

## THE USE OF ICT TO DEVELOP THE SPEAKING SKILLS OF THE ESL LEARNERS

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### 1. Abstract

Information and Communication Technology or ICT has brought a big revolution in many aspects of human knowledge and life as well. Today, the invention of computers, smart-phones, the internet, and social media has made the learning process quite simple, interesting, and advanced as well especially for the learners of the English language. It has given big support even to the educators in their teaching and training effectively. In addition, it has created a complete holistic environment for teachers to improve their speaking, listening, writing, and reading skills. As a result, this research paper focuses on the important role that ICT plays in the enhancement of the speaking skills of ESL learners. This research paper tries to provide a general idea of the ICT and the speaking skill as well. This research paper provides a theoretical explanation of the ICT and its different techniques and tools and their roles in the improvement of the ESL learners' speaking skills. The pragmatic research approach and both the qualitative and quantitative methods have been used in this research paper focusing on some senior secondary level students of the CBSE. The research tools used in administering the questionnaire used in this research paper have completely been filled by the above-mentioned students. The result of the study gives an analysis of the data collected from the questionnaire. It also gives a discussion of the main result. The result shows that the utilization of ICTs can be the best way to increase the students' ability to speak. Therefore, in addition to the role of the ICT tools in the development of the students' ability to speak the ESL teachers have been recommended and suggested to provide help to the ESL learners to use ICT effectively and successfully.

**Keywords:** Speaking Skills, ICT, ESL, CALL, MALL, TELL

### 2. Introduction

English is one of the most important languages spoken around the globe. It has played a role in the process of globalization and the explosion of knowledge almost in every field. This is the language, which links the world people and makes the understanding of each other very clear. This is why it is called the lingua franca means the universal language or

the language of people. In short, it is known as English as a Second Language or ESL in the Indian backdrop. The use of the English language is very important for better learning and earning. English is the mother tongue of ICT. That's why it is much important to give knowledge of the English language with ICT from the very early stage of their education.

No doubt, there are a number of theories, approaches, and methods to develop the language skills the ESL learners. There is no need to teach through monotonous methods or traditional ways. There is a need to grab the attention of the students in the ESL classroom to make learning engaging and interesting. So the modern ICT tools and techniques can bring a big change in teaching and learning of basic language skills (Reading, Speaking, Listening, and Writing). Students can acquire the improvement in their pronunciation, vocabulary, expression ad public speaking art through the help of the ICT. Due to the effectiveness, omnipotence, convenience, and availability of the ICT, the traditional learning environment has been truly transformed into a changing environment. The following are the basic tools of ICT:

1. Computer-Assisted Language Learning (CALL)
2. Mobile-Assisted Language Learning (MALL)
3. Technology Enhanced Language Learning (TELL)
4. Blogs
5. Wiki
6. Emails
7. Digital Libraries
8. Multimedia
9. MOOCS
10. Virtual Classrooms
11. Social Media
12. Free and Open Source Software
13. Documentaries
14. Digital Notebooks
15. Mobile Applications
16. Digital Storytelling
17. I-Pads
18. Tablets
19. Smart Phones
20. Online Speaking Tutorials
21. Recorded Audio-Video Products
22. Digital Pronunciation Dictionaries

ICT is being used in fields such as entertainment, games and sports, healthcare, transportation, education, fashion designing, industries, textiles, etc. With a simple effort,

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much information just about the world can easily be exchanged due to the innovation of ICT. We cannot envisage education today without the use of ICT. It helps the exchange of ideas, thoughts, experiences, feelings, etc. With the support of ICT, many people can achieve education and training anytime and anywhere at a low cost. So, we can understand, ICT plays a very vital role in teaching-learning processes and so in language learning, particularly in English language learning.

“To develop the skills through the use of the ICT, a variety of tools available on the Internet and new emerging Web 2.0 technologies and applications can be found being used in a wide variety of learning environments, such as distance learning, e-learning, mobile learning, online learning environment” (Patrick, 2009).

“But not all of them are suitable for every situation; it is, therefore, the responsibility of instructional designers to explore which tools provide the best solution for different tasks in synchronous and asynchronous interactions and collaborations” (Beldorin, 2006).

