

Students' Perceptions Regarding the Role of ICT in Learning English: A Case Study

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Abstract: In recent years, as the internet and technology have grown in popularity, the diversity of learning programs has moved and changed to meet new societal expectations. The development of communicative skills, on the other hand, involves social interaction between the teacher and the students; the use of technology has long been considered as a supplement to specific skill areas. The main goal of this study was to look into what are the student's perceptions of the impact of ICT in their English language classes. Non-native speakers require English and ICT to participate in today's highly information world. This study was based on 50 undergraduate learners at Shaheed Benazir Buton University, Shaheed Benazirabad, where the aim was to shed light on student's perceptions about the influence of ICT in English language learning, effectiveness of ICT, impacts of ICT and different uses of ICT in effective language learning. The quantitative results from the questionnaire, which contains 15 closed-ended questions, revealed that technology-based teaching and learning are more effective than traditional classroom teaching and learning. This is because utilizing ICT tools and equipment will create a more engaging effective and active learning environment. Students learn more efficiently with the use of ICT because lesson designs are more engaging and fascinating, according to the survey results, the participants agreed that incorporating ICT can help students learn better.

Keywords: information communication technology, english language teaching, english as a foreign language, perceptions

1. Introduction

Language is a medium of communication which completely describes the life of humans and portrays human personality. Nowadays English language has obtained the highest position and is known as the most influential language in the world. The importance of the English language in today's world is unquestionable. According to Tariq Rahman [5], English is spoken by approximately 500 million people in 75 territories, where English is spoken as a first or either second language. In Pakistan, the English language is entertained as a second language, not as a foreign. English language is used in various sectors of Pakistan, especially in our education system. Now whether this decision is by official

policies in Pakistan or due to political and social pressure internationally, English language is taught in our schools, colleges, universities and private tuition centers as a second language. We may readily deduce from this minor data that English is regarded as the language of authority in emerging nations. The mode of instruction strategy is as yet an agitated issue in Pakistan.

1.1 ICT (Information and Communication Technology)

Information and communication technology, or ICT, refers to the digital processing of data using technology and other electronic devices. Technology is also used to store, manipulate, and transmit data in a variety of formats across a variety of media channels. The advancement of ICT is causing a transformation not just in people's social lives, but also in the global education system. Since the turn of the century, the area of education has been hit by a slew of social, cultural, technological, and economic difficulties. To address these issues, technology has played a critical role in teaching and learning, introducing new methods and models for successful teaching and learning. Modern technology devices have the power to assist education across the curriculum and to facilitate successful communication between a learner and a teacher in ways that were previously impossible. Aborisade [1] states that teaching and learning opportunities can be expanded by appropriate applications of technologies in the field of education. The process of teaching is changing due to modern tools used in the classroom for effective learning. The use of technology is one of the most rapidly growing and important drives in the development of society and its individuals. ICT has become an important addition to the modern era of E-learning.

1.2 ICT in Pakistan

Pakistan is a developing country with numerous challenges in practically every sector, and the education system is no exception. Pakistan is long away in the race for progress and an effective education system. There is a lack of awareness and resources; the ICT literacy rate is about nothing. There is no proper pedagogical policy with collaboration of ICT, in government-level schools and colleges. Still, Pakistan's education system follows the traditional methods of teaching and learning; whereas most of the developed countries eliminated those methods from their pedagogical system.

The problem statement of my study is that Pakistan is still lagging in education and ICT-integrated language learning classrooms still need development. Research work will help in highlighting the issues and benefits related to the ICT-integrated language learning classroom. So the researcher wants to know the perception of the students regarding the role, effectiveness and impact of ICT in English Language learning. In addition, the researcher has experienced and also found from the literature that Educational Institutions in Pakistan still follow the traditional method of language teaching and learning.

1.3 Objectives

- i. To explore the effectiveness of ICT in English language learning at Shaheed Benazir Bhutto University Shaheed Benazirabad.
- ii. To investigate students' general perception of the different uses of ICT in English language learning at Shaheed Benazir University Shaheed Benazirabad.
- iii. To discover students' perceptions regarding the impact of ICT integration in English language learning.

1.4 Research Question

The primary goal of this study was to find out the answers to these research questions.

- i. What is the effectiveness of ICT in English language learning at Shaheed Benazir University Shaheed Benazirabad?
- ii. What are students' general perceptions about different uses of ICT in English language learning at Shaheed Benazir University Shaheed Benazirabad?
- iii. What is the impact of ICT integration on English language learning at Shaheed Benazir University, Shaheed Benazirabad?

