Language Learning via ICT: Uses, Challenges and Issues

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Abstract:- The rapid growth and improvement in Information Communication Technology (ICT) has lead to the diffusion of technology in education. It is believed that ICT would bring many advantages to the students if it is use under the right circumstances. Although ICT offer more advantages and flexibility, this type of learning environment may not be conducive for all learners. This paper describes the use of ICT for learning English, the challenges faced by the students in using ICT for learning English and their attitude towards the use of ICT in learning English among the urban school students in Kuala Terengganu, Malaysia. Data was collected via questionnaire survey of second language students. The results show that students are aware of the benefits of using ICT in learning language. However, students did not spend much of their time for the purpose of learning. Students spend only 1- 2 hours per weeks using ICT for learning activities. Most of the students use ICT for surfing internet to get information and for searching for words meaning and pronunciation. Students perceived themselves having high positive attitude towards the use of ICT in learning English. However, there are two main problems faced by the students which are lack of English proficiency and lack of training on ICT.

Keywords: language learning, ICT pedagogy, technology in education, learning method, ICT in Learning

1 Introduction

In this twenty-first century, we are all living in the age of digital technology. Information and communication technology (ICT) is a force that has changed many aspects of the way we live. ICT has been used world-wide to help people such as in business, trade, marketing, science, education and others (Brian 2000)[1]. Now, ICT is currently being used in education to assist students to learn more effectively and help teachers to do administrative tasks more efficiently (Neil Selwyn 2003) [2]. In other words, Information Communication Technology in education has made it possible for students, teachers, specialists and researchers to collaborate with each other in diverse ways.

ICT has many beneficial uses in education. For example, ICT is a powerful tool in presenting or representing information in many different ways. It can be presented through different forms such as texts, pictures, tables, graphs and even multimedia which can make the class more interesting and lively. Besides, ICT can also play various instructional roles such as make the learners feel more relax to learn the various topics and task, and also make the learners active, because they learn by applying the technology to a task rather than by being directly "instructed" by the technology (Grabe & Grabe 2005 [3].

ICT also has the potential to become communication tools, such as emails, chat groups, discussion groups, pals' clubs and others to conduct activities which require collaboration (Krajka 2002) [4]. ICT can be used in facilitating various forms for online conferencing and create virtual discussion with friends or teachers online (Flecknoe 2000) [5]. This online conference enables teachers or students to share information with their peers or friends who are staying far apart across oceans. This provides a wide opportunity for students to increase their usage of the language.

Nevertheless, ICT can also provide lessons for learners to learn grammar and vocabulary at their own pace as a self-study activity. There are a number of free websites that provide such an opportunity to learners. Learners may practise grammatical structures, improve their listening and reading comprehension, and also build up their vocabulary from the websites. Seeing the advantages ICT provide, the aim of this paper is to examine the use of ICT for learning English among the urban school students in Kuala Terengganu.

However, it cannot be denied that the

opportunities provided by ICT in language learning are not problems free. We also need to take in consideration on the challenges which will affect students' acceptance of the integration of new technology (Razmah Mahmod 2005)[6]. Woodrow [7] asserts that any successful transformation in educational practice requires the development of positive user attitude toward the new technology.

Studies on ICT have also identified a number of reasons that slowed the adoption process. The reasons are many and include access to computer such as email, internet [8], affordability of computers and connectivity [9], telephone and electricity infrastructure [10], computer literacy [11], expertise and others [12]. In Selwyn [13] study on the factors of acceptance and not acceptance of the Information Communication and Technology (ICT) in university also found the factors which affect students not using ICT in the university were lack of technology skills on ICT, technophobia, and wrong perception towards ICT.

A research from a Polytechnic University of Valencia presented that the students mark have been better since they use the multimedia activities that have been built using Adobe Flash during the lecture[14].E-learning for example, is a technical solution [15] to perform a comparative evaluation. What we can say now is the ICT role in teaching and learning process is very important and we should realized its impacts in teaching and learning process and also in globalisation (Adriana Alexandru 2007) [16].

Hence, the aim of the paper is also to examine whether students in Kuala Terengganu also faced the similar challenges on using ICT for their language learning and students attitude towards the use of ICT.