As West (2009) points out, “the combination of several online tools can be very powerful in matching the strengths and features of each to the needs of the operation at hand. So using one of them does not mean that we should drop other useful tools. According to this idea, we think that every tool created meets the designed requirements. There are different applications, but they all work together, and the choice depends on the type of function we want to design. Since the early 1980s, the ICT has facilitated all aspects of life, work, leisure and education” (Belgium & Law 2000).

### **3. Literature Review**

#### **3.1. Definition of the ICT**

The definition of ICT has been propounded by a number of scholars around the world from time to time. “The ICT (Information and Communication Technology) is a word used to describe any communication application or device, including radio, television, computer network, and cellular phones” (Margaret Roose 1946, p 34-42).

The ICT can give the facility of plenty of tasks simultaneously, which can engage the learners in the ESL classrooms. “ICT is commonly associated with that technology, which is used to access, collect, and manipulate and communicate with information. The technology includes hardware and software applications and connections to the Internet, infrastructure, local networking and video conferencing” (Doomi, 2002 p.3).

The Internet has made the entire world so engaging and informative that every ICT user first of all needs to be facilitated with High-Speed internet. “The ICT offers students a wide variety of learning opportunities to learn the language” (Melor MD Yunus 2007). “The impact of this medium is very visible and difficult. This new technological tool has changed and innovated the way we learn” (Chua Yoon Bao).

The overall personality development can be assured with help of the ICT. It can change the perspectives of ESL learners and can give a world exposure to them. “The benefits of

technology integration as it encourages students to learn actively and collaboratively based on learning and critical thinking; supports different learning styles of students; provides personal growth and motivation; enhances teacher-student relationships; improves communication skills; helps students build cultural bridges” (Stojkovic, N., Ed. 2019).

### **3.2. Definition of the ESL**

The ESL which may also be called English as the Second Language is a well-known term used mostly for the speakers of other languages for whom it is the second language or the official language of the state. ESL refers to the specialized approaches to teach a language, especially to non-native speakers or learners.

### **3.3. Definition of Speaking Skills**

“Speaking is generally one of the four most important skills: listening, speaking, reading, and writing English as a foreign language. It is necessary to speak because it aims to develop the skills of learners in creating oral communication, and it has many different meanings according to different writers or authors. The speaking skill is a productive skill. It has many components. It is necessary to make the right sounds and choose the right words to get the constructions of sentences grammatically correct” (Chastain 1998).

“In addition, to the previous definition speaking is an interactive process of constructing meaning that involves producing and receiving and processing information” (Brown, 1994; Burns & Joyce, 1997). “The speaking skill is an active skill of a language to express various meanings so that other persons may make proper sense of them” (Cameron 2001:40). This means that speaking is the means of communication, which facilitates a person to express his or her own emotions, ideas, feelings, etc. and it also focuses more on foreign language. On the other hand, speaking is the ability of people to judge others and to express what he feels.

### **3.4. The Significance of Speaking Skill for the ESL learners**

Language is an effective communication tool that is used by human beings to express or share information with others. Communication takes place only then when someone speaks. Speaking in the ESL classes is always a priority because most of the ESL learners prefer to speak rather than write. “All the four skills i.e. listening, reading, speaking and writing are naturally the most important skills of a language. People who know a language are referred to as speakers of the language as if the speaking included all other kinds of knowledge” (Vanlier 2000).

“Today, many ESL learners place more emphasis on speaking in their learning because if they master this skill they will be considered as masters of all other skills. Speaking can help learners express their vocabulary, grammar, and their personal feelings, ideas, or ideas, and speaking can help them in their work life. A student who speaks English well is more likely to pursue further education, employment, and promotion” (West Roop, 2003).

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“Nevertheless, we often determine the way learners speak, even if they are not good at other skills. The learner's success in learning a foreign language is measured by the ability to conduct a conversation in different contexts. The spoken class is really difficult to manage and teach. Teaching is about instructing a person: Give a person a knowledge skill. A person is instructed to communicate while speaking” (Hornby, 1995).

It is evident now with the above definitions of the great minds that the language learning technology or ICT is going to be an integral part of the education of all aspects. ICT or education technology can make the teaching-learning process so simple that even passive learners may become active. The teachers who are unable to access the students to a large extent can feel facilitated both in classroom teaching or distant teaching. The speaking skills can be made powerful by the interaction or communication with the native speakers or motivators from around the globe.

