

An Integrated Analysis of ICT-Enabled Teaching Methods for Enhancing Communicative Competence and Second Language Acquisition

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Abstract—The incorporation of Information and Communication Technologies (ICTs) in the field of education has significantly transformed teaching and learning paradigms in advanced nations. Since the turn of the century, the adoption of ICTs has also expanded in developing countries. This study explores the opportunities and challenges of using ICT-enabled teaching methods to enhance communicative competence and second language acquisition (L2). Furthermore, it evaluates factors that enable or hamper the academic usage of ICT in teaching and learning English as a second language, especially in higher education. As a result, the data for this research were gathered through methodical and rigorous questionnaires linked to communicative and ICT capabilities, which were completed by 100 participants from diverse demographics and professional categories, ensuring a representative sample. Findings revealed that some respondents were dissatisfied with their use of ICT tools in teaching and learning English. Key barriers included limited access to ICT tools and insufficient skills for their effective use. Addressing these challenges is essential for improving the integration of ICT in English Language Teaching (ELT) at higher education institutions in India.

Index Terms—language skills, communicative competence, second language acquisition, learner-centered approach, pedagogical skills

I. INTRODUCTION

ICTs play a vital role in modern education by facilitating learning and teaching processes. They have transformed language teaching and learning methodologies. Gilakjani (2013) emphasizes the potential of technology to transform traditional language teaching methods, enhancing classroom communication and instructional strategies. ICTs encompass modern tools for storing, manipulating, and disseminating information, including hardware such as laptops, smartphones, and projectors, as well as software like YouTube, Facebook, Skype, and email. These tools have driven a revolutionary movement in education, influencing the teaching of various subjects such as English, social studies, science, and mathematics.

In the current information age, ICTs have reshaped communication, driving a continuous process of socialization and acculturation. This transformation necessitates developing skills and abilities to communicate effectively within contemporary societal contexts. As Berns states, “The essential capabilities surpass communicative competence and establish a broader notion of competence, labelled with regards to pragmatic and linguistic mechanisms of psychophysiological competences—i.e., hypertextual competence” (Berns, 2019, p. 37). Thus, acquiring communicative competences must be paired with strategies that adapt traditional language encryptions to modern technical settings.

Madhavi (2023) asserts that learning today must go beyond concepts and attitudes to include techniques and procedures for using technological resources effectively. This includes understanding multimedia codes alongside traditional linguistic codes, strategies for searching and organizing information, developing critical thinking, cooperative work, and fostering autonomy in the learning process. Additionally, fostering plurilingual and intercultural thinking enables interpersonal communication among speakers from diverse countries and cultures (Madhavi et al., 2023, pp. 142-153).

The technological environment serves as a perfect medium to promote communicative exchange in language learning. It supports a more comprehensive understanding through an intercultural and plurilingual approach, making communicative settings that offer flexible, open, and realistic practices for students of varying levels, ages, and backgrounds. It contributes to generating communicative contexts that must offer flexible, open, and accurate practices in the language lesson for pupils coming from diverse nations, ages, and educational levels.

Objectives of the Study

1. Examine gender-based differences in motivation and learning experiences among participants concerning ICT-enabled educational tools and methodologies.

2. Analyze the effectiveness of ICT tools and practices within different socio-economic groups: urban, semi-urban, and rural participants for the development of second language acquisition and communicative competence.
3. Investigate the effect of ICT features to help in second language acquisition in motivating and affecting the learning experience of students across different educational levels, primary, secondary, or higher.
4. Establish a link between ICT-oriented learning and specific features affecting the acquisition of a second language, primarily to highlight how this contributes to learning outcomes.
5. To provide an important insight into practical implications in language education by comparing perceptions and uses of ICT tools in language learning across educational and professional sectors.

II. LITERATURE REVIEW

These considerations apply to online teaching across various subjects, including English. However, specific research focuses on the unique opportunities and challenges of online English and EFL teaching. Adams et al. (2007) highlight that “of all subjects, English must be the one that poses simultaneously the most problems and the most opportunity for using ICT in the classroom” (p. vii). This perspective is supported by research findings, which reveal both positive and negative outcomes.

