RESEARCH ARTICLE

USE OF ICT'S IN ENGLISH LANGUAGE LEARNING: A STUDY

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ABSTRACT

Use of information communication technologies (ICTs) in teaching English language is one of the best recent and innovative approaches in language learning, especially to inculcate and strengthen the opportunities to achieve objectives of language pedagogy. In the present times, many academicians and professionals get to know the significance of using various technological devices in the procedure of language teaching and learning equally. The new approaches have made language learning more productive, effective, and communicative. So therefore, in the study, definitions of some important terms that related to innovation such as ICT, perception and attitude are given. Further, some exploration of the possibilities to use information communication technologies for effective learning of English is to be attempted. Moreover, this study will interpret the learners' attitudes towards the use of ICTs for learning English. Finally, the conclusion is drawn as per the survey results indicated.

Key Words: ICT, Learners' attitude, Learning English, Language Skills.

1.   INTRODUCTION

At present, the role and status of English in India is higher than ever, as evidenced by its position as a key subject of medium of instruction and curriculum. As the number of English learners are increasing day by day, some innovative teaching methods have been introduced to intensify the effectiveness of the teaching process as part of a constructive change. According to Hyland (2013) "Constructive change involves an aim, which makes innovation a key part of the process of educational change, initiating and driving change in many different areas." It is a fact that these technologies have proved successful in replacing the traditional teaching methods. Carol (2003) mentioned that all agree to the fact, "technology is a force worthy of consideration, whether one wishes to focus on the technological potential, to examine pragmatic technology use, or to criticize both" (Carol 9). At present, the role and status of English as it is the language of socio-political, socio-cultural, educational, industrial, business, media, library, and communication across borders and key subject in curriculum and language of imparting education. According to David Graddol (1997, 2000), "It is the language at the leading edge of scientific and technological development, new thinking in economies and management, new literatures and entertainment genre." The use of latest technologies in English language teaching has increased popularity so as the need for qualified teachers to instruct the students in the latest and recent ways as the majority of teachers still teach in the traditional manner. "The rapidly developing technology of the English speaking countries has made British and American television and radio

programmes, films, recordings and books readily available in all but the most undeveloped countries," (Broughton et al, 3).

2. Review of Literature

As Hanrahan (2006) mention, "The technology in the classroom is something other than English in a disciplinary sense, yet it's often inherently textual nature is intimately woven into the practice of English studies" (Hanrahan, 32). Students in language and science classes are already not only computer literate, but also they are becoming the pioneers of change for the future of modern education. Cartelli (2008) mentioned that there are certain approaches to "teaching and learning are both synchronic (by chat and videoconferencing) and diachronic (video lessons, practical exercises on the internet, discussion forums, blogs, newsletters (Cartelli, 1). According to Brooks (2001), "A major advantage of the Internet is that teachers do not have to worry about software and hardware issues as much as in other situations" (Brooks, 32). "Printed core materials, it was felt, would survive, but the demand for 'a better fit' meant that the variety of add-ons would grow, and as technology developed and became more available these supplements would be increasingly available online" (David Block, 165).

3. Context of the Problem

The issues of poor and ineffective learning of English language had been noticed among undergraduate students in the collages of all the three north-costal districts in Andhra Pradesh, i.e. Visakhapatnam, Vizianagaram and Srikakulam. At present, there are many Information Communication Technologies such as Internet (World Wide Web), YouTube, Instant Relay Messenger (Face-book, WhatsApp), Smart Phones, Projectors (LCD, LED), Television, E-books (PDF, Epub.), Graphics (Digital Images), Mp3 Players (Digital Audio Players), Video players (VCD, DVD players) and Animations. These technologies have been contributing enormous to teaching and learning of English language effectively. Especially, ICTs are great source for language activities, material in teaching and learning English language. However, many students may not have the technical skills to make full use of these technological

resources. Therefore, this study investigates the learners' attitudes towards the use of information communication technologies for learning English.

4. Terminology

(a) Information Communication Technology

ICT covers any product that will store, retrieve, manipulate, and transmit or receive information electronically in a digital form for example, personal computers, digital television, email and robots. Importantly, it is also concerned with the way these different uses can work with each other. Here in this study, ICT refers to Internet (World Wide Web), YouTube, , Smart Phones, Projectors (LCD, LED), Television.

(b) Perception

It is defined as the participants' responses to each of the questionnaire which measures the participants' general feelings towards the usefulness of the ICT based activities in the English classroom. Here in this study, it refers to an individual's recognitions of the events, his ways of seeing and understanding things, knowledge and information which are drawn from their personal experiences in the case of English language learners.

(c) Attitude

It refers to affect and is an evaluative, emotional reaction (i.e., the degree of like, or dislike associated with attitudinal object.

5. Aim of the Study

(a) To study learners' perception towards the use of information communication technologies as non-traditional forms of instruction.

Question of the Study

(a) What is the learners' perception towards the use of information communication technologies?

Hypothesis of the Study

(a) There is no positive perception of learners towards the use of information communication technologies.

6. Limitations of the Study

(i) The study was carried out for six weeks within the time constraints and the availability of the participants. This duration can be extended to three months in a year. This can relieve the pressure of time and the other responsibilities of the participants.

