Nunan, 2004). In addition, EFL teachers use computer-mediated communication

(CMC) or software as an instrument to create authentic and meaningful communication (Mahfouz & Dieideh, 2009). In this way, the technology can offer students a series of authentic materials and tasks that have a positive impact on their autonomy. In contrast to the uncertainties expressed for the use of ICT and the result of the students in some affairs, (Reynolds, Trehan and Tripp, 2003) are almost all investigations carried out in call-efficiency, the fact that the Use of the computer Foreign and secondary language learning (Vandewaetleaa & Desmet, 2009). However, a large part of the examination of the effectiveness of calls has focused on software design and task pedagogy and consultations for the interaction of end users with the computer, recently in the third call phase (chapel, 2003, Vandewaetlea and Desmet, 2009). In this regard, the understanding of the characteristics of EFL teachers and their relationship with the use of ICT seems crucial to make the way for teaching and learning in the call environment more effectively.

1.3 : Use of ICT and teachers characteristics:

Find the barriers on the way to the successful integration of technology in the Curriculum (Hew & CeBill, 2007) and to include appropriate measures to involve teachers training courses in modern technologies (Paraskeva et al., 2008). In this regard, a large number of studies focused on finding the role of personal characteristics and demographic variables of teachers, such as age, gender and many years of experience in teaching in the use of ICT in the classroom (eg Robinson, 2003), Van Braak, Tonneur, & Valcke, 2004; Bebell, Russell & O'Dwyer, 2004). The gender gap in general is the subject of many studies in the literature of the use of the computer (for example Cooper, 2006), which reveals mainly non-final results. However, studies relating to the gender and the use of teachers' teachers have reported lower computer usage uses of teachers (Volman and Van Eck, 2001) due to limited technologies, skills and interests of technologies of teachers. Studies on teaching experience and age of teachers have reported that the use, experience and age of tickers are reversed, which means that the most experienced teachers and older teachers tend to use computer with less frequently (van Braak et al. , 2004, Bebell) et al. 2004). Some studies have due to

the domain of limited veteran computers (Bingimal, 2009), Trust (Robinson, 2003, Snoeyink & Ertder, 2001) and the preparation of the use of ICT in their classes (INAN & LOWTHER, 2010). In addition to the personal characteristics, the variables that relate to the technology of teachers and their relationship to the use of the computer in the classroom were examined by many studies in recent years. Settings of the Teachers of Technology are among the most frequently studied technology-related variables in ICT use literature, since generally positive computer settings to promote computer integration into the classroom are adopted (van Braak et al., 2004).It is suggested that the setting towards the technology in terms of perceived benefit and easy-to-use benefit in relation to the perceived benefit and is an important authoritarian / deactivating factor that is the assumption of teachers' technology affects(albirini , 2006; Hermans, 2008). The general knowledge of attitude studies suggests that a successful implementation of new technologies in education requires the development of the positive users . Along with this, it is postulated that the development of the positive settings of ICT teachers can be an important actor to reduce the resistance of the teachers to the use of the computer (Watson, 1998), which is associated with the fear of the computer . It has been found that computer appeal can be related to the lack of knowledge and skills on the computer (eg Al-Oteaawi, 2002), the property of the computer and the frequency of using the computer (Baloglu and Cevik, 2008). It is assumed that Computer Angst can be a barrier for the literacy or the basic capabilities of the computer, and the teachers with higher computer anxiety could experience difficulties with the computer in their classes, and would therefore prevent it (Baloglu & Cevik, 2009). Another factor that influences the use of the computer in the classroom are skills and computer skills of teachers (Pamuk & Peker, 2009). According to Hew & CEbrill (2008), three types of knowledge and skills can create large barriers for the use of teachers ICT: the lack of knowledge and knowledge of specific technology (Snoeyink & Erter, 2001), knowledge and assisted educational skills for technology (Hughes, 2005) and knowledge of management with the classroom-related classroom (Lim et al., 2003). There is evidence in the literature

that the computer skills of age, anxiety, adjustments, the use of computer and access are influenced (Poynton, 2005). It should be noted that a large part of the relevant literature around the patterns of use of teachers ICT in general and the use of ICT teachers of different topics is an open question.

1.4 : ICT in promoting student's motivation and perceptions:

Acquiring a foreign language is a skill; takes a lot of practice. Therefore, staying motivated both in and out of the classroom is a key factor in successful learning. For this reason, it is important for educators to find techniques that will motivate students to learn. Since everyone needs different levels and types of motivation, it is important to find out how technology orientation, especially ICT tools, can increase motivation in language learning. It is important to know how ICT can really help students motivate them to learn languages. More importantly, how students are motivated to learn a language. The use of ICT makes students feel more motivated to learn and participate in activities both inside and outside of class. As they are exposed to new and diverse learning materials, they are eager to explore and learn more. They enjoy what they do instead of feeling obligated to do things. In addition, there are activities in the ICT field that encourage student engagement and participation; Therefore, it improves student participation. The digital game-based learning (DGBL) approach is a good example. It is an application to promote student knowledge from computer storage concepts. On the basis of research, this approach is more effective and motivating for students compared to the focus that is not concentrated. Educational computer games can be exploited as learning environments. You can significantly improve the knowledge of the topic as well as the enjoyment of students, commitment and interest in the learning process. Social networks that are part of ICT also help to motivate students to learn. The Oxford University Press (2014) showed that the use of social networks can motivate students to learn English. In addition, he explained that this can happen if the instructors content that students learn considerably by considerably learning in terms of authentic English practical practices in social networks. By linking this use of social networks to

learn English, the students feel that what he learns is of importance as they can use it for authentic communication and adapt their learning. To add, a research study showed that the voltaire classroom promotes the motivation of students in learning considerably. The finding stated that students could connect the learning process into their own interests, and therefore improve their sense of success. Another example of the use of ICT to promote motivation is the use of the learning approach based on the game. The research study confirmed the effectiveness of the implementation of a system, which was known as a happy English learning system (Hels) in a context based on the game. It helped develop the motivation of learning and achievement of students from Taiwanese professional secondary school and even more confirm the partially predictive power of learning motivation in relation to performance in English. ICTs also promote the participation of students in learning. Social network sites (SNS) are a good example. The study showed that students with the use of SNS learn continuously as they feel comfortable with the learning environment, and were motivated by well-prepared online activities. The results recommended that SNS based on education, such as FB, more effectively used as a technological electronic learning tool to improve communication and greater motivation and commitment in the learning process. An investigation into the digital video used in the English classroom also showed a high context of integrated efforts (integrating digital videos in the classroom) of teachers and learning students.