2 Literature Review

2.1 Benefits of using ICT
We are all living in the decade of multimedia and the millennium of the internet and the World Wide Web (WWW). According to Chuah Yoon Fah [17] the impact which has been brought by this media, is very visible and stiffening. This new technologies instrument has changed and innovated the way we learn. ICT provides a variety of learning opportunities for students to learn language (Melor MD Yunus 2007) [18]. The Internet and the World Wide Web was able to provide supplemental language activities which can help students with

additional practice in specific areas of language learning. These include reading tests and comprehension questions, grammar exercises, pronunciation exercises, vocabulary tests, cloze tests, and so forth. Students can search the Web for such web sites for their own learning. This can help them to enhance their English language learning.

The Computer Assisted Language Learning (CALL) software programmes which have been designed for the purpose of language teaching despite other tools such as the Internet, e-mail, and others also promote student-centred language learning and help students develop their communicative skills as well (Gonglewski 2003) [19]. This CALL programmes also provide students with a variety of choice in terms of which aspects of the target language such as grammar, vocabulary, and pronunciation, they want to practise or what skills (listening, speaking, reading, writing) they want to develop, and topics which they are interested. Students can manage their own learning at their own speed and based on their own choice. This helps learners to take more responsibility for their own learning, which leads to greater autonomy and more learner-centred.

A number of studies have been done concerning CALL which affects the development of language learners' in four skills (listening, speaking, reading and writing). Most report significant gains in reading and listening and most CALL programs are geared toward these receptive skills because of the current state of computer technology. However, the speaking abilities using CALL technology has gained much attention. There has been some success in using CALL, in particular computer-mediated communication, to help speaking skills closely linked to "communicative competence" (ability to engage in meaningful conversation in the target language) and provide controlled interactive speaking practice outside the classroom (Warschaur 1998) [20]. Using chat room has been shown to help students' to master certain often-used expressions to promote the development of automatic structure that help develop speaking skills. This is true even if the chat is purely textual. The use of videoconferencing gives not only immediacy when communicating with a real person but also visual cues, such as facial expressions, making such communication more authentic.

In the Impact Report 2006 on the schools in Europe, which draw the evidence on ICT from 17 impact studies across Europe (Balanskat 2006) [21]. These studies show overwhelming majority of studies reviewed in the report confirm 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.

2.2 Challenges faced in the use of ICT

There are many challenges which affect the integration of technology into language learning. This is because of the difference in age, learning styles, perception, attitudes and others which the person holds. Several researches on barrier of ICT in education have been conducted by previous researcher to identify the genuine factors on ICT usage. A range of factors was identified, including confidence with ICT [22], self-efficacy, and prior educational background [23]. Muilenberg [24] investigated on analytic studies of barriers to online learning. He identified eight underlying constructs that limit students' experience of online education. These barriers are administrative and instructor issues, limitations of social interactions, limited academic skills, limited technical skills, learner motivation, time and support for studies, high cost and limited access to the Internet, and technical problems.

On the other hand, Show Hui Huang [25] in Taiwan performed a study on factors that influenced students' learning attitudes towards Computer Courses. In her study, she investigated the influencing factors from the internal and external perspectives. Two groups of factors which are internal learning motivation and external learning environment were defined as the influencing factors. Findings revealed that interest, motivation, school environment, employment and trend variables had a significant and direct effect on students' learning attitudes while home environment did not directly influence the students learning attitudes but indirectly affect students' attitudes through computer use.

Another, study by Robert Whelan [26] who investigated on the use of ICT in education and lowering barrier in South Pacific. He reported training and capacity building, curriculum development, infrastructure (including electricity, transport and basic services), financing, renewed policy initiatives and top-down government support are perceived as the most important factors in educational ICT development.

Recently, Sandra [27] conducted a study on Community college students' barrier to participate in web-based course. Findings show students who take face-to-face courses view the learning as a shared partnership between the instructors and themselves, unlike Web-based courses that are more

self-directed. The barriers identified to participants in Web-based courses include the inability to have face-to-face interactions with the instructor and classmates, the inability to have questions answered immediately. Other barriers include the incompatibility with student learning styles and Web-based courses, lack of understanding of Web-based courses, the perceived lack of structure of Web-based courses, the quality of Web-based courses, lack of personal motivation, and concerns with technology. Here clearly show, there are many different factors which challenged students in their process of learning by using ICT. As a result, factors related to the use of ICT need to be identified so solutions can be undertaken to improve students' usage of ICT in helping them to be a better learner.

