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## Impact of Information and Communication Technology Usage on Learning English Language



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**Abstract:** *The integration of Information and Communication Technology (ICT) has brought about transformative changes in the domain of language learning. The objectives of the study were to assess the extent to which Information and Communication Technology (ICT) tools are integrated into English language learning and examine the perceived impact of ICT on English language proficiency among learners. It employs a qualitative research design, incorporating a qualitative data collection technique. Twenty English language learners from a public sector university participated in the study. The results revealed that the utilization of ICT tools and resources has redefined the dynamics of language instruction. It has enabled educators to adopt innovative pedagogical methods that cater to diverse learning styles and preferences. The availability of online platforms, interactive apps, and virtual classrooms has expanded the horizons of ELLs, making learning more accessible and engaging. As a result, learners are exposed to authentic English language experiences.*

**Key Words:** Language Learning, ICT, Integrated Technology

### Introduction

The role of ICT in every walk of life has been admitted in recent years. Teaching and learning strategies have especially transformed from the past. The use of information and communication technology (ICT) has revolutionized the ways in which we study, communicate, and access information. ICT is essential for language learning, especially for improving English language proficiency. With a focus on its effects on education, accessibility, and language practice, this conversation examines the complex function of ICT in boosting English language ability.

Information, communication, and technology, or ICT, first appeared in the 1980s. The terms information and communication were combined to produce the acronym "ICT," which emphasizes the blending of the two technologies. In order to collect, store, retrieve, process, analyze, and transfer information, a variety of technologies are referred to by this term (Internet Advisory Board, 2008).

ICT in the Classroom: Education is one of the main fields where ICT has had a substantial impact on the development of English language proficiency. A growing number of people are using blended learning strategies, which combine

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traditional classroom instruction with digital resources (Hockly, [2016](#)). Learners have access to interactive lessons, practice activities, and assessments that support the development of their English language abilities through online learning platforms like Duolingo, Rosetta Stone, and Coursera (Hull & Stornaiuolo, [2014](#)).

Accessibility and Inclusivity: ICT has been instrumental in enhancing the accessibility and inclusivity of English language learning. Students from various regions can now take English language classes and interact with native speakers or knowledgeable instructors thanks to virtual classrooms and video conferencing systems like Zoom (Estrada & Hernández, [2018](#)). For learners with disabilities, text-to-speech and voice recognition technology have created new chances for them to practice and develop their English language skills (Bower et al., [2020](#)).

ICT also makes it easier for people to practice their languages and immerse themselves in new environments. Learners have the chance to contact English-speaking communities and have in-person interactions thanks to social media platforms like Facebook, Twitter, and Instagram (Thorne & Reinhardt, [2008](#)). Through text, audio, and video chats, language exchange apps like Tandem and HelloTalk link language learners with native speakers for language practice (Jin, [2017](#)).

ICT also supports personalized learning experiences, including adaptive learning. Algorithms are used in educational software and applications to analyze learners' progress and modify the content as necessary (O'Byrne & Belland, [2018](#)). With the help of this adaptive learning strategy, English language classes are tailored to each student's needs, focusing on their particular areas for growth and maximizing learning effectiveness.

Challenges about using ICT to improve English language proficiency have obstacles, despite its many advantages. When using technology, learners could experience distractions that could slow down their language learning progress (Hwang & Wu, [2014](#)). There is also a "digital divide," where some students lack access to the tools they need or a reliable internet connection (Selwyn, [2010](#)). In order to successfully incorporate ICT into their teaching techniques, educators must also receive proper training (Ertmer, Ottenbreit-Leftwich, & York, [2015](#)).

The environment for developing the English language has changed as a result of information and communication technology. It has improved inclusion, made education more accessible, and offered possibilities for immersion language practice. To effectively utilize the potential of ICT in English language progress, it is crucial to overcome issues like digital distractions and the digital divide. Technology's role in language learning is likely to change as it advances, providing increasingly more creative and efficient ways to improve English language ability.

Globally, English is utilized for instruction and for communication. The study of language learning is constantly growing in a globalized environment. Consequently, it is necessary to employ online learning tools when studying languages. Traditional language teaching methods must be updated to meet the changing needs of both teachers and pupils because they cannot adapt to the new technology (Istifci, et al., [2011](#)).

