The Effect Of ICT Gadgets On The Integrated Skills Of BS Level Students Of Pashto Language

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Abstract

This research article aims at finding out the effect of the ICT gadgets like cell phone, iPad, iPhone, tablet and laptop on the students` integrated skills at BS level. The use of these gadgets affect both negatively and positively English language proficiency of the foreign language students of English Language. Since this study is correlative in nature i.e., it explores the correlation of the use of ICT and its impact on students' English language proficiency, the attempt was made to approach the topic from two aspects. The students' tendency of using technology was examined by recording their responses through a questionnaire designed for this purpose and likewise, its impact on their proficiency was examined by conducting a test. It was found that the use of ICT gadgets cause less realization of grammatical rules, the incorrect use of punctuations, errors in spellings, poor expressions but at the same time, the use of these ICT based Usage also ensures students' English language proficiency in many ways. The findings of the study suggest that ICT based gadgets contribute a great deal to the students` overall integrated skills and their proficiency at BS level in the EFL context improves. So, conclusively, it is said that ICT has more advantages than its disadvantages.

Keywords: ICT, gadgets, EFL Context, English Language Proficiency

1. Introduction

A good deal of research studies focuses on the role of ICT and its significance in establishing an interactive education set up. Researchers in this area came up with evidence where ICT stands beneficial in developing an interactive educational environment. However, most of these studies have confined their focus to investigating the impact of ICT on learners. There exists very little body of research into the role of ICT plays in the formation and promotion of a more interactive educational environment, as an essential part of teaching and learning process. The use of ICT in the interactive environment of teaching and learning can help a great deal to develop thinking skills and make classrooms an environment for rapid educational growth. ICT is also helpful to students in terms of developing new thinking skills which may in turn transfer to different situations and contexts which may require comprehension and analytical skills, and consequently critical skills development (Hudhaifi & Dughaim, 2005). Taking this rationale, the present study tends to investigate the role of ICT in promoting an interactive learning environment.

Many devices of ICT, particularly mobile phones and laptops in their different models and shapes have the advantage to make information and resources immediately accessible to learners, and while that was always the case with textbooks, ICT makes this information more easily searchable.

Although, this technological revolution has made English language learning more conducive for foreign learners in many ways, this advancement in learning is not without its demerits. If on one hand, many devices of ICT are used and controlled with instructions and commands encoded in English, its use is facilitated through manual available in English, communication done mostly in English, on the other hand, its use kills students' time, make them go for short-cuts in their expression and avoiding principles of correct English usage. Yet, its merits overshadow these advantages if its role is examined in case of learning English as a foreign language.

It is often claimed that modern devices of ICT, particularly cell phone is often a threat to students' language proficiency (Chu, 2012), on the contrary, ICT equally improves students' language proficiency in EFL context. Its use contributes to students' proficiency in terms of learning new vocabulary items and their meanings, learning and memorizing spellings, using these
newly learned words and expressions in their communication and contributing to their grammatically correct usage. This study is going to analyse the effects of ICT on students' English language proficiency in EFL context.

2. Research Questions

1.   What impact ICT does really have on the students' proficiency in English and at their integrated skills?
2.   Does ICT develop students' learning in English as foreign language?
3.   Is the use of ICT effective for the students' vocabulary enhancement, semantic relation and spelling?

3. Significance of the Study

The study is highly significant as it throws light on the role played by the use of ICT in students' English language proficiency in EFL context. It also determines the positive effects brought by ICT in learning English as a foreign language. It also explains the fact that English language learning can be facilitated to a greater extent if it is supplemented by the use of ICT. Moreover, it shows the degree of improvement resulted from the use of modern digital devices in students' English language proficiency in EFL context. Finally, it highlights areas in English language learning in an EFL context that can be improved with the use of ICT and suggests further measure for further enhancement of English language proficiency through the use of ICT.

4. Delimitation of the Study

The study was delimited to the area of Dir Upper of KP Pakistan. Participants were taken from four institutions: two university campuses and two colleges. Only those subjects were included who were the native Pashto speakers, studying at BS level and learning English as a foreign language. The concept of ICT was also restricted in two ways. ICT includes only four devices with internet connectivity used by subjects. Pedagogically, the impact of ICT was viewed from a student-centered approach. The use of ICT in classroom by teachers, or teachers' views about ICT was not considered. Further, the concept of proficiency was also taken in a relatively limited way. It includes only students' vocabulary, comprehension of English words, usage and to some extent, their expression. The study does not take into consideration their listening and speaking skills. Moreover, the selection of the subjects of the study is limited only to those students who are learning English as a foreign language. Lastly, the study is not concerned with detailed linguistic analyses of the data obtained and will not probe into students' pronunciation by analyzing the data phonetically.

5. Review of Literature

5.1. The Use of Modern technology in life in General

The evolution of technology has dramatically changed the human life. People of this modern era all over the world use technology and get the benefits of it in every fields of the life. Technology plays significant role in almost every field of human life: in education, industry, medicine, communication, transportation and so on. Though modern technology is not without its drawbacks, but due to its excessive benefits the drawbacks are not realized and mostly overlooked.

5.2. ICT and Education

Keeping in view its enormous influence on education, scholars now predict that ICT will completely change education in the coming years as the invention of printing press did in centuries past. Now a days, the job of computers can be viewed in the form of drill master, tutors, testers and diagnosticians of education problems in educational institutions (Ayers et al. 2008).

There came a noticeable increase in the use of multimedia in language classes in the last two decades. Positive impacts of instructions supplemented with technology on language learning have also been reported by a large number of studies (Benson, 2007). Computer-based language learning facilitates communication, reduces anxiety, encourages oral discussion, develops the writing and thinking connection, enhances student motivation and improves writing skills (Yang & Chen, 2007, pp. 860–79).

Pertaining to these merits, a growing number of EFL teachers have adopted multimedia technology started using computer communication via emails or networking and video conferencing. Besides, language teachers find it easier to focus language integrated skills, namely, reading, listening, speaking and writing. They use it for culture awareness and many instructors also use it for preparing classes (Yang & Chen, 2006). According to Badalova the merits of ICT overshadows its detrimental effects on education. Through technology, classes have become more dynamic and convenient than the past time. Nowadays students can learn everything online through internet. ICT has made the classes more conducive and attractive to motivate the students for learning. It is technology which brought teachers and students close to learn essential things through internet.

ICT has also the credit of making the students capable of using technology, playing an active role in personalizing their education and learning. Teachers have acquired new roles as knowledge facilitators rather than knowledge transmitters. It's the essence and potential of modern technology that learning is now transformed beyond the four walls of classroom. One can find a range of learning opportunities outside the physical setting of the school. Distance learning programs, interaction and cooperation in virtual environments, formation of online learning communities and making access to vast information sources and databases are among the some important possibilities that are offered by technology that could improve the quality of teaching and learning worldwide.