2.3 Attitude towards the use of ICT

According to Anderson [28] 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. Baron and Byrne [29] asserted that attitudes shape individuals perceptions of the world and their social behaviour. Attitudes, behaviour and feelings have been found by some researchers to be linked, such that people's attitudes determine their behaviour towards object and people they meet and influence even the relationships that exist among this with them. From these features we may describe attitude as a complex, mostly learned and enduring but changeable system of cognition and affection which influence an individual's favourable and unfavourable action or reaction to an object. Attitude is likely a personal factor which could influence the person's on the use of ICT. This is because the users' attitude may directly influence their attention to use the computer or ICT (Speier 2008) [30]. A positive relationship exists between experience levels and favourable attitudes towards computer or using ICT tools.

Recently, there were a few studies conducted relates to attitudes on ICT. Saunders & Pincas [31] study on students' attitudes towards Information Technologies in Teaching and Learning in the UK. Findings from this study indicated that students highly used email and internet to support their studies. As it can be seen from the data obtained that a high proportion of the students surveyed are using email as a basic form of networked learning. Students also believe that ICT has a significant role in supporting and enhancing their university learning experience and felt that ICT could sometimes be used as an alternative to face-to-face

activities. However, there are some students who are against the notion of holding face-to–face classes as they think it would lead to their loss of routine, and motivation to serve to highlight the present perceived importance of face-to-face classes to campus based students.

Glenda, Sonia, Philmore & Dwayne [32] investigated on management students' attitudes toward Information and Communication Technology (ICT). This study used a self-administered questionnaire which was adapted and modified the Dorup's questionnaire [33] in Denmark. 166 undergraduate management students were targeted in the study. Results showed the majority of the students had access and regularly use the Internet. It was found that female students had access to a computer off campus than males. Over 90% used the course-based WebCT, whereas only 30% used the Campus Pipeline. The study also showed that students were generally favourable towards ICT.

Wongwanich Rumpagaporn [34] studied the students' critical thinking skills, attitudes to ICT and perceptions of ICT classroom learning environment under the ICT schools pilot project in Thailand. The finding indicates many students improve their levels of critical thinking and develop positive attitude to ICT. There are differences between students' perceptions of their actual and preferred classroom learning environment with ICT because of students' individual characteristics (gender, academic background, computer usage). Besides, outcome also show that there are associations between students' individual characteristic, students' perceptions of ICT classroom learning environments, and students' outcome in relation to teachers' critical thinking skills and teachers' attitudes toward ICT.

From this few of studies, we can conclude that attitude changed occurs depending on the particular function that the attitude serves. According to Wagner [35], under conditions of compliance, a favourable reaction by the influencing agent is crucial to maintenance of the attitude. If favourable reaction was altered or displaced by another agent, presumably the attitude would change. In this study, researcher would also like to identify the attitude of the students towards the use of ICT.

3 Methodology
This study employ a survey design in order to measure the extend students use ICT for learning English. For the purpose of the study, 66 form 4 students from a secondary school in Kuala

Terengganu were involved. This study was conducted using survey method. To elicited data for the study, the students had responded to three parts of questionnaire: 1) hours students spend on the English learning activities 2) the extend ICT helped students in learning English 3) benefits of using ICT in helping students to learn English 4) factors affecting the use of ICT in learning English and 5) their attitude towards the use of ICT in learning English. Part 1 items were measured by the time frame, on the other hand part 2, 3, 4 and 5 were measured by a four-point Likert-scale range from 1-Strongly Disagree, 2-Disagree, 3-Agree and 4-Strongly Agree. A descriptive statistic of percentage and mean score were used in the data analysis. An open-ended questions were also used to elicited more information about students attitudes in towards the use of ICT for learning English.

4 Findings

4.1 Use of ICT in learning English
Table 1 presents the distribution and frequency for the use of ICT in learning English. Generally, the findings showed that ICT was not widely used by the students in the purpose of learning English, as averagely students only spent 1-2 hours weekly on learning activities. There were a large number of students reported that they did not use the activities most of the time such as writing blogs in English (75.8%), reading English newspaper online (72.7%), search for English of English essay (63.6%), search for English past year examination questions (59.1%) and practising grammar exercises as well as practising vocabulary exercises (54.5%). In greater detail, 21.3% of the sampled students reported minimal use (ranging from less than an hour and 1-2hours) of ICT in writing blogs in English. Only 1.5% reported used 6-10 hours and 11-15 hours.

This is probably because students did not have the habits to write blogs or they write their blogs in their mother tongue.

However, students reported some usage on "surfing internet to get information", and "searching for words meaning and pronunciation". As can be seen both the items has the highest mean score which is 2.85 and 2.00 respectively. This shows that students found it is convenience and easy using the ICT search for information and words or meaning rather than searching in a dictionary. On the other hand, reading English newspaper online has the lowest mean score which is 1.36. This might be due to the fact that newspapers are easily

available at home, so they do not need to go online
to read newspaper(s) (Refer to Table 2).