7. DATA-GATHERING APPROACH

Common approaches to understanding perceptions include the use of questionnaires, focus groups, and interviews. While each of these approaches provides good information, questionnaires may be the best way to assess perceptions because they can be completed anonymously and administered to assess changes in individuals' experiences and thinking over time. A questionnaire is a system for collecting information to describe, compare, and explain knowledge, attitudes, perceptions, or behaviour. Some ICT related Attitude Questionnaires were used for this purpose. The questionnaire which is called 'Students' Attitudes towards the Use of information communication technologies' contains 15 items. It was distributed among 320 Undergraduate Students. Responses were on a 5- point scale, ranging from "completely agree" to "completely disagree" (1 indicated a strong agreement with the statement and 5 indicated a strong disagreement to the given statement). The questionnaire studies students' attitudes towards the use of information communication technologies in learning English language. The purpose of this questionnaire is to collect information about students' attitudes when learning English with the help of information communication technologies.

8. Students' Survey Description:

The advantage of using such questionnaires is that they are less time consuming than some other data elicitation techniques such as interviews. Thus the students' questionnaire was designed to collect the necessary information from various undergraduate students from the various degree colleges in three selected north-costal districts of Andhra Pradesh. So the first section and the second section of the students' questionnaire were particularly designed to study students' perceptions towards the use of information communication technologies in English language learning. There are 15 questions in the Students' Attitudes Questionnaire.

9. Analysis and Interpretation

For the data analysis, basic statistics were performed on the data extracted from the students' attitudes questionnaire. The extracted data were analyzed using the Statistical Package for the Social Sciences. The data collected were analyzed using a 0.05(alpha) significance level, $p \leq .05$.

Furthermore, this paper presents testing of the hypothesis as regards attitudes of EFL learners towards learning English through information communication technologies. The questionnaire was analyzed using Mean, Standard deviation statistical procedures in the SPSS. This database was used to sum the numeric values of the responses. In addition, this database was used to run frequencies, percentages, means, and standards of deviations. The mean score was used to judge whether the overall students' attitude towards the use of information communication technologies were positive or negative. The analysis of the responses provided the researcher with a general idea about the students' understanding of ICTs and particularly their attitudes towards the use of ICTs in learning English.

10. Validity and Reliability of the Questionnaire

Validity is about asking the right questions to justify what the researcher get in the end. To determine if the survey was reliable, Cronbach's alpha coefficient of internal consistency was calculated. This is a value between 0.0 and 1.0 that estimates the probability that if the same survey was given to the same students, then the results would be the same. Anything greater than 0.7 is considered acceptable consistency. The alpha value for the overall students' survey score is 0.818, so this is within the acceptable range.

11. Analysis of the Students' Attitudes towards the use of information communication technologies:

Research Question:

"What is the students' attitude towards the use of information communication technologies?"

Hypothesis: *There is no positive attitude of students towards the use of information communication technologies.*

Item 1: I feel comfortable with the idea of using ICT as a learning tool for English.

Table 1 :**Comfortable with the idea of using ICT**

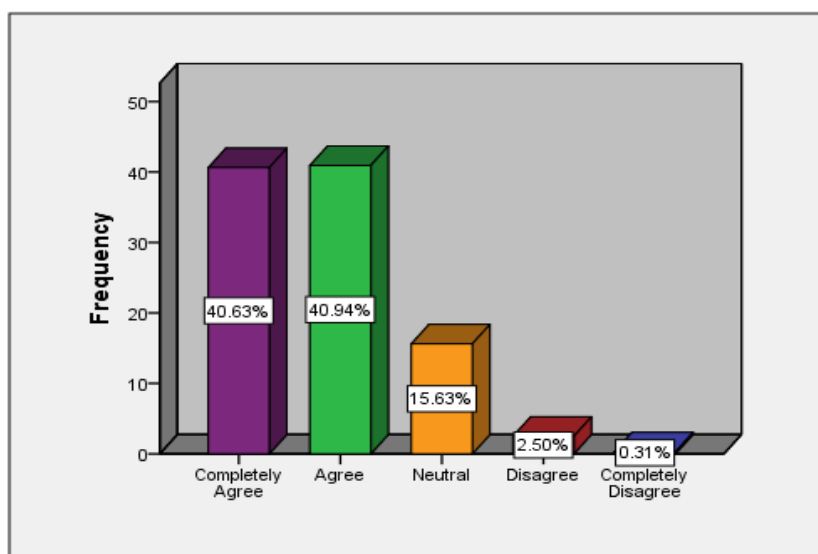| | | I feel comfortable with the idea of using ICT as a learning tool for English | | | | | |
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	Total
Gender	Male	63	75	17	5	0	160
	Female	67	56	33	3	1	160
Total		**130**	**131**	**50**	**8**	**1**	**320**

Source: Questionnaire

Figure 1 :**Comfortable with the idea of using ICT**
Source: Table 1

Table 1 presents responses of the students under survey about the statement that the students feel comfortable with the idea of using ICT as a learning tool for English. It is found that 40.63% respondents completely agreed with the statement that they feel comfortable with the idea of using ICT as a learning tool. It is also found that 40.94% respondents have also shown their agreement with the statement under reference. However, 15.63% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 2.50% respondents have indicated their disagreement with the statement that they feel comfortable with the idea of using ICT as a learning tool for English. It is noticeable that meagre 0.31% respondents completely disagreed with the statement.

To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that they feel comfortable with the idea of using ICT as a learning tool for English.