The flexibility brought by ICT has increased opportunities for educational access and the potential to provide equal opportunity to learners regardless of gender, geographic location, socio-learning or ethnic background, illness or disability or any other circumstances which hinders the way of high-quality education (Technology, broadband education, 2013)

Around the end of twentieth century, it was being claimed that technology will be used as medium of instruction which was just beginning in basic education. Promenant educationists believed that ICT will dominate this trend over decade (Chapman, Garrett & Mahlck, 2000). Previously, in education, ICT was used to focus on delivery of direct instruction e.g. Radio, instructional television, interactive radio. It was used to distribute the lessons on audiotape;

duplicating and photocopying machines were used to prepare learning aids. Similarly, television was used to make the students aware about social aspects (Brandee., O'Brien, Gillen , & Zygadlo, 2003).

T   he new technology (ICT) is based on instructional strategies, with the incorporation of internet and World Wide Web (WWW). It serves the purpose of expanding communication. Modern technology has marked a remarkable change in teacher's' role in the process of teaching. The facilities of e-mailing and internet have made the teachers to adopt new strategies of teaching and dealing with their students (Chapman et al., 2000).

Some means of ICT are used in education to compensate for what conventional system fails to offer. In poorer countries students and teachers do not try to use ICT instead of conventional education. Rather, they use ICT when they feel some weakness in conventional education (Castro, N.D).

ICT is utilized in classrooms in various forms in constructivist approach. It has great potentials to develop and enhance student's high-order cognitive skills. A central assumption of constructivism is the notion that that knowledge is constructed by the learners, rather than imparted by the teachers (Castro N.D). As ICT is used in constructivist approach in which teachers try to provide constructivist learning environment. Constructivist learning stresses learning that is mainly students-centered, learning resulted by experience, critical thinking, reflection and collaborative discussion. Proponents of this approach argue that this sort of learning provides learners the ability to successfully master new and novel situations (Clarck, 1983).

The central goal of ICT in education is to connect educational institutions to the internet and promote its use to students in their learning (Chapman et al. 2000).

ICT can be used to support teachers in many ways. First, ICT can be used to improve the efficiency of preparing their classes (Mukma at al. 2008). Secondly, ICT can help teacher to customize his classes according to individual student's needs. It can be used to improve the collection of student's data through which teacher can easily manage students in administration of educational institutions. Finally, ICT can easily facilitate communication between teachers, students, parents and administration (Hsu, 2012). ICT has allowed all students and learners, outside or inside of the classroom to have access to learning materials, communicate with teachers and classmates and to connect every time and anywhere via internet. A successful language learner must have access and exposure to authentic and comprehensible text and materials in target language. However, for language learners, whether in class or self-study setting, access to authentic materials is often limited. Thus language learners search for authentic information and communication. ICT stands out as a source of solution to this problem (Sun, 2011). Digital technologies particularly have made access easier to language learning materials better than the ordinary libraries. With the help of digital ICT, learner can easily access to specific segment and take less time to locate them (Thorton & Dudley, 1996).

5.3. ICT Effectiveness on the Role of Teachers

The acceptance of new technology by teachers appears to be controversial at greater extent. Some teachers successfully integrated ICT tools and devices into classroom teaching; others remained cautious in their acceptance. Yet, some teachers have altogether rejected these technologies. Therefore, the role of teachers should be modified in matter of adopting and using ICT. Only then they could keep pace with the recent innovations and rapid developments (Alharbi, 2014).

Research into this area is important to be considered, not only for guiding and updating teachers but also for policy-makers who opt the use of ICT to teachers inside the educational institutions. Owing to this fact, Beauchamp (2011) observes that teachers need to utilize maximum quantity of suitable resources. Only with enough resources, they could strive for the achievement of targeted learning outcomes and adjust to fulfill students' requirements. It is however important to consider that a level of familiarity with ICT is needed on the part of the students in order to be benefit from it. Along with this, teachers should guide their students about its technicalities with important tasks. It suggests that teachers have to be pro-active and confident enough while using technology themselves.

Some researchers considered the teacher's competencies related to ICT in order to clarify the teacher's role in implementing ICT in the classroom (Chen & Yang, 2014). They demonstrate that while teaching in the classroom and using computer simulations could not be successful unless and until teachers possess a degree of necessary information and skills to effectively implement. they also stated that if teachers have no essential information and skills, the potential learning outcomes resulted from computer simulations will remain out of reach. Alternatively, they may experiment with totally controlled demonstration. Teachers' job therefore is to focus on founding a pedagogical framework that is vital for implementing computer simulations during teaching.

Morrisa (2011) highlights some of the difficulties teachers may confront while launching ICT. She further reveals that these difficulties related to the use of ICT are directly related to teachers' lack of knowledge about the availability and methods of using technologies in the teaching-learning process. In addition, teachers should have the knowledge and skills of using ICT in relevant and appropriate ways to help them in instructions.

Greene (2008) adopts a different approach and puts that there is scarcity of curriculum-specific ICT resources. He remarks that students and teachers possess good basic ICT skills, although they may not get necessarily the same advantages of using online resources. Greene also observes that teachers should be equipped with appropriate training on how to use ICT in education. Yet, there is need of shift on teachers' part from traditional to the interactive pedagogies in contexts that are non-ICT, before being able to be familiar with the benefits offered by ICT (Tanner & Beauchamp, 2008).

Talking about ICT environment, Chen and Wu (2001) observe that the teachers should emphasize students' ability of using ICT. Also, teachers should explain to their students the fact making mistakes in the lessons being taught with the help of ICT is part of the learning process.

Moreover, the ICT environment should enable students how to relate material to reality so that they achieve the best learning outcomes. Learning in ICT environments is in many ways

similar to a journey; teachers newly entered into the profession often provide new visions (Mukama & Andersson, 2008).

Another important point was raised by Beauchamp and Kennewell (2008) by putting that teacher for the most part orchestrates the learning process or learning is controlled by software. Therefore, students should have a more important role in adaptation of resources. Furthermore, it becomes necessary for teachers to teach relevant assigned tasks to students while using ICT in both cases i.e., when instructions are ICT based and otherwise (Cox & Marshall, 2007).

In order to critically evaluate the worth of ICT in education, there is the need of taking into consideration the evidences from across the globe in different setting and contexts. There is multiplicity of stances: one group of research considers instructions in ICT as beneficial- but in case of few subjects, not all (Liao, 2004). This piece of findings results in further controversy: howthe suitability of ICT for different subjects can be determined? And further, which contents in particular can be best covered by using ICT with in a particular subject? . The use of ICT for the overall curriculum is therefore very important and thought-provoking one (Ward & Parr, 2010).

