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IMPROVING SPEAKING SKILLS AMONG ENGINEERING GRADUATES OF 21ST CENTURY VIA ICT TOOLS: A CASE STUDY



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ABSTRACT

Technology is widely used in the present education system. With the rapid development in society, computer technology and network is playing a prominent role in facilitating language learning. It is mode of communication. In order to communicate effectively, one has to excel their speaking skills. As the world is moving rapidly into digital media and information, various innovative technologies are being introduced to teach speaking skills with the usage of ICT in the 21st century. Information and Communication Technologies (ICT) are rapidly affecting in all

aspects of life. It is believed that ICT would bring many advantages to the students, if it is used in a right manner..This paper reflects the use of ICT for improving communication Skills, the challenges faced by the learners in using ICT for improving their speaking skills and a sample test has been conducted in the case of engineering urban graduates in Anantapur district of Rayalaseema region, Andhra Pradesh,India. Data was collected in the form of questionnaire. The findings indicated that the participants spent more time using ICT for private purposes than for learning English. Most of them showed their positive attitudes towards ICT to study English and expressed that ICT should be used more frequently in the classroom in order to maximize language learning and teaching. It also discusses about the lack of training on ICT and English Proficiency and also reveals that English competency is still a challenge for most of the students belongs to urban areas.

KEYWORDS :Language Learning, Technology, Learning Methods, ICT Pedagogy, ICT in learning,Positive

Attitude

1.INTRODUCTION:

Information and Communication Technologies (ICT) is a driven force that has changed many aspects of the life. In modern society, ICT plays a remarkable role providing lots of opportunities to teachers and students by effective teaching and learning methods. ICT improves the learning process through interactive educational materials and facilitate the easy acquisition of learning English. It offers an environment for learners by engaging and giving challenges. ICT has driven not only the educational sectors but also administrators and governance. The use of ICT involve themselves in authentic environments of language use (Kramsch & Thorne, 2002). The learners may use Skype for interaction (Dalton, 2001) or social networking sites such as Facebook or Twitter for writing purposes (Cheng, 2012). ICT gives lot of motivation to learners with the help of multimedia including audio-visual aids. (Altimer, 2011).ICTs have demonstrated potential to increase the options, access, participation and achievement of the learners. At present, ICT is being used in educational sectors to assist students to learn more effectively (Neil Selwyn 2003).

ICT has many advantages in education. ICT is a powerful tool in presenting or representing information in various ways like graphs, maps, pictures, and multimedia. It makes the learner realistic and lively and relax them to learn different topics and task more actively, because they learn by applying the technology to a task rather than by being directly “instructed” by the technology (Grabe & Grabe, 2005).Since the benefits that ICT brings to English language learners are motivation enhancement(Razmah Mahmood, 2005 & Schoepp & Erogul, 2001), learner Free (Frith, 2005) and acquisition of skills (Galavis, 1998) have been in practiced in many parts of the world. (Buabeng-andoh, 2012).

Studies on ICT have drawn a number of reasons like affordability of computers, Internet Connectivity, telephone and electricity infrastructure, knowledge of computers, training on ICT are found which affect students not using ICT in the right manner because of lack of technical knowledge on ICT, technophobia and wrong perceptions on ICT. However, ICT role in teaching and learning process is very important and its impact in teaching and learning process in the globalization. (Adriana Alexandru, 2007). The study aims to fulfil the gap by collecting data in the form of questionnaire among urban students of undergraduate engineering in the following objectives.

Whether the students are using ICT in a right manner?
To what extent student community is making use of ICT?

The study attempts to answer the following research questions:

For what purposes students are using ICT?
How do students make use of ICT in English language learning?
Challenges faced by the students in using ICT?

The purpose of this paper is to investigate, interpret and analyse the methods employed in this study in order to enhance the English skills.

2. LITERATURE REVIEW

2.1 Definition

ICT is an acronym that stands for

- Information
- Communication
- Technology

The term ICT is defined as “forms of technology used for creating, displaying, storing, manipulating and exchanging information”. (Meleisea, 2007). Technology has affected society and its surroundings in a number of ways. ICT refers to computer-based technologies such as PCs, laptops, tablets, smartphones and latest softwares and internet based technologies such as e-mail, websites, facebook, twitter, podcasts etc for the purpose of teaching English and learning. (Davies & Hewe, 2009). The benefits of ICT, its applications in English language learning and attitude towards its use have to be reviewed before analyzing the study.

2.2 Benefits of ICT

We are in the decade of multimedia and the millennium of the Internet and World Wide Web. ICT, an educational tool in the promotion for effective enhancement of learning and teaching. ICTs are recognized as “essential aspect of teaching’s cultural tool kit in the 21st century, affording new and transformative models of development that extend the nature of teacher learning wherever it takes place” (Leach, 2005). ICT provides a wide variety of learning opportunities for students to learn language (Melor Md.Yunus, 2007). The learner has the scope to browse the websites for their own learning for reading tests, comprehension, grammar exercises, pronunciation, vocabulary and cloze tests. This helps them to enhance their English language learning. The CALL softwares such as Internet, e-mails promote student-centered language learning and help the students to develop their speaking skills. (Gonglewski, 2003). ICT also enhances LSRW skills and they can support to improve their skills on the topics which they are interested in. The learner has a chance to manage their own learning time and pace of their choice. ICT leads to greater autonomy and more learner centered.