Item 2: The use of Internet in learning is most advantageous**.**

Table 2 : Use of Internet in learning is advantageous

| | | The use of Internet in learning is most advantageous | | | | | |
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	Total
Gender	Male	87	54	18	1	0	160
	Female	80	62	11	4	3	160
Total		**167**	**116**	**29**	**5**	**3**	**320**

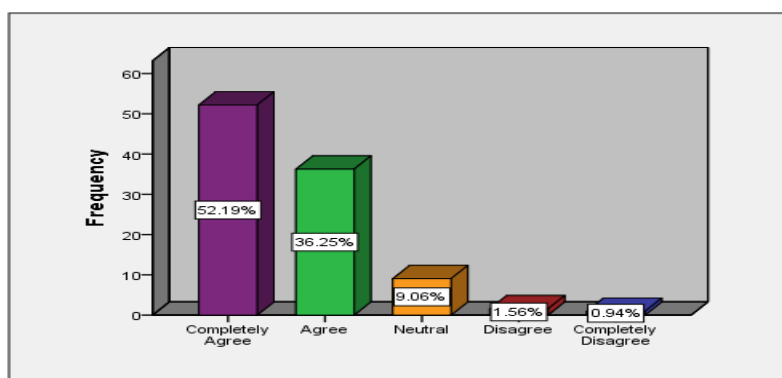**Source:** Questionnaire

SIMHACHALAM THAMARANA

Figure 2: **Use of Internet in learning is advantageous**
Source: Table 2

Table 2 presents responses of the students under survey about the statement that use of Internet in learning is most advantageous. It is found that 52.19% respondents completely agreed with the statement that the use of Internet in learning is most advantageous. It is also found that 36.25% respondents have also shown their agreement with the statement under reference. However, 9.06% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 1.56% respondents have indicated their disagreement with the statement that the use of Internet in learning is most advantageous. It is noticeable that meagre 0.94% respondents completely disagreed with the statement. To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the use of Internet in learning is most advantageous.

Item 3: If something goes wrong I will not know how to fix it**.**

Table 3 :Lacking technical knowledge in using technology

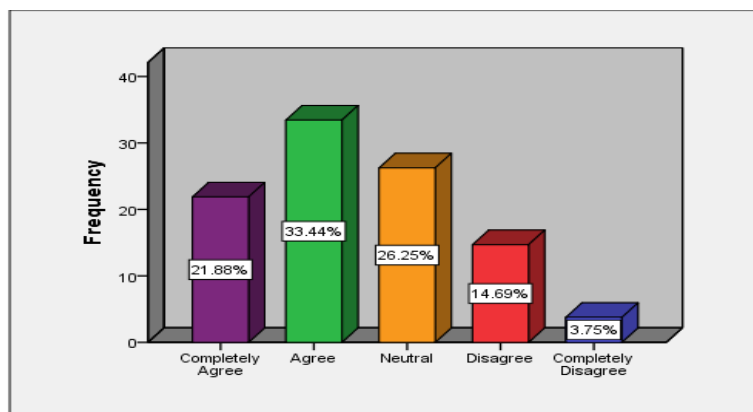|		If something goes wrong I will not know how to fix it					Total
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	
Gender	Male	43	54	37	20	6	160
	Female	27	53	47	27	6	160
Total		**70**	**107**	**84**	**47**	**12**	**320**

Source: Questionnaire

Figure 3 :**Lacking technical knowledge in using technology**
Source: Table 3

Table 3 presents responses of the students under survey about the statement that if something goes wrong with the technology they will not know how to fix it. It is found that 21.88% respondents completely agreed with the statement that if something goes wrong they will not know how to fix it. It is also found that 33.44% respondents have also shown their agreement with the statement under reference. However, 26.25% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 14.69% respondents have indicated their disagreement with the statement that if something goes wrong they will not know how to fix it. It is noticeable that 3.75% respondents completely disagreed with the statement. To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that if something goes wrong they will not know how to fix it.

Item 4: The idea of using YouTube videos in learning makes me confident.

Table 4 :**Use of YouTube videos in learning**

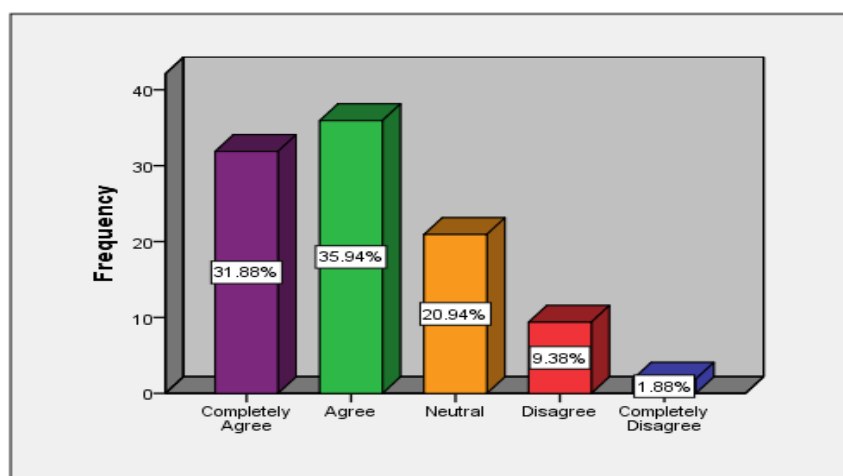| | | The idea of using YouTube videos in learning makes me confident | | | | | |
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	Total
Gender	Male	48	62	30	18	2	160
	Female	54	53	37	12	4	160
Total		**102**	**115**	**67**	**30**	**6**	**320**

Source: Questionnaire

Figure 4 :**Use of YouTube videos in learning**
Source: Table 4

Table 4 presents responses of the students under survey about the statement that the idea of using YouTube videos in learning makes students confident. It is found that 31.88% respondents completely agreed with the statement that the idea of using YouTube videos in learning makes students confident. It is also found that 35.94% respondents have also shown their agreement with the statement under reference. However, 20.94% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 9.38% respondents have indicated their disagreement with the statement that the idea of using YouTube videos in learning makes them confident. It is noticeable that meagre 1.88% respondents completely disagreed with the statement. To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the idea of using YouTube videos in learning makes students confident.

