Exploring the Utilization of ICT in Learning and Teaching of English at Undergraduate Stage: A Case Study of Public Sector Universities in Baluchistan

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Abstract

The utilization of Information and Communication Technologies (ICTs) represents an alternative approach to learning and teaching English at the university level. This method has the potential to enhance the academic standard by adopting a learner-centered approach, which has significantly contributed to generating interest in English language instruction. The purpose of this study is to conduct a survey on the use of ICTs in language classrooms. The research explores the differences between traditional and modern modes of instruction from the instructors' perspectives. The study employs a quantitative approach, utilizing online five-point Likert scale questionnaires to collect data. Based on the responses received, the findings reveal that technology has played a significant role in the teaching and learning of English at the university level. It has demonstrated the ability to improve the teaching process while simultaneously enhancing the learning experience. As such, the study recommends the provision of adequate technical facilities to universities in the province of Baluchistan to enable the proper execution of technology in the learning and teaching process. Additionally, suitable training sessions must be conducted to ensure the efficient use of technological gadgets for instructional purposes, thereby creating a better platform towards the learning process.

Keywords: Baluchistan, English, ICT, learn, teach, university

1. Introduction

The mode of instruction has evolved in modern times, and one of the latest techniques is the adoption of ICT in teaching foreign languages. This approach has transformed the traditional two-way instruction process and elevated the academic level of language learning and teaching from a teacher-centered approach to a learner-centered one. According to Mustafa et al (2012), educational aims and goals should align with the changing world to stay relevant. Computer-assisted language learning (CALL) has gained widespread recognition in recent years as a

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crucial component of reorienting educational goals away from knowledge acquisition and towards methods that foster the development of attitudes and intellectual abilities, while facilitating the assimilation of new information (Dina et al, 2013). Therefore, as Yang et al (2007) noted, teachers must first become familiar with the use of ICT that will occur in their classroom to ensure the safe collection of information. Furthermore, establishing an IT laboratory equipped with one computer per student would successfully fulfill instructors' current classroom needs (Hashemi et al, 2011). To create a well-structured curriculum that fits the needs of all students, instructors should complement the course book using information and communication technologies (ICTs).

1.1   Research Objectives

The objectives of the study are:

1. To investigate the utilization of technology for the improvement of English language instruction and learning at the undergraduate level in the universities of Baluchistan.
2. To elucidate the significance of the ICT project in enhancing the instructional and learning process of English language at the undergraduate level in the universities of Baluchistan.

1.2   Research Questions

Following are the research questions:

1. In what ways have technological devices been used to enhance the learning and instruction of English at the undergraduate level in the universities of Baluchistan?
2. What is the significance of utilizing ICT in the instruction and learning of the English language at the undergraduate level in Baluchistan's universities?

1.3. Vitality of Study

The following study intends to contribute to find the importance of integrating technology in instruction deliverance and learning processes at level in the Universities of Baluchistan. The following study tends to examine various techniques of instruction to add valuable information to the existing literature to integrate ICT to teach English in the context of Pakistan that in turn, offers various new ways of effective and efficient English language instruction. While the current literature is not concerned with English teaching methods, the obvious reality is that technology may be utilized to teach English extremely well if used correctly. This research will examine several methods for effectively teaching English via the use of technology.

2.   Literature Review

Njoku (2015) have classified different types of Information Communication Technology (ICT) that is being used to learn and teach: Audiotape, Radio, Videotape, Television, Audiotape, Tape recorder, Compact Disks, Digital versatile discs, Flash drivers, Telephones, Mobile phones, Computer networks, Laptop, Satellite System, software and hardware. Mam and Hennessy (2011) pointed out that the introduction of ICT can stimulate learners and instructors to find new strategies towards learning and instruction. These strategies may entice students and

teachers for discussion and feedback. These strategies also help them learn English fluently. Grammar is a backbone to learning a second language, whereas vocabulary helps to speak a second language. Skills are important to learn a second language. Therefore, ICT is focused on improving learners' productive (Speaking & Writing) and receptive skills (Listening and Reading) along with grammar and vocabulary skills for learning Second Language (SL).

2.1. Advantages of ICT to Teach and Learn English through Development of Lingual Skills

The learning of target language tends to enhance the motivation of learners' awareness of language via use of different ICT gadgets, such as, the smart-boards, video-games, and the cell phones (Altun, 2019). Therefore, with the help of ICT to learn English has proved to be compatible, innovative and flexible (Qin and Shuo, 2011).