The speaking abilities using CALL technology has gained much attention, and more success in using CALL, in particular computer-mediated communication, to help speaking skills closely linked to “Communicative Competence” and provide controlled interactive speaking practice outside the classroom (Warschaur, 1998). “Chat-rooms” can help the learners to master their expression skills and promote for the development of automatic structure that help for improving speaking skills. The use of “video conferencing” facilitates to have face-to-face interaction which gives not only immediacy when communicating with a real person but also visual cues, such as facial expressions and making communication more authentic. The use of blogs, podcasts, helps the learner to make use of distance learning and will be helpful to the students who are in remote places. It is more useful for the students who are in absentia. The studies show great common of studies reviewed wider positive benefits of ICT for learning and learners in such areas as motivation and skills, concentration, cognitive processing, independent learning, critical thinking and teamwork, all important skills for the language learner.

2.3 Benefits of ICT applications in English Language Learning

A considerable amount of literature has highlighted the benefits of ICT in language learning. Darasawang and Reinders (2010) acknowledged that an online language support system helps to

promote learner autonomy. The multimedia technology including visual aids, sounds, video-clips, animations relax the learners and motivate them to learn on their own and elevates their interest in learning (Kuo, 2009). The Internet connection provides learners to gain access to huge amount of authentic materials to make English learning more enjoyable (Dang, 2011). The ICT promotes the learners to access the online resources in and around the classroom which results in the enhancement of their competences in listening, speaking, reading and writing. It gives scope for watching the youtube in which clear information regarding pronunciation and shows the way to the learner need to communicate. ICT is a platform where the students can exchange and share their ideas or opinions, feelings and participate in the discussions with the subject expert. It is amicable for the learner where they have ample scope to express without shy and fear. E-books also helps them to gather the information of their choice and study the material of their own interest and time. ICT also helps the learners to surf the online courses where they join and excel in their field in order to communicate and improve their speaking skills.

2.4 Attitudes towards the use of ICT

Anderson (1985) pointed that “an attitude is a moderately intense emotion that prepares an individual to respond consistently in a favourable and unfavourable manner when confronted with a particular object. Attitude is likely a personal factor which could influence the person’s on the use of ICT. This is because the user’s attitude may directly influence their attention to use the ICT (Speier, 2008).

Recently, there were few studies which relates to attitudes on ICT. Saunders and Pincas (2004) study emphasizes on the students’ attitudes towards ICT in teaching and learning in the UK. It is observed from the study that students highly used email and Internet for the learning purpose. Most of the students will responded to e-mail as a basic form of networked learning. The students also believe that ICT has a significant role in supporting and enhancing their speaking and learning experience. On the other hand, some students represent the notion of holding face-to face classes in a negative way which they felt that their loss of routine and motivation.

Wongwanich, Rumpagaporn (2007) studied the student’ critical thinking skills, attitude to ICT and its perception in classroom learning environment under the ICT schools pilot project in Thailand. The study reveals that many students improve their levels of critical thinking and develop positive attitude towards ICT. The study indicates that there are relations between student’s individual characteristic, learning environment in classroom scenario, relationship with the teachers, and their attitudes towards critical thinking skills and teachers.

Kubiatko (2010) carried out an investigation into ICT-related attitudes among university science education students in the Czech Republic. The study assessed learner attitudes in terms of three variables, namely gender, grade and residence. When it came to the results, university, second-year and town students were more positive in their attitudes towards ICT use as opposed to other groups. Kopinska (2013) analyzed Spanish EFL learners’ attitudes to the use of technology after the implementation of an experimental project of ICT in the classroom setting. The students were fully aware of the usefulness of ICT to their English language learning, but they also said that had little exposure to new technologies for the learning process.

The above studies, reveals about the attitude that the change will occur depending on the particular attitude. In the study, researcher would also like to identify the attitude of the students towards the use of ICT.

3.METHODOLOGY

The study used a sample of 120 English major students (85 female students and 35 male students) from five branches at Srinivasa Ramanujan Institute of Technology, JNTUA University. All final year students irrespective of their branches who were taking courses of Placements, Communication Skills, Academic Writing and Verbal Ability are involved. The questionnaires were distributed among all the five branches with the help of teachers and analysed.

The questionnaire has three parts and comprises on various aspects of ICT related English speaking information. The first part was designed on how many hours they spent on internet for non learning purposes. The second part of the section entailed on general aspects of ICT use in learning English and the final section consisted of the items on a scale of Strongly Agree, Agree, Disagree and Strongly Disagree in order to know the perceptions and expectations of the use of ICT in improving speaking skills among the learners.