1.5 : ICT as resources:

Linguistic Education is an area in which open access resources, online courses, virtual classrooms and social networks based on information and communication technology (ICT) are increasingly being used to provide students access to information, interaction and communication promote and improve digital literacy. Capabilities. ICT, like the computer, the Internet can be a great resource for language protect and evaluation of various language skills. Educators and students can associate with language as many sources as possible. Finnemann briefly describes the most common internet usage for language lessons by splitting the resources available

on the Internet in two main groups: resources concentrated on teachers and students focusing on students. The resources concentrated on teachers are those who support teachers in planning their classes and their own development mentions the AME, In this case, Dudeney explained that the Internet becomes a rich resource called Bank ,or a source of teaching materials, referenced teaspoon . These resources include audio material, audiogazines, videos, dictionaries, books, magazines, research projects, resource books, specific sites for vocational development with hundreds of links, literature, courses, etc. In addition to these resources, there are a large capacity required for English lessons Selection of authentic material. For example, teachers can use YouTube videos to integrate into their teaching by listening to or talking. An interactive visual and special environment would create in the classroom. Games are also confirmed that they are an effective way to teach in the English classroom. There are many educational games on the Internet that can be accepted in your classroom. Teachers can best search for their students and implement them correctly. Amses said that you can also find many resources that can focus on students on the internet. Students can access a variety of websites to examine countries or cultures from these countries to find authentic texts on topics that are located in the classroom, recipes, songs, or even learned target language. Wiki is a good example of a website that can go for all the information you need. An investigation showed that most students in their research qualified the benefits of Wiki in project-based learning, and they seemed to use the wiki very much. Consequently, collaborative team work was formed. In addition, students with ICT can participate in virtual visits with relevant websites, online dictionaries and other voice-oriented reference materials, practicing grammar and vocabulary and other skills with interactive language programs and, therefore, develop their skills of English. The number of entry students can be found on the Internet, seems to be unlimited, as Pérez mentions.

1.6 Objectives:

- To know the use of ICT (Information Communication Technology) among English language learners.

1.7 Questions:

- What is the use of ICT (Information Communication Technology) among English language learners?

1.8 Significance of the study:

1. Students/Lerner's get more up -to -date information or learning resources easily ,faster and more clearly.
2. Students get various types of information or learning materials which are more interesting.
3. The students can develop their English language competency autonomously.
4. Students/learners are more active and excited because they are directly involved in the process of getting information and learning materials.

LITERATURE REVIEW:

The term Information communication technology "ICT" refers to the sharing , Monitoring , examines, creating , manipulating and exchanging knowledge or information (Melissa,2007,cited in Nguyen , Williams and Nguyen ,2012,p.3).This definition seems to very popular and common within the use of current Study or findings, ICT especially refers to the computer or machine based technologies including desktops, laptops ,tablets ,smart phones, software or Internet based learning technologies which includes email ,websites ,and social networking.(Davias and Hewer).There are number of applications of ICT used in teaching learning in nowadays according to Collis and Moonen in (2006) ICT application have three groups ,namely "learning resources" that's the refers to institution or educational software related to learning materials online resources or video resources/ materials. "Instructional organisation of learning". The second group about the software and technological techniques those are taught in classrooms .The course management system ,content of the course ,like models and the machine or computer based test system, like self assessment test or so on ,and the last one is "Communication" including email system or websites that gives us opportunities to communicate. One of the other writer called Consortium (2005a) mentioned or identified the technological areas that are based on or related to the field of education in

the following ways. First of all “Extending learning” that is basically refers to traditional teaching or learning ,means it’s all about old methods of teaching or learning, are increasing through new communication, like social media ,social networking, sites, tools, technologies. For example :like Facebook ,Twitter, blogs ,Wikipedia, and sites , messenger service etc. We can say that teaching and learning process is not limited only classroom environment or atmosphere for longer .it’s also improved beyond or outside the classroom through the social networks different websites where learners can participate in a communication with native speakers through they can improve their communication skills and get new knowledge or information and exchange their ideas to each other they should fluent In English language and other areas of English language.(Cheng,2012,p.2.) stated Students can participate in a communication platform that facilitates, collaboration, discussion ,exchanging of ideas, opinions ,knowledge ,information or critical thinking .The second ways called you “Ubiquitous wireless” simply refers to portable machines/device which we carry easily to one place to another one. Or we can say that “the rapid penetration of wireless” technology networks(Jung,2006,p 29). Learner learn through the use of their portable or mobile devices, including laptops, tablets ,smart phones, and so on. Intelligent research which is the third part of these ways, permits students to search, to know, to organise ,to create ,and store and retrieve data in more effective or easy way .The 4th category or we can say that the fourth ways the institutional or educational game made up for games and motivation or simulation for learners, like puzzles , is considered a learning tool that has advantageous effect on learners motivation, communication, critical thinking, and problem solving skills(jung,2006).

In the era of modernism or technology learning can’t be then only in classroom. Due to the increasing or advances in ICT make it possible to design individual learning procedure in the form of e-learning “Internet learning”. E- learning is a learning process that refers to face to face teaching in class and by computer facilities through the Internet. E-learning can be used in visual learning resources or in the form of videos movies ,text and images , audio

etc (Ammanni & Aparanjani,2016).Additionally, teachers can design Engaging and joyful learning environment by implementing web-based instruction. Which makes it easier for students to receive messages and information. Multimedia web-based learning allows students to access information and learning materials independently and without time limit.