2.1.1. Speaking Skills

Kirkgoz (2011) tried to find the development of speaking skill with the help of video recording. He proposed classroom-oriented tasks that consisted of three hours. Later, one hour was added to the task. Gramik (2012) also support the idea and further adding cell-phone as a useful tool known as MALL. He further mentioned that learners in Japanese schools learnt to create short clips and shared with each other.

2.1.2. Reading Skills

Becker (2000) conducted a study on the talking-books. These books have been designed to record the readings for the learners. It was designed for the learners to improve their pronunciation along with the intonation. These books along with its animations help learners to create fun and joy. Fu (2013) mentioned the E-books that are commonly utilized with the daily readings. They also tend to support ESL/SL learners to learn effectively. He adds that students use different technologies and electronic devices for reading which are effective for them. But E-book reading increases vocabulary and corrects pronunciation.

2.1.3. Writing Skills

Levy (2009) claimed that using ICT in writing skills is useful for students. Modern technologies are so advanced that these technologies have auto-correction functions for students. These technologies are useful for students to write blogs, emails, and journals with correct grammar and spelling. As well as reviewing each other, such work will also enhance their writing.

2.1.4. Listening Skills

For good quality education, a student may focus on their listening skills in equal to the other lingual skills. Levy (2009) even explained that computer programs and its built-in features are so flexible for the learners that learners tend to utilize them during their learning periods. There are some of the important features such as the re-play, stop, and slow-down audio/video that have been helpful for the learners to learn the notation and pronunciation of the target language.

2.2. Beneficial Insights of ICT for English Instructors

Some of the benefits of ICT in the teacher context are observed which are discussed below:

2.2.1. Facilitation for Instructors

Njuko (2015) mentioned Microsoft PowerPoint and stated that the PowerPoint is useful to for presentations. This is more effective for students and teachers to cover lessons within time. Moreover, Fu (2013) adds that ICT is a tool that changes teachers' style from a traditional way to a new modern way. ICT also helps teachers to handle huge classes in a short time.

2.2.2. Altering the Attitude of Instructors

According to UNESCO (2007), the role of ICT within the educational domain of Asia-Pacific countries have been effective for administrative purposes. It demonstrated an addition of collaborative efforts within teachers so to communicate effectively amongst each other. Therefore, the instructors in Baluchistan tend to get advantage from technological gadgets from different perspectives.

2.2.3. Adding Entertaining Segments in Classroom Environment

Gunuç and Babacan (2018) stated that to provide a stress-free environment helps learners to learn quickly. Using the ICT can make the classroom environment more comfortable and can provide enjoyment for the learners. The electronic-based content is beneficial for the English learners. With this, there have been many games that can assist learners to learn English.

2.3. Application of ICT to Teach and Learn English

It is a fact that the technological world acceded to the importance of ICT gadgets in classroom environments. They play a crucial role in teaching and learning English in different academic contexts. In addition, YouTube, the mobile phones, computers, the internet, radio, and the language labs are currently being used for teaching and learning English language.

2.3.1. Informative Role of You-Tube to teach English

With the help of you-tube, tutors can upload their lectures and learners are motivated to watch them. Similarly, YouTube has provided various channels such as VOA and BBC (Waddell, 2011). Moreover, it was added that if you-tube will be used as an additional source of material than it improves the knowledge of learners regarding their lectures. Therefore, he estimated that in this regard learning process could be more fun and meaningful. Due to the effect of you-tube pupils get the chance to recall the lessons more effectively.

2.3.2. Mobile Applications to Learn and Seek English

With the help of mobile, learners can download different dictionaries that are used to search for new words in order to develop reading, speaking, listening, and writing.

2.3.3. Surfing on the Internet

According to Londhe et al. (2016), Internet offers a variety of language resources. The Internet empowers pupils in order to connect with non-native and native speakers all the time. Further it was added that due to the internet learning has become interesting and powerful. In fact, internet grants both pupils and tutors the opportunity to work effectively.

2.3.4. The Significance of Computer Technology

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Language learners have been facilitated with the computerized tools in order to develop their knowledge about English language by using CDs and other multimedia instruments. With the help of multimedia, learners can see different images through the slide shows.

2.3.5. Radio-A Needful Gadget to Learn and Teach English

Radio may help language learners to develop their lingual skills. Apart from this, radio lessons provide different conversations, rich in vocabulary and well-structure in the form of dialogues (Choudhury et al., 2014). Therefore, radio is considered to be an important tool to learn language.