2. Literature Review

The word "technology" is playing an increasingly important role in every industry, including education, in today's quickly changing world. It's because technology has transformed into a source of information and knowledge, as well as a means of knowledge transfer. As part of this, educational institutions must consider incorporating ICT into their curricula, as educational institutions are responsible for preparing students to live in a technologically advanced society. ICT in education refers to the use of technologically based communication in the everyday teaching process in the classroom.

According to Arnseth and Hatlevik [4], ICT can provide a dynamic and vibrant learning environment for students. Furthermore, the goal of ICT is to improve and raise the quality, effectiveness, and efficiency of giving information to students, as well as to make it easier for learning communities to network to satisfy globalization demands. ICT in education refers to technology-based teaching and learning, with a focus on the use of learning technologies in educational institutions. Because today's students are comfortable with and like utilizing technology, they will do better in technology-based learning, even though integration is a vital issue in and of itself.

According to Wilkinson [8] technology and communicative language teaching go hand in hand and support effective language learning. The English language has become the need for most people nowadays globally, whilst development in technology is continuously high, additionally, technology has contributed to the improvement of education, mainly in English language learning and teaching. English is one of the complex lessons to learn, teachers should create an active and communicative environment to make students interested. Shyamlee and Phill [6] investigated the relevance of multimedia and technology in language instruction and emphasized the topic of employing technology in English language learning. They concluded that using technology in ELL can help students develop an interest in the subject, improve their communication skills, broaden their knowledge to gain a better understanding of Western culture, improve teaching effectiveness, improve student-teacher interaction, provide a context for language teaching, and provide flexibility in course content. However, there are still certain challenges with multimedia technologies. Technology is becoming the goal of knowledge instead of employing a tool or media to teach the information. Speaking communication reduces when a learning activity does not incorporate blended learning. Technology can limit students' cognitive abilities, and multimedia and technology alone cannot replace a teacher as the primary educational material. They also advocated for teachers to be ICT-literate and to have access to adequate institutional and societal infrastructure. In addition, ICT allows for cross-national collaborative learning.

According to Anikina and Yakimenko [2], Students' abilities in international communication are enhanced, language learning is motivated, English language skills are enhanced, and students' awareness of intercultural empathy is increased through online Tele-collaboration in EFL classrooms including students from the United States and Russia.

The frequency, purpose, perception, and expectation of university students toward ICT were investigated in prior surveys and investigations on the implementation of ICT in English Language education. The majority of students in five different English classrooms at one institution had a positive attitude toward ICT and anticipated using it regularly in the classroom. Students, on the other hand, spend more time utilizing ICT for non-language learning goals. According to Tri & Nguyen [7], teachers should provide suitable internet-based English learning resources to students so that they may optimize their language learning, and students should be taught digital literacy skills that will enable them to use the internet effectively and sensibly. Furthermore, technology allows for a paperless environment in which to teach and learn. According to the findings researches, technology aids in the modernization and efficiency of the educational process.

According to Davies [3], it all started with Computer Assisted Language Learning, CALL allows instructors to select from several purpose-built programs, apps, and websites for teaching skills and content areas as part of learning programs. Teachers can also design an activity in which students use Internet-based information to read, respond to, or engage with other students. A school can utilize CALL to construct a series of self-directed learning activities for students to use outside of class. Wilkinson [8] states that CALL supports second language learning paradigms, provide digital learning tools and activities for students, and foster digital literacy in language schools. The literature reviewed regarding the phenomenon has helped the researcher find insights about the use of ICT in learning English.

3. Research Methodology

This study relies on quantitative data for data gathering and analysis. To make data collection easier and more successful for this study, quantitative data is used. Quantitative research is the process of gathering numerical data and evaluating it using mathematically based approaches to comprehend facts. Quantitative research is particularly useful for determining the "what" and "how" of a problem because it investigates the measurable data.

The essential reason behind this methodology is that this research addressed the objectives of this study well and provided accurate data. The researcher will conduct a questionnaire from 50 students from the Business department. English is a compulsory subject throughout their program, conducted my questionnaire from batch 2021.

3.1 Questionnaire

This analysis is based on quantitative research, and the questionnaires were adopted from Simin Ghavifekr (2015) research on "Effectiveness of ICT integration in Malaysia" published in 2015. The goal of this study is to understand if ICT integration in English language learning is successful and adequate in the context of SBBU, and SBA. There are four parts of this questionnaire. Section one is based on the demographic data. Section 2 of the questionnaire inquired about the effectiveness of ICT integration in English language learning. Section 3 of this survey inquires about the impact of ICT integration on English language learning. The final part of this survey inquires into the perceptions of the students regarding different uses of ICT in English language learning.

