Impact of ICT on English Language Learning and Communicative Competence

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ABSTRACT

The integration of ICT into ESL classrooms has revolutionized the way students learn by making the once-static lecture hall into dynamic, student-driven spaces. Examining the role of information and communication technology (ICT) in assisting ESL students in becoming more proficient communicators is the focus of this study. The research takes a descriptive-analytical approach by surveying 200 students with a pre-designed questionnaire. We used percentage analysis and mean score evaluation to look at the data that we obtained. The study found that students were more motivated to learn, had more agency, and were better prepared to communicate in a globalized society when they were taught English through a curriculum that systematically included ICT..

Keywords: Communicative Competence, Social Media, Skills, Language, Tools

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INTRODUCTION

The English language has become the de facto international language of business, bringing together people from all walks of life and all corners of the globe. Developing fluency in English has become increasingly important in today's globalized society, making the acquisition of ESL a top priority in educational settings throughout the globe. of meet this need, several approaches of language training have been created and used to improve its efficacy. As a reaction to the shortcomings of more conventional approaches that concentrated on grammar, Communicative Language Teaching (CLT) rose to prominence in the latter part of the twentieth century. Communication-centered language teaching (CLT) views the acquisition of a language's communication skills as paramount, with an emphasis on preparing students to apply such skills in genuine, everyday contexts. Creating an immersive learning environment that mimics real-life language usage is the goal of CLT, which is why it promotes interactive classroom activities, role-plays, conversations, and group work.

Numerous studies have investigated whether or not CLT may help second language learners become more proficient English speakers. There are mixed outcomes that need to be further investigated, while some research have shown that CLT can increase language competency, student motivation, and communication skills compared to standard grammar-based techniques. Learners' ages, language competence levels, cultural backgrounds, and the unique teaching situation are only a few of the variables that impact the efficacy of any language teaching approach. Therefore, it is crucial to investigate how well CLT works with different types of students and in different types of classrooms.

The ability to communicate effectively in a variety of social situations—a concept first proposed by Dell Hymes in 1972—goes beyond mere grammatical correctness and is one of the most important contributions of ICT to ESL instruction. Technology in communication (ICT) can successfully foster linguistic, sociolinguistic, discourse, and strategic components of communicative competence. For instance, students can practice real-life language use using online discussion forums, video conferencing tools, and collaboration platforms like Zoom, Skype, and Google Meet. Instagram, Facebook, and X (previously Twitter) all promote casual linguistic engagement, and students may express themselves artistically and openly through podcasting and blogging. In addition to improving their language abilities, students can gain self-assurance, knowledge of digital tools, and the ability to communicate effectively across cultural boundaries through these platforms. Learners are able to constantly improve their communication ability because to the immediate feedback offered by ICT apps, such as computerized grammar checkers or peer collaboration.

In addition, by linking students with native speakers and communities all over the world, ICT helps to overcome barriers of language and culture. Engaging in intercultural conversation, understanding other viewpoints, and appreciating linguistic subtleties are all made possible through virtual exchange programs, e-tandem learning, and online language partnerships. Learners are better prepared for real-world communication and develop their pragmatic

competence when they are exposed to diverse dialects, accents, and cultural expressions. Opportunities like these are invaluable in places where people don't often interact with others who speak English. Because of this, learning English is now more accessible, egalitarian, and internationally relevant thanks to ICT, which democratizes access to real-life language experiences.

REVIEW OF LITERATURE

Poudel, Ambika. (2022) There have been tremendous shifts in pedagogical ideas and practices brought about by the widespread adoption of ICTs in schools, especially in industrialized nations. Utilization of information and communication technologies (ICTs) in the classroom has been growing in recent years, even in less developed nations. Using Nepal, a poor nation, as an example, this study has sought to investigate the pros and cons of using ICTs into ELT in school curricula. The study's informants were ESL instructors and their students from two separate schools; the research methodologies utilized were focus group discussion (FGD) and interviews. In order to access learning resources, prepare and present lessons, and perform collaborative learning activities, the study found that both students and instructors might benefit from using ICTs in the classroom. Nevertheless, it was discovered that neither the instructors nor the students were content with the way they used ICTs to teach and learn English. When it came to incorporating ICTs into ESL classrooms, they had the most trouble with students' lack of access to and proficiency with relevant tools and resources. So, to enhance the integration of ICTs in ELT, these limitations should be reduced to a minimum.