2.3.6. Crucial Part of Language-Labs in Academic Domains

The language labs help to develop language skills through multimedia-based learning. They can help to develop proficiency by distributing the materials of course (Ardani, 2021). Consequently, students also make a recording of their voices to improve their speaking skill. The lanague labs may create an atmosphere more comfortable as compared to old classrooms (Alkamel & Chouthaiwale, 2018).

3. Research Methodology

The current study is quantitative in nature. For the purpose, English language teachers who used ICT in their language classes were requested to fill out an online questionnaire.

3.1. Data Collection Tool

The data were collected using the Likert scale questionnaire. The link of the questionnaire was shared via WhatsApp and email.

3.2. Sampling and Population

The data were collected from the Departments of English of three renowned public-sector universities in Baluchistan, Pakistan, namely University of Turbat, University of Baluchistan and LUAWMS-Uthal, Baluchistan. Through the purposive sampling technique, the samples of instructors and learners were selected. The following table (3.2) lists the number of sample that was selected for this study.

Table Error! No text of specified style in document.**.2: Sample Size**

SAMPLE SIZE			
Universities	Department	No of Teachers	No of Students
University of Balochistan	English	05	30
University of Turbat	English	05	30
LUAWMS Uthal	English	05	30
TOTAL		15	90

### 3.3. Data Analyzing Technique

After receiving the responses from the respondents' data, they were put into SPSS for analysis. Frequencies and percentages were calculated and interpreted.

3.4.Theoretical Framework

The theoretical framework is founded upon the models developed by Rogers and Davis in 2003. Rogers' concept of Diffusion of Innovation highlights the importance of ICT users possessing knowledge of technological equipment operation. The theory of Diffusion of Innovation is based on the integration of ICT by users in order to gain knowledge. On the other hand, Davis' concept of Technology Acceptance (TAM) examines the behavior and acceptance of technology by users in relation to its usefulness and ease of use. Davis' concept asserts that ICT is useful for modifying the behavior of users, which has direct implications for the use of ICT in education by both teachers and learners. Kasapoglu-Akyol (2010) conducted research that demonstrates the efficacy of educational technological tools in improving language communication skills. These tools have proven to be particularly effective in enhancing the learning of English as a second language. Moreover, Peregoy and Boyle (2014) found that students acquire English quickly and effectively when using technology as a tool to teach, read, and learn the language.

4. Results and Discussion

The data have been analyzed through frequencies and percentages by using the latest version

Source: (Davis 1985)
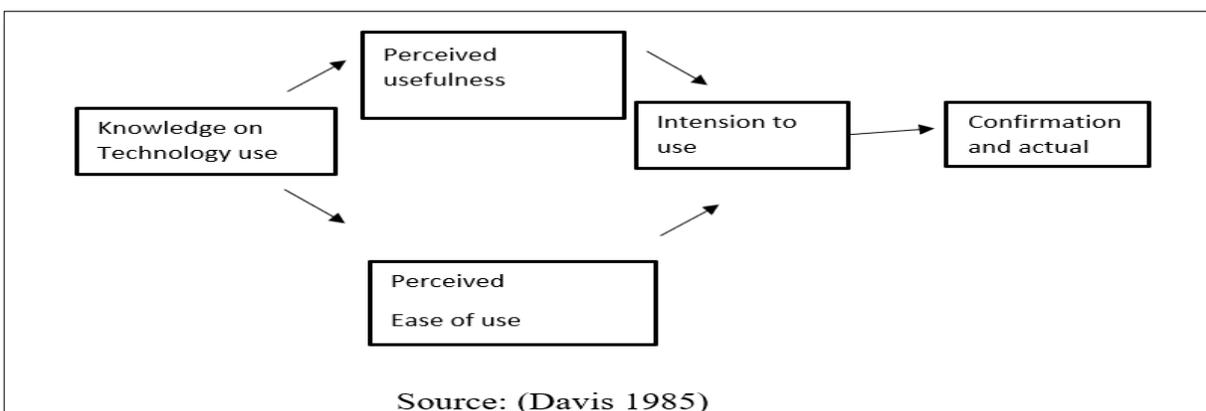
of SPSS software. Tables and figures were drawn to show and understand the results properly. Results have been presented in the following tables.