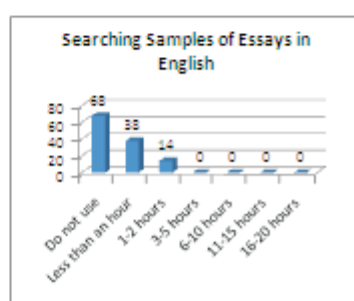
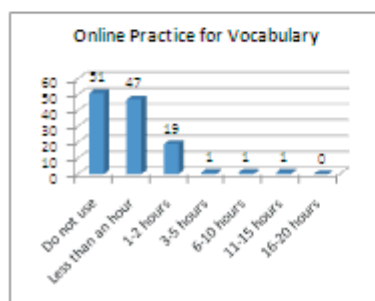
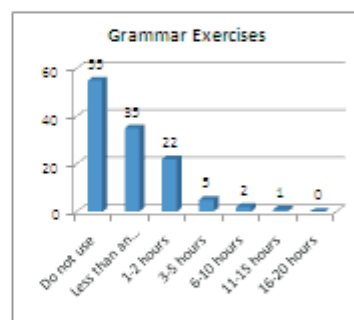
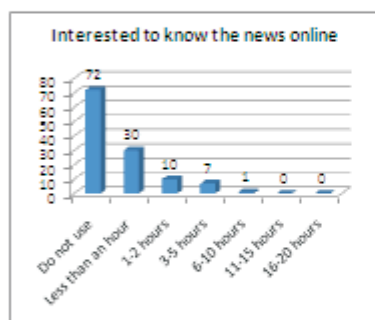
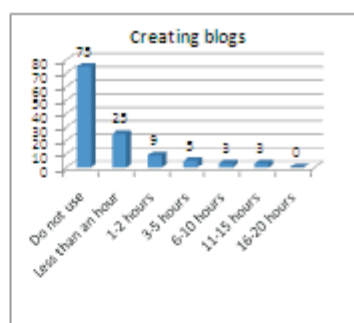
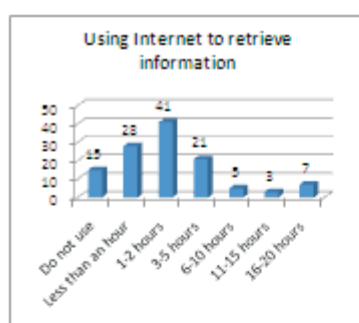
4. FINDINGS - KEY RESULTS

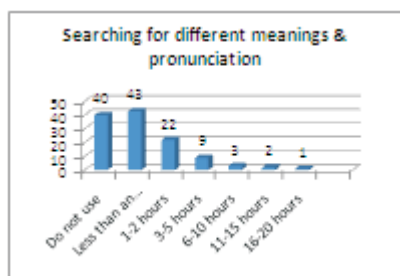
4.1 Use of ICT in learning English

The findings reveal (Table 4.1) that the students do not make use of ICT properly in Learning English as most of the students spent 1-2 hours on Internet for learning English (34.2%). A huge number of students reported that they did not use the activities most of the time such as writing blogs in English (62.5%), Reading news online (60.0%), searching samples of Essays (56.6%), Grammar Exercises (45.8%), Online practice for vocabulary (42.5%) and for different meanings and pronunciation (33.3%). On the other hand, students do not use Internet to retrieve information for academic purpose (12.5%). In detail, most of the students use ICT for online practice for vocabulary for less than an hour (39.2%) and practicing grammar exercises (29.2%) respectively. It is identified that no student spent more than 2 hours for the activities mentioned above and their percentage is below 10% except in retrieving information. The table shows that the only 2.5% students used 6-10 and 11-15 hours. The study gives clear picture that the students do not have the habit of writing blogs and reading English newspaper. It is understood that students give priority to their mother tongue in reading newspaper or writing blogs. However, they make use of Internet for grammar and vocabulary instead of referring to dictionary. On the other hand, students never make use of ICT for learning English language which shows the poor percentage for online practice for vocabulary, grammar exercises and in searching samples of essays in English, (0.8,0.3,0.0%) respectively for 16-20 hours.

Table 4.1 USE OF ICT IN LEARNING ENGLISH

Item	Do not use	Less than an hour	1-2 hours	3-5 hours	6-10 hours	11-15 hours	16-20 hours	Total
Using Internet to retrieve information	15	28	41	21	5	3	7	120
Creating blogs	75	25	9	5	3	3	0	120
Interested to know the news online	72	30	10	7	1	0	0	120
Grammar Exercises	55	35	22	5	2	1	0	120
Online Practice for Vocabulary	51	47	19	1	1	1	0	120
Searching Samples of Essays in English	68	38	14	0	0	0	0	120
Searching for different meanings & pronunciation	40	43	22	9	3	2	1	120