6. The Use of ICT in Enhancing Language Skills

6.1.Speech and Pronunciation:

In classrooms teachers and instructors rarely focus on pronunciation. So Computer Assisted Pronunciation Training (CAPT) which makes use Automatic Speech Recognition (ASR) technology and visualization techniques are useful tools for language instructors and teachers to focus on speech and pronunciation in classrooms. ICT has advantages in pronunciation; it gives the autonomy to learner, the option to repeat exercises and wider variety of native speaking models (Lukpata. & Christophe, 2014). It provides pronunciation training in classrooms. Through ICT, learners may proceed at their own pace and focus on specific areas. The option to repeat exercises as many times as they would like (Mchunu, 2013).

6.2. Listening:

ICT provides access to sources that are more authentic and culturally relevant and appropriate listening materials in different languages. It can also support language learner by allowing them to interact individually with listening activities. Teachers and instructors also can add the video and audio file to give visualized and hearing things for students in their classrooms. It also provides subtitle and transcription and allows the students to replay the file many times as they wish, hence makes the study self-directed fashion (Strickland et al. 2013).

6.3. Reading

Applications of ICT, lexical training programs, multimedia annotations within texts, and access to electronic and online dictionaries and internal glossaries while reading can have a progressive impact on vocabulary, particularly for L2 learners at an intermediate language level (Chun & Hsu, 2011).

Some other studies also reveal that access to multimedia annotations and online dictionaries within texts increases students' reading comprehension (Chun, 2011). The Internet can be used to encourage an increased rate of reading in L2 learners (Lu, 2008). Through ICT learners are more autonomous and they read books and study materials which they want to study anywhere and every time (Kukulska-Shield, 2008).

6.4.Writing:

Research into the applications of ICT to writing skill in foreign language has mainly focused on the use of ICT for automatic feedback on writing. Some online tools are available that have the facility of basic style and grammar correction. Language software programs offer writing corrections for language learners at the word and sentence levels (Lafford, 2004). For commercial purposes, self-authoring programs allow learners to interact with texts inputted by the instructor through activities like text prediction, fill-in-the blanks, word unscrambling, and sentence ordering. These applications may be appropriate as warm-up exercises before the actual tasks of writing (Camsoft, 2011; Harbusch et al., 2008). Different computer tools are used to enhance learners' writing. Computer Mediated Communication (CMC) tools are important in this regard. They include texting, emailing, wikis and Google Docs. These tools and apps allow multiple users to edit a text document, store and share online (Jones, 2008). A host of other research studies investigates the use of corpus ICT, based on searchable collections of authentic texts categorized in some way for classroom use. It serves as a means of providing students access to models and introducing them to different genres of writing in the target language (Mehta, 2012).

6. Methodology

This part describes the Methodology of this study which further describes the nature of the study, population, sampling, research tools, collection and analysis of the data.

6.1. Procedure of the study

This correlative study explores the impact of ICT on the integrated skills of the students and an attempt was made to measure the students' tendency of using technology by recording their responses through a questionnaire which had been designed for this purpose and likewise, its impact on their proficiency was also examined by conducting a test. The respondents of the study were the BS level students from two colleges and two campuses of a university. The data were collected by using a questionnaire and test having 16 questions.

6.2.Target Population

The target population of the study were male (160) and female (120) students aged 20-25 and all of them were BS level students.

6.3.Sampling

The study included 280 subjects/students who were randomly selected from four different institutions at District Dir Upper, Khyber Pakhtunkhwa Pakistan. These institutions were also randomly selected from the total fifteen institutions of District Upper Dir.

7. Research tools

7.1.The Questionnaire

The main research tools for the current study were the questionnaire and the test. Before study, the research tools were piloted to measure and note the validity and accuracy of the tools. After correcting and incorporating the correction, the questionnaires were distributed among the male and female students for data collection. The questionnaire had ten questions each and every question had further multiple options, however, question no 1 had six options, question no 2 five options and while from three to ten, they had only four options.

8. The Measuring of English Language Proficiency Test

For measuring the language proficiency, a test was designed to check the frequency of the ICT gadgets used by the participants The first question had eight items and every element has four options. This question was about choosing the correct synonyms. The second question has four items and every element has four options. This question was about selecting the correct antonyms. The third question has seven items. In this question ,students were asked to correct the spellings of the given misspelled words. The fourth question has six items- asking to make the different forms of the given words. The fifth question has paragraph in which to find out nouns, verbs, adverbs and adjectives. The sixth and last question has seven items in which students were asked to make the sentences of the given words.

9. Data Collection

The researcher personally collected all the data by visiting the two colleges and two campuses and a prior proper permission of the concerned staff were taken to collect the data. The respondents of the study were facilitated and the tools were properly used for the collection of data. The questionnaires were filled in by the respondents and then, they were given test to record their perceptions.

10. Analysis of the data

After the collection of data, they were properly tabulated, organized, compiled and conflated to make conclusion of it in the light of the research questions. The options marked in questions were counted and tabulated as per against each aspect of the questionnaire. Further, the data were analyzed through the total users of each section and average marks of each section which they

have got in their test. On the basis of the results of the calculations, conclusions were drawn and recommendations were made.

11. The Detail of Devices, their Users and their Test Marks

It is worth-mentioning here that the following data, collected through questionnaire, came from the responses of the subjects group who are in touch with ICT. Naturally, subjects using simple devices e.g. ordinary mobile phone, calculator or other gadgets have been excluded from this category. Details of devices, their users and the test marks are represented in the below table and an XY graph.

12. Results and Discussion

The data collected through questionnaire and were matched with the results of the test attempted by the subjects. Data collected both through questionnaire and test have been presented in tables, followed by analysis of the various factors related to ICT that may shape subjects' English language proficiency. As mentioned earlier, the questionnaire conducted for data collection in this study contained ten questions; each question was addressed to collect data about the various aspects of the subjects' use of ICT, the data gathered are tabulated in ten major tables below. Each table is the blend of the findings about the use of ICT by the subjects and their subsequent test score.

13. Comparison of Test Scores of Students' Use of ICT and Non-users

The central assumption of the present study was relating the use of ICT with the positive implications on students' English language proficiency. Having identified the devices of ICT in the previous section, the following results have been derived from the overall test scores of the two groups of subjects.

