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An Investigation of the Impact of Information and Communication Technology (ICT) on the Teaching of English as a Second Language

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ABSTRACT

The main objective of this study is to explore the impact of Information and Communication Technology (ICT) English language learners should be acquainted with the use of computers and the Internet. Technology benefits students who desire to learn English as a second language. ICTs and the internet allow English language students to utilize their language in useful and relevant ways. This research examines the role of information and communication technology in the teaching of English as a second language. It includes discussions of various tactics and strategies. These strategies include English language learning websites, computer-aided language-learning applications, chatting and email communications, software for presentations, digital dictionaries, CD players for listening, and specific video clips. This study conducted a descriptive inquiry to examine the function of information and communication technologies (ICTs) in ESL instruction among 100 TESL students from secondary schools in Lahore, Pakistan. Most of the participants agreed on the importance, advantages, and practicality of ICTs. This paper offers a few recommendations to improve the use of ICTs in ESL instruction. The study used both qualitative and quantitative data from student questionnaire surveys. For the questionnaire survey, 107 students made up a convenience sample. Pre- and post-tests were administered to evaluate the study's efficacy. The researchers personally gathered and distributed the questionnaires. Analysis of the control group, taught using conventional methods, revealed minimal improvement in post-test scores, indicating limitations in traditional teaching approaches. Conversely, the experimental group, exposed to ICTs alongside conventional instruction, demonstrated significant improvement in post-test scores, suggesting the potential efficacy of ICT integration in ESL education. The results of the study have certain implications that the use of ICT cannot be detached in any way from our lives as it works as a facilitation in our lives.

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INTRODUCTION

There is no denying that information technologies have an impact on our modern lives, and they have a significant role in the advancement of human society today. Keeping in mind that, to improve the effectiveness of language instruction, it is critical to reap the benefits of a variety of ICT tools. More linguistic assistance is required for students who are attempting to acquire English as a second language. To advance their knowledge and abilities, they must practice speaking, listening, reading, and writing in several languages (Ybarra & Green, 2003). The employment of numerous instruments is required for such a task, which can assist TESL students in learning the language effortlessly and successfully. The term "New Technology" refers to language education communication strategies that rely heavily on personal computers (Davies & Hewer, 2012). Aside from computers, a variety of technologies can be utilized to learn a language. Every technology tool has a unique use and advantage for each language component (speaking, listening, reading, and writing). To use these tactics effectively and successfully, ELL students must be proficient in the use of the internet and computers, as well as capable of coping with them. Technology is being used to help teach and learn English in more efficient and effective ways.

The use of computers and the internet for teaching English as a second language has been a topic of intense dispute in recent years. With the advancement of technology, there have been several significant changes to the methods, exercises, and level of application in language education curricula (Padurean, A., & Margan, M. 2012).

Information and communication technologies, such as computers, the internet, video, and other technological instruments, are utilized in schools to teach learners. ICTs are incredibly valuable in our daily lives and have rapidly changed many elements of our existence. Most nations are seeking methods and strategies for integrating ICTs into ELT and learning to raise the standard of education. ICTs are having an impact everywhere and on teaching and learning activities. English language instructors can foster collaborative learning and maximize learning opportunities for their students by using blogging.

Among the crucial ICTs utilized in education are video calls and online learning resources. The aforementioned goods can help teachers and pupils communicate with one another and are also utilized in education for various objectives. Students who participate in distance learning programs benefit from the ability to absorb information through text, images, audio, and visual aids. Teachers are being encouraged to acquire fundamental and critical skills for using ICTs in the classroom by a number of projects and initiatives pertaining to ICT use in education over the past fifteen years.

The notion of transforming the conventional classroom into an online learning environment using the internet and other ICT technologies has alarmed some educators who are accustomed to working with students in traditional classroom settings.

Without a doubt, technology has completely transformed how we earn a living today. Indeed, (Akram et al 2021) contend that in order for students to be able to adjust to a constantly changing society and labor market, they must be adept and efficient users of technology. Since schools should support lifelong learning, there should be a greater focus on technological integration.

Language instruction was once thought to be only a face-to-face activity. The function of instructors in the 21st century is different from that of the 19th, according to Akram et al. (2021) while teaching and e-learning through ICTs have recently advanced greatly in place of the conventional teacher, the function of a teacher now encompasses more than just serving as a mentor and a guide for information.

The aim of this study is to investigate how ICTs are employed in secondary English as a Second Language instruction. It is very important since teaching English to Pakistani students as a second language is a challenging and time-consuming task. For the students, new technology makes it simpler and more engaging. Technologies such as computers, tablets, the internet, and mobile devices are crucial in providing engaging and stimulating learning opportunities for learners of all age groups.

Research Questions

1. How might listening CD players, presentation software, and digital dictionaries help English language learners become more proficient learners?

2. How does technology help English language learners become more engaged in their classes?

LITERATURE REVIEW

Definition of ICTs

According to Akram et al. (2021) 'ICT' refers to technology used to create, display, store, manipulate, and exchange information. According to Davies and Hewer (2012), the term "new technology" refers to communication strategies for teaching languages in which the personal computer plays a significant part and provides engaging exercises for students of all ages. Learning a language can benefit from the application of certain technological tools and methods. Among these technologies are social networks, radios, laptops, televisions, and the Internet. Even though technologies like the telephone, television, and radio have a long history as useful teaching aids, they receive less attention. Therefore, compared to the usage of older technologies like radio and television, the integration of modern ICT tools like the Internet, interactive whiteboards, laptops, LCD projectors, and social networks in education is still in its infancy (Akram et al. 2021)

ICTs and ESL

Effective communication learning is a result of students' participation and willingness. Teachers typically complain about those students since they are recognized for having weak speaking and communication abilities in an ESL class. They frequently hesitate to talk when their teachers urge them to, and they don't use English in the classroom. According to O'Dowd (2009), the artificial aspect of the classroom is frequently the reason for this lack of participation. A real classroom context is necessary for students to raise questions, agree or disagree, make decisions, and connect with their peers. Teachers might include these students in class activities through student projects and presentations. Technological devices must be employed as a language learning tool.

The application and inclusion of ICTs in the learning process can result in successful learning. To effectively integrate ICTs in teaching and learning, teachers need to understand how learning happens. (Divaharan and Wong, 2003: Ramzan et al., 2023). Based on the work of Roschelle et al. (2000), it is noticed by the teachers that when students learn through activities, technology improves the teaching and learning processes (Ramzan et al., 2023e). It is noticed by the teachers that when students learn through activities, technology improves the teaching and learning processes. Electronic aids enable the teachers to select suitable material to improve their teaching. Students can connect their motor skills with their physical actions (typing and clicking) with looked-for results by using computers and other technologies.

Learning can be more effective when ICTs are used and integrated into the process. Teachers must understand how learning happens to integrate ICTs into teaching and learning effectively (Divaharan and Wong, 2003). Instructors see that the use of technology enhances the learning process when students learn through activities (Roschelle et al., 2000). Using technological devices, teachers can choose better resources to enhance their instruction. Through the use of computers and other technology, students may make the connection between their motor skills and their actual actions (clicking and typing) and the desired outcomes.

Slim and Hafedh (2019) have claimed that digital space and ICT learning as quoted in Chen and Ramzan (2024) it is used to engage in language skills for the enhancement of language learning skills. Chen and Ramzan (2024) have confirmed that digital platforms are loaded with opportunities to interact with those people who speak English regularly. Klimova and Pikhart (2019) have clarified that ICT is a friendly user platform by joining digital groups to avail the opportunities to interact with native speakers. Chen and Ramzan (2024) further said that technology integration in English language learning had provided the use of authentic language in academic as well as social settings. In this context, Facebook also provides an opportunity for it. Plebanska et al. (2021) proposed a remote education process that is applied for the achievement of various education goals. It is further suggested by Plebanska et al. (2021) multimedia resources is useful for interactive quizzes.

RESEARCH METHODOLOGY

Research Design

A mixed-method approach is used in this paper. Qualitative and quantitative research design is used in this study that present and analyze the results by using numbers and statistical data. The experimental approach of research is used by the researchers. As research aims to investigate the role of ICTs in teaching English as a second language, an experimental approach is selected. For this study, researchers have chosen two groups, one was experimental and the other was the control group.

The researchers used the Internet, computers, projectors, and multimedia to assess the expediency of incorporating ICT-based resources for teaching English as a second language to secondary school students.