The use of ICT media in learning English has also been known since the 1990s. (Schreck, Richard & Schreck, 1991) known as CALL (Computer Aided Language Learning). ICT-based learning allows students to perform exercises using language. Independently or in groups. According to Harmer (2007), “teachers can establish assignments, have conversations with students and give feedback on student work. “ ICTs are a form of development and advancement of science and technology that should be used wisely, especially for learning English. Given the role of English as one of the global languages needed for generations of millennials to cope with global competition. The ICT-based English learning innovation gives them the opportunity to improve its competences on a global scale. With the various advantages of ICT in the teaching and learning process, a teacher must have a clear purpose of using ICT the teaching and learning process so that ICT can be used effectively and efficiently. For example, in this research, the research team used ICT media to train students in the use of certain elements of English patterns. Thus, the material content and learning activities through ICT media allow Have students practice using the sentence model independently. Their learning progression is not only controlled by the professors, but the students themselves. The content of the subject to be taught and the learning objectives achieved during this research process is based on the program implemented at English Study Program at a university in central Sulawesi. It has been packaged by the research team. The didactic material is presented in the form of ICT media; PowerPoint slides, animations, and movies through the Moodle application that allows students to access material regardless. Students can have a discussion with classmates and teachers. Moodle gives an opportunity for students to practice the language as it facilitates various tasks and quizzes that students

can do independently without being limited by time and space. The use of Moodle makes it easier for both the teacher and the students to monitor the students Progress. It is expected that this can stimulate student self-learning. By integrating Moodle in the teaching-learning process, it does not engage students and teachers in learning the content, but also the lecturer or students can control the learning progress of students. Moodle implementation during the teaching process is similar to offline classroom because teachers can explain and even discuss the material presented in the group discussion. Teaching materials, quizzes and homework are also designed to cover the needs of students. Teaching-learning.

The use of ICT by has long been the subject of investigation for two fundamental issues, to get to know the hurdles on the way to achievable integration of technology into the curriculum , course or syllabus (Hew & Brush ,2007) and get to know about the appropriate, achievable or effective measure to include training course for teachers in modern technologies , tools and techniques (Paraskeva et al;2008). A large number of studies have focused on research the importance of teachers, the role of teachers or other personal variables like , age , gender ,years of experience, way of teaching ,how they use technology during teaching ,use of ICT in class rooms(e.g.Robinson,2003;vanBraak, Tondeure &Valcke ,2004;Bebell, Russell & O' Dwyer ,2004). The gender issues is a basic issue that has been the subject of many research in the computer use literature (e.g.Cooper,2006) explain the most inconclusive results. Thus, Research on the gender of teachers and use of ICTs have shown a forms of computer used by female teacher or instructors(Colman and van Eck,2001) female teachers' have limited or less access to technology, competence, skills and interests. Research on age and teaching experience of teachers have reported that ICT used , experience and age are most important factors. Experience or age of teachers are most important which means that more experienced instructors, teachers and older teachers tend to use computers less , the avoid machine on learning and teaching (Van Braak et Al., 2004; Bebell et al.2004). Some researcher's argued that the limited computer

skills of veterans (Bingimals,2009). The other term Confidence (Robinson,2003;Snoeyink &Ertmer,2001)and willingness to used ICT in their class rooms (lowther &Inan,2010). Including to personal characteristics , variables related to teacher or technology and their relationship to class room. Machine or computer use have been examined by numerous studies in recent years.

The attitude of teachers towards technology is one of the most studied variables related to technology in the literature on the use of ICT, since it is generally accepted that a positive attitude towards computers favours the integration of the computer in the classroom (van Braak et al., 2004).). It has been suggested that attitudes towards technology in terms of perceived usefulness and usability are taking shape (Davis, 1993) and are an important activation / deactivation factor influencing the adoption of technology by teachers (Albirini, 2006 ; Hermans, 2008). The overall conclusion from attitude studies suggests that any successful introduction of new technology in education requires the development of positive attitudes on the part of users. It has also been postulated that the development of positive attitudes among teachers towards ICT can be a key factor. Actor in the reduction of the teacher's resistance to computer use (Watson, 1998), which is associated with computer anxiety. He found that computer anxiety may be related to lack of computer knowledge and skills (eg, Al-Oteawi, 2002), computer ownership, and frequency of computer use (Baloglu and Cevik, 2008). It is believed that computer anxiety can be an obstacle to basic computer knowledge or skills and teachers with higher levels of computer anxiety may find it difficult to use the computer in their classrooms and therefore avoid it (Baloglu and Cevik, 2009). Another factor influencing computer use in the classroom is computer literacy and teacher skills (Pamuk and Peker, 2009). According to Hew and Brush (2008), three types of knowledge and skills can be important barriers to the deployment of ICT teachers: lack of specific technological knowledge and skills (Snoeyink & Ertmer, 2001), educational knowledge and technological support skills (Hughes , 2005) and classroom management knowledge and skills related to technology (Lim et al., 2003). There is evidence in the literature that computer skills are influenced by

age, fear, attitudes, use and access to computers (Poynton, 2005). It is noteworthy that much of the literature on this topic revolves around the patterns of use of ICT by teachers in 2014. The general use of ICT by teachers of different subjects remains an open question.

We know that the English language was taught in several ways throughout the history of language learning. Grammar of the 19th century it was the most important part of learning a foreign language; On the other hand, English is taught today through the integration of ICT, as this affects positive impact on teaching and learning foreign languages. ICT means information and communication technologies. It is often called a computer, but the ICT is connected to underline the communicative aspect of the term. According to Kent (2004), "ICT to the education point" refers to information and communication technologies, such as computers, communication facilities and functions that support teaching, learning and a number of educational activities Manting Vannestal (2009: 17) lists several advantages of ICT use in the language class. First, the ICT help, create more variations in the classroom, which could lead to greater motivation in the students, and therefore better conditions to learn the target language. What the internet is full of free, authentic and updated materials that teachers can use in their teaching. The Internet offers a good opportunity for students from all over the world to interact with each other through e-mails, to call them online or in a chatroom. Regardless of the chosen communication medium, ICTS is likely to help develop an understanding of other cultures in students who participate. The use of ICT also gives the students the opportunity to write for third parties rather than just for their teacher or his colleagues. When their production is published in a blog, they have the potential to be read by a large audience, and this could help the students in their work more efforts.(Mrgl & Vannestal ,2009:18) argues that ICT can help to adapt the instructions on the individual level of student. Students who do well can get advanced assignments while students who work badly benefit from work. Actually suitable for your level. In addition, students with learning disabilities can benefit significantly from the use of ICT. There are a lot of computer resources that are

particularly with these students in mind, for example, texts with a simpler language or more images and colours.