Item 5: The use of the Smart Phone as instructional or learning tool excites me.

Table 5: **Use of Smart Phone as an exciting learning tool**

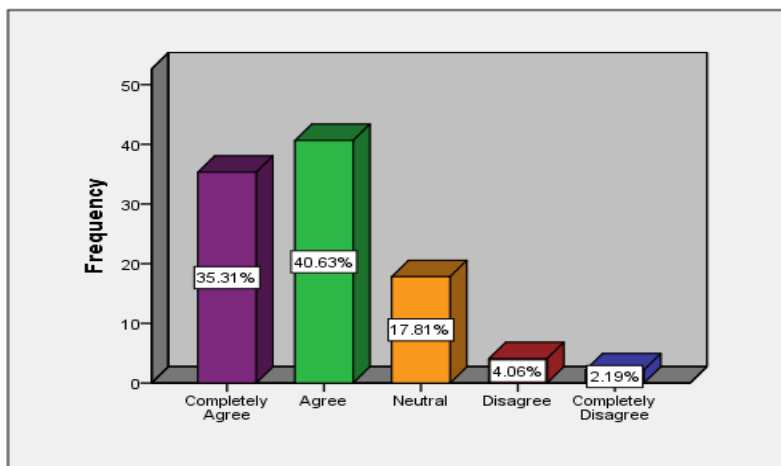|		The use of the Smart Phone as instructional or learning tool excites me					Total
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	
Gender	Male	58	63	29	6	4	160
	Female	55	67	28	7	3	160
Total		**113**	**130**	**57**	**13**	**7**	**320**

Source: Questionnaire

Figure 5 :**Comfortable with the idea of using ICT**
Source: Table 5

Table 5 presents responses of the students under survey about the statement that the use of the Smart Phone as instructional or learning tool excites them. It is found that 35.31% respondents completely agreed with the statement that the use of the Smart Phone as instructional or learning tool excites them. It is also found that 40.63% respondents have also shown their agreement with the statement under reference. However, 17.81% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 4.06% respondents have indicated their disagreement with the statement that the use of the Smart Phone as instructional or learning tool excites them. It is noticeable that 2.19% respondents completely disagreed with the statement. To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the use of the Smart Phone as instructional or learning tool excites the students.

Item 6: The use of ICT in learning scares me**.**

Table 6 : **Afraid of using technology in learning**

		The use of ICT in learning scares me					Total
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	
Gender	Male	24	50	27	37	22	160
	Female	21	37	38	41	23	160
Total		**45**	**87**	**65**	**78**	**45**	**320**

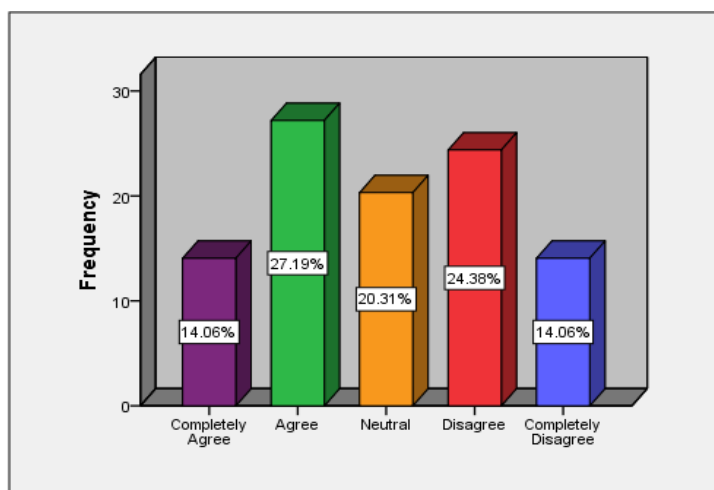**Source:** Questionnaire

SIMHACHALAM THAMARANA

Figure 6 :Afraid of using technology in learning
Source: Table 6

Table 6 presents responses of the students under survey about the statement that the use of ICT in learning scares them. It is found that 14.06% respondents completely agreed with the statement that the use of ICT in learning scares them. It is also found that 27.19% respondents have also shown their agreement with the statement under reference. However, 20.31% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 24.38% respondents have indicated their disagreement with the statement that the use of ICT in learning scares them. It is noticeable that 14.06% respondents completely disagreed with the statement. To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the use of ICT in learning scares them.