Sample of the Study

Employing a convenient sampling technique, the study included 80 female students of grade 10 at Government High School in Lahore.Those students were further divided into two groups of 40

members each.

The Distribution of the Sample between the Groups

Groups	**Experimental**	**Control**	**Total**
Female	40	40	80

During the experiment, the researchers focused on the following basic principles of experimental design:

1. Replication
2. Randomization
3. Local control

First, tests were repeated to obtain reliable results. Second, the researchers steer clear of extraneous factors. Thirdly, the researchers removed any potential additional elements from the experiment after estimating their impacts. The instruments that were employed were the pre-and post-tests. Before the experiment, pre-and post-test results were obtained, and both were determined to have the same level of ICT knowledge and proficiency. English was taught to the control group in various conventional methods. Conversely, the experimental group received English instruction through the use of ICTs. They had treatment for a week. They took a post-test to find out the changes in the learning process of the selected participants. The conclusions were derived on the basis of how well they performed.

Instruments

Pre- and post-tests, a student questionnaire was designed which served as the research tools in this study.

The questionnaire was divided into three sections including twenty questions. Six questions in the first segment provided background information. Seven questions in the second segment focused on using ICTs generally. There were seven questions in the third section about using ICTs to study English. The classes were teachers assisted in administering the questionnaires. For experimental purposes, ten participants who were not included in the study received questionnaires prior to their distribution. The aim of the study was to enable the investigator to

"identify difficulties, in order to enhance the instrument's dependability through additions, deletions, and modifications (Wang, 2009, p.103).

Data Collection:

A sum of 107 students received questionnaires. The researchers provided step-by-step explanations in to the participants. The experimental group was given a week of instructions in English language by the researchers using authentic materials; afterwards, the outcomes of the two groups were compared to conclude.

Data analysis:

Pre-test and post-test methods were first employed for this research. In order to ascertain how ICTs are used and what is their role in the English teaching and learning process.

Additionally, the questionnaires were utilized to investigate how students' attitudes toward using ICTs to learn English were affected by authentic resources.

Three sections comprised the student questionnaire: background data, ICT usage in general, and ICT use for English language acquisition. The McMillan & Schumacher (1997) theory, which stated that the reliability coefficient between 0.70-0.99 was considered at high reliability level, was applied to the content analysis of the questionnaires. (Page 227, McNally & Schumacher, 1997).

School Facilities

About 1200 children, ages four to sixteen, attend the secondary school, which is situated in Lahore. Language instruction in English is provided as a second language. Urdu is taught as a required subject. Class sizes typically range from forty to forty-five students, with language teaching not usually being divided into smaller sections. There is only one computer room in the school. Computers with Internet connections are used for internal, local programming. The computer area has twenty machines, all of which have headphones installed.

Pre-Test: Control Group and Experimental Group

To ensure that the control group and experimental group were on the same level, a pretest consisting of twenty questions was scheduled for each group. The purpose of the first five questions was to gauge their interest in technology, which improves a person's ability to express himself clearly while speaking or writing about a certain subject. They were instructed to generate and remember word definitions in response to the second five questions. The next three questions tested their ability to pronounce words correctly. To assess their grammar, they were given the next three questions. The subsequent two questions assessed their proficiency in spelling of challenging words. The final two questions required them to brainstorm and think back on synonyms for other terms that they knew.

Procedure

The steps are as follow:

First, 80 female students from Govt. Girls High School Dhodi Peer Lahore were chosen by the researchers. There were two groups of students with forty participants in each group. Second, before the experiment, both groups took a pre-test and were determined to have the same level of ICT expertise. Students were given an hour to complete the pretest, which consisted of 20 questions drawn from two chapters of the English text book for the tenth grade. Thirdly, every student in the experimental group was split up into five groups, each with ten members. Lesson instructions were delivered via the internet, projectors, and computers. After creating phrases on their own with the help of ICT tools, students in each group were directed to work together to compose a paragraph incorporating those sentences. Students used the material supplied to write paragraphs about what interests them. This was an hour-long activity that went on for a week. The instructions were given to the entire class in the control group. On the other hand, it was taught on the same days using conventional methods.

Post-Tests: Control Group and Experimental Group

Using authentic material, the experimental group received a one-week training during which the researchers controlled an independent variable. Post-tests were administered to the experimental and control groups to compare the participants' performance differences between the groups. Twenty questions from these two English book lessons were included in the post-test. A table comparing these two groups is provided in the next section.

Comparison between Post –Tests of Control and Experimental Groups

After a week of appropriate instructions for the experimental group and a week of regular instructions for the control group, the comparison demonstrated the intended outcome of the treatment administered to the experimental group.

DATA ANALYSIS AND INTERPRETATION

The purpose of this study was to determine whether learners acquiring English as a second language who were taught using ICTs and those who were taught traditionally differed significantly from one another. Both instructional approaches were compared in this study. The research that was conducted with three primary questions was analyzed thoroughly.

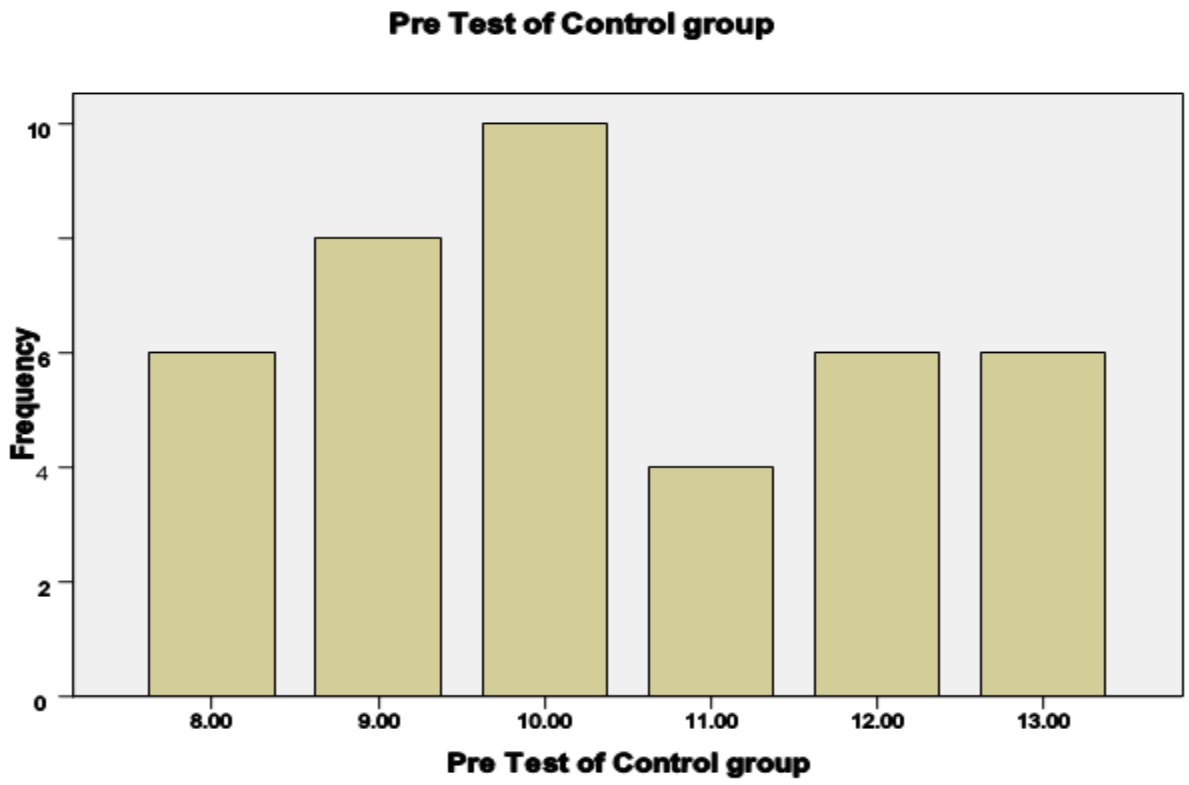
1. How might listening CD players, presentation software, and digital dictionaries help English language learners become more proficient learners?

2. How does technology help English language learners become more engaged in their classes?

After the collection of data for this study, the pre- and post-test data were quantitatively analyzed using Microsoft Excel SPSS. A descriptive survey study was created, with the population of the study consisting of 107 students from various institutes. The participants' responses were processed using SPSS version 17 to provide descriptive statistics, which included computed and analyzed percentages and frequencies in order to address the study objectives. Tables and charts were used by the researchers to present the findings.