Table. 2: Comparison of Students Using Devices of ICT and Non-users

S. No	Users/Non-users	Test Score %
1	Users	64.40
2	Non-users	49
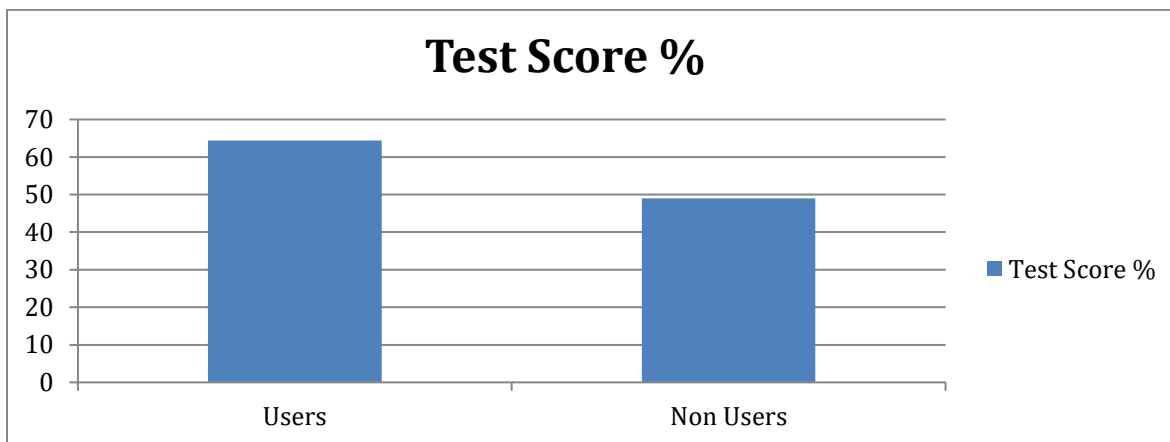
Figure. 2: Comparisons of Students Using Devices of ICT and Non-users

As shown in the above table and graph, students using any of the four devices or multiple devices scored with the average of 64.40% and stand with the difference of 15 % from the students who were not using any of the devices of ICT. The use of ICT is very much effective for students' proficiency of language. This analysis validates the original hypothesis of this study that the use of the devices of ICT has a positive impact upon students' English language proficiency.

Table 3: Duration of the Usage of ICT by the Subjects

S. NO	Duration	Number of Users	Test Average % Marks
1	Less than one year	67	55
2	Two and a half years	88	62
3	Three to Five years	81	67
4	Six to seven and a half	25	70
5	Eight to ten	7	69

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14. Duration of the Usage of ICT by the Subjects

Next to the sort of device of ICT, the next important aspect of ICT was the duration of its use by the subjects. It was assumed that duration length of ICT use increases subjects'

Table no .3 shows that the first group in sequence has 67 students and they form 22% of the total number of subjects. This group used ICT for less than one year. They have secured 55% marks in the test. The second group has 88 users which makes 29% of the total subjects of this study, used ICT for two and half years. This group has scored 62% in their test. The third group in sequence, used ICT for three to five years, has 81 students which makes 27% of the total study. This group has secured 67% marks in their test. The fourth group in order used ICT for six to seven and half years and this group have 25 students which make 9% of the total students in this study. This group has scored 70% in test. The fifth and last group in sequence has only 7 students and they used ICT for eight to ten years and they have 69% scored in test.

The first group has 67 students and they used ICT for less than one year, they have achieved (55%) marks in test but the second and third group has 88 and 81 students respectively and they used ICT for longer time (two and a half years, and three to five years) have scored 62% in test. The test score of the second and third group has higher than the first group because they used ICT for longer time than the first group while the fourth and fifth group use ICT for longer time than the rest of the groups and they have scored better than the rest of the groups.

This table also shows that, except the first group, other groups used ICT for long time. As their duration of use of ICT is longer, their test marks also increased. On the basis of given data, we can conclude that those who used ICT for long time have better result in their test score. Because, when they use ICT for longer they would get more learning from technological devices. So those who use ICT for longer time has positive impact on their language proficiency.

15. The usage of ICT on Daily Basis by the Subjects

Along with the total time duration of the use of ICT by the subjects, it is also important to consider the time duration of ICT on daily basis by the subjects. Subjects' responses to this question have been presented and analyzed in the following table and subsequent table.

S. N O	Amount of time	Number of users	Test Average % Marks
1	Less than one hour	124	52
2	Two to four hours	104	56
3	Five to six hours	26	57
4	More than six hours	12	60

Table 4 : The usage of ICT on Daily Basis by the Subjects
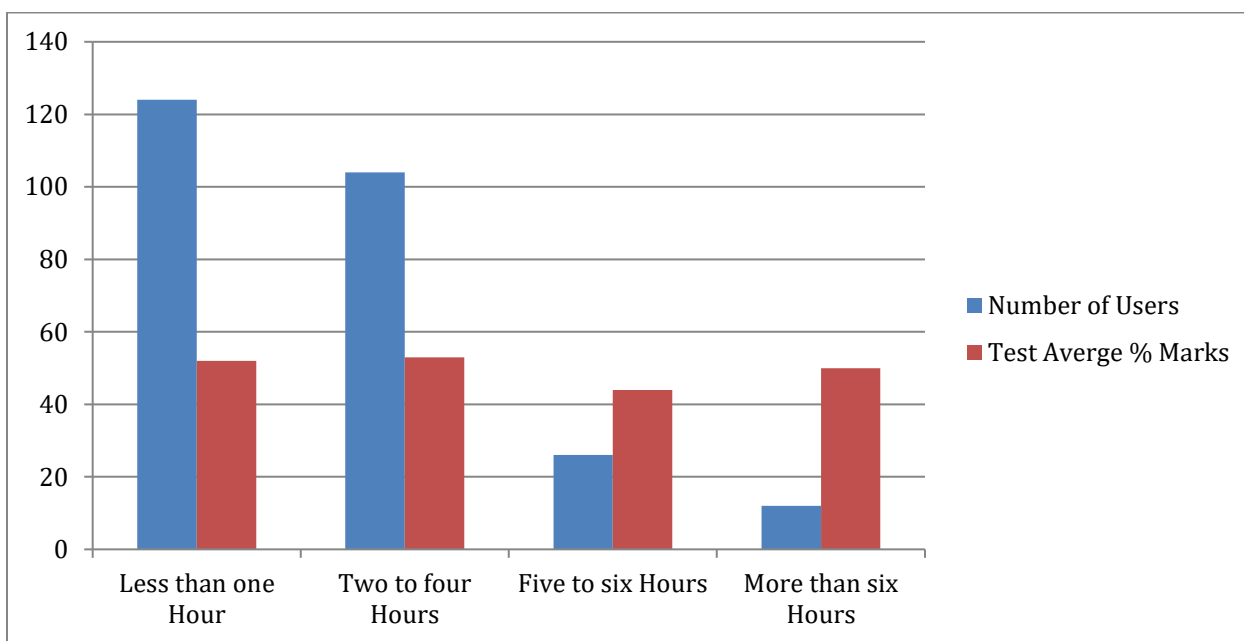
Figure 4: The usage of ICT on Daily Basis by the Subjects

The above table and graph in figure no 4.4 show that the highest number of subjects (124) who use ICT from less than one hour which is 45% of total subjects in this study. They are the lowest scorer 52% in this table. The second groups of the subjects (104) which use ICT from two to four hours constitute 37% of the total subjects. They are the 2nd lowest test scorers (53%) in this table. The third group is the group of 26 users who use ICT from five to six hours which constitute 9% of the total users. They are the second highest scorers in this table. The fourth group has 12 users which use ICT for more than six hours. They got 60% marks in the test. To compare this group with the rest of the groups in the aforementioned tabulated data, they have better language proficiency.