Research has shown that ICTs do not improve student learning. This will be used to teach. And learning learns that students work better on their learning (A LEYNELS and PELLEGRINO, 2007, LIM & Chai, 2007, Lim and Hang, 2003, Lim and Khine, 2006, MAINKA, 2007, Marwan and Sweeney, 2010 ; Morgan, 2001, Mouza, 2003, Moyle, 2006, Mwanza and Engestrom, 2003, Tearle, 2004). Therefore, teachers play a key role in determining the successful use of ICT in education. As Lim and Chai (2007) argue, it is "the decision of teachers based on their educational beliefs that have a significant impact on the effectiveness of teaching and learning in most learning environments, including relief of The computers "(s. 2). They continue to explain that pedagogical beliefs relate to beliefs that relate to classes and learning. Teacher, which traditionally transfers tradition (D. H. The knowledge that is only transferred from a teacher), can decide to teach the use of ICT with a teacher-centered approach, while those with a constructive pedagogical faith will decide an approach focused on students. . In his lessons mediated by ICT (Marwan and Sweeney, 2010). Teachers often develop their beliefs in teaching and learning when they have been studying for years of school schools in teachers in which they are exposed to information (including teaching practice and teaching observations), since it becomes effective . Teacher (Appldefield, Huber and Mallem, 2001, Lim and Chai, 2007). In general, the educational belief of the teachers affect "their perceptions and judgments, which in turn influence their behavior in the classroom" (Hayars, 1992, p.307). In addition to educational beliefs, ICT can be effectively used if the teachers have positive beliefs towards technology (Marwan and Sweeney, 2010, Russell, Bebell, Odwyer and Ocher, 2003). According to Russell and Al (2003), teachers who show negative beliefs can consider that IKTS can not affect teaching and learning. You may even think that it can harm students. If this is the case, the technological installation is a useless tool. Investments, since teachers can decide not to use it (Cuban, 2001). If you do this, it is only for a successful administration, but your lessons do not

make sense (Marwan and Sweeney, 2010). In other words, the presence of ICT is only a symbol of prestige, but it is not a means to achieve a change of education (Russell et al., 2003, Teetle, 2004). In summary, the use of TICs of teachers should be supported by their positive educational education and their technological beliefs. This type of teacher can demonstrate a greater opportunity in the use of ICT. Improvement of learning students (Castro & Alves, 2007, Lee, 2002). It is obvious that the successful use of ICT for each discipline, including English, is determined greatly by the quality of teachers (in relation to their beliefs and educational and technological understanding) that this type of technology in its program of Teaching and teaching to use.

In the past, the costs of computers and courses have severely limited the use of computers in education. However, now, regardless of the costs, computers and courses, important instruments for learning in institutions become important. In fact, in the polytechnic, significant pressure on English teachers is applied to the use of tutorials to amazement tutorials, as the cost of tutorial is quite high. With the use of the tutorial in the English class of the Polytechnic and with the integration of ICT into the teaching of the topic, it is important to ensure that the courses actually support the learning of the students as a learning tool; And if the use of courses is a benefit for a long-term investment for the polytechnician. English teachers can not simply assume that techniques, approaches and strategies that have worked well in traditional learning, the classroom environment can easily be used successfully in the ICT environment. It has been found that the perception of students influence on boarding success, in particular the amount of technology use technology, the way technology and learning expectations of teachers and students were used. Davis and Al. (1989, quotation in Melor 2007) tested the technology acceptance model and found that the use of the computers of the peoples has been predicted by their reasons for reasons and that the perceived benefit is also strongly related to that reason. According to the technology acceptance model, there is a significant influence on an attitude of users towards the use of systems. Melaor (2007) took advantage of the technological acceptance

model of Davis et al. (1989) and stated a study on “Malaysia, the use of ICT from ESL teachers in their classrooms that ESL teachers perceive that ICT increases the need to integrate them into lessons, helps their students, English Understanding, it relieves the language to learn better. Your students will be used with people true or authentic language and meet the learning needs of the individual languages of their students. In addition to factors, such as access to computer, time limitations, individual computers skills and hardware problems (Melaor,2007a),sociocultural background of students, background knowledge and learning experience as well They contribute to their perception of the learning process (Melor, 2007b). Only through students who perceive learning technologies as part of a context of learning that promotes independence. It is likely that improved learning and deep learning approaches generate desirable learning outcomes. (Cope and Ward, 2002). In teaching the language, the use of computers began thirty years ago. Computer-assisted language learning or known as a call was introduced from the 1960s. When it is created correctly, call technologies can support experiences and practice in different ways, provide effective feedback on students, Allow the facilitation of colleagues and group work, the promotion of exploratory and global learning, the performance of students that improve access to materials, greater the interaction enables greater interaction allowing greater interaction that allows information to allow independence of a single source of information and motivate students (Lee, 2000). A comparative study in Malaysia between traditional calls and teaching methods of Rohaya et al. (Quoted in Ashinida et al., 2004) shows that the call improves the linguistic skills of students. Adi Afzal et al. (Quote in Ashinida et al., 2004) In his study, he mentioned that the call is useful to learn the motivation of students and less time to learn certain concepts. Many believe that teaching inclusive grammar is the best way to teach and learn English. Since the Malaysian education system emphasizes the use of ICT in language teaching, many teachers and educators have incorporated technology, including the World Wide Web, into their teaching. However, there are not enough studies in Malaysia to give educators a concrete

answer on how best to integrate the method. Therefore, it is necessary to encourage researchers to venture into this field. Since technology is part of everyday life, language is also dependent on technological enhancements, such as audio recordings, videos, and even resources from the World Wide Web (www) (Kenning 2007). Grammar plays an important role in language learning and many language teachers have tried to incorporate technology into the learning process in the hope that technology will help improve language skills.

Some researchers have attempted to obtain information on the impact of learning on student performance in teaching grammar. For example, Al-Jarf (2005) examined the effects of online grammar lessons on the success of women in their first year of study. 74 students who volunteered for the online English course were placed in an experimental group and the other 164 first-year students were placed in a control group where traditional grammar lessons were taught face-to-face. The results showed that there were significant differences between the two groups in their knowledge of English grammar. Online grammar lessons help students achieve their English course. Another research that focused on grammar teaching and the web environment is a study by Frigaard (2002). The research included the participation of high school students and their performance in Spanish. Vocabulary, grammar and listening comprehension were assessed after participating in the language laboratory activities. The results, which came from analysing student data and interviews from the five teaching units, showed that students preferred to study vocabulary and grammar in the classroom, but not listening skills. Hence, the results show that the environment plays an important influencing factor in language learning. Nagata (1996) compared the effectiveness of computer-based teaching known as CALI and teaching without a CALI workbook. Feedback was found to be more effective in developing students' grammatical ability to produce Japanese particles and sentences than feedback received from the class using the workbook. This study shows that technology could help with grammar learning and thus with other forms of technological improvement, including web-based learning. It needs to be instilled in the learning of grammar.