#### **4. Statement of the Problem**

The fast development of advanced technology has shown the way to the inventions of modern devices for the convenience of people regardless of their gender and age. In this speedy growing technological period, each and every person should own a personal computer, laptop, tablet, or smart-phone to keep their pace equal to others advancing ahead. But the question is whether they use these revolutionary gadgets to learn a language, especially with the purpose to develop their speaking skill, which is a productive skill. This skill is the most significant skill in language teaching and learning for all. Speaking a language is meant to learn it well as well as how to produce it effectively.

The oral production ability is so crucial and vital that it must not be neglected or ignored by the language facilitators in any condition. There is its utter need to be focused on today. There is a combined opinion of numerous researchers that ICT plays a key role in combating the challenges of language learning and motivating students to master a language. This reason triggers the question of in the mind of the researcher whether the ICT in ESL courses or classrooms is useful or necessary.

#### **5. Research Objectives**

This research work has been formulated with the sole purpose of finding the possible solution of the hypothesis whether there is a need of the ICT among the ESL learners:

- 5.1. To identify learning skills obtain using the ICT in the ESL classroom.
- 5.2. To determine the learning satisfaction gained by the ESL learners using the ICT.
- 5.3. To investigate the fact of whether ICT is the need of ESL learners.
- 5.4. To examine the credibility of those who teach the ESL learners with the ICT tools.

#### **6. Activities to Develop the Speaking Skills of ESL Learners**

Real-time exposure is a need for both learners and educators for speaking a second language. The educators and the learners both collaborate to form the learning environment conducive to develop speaking skills. To advance the speaking skills among the ESL learners, teachers need to get aware of different communication skills themselves first of all so that they may make the teaching more convenient. They may use different speaking activities in the ESL classroom to eliminate the difficulties of each learner.

### **6.1. Discussion**

This activity is very special and effective in which the learners are asked to give a quick response after their discussions with etiquette. They learn how to express their opinion in terms, solve different issues, get a conclusion, find alternatives and change ideas through their discussions. Through this activity, the learners can have inspirations, motivation and the best of all they can remove their hesitation of speaking in public or among peers.

### **6.2. Role Plays**

This activity is also one the ways to develop the speaking skills of the ESL learners as through this they learn how to respond and speak in different situations with different roles. They develop their relevant vocabulary and knowledge of the concerned field. This may make them creative and engage them in real-life situations.

### **6.3. Reporting**

Students are asked to listen to news clips or to read newspaper articles at home and to report it to his class the next day in their own words. They can learn different things happening around them in their daily life. They can develop not only their speaking skills but they can develop their knowledge of plenty of things in their surroundings as general knowledge.

### **6.4. Formation-gap activities**

“Two different speakers may have different information to share or inform. There is no doubt that there is a knowledge gap between them” (Harmer 2002; p88).

Here the teacher assigns one incomplete dialogue which he asks his students to fill with relevant phrase or sentence to give sense to the dialogue. This assignment is given to two or more students to work simultaneously. The students guess and try to comprehend the context of the dialogue and then respond.

For example:

**Anwar:** Good morning, can I help you, ma'am?

**Binita:** \_\_\_\_\_

**Anwar:** I'll see what I can do.

**Binita:** Yes, please!

## **7. Useful Tools and Applications of the ICT to Develop the Speaking Skills of ESL Learners**

The integration of ICT requires some useful techniques and tools that help teachers provide ESL learners with different opportunities to practise speaking skills in their courses.



Therefore, it is very important to suggest the following techniques and a few modern and easily available tools that are considered to be the key to master the speaking ability.

### **7.1. Radio**

This is very useful in the education and training of rural students. Many distances and open education programs are conducted with the help of radio. It is also useful for audio conferencing. Radio programs help to develop language skills, especially dialogues and plays.

### **7.2. Television**

Television though called an idiot box can help the language learners a lot. It gives a good inspiration, exposure, encouragement to learn and develop the language of the learners' choice with entertainment. There are a number of universities like IGNOU and MANUU, which, which run their educational programmes for target students. It is obvious through science that learning anything becomes easy in the audio-video mode. Learners can retain whatever they learn this mode for a long time. They learn from their favourite actors by imitating them how they speak with body language.