One major criticism of online English teaching is the reduced communication and interaction, even during real-time lessons via video conferencing platforms. Andrews (2007) emphasizes that “a key sociological variable in English is the presence of the teacher” (p. 131). Anderson and Vargas (2020) concur, stating, “To successfully enable interaction and communication between a teacher and their students, physical proximity is advantageous” (p. 209).

Interaction and communication are fundamental components of English and EFL teaching. Orellana (2006) investigated the relationship between class size and interactivity in online courses, finding that smaller class sizes significantly enhance interaction. Participants in the study suggested that “online courses at the chief communicating levels must have a normal class size of 15.9” (p. 242). Ilankumaran and P. (2012) state that both oral production and comprehension are critical aspects of English syllabi in most universities.

Given the interactive nature of English as a subject, class size is particularly important in online contexts. While teachers have sometimes reported positive experiences with online teaching, the lack of interaction remains a significant concern. Hebebcı et al. (2020) note that the “most important problem that teachers... draw attention [to] is the lack of interaction” (p. 278). However, Spoel et al. (2020) present an alternative perspective, reporting that “interaction was... an unexpectedly positive experience, particularly where introverted students participated more actively compared to traditional classroom settings” (p. 10). This outcome suggests a potential benefit of online teaching in fostering engagement, especially in EFL education, where speaking skills are integral to language acquisition.

Numerous studies highlight the indispensable role of novel technologies in the teaching space, particularly in preparing students to function effectively in the information age. Basavarajiah (2006) observes that traditional educational environments are often ill-equipped to prepare learners for modern workplaces. Institutions that fail to integrate new technologies cannot credibly claim to prepare students for 21st-century life.

Voogt (2003) asserts that advancements in understanding learning processes provide critical guidelines for leveraging technology to develop competencies needed for the modern era. Similarly, Drent (2005) postulates that ICT use in education enhances memory retention, increases inspiration, and extends understanding. ICT likewise enables collaborative learning through activities, for example, play-acting, cluster problem-solving, and structured schemes, eventually improving teaching and learning outcomes.

Technology profoundly impacts how students learn and how educators teach. Jorgensen et al. (2018) highlight its transformative potential in education (pp. 193-210). Pavel (2015) describes ICTs as catalysts for change, revolutionizing working conditions, teaching methods, learning approaches, and scientific research. While technology-based teaching may not be crucial in every class, it enhances instruction by providing relevant examples, increasing classroom flexibility, and improving access to educational resources. As Elmahdi et al. (2018) state, “The whole purpose of using technology in teaching is to give good value to pupils” (pp. 182-188).

Using technology in the campus teaching space enables educators to diversify the learning methodology, improve learning, and save time. Motorga (2023) underscores the importance of technology as a prevailing catalyst for life skills learning, which is essential for fiscal survival in today’s world. Motorga also emphasizes the potential of ICTs to transition outdated educational systems into dynamic platforms that meet the demands of 21st-century education. Innovations brought by ICTs include e-learning, online registration, e-communication, rapid data access, and networking with resourceful individuals.

Integrating ICT into language teaching-learning environments is critical, as it promises substantial outcomes. Padurean and Margan (2009) observe that “The ICT application offers more openings for communication amid peer students: they could exchange data in real-time, contribute to blog debates, work on cluster projects, exchange emails, and explore for data” (p. 98). By utilizing authentic material available on the Internet, learners gain valuable insights into the values of the individuals whose language they study.

The concept of learning and speaking has always been overlooked for a long time, with educators often relying on rote committal to memory of discussions or repetitive drills. Though the modern world demands that teaching speaking focus on enhancing students’ communicative skills, helping them express themselves, and following social and cultural norms

in diverse communicative contexts. Anu and Deepa (2025) state that language is a crucial aspect of human knowledge. Speaking is an essential skill for language learners that must be prioritized and developed.

According to Rashov (2024), mastering speaking skills should be a priority for English language learners, as English classrooms provide the foundation for language acquisition in real-life settings. Basavarajiah (2006) highlights that “the concept of speech is basically a groundwork, and all other things have been built on this.” For most students, speaking remains a significant challenge.