4.2 To what extent ICT helps in improving speaking skills

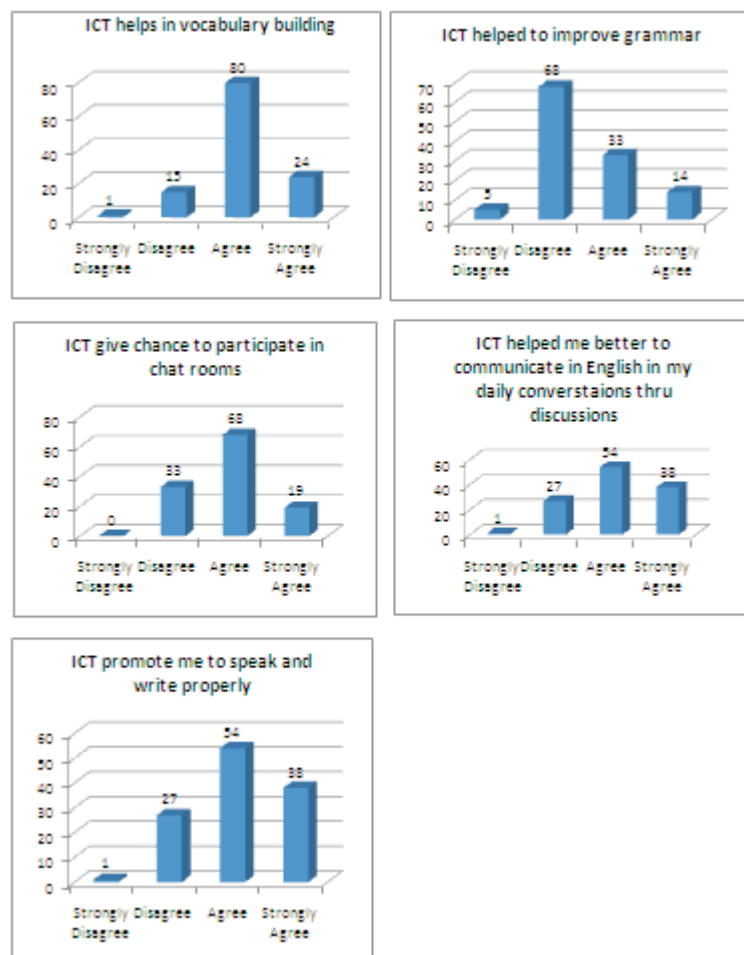
The report of the analysis (Table 4.2) results as Agree and Strongly Agree responses were combined and considered as “Agree” and Disagree and Strongly Disagree are labeled as “Disagree”. The results are as follows:

The majority of the students opined with the item “ICT helps in vocabulary building” (86.6%) and “ICT promote me to speak and write properly”. (76.6%). On the other hand, (13.3% and 23.3%) disagreed respectively. 72.5% of students agreed with the item “ICT give chance to participate in chat rooms” and 69.1% with “ICT helped me better to communicate in English in my daily conversation through discussions”. However, 27.5% and 30.8% disagreed. At the same time, 60.8% opined negatively on “ICT helped to improve grammar” and 39.1% responded positively. This is perhaps due to the phobia of grammar among the learners.

In general, the data represents that students believe that the use of ICT are able to improve their language learning in vocabulary, speaking and writing, communicating. Hence, we can conclude that the learners know to make use of ICT to maximum extent in improving their speaking skills in a number of ways.

Table 4.2 TO WHAT EXTENT ICT HELPS IN IMPROVING SPEAKING SKILLS

Item	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
ICT helps in vocabulary building	1	15	80	24	120
ICT helped to improve grammar	5	68	33	14	120
ICT give chance to participate in chat rooms	0	33	68	19	120
ICT helped me better to communicate in English in my daily conversations thru discussions	3	34	58	25	120
ICT promote me to speak and write properly	1	27	54	38	120



4.3 Advantages of using ICT to improve communication skills

Table 4.3 reveals that most of the students knew about the advantages of ICT in improving their communication skills. The result of the analysis from the table 3 reflects that 93.3% of the students give positive response towards “Able to participate in the open discussions” except 6.7%. This reveals that with ICT students are able to speak and share their ideas in the forums. In greater detail, 89.2% of students had responded positively on the item “Obtaining up to date information” and 85.8% for “Acquiring more knowledge” and shows that 14.2% disagreed with this item. The analysis represents that students have got more scope for acquiring and gaining knowledge and enrich it in their speaking.

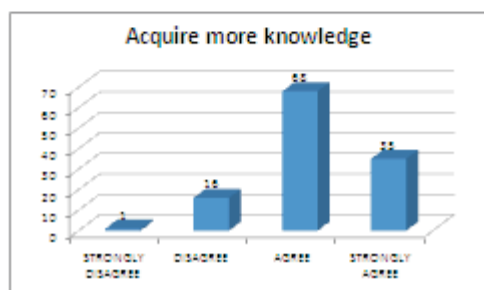
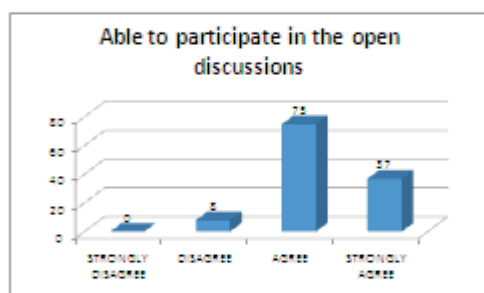
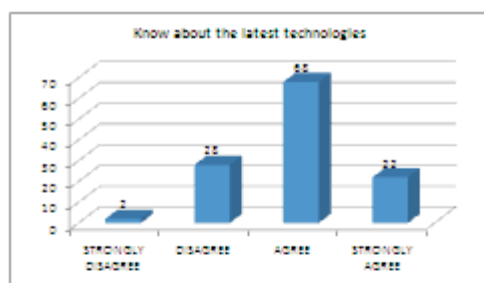
A huge number of students gave equal weight age on “Build confidence to communicate” (75.0%) and “Know about the latest technologies (75.0%) and “Enhance my speaking skills” (74.2%) positively. On the other hand, the same students responded with the percentage of 25.0%, 25.0% and 23.3% disagreed on the above respectively. This shows that the students are able to improve their speaking skills and able to communicate with their confidence. There is a slight variation in confidence and speaking skills by knowing about the latest technologies.