The use of English has initiated a new way of using ICT in lessons. The integration of ICT offers more opportunities in language teaching and learning. In all English universities, teachers integrate computer technologies into the classroom in our country. Universities offer computers, all devices to integrate into education. House English-speaking students at the university to compare with traditional ways to teach English language. We agree with what Jämterud (2010: 13) discusses the key role of the teacher in the participation of ICT in teaching. He says that the universities must teach students, ICT can help their learning process, but that is not easy if the teachers themselves are not contributed. "Computer-assisted language learning is defined as" any process in which a learning transmitter uses a computer and improves its language as a result and covers the wide range of current practices in the field. "The learning software Language (call) Assisted by computer, CD-ROMs and office software applications have been shared in many teaching and learning environments. According to Jeremy Harmer (2007) means "a word innovation word, which means new ideas , to change things better. "He says that" when we observe all the language teaching methods used by several teachers from around the world at different levels, we can not say that every 100% succeed. Therefore, it is very important to keep looking for and looking to find ways to teach. Lessons and learn better. The use of ICT in teaching and learning of language brings positive effects: audio-visual tools in teaching English grammar The use of audio-visual aid has become inevitable. A new gender has begun in the field of teaching and learning language. In addition to traditional teachers, teachers must accept topical and innovative teaching techniques after teaching the context of grammar. The use of AVA is active to students' activists. Students can get rid of their boredom and stupidity in the class. AVA offers attention and enthusiasm. Ava gives a clarification about the content in the textbook. The use of superior projectors / films by teaching English language to explicit ideas, we need some visual tools. Movie and slide projectors are used in full colour to reveal objects. About the main projectors are used in language lessons and learn to complement the black plate. The use of the band craft in the teaching of English language, this is

useful for teaching a language, pronunciation, stress and intonation. The recorded information can be played in the classroom. There are students the opportunity to develop interest in pronunciation. Help students try their speakers and try different grammar tasks. The use of television in the teaching of English language of one of the most efficient means for teaching English grammar is television. The television speaks both the ears and the eyes.

We can register some language by teaching and publishing English language programmers in CD or cassettes. This shows a significant influence on the heads of the students. Radio and television give us the Real World experience in the classroom. Here is a very active process. Television is a partner, artist and teacher. The use of the film when teaching the skills / capabilities of communicative grammar in English can be purchased / developed by films that have a permanent effect. We can project some educational films, dramas, songs to effectively teach the English language. This can develop audience and speak of students. The use of mobile phones in the teaching of English language, which integrates the mobile phone into the classroom, is also a very important tool to learn a language. It is a mini-computer in every bag. Mobile phones work in many ways, such as adding SMS, email, functions, etc. As a computer. In language learning assisted by cell phone, we can find portability, social interactivity, community, individuality and immediacy to develop grammar skills. The use of ICT has a positive impact on the teaching and learning of foreign languages. Students become more innovative with the help of technologies. ICT offer information to students who will be useful to compete in today's competitive world. ICT can work together students and teachers with updated and authentic resources. ICT promote collaborative learning by doing different tasks of English language. The students can develop independently of the English class competitions.

RESEARCH DESIGN

This project is follow a series of steps that's we called Research Design. Research design simply refers to which type of data, we can interpret use of instrument, how we conduct survey on particular study. Which type of approach we can use ,type of sampling, Area's of population ,numbers if

participants, which type of sources we use for Analysing the data , what are the findings and finally achieving the objectives of the research. In this present study the approach is quantitative , that's simply refers to the countable, numerical data, and basically used in statistics and mathematics . The instrument is Questionnaire that follows the series of questions to get useful information from the respondents. Questionnaire design with the total number of 10 items in the close ended format. In this project the questionnaire adopted from the "the study of ICT in English language learning "by Dang Hoang Tri. Population and participants included from the Shaheed Benzir Bhutto University SBA,from the Department of English. Where the overall population is to much and target population or respondents are 40. Sampling method that is used in this study is Probability Sampling, randomisation every participant have equal chance to participate in it. Statistical tool, the collected data has been analysed by using statistical software IBM SPSS (SV :20) to find the mean, mode and standerdeivation. In the end we found ours objectives.

3.1 RESEARCH METHODOLOGY:

According to the Polit and Beck (2004), the methodology refers to obtain data, systematize and analyze. Creswell (2003) portrays the methodology as a coherent group of methods that are harmonized with each other and the ability to adapt to the delivery of data and findings that will reflect the inquiry question and adapt to the purpose of the researcher. Bowling (2002) explains that the methodology is the full structure of the research study; The methods of the size and sample, the methods and techniques used to detect data and the process for analysis of the data . Research Methodology simply refers to the practical work "how" a particular research work is designed or given. Moreover, it's all about how a researcher systematically design work or study to approve or give surety to his/her work ,a study to ensure ,valid and reliable results that match with the researcher objectives or aim of the research. In other words, the methods chapter should justify the design decisions by showing that the chosen methods and techniques best fit the research objectives and goals and provide

valid and reliable results. A good research methodology provides scientifically sound knowledge, a bad methodology does not.

3.2 WHAT IS QUANTITATIVE RESEARCH METHOD?

There are many definitions of quantitative research used by different authors. Aliaga and Gunderson (2002) have described quantitative research methods very well. Related to this, “Quantitative research is an investigation of a social problem, which describes phenomena by collecting numerical data that are analysed using mathematically structured methods, for example, statistics in particular.” Based on Creswell (2003), the researcher generally uses a post positivist approach to developing knowledge when deciding on quantitative research (i.e. cause and effect thinking, use of dimensions and observations and theory testing), uses investigative strategies such as experiments and surveys, and collects Data on predetermined devices that generate statistical data. Quantitative research methods emphasize objective measurements and statistical, mathematical, or numerical analysis of data collected through surveys, questionnaires, and surveys, or by manipulating pre-existing statistical data using computer techniques. Quantitative research focuses on collecting numerical data and generalizing it to groups of people or explaining a particular phenomenon. The final written report has an established structure consisting of introduction, literature and theory, methods, results and discussion. Quantitative research deals with numbers, logic, and an objective attitude. Quantitative research focuses on invariant and numerical data and detailed convergent reasoning rather than divergent reasoning [i.e. H. The spontaneous and fluid generation of a multitude of ideas for a research problem].