Pre-Test of Control group

		Frequency(Fre)	Percent(%age)	Valid Percent(V %age)	Cumulative Percent(Cum %)
Valid	8.00	6	15.0	15.0	15.0
	9.00	8	20.0	20.0	35.0
	10.00	10	25.0	25.0	60.0
	11.00	4	10.0	10.0	70.0
	12.00	6	15.0	15.0	85.0
	13.00	6	15.0	15.0	100.0
	Total	40	100.0	100.0	



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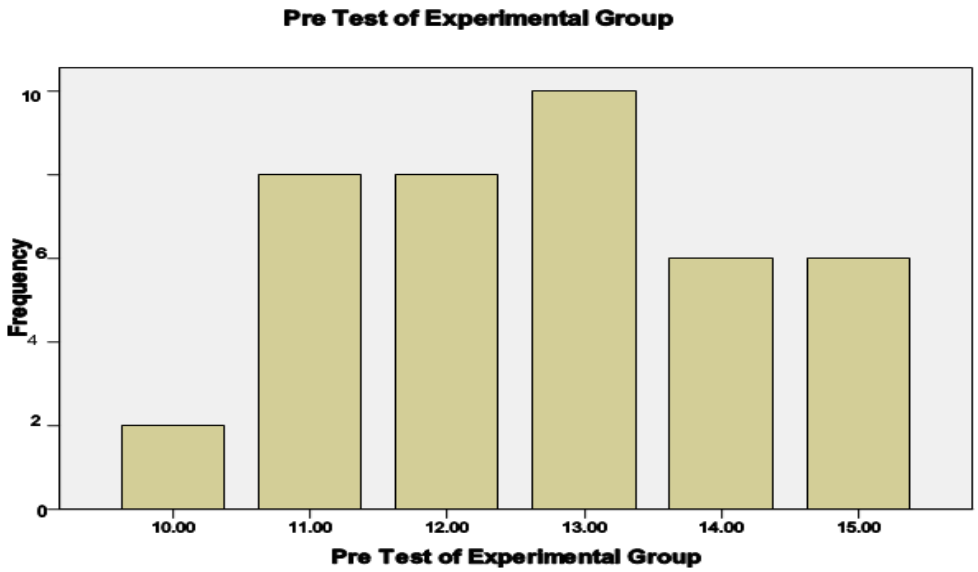
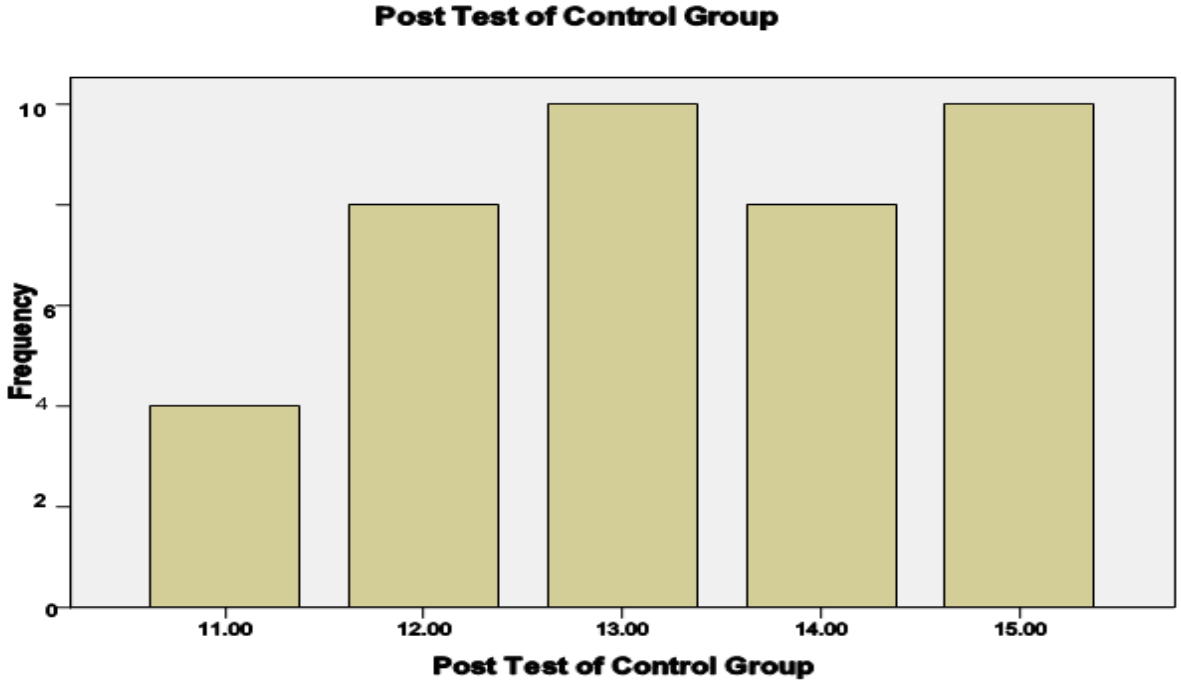
Pre-Test of Experimental Group

		Fre	%age	V %age	Cum %
Valid	10.00	2	5.0	5.0	5.0
	11.00	8	20.0	20.0	25.0
	12.00	8	20.0	20.0	45.0
	13.00	10	25.0	25.0	70.0
	14.00	6	15.0	15.0	85.0
	15.00	6	15.0	15.0	100.0
	Total	40	100.0	100.0	



The experimental group received a pre-test which was delivered without any prior knowledge of the material or directions. The researchers gathered test results and examined the information to identify patterns and inadequacies. The marks that the control group obtained are displayed in the table below. The table indicates that the greatest score is 15, while the lowest score is 10.



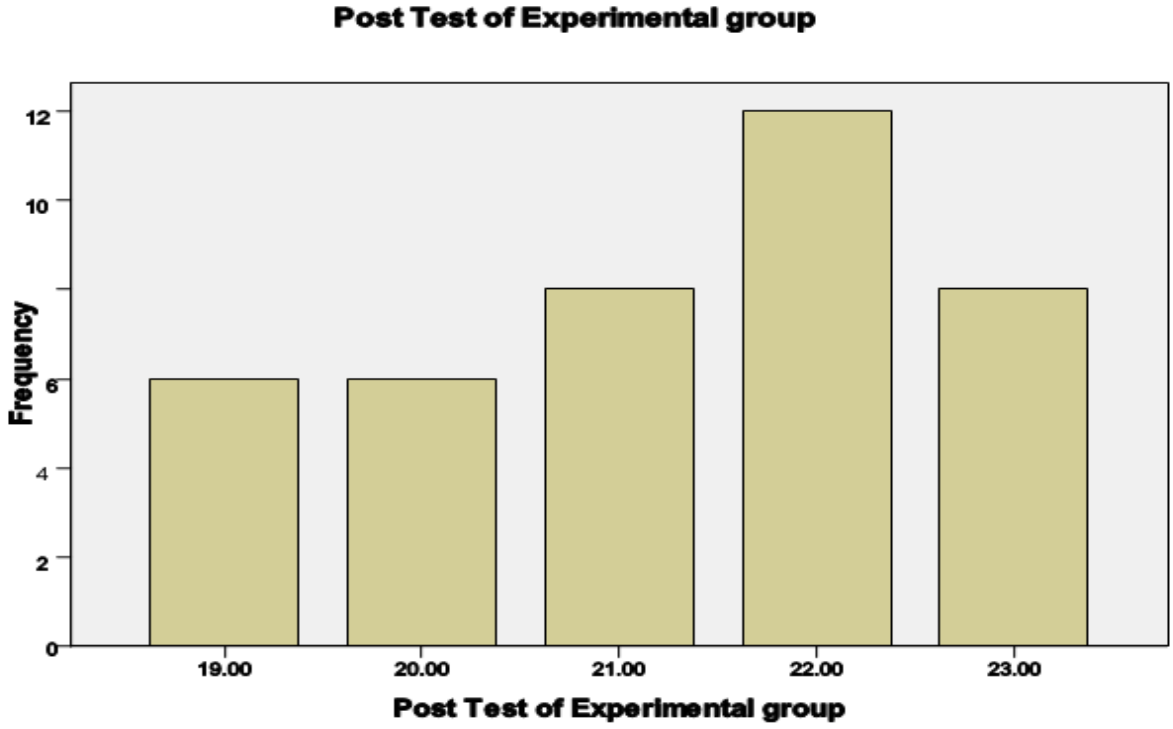
Post Test of Control Group

		Fre	%age	V %age	Cum %
Valid	11.00	4	10.0	10.0	10.0
	12.00	8	20.0	20.0	30.0
	13.00	10	25.0	25.0	55.0
	14.00	8	20.0	20.0	75.0
	15.00	10	25.0	25.0	100.0
	Total	40	100.0	100.0	

The control group was given a post-test which was taught using conventional methods. The researchers gathered test results, compiled response data, and evaluated it to identify its strengths and weaknesses. The test's greatest score is 15, while the lowest score is 11. The above graph indicates that student's achievement has not changed significantly.