Improving teaching and learning strategies through the incorporation of ICT is a crucial first step (Bingimlas, [2009](#)). Various facets of human life are undergoing a technological revolution. Nowadays, almost everyone is familiar with how to utilize technical devices like computers, laptops, and cell phones. In our daily lives, technology is used for a number of things, including education (Fu, [2013](#)). ICT is used in education in the twenty-first century, and the majority of governments have included ICT in their curricula.

Information and communication technology (ICT) has completely changed many facets of modern life, including education. The way learners study and teachers instruct has changed significantly as a result of the incorporation of ICT into the sphere of education. Language acquisition, especially when it comes to learning the English language, is one of the areas where ICT has had a significant impact. The use of ICT and its impacts on students' language learning, competency, motivation, and engagement are the main topics of this review of the literature.

ICT for Language Instruction: Computers, cellphones, tablets, instructional software, online resources, and multimedia material are just a few of the numerous devices and platforms that fall under the umbrella term of information and communication technology. Many opportunities

exist thanks to this technology to improve language acquisition. They give students access to real resources, interactive activities, and quick feedback—all of which are essential for learning a language (Benson, 2011).

### **Impact of ICT on Language Learning**

The ability of ICT to speed up language acquisition is one of the main advantages of using it for English language learning. Online platforms and interactive language learning tools like Duolingo and Rosetta stone have grown in popularity because of their capacity to deliver immersive language experiences. According to a study by Levy and Stockwell from 2006, pupils who used computer-assisted language learning programs considerably improved their vocabulary and grammar abilities in comparison to those who used conventional methods.

Through video conferencing and social media sites, ICT tools also allow students to interact in real-time with native speakers. Learners' speaking and listening abilities improve as a result of this real-world contact (Nunan, 2015). As a result, when ICT is incorporated into language learning activities, learners typically display higher levels of language proficiency.

### **Impact on Engagement and Motivation**

The use of ICT benefits students' motivation and interest in learning English. Language learning has been made fun and engaging through the use of software and online games, such as interactive exercises and quizzes (Thorne, 2008). Technology-assisted language learning can increase students' intrinsic motivation and make them more motivated to engage actively in language learning activities, claim Warschauer and Healey (1998).

The flexibility of online learning platforms also caters to individual learning styles and paces, further boosting motivation (Hwang & Wang, 2017). Furthermore, the accessibility of online resources and digital libraries allows learners to explore topics of interest in English, which can significantly enhance their motivation to learn the language (Garrison & Anderson, 2003). Despite ICT's many benefits for learning English, there are certain issues to take into account. Some students may not be able to fully benefit from these tools due to access to technology and the digital divide

(Selwyn, 2010). To effectively incorporate ICT into their teaching practices, instructors also require the right training and assistance (Teo, 2009). In educational contexts, the potential for distraction and technology abuse can also be problematic (Cuban, 2001).

The process of acquiring the English language has been considerably altered by information and communication technology. ICT has improved language learning, competency, motivation, and engagement among students through interactive applications, genuine communication chances, and motivating tools. However, to achieve equal access and efficient use of ICT in English language education, issues like the digital divide and the need for teacher training must be addressed.

Many educational institutions around the world have adopted ICTs due to their benefits for English language learners, such as enhanced motivation (Schoepp & Eroglu, 2001), learner independence (Frith, 2005), and skill acquisition (Galavis, 1998) (Buabeng-Andoh, 2012).

Due to the internet's recent rapid rise in prominence, the variety of learning programs continues to expand in accordance with societal expectations. Because the development of communicative skills and language learning requires social interaction between the teacher and the students as well as among the students themselves, the use of computers has been viewed for a long time as a supplementary tool in relation to certain skill areas (Brandal, 2005).