3.2 Population

Shaheed Benazir Bhutto University is a state-owned university in Sindh Province. The researcher chose this population because the researcher only wants to do the research at SBBU and SBA. For the empirical basis to investigate the basic challenges of English language learners, moreover to investigate the effectiveness of ICT in English language learning.

SR. NO	POPULATION
01	SHAHEED BENAZIR BHUTTO UNIVERSITY, SHAHEED BENAZIR ABAD.

3.3 Sampling

To conduct the research 50 participants were selected by the researcher from the Business Administration department who studies at Shaheed Benazir Bhutto University, SBA. The overall population of the students was 150 and our target sample was 50. The researcher selected 25 participants from one section and 25 participants from another section and requested participants to fill out the survey honestly.

S. NO	POPULATION	SAMPLIN G	SECTION	TOTAL
1	SBBU,SBA	BUSINESS	A. 25 B. 25	50

3.4 Instruments

The main instrument in this study was a 15-item survey questionnaire designed to investigate the perception of the students about the efficiency and influence of ICT integration in English language learning at Shaheed Benazir Bhutto University, Shaheed Benazir Abad. A total of 50 questionnaires were delivered, with each respondent being asked to read the statements and select their responses using a 4-Likert scale.

Simin Ghavifekr's (2015) original questionnaire, which was judged relevant for this inquiry, was altered and adjusted for this quantitative study. The researcher creates and develops some of the objects in line with the title chosen so that the products made can answer research questions.

3.5 Data Analysis

1. Respondents basic level of perceiving English

	Frequency	Percent	Valid Percent	Cumulative Percent
Advance	19	38.0	38.0	38.0
Moderate	27	54.0	54.0	92.0
Valid Low	3	6.0	6.0	98.0
Elementary	1	2.0	2.0	100.0
Total	50	100.0	100.0	

According to this survey, most of the students have a moderate level of perceiving English. This result shows that students have a good level of perceiving English; they can understand English without any difficulty. From the population, most of the students have a moderate level of perceiving English with 27 responses which represents 54% of the population followed by 19 responses of advanced level with 38%, this result clearly shows that students have a good knowledge of English language.

2. Respondents Speaking Skills in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Good	23	46.0	46.0	46.0
Valid Average	25	50.0	50.0	96.0
Effort requiring	2	4.0	4.0	100.0
Total	50	100.0	100.0	

According to the survey results 25 students find their speaking skills average which shows that 50% of the population have normal speaking skills not so good and not so bad in speaking English. 23 students find their speaking skills good, representing 46% of the population which shows that 46% of students are good in their speaking skills whereas 4% of students feel that their speaking skills require more effort.

Students perception about the effectiveness of ICT integration

Item no 01: Students learn English more effectively with the use of ICT.

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	2	4.0	4.0	4.0
Strongly disagree	4	8.0	8.0	12.0
Not know	3	6.0	6.0	18.0
Valid strongly agree	13	26.0	26.0	44.0
Agree	28	56.0	56.0	100.0
Total	50	100.0	100.0	

The survey findings suggest that the majority of students are completely aware of and feel that using ICT in English language study helps students learn more successfully, with 56 per cent agreeing with 28 replies, indicating that the majority of students agree with the statement that using ICT can make English learning more successful.

Item no 02: ICT provides advance knowledge of English language to the students.

ICT provides advance knowledge of English language to students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	7	14.0	14.0	14.0
Strongly disagree	3	6.0	6.0	20.0
Not know	8	16.0	16.0	36.0
Valid strongly agree	14	28.0	28.0	64.0
Agree	18	36.0	36.0	100.0
Total	50	100.0	100.0	

This survey shows that most of the students agreed that the use of ICT helps to broaden student's knowledge paradigm with the response of 18 respondents which shows that 36% of the population. 28% of students strongly agreed with 14 responses which show that they strongly believe ICT helps to provide updated and advanced knowledge and current matters which they can get very easily and incorporate into their learning process.

Students perception about the effectiveness of ICT in English language learning

Item no 03: ICT has impact in enhancing my grammar competence.

ICT has impact on my grammar competence.

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	9	18.0	18.0	18.0
Strongly disagree	3	6.0	6.0	24.0
Not know	11	22.0	22.0	46.0
Valid strongly agree	7	14.0	14.0	60.0
Agree	20	40.0	40.0	100.0
Total	50	100.0	100.0	

The results of this survey show that most of the students agreed that ICT has an impact on their grammar competence. 40% of respondents with 20 responses represent that they believe students using ICT in the classroom and outside the classroom enhanced their grammar knowledge.