Rajendran and Yunus (2021) note that speaking is the most difficult skill for the majority of English learners to master, leaving many unable to communicate effectively in English. Common challenges include frequent mistakes, lack of motivation, and inadequate practice. Students often feel demotivated due to repetitive, unengaging topics and outdated teaching materials, which fail to refresh their interest. Anxiety and reluctance are additional obstacles, driven by fear of negative evaluation, especially when speaking in front of peers (Vimal & Pillai, 2024).

Wang et al. (2021) found that pupils who see the English ability as “meagre” are extra nervous and reluctant to communicate when compared to others” (pp. 721-731). Contrasting with listening and reading, speaking necessitates immediate interaction with a listener. Many learners feel inhibited about speaking in class, fearing mistakes or shying away from the attention their speech might attract.

Mohammed and Ahmed (2021) argue that requiring students to speak in front of the entire class can cause stress and anxiety, making it harder for them to perform well. Chen (2021) concurs, stating that “English language classrooms often create environments that foster inhibition and anxiety” (pp. 396-400). Similarly, Rapanta (2021) emphasizes that these factors significantly hinder students’ confidence. Teachers must be vigilant in identifying and addressing these issues to create a supportive classroom environment.

Iankumaran and P. (2012) state that speaking is a fundamental communication skill that students must master when learning English. Improving speaking proficiency has long been a concern, as individuals need to be articulate, expressive, and persuasive, especially in professional contexts. Iankumaran (2012) states that effective speaking plays a crucial role in presentations, group discussions, interviews, meetings, seminars, workshops, and projects. To meet the demands of the rapidly evolving 21st century, incorporating technology into speaking classes has become imperative. Snow (2021) observes, “Language acquisition does not require extensive use of mindful linguistic rules and monotonous drills” (pp. 65-97).

Hadil (2024) highlights that language acquisition thrives on meaningful interactions in the target language. “Conversations with sympathetic native speakers who help learners understand are invaluable”, and success is measured by the ability to engage in real-world conversations. Without opportunities to practice speaking in class, students may lose motivation and interest in language learning. Conversely, well-designed speaking activities can make the classroom dynamic and engaging, boosting learners’ motivation.

Several ICT tools are instrumental in enhancing speaking proficiency:

1. **Computers:** Considered to be a very significant tool for ICT, computers aid in storage, collection, and data preparation, and there are many ICT tools that educators can use with computers.
2. **Overhead Projectors:** An overhead projector is also an efficient tool for teaching a larger group at once. Educators can build better associations among students with the help of ICT tools, and through this, they achieve a better success rate in teaching the language and enhancing overall efficiency. When a subject is presented with the help of visual aids, it brings in more interaction, and it makes the study more organized by offering a better understanding.
3. **Digital Cameras:** The usage of digital cameras offers more opportunities when it comes to language learning and teaching because they help in recording presentations, and they are convenient enough to use whenever necessary without any hassle. Now, with the help of digital cameras, students can play back their dialogue, self-evaluate, and correct themselves whenever they watch it, making learning much easier, which is one reason why many students and teachers prefer using ICT these days.
4. **Interactive Boards:** Interactive boards help students grasp concepts more easily, answer questions, and also learn how native speakers of English speak, how to pronounce words, and so on. These boards also help students think outside the box when a question is asked because of the constant discussions that are held. A person can imagine and visualize the concepts and ideas given to him or her and adopt the knowledge daily.
5. **Social media and Podcasts:** Another important and fast-growing tool of ICT is social media, which is a platform for people to share their thoughts and ideas. They can also form a group, ask others to join, and learn even more from one another. YouTube, Facebook, Instagram, and X (formerly known as Twitter) are just a few of the more commonly used social media sites that amplify the concept of situational language learning. Apart from this, many other digital tools are available for learning purposes that work with the help of the internet. People can learn and read e-books, e-articles, e-journals, newspapers, and magazines, and also attend virtual classes to learn beyond the classroom. Sometimes, the courses are also available in audio and video forms for easier understanding. Along with social media, podcasts can help students familiarize themselves with the English language by making use of audio files in discussion and debate groups. This significantly increases the students’ overall oral proficiency in English as well.