Obenza, Brandon & Mendoza, Riceli. (2021) In contrast to the conventional method, this quasi-experimental research looked at how well communicative language learning activities (CLLAs) helped college students improve their communicative competence (CC). College freshmen from a nearby North Cotabato, Philippines, university participated in the survey. Students in the experimental group were exposed to CLLAs, whereas those in the control group were taught using the standard technique. Both groups were given the piloted CC test before and after the intervention. A t-test was used for the analysis of the test scores. Students' communication competency is significantly enhanced by the CCLAs, according to the study's results. Findings from the research support the use of communicative language learning activities in higher education language classrooms as a means to accomplish communicative objectives. Language pedagogical implications and suggestions were presented in this article.

Bassma, Basheer. (2013) The purpose of this study is to draw attention to the significance of using technological tools into ESL classrooms. There are a variety of methods and strategies covered that might help ESL students make better use of technology in their studies. Some examples of these methods include applications that help students learn English over the internet, software that allows them to create presentations, electronic dictionaries, programs that allow them to chat and email, programs that allow them to listen to CDs, and systems that allow them to watch instructional videos. In order to understand how regular students of English react to the use of technology into their lessons, a case study was conducted. Based on this research, the article analyzes the shortcomings of the standard methods of teaching English as a second language and offers some solutions.

Vicente, Cristina & Aguaded, Ignacio. (2011) The findings of a statistical and comparative study on the communicative competencies and ICT usage of German exchange students are presented in this chapter. The data was culled from two thorough, meticulous, and methodical surveys concerning communicative and information and communication technology competences. These surveys were filled out by twenty German-speaking exchange students from the Romanisches Seminar at the University of Bonn in Germany, who were also pursuing Spanish as a second language. In general, the findings corroborate the hypothesis that a six-month abroad program enhances language proficiency (also known as communicative capabilities in Spanish for native German speakers) and international technology use.

Yunus, Melor et al., (2009) Technology in education has spread due to the fast development and improvement of information and communication technology (ICT). Many people think that, given the correct conditions, pupils would benefit greatly from using ICT. Not all students will thrive in an online classroom, despite the many benefits and adaptability offered by ICT. In this study, we look at how students in urban schools in Kuala Terengganu, Malaysia, are utilizing information and communication technologies (ICTs) to improve their English language skills, as well as the obstacles they've encountered and how they feel about these tools. Students of languages other than English filled out questionnaires to provide the data. The findings demonstrate that students are aware of the advantages of using ICT into language acquisition. On the other hand, pupils did not devote a significant amount of time to studying. Using ICT for learning activities is something students do for a maximum of 1-2 hours per week. Using the internet to research topics and look up definitions and pronunciations of words is a common way that most students utilize ICT. The students' attitudes on using ICT to improve their English were overwhelmingly favorable. Nevertheless, students mostly encounter two issues: inadequate instruction on information and communication technology and a lack of competency in the English language.

RESEARCH METHODOLOGY

Research Design
The research employs a descriptive and analytical framework.

Sample

From Khammam, Telangana, 200 students were chosen at random.

Research Instrument

Information and communication technology (ICT) exposure, perceived advantages, and communication enhancement were the main foci of a structured questionnaire. A 5-point Likert scale was used to record the responses, with 1 representing Strongly Disagree and 5 representing Strongly Agree.

Data Collection and Analysis

We used Google Forms and in-class questionnaires to compile our data. Statistical tests for differences in gender included t-tests, percentages, and means.