The first group indicates that 124 subjects gave little time to the use of ICT. The second group shows that 104 subjects were using ICT just for two to four hours but they have better test results than the 1st group. The third group in sequence has little users but high amount of time has

better results as compared to the first 2 groups. The fourth group use ICT for longer time and they have the best results 60% in their test.

16. Purpose Based Classification of the Use of ICT

In this section, subjects were enquired about the purpose of using ICT. Prior to any discussion of the purpose of using ICT, it is important to mention that using ICT irrespective of any particular purpose would contribute to subjects English language proficiency. Yet, it is worth-considering to investigate subjects' purpose of using ICT and their awareness regarding the purpose of using ICT. The following table presents the results derived from the questionnaire.

Table 5: Classification of Subjects on the Basis of Purposes of Their use of ICT

S. NO	Purpose	Number of users	Test Average % Marks
1	Entertainment	35	44
2	Educational	80	60
3	Communication	32	55
4	Multiple Purposes	133	57
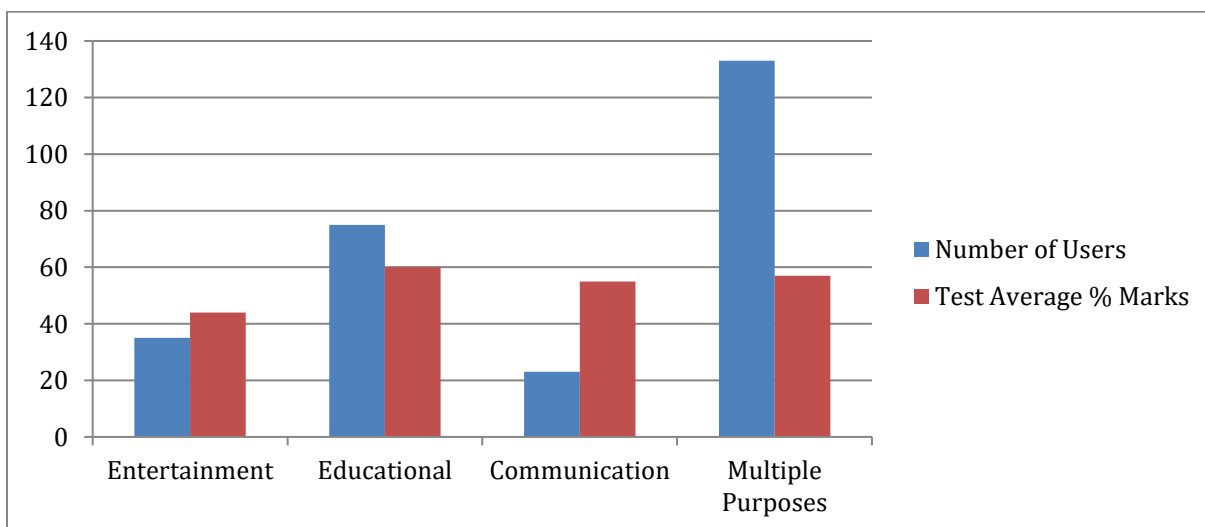
Figure 4. 5: Representation of Subjects on the Basis of Purposes of Their use of ICT

In the above table and XY graph, the fourth group shows that the majority of the subjects were using ICT for multiple purposes. The number of these users is 133, which constitutes the 48% of the subjects of this study. As they are greater in number, their marks are also the second highest (57%) in this table. The second largest group in this table is the second group in sequence, using ICT for educational purposes. The number of users of this group is 80 students which is 28%

of the total subjects. The test score of this group is 60%. The third largest group, on the basis of the number of users, is the first group (students using ICT mainly for entertainment) in sequence. The users of this group are 35 and their test score is the lowest score in this table. The fourth group has little users (32) and they have the lowest marks (48%) in test as shown in the table.

This table and graph in figure 5 also indicate that majority of the subjects use ICT for multiple purposes; they are almost half of the students in this study and they are good scorers in this table. Their results are good because the use of ICT for them pave the way of acquiring knowledge from multiple channels. Moreover, the subjects who use ICT for educational purposes have considerably the highest scorers. Those who used ICT for communication purposes are little in number and they got low marks in test.

The reason of this noticeable increase in the test score of the respondents shows that, those who used ICT mainly for single purpose except educational purposes have low marks. The subjects who achieved the highest marks even they used ICT for the single purpose (education), it is because their sole purpose is the enhancement of their integrated skills. On the contrary, those who used ICT for multiple purposes have highest marks than the rest of the students who use ICT for single purpose, got lower results. Those who use ICT for more than one purpose have known more terminologies, use in devices which they use so they have good language proficiency skill So on the basis of the findings presented in the above table, the original hypothesis of this study is validated that the use of the devices of ICT has a positive impact upon students' English language proficiency.

17. Entertainment Based Use of ICT

As shown in the above table, entertainment appeared as the purpose of using ICT among a considerable section of the subjects. The concept of entertainment is itself a broad concept and contains many components in relation to ICT. Also, ICT offers a large number of opportunities of entertainment. Therefore, it is possible to categorize subjects on the basis of the means of entertainment they had while using ICT. The following table presents their responses.

Table 6: Entertainment Based Use of ICT

S. NO	Entertainment	Number of users	Test Average % Marks
1	Games	52	48
2	Music	37	43
3	Movies and videos	25	50
4	All of them	166	54
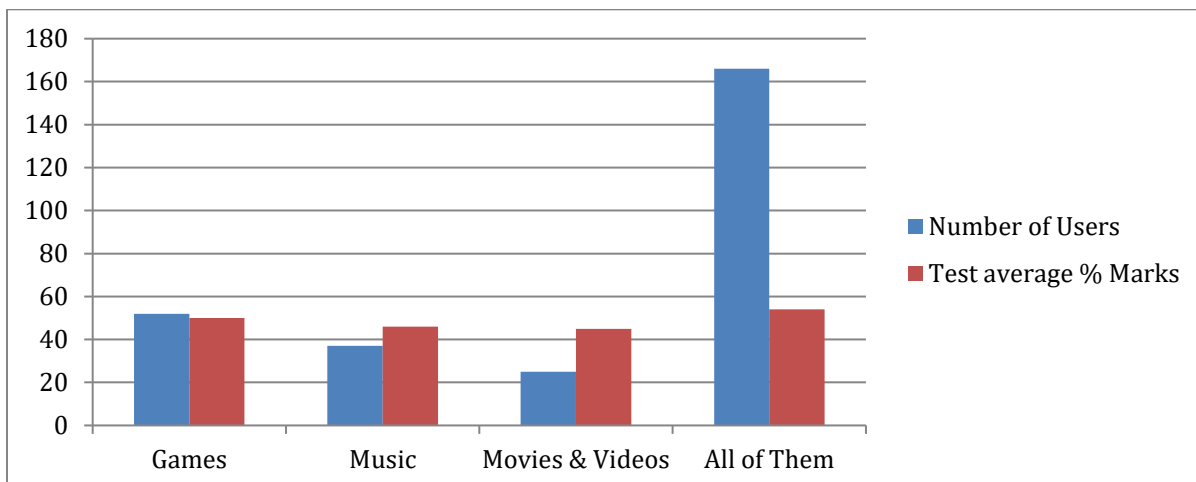
Figure 6: Entertainment Based Use of ICT