Table 1: Distribution and Frequency for the use of ICT in learning ESL

Item	Do not use (%)	Less than an hour (%)	1-2 hours (%)	3-5 hours (%)	6-10 hours (%)	11-15 hours (%)	16-20 hours (%)	hours (%)
Surfing internet to get information	7 (10.6)	19 (28.8)	27 (40.9)	9 (13.6)	2 (3.0)			2 (3.0)
Writing blogs in English	50 (75.8)	10 (15.2)	4 (6.1)	1 (1.5)	1 (1.5)			
Reading English newspaper online	48 (72.7)	13 (19.7)	4 (6.1)	1 (1.5)				
Practising grammar exercises	36 (54.5)	25 (37.9)	5 (7.6)					
Practising vocabulary exercises	36 (54.5)	24 (36.4)	5 (7.6)	1 (1.5)				
Searching for sample of English essay	42 (63.6)	18 (27.3)	6 (9.1)					
Searching for English past year examination	39 (59.1)	16 (24.2)	9 (13.6)	2 (3.0)				
Searching for words meaning and pronunciation	27 (40.9)	21 (31.8)	14 (21.2)	2 (3.0)	1 (1.5)			1 (1.5)

Table 2: Mean and standard deviations for the use of ICT in learning English

Item	Mean	Std. Deviation
Surfing internet to get information	2.85	1.32
Writing blogs in English	1.41	0.93
Reading English newspaper online	1.36	0.67
Practising grammar exercises	1.53	0.64
Practising vocabulary exercises	1.56	0.70
Searching for sample of English essay	1.45	0.66
Searching for English past year examination	1.61	0.84
Searching for words meaning and pronunciation	2.00	1.20

4.2 The extend ICT helped students in learning English

In reporting the result of the analysis in this part, the "agree" and "strongly agree" responses were combined as "agree", whereas the "disagree" and "strongly disagree" responses were combined as "disagree".

Results tabulated in table 3 shows, the majority (89.4%) of the students surveyed agreed with the items "the use of ICT has helped enrich their English vocabulary" and "the use of ICT has helped them better in using English to communicate in their daily conversation". However, there were 10.6% who disagreed. 84.8% of the students agreed with the statement "the use of ICT has helped improve their English grammar whereas 15.1% responded the opposite. This is perhaps due to the fact that students view learning grammar as difficult.

In great detail, 81.8% of the sampled students agreed with the statement "the use of ICT allows me to take greater control on my language learning" and more than half (74.3%) agreed with "the use of ICT has helped improve my writing skills". In general,

the data indicated that students perceived the use of ICT are able to enhance their language learning in vocabulary, grammar, writing, speaking and allow them take greater control in their learning. Hence we can conclude that students knew ICT could help them improve their English language in a variety of ways.

Table 4 below illustrated the mean and standard deviation for the extend ICT helped students in learning English. Among the 5 items, "the use of ICT has helped me better in using English to communicate in my daily communication" has the highest mean score which is 3.11. This is followed by, "the use of ICT has helped enrich my English vocabulary" and "the use of ICT allows me to take greater control on my language learning" which yield the same means score that is 3.02. The lowest mean score is by item "the use of ICT has helped improve my writing skills" with mean score of 2.83. This is not surprisingly, as earlier a large number of students reported that they did not practicing writing blogs in English.

Table 3: Distribution and frequency on the extend ICT help students in learning ESL

Item	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
The use of ICT has helped enrich my English vocabulary		7 (10.6)	51 (77.3)	8 (12.1)
The use of ICT has helped improve my English grammar	1 (1.5)	9 (13.6)	53 (80.3)	3 (4.5)
The use of ICT has helped improve my writing skills		17 (25.8)	43 (65.2)	6 (9.1)
The use of ICT has helped me better in using English to communicate in my daily conversation		7 (10.6)	45 (68.2)	14 (21.2)
The use of ICT allow me to take greater control on my language learning		12 (18.2)	41 (62.1)	13 (19.7)

Table 4: Mean and standard deviation on the extend ICT helps students

Item	Mean	Std. Deviation
The use of ICT has helped enrich my English vocabulary	3.02	0.48
The use of ICT has helped improve my English grammar	2.88	0.48
The use of ICT has helped improve my writing skills	2.83	0.57
The use of ICT has helped me better in using English to communicate in my daily conversation	3.11	0.56
The use of ICT allow me to take greater control on my language learning	3.02	0.62

4.3 Benefits of using ICT in helping students to learn ESL

The figures tabulated in table 5 revealed that majority of the students were aware about the benefits of using ICT in helping them learning English as a Second Language. For example, the majority (98.5%) of the students agreed that "ICT help them broaden their knowledge" except for 1.5% students disagreed with this item. This means with ICT students are able to search for more

information to enrich their knowledge. This is followed by, 92.5% students agreed with the item "ICT help them to improve both their English and ICT skills".