Post Test of Experimental group

		Fre	%age	V %age	Cum %
Valid	19.00	6	15.0	15.0	15.0
	20.00	6	15.0	15.0	30.0
	21.00	8	20.0	20.0	50.0
	22.00	12	30.0	30.0	80.0
	23.00	8	20.0	20.0	100.0
	Total	40	100.0	100.0	



There was a post-test for the experimental group which was delivered via ICTs together with a course of instruction and classroom experience. The researchers gathered test results, compiled response data, and evaluated it to identify its strengths and weaknesses. The test's highest score is 23, while the lowest score is 19. The above graph demonstrates the student's performance has significantly improved.

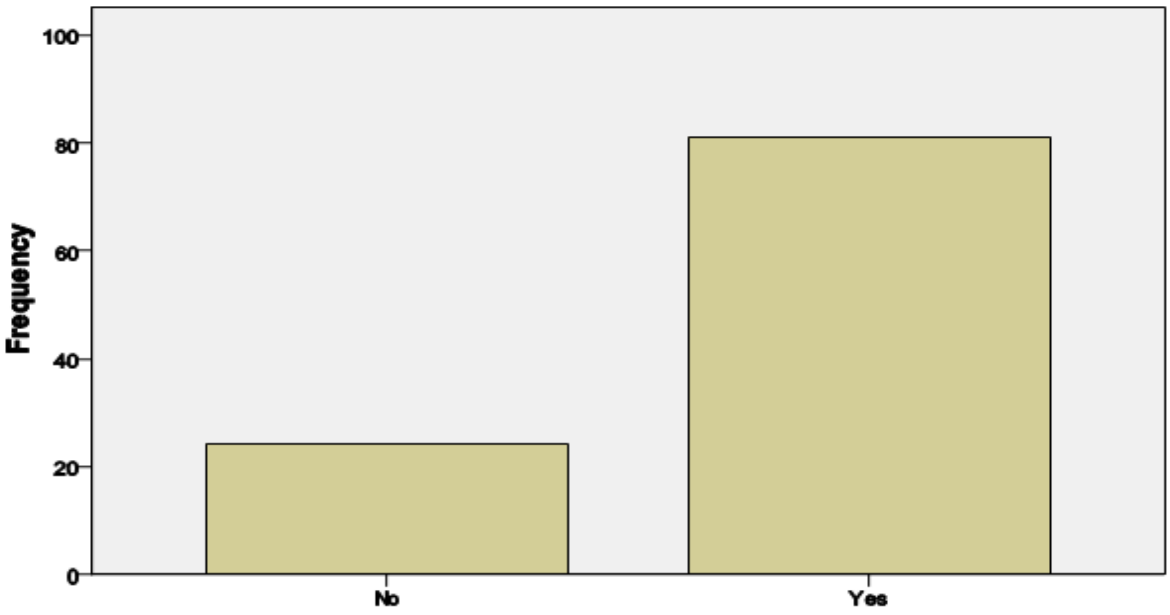
Questionnaires for Students

The 107 students received questionnaires to complete with the aim to get their opinions. This questionnaire was designed to find out what they believed about the use of ICTs in ESL instruction.

1. *Do you use computers at home?*

		Fre	%age	V %age	Cum %
Valid	No	24	22.4	22.9	22.9
	Yes	81	75.7	77.1	100.0
	Total	105	98.1	100.0	
Missing	System	2	1.9		
Total		107	100.0		

1. Do you use computer at home?

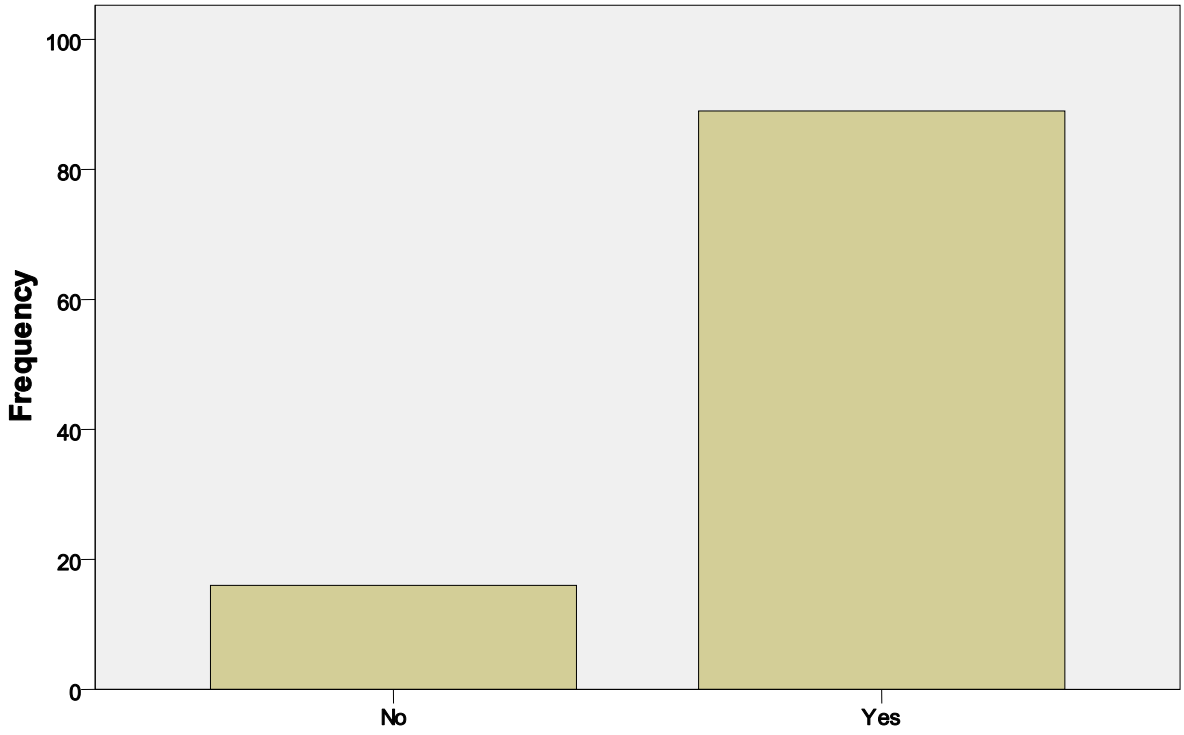


In this statement 77.1% people agreed, 22.9% people disagreed. This statement shows that majority of students do use computers at their homes. This is also shown in graph.

2. *Do you use computers at your institution?*

		Fre	%age	V %age	Cum %
Valid	No	16	15.0	15.2	15.2
	Yes	89	83.2	84.8	100.0
	Total	105	98.1	100.0	
Missing	System	2	1.9		
Total		107	100.0		