Table no 6 shows that in the 1st group the number of 52 students were using games as the source of entertainment while using the ICT. This group forms 18% of the total subjects of this study and their test score is 50%. The numbers of 37 students were having music as the chief source of entertainment. This group makes almost 13% of the total subjects of this study and the test score of this group is 43%. In the same table, the numbers of only 25 subjects were in the practice of watching movies and videos as the main source of entertainment. This group constitutes 8% of the total subjects of this study and they scored 50% in the test. The description of the fourth and last group in sequence shows that 166 subjects opted multiple sources of entertainment. This group makes almost 60% of the total number of subjects of this study. This group secured 54% test marks.

The table no .6 also shows that more than half of the subjects (166) of this study use ICT for more than one kind or for all of the above mention kinds of entertainment. They have significant test score which is highest score (54%) in this table. It means that they experience multiple areas like music, movies, speeches, lectures, news, games and books in soft form etc while using ICT. Hence, there is a vast opportunity for the subjects to increase their language proficiency. The second largest group in this table is the group who use ICT for sports and games. In this group there are 52 users and their test score is also the second highest score in this table which is 50%. This shows that various games provide a huge amount of novel terminologies in the form directions/instructions and vocal commentary which help the learners of English language to enhance their language proficiency. The third largest group on the bases of users is the group who use ICT for music as a mean of entertainment. They have the lowest score in test which is 43%. The last group is the group who use ICT for movies and videos has 25 users. They are little in number and they have lowest marks in their test.

They have different test score because they use ICT for different kinds of entertainment. The students who use ICT for the entertainment of movies and videos, they have good score because a number of movies and videos are based on educational themes and objectives. Moreover, various movies contain English subtitles on the screen which may help the learners while enhancing their

integrated skills. Videos may include different talk shows, entertainment shows; moral clips which are almost full of formal and informal English words, phrases and calques that may enhance students' language proficiency. The subjects who used ICT for the entertainment of games, they have also good score because various games provide a huge amount of novel terminologies in the form directions/instructions and vocal commentary which help the learners of English language to enhance their language proficiency. The instructions/directives of games are almost in English language so they have good marks in test. But those who use ICT only for music as source of entertainment then obviously they will have lesser English language proficiency. Because all the subjects of the present study are the native speakers of Pashtu language and almost all of them may listen Pashtu music which has a very low amount of English vocabulary.

18. The Benefits of Useful Educational Apps of ICT

The most important aspect of ICT from the point of view of the present study is the use of helpful educational soft wares and apps by the subjects. It is directly related to the hypothesis of this study. ICT offers a wide range of soft wares and apps that highly contributes to English language proficiency. It includes e-dictionaries, language exercises, games, useful websites and other automated pages for improving English language. Moreover, ICT provides forum for discussion for multiple participants that may help and encourage expression of users. The following table presents subjects' responses related to the use of helpful soft wares and apps in ICT.

Table 7: The Benefits of Useful Educational Apps of ICT

S. NO	Purpose	Number of users	Test Average % Marks
1	Consulting dictionaries	65	53
2	Searching useful sites	50	54
3	Contacting guides	21	51
4	All of them	144	58
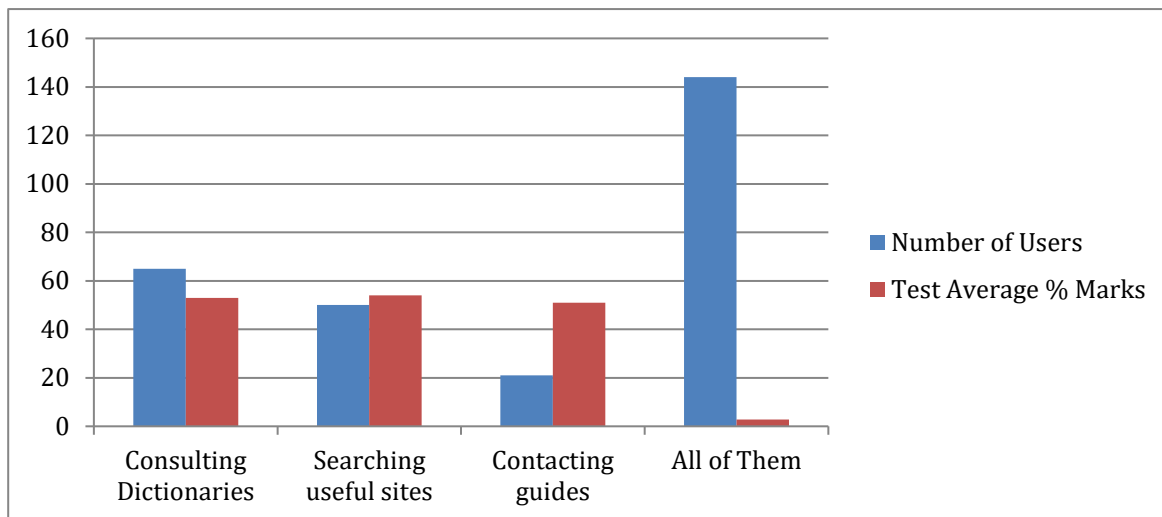
Figure 7: The Benefits of Useful Educational Apps of ICT

The table 7 presents the results of four categories of the students- classified on the basis of the educational app/software or function which they opted for utilizing ICT, purely for educational purposes. It indicates that the first group in sequence, containing 65 students was using dictionaries. They comprise 23% of the total subjects and this group secured 53% marks in test. The second group i.e., those students who were searching useful sites on their device, slightly went over the first group of students. This second group consists of 50 students and forms the 17% of the total subjects of this study. This group has comparatively better marks (54%) than first group. The third group in this table shows that only 21 subjects use ICT for contacting guides which is just 7.5% of the total subjects of this study. But this group has lesser marks (51%) than the previous first and second group. The fourth and last group shows that 144 subjects used ICT for all of the above mentioned purposes which make 51 % of the total subjects of this study. As this group has greater subjects the same it has greater marks in their test.