Item 7: The LCD Projector is a valuable instructional tool for English**.**

Table 7 :**LCD Projector as a valuable instructional tool**

		The LCD Projector is a valuable instructional tool for English					
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	Total
Gender	Male	62	63	19	12	4	160
	Female	51	69	27	8	5	160
Total		**113**	**132**	**46**	**20**	**9**	**320**

Source: Questionnaire
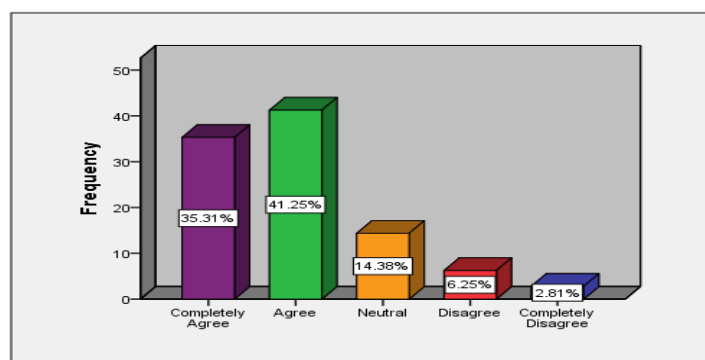
Figure 7 :**LCD Projector as a valuable instructional tool**
Source: Table 7

SIMHACHALAM THAMARANA

Table 7 presents responses of the students under survey about the statement that the LCD Projector is a valuable instructional tool for English. It is found that 35.31% respondents completely agreed with the statement that the LCD Projector is a valuable instructional tool for English. It is also found that 41.25% respondents have also shown their agreement with the statement under reference. However, 14.38% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 6.25% respondents have indicated their disagreement with the statement that the LCD Projector is a valuable instructional tool for English. It is noticeable that 2.81% respondents completely disagreed with the statement. To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the LCD Projector is a valuable instructional tool for English.

Item 8: The ICT will change the way I learn**.**

Table 8 :**ICT provides new learning ways**

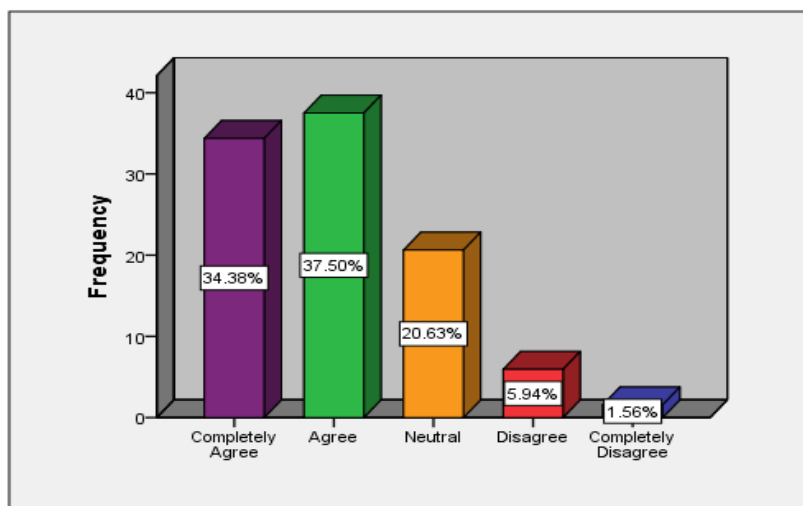|		The ICT will change the way I learn					
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	Total
Gender	Male	56	69	27	7	1	160
	Female	54	51	39	12	4	160
Total		**110**	**120**	**66**	**19**	**5**	**320**

Source: Questionnaire

Figure 8:**ICT provides new learning ways**
Source: Table 8

Table 8 presents responses of the students under survey about the statement that the ICT will change the way the students learn. It is found that 34.38% respondents completely agreed with the statement that the ICT will change the way the students learn. It is also found that 37.50% respondents have also shown their agreement with the statement under reference. However, 20.63% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 5.94% respondents have indicated their disagreement with Table 9 the statement that the ICT will change the way the students learn. It is noticeable that meagre 1.56% respondents completely disagreed with the statement. To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the ICT will change the way the students learn.

Item 9: The ICT will change the way teachers teach in English language classes**.**

SIMHACHALAM THAMARANA

Table 9 : **ICT will change the teachers' way of teaching English**

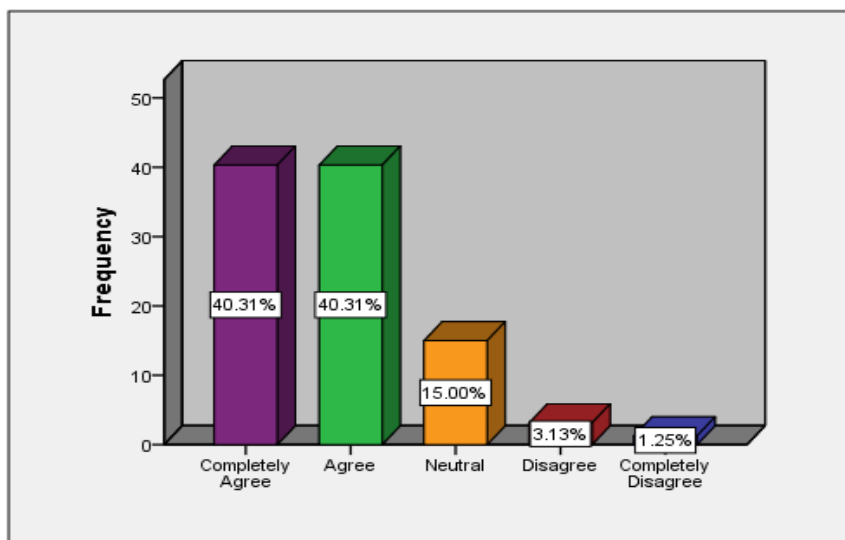|		The ICT will change the way teachers teach in English language classes					Total
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	
Gender	Male	58	73	23	5	1	160
	Female	71	56	25	5	3	160
Total		**129**	**129**	**48**	**10**	**4**	**320**