2. *Do you use computers at your institution?*



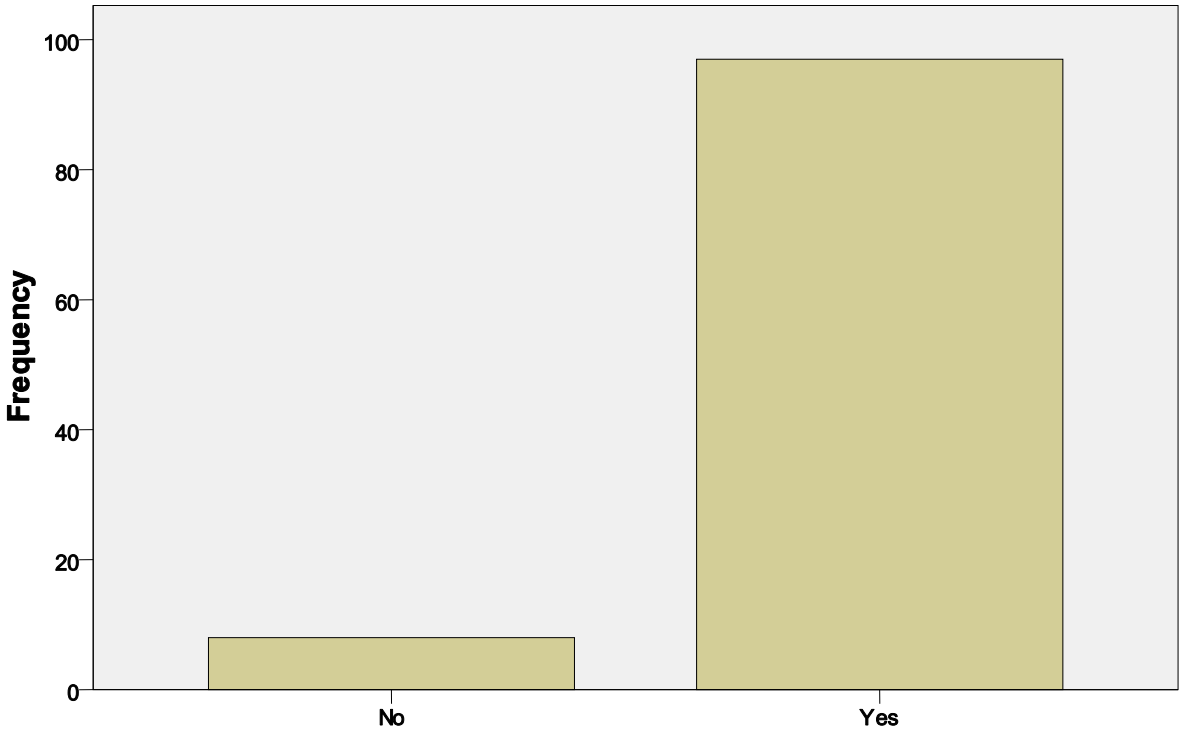
15.2% of respondents disagree with this statement, while 84.8% of respondents agree. As these

claims demonstrate the majority of students make use of computers at their schools. The graph also illustrates this fact.

3. *Does internet help in daily life?*

		Fre	%age	V %age	Cum %
Valid	No	8	7.5	7.6	7.6
	Yes	97	90.7	92.4	100.0
	Total	105	98.1	100.0	
Missing	System	2	1.9		
Total		107	100.0		

3. *Does internet help in daily life?*

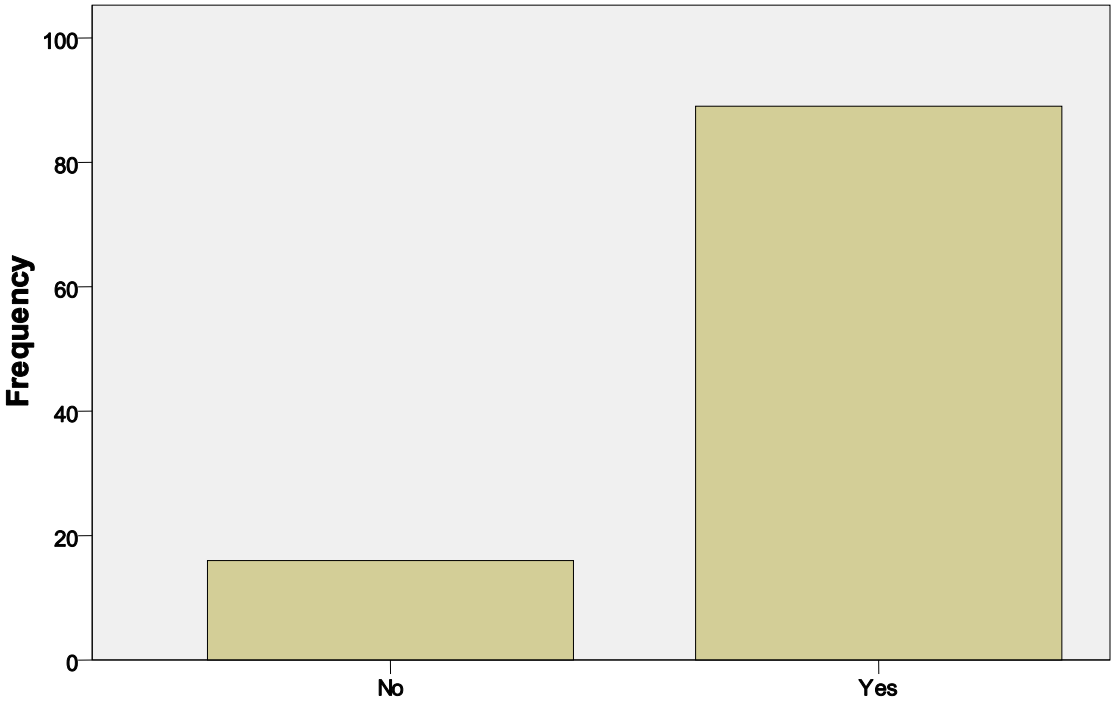


In this statement 92.4% people are agreed, 7.6% people are disagreed. This statement shows that internet is helpful in daily life as much it is helpful in learning a language.

4. *Do computers offer interactive and motivating activities?*

		Fre	%age	V %age	Cum %
Valid	No	16	15.0	15.2	15.2
	Yes	89	83.2	84.8	100.0
	Total	105	98.1	100.0	
Missing	System	2	1.9		
Total		107	100.0		

4. *Do computers offer interactive and motivating activities?*

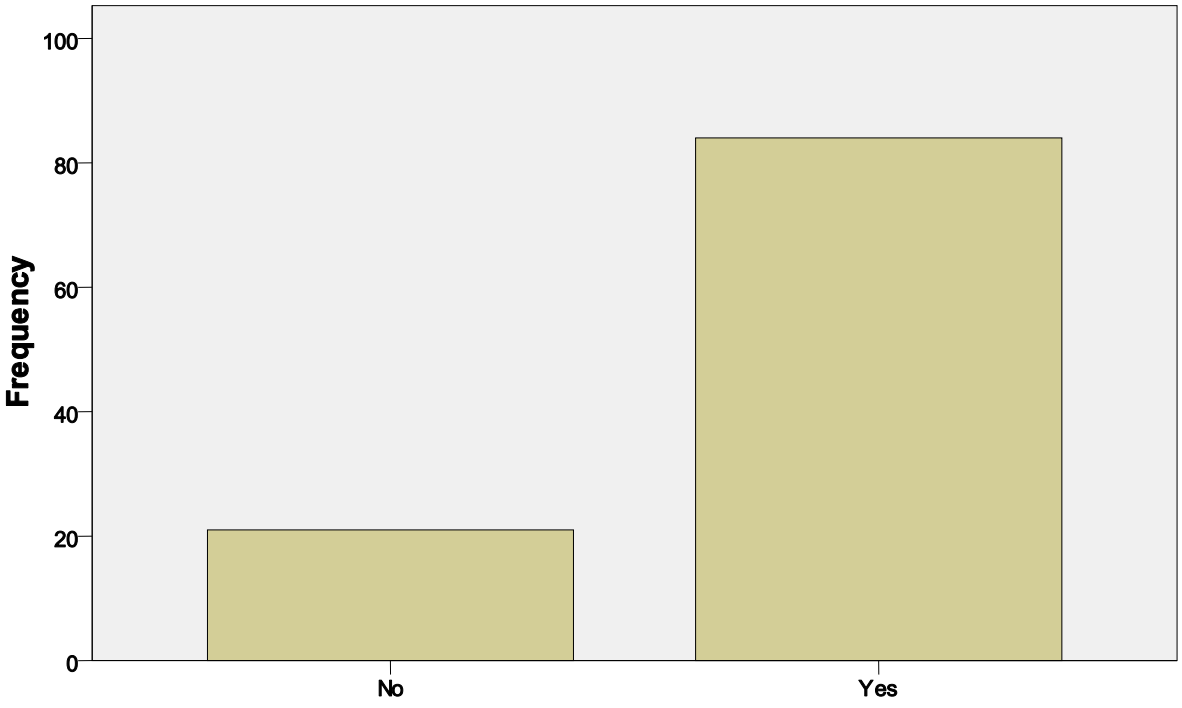


In this statement 84.8% people are agreed, 15.2% people are disagreed. This statement shows that computers offer interactive and motivating activities for the students. This is also shown in graph.