Table no 7 also shows that the fourth group, having 144 users, use ICT for consulting dictionaries, searching useful sites and contacting guides, have highest marks in their test. The second largest group in this table is the group who were consulting dictionaries also secured good marks in their test. The third largest group is the table of subjects who use ICT for searching useful sites and to some extent it has better marks than the second group in sequence. The fourth group has little users which are 21 subjects but they have better marks than the rest of groups, except than the fourth group in sequence.

Those students who use ICT for consulting dictionaries have good marks (53%). Consulting dictionaries of different types such as English to English and English to Urdu contributes to their vocabulary, words meaning and comprehension and pronunciation. Similarly, students who use ICT for searching useful sites have also good marks because, searching useful sites involves searching, browsing and navigating on internet with the instructions, menus, and commands and

functions given in English, reading materials mostly available in English. All these activities associated with searching useful sites contribute to their English proficiency. Using ICT for contacting guides has also a positive impact on students' English language proficiency.

It may deduce on the basis of findings presented in the above table (4.7) that using multiple apps/software contributes a great deal to students' English language proficiency. It is due to the fact that merely all the apps and software are run and operated by reading and giving commands in English.

19. The Requirement of Internet Connectivity for ICT Based Deices

Internet connectivity is both an important feature and requirement of ICT. Many devices of ICT function with internet and their use is thoroughly dependent on internet connectivity. Other devices of ICT however function independently of internet connectivity but are updated, expanded and improved with internet access. Internet offers a wide exposure to information and exchange of information among users that definitely contributes to English language proficiency. The following table compares the responses of the two subjects' groups i.e. subjects accessing internet on their devices of ICT and vice versa.

Table 4. 8: The Requirement of Internet Connectivity for ICT Based Deices

S.NO	Time	Number of users	Test Average % Marks
1	Sometime	196	45
2	Often	30	55
3	Most of the time	25	60
4	Full time	29	60
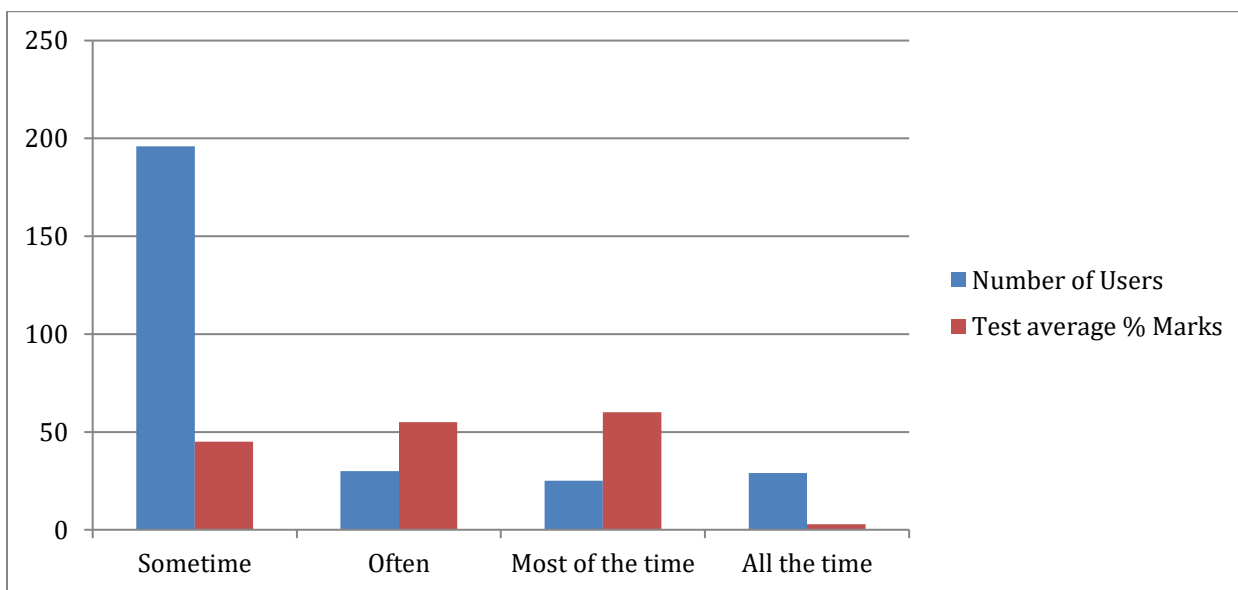
Figure 8: The Requirement of Internet Connectivity for ICT Based Deices

Table no .8 shows that largest section of the subjects of this study (196) was having internet connectivity for some time. This largest group constitutes 70% of the total respondents (280). The students in this category secured 45% marks in test. The second proportionately largest section includes 30 subjects which make 10.71% of the total; they scored 55% marks in the test. The third section in sequence has 25 subjects which constitutes 8% of the total. This section contains a little number (25) of users; they secured the greater marks in the test as compared to the previous two groups. The fourth and last section in this table has 29 students that make almost 10% of the total. This group of subjects outperformed the two groups and remained the same with the 1st group by securing the highest marks (60) in test.

Table no 4.8 also shows that more than half of the total subjects (196) use internet connectivity for some time. Their test result shows that they have low marks. The fourth and last group of this table indicates that only 29 subjects, almost 10% of the total, use internet connectivity for full time. As data show that they use internet connectivity for full time and they have highest test score. So we conclude on the basis of these results that those who use internet connectivity for more time they have greater marks.

Those students who have internet connectivity to their device for some time have 45% marks. And those students who have often internet connection to their device has better marks (55%) than those who have internet connection for some time because, when they have internet connection they can search everything in short they connect with world and they make their access to anything they want which is available on internet. English is mainly the language of internet and thus internet connectivity contributes positively to students' English language proficiency. The 60% marks secured by the students of the last group in sequence, having maximum internet connectivity, outperformed the rest groups in this study. So again given data validate the hypothesis that this aspect of ICT, namely internet connectivity, has positive impact on language proficiency.
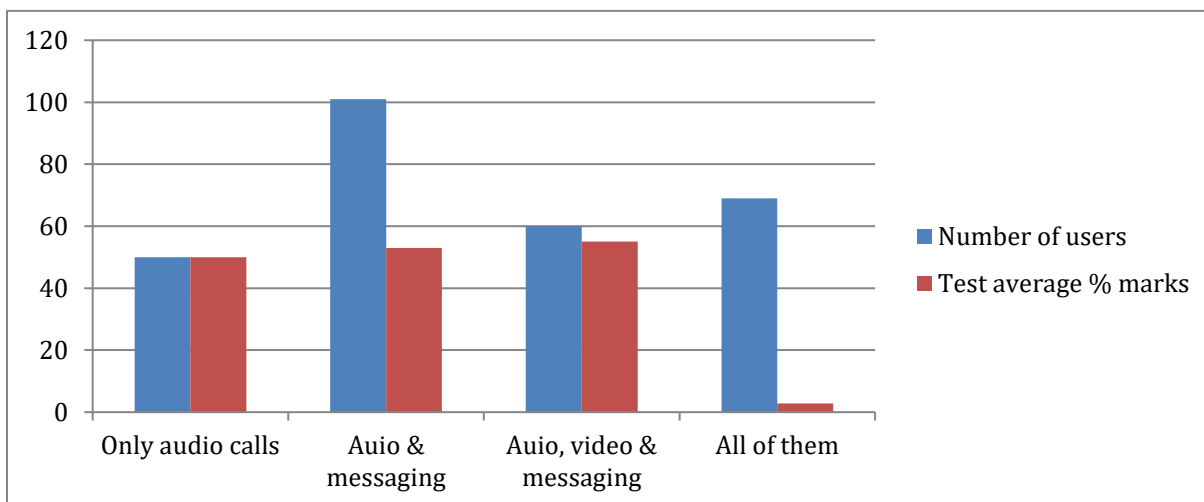
20. Communication Based Usage of ICT Device