4.1. Assistance of Computer to Teach and Learn

Table 4.1: Assistance of Computer to Teach and Learn

Teachers' statement: My students utilize the computer as a source to learn.						
Students' statement: My teacher utilizes the computer as a source to teach.						
	SD	D	N	A	SA	Total

		SD	D	N	A	SA	Total
TEACHERS	Male	1	0	1	5	2	9
	Female	0	2	1	2	1	6
TOTAL		**1 (6.7%)**	**2 (13.3%)**	**2 (13.3%)**	**7 (46.7%)**	**3 (20%)**	**15**
STUDENTS	Male	3	4	6	24	13	50
	Female	8	4	5	20	3	40
TOTAL		**11 (12.2%)**	**8 (8.9%)**	**11 (12.2%)**	**44 (48.9%)**	**16 (17.8%)**	**90**

Table 4.1 demonstrates the acknowledgment of teachers under the concerned statement that students use a computer as part of the learning process, accordingly it is noted that 6.7% of teachers strongly disagreed with the statement, unlike those teachers who opted for disagree with the 13.3%. It is also observed that 13.3% of teachers remained neutral while 46.7% of teachers shown their agreement with the statement as compared to those respondents who showed strong agreement being 20.0%.

The responses of the students are also shown in the same table 4.1. For the statement that the teacher uses the computer as part of the teaching process. It is found that 12.2% of respondents strongly disagreed with this statement while 8.9% of students disagreed. Nevertheless, respondents who preferred to remain neutral in their views were 12.2%. Moreover, the respondents who showed or indicated their agreement with the statement are 48.9% and 17.8%.

4.2. Learn and Teach through Utilization of other Digital Gadgets
Table 4.2: Learn and Teach through Utilization of other Digital Gadgets

Teachers' statement: My students respond better while teaching with other digital gadgets.

Students' statement: My teacher uses other computer devices for better learning approach in English classroom.

		SD	D	N	A	SA	Total
TEACHERS	Male	0	0	1	7	1	9
	Female	1	0	0	4	1	6
TOTAL		**1(6.7%)**	**0**	**1(6.7%)**	**11 (73.3%)**	**2 (13.3%)**	**15**
STUDENTS	Male	2	11	9	20	8	50
	Female	6	8	6	16	4	40
TOTAL		**8(8.9%)**	**19(21.1%)**	**15(16.7%)**	**36(40.0%)**	**12(13.3%)**	**90**

Table 4.2 shows the responses of teachers regarding the statement: students respond better while they teach with other digital gadgets. It has been found that 6.7% of teachers have a strong disagreement. Respondents who are neutral in their opinions are 6.7%. However, it is observed that most of the teachers presented their opinions towards agreement 73.3% while those who had strong agreement are 13.3%. Table 4.2 also shows the views of students regarding the

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statement that the teacher uses other digital gadgets for a better learning approach in the English classroom, accordingly it is noticed that 8.9% of respondents strongly disagreed with this statement. On contrary, 21.1% of responders disagree. It also shows that 16.7% of pupils presented their opinions that they were neutral. Furthermore, it is observable that 40.0% of respondents show agreement with this statement. Anyhow, 13.3% of reporters reported strong agreement with this description. From the above result, it is evident that most of the responders have a positive opinion as regards to this statement.

Table 4.3: Verge to Teach and Learn Online within University

Teachers' statement: Online teaching is applied at the campus when there is need.

Students' statement: Online learning is used in my university.

		SD	D	N	A	SA	Total
TEACHERS	Male	0	3	1	5	0	9
	Female	0	2	1	3	0	6
TOTAL		**0**	**5 (33.3%)**	**2 (13.3%)**	**8 (53.3%)**	**0**	**15**
STUDENTS	Male	5	13	6	21	5	50
	Female	6	14	3	15	2	40
TOTAL		**11(12.2%)**	**27(30 %)**	**9(10%)**	**36 (40%)**	**7 (7.8%)**	**90**

Table 4.3 shows the responses of the English instructors on the statement that online instruction is applied at the campus when there is a need. It is evident from the table that 33.3% of teachers disagreed while 13.3% are neutral. On the other hand, 53.3% of the respondents agreed. Hence, it can be noted that most of the teachers' responses are in favor of 'Agree'. The same table 4.3 also shows that the responses of respondents toward the statement that online learning is used in my university, 11.2% of respondents strongly disagreed while 30.0% responses only disagreed. Responses who remain neutral are 10.0%. It is found that responses which are given by respondents showing agreement are 40.0% as compared to the strong agreement being 7.8%.

Table 4.4: Use of ICT Gadgets Motivates Learners to Focus More on the Teaching of English Language

Teachers' statement: Students can focus more when ICT tools are used in teaching English language.