In greater detail, similarly of 97% students agreed on the items "obtaining up to date information" and "convenience to get information", only 3.0% students reported that they disagreed. This illustrated that variety of information provided by the internet can enhance the students language learning and enrich their knowledge in general as well as in learning English.

A high percentage of 81.9% agreed and 18.1% disagreed that ICT could helped them enhance their vocabulary knowledge. On the other hand, there were 80.3% who agreed and 19.7% disagreed with the use of ICT to enhance their writing ability. This is supported in the earlier parts where more than half of the students revealed that they have a basic level of proficiency in writing and also the large number of students who claimed they do not write blogs in English.

As for "build my confidence in using English to communicate", it was found that more than half (72.7%) agreed and 27.2% said the opposite responses. This is probably some students who are weak in English who were not confident in using the language, because they are afraid of making mistakes or being laughed at by friends. 68.2% students reported they agreed that using "ICT could increase their motivation". Yet, 31.8% students disagreed with the item. This is perhaps students

Table 5: Distribution and frequency on the benefits on using ICT in learning ESL

Item	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
Help to improve both my English and ICT skills		5 (7.6)	51 (77.3)	10 (15.2)
Convenience to get information		2 (3.0)	42 (63.6)	22 (33.3)
Broaden my knowledge		1 (1.5)	46 (69.7)	19 (28.8)
Increase my motivation	1 (1.5)	20 (30.3)	44 (66.7)	1 (1.5)
Obtaining up to date information		2 (3.0)	45 (68.2)	19 (28.8)
Build my confidence in using English to communicate	2 (3.0)	16 (24.2)	40 (60.6)	8 (12.1)
Enhance my ability in writing	3 (4.5)	10 (15.2)	47 (71.2)	6 (9.1)

were not encouraged to use the English language at home as well as using ICT to learn, as a resulted they feel not motivated in learning the language.

Table 6 reveals the mean and standard deviation on using ICT for learning English. Item on convenience to get information has the highest mean value which is 3.30. The second higher mean value is by the item "broaden my knowledge" that is 3.27. The lowest mean score is by item "increase my motivation" that is 2.68.

Table 6 Mean and standard deviation on the extend ICT helps students

Item	Mean	Std. Deviation
Help to improve both my English and ICT skills	3.08	0.47
Convenience to get information	3.30	0.53
Broaden my knowledge	3.27	0.48
Increase my motivation	2.68	0.53
Obtaining up to date information	3.26	0.51
Build my confidence in using English to communicate	2.82	0.68
Enhance my ability in writing	2.85	0.64
Enhance my vocabulary knowledge	2.83	0.60

4.4 Factors affecting the use of ICT in learning English

Students were asked to indicate on a four point Likert scale on how much they agreed with the statements about the challenges they faced in using ICT for learning English. Analysis of the full list of the factors which students faced reveals a very positive attitude amongst the majority of the students in using ICT for language learning. The surveyed respondents showed they do not faced most of the problems as a high percentage of them disagreed they "lack of interest in using ICT" (78.8%), "lack of computer literacy" (68.2%), "lack of confidence in using ICT" (66.7), "inconvenience (to search for information)" and "insufficient resources e.g. Internet connection" yield the similar percentages which is (65.2%).

For the item "lack of motivation" indicated more than half (57.6%) of them disagreed. Regarding the item "lack of technology skills", it is reported that 59.1% of the students disagreed and 40.9% agreed.

However, students reported there were two main problems which they faced in the use of ICT for learning English. The biggest concern reported by the students was the lack of English proficiency. More than half 59.1% students agreed they faced this problem, whereas 40.9% disagreed with this statement. This is probably because the language used on the internet is higher in level so students faced difficulties in understanding the language. The second biggest concern was lack of training on ICT, 54.6% students agreed with this statement and 45.5% students disagreed. This is likely due to the fact majority of the students did not attend any training or computer course. Thus, we can conclude that most of the students are good in using ICT.