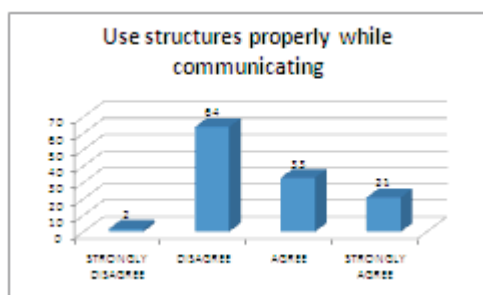
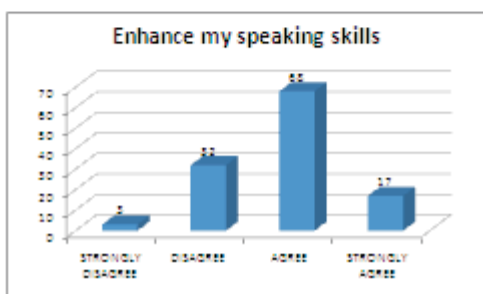
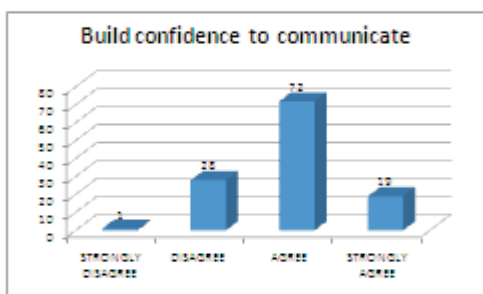
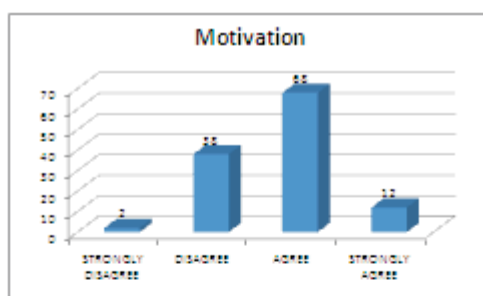
As for “Motivation”, it was resulted that 66.7% agreed and 33.3% disagreed. This is probably some students who are not confident lack motivation in using the language and communicating with others or not given proper training for them. Most of the students disagreed on the item “Use structures properly while communicating” (55.0%) was the least percentage. Yet the students agree with 45.0% with this item..This is due to lack of knowledge on grammar and not encouraged to use

grammar in speaking.

Table 4.3 ADVANTAGES OF USING ICT TO IMPROVE COMMUNICATION SKILLS

ITEM	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	Total
Know about the latest technologies	2	28	68	22	120
Able to participate in the open discussions	0	8	75	37	120
Acquire more knowledge	1	16	68	35	120
Motivation	2	38	68	12	120
Build confidence to communicate	1	28	72	19	120
Enhance my speaking skills	3	32	68	17	120
Use structures properly while communicating	2	64	33	21	120





4.4 Challenges faced by the students in using ICT

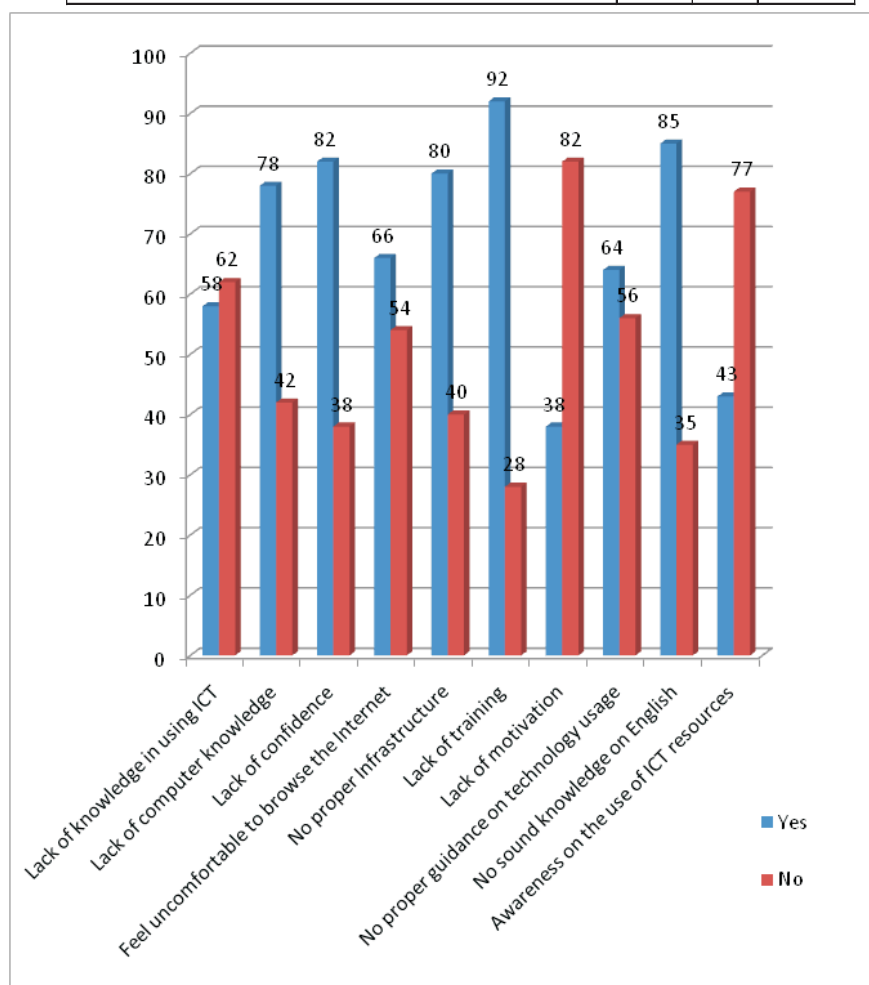
Students were given a questionnaire to respond on the scale of YES or NO in a close-ended format about the challenges they faced in using ICT for improving speaking skills. The analysis of the data reveals a very positive attitude among the students in using ICT for speaking in English. The survey revealed (Table 4.4) that they agree on “Lack of training”, (92%), “No sound knowledge on English” (85%) and “No proper infrastructure” (80%) . It is pertinent to mention that most of the students are facing great challenges which are utmost important. It is the responsibility of the teacher to act as a facilitator and motivate them to make use of ICT in improving to their speaking skills.