### **7.3. Audio-Video Recorders**

Audio-video recorders can improve students' speaking skills effectively. These are efficient materials for post-discussion speaking activities. Students can work together to answer questions and discuss asking strategies. Also, they can use them and create their own videos, record and then playback to see how they can improve their performance. They may record role plays or presentations or even include subtitles with the potential for language learning, i.e. to better understand speaking input or to encourage students to think about meaning and form (Head, 2010).

Using audio with video is very engaging and motivating for learners, especially to train in L2 listening, speaking and comprehension skills. Videos are an influential tool because they give not only credibility, but also context, motivation, interest, confidence, the practical and sociological status of any language; non-verbal features such as body language or gestures, active engagement or participation, and real vocabulary achievement (Blasco, 2009).

### **7.4. Podcasts**

Podcasts are an invaluable tool for developing speaking skills. Podcasts are also called Volk, Vodcasts, or Pod chips if we use video, or if we only use audio, audio blocks are audio recordings of any topic we like, and include music. Download them to our computer or small listening device such as MP3 player (Barber, 2007) and listen or watch them whenever we want. Further learners also have the option of creating their own podcasts using different sites and tools. Podcasts can be used for many things like talk shows, concerts, interviews, storytelling, exercises, directions, commentaries, game broadcasts. Also, ESL podcast sites are created for different purposes: vocabulary and grammar topics, nonsense and slang, business English, world news and current events, chalk and jokes, songs and poetry. They are also very useful for practising pronunciation, stress, rhythm and

synchronization and accuracy; But read basic structures such as Fraser verbs, past tense forms, models, listening comprehension quizzes, and more (Peterson, 2010).

#### **7.5. VoIP tools**

We can now talk about coherent communication in the teaching and learning of languages (Jordano, 2011). Using this protocol, we can talk about real-time speaking communication, even if it is defined by the quality of service and the IDSP (Internet Service Provider). Open-source technologies can enhance real-time collaboration between learners, instructors, staff, and students, especially in completely asynchronous courses (Beldarin, 2006). Social networking, discussion groups, live meetings or chats, live presentation tools, video conferencing, voice conferences, voice blogs or magazines, online editor (synchronous real-time conversation) provides the opportunity for collaborative communication, full-time collaboration and communication, and the exchange of knowledge and feedback and participation (Peldorine, 2006).

#### **7.6. Computers**

The computer is the most important tool of information and communication technology. It is the vertebrae of modern human knowledge. All present communication processes are impractical without the use of a computer. It assists in preparing, collecting, storing and preparing data for communication. This facilitates to develop the skills to hear and speak English. It is the mother of all tools and technologies.

#### **7.7. Virtual Reality**

This examination cannot be finished without talking about the final development of so-called virtual reality online tools, like SECOND LIFE or LIVELY. Second Life is a 3D world where everybody we see is an actual human being, along with every place we stopover is built by individuals like we. These worlds present incessant promise for developing speaking skills. Students can customize and create their own digital 3D personality as Avatar and can also interact with other students. Students can attend events, chat, organize, join or form groups and talk in meetings. As technologies develop continuously and rapidly, not only students but also teachers may develop this new learning device in the future.

#### **7.8. Language Lab**

Language lab is very important today as other labs like science or computer labs. It must be provided to students from the very early stage of school education. The language lab can not only develop the speaking skills but also the rest skills of a language. It is facilitated with modern devices to develop a language. The most common education devices available in the language lab are computers, projectors, sound boxes, amplifiers, microphones, headphones, audio-console, DVDs, internet connectivity, relevant software, recorders and audio-video players. The students can practise more and more again to develop their speaking skills with correct pronunciation through the aforementioned hardware and software.

#### **7.9. Lingua Phone**



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Linguaphone is an international language training source based in London and has provided self-study language courses since 1901. Listening to our own speakers in our own language is a very sober and engaging way of learning that helps us combine the sounds we hear with the words and phrases we read. By listening and studying the language, we can begin to discover the meaning of each word.

#### **7.10. Google Meet and Zoom Apps**

These apps brought a revolution in the field of online live learning. Through these apps, both teachers and learners can communicate from different corners of the world. Teaching and learning can be easily facilitated with these apps even there where the physical presence of both the teachers and learners are not accessible. Video conferencing has become very easy to communicate with any scholar. Today numerous webinars are being conducted very successfully from different graded universities and institutions from different distant countries.