Source: Questionnaire

Figure 9 : **ICT will change the teachers' way of teaching English**
Source: Table 9

Table 4.9 presents responses of the students under survey about the statement that the ICT will change the way teachers teach in English language classes. It is found that 40.31% respondents completely agreed with the statement that the ICT will change the way teachers teach in English language classes. It is also found that 40.31% respondents have also shown their agreement with the statement under reference. However, 15.00% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 3.13% respondents have indicated their disagreement with the statement that the ICT will change the way teachers teach in English language classes. It is noticeable that meagre 1.25% respondents completely disagreed with the statement. To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the ICT will change the way teachers teach in English language classes.

Item 10: The learning with the use of ICT is more useful than traditional ways of learning**.**

Table 10 :**Use of ICT is more useful than traditional learning ways**

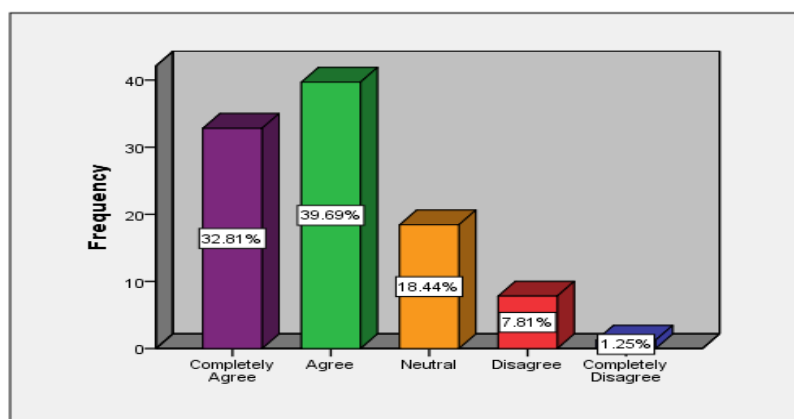|		The learning with the use of ICT is more useful than traditional ways of learning					Total
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	
Gender	Male	51	65	32	11	1	160
	Female	54	62	27	14	3	160
Total		**105**	**127**	**59**	**25**	**4**	**320**

Source: Questionnaire

Figure 10 : **Use of ICT is more useful than traditional learning ways**
Source: Table 10

Table 4.10 presents responses of the students under survey about the statement that the learning with the use of ICT is more useful than traditional ways of learning. It is found that 32.81% respondents completely agreed with the statement that the learning with the use of ICT is more useful than traditional ways of learning. It is also found that 39.69% respondents have also shown their agreement with the statement under reference. However, 18.44% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 7.81% respondents have indicated their disagreement with the statement that the learning with the use of ICT is more useful than traditional ways of learning. It is noticeable that meagre 1.25% respondents completely disagreed with the statement.

To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the learning with the use of ICT is more useful than traditional ways of learning.

Item 11: The ICT is not conducive to teach English because it is not easy to use.

Table 11 :**ICT is not user-friendly in teaching English**

		The ICT is not conducive to teach English because it is not easy to use					
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	Total
Gender	Male	22	51	32	44	11	160
	Female	24	41	44	35	16	160
Total		**46**	**92**	**76**	**79**	**27**	**320**

Source: Questionnaire
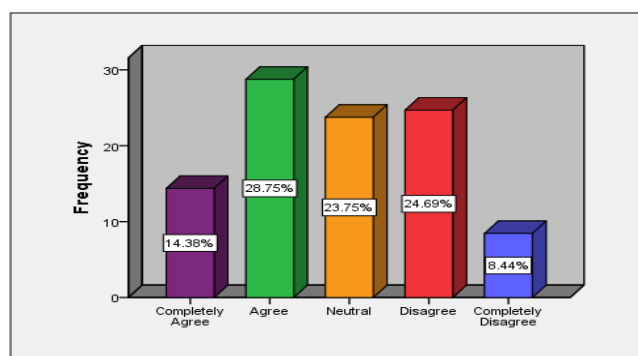
Figure 11 : **ICT is not user-friendly in teaching English**
Source: Table 11

SIMHACHALAM THAMARANA

Table 11 presents responses of the students under survey about the statement that the ICT is not conducive to teach English because it is not easy to use. It is found that 14.38% respondents completely agreed with the statement that the ICT is not conducive to teach English because it is not easy to use. It is also found that 28.75% respondents have also shown their agreement with the statement under reference. However, 23.75% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 24.69% respondents have indicated their disagreement with

the statement that the ICT is not conducive to teach English because it is not easy to use. It is noticeable that 8.44% respondents completely disagreed with the statement. To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the ICT is not conducive to teach English because it is not easy to use.

Item 12: The use of ICT helps teachers in presenting concepts in a more effective manner.