However, most of the students disagree with the item that “Lack of knowledge in using ICT” (62%) and “Feel uncomfortable to browse the net” (54%). On the other hand, students disagreed on “Lack of computer knowledge” (42%) and agreed on “Awareness on the use of ICT resources” with a

percentage of (43%) . Elaborate analysis reveals that students responded equally for “lack of motivation” and “Lack of confidence” with a percentage of 38% . It can be concluded that if the students are provided with good infrastructure and training, the students can make use of ICT effectively and are good in using ICT.

Table 4.4 FACTORS AFFECTING THE USE OF ICT

ITEM	Yes	No	Total
Lack of knowledge in using ICT	58	62	120
Lack of computer knowledge	78	42	120
Lack of confidence	82	38	120
Feel uncomfortable to browse the Internet	66	54	120
No proper Infrastructure	80	40	120
Lack of training	92	28	120
Lack of motivation	38	82	120
No proper guidance on technology usage	64	56	120
No sound knowledge on English	85	35	120
Awareness on the use of ICT resources	43	77	120



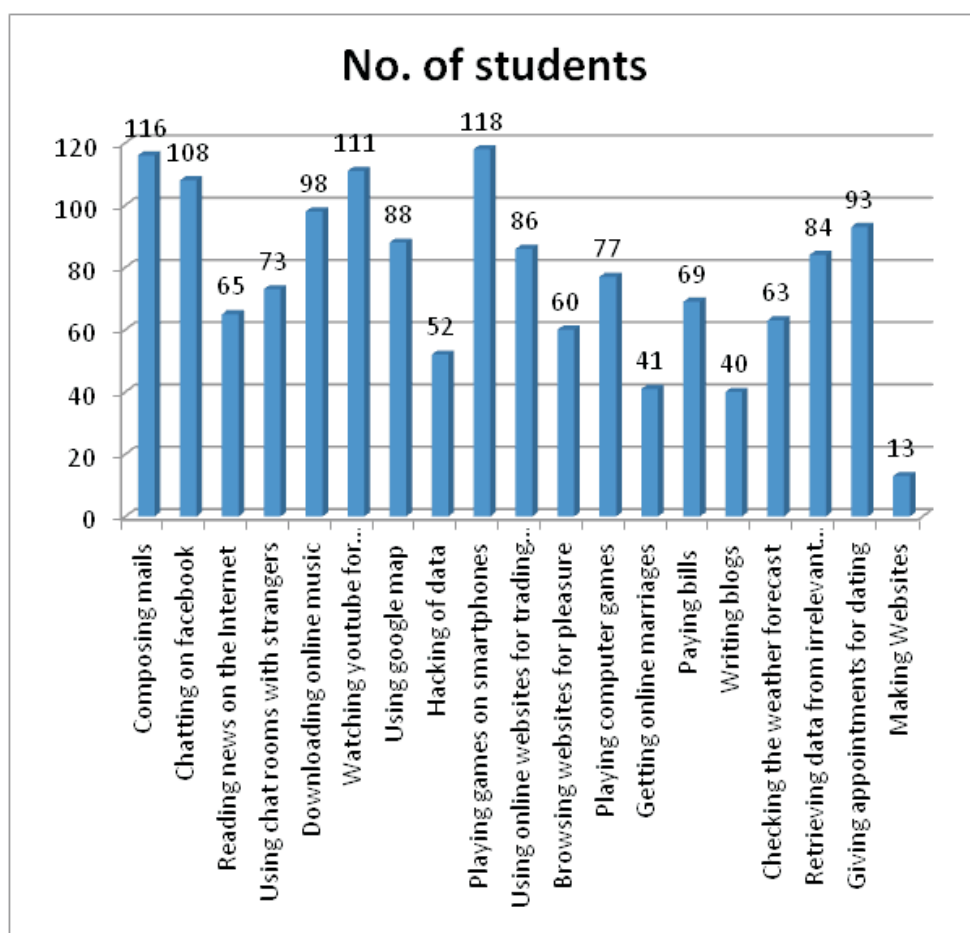
4.5 Whether students are using ICT in a right manner

The survey consisted of the question enquiring the students about the use of ICT in a right manner. Table 4.5 shows that the foremost activities of the students involve were composing mails (96.6%),

Chatting on Facebook (98.6%) , Reading news on the Internet (95.9%), Using chatrooms with strangers (88%), Downloading online music (92%) and watching youtube for entertainment (89%) respectively. More than two-thirds of the participants used the Google Map , playing games on smart phones, hacking of data and giving appointments for dating, and browsing websites for pleasure. The other had been 50% of choice on writing blogs, using online websites for trading and business, getting online marriage. In contrast, the least frequent activities of ICT are retrieving data from irrelevant websites (30.2%) checking the weather forecast (29.7%), paying bills for account (26.5%), and making websites (11.3%)