Item no 04: ICT increases learner's motivation towards English learning.

ICT increase learner's motivation towards English learning.

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	5	10.0	10.0	10.0
Strongly disagree	1	2.0	2.0	12.0
Not know	7	14.0	14.0	26.0
Valid strongly agree	13	26.0	26.0	52.0
Agree	24	48.0	48.0	100.0
Total	50	100.0	100.0	

According to the above charts majority of the students marked Agree with 48% responses that the use of ICT motivates them towards English learning, social media and, internet commonly use English as a medium of information, which motivates students to learn English language.

Item no 05: ICT enables learners to be less dependent on teachers.**ICT enables learners to be less dependent on the teachers.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	8	16.0	16.0	16.0
Strongly disagree	3	6.0	6.0	22.0
Not know	7	14.0	14.0	36.0
Valid strongly agree	13	26.0	26.0	62.0
Agree	19	38.0	38.0	100.0
Total	50	100.0	100.0	

According to this survey, most of the students think that ICT integration in learning makes learners independent and opens ways for self-learning, 38% of students with 19 responses responded agree with the statement that ICT enables learners to be less dependent on teachers.

Item no 06: The use ICT enables learners competent in technology.**The use of ICT enables learner's competence in technology.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	4	8.0	8.0	8.0
Strongly disagree	2	4.0	4.0	12.0
Not know	6	12.0	12.0	24.0
Valid strongly agree	15	30.0	30.0	54.0
Agree	23	46.0	46.0	100.0
Total	50	100.0	100.0	

This survey shows that most of the students agree that the use of ICT enables learners competent in technology with 23 respondents which are 46% of the population. 15 per cent of students think that ICT increases learner's competence in technology and its use.

Students perception about the use of ICT in English language learning

Item no 07: The use of ICT enhances my language skills

The use of ICT enhances my language skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	8	16.0	16.0	16.0
Strongly disagree	2	4.0	4.0	20.0
Not know	3	6.0	6.0	26.0
strongly agree	6	12.0	12.0	38.0
Agree	31	62.0	62.0	100.0
Total	50	100.0	100.0	

According to the survey, the majority of participants believe that using ICT has helped them improve their language abilities. With 31 responses out of 50 which represents 61% of the population, 12 per cent of students strongly agreed that the use of ICT in learning improves language abilities, indicating that the majority of the student population believes that the use of ICT in learning has raised their language competence.

Item no 08: The use of ICT improves my Vocabulary.

The use of ICT improves my vocabulary.

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	8	16.0	16.0	16.0
Strongly disagree	3	6.0	6.0	22.0
Not know	3	6.0	6.0	28.0
strongly agree	19	38.0	38.0	66.0
Agree	17	34.0	34.0	100.0
Total	50	100.0	100.0	

According to the above findings and charts majority of the participants with 19 students who responded strongly agree, that the use of ICT in their learning has improved their vocabulary which represents 36% of the population. 34% of students responded agreed on the above statement whereas 6% answered neutrally.

Item no 09: The use of ICT has improved my speaking skill.**The use of ICT improves my speaking skill.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	10	20.0	20.0
	Strongly disagree	5	10.0	30.0
	Not know	7	14.0	44.0
	strongly agree	10	20.0	64.0
	Agree	18	36.0	100.0
	Total	50	100.0	100.0

According to the above tables and charts, most of the students believes that the use of ICT in their learning has enhanced their speaking skill with 18 responses which represents 36% of the population. 20% of the participants strongly agreed and believed that the use of ICT has enhanced their speaking skills.

Item no 10: The use of ICT improves my Writing skill.**The use ICT improves my Writing skill.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	12.0	12.0
	Strongly disagree	4	8.0	20.0
	Not know	4	8.0	28.0
	strongly agree	10	20.0	48.0
	Agree	26	52.0	100.0
	Total	50	100.0	100.0

According to the above survey majority of the students responded to agree to the given statement that the use of ICT in their classroom and outside the classroom has enhanced their writing skills 52% of students responded agree 20% responded strongly agree and 8% responded neutrally.

Item no 11: The use of ICT enables me to enhance my reading skill.**The use of ICT enables me to enhance my reading skill.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	7	14.0	14.0	14.0
Strongly disagree	4	8.0	8.0	22.0
Not know	5	10.0	10.0	32.0
Valid strongly agree	10	20.0	20.0	52.0
Agree	24	48.0	48.0	100.0
Total	50	100.0	100.0	

According to this survey majority of the students believe that the use of ICT enables them to enhance their reading skills with 24 responses out of 50 which represents 48% of the population. 20% of students with 10 responses strongly agreed with the statement that the use of ICT has increased their reading competence.