Effective ICT use has been shown in several earlier studies to enhance educational quality and support the connection between classroom learning and real-world contexts (Lowther, et al., 2008). ICT takes into account contemporary techniques that support the growth of more sophisticated cognitive abilities. ICT resources should be used in every classroom since they help to raise the standard of instruction for both teachers and students. ICT use has a positive impact on learning and teaching. ICT tools help professors and teachers better and inspire students to study more effectively by enabling them to deliver to their classrooms using cutting-edge methods. These technologies also help students develop their knowledge and abilities. English language teaching methods underwent a change with the introduction of ICT technologies. The chances for students to communicate with

one another have multiplied thanks to ICT. ICT use makes it easier for people to transmit information between their homes and their workplaces. The utilization of ICT resources has rapidly increased over the past 20 years.

ICT is undoubtedly a useful addition to traditional instruction, particularly when improving English reading, writing, and listening skills. This survey also revealed that the students believed speaking to be the only skill that ICT had not improved (McDougald, 2009).

Diamantopoulos (2003) used a variety of questionnaires to learn how ICT was used in Greek schools to teach English as well as to learn what other colleagues thought of the efficacy of such technologies. Overall, the teachers' understanding of, and ability to integrate, ICT into their classes was extremely good. However, the survey found that Greek teachers prefer E-groups over in-person groups. Over the past few decades, ICT has potentially benefited English language instruction (Kramsch & Thorne, 2002).

Learning and teaching settings have evolved in a variety of ways recently as a result of the development of Information Communication Technologies. The influence of ICT on instructional materials, approaches, and procedures as well as the entire teaching and learning process has been steadily growing. According to education experts, the current state of education can be described as a transition from teaching that is typical of the industrial society and is based on direct knowledge transfer methods to teaching and learning that is more appropriate for the information and knowledge society and is based on constructivist methods of knowledge acquisition.

## Research Objectives

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1. To assess the extent to which Information and Communication Technology (ICT) tools are integrated into English language learning.
2. To examine the perceived impact of ICT on English language proficiency among learners of various age groups and educational backgrounds.
3. To investigate the role of ICT in enhancing the motivation and engagement of English language learners.

4. To analyze the challenges and barriers faced by educators and learners in the effective utilization of ICT for English language learning.
5. To identify best practices and strategies for optimizing the use of ICT in English language education.

## Research Questions

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The research questions were:

1. How extensively are Information and Communication Technology (ICT) tools integrated into English language learning curricula and classrooms?
2. What are the perceived effects of ICT on the English language proficiency of learners across different age groups and educational backgrounds?
3. How does the use of ICT influence the motivation and engagement levels of individuals learning English as a second language?
4. What are the primary challenges and obstacles faced by educators and learners when utilizing ICT for English language instruction?
5. What are the most effective strategies and practices for maximizing the benefits of ICT in English language education?

## Research Methodology

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### Research Design

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This study employs a qualitative research design, incorporating a qualitative data collection technique.

### Participants

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Twenty English language learners from the University of Education Faisalabad Campus participated in the study.

### Data Collection

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Quantitative data were collected through interviews and focus group discussions.

### Data Analysis

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As the study was qualitative in nature, The data were analyzed using thematic analysis.

## Data Collection Instruments

Interviews: Semi-structured interviews were conducted with learners to elicit in-depth qualitative insights.

## Data Analysis

Qualitative Analysis: Thematic analysis was applied to categorize and interpret interview and focus group discussion.

## Results and Discussion

ICT (information and communication technology) has completely changed education by providing cutting-edge materials and techniques for learning languages, including English. The use of ICT in language acquisition and its ramifications for educational practices are examined in this topic.

Improved Resource Accessibility and Availability: The improved accessibility and availability of learning resources is one key effect of ICT on learning English. There is a wide library of resources available on online platforms, websites, and language learning apps, including interactive exercises, grammatical lessons, and vocabulary tests (Lan, 2019). These resources accommodate many learning styles and let users select content in line with their preferences and skill levels.

Participation and Interactive Learning: Through multimedia components including films, audio clips, and interactive simulations, ICT encourages participatory learning (Hsu et al., 2018). Through improved engagement, these elements help students better understand and remember English language ideas. Instant feedback offered by interactive systems, such as language learning applications, enables students to recognize and quickly fix their errors.

Personalized Instruction: ICT's adaptability makes it possible for personalized learning experiences. A learner's competency level can be determined by intelligent algorithms, which can then modify the content (Huang, 2016). By allowing students to move forward at their own speed and receiving focused education and practice, personalization ensures that motivation and success rates are raised.