Students' statement: I can focus more if my teacher uses ICT tools in teaching English language

		SD	D	N	A	SA	Total
TEACHERS	Male	0	1	1	5	2	9
	Female	0	0	0	3	3	6
TOTAL		**0**	**1 (6.7%)**	**1 (6.7%)**	**8 (53.3%)**	**5 (33.3%)**	**15**
STUDENTS	Male	1	7	7	22	13	50

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	Female	1	0	7	23	9	40
TOTAL		**2 (2.2%)**	**7 (7.8%)**	**14(15.6%)**	**45 (50 %)**	**22 (24.4%)**	**90**

Table 4.4 reveals the answers of English instructors on this statement that students can focus more when ICT tools are used in teaching English language correspondently. It is found that no teachers follow the direction of strong disagreement while 6.7% of teachers are in favor of only disagreement. Teachers who are neutral are 6.7% as opposed to those respondents who followed agreement are 53.3%. After all, teachers who are in favor of strong agreement are 33.3%. Table 4.4 also demonstrates the views of respondents under the debate of this statement that I can focus more if my teacher uses ICT tools in teaching English language, so it is found that 2.2% of respondents strongly disagreed with this idea while 7.8% followed the direction of disagreement. It is also observed that 15.6% remained neutral on this statement and 50.0% of respondents showed agreement around this discussion. To sum up, those who followed strong agreement are 24.4%. As a result, it is clear that students are highly motivated when ICT gadgets are used to teach English.

Table 4.5: Easy Access of Information through Use of ICT Tools

Teachers' statement: Students can easily avail information through ICT tools than visiting a library in searching of text-books.

Students' statement: Information can be easily made into access with use of ICT tools than visit the library.

		SD	D	N	A	SA	Total
TEACHERS	Male	0	1	1	5	2	9
	Female	0	1	1	2	2	6
TOTAL		**0**	**2(13.3%)**	**2(13.3%)**	**7(46.7%)**	**4(26.7%)**	**15**
STUDENTS	Male	2	8	8	18	14	50
	Female	2	1	11	17	9	40
TOTAL		**4(4.4%)**	**9 (10%)**	**19(21.1%)**	**35(38.9%)**	**23(25.6%)**	**90**

Table 4.5 shows the answers of English instructors regarding the statement: students can easily avail information through ICT tools than visiting a library in searching for books. English instructors who opted for 'Disagree' are 13.3% Apart from these responses, teachers who have preferred neutral regarding this statement are 13.3%. Similarly, 46.7% said agree as compared to the strong agreement which consists of 26.7%. Table 4.5 reveals the answers of respondents about the statement that information is easily available by using ICT tools instead of visiting the library. It is found that 4.4% of respondents strongly disagreed while 10.0% of respondents only disagreed. Responses that responded neutral are 21.1%. similarly, those responses which are given by students based on the agreement are 38.9% as opposed to the strong agreement

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which consists of 25.6% responses. Consequently, it is notable from the above debate that students have a positive impression of the statement.

Table 4.6: Use of ICT Tools Assists to Improve Four Lingual Skills of English

Teachers' statement: Learners tend to improve four lingual skills of English through ICT gadgets.

Students' statement: I can improve four lingual skills of English through ICT gadgets.

		SD	D	N	A	SA	Total
TEACHERS	Male	0	0	1	6	2	9
	Female	0	0	1	5	0	6
TOTAL		**0**	**0**	**2 (13.3%)**	**11(73.3%)**	**2(13.3%)**	**15**
STUDENTS	Male	3	6	6	26	9	50
	Female	2	1	12	20	5	40
TOTAL		**5(5.6%)**	**7(7.8%)**	**18(20%)**	**46(51.1%)**	**14(15.6 %)**	**90**

Table 4.6 shows the percentages of the statement that learners can improve lingual skills in English through utilization of ICT tools. It is found that none of the teachers opted for disagreement and similarly, no teachers are in favor of disagreement. Besides this 13.3% of teachers preferred to remain neutral among them and 73.3% of teachers opted for agree. Finally, teachers who have selected strong agreement are 13.3%. Table 4.6 also shows responses of the students about the given statement that 'I can improve lingual skills in English through utilization of ICT tools. It is found that 5.5% of students strongly disagreed while 7.8% of respondents were in the opinion of disagreement. Whereas 20.0% of students preferred neutral and 51.1% presented their opinions which are based on agreement about the statement. Responders who selected strong agreement were 15.6%.