#### **7.11. Speech Recognition Software**

The speech recognition software is very beneficial for the ESL learners as it is facilitated with a speech editor which improves the pronunciation, grammar, comprehension and the correct forms. When any student commits any mistake while pronouncing any word, this language learning detects the error and corrects it automatically. This language learning device improves the accuracy of what is read. When the students come to know of their errors and are corrected by this software, they learn to speak correctly further. In this way, this language learning device is a Ram Baan (Lord Rama's Bow) for the beginners of the ESL.

#### **7.12. Technology Enhanced Language Learning (TELL)**

TELL is a teaching method, through which the teaching and learning of the second language are supported effectively. This technology-enhanced language learning software is an alternative to computer-assisted language learning. The TELL refers to an application of the technology. Through the TELL the ESL learners can enhance their language acquisition and learning by the de-contextualizing the entire process.

“Technology-enhanced language learning (TELL) deals with the impact of technology on teaching and learning a second language also called the L2. Technology-enhanced language learning refers to the use of the computer as a technological innovation to display multimedia as a means of complementing a teaching method language teacher. What's important to note is that TELL is not a teaching method but rather an approach that can be used alongside a teaching method to help teach. TELL is very supportive of Computer-Mediated Communication (CMC). CMC has been researched and supported as being very useful for helping students speak and write in a foreign language which is important to teaching process using TELL. "The process can be described as effectively bridging the gap between written and oral expression for the linguistically limited student whose oral skills are not adequate to allow for the full expression of ideas in the target language” (Kranth, 2017).

### **7.13. Quick Link Pen**

Quick Link permits ESL learners to copy and save printed text materials and web links. It helps in transferring data to a computer and allows the readers to get the meaning of the difficult terms from a built-in dictionary. The right to use this type of machine appears to be the most suitable method. Recent progresses in Machine Translation present translation engines like BabyFish and GO Translator.

### **7.14. Quicktionary**

The Quicktionary is a pen-like tool and allows the ESL learners to scan any text easily and get the definition as well as the translation of the text on their LCD screen or the monitor. There are some speech rate adjusters like Sound-editor and Enounce, which help the ESL learners in the improvements of the comprehensions and the visual representations of speech waves. This technology can help ESL learners improve their mouth and tongue movement to facilitate the learning and refining their pronunciation.

### **7.15. Smart Phones**

Smartphones are the second most important ICT tool after a personal computer. This has entered the basic needs of a human being today on earth. Almost every student possesses an android or smartphone today. If we talk about its features, it can be called an umbrella the ICT tool which has engrossed the features of plenty of devices like calculators, calendars, torches, audio-video recorders, audio-video players, etc. Besides, it can support thousands of apps which can function for purposes. Some of these apps are language learning apps also like dictionaries, translators, text editors, pronunciation developers, tutorial classes apps of different institutions like the British Council's app. ESL learners can definitely develop their speaking skill with these features and supports. They can record their voice and improve it with the apps available in their smartphone anytime anywhere. The built-in audio recorders and video recorders set up in all students' smartphones are used in each and every class to endorse autonomous learning as well as encourage self-assessment (Thomson & Gaddes 2005).

### **7.16. Internet**

The use of the Internet is undoubtedly very significant for education. It is comparatively a new experience in all classrooms of any subject of human knowledge. Every literate person is using it around the world. Now, the point is how it is being used in the ESL classroom and how it should be used successfully to meet the goal. It can be very helpful for the learners who want to explore something new.

The Internet can only be beneficial in a learning atmosphere if the resources are selected in a proper manner. Selecting a fitting website may be a trouble for using it in a classroom to develop the speaking and listening skills of students. The most excellent website can be searched with the suggestions of any companion or colleague who have used personally (Lapayen et.al. 2005).

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As far as the communication support of multimedia contexts is concerned the people of the world are as far away from one click as they say to each other, and this facility also makes it important to exploit such systems in language education. Internet is the most important facility for communication. All modern communications take place through this. This makes the communication facility convenient, economical, very fast and attractive. There are plenty of facilities to communicate on the internet. For examples:

#### **7.16.1. Social Media**

Social media can be called a big revolution in the world of telecommunication. Learners can communicate with their teachers and friends from anywhere around the world. They can share their views, information, ideas or thoughts in English, contextual language or their own mother tongues. These days Facebook, Instagram, Twitter, YouTube, etc. are very common platforms.