DATA ANALYSIS AND INTERPRETATION

Table 1: Gender of the respondents

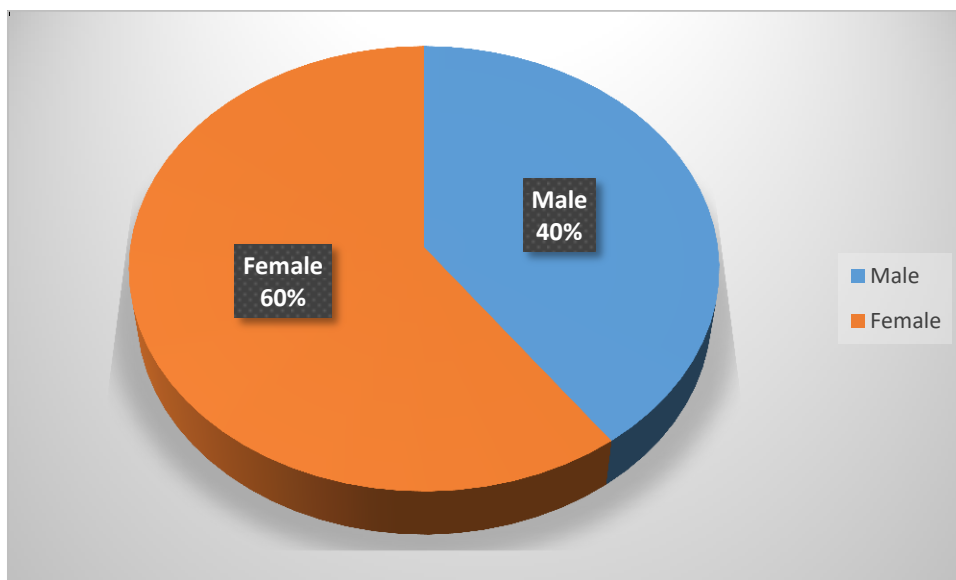| Particulars	Frequency	Percentage
Male	80	40
Female	120	60
Total	200	100

Figure 1: Gender of the respondents

In Table 1 we can see how the study's respondents were distributed by gender. A total of 200 people filled out the survey, with 120 women and 80 men making up 60% and 40%, respectively.

Table 2: Frequency of ICT Usage among Students

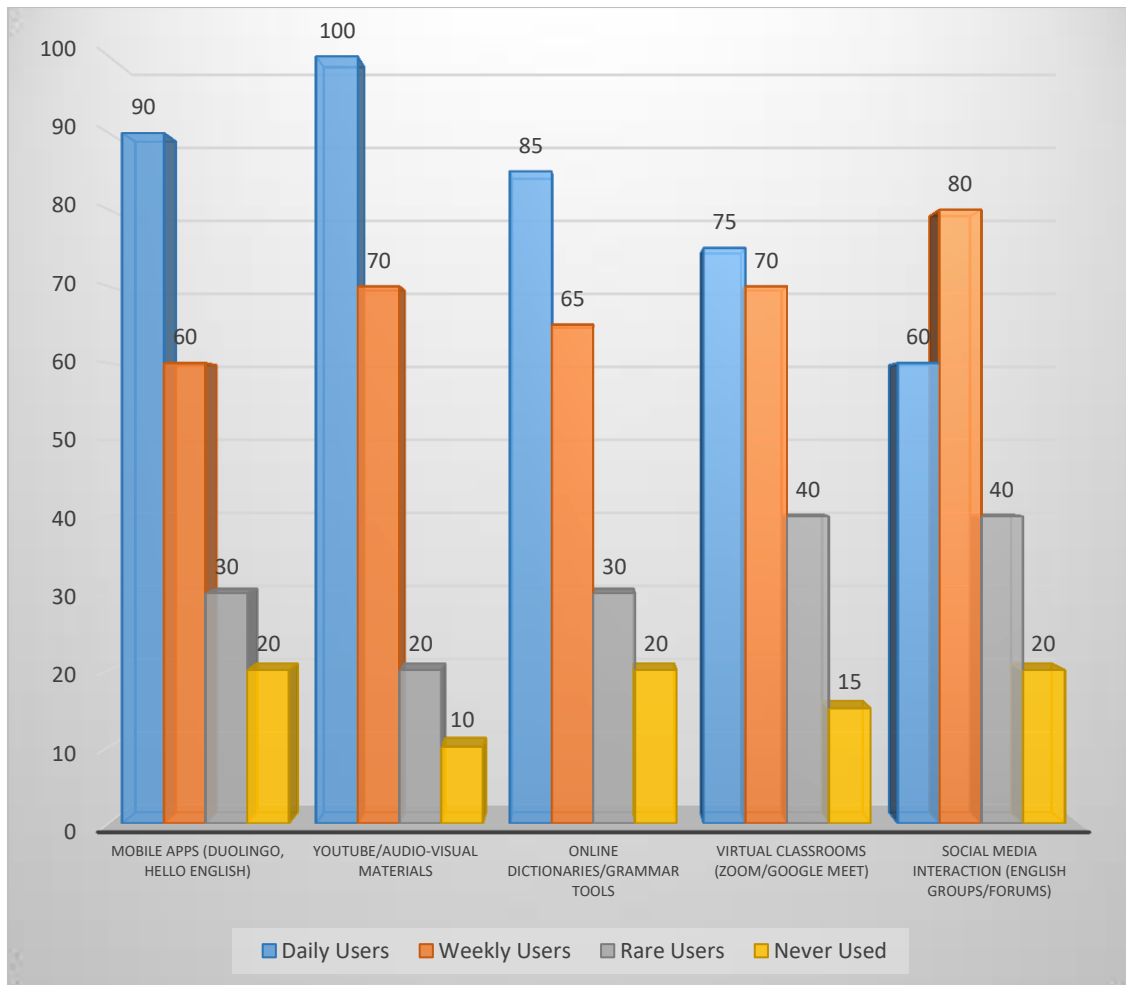| ICT Tool Used	Daily Users	Weekly Users	Rare Users	Never Used	Mean Score
Mobile Apps (Duolingo, Hello English)	90	60	30	20	4.1
YouTube/Audio-Visual Materials	100	70	20	10	4.3
Online Dictionaries/Grammar Tools	85	65	30	20	4.0
Virtual Classrooms (Zoom/Google Meet)	75	70	40	15	3.9
Social Media Interaction (English Groups/Forums)	60	80	40	20	3.7