4. Discussion

The close-ended questionnaire's qualitative findings demonstrated that ICT is unquestionably a complement to traditional instruction and plays a great role in language teaching and learning particularly when it comes to building reading, writing, and language competence. The analysis of the results showed that most of the students have average speaking skills which shows that students are good at understanding level of English but they're unable to express it and speak English fluently, 4% of students even responded that their speaking skills require more effort.

The findings regarding, students learning English more effectively with the use of ICT, show that the majority of the students are fully aware and believe that students learn more effectively with the use of ICT in English language learning 56% of students responded agree that the help of ICT, they can learn English with more effective way. Survey results show that most of the students agreed that the use of ICT helps to broaden students' knowledge paradigm and increase their information about the target language and their culture which helps in effective language learning. Technology-based learning environment helps the learner to be more creative and imaginative towards the learning process, moreover, the survey results also show that the majority of the students believe that integration of ICT in English learning class allows students to be more creative and productive.

According to the survey analysis, ICT application in classrooms helps to create an effective learning process the majority of the students agreed and believed that the use of ICT applications in classrooms like, multimedia, laptop, internet helps in building an interactive and effective learning process. ICT integration has made learning more interesting and less traditional ICT enables learners to be more active, the findings show that the majority of the students agreed that ICT makes lectures more interesting and less ordinary. According to the student's perceptions ICT integration in learning especially in English language learning has increased the effectiveness of the learning process and

made English language learning interesting. The use of ICT has a favourable impact on English language learning and teaching. Its influence is determined by how it is applied. Lectures emerge more interesting and less ordinary. ICT allows students to concentrate on a single area of the lesson specifically. According to the survey results, ICT has an impact in enhancing my grammar competence; analysis shows that the majority of the students who responded agreed and believed that ICT integration has an impact on their grammar competence in English.

Findings show that most of the students agree and believe that ICT increases learners' motivation towards their learning process, applications of ICT make the process more interesting and interactive which boosts the motivation level of the learner. According to the analysis of the findings, the majority of the students agreed that ICT integration in learning has made students less dependent on teachers and opened many opportunities for self-learning. Findings analysis shows that most of the students agree that the use of ICT enables learner's competence in technology also. The majority of the students agreed that the use of ICT has enhanced their language skills, students believe that ICT integration in language learning has increased student's language competence. Students' speaking skills have also been enhanced with the use of ICT in their language learning process. The results from the writing indicated that most of the students with 52% agreed that the use of ICT has improved their writing skills, like by emailing using social media and writing online blogs, Without a doubt, information and communication technology (ICT) accelerates knowledge inquiry and absorption, improves learning process, and broadens the variety of opportunities available to both the teacher and the students. These new communication technologies minimize isolation and provide access to knowledge on a scale and to a degree which was previously unthinkable.

5. Conclusion

This research shed light on the role of ICT integration in English language learning. Every sphere of life where ICTs have been used has reaped great benefits. In developed countries, ICTs have had a significant impact on education, whilst underdeveloped countries are still working to completely integrate them into their educational institutions. The applications of ICT in English language learning and teaching have yet to be extensively explored. Both students and teachers stand to benefit from and contribute to their use. Every use of ICT whether it is online reading, vocabulary enhancement, or computer-based learning provides today's learners with a great amount of knowledge. The results of this survey reveal that according to the learner's perception ICT integration has great importance and helps them to learn more effectively and efficiently. The majority of the students agree that the use of ICT has enhanced their language competence.

Survey results reveal that the majority of the students agree that ICT integration makes the language learning process more effective it is quite helpful and the best learning practice. The teacher can deliver effective knowledge in less time, The majority of the students' general perceptions regarding the impacts of ICT in English language learning were positive they agreed that the use of ICT has improved their language skills and grammar competence. The finding of the data reveals that most of the students believe that the use of ICT applications in language learning classrooms has increased interest and motivates students towards learning. There are several advantages of using ICT in language classrooms, it improves speaking, listening, writing and reading skills. It helps students develop their verbal and argumentative skills. Furthermore, the use of information and communication technology (ICT) broadens the scope of education. It creates learning autonomy by providing high-

quality learning materials. The use of technology tools in the curriculum must be made simple so the learner can share their work, which can help to develop cultural diversity, motivation, and self-esteem.

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