4.5 Issues of attitude towards the use of ICT in learning English

This section presents the students' attitude towards the use of ICT in learning English. Before the analysis, the negative item was recoded from "1"- indicated "Strongly Agree", "2" indicated "Agree", "3" indicated "Disagree" and "4" indicated "Strongly Disagree". Hence, the distribution of frequency of each item is shown in table 2.

Findings from this study found students have a high positive attitude towards the use of ICT. The result shows among the 10 item, the range from 78.8% to 92.4% agreed. From this, we can interpret that students felt positive towards the use of ICT. A high percentage of students agreed on the item such as "it is beneficial using ICT to learn English' (92.4%), while 90.9% agreed that "it is convenience to use ICT to get information", and 89.4% agreed with "the use of ICT has improved their English language skills". Another item which denotes a high frequency was "using ICT in learning English is fun" as 84.8% students agreed. This is perhaps, the possible reason a high percentage of the students reported they spent most of their time playing games because through games indirectly they can learn English language more interactively rather than reading a book.

Regarding the item "It is a waste of time using ICT to search for information", majority of the students 93.9% disagreed with the statement. While, only 6.0% students agreed with this item. This shows that students are highly motivated to use ICT.

To further probe information on students' attitude, an open ended question was used to identify whether students like or dislike the English subject.

Table 7: Factors affecting the use of ICT in learning English

Item	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
Lack of English proficiency	5 (7.6)	22 (33.3)	24 (36.4)	15 (22.7)
Lack of interest in using ICT	14 (21.2)	38 (57.6)	8 (12.1)	6 (9.1)
Lack of technology skills	6 (9.1)	33 (50.0)	20 (30.3)	7 (10.6)
Lack of computer literacy	5 (7.6)	40 (60.6)	11 (16.7)	10 (15.2)
Lack of proper guidance from teacher	9 (13.6)	27 (40.9)	16 (24.2)	14 (21.2)
Insufficient resources e.g. Internet connection	15 (22.7)	28 (42.4)	14 (21.2)	9 (13.6)
Lack of training on ICT	3 (4.5)	27 (40.9)	24 (36.4)	12 (18.2)
Lack of self-motivation	6 (9.1)	32 (48.5)	17 (25.8)	11 (16.7)
Lack of confidence in using ICT	10 (15.2)	34 (51.5)	14 (21.2)	8 (12.1)
Inconvenience (to search for information)	11 (16.7)	32 (48.5)	14 (21.2)	9 (13.6)

As for the item "I do not like to use ICT in learning English", 89.4% students said they liked using ICT in learning English, whereas only 10.6% students disagreed. This illustrated that students are in favour of using ICT for their language learning. In terms, of difficulties to use ICT in learning English, only 12.1% claimed that it is difficult; on the other hand, a high percentage of the students (87.9%) do not feel it is difficult to use ICT in learning English. Thus, we can conclude that students' had positive attitudes towards ICT.

4.6 Attitudes towards English subject

Results revealed a large number of 75.7% students reported they like the English subject (refer table 3). The main reason for students liking English was that learning English is interesting. This category contained the following reasons: "learning English is interesting and is a requirement in the future as the default language in ICT is English", "English is interesting and yet very challenging", "English is interesting and fun". These result indicated that students were fond in learning English and they have a highly positive attitude towards learning English. According to Baron and Bryan [29]

attitudes would shaped a person's behaviour towards a certain object.

The second frequent reason for liking English subject (18.2%) was English is an international language. Responses given included "English is an

important for communication. The students revealed that "I can communicate with people of other countries", "it helps us to communicate with all the people in the world and get a better job in the

Table 8: Attitude towards the use of ICT in learning English

Item	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
The use of ICT has improved my English language skills		7 (10.6)	39 (59.1)	20 (30.3)
Using ICT in learning English is fun	2 (3.0)	8 (12.1)	40 (60.6)	16 (24.2)
Using ICT in learning English is interesting		11 (16.7)	39 (59.1)	16 (24.2)
I like to use ICT in learning English	1 (1.5)	13 (19.7)	35 (53.0)	17 (25.8)
It is beneficial using ICT to learn English		5 (7.6)	40 (60.6)	21 (31.8)
It is convenience to use ICT to get information		6 (9.1)	29 (43.9)	31 (47.0)
I do not like to use ICT in learning English	2 (3.0)	5 (7.6)	40 (60.6)	19 (28.8)
It is difficult to use ICT in learning English	1 (1.5)	7 (10.6)	48 (72.7)	10 (15.2)
Using ICT in learning English is bored	6 (9.1)	8 (12.1)	33 (50.0)	19 (28.8)
It is a waste of time using ICT to search for information	1 (1.5)	3 (4.5)	39 (59.1)	23 (34.8)

International language and gives me many conveniences if I go abroad and surfing net", "English is an international language and it is very important for us to get successful job if I know English". From the responses given, "it is an international language" revealed that students were aware of the status of the importance of the English language.