Figure 2: Frequency of ICT Usage among Students

Table 2 shows the frequency of students' employment of ICT tools for improving their communicative ability and learning English. With 100 students using them daily and 70 using them weekly, generating the highest mean score of 4.3, the results clearly suggest that YouTube and other audio-visual resources are the most commonly utilized tools. Similarly, 90 students use Duolingo every day and 60 use them every week, with an average score of 4.1, demonstrating the popularity of mobile learning programs like Hello English and Duolingo. Vocabulary, pronunciation, and grammar may all be improved with the aid of these apps. The next closest with an average score of 4.0 are online grammar and dictionary resources. The average score for online meeting platforms like Zoom and Google Meet is 3.9, indicating modest usage. The lowest mean score (3.7) is for social media interactions, which include things like English discussion groups or forums.

Table 3: Impact of ICT on Communicative Competence

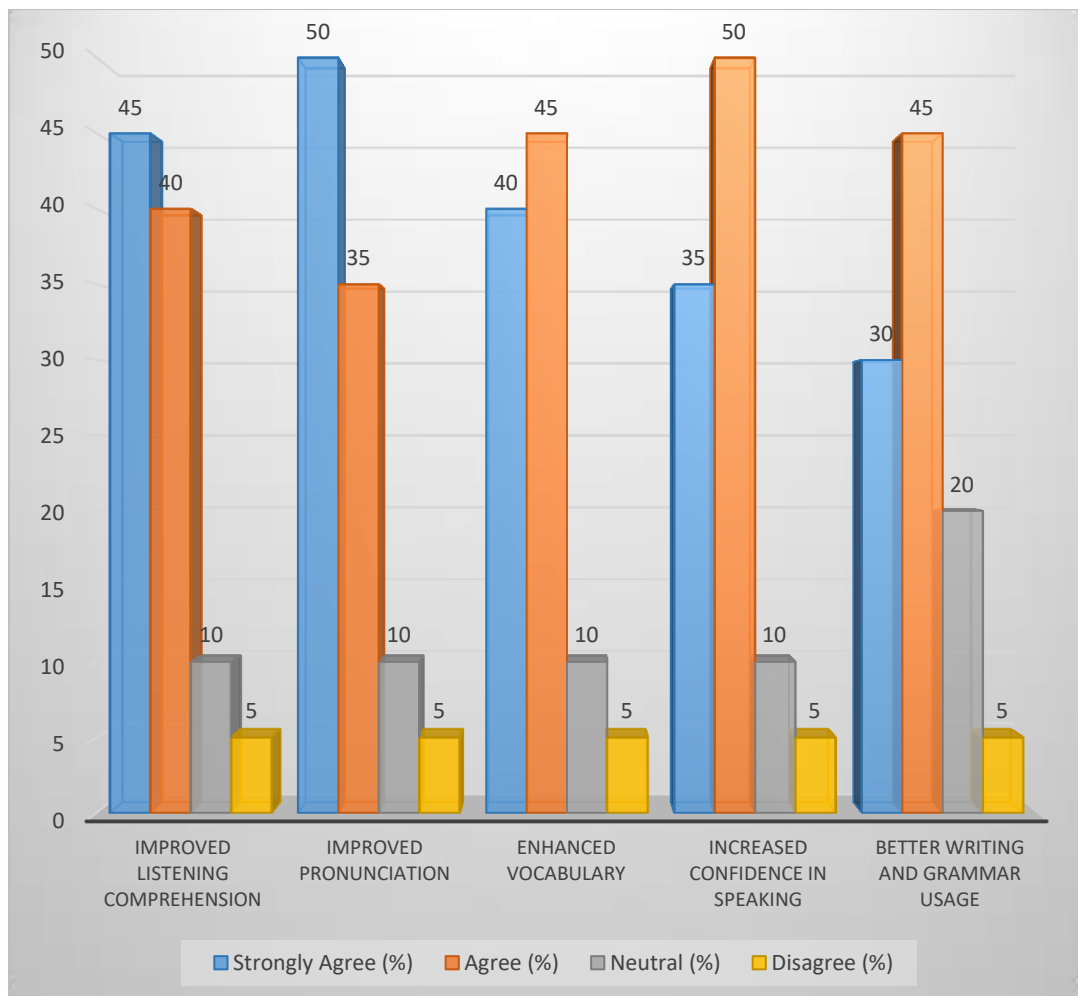| Skill Area	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Mean Score
Improved Listening Comprehension	45	40	10	5	4.2
Improved Pronunciation	50	35	10	5	4.3
Enhanced Vocabulary	40	45	10	5	4.2
Increased Confidence in Speaking	35	50	10	5	4.1
Better Writing and Grammar Usage	30	45	20	5	3.9

Figure 3: Impact of ICT on Communicative Competence

Table 3 shows how students think the incorporation of ICT affects different aspects of English communicative skill. Media tools including videos, audio lessons, and pronunciation apps have helped them polish their accent and speaking clarity, with 50% strongly agreeing and 35% agreeing, resulting in the highest mean score (4.3) for better pronunciation.