Its main features are:

The data collection is usually carried out with structured research instruments.

The results are based on larger sample sizes that are representative of the population.

The research study can usually be replicated or repeated due to its high reliability.

The researcher has a well-defined research question to which objective answers are sought. All aspects of

the study are carefully designed before data is collected.

Data is presented in the form of numbers and statistics, often organized in tables, graphs, figures, or other non-textual forms.

The project can be used to further generalize concepts, predict future outcomes, or investigate causal relationships.

The researcher uses tools such as questionnaires or computer software to collect numerical data.

3.3 INSTRUMENTATIONS:

What is a questionnaire? A questionnaire is a research tool with a series of questions used to gather useful information from respondents. These tools include written or oral questions and are in a format similar to an interview. Questionnaires can be qualitative or quantitative and can be conducted online, by phone, on paper or in person, and the questions do not necessarily have to be answered in the presence of a researcher. Questionnaires contain open or closed questions and sometimes use a combination of both. Open-ended questions allow respondents to answer in their own words as much or as much detail as they wish. Closed questions provide respondents with a predefined series of answers to choose from. Surveying’ is the process by which the researcher collects data through a questionnaire (O’Leary, 2014). A ‘questionnaire’ is the instrument for collecting the primary data (Cohen, 2013). According to Saul McLeod, A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post. The primary instrument that was used to collect data in this current study was questionnaire designed with the total of 10 items in the close ended format . the section deal with learners perception of ICT use in English language learning. The section consisting of the items in the close ended format a five-point Likert scale is (strongly disagree ,disagree ,neutral agree and strongly agree)to investigate students perception and expectation of the use of ICT in English language learning.

3.4 RESEARCH METHODOLOGY:

This study based on quantitative or deductive in nature. However, in this study I have used descriptive analysis ,tools, Moodle Summary, frequencies, means, standard deviation and regression analysis to calculate or measure the causes and benefits of the Variables.

3.5 POPULATION/PARTICIPANTS:

This research study based on the population of university, “Shaheed Benzir Bhutto University SBA”. Included department of English consists of four batches,18,19 ,20, 21. Where the overall population is to much and target population or respondents are 40, I have selected 10 participants from each batch.

3.6 SIZE /SAMPLING METHODS:

Sample size of this study is 40 students out of entire population of English department , Shaheed Benzir Bhutto University Shaheed Benzir Abad. Sampling method or techniques that is used in this study is about Probability Sampling. Probability Sampling , Simply refers to the selection of a sample from the population, that is based on the principal of randomization . It’s based on random selection or chance , every variable have equal chance to participate in it. Probability Sampling is more difficult or complex, more time consuming then Non - probability Sampling.

3.7 STATISTICAL TOOLS /SOFTWARE:

As per the demographic data of participants, the scale has been used Nominal. Nominal Scale data simply refers to the categorical, based on names , colours, labels ,gender etc. Order doesn’t matter in nominal data. Furthermore, the collected data has been analysed by using statistical software IBM SPSS (V:20) to find out the mean, mode, standard deviation and correlation analysis which has been

used to test the results. To get to know about the positive or negative responds of the variables. In this study there is also used regression analysis in order to know the relationship of variables, whether they dependent or independent.

3.8 ROASTER/SCHEDULE:

Schedule of this study is two week three months, only because it is thesis based research project for the academic purposes, which is necessary to completed during the last semester for the degree of Bachelor of studies in English.

DATA ANALYSIS:

4.1 DEFINITION:

Data analysis is the process of assigning meaning to collected information and determining the conclusions, meaning, and impact of the results. The steps in data analysis depend on the type of information collected. However, returning to the purpose of the assessment and the assessment questions will provide a structure for organizing the data and a focus for analysis.

The analysis of numerical data (quantitative) is presented in mathematical terms. The most common statistical terms include:

Mean:

The mean represents a numerical mean for a series of responses.

Frequency distribution:

The frequency distribution indicates the frequency of each answer. For example, if respondents agree / disagree with a question using a scale, it shows the percentage of respondents who chose each answer on the scale. The frequency distribution provides additional information beyond the mean, since it allows checking the level of consensus between the data.

Findings:

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17	42.5	42.5	42.5
Male	23	57.5	57.5	100.0

Female	40	100.0	100.0	
Total				

Interpretation: This above table shows that the frequency table of male. In fist column recorded with the Name of frequency is shows that the how response include in this research is equal to 40. Then

second and 3rd column tells us about the valid percent of variables and 4thcolumn tell us about the cumulative percent there is 29% are male and 71% are female we can say that most of the response 71%.

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18 to 20	15	37.5	37.5	37.5
21 to 24	25	62.5	62.5	100.0
Total	40	100.0	100.0	

Interpretation: This above table shows that the frequency table of age. In fist column recorded with the Name of frequency is shows that the how response include in this research is equal to 40. Then second and 3rd column tells us about the valid

percent of variables and 4thcolumn tell us about the cumulative percent there is 29% are age fall in 18 to 20 and 71% are fall in 21 to 24 female we can say that most of the response fall in 71%.

4.1 the use of ICT helps me study English more effectively

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	2.5	2.5	2.5
disagree 2	2	5.0	5.0	7.5
Neutral 14	14	35.0	35.0	42.5
Agree 23	23	57.5	57.5	100.0
Strongly agree 40	40	100.0	100.0	
Total				

Interpretation: This above table shows that the frequency table the use of ICT helps me study English more effectively. In fist column recorded with the Name of frequency is shows that the how response include in this research is equal to 40. Then second and 3rd column tells us about the valid

percent of variables and 4thcolumn tell us about the cumulative percent there is 2.5% are disagree and 5% are neutral and 35% are agree and 57% are strongly agree we can say that most of response is 57%.