Table 12 :**ICT helps teachers in presenting concepts effectively**

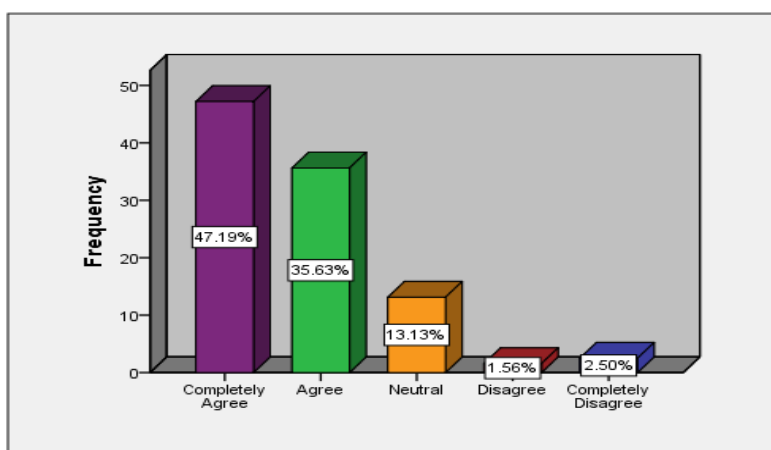|		The use of ICT helps teachers present concepts in a more effective manner					
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	Total
Gender	Male	81	55	17	4	3	160
	Female	70	59	25	1	5	160
Total		**151**	**114**	**42**	**5**	**8**	**320**

Source: Questionnaire

Figure 12 : **ICT helps teachers in presenting concepts effectively**
Source: Table 12

Table 12 presents responses of the students under survey about the statement that the use of ICT helps teachers in presenting concepts in a more effective manner. It is found that 47.19% respondents completely agreed with the statement that the use of ICT helps teachers in presenting concepts in a more effective manner. It is also found that 35.63% respondents have also shown their agreement with the statement under reference. However, 13.13% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 1.56% respondents have indicated their

disagreement with the statement that the use of ICT helps teachers in presenting concepts in a more effective manner. It is noticeable that meagre 2.50% respondents completely disagreed with the statement. To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the use of ICT helps teachers in presenting concepts in a more effective manner.

Item 13: The ICT helps students learn because it allows us to express our thinking in better and different ways**.**

Table 13 : ICT helps in better thinking and learning

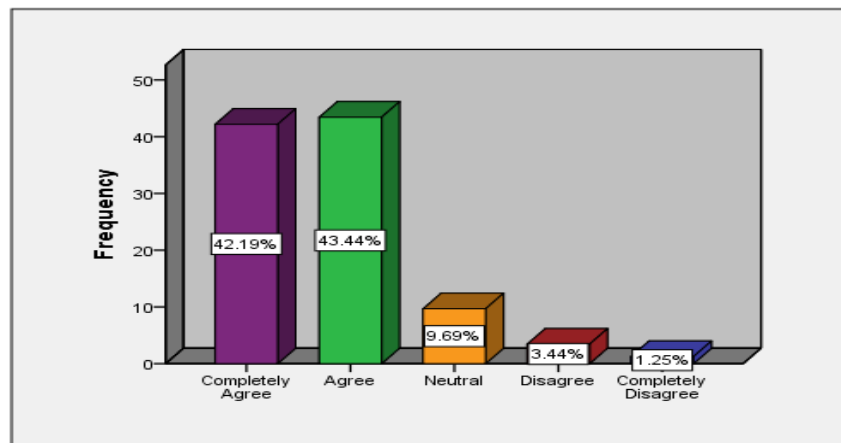|		The ICT helps students learn because it allows us to express our thinking in better and different ways					
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	Total
Gender	Male	66	75	11	7	1	160
	Female	69	64	20	4	3	160
Total		**135**	**139**	**31**	**11**	**4**	**320**

Source: Questionnaire

Figure 13 : **ICT helps in better thinking and learning**
Source: Table 13

Table 13 presents responses of the students under survey about the statement that the ICT helps students learn because it allows us to express our thinking in better and different ways. It is found that 42.19% respondents completely agreed with the statement that the ICT helps students learn because it allows us to express our thinking in better and different ways. It is also found that 43.44% respondents have also shown their agreement with the statement under reference. However, 9.69% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 3.44% respondents have indicated their disagreement with the statement that the ICT helps students learn because it allows us to express our thinking in better and different ways. It is noticeable that meagre 1.25% respondents completely disagreed with the statement. To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the ICT helps students learn because it allows us to express our thinking in better and different ways.

Item 14: The ICT helps learners to learn the language skills in more effective ways.

Table 14 : **ICT helps in learning language skills effectively**

		The ICT helps learners to learn the language skills in more effective ways					
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	Total
Gender	Male	67	69	18	5	1	160
	Female	52	77	19	8	4	160
Total		**119**	**146**	**37**	**13**	**5**	**320**