The concept of 'communication' is rooted deeply in ICT; one of the basic features of ICT is communication. Broadly, communication in abundant helps in expressiveness and fluency, if this communication is supplemented with elements imbedded from target language, it contributes to English language proficiency. ICT offers greater opportunity to interact with language in one or other way. One such opportunity is holding communication via ICT. The following table classifies subjects on the basis of communication sorts and presents their test scores.

Table 9: Communication Based Usage of ICT Device

S. N O	Communication	Number of users	Test Average % Marks

1	Only audio calls	50	50
2	Audio and messaging	101	53
3	Audio, video and messaging	60	55
4	All of them	69	56

Figure 9: Communication Based Usage of ICT Device

Table no 9 shows that the first group in sequence has 50 subjects which constitute 17% of the total respondents. They use ICT only for audio calls. This group has the lowest marks (50%) in their test. The second group in sequence in this table has 101 subjects which makes 36% of the total respondents. They use ICT for audio calls and messaging. The test score of this group is 53% which is better than the first group. The third group in sequence is the group which has 60 subjects which use ICT for audio and video calls and messaging. This group constitutes 21% of the total population. This group has 55% marks in their test. The fourth and last group in sequence has 69 subjects. These subjects use ICT for audio and video calls and messaging. This group has secured the highest 56% marks in test.

Table no 4.9 indicates that the first group in sequence in this table has 45 users. They use ICT only for audio calls and they have lower 50% marks in test. The second group in sequence has highest users and they have crossed the 1st group in their test. Moreover, the third group has slightly high marks (54%) in their test. The fourth group has 69 users and they have highest marks 56% in this table. On the basis of given data it can be concluded that those who use ICT for multiple communicative means e.g., audio, video and messaging they have better marks in their test.

The reasons for the high achievements of the subjects in their test are; when students operate their device for communication they learn the terminologies which help them in language proficiency but when they use ICT for audio, video and messaging they get high

command on language proficiency because operating all these three kinds of communication they learn a bunch of vocabulary and terminologies which help them in language proficiency.

In holding multiple nature of communication, students operate their devices of ICT and interact with different functions which are operated in English language.

21.Major Findings of the Study

21.1

The latest devices of ICT such as Ipad and tablet contribute more to students' English language proficiency since its users outperformed the users of other devices of ICT for example desktop computer. Because in the present time, users of ICT give preference to the latest technologies over outdated technology. The differences in the scores of the subjects are merely because of their preferences of technology. Furthermore, desktop computers do not possess the latest soft wares, options and even internet connectivity as much the latest devices have. There is number of modern soft wares which can only be operated by the latest ICT devices i.e., IPad, tablets and iPhone etc.

21.2.

The use of cell phone alone, however, is not very much beneficial like that of the other devices of ICT, although, users of cell phone were outperformed by the users of other devices when analyzed individually. It is because cell phone contains almost all the options (even is richer than the other devices) which are present in laptop, desktop computer, Ipad etc.

21.3.

The use of multiple devices contributes a good deal to students' English language proficiency as students using and interacting with multiple devices outperformed the users of any single device. The use of such devices at a time, provide a great bunch of opportunities to be connected with the modern word in many forms. The users use such devices for different purposes i.e., surfing internet, music, audio & videos, games and education. While using these devices, the users experience various areas like lectures, dictations, instructions, various games, commentaries and so on which contribute to students' language proficiency.

21.4.

Except cell phone, the use of any device or the combination of two or more than two devices of ICT have a significant impact on students' English language proficiency as compared to the students who avoid the use of ICT. Those who did not make use of ICT, their performance were recorded very low as compared to that of the users.

21.5

The long the overall duration of using ICT, the better is English proficiency of the students. Similarly, the more the students interact with ICT on daily basis, the more they are proficient.

21.6

Using ICT for different or multiple purposes has more positive effects on English language proficiency of the students than using it only for the purpose of communication or entertainment.

21.7

The use of ICT is highly beneficial and supportive in improving students' English language proficiency if it is used purely for educational purposes. Searching useful sites and consulting dictionaries particularly contribute significantly to students' English language proficiency.

21.8

Internet connectivity through modern devices of ICT improves students' English language proficiency; the more the students access the internet through their devices of ICT, the better is their English language proficiency.

21.9

Holding multiple types of communication i.e., text messaging and emailing, audio and video calls by using different applications and soft wares contribute a great deal to students' English language proficiency as students holding communication by the means of just text messaging and audio calls were outperformed by the students who were having multiple nature of communication.

21. Recommendations

In the light of the present study, the researchers came up with some useful suggestions and recommendations for the maximum efficacy of ICT for enriching students' English language proficiency. The utility of ICT in EFL context should not be ignored by the policy makers, curriculum designers, teachers and students by doing the following:

1. Students need to be encouraged for the positive use of ICT for the ease in their learning of different subjects in general, and their improvement of English language proficiency in particular.

2. They should be given maximum opportunity for interacting with ICT at schools and college levels, and more particularly at university level, so that they may utilize ICT in terms of improving their English language proficiency.

3. Proper instructions and guidance should be provided to the students to utilize ICT in becoming autonomous learners, as well as, using ICT in teacher-oriented tasks.

4. They should be taught how to get exposure to the input from the native speakers of English via internet connectivity and playing the audio and video clips through their devices of ICT.

5. Classrooms should be equipped with some of the basic devices of ICT such as multimedia display, projector, speakers and media players for raising students' motivation and their consequent interest in the subject of English.

6. The newly coined terminologies and the application of already existed vocabulary items to modern use in operating and using ICT and the specialized expressions related to it should be incorporated in the syllabi at different level for its effective and appropriate and extended use by the students.

7. Teachers should assign tasks to their students that involve interacting ICT and using it for communicative tasks of various sorts.

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