#### **7.16.2. Online Supports for English Language Learning**

There are numerous online supports on the Internet for the development of language skills. These are virtual classes, online training, e-library, e-guidance, e-books, e-training, e-teaching, e-magazines, etc.

#### **7.16.3. Online Language-related Movies and Courses**

There are numerous paid and free language courses, which are available on the Internet that students can learn easily from their home. Movies are available with subtitles through which English can be learnt very easily. Movies might be based on biographies, documentaries, etc, which can trigger a high level of motivation among ESL learners.

### **8. Research Methodology**

#### **8.1. Research Participants**

In this study, a total of 100 students from the senior secondary classes between the ages of 17 to 19 participated. These students have been selected randomly from Woodbine Modern School Darbhanga, a CBSE affiliated English medium senior secondary school where students come from different backgrounds and localities.

#### **8.2. Research Materials**

Observational classes had been organized by the researcher to collect the data. Pen and paper were used along with the printouts of the questionnaire. The major materials were on computers and smartphones. A modem was used in the ESL classroom for internet connectivity.

#### **8.3. Research Methods**

The researcher has carried out an interview to decide the ESL learners' attitude in learning the four areas of a language. Most people find speaking as complicated one unlike other areas of the language as listening, writing and reading. After that, a questionnaire session was organized by the researcher to meet the additional information about the learners' basic knowledge of the computer. The awareness of the online learning methods and their

approach to language learning with technical assistance with special focus on speaking skills was noted down.

The study deals with the pragmatic approach of the research and is based on both the qualitative and the quantitative methods to interpret and analyze the data collected from the pre- and post-speech tests. 100 ESL learners from the senior secondary level of the school participated voluntarily and they were studied through the questionnaire.

The test was conducted in the school's ESL classroom in different periods. The new autonomous learning system, which is the English Learning System (ELS), which helps students to achieve the goals, set by the needs in the system was installed in the ESL classroom. Different types of teaching and learning resources are specifically designed for ESL students.

The research conducted two periods of classes. The first was a controlled class and the second was a test class. The controlled class with a total of 50 participants followed the regular learning pattern in the regular classroom, while the test classes with a total of 50 participants followed the regular learning pattern in the test classroom. Both the classes were given the task of testing similar speaking skills with related materials on a test paper.

#### **8.4. Research Tools / Questionnaire**

For the purpose of gathering correct as well as relevant information from the focused respondents, the following research tools have been implemented.

The questionnaire has been used to find out the different perspectives on the relevant topic through ESL participants regarding the use of information and communication technology in the EFL classes to develop the speaking ability. This questionnaire paper was given to 100 ESL students. Close questions were collected from the 100 ESL students to find out the fact that how they used the facilities currently available at the ESL classroom to improve their speaking skills. The purpose behind this is to learn more about the relationship between the ESL participants and ICT equipment. It is also about finding out whether ICT helps them improve their learning process and speaking skills. The student questionnaire consists of thirteen questions in the set. Those are closed questions that ask students to respond with not known, don't agree and agree, or open-ended questions.

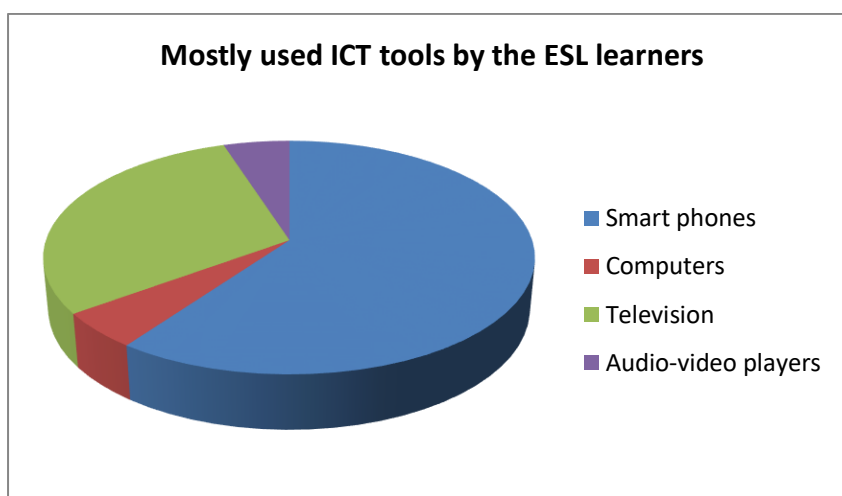
<b>Research Questions</b>	<b>Not Known</b>	<b>Don't Agree</b>	<b>Agree</b>
1. The students have the basic knowledge of ICT. 2. The speaking aspect of a language is much difficult and need more practice in public. 3. The ESL classroom has computers. 4. The ESL classes are taken by trained Language teachers?			