5. *Are text-based materials useful in learning language skills?*

		Fre	%age	V %age	Cum %
Valid	No	21	19.6	20.0	20.0
	Yes	84	78.5	80.0	100.0
	Total	105	98.1	100.0	
Missing	System	2	1.9		
Total		107	100.0		

5. *Are text-based materials useful in learning language skills?*

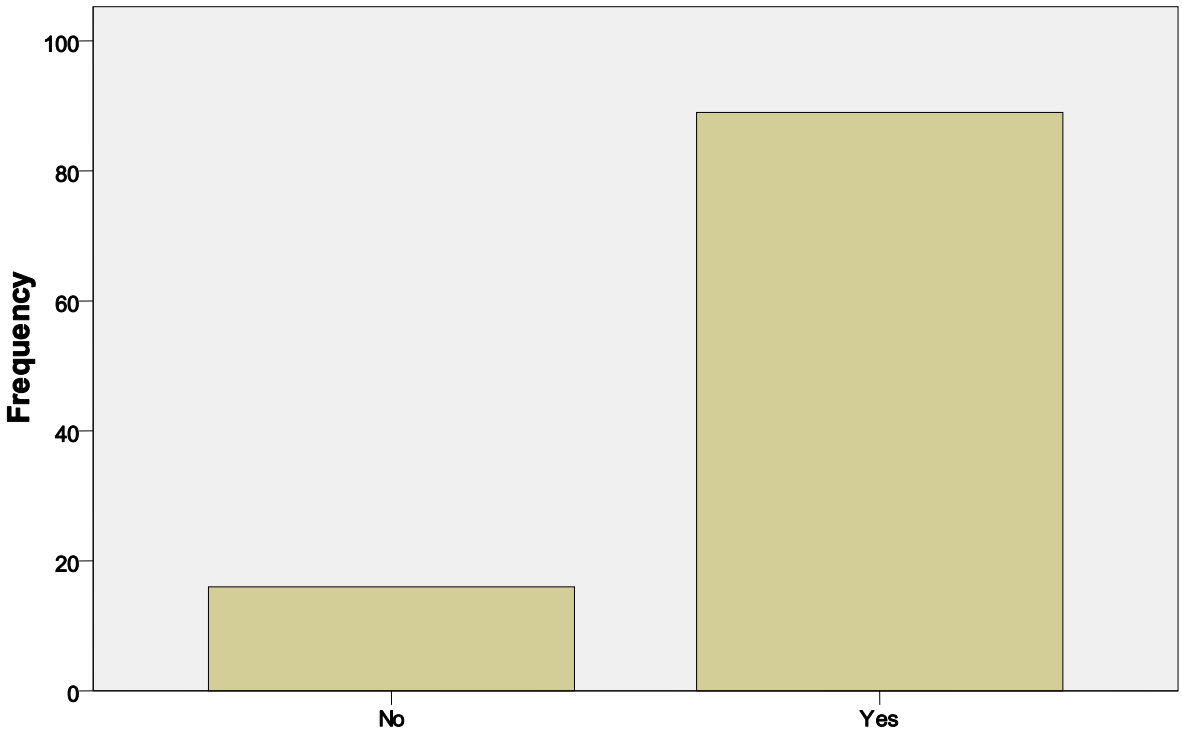


80% of the participants agreed with this statement, while 20% disagreed. This claim illustrates the value of text-based resources for language acquisition as is shown in the graph.

***6.** Is English learning more fun with ICT applications?*

		Fre	%age	V %age	Cum %
Valid	No	16	15.2	15.2	15.2
	Yes	89	83.2	84.8	100.0
	Total	105	98.1	100.0	
Missing	System	2	1.9		
Total		107	107	100.0	

***6.** Is English learning more fun with ICT applications?*



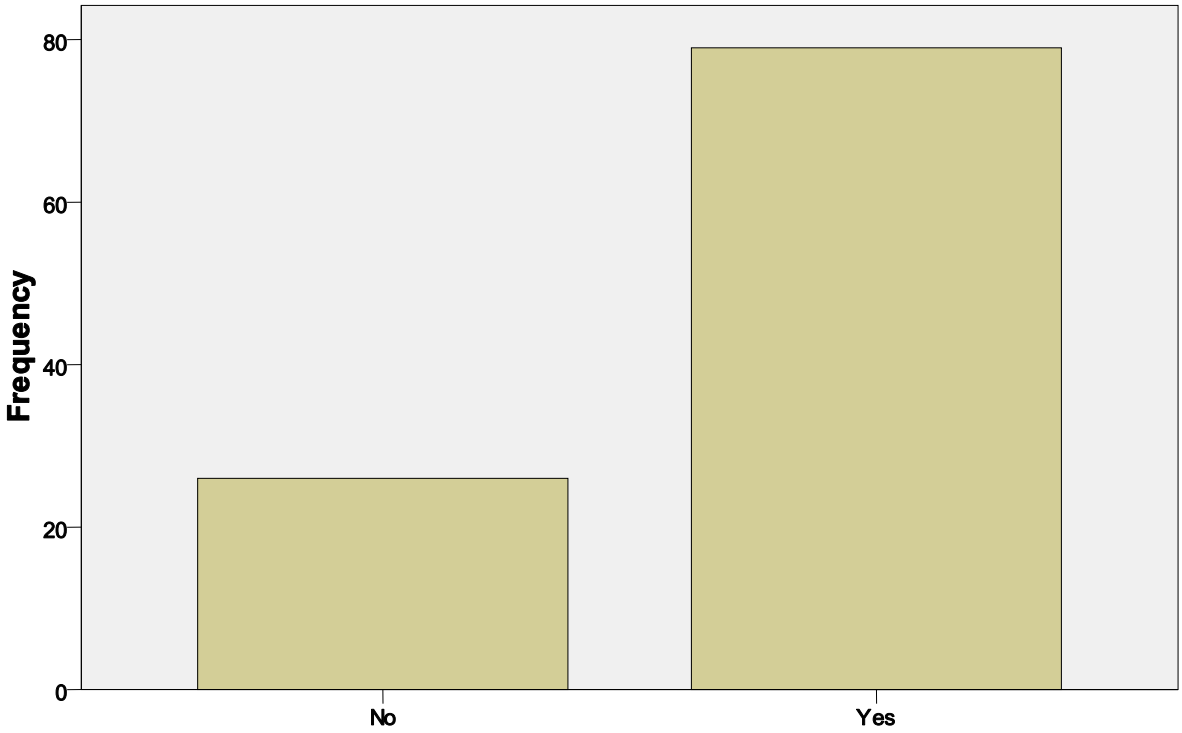
15.2% of respondents disapprove with this statement, while 84.8% of respondents approve. This claim indicates how using ICT tools to study English makes it easier to learn.

7. *Is ICT a part of modern learning environment?*

		Fre	%age	V %age	Cum %
Valid	No	26	24.3	24.8	24.8
	Yes	79	73.8	75.2	100.0
	Total	105	98.1	100.0	
Missing	System	2	1.9		
Total		107	100.0		

In this statement 75.2% students agreed, whereas, 24.8% students disagreed. This statement shows that ICTs are part of modern learning environment. This is also illustrated in the graph.

8. *Are multimedia presentations helpful in better learning?*



Of those surveyed, 75.2% concurred with this statement and 24.8% disagreed. This claim indicates the importance of multimedia presentations for improved learning as the graph illustrates.