Table 4.5 For What purposes students are using ICT

Item	No. of students	Percentage
Composing mails	116	96.6
Chatting on facebook	108	98.6
Reading news on the Internet	65	95.9
Using chat rooms with strangers	73	88.0
Downloading online music	98	92.0
Watching youtube for entertainment	111	89.0
Using google map	88	84.1
Hacking of data	52	79.1
Playing games on smartphones	118	83.2
Using online websites for trading & business	86	64.2
Browsing websites for pleasure	60	76.8
Playing computer games	77	81.8
Getting online marriages	41	68.0
Paying bills	69	26.5
Writing blogs	40	53.0
Checking the weather forecast	63	29.7
Retrieving data from irrelevant websites	84	30.2
Giving appointments for dating	93	75.0
Making Websites	13	11.3

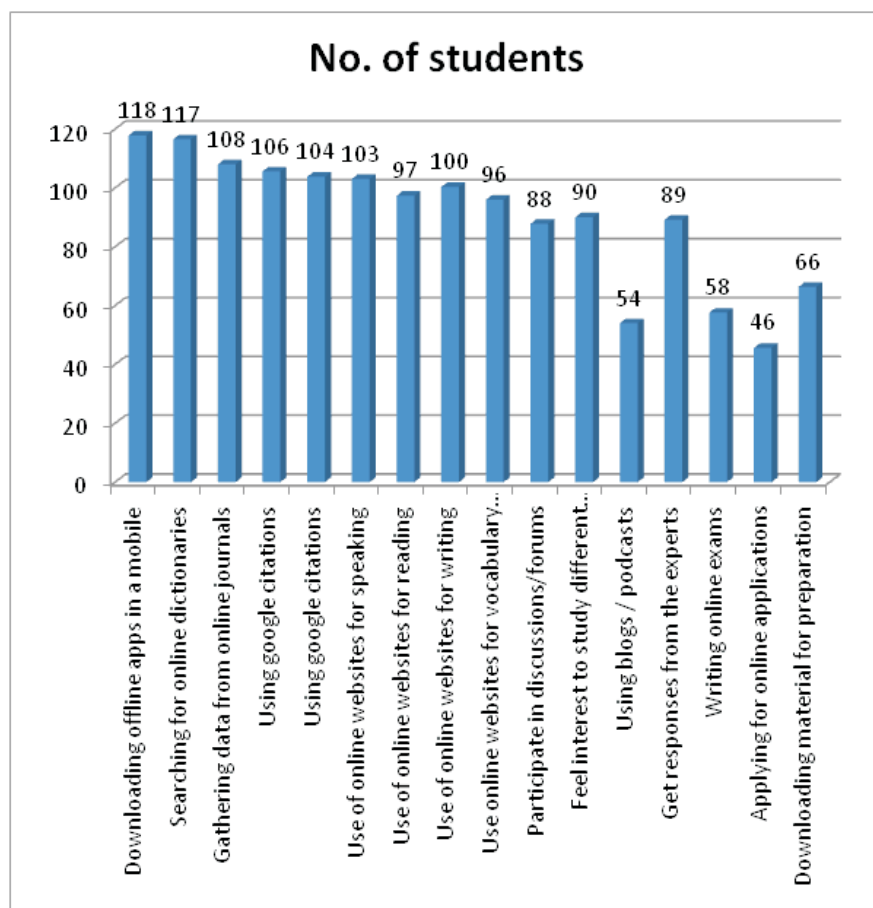


4.6 How to promote ICT for speaking skills

For the purpose of communicating, the learner needs to excel himself with the latest and innovative technologies. The questionnaire had got good response from the learners for the items "Downloading offline apps in a mobile" (98.2%) and "searching for online dictionaries" (97.1%) followed by Gathering data from online journals.(90.0%) and Google Citations (88%) and translations (86.5%) respectively (Table 4.6). The majority of the participants used ICT to practice their language skills including speaking with 85.9%, writing with 83.6% and reading with 81.1% respectively. In addition, an interesting finding was that the majority of the students use online websites for vocabulary building (80%) to improve their skills and abilities and participate in discussions and forums (73.2%). More than half of the learners got engaged in "Feel interest to study different opinions of subject experts" (75%) and "Get responses from the experts" (74.3%) . On the contrary, they spend less time on "downloading materialfor preparation' (55.3%), writing online exams" (48%), "using blogs and podcasts" (45%), "applying for online applications" (38%). From the above study, we can conclude that students are making use of ICT and they had to be more attention and give preference for writing blogs and online exams. Now-a-days, if the student is competent in speaking , he must also have the awareness of latest technologies and make use it in proper way.