13.6% students stated that they liked English subject because they viewed that English is

future". These show students know the need of communication in English.

There were 10.6% students stated that they liked English subject because English can help them in their future. On the other hand, 9.09% students reported that they viewed English as an important subject. This shows students have positive perception on English subject.

However, there were 24.3% students who reported they dislike English subject (refer table 4).

Students pointed out "English is difficult", "English is difficult and boring" and "English is hard to understand". This is probably due to the fact they was in confident and unmotivated in learning English.

Table 9: Students' response on liking of English subject

Response	Frequency	Percentage (%)
Learning English is interesting	16	24.2
English is important subject	6	9.1
English is important for communication	9	13.6
English is an international language	12	18.2
English help me in the future	7	10.6
Total	50	75.7

Table 10: Students' response on dislike of English subject

Response	Frequency	Percentage (%)
English is difficult	10	15.2
English is hard to understand	5	7.6
English is difficult and boring	1	1.52
Total	16	24.3%

4.7 Preferences on method in learning English

When students were asked about the method they preferred in learning English. Findings from the study denotes, the majority (78.8%) students preferred to use the ICT for learning English. This category consists of the following reasons: "It gives more information and broaden my knowledge", "ICT is very fun and easy", "It would be a better solution for mastering the English language, the ICT is replacing the traditional methods with its vast and easy access of information", "Through ICT, we can learn all sorts of things and it is very convenient, besides ICT is colourful and also interesting and it can let use memories the information well", "ICT is fun, and internet has an easier way to learn English in a funny and interesting style". From the above responses, we can conclude that students like learning English using ICT because of the attractiveness which caught students' attention and its' convenience to get information.

However, despite majority of the students who liked using ICT, there were 21.2% students who still preferred the traditional method where they used references or exercises book in learning English. It was found that, some students preferred traditional method as they claimed they can "understand more easily", "it has more details in the books", "convenient to bring the books". There was one student who reported that "I like traditional method, because it is more practical and convenient with books, I can carry them anywhere to read without accessing the internet". Here it reveals that some students still prefer the traditional method, probably they are lacking of the technology skills in using ICT in learning as supported in the findings on the challenges faced by the students.

5 Discussion

From the survey, we can conclude that ICT was not widely used when learning of English as a Second Language is concerned. A high percentage of the students stated that they do not use the activities such as writing blogs in English, read English newspaper online, practising grammar exercises, practising vocabulary exercises, search for sample English essay and search for English past year examination questions. This showed majority of the students do not utilize the ICT tools for the purposes of learning. The finding is consistent with the previous study by Bradley and Douglas [36] and Ott & Tavella [37]. In their study involved 30,000 15 year old Canadian students, found that only less

than third used computer to help them learn school material.

The students were also asked on the extend ICT helped them in learning English. Generally, most of the students agreed that ICT has given helped to them such as in enriching their vocabulary, better in using English to communicate in their daily conversation, improved their grammar, take greater control in their learning language and improve their writing skills. However, there were still a small sum of the students who disagreed especially in the statement "ICT helped improve their writing skills" as 25.8% stated they disagreed with ICT help them improve their writing skills, this is supported by the earlier findings where a large number of 75.7% students do not practising writing their blogs in English.

Regarding the benefits of using ICT in helping students learn English, results revealed that the majority of the students were aware of the various benefits which ICT can provide in their language learning. The findings is in line with the previous Impact Report [10] where the findings revealed that ICT have wider positive benefits for learning and learners such as motivation, concentration and all the important skills. This means, ICT is useful for the students' to improve their English.

However, among the 8 benefits listed on the table above demonstrated there is one item which most students disagree. That is "ICT can increase their motivation" as can be seen 31.8% of the students stated that they disagree with the item. This is possible because most of the language used in the website were in English, as a result, those students whose English proficiency were weak or not in a favour for the English subject might discouraged them to use the ICT tools so they feel not motivated and could also be possible students are lack of ICT skills.

Hence, we can conclude that students were aware of the variety of benefits which ICT can provide in their English language learning. However, they do not fully utilize the ICT tools especially in helping them learn better English.