4.2 the use of ICT helps me improve my reading skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	2.5	2.5	2.5
strongly Disagree 2	2	5.0	5.0	7.5
disagree 4	4	10.0	10.0	17.5
Neutral 21	21	52.5	52.5	70.0
Agree 12	12	30.0	30.0	100.0
Strongly agree 40	40	100.0	100.0	
Total				

Interpretation: This above table shows that the frequency table the use of ICT helps me improve my reading skills. In fist column recorded with the Name of frequency is shows that the how response include in this research is equal to 40. Then second and 3rd column tells us about the valid percent of variables and 4thcolumn tell us about the cumulative percent there is 2% are strongly disagree and 5% are disagree and 1% are neutral and 53% are agree and 30% are strongly agree we can say that most of response is 53%.

4.3 the use of ICT helps me improve my writing skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2.5	2.5	2.5
strongly Disagree	7	17.5	17.5	20.0
disagree	13	32.5	32.5	52.5
Neutral	14	35.0	35.0	87.5
Agree	5	12.5	12.5	100.0
Strongly agree	40	100.0	100.0	
Total				

Interpretation: This above table shows that the frequency table the use of ICT helps me improve my writing skills. In fist column recorded with the Name of frequency is shows that the how response include in this research is equal to 40. Then second and 3rd column tells us about the valid percent of variables and 4thcolumn tell us about the cumulative percent there is 2% are strongly disagree and 17% are disagree and 32% are neutral and 35% are agree and 12.5% are strongly agree we can say that most of response is 35%.

4. 4 the use of ICT helps me improve my speaking skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2.5	2.5	2.5
strongly Disagree	3	7.5	7.5	10.0
disagree	5	12.5	12.5	22.5
Neutral	17	42.5	42.5	65.0
Agree	14	35.0	35.0	100.0
Strongly agree	40	100.0	100.0	
Total				

Interpretation: This above table shows that the frequency table the use of ICT helps me improve my speaking skills. In fist column recorded with the Name of frequency is shows that the how response include in this research is equal to 40. Then second and 3rd column tells us about the valid percent of variables and 4thcolumn tell us about the cumulative percent there is 2% are strongly disagree and 7% are disagree and 12% are neutral and 42% are agree and 35% are strongly agree we can say that most of response is 42%.

4.5 the use of ICT helps me improve my listing skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2.5	2.5	2.5
strongly Disagree	2	5.0	5.0	7.5
disagree	7	17.5	17.5	25.0
Neutral	20	50.0	50.0	75.0

Agree	10	25.0	25.0	100.0
Strongly agree	40	100.0	100.0	
Total				

Interpretation: This above table shows that the frequency table the use of ICT helps me improve my listing skills. In fist column recorded with the Name of frequency is shows that the how response include in this research is equal to 40. Then second and 3rd column tells us about the valid percent of variables and 4thcolumn tell us about the cumulative percent there is 2.5% are strongly agree and 5% are disagree and 17% are neutral and 50% are agree and 25% are strongly agree we can say that most of response is 50%.

4.6 the use of ICT helps me master my grammar competence

	Frequency	Percent	Valid Percent	Cumulative Percent
disagree	6	15.0	15.0	15.0
Neutral	10	25.0	25.0	40.0
Valid Agree	14	35.0	35.0	75.0
Strongly agree	10	25.0	25.0	100.0
Total	40	100.0	100.0	

Interpretation: This above table shows that the frequency table the use of ICT helps me master my grammar competence. In fist column recorded with the Name of frequency is shows that the how response include in this research is equal to 40. Then second and 3rd column tells us about the valid percent of variables and 4thcolumn tell us about the cumulative percent there is 15% are disagree and 25% are neutral and 35% are agree and 25% are strongly agree we can say that most of response is 35%.

4.7 the use of ICT enables me to require vocabulary better

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Disagree	1	2.5	2.5	2.5
disagree	3	7.5	7.5	10.0
Valid Neutral	7	17.5	17.5	27.5
Agree	22	55.0	55.0	82.5
Strongly agree	7	17.5	17.5	100.0
Total	40	100.0	100.0	

Interpretation: This above table shows that the frequency table the use of ICT enables me to require vocabulary better. In fist column recorded with the Name of frequency is shows that the how response include in this research is equal to 40. Then second and 3rd column tells us about the valid percent of variables and 4th column tell us about the cumulative percent there is 2% are strongly disagree and 7% are disagree and 18% are neutral and 55% are agree and 18% are strongly agree we can say that most of response is 43%.

4.8English learning can be more fun with ICT applications

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5.0	5.0	5.0

strongly Disagree	3	7.5	7.5	12.5
disagree	8	20.0	20.0	32.5
Neutral	17	42.5	42.5	75.0
Agree	10	25.0	25.0	100.0
Strongly agree	40	100.0	100.0	
Total				

Interpretation: This above table shows that the frequency table of English learning can be more fun with ICT applications. In first column recorded with the Name of frequency is shows that the how response include in this research is equal to 40. Then second and 3rd column tells us about the valid percent of variables and 4th column tell us about the cumulative percent there is 5% are strongly disagree and 7% are disagree and 20% are neutral and 43% are agree and 25% are strongly agree we can say that most of response is 43%.

4.9 use of ICT (e.g the internet) lets me gain access to more updated English material

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Disagree	1	2.5	2.5	2.5
disagree	1	2.5	2.5	5.0
Neutral	2	5.0	5.0	10.0
Agree	17	42.5	42.5	52.5
Strongly agree	19	47.5	47.5	100.0
Total	40	100.0	100.0	

Interpretation: This above table shows that the frequency table of the use of ICT (e.g the internet) lets me gain access to more updated English material. In first column recorded with the Name of frequency is shows that the how response include in this research is equal to 40. Then second and 3rd column tells us about the valid percent of variables and 4th column tell us about the cumulative percent there is 2% are strongly disagree and 2.5% are disagree and 5% are neutral and 42.5% are agree and 47% are strongly agree we can say that most of response is 47%.

4.10 the use of ICT is a good way for instructors and students to communicate

	Frequency	Percent	Valid Percent	Cumulative Percent
disagree	5	12.5	12.5	12.5
Neutral	4	10.0	10.0	22.5
Agree	19	47.5	47.5	70.0
Strongly agree	12	30.0	30.0	100.0
Total	40	100.0	100.0	

Interpretation: This above table shows that the frequency table of the use of ICT is a good way for instructors and students to communicate. In first column recorded with the Name of frequency is shows that the how response include in this research is equal to 40. Then second and 3rd column tells us about the valid percent of variables and 4th column tell us about the cumulative percent there is 12% are disagree and 10% are neutral and 48% are agree and 30% are strongly agree we can say that most of response is 48%.