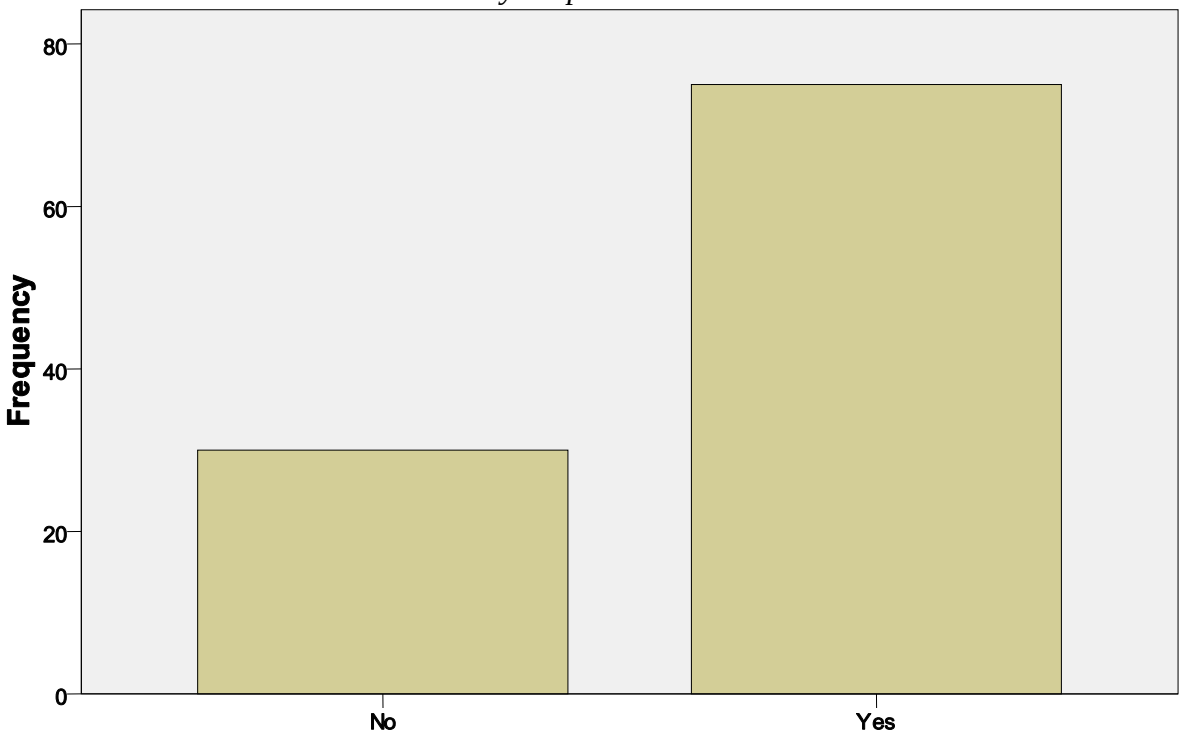
8. *Are multimedia presentations helpful in better learning?*

		Fre	%age	V %age	Cum %
Valid	No	26	24.3	24.8	24.8
	Yes	79	73.8	75.2	100.0
	Total	105	98.1	100.0	
Missing	System	2	1.9		
Total		107	100.0		

9. *Is use of ICTs in a language classroom is based on cooperation and collaboration with your peers?*

		Fre	%age	V %age	Cum %
Valid	No	30	28.0	28.6	28.6
	Yes	75	70.1	71.4	100.0
	Total	105	98.1	100.0	
Missing	System	2	1.9		
Total		107	100.0		

9. *Is use of ICTs in a language classroom is based on cooperation and collaboration with your peers?*

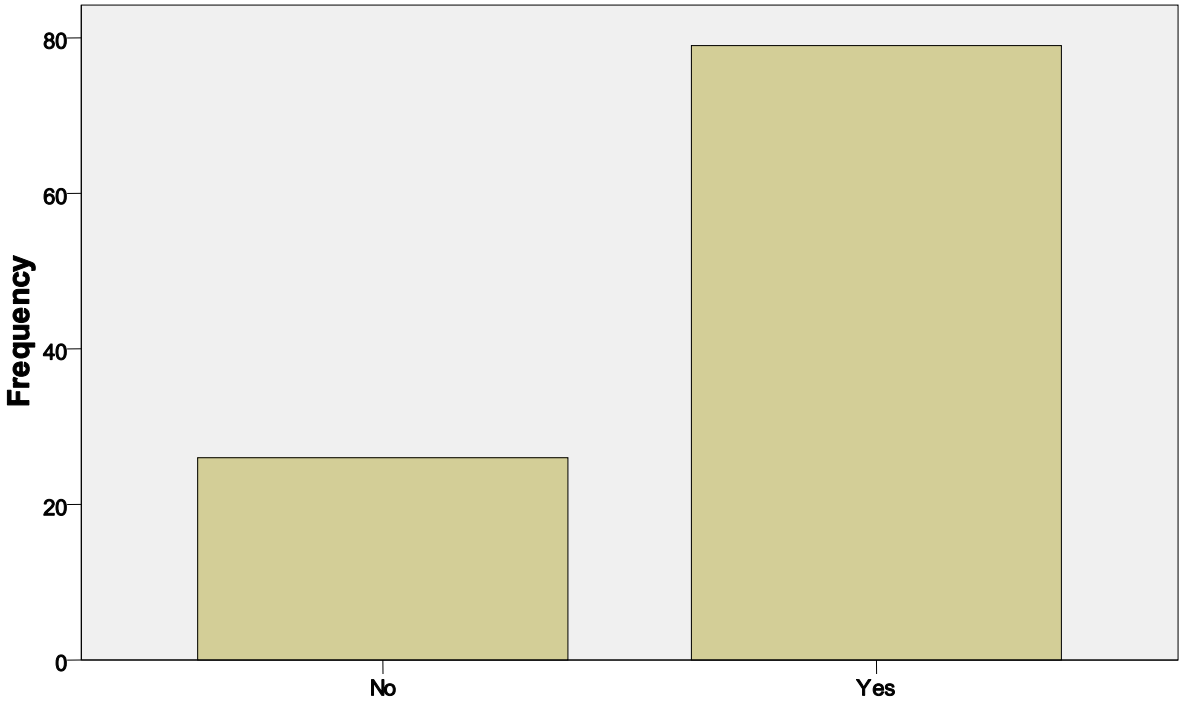


This demonstrates that 71.4% participants agreed to this statement, while 28.6% participants showed disagreement. This shows that use of ICTs in a language classroom is based on cooperation and collaboration with peers.

10. *Are moving images helpful in better learning?*

		Fre	%age	V %age	Cum %
Valid	No	26	24.3	24.8	24.8
	Yes	79	73.8	75.2	100.0
	Total	105	98.1	100.0	
Missing	System	2	1.9		
Total		107	100.0		

10. *Are moving images helpful in better learning?*

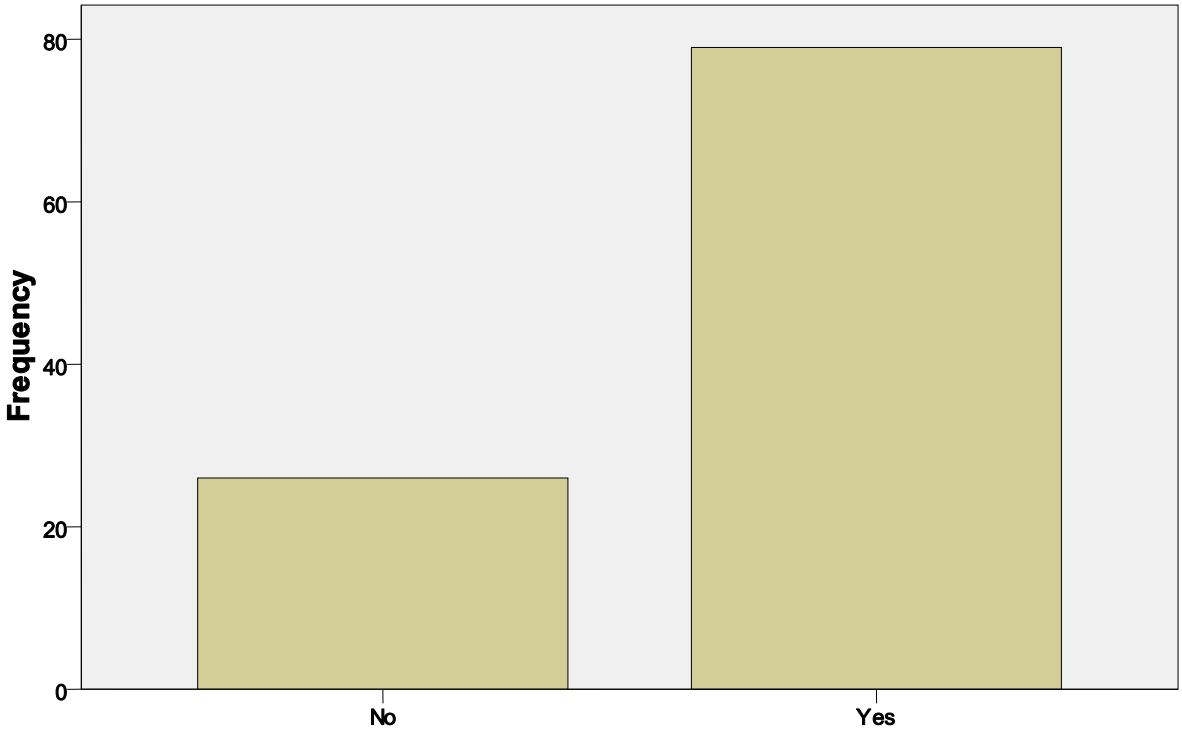


There are 75.2% of respondents who agree with this statement and 24.8% who disagree. This claim exhibits how moving pictures can support more effective learning. This is also illustrated in graph.