Table 4.6 USE OF ICT FOR LEARNING ENGLISH

Item	No. of students	Percentage
Downloading offline apps in a mobile	118	98.2
Searching for online dictionaries	117	97.1
Gathering data from online journals	108	90.0
Using google citations	106	88.0
Using google citations	104	86.5
Use of online websites for speaking	103	85.9
Use of online websites for reading	97	81.1
Use of online websites for writing	100	83.6
Use online websites for vocabulary building	96	80.0
Participate in discussions/forums	88	73.2
Feel interest to study different opinions of subject experts	90	75.0
Using blogs / podcasts	54	45.0
Get responses from the experts	89	74.3
Writing online exams	58	48.0
Applying for online applications	46	38.0
Downloading material for preparation	66	55.3



5. DISCUSSION

A critical analysis of the questionnaire illustrates that the student's responses on the use of ICT for improving skills in this study revealed that the students spent more hours per week for non-academic purposes rather than improving speaking skills. In particular, a high percentage of students stated that they do not use the activities such as reading news online, writing blogs, practicing grammar with correct structures and search for sample English essays. This proves that the huge number of students do not use ICT tools in their process of learning. The previous study by Bradley and Douglas (2002) and OTT & Tavella (2009). Studies highlights that only 1/3 of the Canadian students out of 30,000, use computers in their learning process.

The students also expressed that to what extend ICT helps in improving the speaking skills. In majority, most of the students gave positive response on enriching their vocabulary, using chat rooms for discussion and give a chance to communicate. A few students were disagreed on this issue. This view is supported by the earlier investigations Melor (2009) and shows that a large number of students 75.7% do not practice writing blogs in English. Similar findings were also observed in Jung's (2006) study and which show that "the majority of the students spent 3 to 10 hours weekly using ICTs for learning English". These results were also in agreement with the study of Melor, Maimum and Chua (2009) and resulting that the students spent more time on general activities and less time on the purpose of learning.

With regard to the advantages of using ICT to improve communication skills, the majority of the students indicated () positive attitudes. The survey result was in agreement with Melor et al (2009) and shows that the use of ICT in improving communication skills improves LSRW skills, vocabulary and grammar. The students positive attitude inclined towards language improvement through ICT use such as grammar improvement (84.8%), writing skills (74.3%). Besides English vocabulary enrichment (89.4%) and speaking skills (89.4%) have given equal percentage which shows the students make use of vocabulary in improving their speaking skills. The findings with the previous Impact Report (2001) revealed that the ICT have wider positive benefits for learning such as motivation, confidence and is useful to students to improve their speaking skills. ICT applications make language learning fun and can be explained that multimedia technology which includes audio-visual aids, sounds, animations motivate learners, "attracts their attention and elevates their interest in learning" (Kuo, 2009).

Regarding the factors affecting the use of ICT, results shows that students have highly positive attitude towards the use of ICT tools in learning language. This can be seen in support of the previous findings by Glenda (2006) and Saunders and Pincas (2004) where their studies found students having good attitude towards the use of ICT. Speier, Morris & Briggs (2008) have been stated that an attitude is likely personal factor which could influence the use of ICT on individual. As far as the learners' expectations of using ICT to improve their speaking skills, it should be used more vigorously for teaching and learning process.

The results of the questionnaires throws the challenges for both the teacher and the learner. The findings are inconsistent with several previous studies on the genuine factors of ICT usage were confidence with ICT, self efficacy, and educational background. On the other hand, students know how to make use of ICT and they do not make use of ICT for proper learning which will help them to excel in their subjects. Besides, when the teacher ask the students which method can be adopted in classroom, they respond ICT when compared to traditional pedagogy because it makes them interest, motivate, relax and catchy.

6. CONCLUSION

The findings in this research study reports that the majority of the students spent more time for non-learning activities like facebook, chatting etc rather than language learning purposes. They also showed that they had strong positive opinion and attitude towards the benefits of technology in the process of learning a language and especially communication by improving their speaking skills. Hence actions should be taken by the administrators, policy makers to promote students to use ICT in language learning, as it provides a great platform and golden opportunities for the present technology and job markets. The earlier research study have several pedagogical implications which are as follows:

- CALL software use will help the students to improve their speaking skills and interactive speaking abilities outside the classroom. (Warschauer, 1998)
- ICT will help the students to improve their in communication skills and analytical and problem solving. (Williams, 2003)
- The students expressed in this study that one make use of technology for general purposes rather than gaining a deep understanding of the activities, “might shed light on how best to determine their educational uses”. (Fujimoto, 2012)
- The learners enlightened that the lack of training on ICT as they do not have proper infrastructure in their areas, and it is the responsibility of the teacher to instruct them how to make use of ICT tools as they lack information literacy skills (Baldwin & Balatsoukas, 2010; Ilogho & Nikko, 2014)
- A small number of teachers employ ICT in the teaching process and motivate the students or teach them how to use it (Dogoriti, 2010 : Abdul Rahim, 2011)

The Minister of Education can organize more awareness on ICT and conduct campaign or workshops on ICT to the students on a variety of ICT tools and also information in the website. On the other hand, it is the teacher who must always guide the students and pay attention in reminding the learners in making use of ICT like searching for information or asking them to write blogs or check mails. It is revealed from the study that the students have positive attitudes and try it in a right manner if the teacher will give proper advice, training and guidance for improving their speaking skills. It is the responsibility of the decision makers to design some programs on ICT and conduct the “Train the Trainer programs” where the teacher can update his/her skills and know about the latest technologies by participating in the webinars, chat rooms and discussions etc. The Minister of education, can plan for such course to incorporate in the curriculum and design programmes on ICT and give proper guidelines for the students. Even today, we are seeing our honourable PM is trying to promote students skill based by giving training in Skill India. So it is the responsibility of the teacher to promote knowledge to the students for the utilization of ICT effectively.

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