DISCUSSION:

The findings from the student responses on the frequency of ICT use in teaching/learning English language . In this study revealed that ICT is useful for learning English language easily. Student spend more time using ICT for the foreign language learning purposes. In this study there is 10 questions

related to the Usage of ICTs in foreign language learning or simply English language learning or teaching process. The question related to Speaking, listening, reading, writing, vocabulary or grammar. In this study I found positive attitude of respondents towards Using ICT in teaching /learning process. Overall data collection or analysis a Data from 100%, I found 80% positive attitude of students towards the use of ICT in English language learning, and 20% respondents have negative attitude towards learning through ICTs.

As regards the perceived benefits of ICTs in English learning, the majority of the respondents (80%) indicated positive attitude. According to the Data, it can be concluded that there was a perception among the respondents that the use of ICTs in English language learning or in language Education could improve listening, speaking, reading, writing skills, grammar and vocabulary. This survey results was an agreement with the past studies by Melor et. Al(2010), who was also found respondents highly positive attitudes towards language improvement through the use of ICT, such as English vocabulary about enrichment (89.4%), Grammar improvement (84.8%), writing skills (74.3%), speaking skills (89.4%). In other words, most of the respondents get to know that use of ICT applications would make language learning with more fun. Furthermore, A statement explained that multi Media technology includes, visual ads, sound, clips, animations and so on motivates Lerner's, encourage them to learn easy way, "attracts their attention and elevates their interest in learning".(Kuo,2009,p.25).

As far as the Lerner's expectations of using ICT to study English are concerned, most of them hoped that ICT should be used more often for the teaching and learning process. What can be inferred from this finding is that the applications of ICT to the class room settings was quite limited. In Becta's Survey (2004) many of the teachers respondents who acknowledge that they are not confident enough in ICT usage and were mainly afraid of entering the class room with limited knowledge in the area of ICT. It was inducted that lack of experience and confidence with technology manipulate teachers Motivation regarding usage of ICT in class.(Cox, Preston and Cox 1999).

RECOMMENDATIONS

Based on the findings and discussion in preceding chapters, Several recommendations are offered. Future research is needed to verify the effectiveness of the following reconditions and to identify other important ones.

Use of ICT should be made compulsory at certain moments.

Teachers should act as role models for learners by using ICT in their courses.

University heads should be trained on the basics of teaching with .

Motivational sessions should be conducted for university heads, teachers and Lerner's.

Computer labs should be updated.

Alternate energy/ UPS, Generator in lab should be provided.

More time should be allocated for ICTs integrated classes.

E-based assignment or projects should be preferred instead of paper based assignment.

Better connections(through it adds to costs) should be provided.

Course contents should be redesigned to acquire more benefits from ICT.

CONCLUSION:

There is no doubt that ICT today must incorporate transversal tools for the field of education in general, and more specifically with regard to learning a foreign language because they greatly favour the development of linguistic skills (Altun, 2015) and enable meaningful learning. The purpose of this study to get the to know the how English language can we learn through ICT. Objectives of this research is to get to know the frequency and general educational purposes of ICT use among English language learners. To interpret Lerner's perceptions and expectation of ICT use in English language learning. In the end of this research I want to say I achieve my objectives because the findings is positive towards my research problem. ICT can help to improve every aspects related to the English language with more fun, and Lerner's can learn second language easily or frequently. This study revealed that ICT is useful for learning English effectively. Students spent more time using ICT for learning purposes. As regards the perceived benefits of ICTs

in English learning, the majority of the students (80%) indicated positive attitudes, According to the data. It can be concluded that there was a perception among the respondents that the use ICTs in English language learning/language Education could improve , listening, speaking, reading, writing skills, grammar and vocabulary. Furthermore, A statement explained that multi Media technology includes , visual ads, sound, clips, animations and so on motivates Lerner's, encourage them to learn easy way, "attracts their attention and elevates their interest in learning".(Kuo,2009,p.25).

Nowadays, in every aspect of our life information, communication and technology (ICT) are playing a vital role. Even in the field of education the technological departments have shown great impact on the learners to become innovative and a source of motivating tools towards learning. ICT is often used to talk about computers and other technology use in universities. There are many ways to involve ICT in language teaching. In this study, I discussed the role of ICT and how ICT helps to improve language skills in university level.

The findings in this research study highlighted that the number of students spent more time on employing ICT for language learning purposes . Also , they showed strong positive attitudes towards the benefits of technology to English language teaching or learning and expected that ICT should be used more frequently in English teaching and learning. The learners expected teachers to instruct them how to search for and use learning resources on the internet. This could be explained that the students lacked information literacy skills (Ilogho & Nkiko, 2014;Baldwin & Balatsouks, 2010). Henceforth, there should be information literacy search skills workshop on a regular. Dispute the fact that the investment of technology such as computers, and internet access on campus is available , many students do not seem to see the great potential of technology in language learning. Therefore, students should be provided with information technology knowledge through tea workshops so that they utilize ICT in learning English effectively.

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Appendix:

Students Questionnaire:

Topic: Use of ICT in teaching/learning English language at undergraduate level. This questionnaire related to my research and kindly read the following statements and express your degree of Agreement. The researcher maintain the secrecy of your information. Please complete The following questions regarding your background information. Class..... Age..... Gender..... Department..... Contact Number.....

Items:	Strongly Disagree. 1%	Disagree. 2%	Neutral. 3%	Agree. 4%	Strongly Agree. 5%
1. The use of ICT (information communication technology) helps me study English more effectively.					
2. The use of ICT (Information communication technology) helps me improve my reading skills.					
3. The use of ICT (Information communication technology) helps me improve my writing skills.					
4. The use of ICT (Information communication technology) helps me improve my speaking skills.					
5. The use of ICT (Information communication technology) helps me improve my listening skills.					
6. The use of ICT (Information communication technology) helps me master my grammar competence.					
7. The use of ICT (information communication technology) enables me to acquire vocabulary better.					
8. English learning can be more fun with ICT (Information communication technology) applications.					
9. The use of ICT (Information communication technology) (e.g. the Internet) lets me gain access to more updated English materials.					
10. The use of ICT (Information communication technology) is a good way for instructors and students to communicate.					