With 85% of respondents agreeing or strongly agreeing that ICT-based learning promotes listening comprehension and vocabulary improvement, both categories exhibit high mean scores (4.2 each). Similarly, a mean score of 4.1 is recorded for confidence in speaking. On the other hand, the average score for writing and grammar was 3.9.

Table 4: Gender-wise Mean Scores on ICT Effectiveness

Gender	N	Mean	Standard Deviation (SD)	t-value	Significance (p-value)	Interpretation
Male	80	4.05	0.58	1.98	0.049	Significant at 0.05 level
Female	120	4.22	0.51			

When looking at the efficacy of ICT in improving communicative ability and learning English, Table 4 shows the comparison of gender-wise mean scores. Comparing male and female respondents, we find that females rate the efficacy of ICT somewhat higher (Mean = 4.22, SD = 0.51) than males (Mean = 4.05, SD = 0.58). There is a statistically significant difference between the replies of male and female students at the 0.05 level, as indicated by the estimated t-value of 1.98 with a significance level (p = 0.049).

CONCLUSION

Active involvement and practical language usage are promoted through the integration of ICT technologies such as audiovisual materials, virtual classrooms, online dictionaries, and mobile applications. Learners are given real, engaging, and adaptable learning experiences. The results show that using ICT greatly enhances important aspects of

communication skills, such listening comprehension, speaking confidence, vocabulary expansion, and pronunciation. In spite of obstacles including unequal access, low digital literacy, and infrastructure limits, particularly in rural areas, ICT is nevertheless a key component of contemporary language teaching. With proper investment in teacher training, infrastructure, and fair access to digital resources, the study found that when applied systematically, ICT in English education may help close achievement disparities, encourage independence, and produce communicators who are competent on a global scale.

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