The result of the questionnaires analysis also showed that there are two mains challenges which majority of the students reported were lack of English proficiency and lack of training of ICT. The findings are inconsistent with several previous studies on the genuine factors of ICT usage where the factors identified were confidence with ICT [22], self-efficacy, and prior educational background [23]. Furthermore, the result also contradicts with the findings of Muilenberg [24] where he identified eight underlying construct which limit students

experience online education such as administrative and instructor issues, limitations of social interactions, limited academic skills, limited technical skills, learner motivation, time and support for studies, high cost and limited access to the Internet, and technical problems.

Regarding the issues of students' attitude towards the use of ICT, results revealed that students has highly positive attitudes towards the use of ICT in learning English supporting previous findings by Glenda et. al [32] and Saunders & Pincas [31] where in their studies found students also have positive attitudes towards the use of ICT. Speier; Morris & Briggs [30] also state that an attitude is likely a personal factor which could influence the person's use of ICT. This is because the users' attitude may directly influence their attention to use the computer or ICT.

In the open ended questions, students were asked whether they like English subject. Findings indicated their liking of English subject is high as they claimed that English is interesting, important for communication, English is an international language and English will be able to help them in their future.

Besides, when asked the method which they preferred in learning English, results illustrated that majority of the students preferred using ICT in learning English as compared to the traditional method, because ICT can easily catch students' attention and convenience in getting information. This implies a strong relationship between the perceived students' attitude and the use of ICT. According to Wagner et. al [35] students attitude were determined by the conditions of compliance, a favourable reaction will influence the maintenance of the attitudes.

6 Conclusion

Feedbacks from the students' showed majority of them do not use ICT in language learning purposes. Hence, actions need to be taken to promote students to use ICT in their language learning, because ICT could provides variety of learning opportunity for the students. Study conducted by previous study had shown the success in using CALL software in helping student improve their speaking skills and provide controlled interactive speaking outside the classroom [20]. Besides, in the experiment carried out by Williams [38] also found that students who use ICT achieved better results in communication, cooperation and in solving problems. Furthermore, this study is relevant to research that conducted previously Kirdilog, Aykol and Gulsecen [39]. This

proves the powerful of ICT in the learning environment. Perhaps, the Minister of Education can organize more ICT campaign or seminar on ICT to give awareness to the students on the variety of exercises and also information in the website. Besides, teachers in school need to play their role to keeps reminding students to use ICT for searching for information or teacher can provide students with URL ask them to search as one of the tasks.

The finding also showed majority of the students' has highly positive attitudes towards the use of ICT in learning English. However, there were still a minimum number of students' holds negative attitudes towards the use of ICT. Therefore, it is essential for the teachers to sustain and promote students attitudes because ICT could provide various benefits to them in their language learning. When students have positive attitudes, they will try whatever means to use ICT for their language learning.

There are two main challenges identified faced by the students in using the ICT for learning English which are lack of English proficiency and training on ICT. These pointed out, ICT is more suitable for students with better proficiency level of English and equipped with technology skills. However, the challenges faced by the students can be overcome if training is given to the students on the appropriate ways to search for information using the ICT tool.

7 Implications

The findings from this study, showed most of the students knew the various benefits which ICT can provide to them. However, many students still lack of awareness on the use of ICT resources to help them especially in learning English. Therefore, it is crucial for the teachers in school to encourage and guide the students to use ICT (internet) tools and provide the students with some suggestion of websites available which is useful for enhancing students' language development. Before the teachers are able to guide the students, the teachers must at first acquire the technology skills so he or she will be able to guide the students successfully. This can be done by the Ministry of education through organizing computer courses to upgrade the teacher with the technology skills. Most importantly, the students must change their attitudes towards the use of ICT in learning before they can successfully learn from the ICT tools.

Results also showed majority of the students' perceived positive attitudes towards the use of ICT. However, students claimed they faced certain circumstances such as lack of English proficiency and lack of training on ICT. The findings of the study is beneficial especially to the Minister of Education, headmaster, and school teachers to be make aware of the problems faced by the students in using ICT for language learning. Hence, actions need to be taken in order to help the students overcome their problems. Before the ICT can be successful integrated in students' language learning, teachers must at first changed the students' perception and their attitudes towards the ICT. Teachers could instil students' confidence level on ICT through encouragement of using the ICT tools and guide the students step by step on the way to use ICT meaningfully. Teachers could also inform the students about the variety of benefits that ICT could provide to the students, so students will be make aware of the resources they can use for learning. Perhaps, the Minister of Education, can organize a course on the programmes such as CALL or ICT guideline for the students.

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