<ol style="list-style-type: none"> <li>5. The time spent in learning the speaking skills is sufficient?</li> <li>6. The computers have the software to practice and improve the pronunciation.</li> <li>7. The software is relevant to speaking skill learning.</li> <li>8. The voice recorded is used for each and every learner and played back in the classroom to improve the voice quality.</li> <li>9. Advanced speaking skills training is given through the internet.</li> <li>10. The learners are given tasks to talk to each other through voice chats.</li> <li>11. Learners are trained to use video conferencing to communicate with native speakers.</li> <li>12. Smart-phones are allowed in the ESL classroom.</li> <li>13. The apps available in their handsets are more convenient and relevant in learning their targeted skill.</li> </ol>			
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The questionnaire of this research was well answered by the participants. The researcher gave the instructions, which are impossible to differentiate on how the questionnaire has been organized and for what object was planned. The researcher gave them the remarks about the study that it was not a test and the answers have been kept secret and will only be used for research purposes in the future.

## 9. Result and Discussion

The main results that are collected from the questionnaire will be discussed in relation to the already raised statement of the problem. The questionnaire has allowed the researcher to collect a huge amount of data concerning the use of ICT in the ESL course. Its main objective was to develop learners' speaking skills with ICT.



The key idea came into view from the first hypothesis, that is, the ICT tools as the data show, computers, smartphones, televisions, audio-video players and the internet may help ESL learners to develop their speaking skills. The main results related to the students' questionnaire revealed that ICTs tools do enhance their speaking skills in ESL course. Furthermore, there was no negative answer to the questions in relation to this hypothesis.

## 10. Limitations of the ICT

The process of integrating the ICT with teaching and learning is an untraditional process that both teachers and learners may face:

- 10.1. The Internet is not often easy to get to all ESL learners, and no knowledge of the Internet is an additional difficulty that causes a requirement of training in second language labs or classrooms. Little experience of the Internet is a cause of concern for any ESL learners.
- 10.2. Educators or teachers who have reliance heavily on the ICTs may drop their success as teachers.
- 10.3. Educators or teachers who do not know to a large extent about technology may waste much time in learning innovative technologies.
- 10.4. Students feel lazy to attend classes if they can easily get the lesson from the web.
- 10.5. An important negative point is that if a student can access the internet during the lesson, they will not pay attention when the teacher explains the lesson because they may connect themselves anywhere else.
- 10.6. There will be no motivation from both teachers and learners in the ESL classroom because students may focus on other things instead of using teacher's videos.
- 10.7. ICT may make their behaviour more irresponsible. For example, if a teacher gives his or her students a task, they may not understand it unless they have attended that class before.



## 11. Recommendations

After analyzing the open-ended questionnaire and the students' views presented during the session, the following tips and techniques can be recommended. Additional supervision for the speaking skills is needed as well:

- 11.1. Coherent activities should be regularized in the ESL classrooms
- 11.2. Coherent learning objectives should be made clear
- 11.3. Monitoring of learners' behaviour should be implemented
- 11.4. Training for the facilitators should be organized time-to-time

## 12. Conclusion

ICT plays an active role in the improvement of ESL learners' listening and speaking skills. Learners are enthusiastic to accept and adjust to the pristine learning environment, and though they may have intricacy in this view, they have a tendency to use the copious information and learning resources in ESL, which can be used to reimburse for their deficiency of speaking skills training in conventional ways. The findings clarify that ESL learners who used the ICT tools performed better than that of those students who completed the task using the traditional ways, and hence, did not attain their finest ability to speak.

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