How often ICT gadgets have been utilized to Teach and Learn in Classroom.
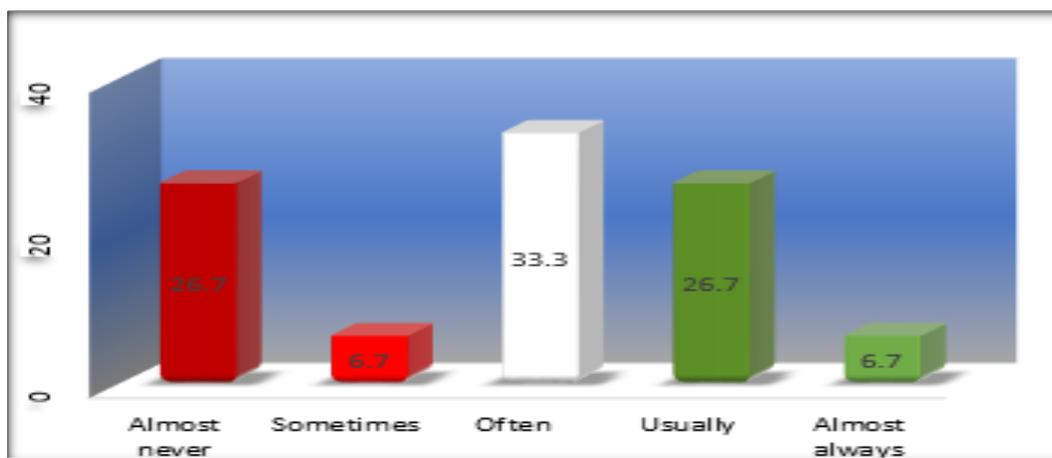**Projector:**

Figure 4.2: Teachers' responses
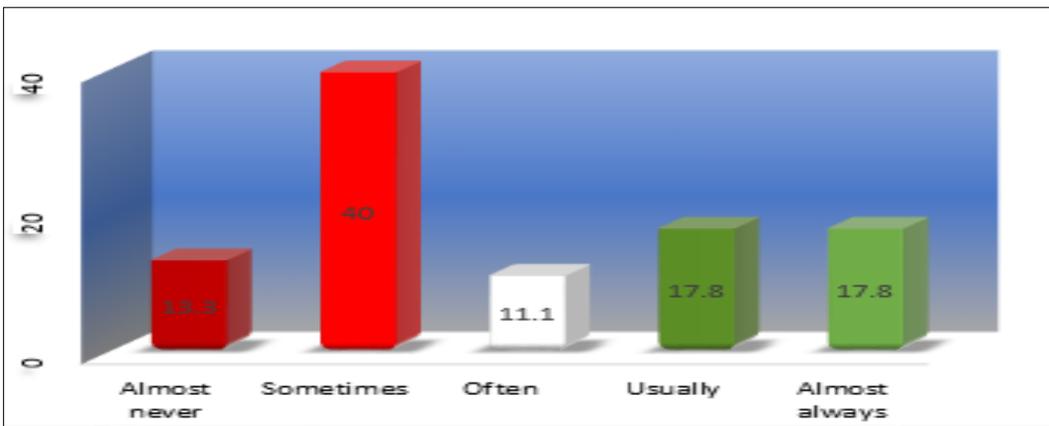**Figure 4.3: Students' responses**

Figure 4.2 demonstrated that the responses of English instructors towards utilization of ICT tools such as a projector. This chart shows the frequency and percentage of this given tool that how often teachers use this gadget in the teaching of English language. It is found that 26.7% of English instructors have almost not used the projector within classroom. 6.7% of teachers sometimes use a projector during teaching. It is shown in the chart that 33.3% of teachers often use the device for teaching and 26.7% of English instructors usually present their' topic by using a projector. Finally, 6.7% of the Teachers almost always use the projector as the source of teaching in the classroom. Figure 4.3 shows the responses participants towards the utilization of ICT tools such as a projector in a classroom. It is found that 13.3% of respondents mentioned that they almost never use a projector in the classroom. 40% of students said they are sometimes taught through the projector. It is also observed that students are mostly taught through a projector while 17.8 % of students responded that their teachers usually use a projector in the classroom. In the same way, 17.8% of respondents said they almost always use a projector as the medium for learning English language.
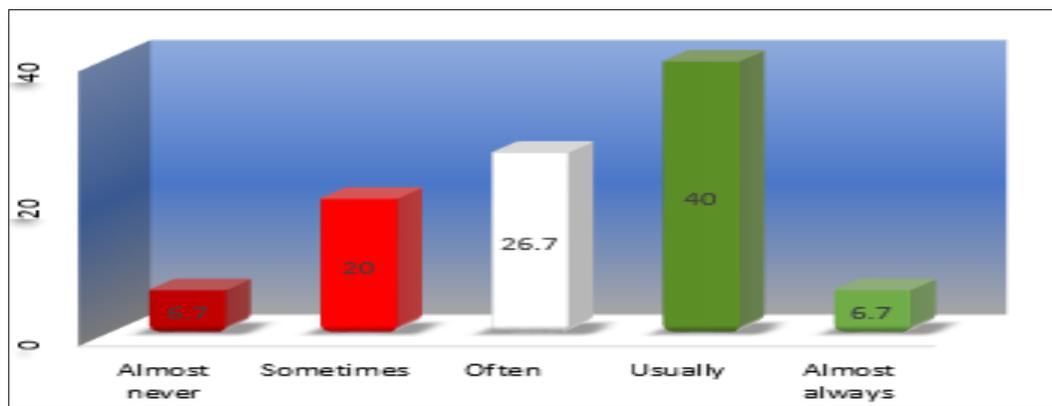
1. **Online Materials**