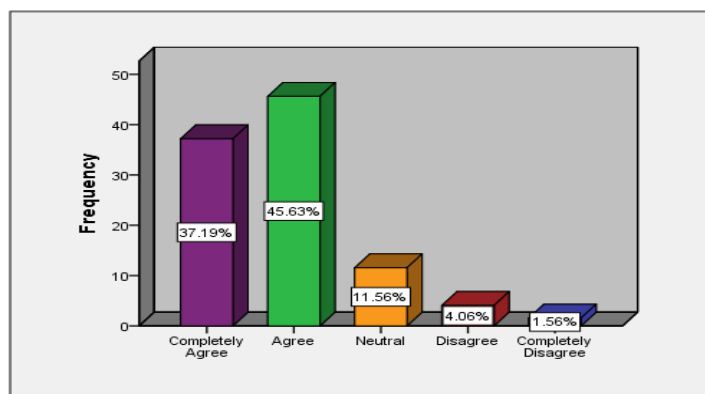**Source:** Questionnaire

SIMHACHALAM THAMARANA

Figure 14:**ICT helps in learning language skills effectively**
Source: Table 14

Table 14 presents responses of the students under survey about the statement that the ICT helps learners to learn the language skills in more effective ways. It is found that 37.19% respondents completely agreed with the statement that the ICT helps learners to learn the language skills in more effective ways. It is also found that 45.63% respondents have also shown their agreement with the statement under reference. However, 11.56% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 4.06% respondents have indicated their disagreement with the statement that the ICT helps learners to learn the language skills in more effective ways. It is noticeable that meagre 1.56% respondents completely disagreed with the statement. To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the ICT helps learners to learn the language skills in more effective ways.

Item 15: The use of ICT will help the students learn writing skills better in English classes.

Table 15 : **ICT helps in learning writing skills effectively**

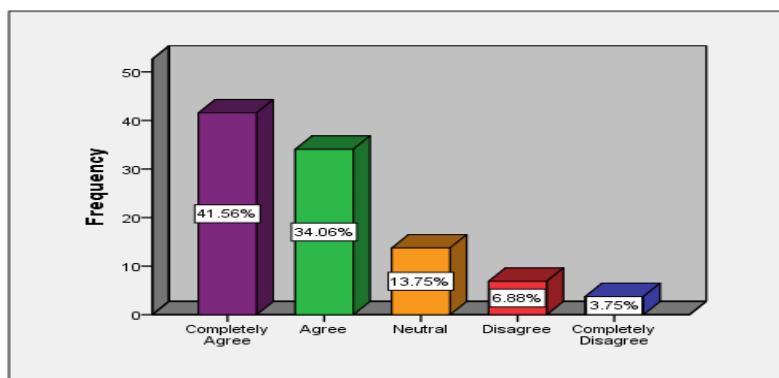|		The use of ICT will help the students learn writing skills better in English classes					
		Completely Agree	Agree	Neutral	Disagree	Completely Disagree	Total
Gender	Male	72	50	20	11	7	160
	Female	61	59	24	11	5	160
Total		**133**	**109**	**44**	**22**	**12**	**320**

Source: Questionnaire

Figure 15 : **ICT helps in learning writing skills effectively**
Source: Table 15

Table 15 presents responses of the students under survey about the statement that the use of ICT will help the students learn writing skills better in English classes. It is found that 41.56% respondents completely agreed with the statement that the use of ICT will help the students learn writing skills better in English classes. It is also found that 34.06% respondents have also shown their agreement with the statement under reference. However, 13.75% respondents have preferred to remain neutral in their opinion. Furthermore, in contradistinction, however, 6.88% respondents have indicated their disagreement with the statement that the use of ICT will help the students learn writing skills better in English classes. It is noticeable that 3.75% respondents completely disagreed with the statement. To sum up, it is deduced that both male and female students under survey, the majority of sample respondents agree with the idea that the use of ICT will help the students learn writing skills better in English classes.

12.   Results

Table 16: Mean and Standard Deviation values of each statement in the questionnaire about *Students' Perception* **towards the use of ICT**

No.	Statement	Mean	Std. Deviation
1	I feel comfortable with the idea of using ICT as a learning tool for English	1.80	0.810
2	The use of Internet in learning is most advantageous	1.62	0.789
3	If something goes wrong I will not know how to fix it	2.45	1.098
4	The idea of using YouTube videos in learning makes me confident	2.13	1.028
5	The use of the Smart Phone as instructional or learning tool excites me	1.97	0.944
6	The use of ICT in learning scares me	2.97	1.282
7	The LCD Projector is a valuable instructional tool for English	2.00	1.001
8	The ICT will change the way I learn	2.02	0.964
9	The ICT will change the way teachers teach in English language classes	1.84	0.877
10	The learning with the use of ICT is more useful than traditional ways of learning	2.05	0.968
11	The ICT is not conducive to teach English because it is not easy to use	2.84	1.194
12	The use of ICT helps teachers present concepts in a more effective manner	1.76	0.915
13	The ICT helps students learn because it allows us to express our thinking in better and different ways	1.78	0.850
14	The ICT helps learners to learn the language skills in more effective ways	1.87	0.881
15	The use of ICT will help the students learn writing skills better in English classes	1.97	1.080
	Total of Means and Standard Deviations of all statements	**2.09**	**0.990**

In the above **Table 16**, it is clear that the students, regardless of their gender, had positive perceptions towards the use of ICT in English learning with an overall mean of 2.09 and standard deviation of 0.990. The statement that got the highest mean 2.97 and Standard Deviation 1.282 is "the use of ICT in learning scares me". Moreover, the statement which got the lowest mean 1.62 with Standard Deviation of 0.789 is "the use of Internet in learning is most advantageous". The low mean of this perception is a further confirmation of these positive results.

Concluding remarks

The students' survey results suggested that the majority of the students seemed to have positive attitudes towards the use of Information

Communication Technologies in English language education. They agreed that ICTs play a great role in language learning according to their own pace, helps in self-understanding and it does not hinder interaction with the instructor. The findings also suggest that ICT supported language learning help in individual motivation for the students and understanding of concepts are also easy.

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