11. *Are ICT's helpful for teaching and learning complex concepts?*

		Fre	%age	V %age	Cum %
Valid	No	26	24.3	24.8	24.8
	Yes	79	73.8	75.2	100.0
	Total	105	98.1	100.0	
Missing	System	2	1.9		
Total		107	100.0		

11. *Are ICT's helpful for teaching and learning complex concepts?*

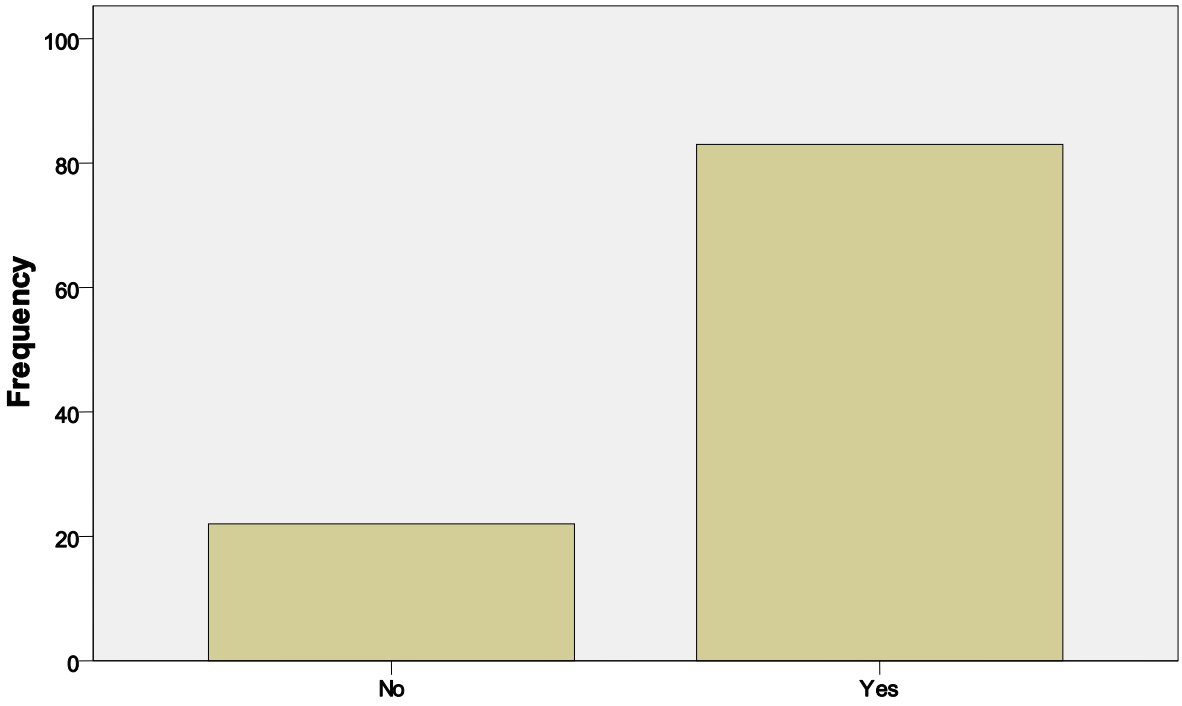


75.2% of the students agreed with this statement, 24.8% disagreed. This statement shows that ICTs are helpful for teaching and learning complex concepts. This is also shown in graph.

12. *Is wide range of different exercise types are possible with ICT?*

		Fre	%age	V %age	Cum %
Valid	No	22	20.6	21.0	21.0
	Yes	83	77.6	79.0	100.0
	Total	105	98.1	100.0	
Missing	System	2	1.9		
Total		107	100.0		

12. *Is wide range of different exercise types are possible with ICT's?*



Of those who responded to this statement, 79.0% agreed and 21.0% disagreed. This claim shows the variety of exercises that may be performed with ICTs as shown in graph.

LIMITATIONS OF THE STUDY

The role of ICTs in secondary English education was observed and examined in this study. Despite the fact that ICTs could be very beneficial for primary and upper secondary pupils, we did not conduct this study with them in mind. Therefore, we were unable to conduct our research or gather information for our study from elementary and upper secondary schools.

DISCUSSION

The study employed pre- and post-tests to evaluate the effectiveness of different instructional methods in ESL learning. Analysis of the control group, taught using conventional methods, revealed minimal improvement in post-test scores, indicating limitations in traditional teaching approaches. Conversely, the experimental group, exposed to ICTs alongside conventional instruction, demonstrated significant improvement in post-test scores, suggesting the potential efficacy of ICT integration in ESL education.

The questionnaire distributed to students revealed widespread use of ICTs, both at home and in educational institutions, indicating familiarity and comfort with technology. Students overwhelmingly recognized the benefits of ICTs in language learning, with a majority agreeing that computers, the internet, multimedia presentations, and audiovisual aids enhance motivation,

interactivity, and comprehension. These findings underscore a positive attitude towards technology integration in ESL classrooms.

The implications of these findings for ESL instruction are significant. Integrating ICTs into pedagogy offers diverse learning opportunities, including interactive exercises, multimedia resources, and collaborative activities, catering to different learning styles and preferences. By creating dynamic and immersive learning environments, educators can facilitate language acquisition, vocabulary expansion, pronunciation improvement, and comprehension skills.

Moving forward, educators are encouraged to explore innovative ways of integrating ICTs into ESL instruction, considering the preferences and needs of diverse learner populations. Further research is warranted to investigate the long-term effects of ICT integration on ESL proficiency and to identify best practices for leveraging technology in language learning. Continuous professional development initiatives should be implemented to equip educators with the necessary skills and knowledge to effectively integrate ICTs into their teaching practice.

In conclusion, this study highlights the transformative potential of ICTs in ESL instruction, emphasizing their role in fostering interactive, engaging, and effective learning experiences. By embracing technology-enabled pedagogies, educators can empower students to develop essential language skills and thrive in an increasingly digital world.

CONCLUSION

The role of information and communication technologies, including computers, has grown in importance. The advancement and incorporation of ICTs not only facilitates our lives but also poses issues and concerns in different human activities, including education. Across the last two decades, the impact of ICTs is undeniable if we compare fields like education, medicine, management, etc. The ways they functioned in the past is different from how they function nowadays. Students learn a language through ICTs with more interest as compared to traditional teaching methods. ICT tools are helpful for teachers and students of English as second language class in better learning and it develops the interest of students and quality of language learning classroom. Teachers also enjoy teaching through ICT tools as it has powerful teaching effects. The present study has been an attempt to evaluate the role of ICTs in teaching ESL at the secondary level. In some schools, the number of computers accessible in English classrooms is far less than the average number of students per class. Most schools include computer rooms that can be utilized for a variety of reasons and therefore require special reservation procedures. Approximately one-third of all students get frequent access to computers in English classes. It is clear that the current state of information and communication technology in schools makes it challenging for instructors and students to implement computer-aided language learning. Nearly all schools were well-equipped with previous generations of ICTs, such as televisions, CD and DVD players, but there is a paucity of computers, internet, PowerPoint projectors, and Smart-boards. According to the findings, the most commonly utilized computer software in teaching ESL at the secondary level is educational games, grammar exercise tools, and word processors. Except for a few educational games, these software products are designed to help students strengthen their reading and writing skills, as well as their speaking and listening abilities. Computer-assisted learning exercises enhance students' reading, writing, speaking, listening, and grammar skills, as well as their vocabulary.

As reported by the teachers using ICTs in classrooms has advantages. Students showed more interest in those lessons which were taught through ICT tools. Secondly, use of ICT tools is helpful in teaching objectives of English Language Learning. The Third advantage is that using ICTs help the language learners to build up their vocabulary bank along with their contextual meanings. Lastly, it is reported that ICTs are resourceful while searching for authentic teaching materials.

Using ICTs in Language classes has disadvantages too, first of all is time management issue. A lot of time is wasted if the classroom is not properly equipment or any technical issue arises during the class. Secondly, students are unable to receive sufficient amount of input from their teacher.

Teachers are facing many problems and challenges in using ICTs in the teaching of English as Second Language. This is proved from present study that ICTs play an important role in teaching and learning of English as Second Language and its involvement can be a positive approach in enhancing the educational standards specially in ESL learning and teaching.

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