Figure 4.4: Teachers' responses

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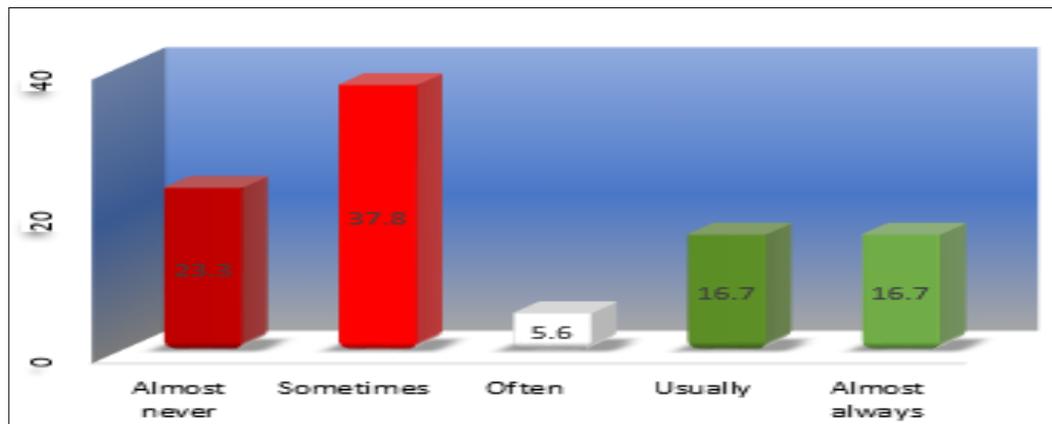
Figure 4.5: Students' Response

Figure 4.4 deals with the discussion of online materials used in the teaching process with reference to teachers' responses and this chart show the frequency of using online materials in language classes during their teaching. Likewise, it is found that 6.7% of teachers never use online materials while 20.0% of teachers used them sometimes. In addition, 26.7% and 40.0% usually used online materials as compared to those respondents who always use 6.7%. Figure 4.5 shows ICT application use in teaching with reference to students' responses towards the use of online materials. This chart shows the frequency of using online materials in language classes by teachers. It is found that 24.2% of teachers almost never use, and 37.8% of teachers used them sometimes. In addition, teacher who often used online materials are 5.6% and 16.7% teachers usually used as compared to those teachers who used almost always being 16.7%.
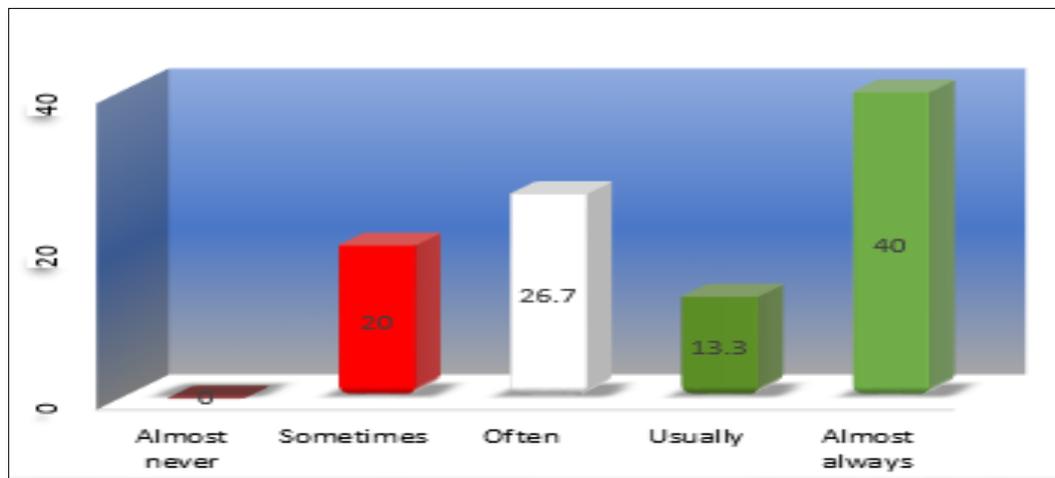
3. **Internet**