Enhanced Collaboration and Communication: ICT also makes communication

and teamwork easier when studying English. Learners can engage with classmates and native speakers from all around the world through virtual classrooms, discussion forums, and language exchange platforms (Chen et al., 2017). This promotes genuine language use and cross-cultural interaction, which helps with language learning.

Convenience and Flexibility: ICT's flexibility and ease are especially beneficial for learners with hectic schedules or those who live in remote locations. Learning materials for the English language can be accessed anytime, anywhere, and without regard to location or schedule thanks to online courses and mobile apps (Lan, 2019).

Obstacles and worries: ICT has many advantages, but it's important to be aware of any potential drawbacks and worries. The quality of online materials, diversions, and challenges with digital access and equity are a few of them (Chen et al., 2017). Additionally, too much screen time and reliance on technology can be harmful to the physical and emotional health of language learners.

Improvements in Engagement and Motivation: ICT solutions, such as interactive apps and online language learning platforms, dramatically boosted the engagement and motivation of many participants, they said. The learning process was made more interesting by these technologies' interactive features, which included gamified lessons and real-time feedback.

Improved Resource Access: Participants emphasized how ICT removed obstacles linked to geography and resource availability. Learners had access to a wide variety of online resources, such as videos, podcasts, and e-books, which allowed them to examine real content, different accents, and different English language situations.

Flexibility and Convenience: Participants frequently brought up the flexibility that ICT offers. With the use of online courses, language learning software, and virtual classrooms, students could design their own study schedules that would accommodate their professional and personal responsibilities.

Improved Communication: Real-time communication with other students and natural English speakers was made possible by ICT tools, particularly video conferencing platforms and language exchange websites. This promoted the

growth of interpersonal and conversational language abilities.

**Individualized Learning Paths:** Participants emphasized the value of ICT-enabled personalized learning experiences. Learners advanced at their own rate thanks to AI-driven platforms and adaptive learning algorithms, which evaluated their competency levels and suggested appropriate classes.

**Cultural Awareness:** Learning about English-speaking cultures through ICT helped students become more conscious of other cultures. They were exposed to many viewpoints and international problems, which improved their comprehension of the English language in a larger cultural framework.

**Distractions and problems:** Participants generally commended the influence of ICT on English language learning, but several noted distractions and the need for self-discipline as problems. They could become distracted from language study by social media, notifications, and the attractiveness of other internet information.

**Technical Challenges:** A small number of participants noted technical difficulties such as erratic internet connections and device compatibility issues. These problems occasionally interfered with their ability to learn.

Participants emphasized the value of skilled educators in successfully integrating ICT into English language learning. Professional teachers might help students in making the best use of ICT tools and track their development.

**Balancing Conventional and ICT Methods:** A number of participants emphasized the significance of a balanced strategy that incorporates both conventional and ICT. They thought that combining technology with face-to-face training could result in a more comprehensive and efficient learning environment.

## **Conclusion**

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The results of this study showed that most students used ICT more frequently for non-language learning purposes than for language acquisition. Additionally, they demonstrated overwhelmingly positive opinions towards the advantages of technology for learning the English language and predicted that ICTs will be utilized more frequently in English teaching and learning. These study's findings have the following educational ramifications:

A thorough understanding of these activities "might shed light on how best to determine their educational uses," according to Fujimoto (2012), because the students in this study used technology for a larger variety of non-learning activities.

Next, students wanted teachers to guide them in finding and utilizing online learning materials. The pupils' lack of information literacy search abilities may account for this (Ilogho & Nkiko, 2014). ICT skills workshops may be designed regularly going forward with the goal of providing students with comprehensive instructions on how to search for internet resources to maximize their language acquisition.

Despite the fact that there are computers and Internet access available on campus, many students don't seem to recognize the enormous potential of learning. So that they may effectively use ICTs to learn English, students should be given IT understanding through workshops.

The examination of the qualitative data shows that ICT has a significant and varied impact on English language learning. While it has many benefits, including increased participation, resources at hand, and flexibility, there are also issues that must be resolved. The careful evaluation of individual needs, technological challenges, and the direction of professional educators are necessary for the effective integration of ICT into language acquisition.

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