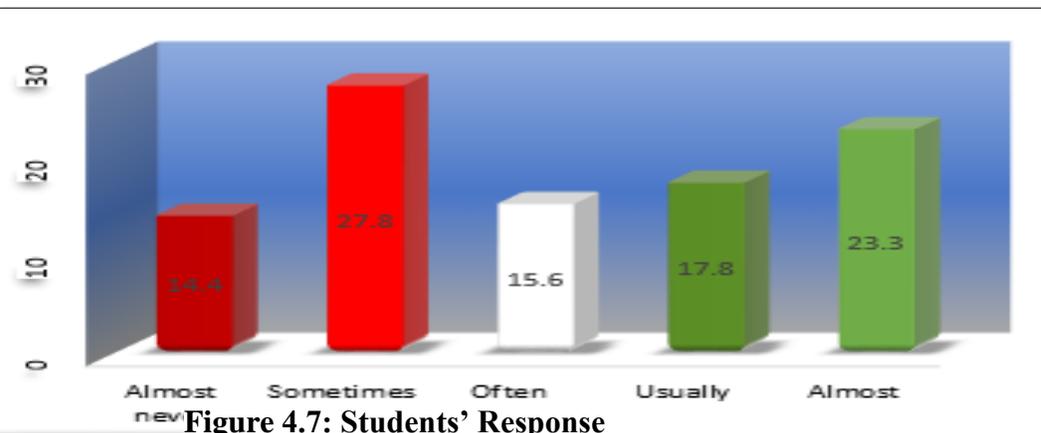**Figure 4.6: Teachers' Response**

Figure 4.7: Students' Response

Figure 4.6 shows the responses teachers about the use of the internet in the teaching of English language by the teachers. It is found that teachers almost never used the internet, unlike those teachers who used sometimes being 20.0%. It is noted that 26.7% of teachers often use the internet while teaching in English language. Similarly, 13.3% of teachers usually delivered lectures. Thus, teachers who use almost always are 40.0%. Figure 4.7 demonstrates the responses of various respondents about the use of the internet in teaching English language by the teachers. It is found that 14.4% of students are of the opinion that their teachers almost never use the internet during class while 27.8% of students stated that they have been taught with the help internet sometimes. Additionally, it is noted that 15.6% of respondents were often taught with the assistance of this tool, among them 17.8% of teachers usually use the internet. Finally, 23.3% of respondents said teachers use the internet almost always.

The data have been analyzed under the framework of Cohen and Cowen that technology is having a significant and rising influence within classrooms. English is taught as the second language. Integrating technology into the classroom may significantly improve English language learners. Students may participate in real-world learning activities because of the many communication options afforded by technology (Young et. at., 2007). It is evident from the results and discussions that ICT plays an important role in teaching and learning of English language at universities of Baluchistan. it helps to motivate students and teachers helping them by providing authentic materials regarding their fields of study. Additionally, it is evident from the responses about the statement that 'I can improve my score in the assessment if the English language is taught using ICT tools'. ICT tools utilization is an effective factor for teaching process and learning environment for students. Using ICT tools like a projector, the tape recorder in an English language classroom is very useful for better language learning. It is revealed that students focus on learning of the language when teachers use ICT tools such as

audio and visual aids. This method of teaching also develops and enhance students' understanding of the language. Hence, the overall results show that teachers and students at aforementioned universities recommended using ICT tools for learning and teaching as these devices are used to create a positive environment and student's learning can be improved. Moreover, they don't face any difficulties in getting materials regarding the aspect of language they want to learn about.

5. Conclusion

The utilization of information and communication technology (ICT) has gained favor among language teachers and students as a means to effectively teach and learn the English language. In fact, it has become imperative to employ computers and other technological devices in English language instruction. In the public sector universities of Baluchistan, particularly the target universities, the administration strongly encourages faculty members to integrate ICT in their classroom practices. Thanks to technology, the majority of public sector universities have successfully transitioned to online teaching during the Covid-19 pandemic. This presents an excellent opportunity for English language teachers to leverage ICT to improve their teaching and enhance student learning outcomes. However, it is incumbent upon the government to furnish all educational institutions in Baluchistan with the necessary resources and offer adequate training to teachers at the higher secondary and tertiary levels to optimize the utilization of these tools for effective teaching and learning.

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