6. Smart Pens: Quicktionary is a tool that resembles a pen that can be used for scanning a word and finding its meaning and translation, which can be displayed on an LCD screen (Bharathi & Pushpanathan, 2022). Another smart pen is the *Quick Link Pen* that allows students to copy and store any kind of data in the form of text or website links. This is a big help to students, as they can transfer this data from a website to a CPU or laptop so they can read it whenever they want.

Consequently, using all this technology has a great effect on students' speaking aptitude both in and outside of the classroom. In accordance with this, there are two different opinions on implementing ICT in class. This way can help students increase cognition and open doors for many opportunities, and this amplifies the social interactions (Tursunovich, 2023).

III. METHODOLOGY

The study is descriptive and analytical, as per the primary data. Essential data were collected from respondents in a standardized questionnaire that examines the adoption of ICT techniques by individuals and their impact on enhancing learning and personal growth. Cross-sectional research designs were employed in this study, as they enabled the researchers to integrate the occupational stress research literature and the actual survey as an indispensable framework for the collection of data for the present investigation. Thus, a back-interpretation approach was applied to interpret the matter of the survey in building the validity and reliability of the tool. Using this strategy may help to increase the capacity to collect detailed, less biased, and useful information.

This study employed a mixed-methods approach to investigate various aspects of ICT-enabled learning, second language acquisition, and the effectiveness of certain features in enhancing learning outcomes. The data were collected from 100 subjects of different demographics and professional categories, thus ensuring a representative sample was drawn. The study employed quantitative techniques to analyze relationships among variables and to determine statistical significance through inferential and descriptive statistics.

The researchers conducted independent-sample t-tests to compare male and female responses to ensure that comparisons were robust. One-way ANOVA was then used for differences in motivation, learning experiences, and use of ICT across demographic groups (urban, semi-urban, and rural respondents). ANOVA tests assessed differences in mean scores supported by descriptive statistics that highlight differences in group behaviors and perceptions.

The study also explored the relationship between ICT-powered learning of language and ICT features enhancing second-language learning through a Pearson correlation analysis that sought to establish the strength and direction of the relationship with implications for educators and policymakers both in principle and practice. Statistical software confirmed data precision and reliability. Standardized procedures regarding means, standard deviations, and statistical significance ($p < 0.05$, $p < 0.01$) were established by the results. The integrated methodological approach enables a well-rounded depiction of the complex assignment for ICT tools and their features in creating motivation, learning experiences, and linguistic acquisition of the second language, thereby giving tangible insight into the scenario for matriculators and educational stakeholders.

IV. DATA ANALYSIS

Interpreting descriptive statistics suggests that, while ICT tools have very good pointers, there exist critical areas in terms of accessibility, teacher training, and gamification in those that still need rigorous attention to bring them to the maximum effect on the language learning outcome.

TABLE 1
DESCRIPTIVE STATISTICS

	Mean	Std. Error	Std. Deviation
ICT Tools Usage			
ICT tools are here in my easy possession.	3.40	0.137	1.371
ICT tools provide a user-friendly interface when it comes to learning.	3.03	0.126	1.259
I can measure my progress effectively using ICT-enabled methods.	3.50	0.118	1.185
ICT provides me with individualized learning.	3.77	0.117	1.171
ICT also integrates well with more traditional methods of teaching.	3.71	0.130	1.305
Effectiveness of ICT in Enhancing Communicative Competence			
ICT provides retention of vocabulary enhancement.	3.16	0.127	1.269
Understanding grammar improvement is met through ICT.	3.76	0.102	1.016
There is development of sentence structuring competence through ICT.	3.42	0.154	1.539
ICT possesses encouragement of spontaneous speaking ability.	3.24	0.137	1.372
ICT creates a boost in confidence for public speaking.	2.81	0.132	1.323
Second Language Acquisition			
The advantage of ICT tools is overcoming cultural and linguistic barriers.	3.68	0.107	1.072
It is becoming very motivating to learn a second language using ICT.	4.11	0.095	0.952
Indeed, real-time feedback from ICT tools builds up the learning process.	4.18	0.095	0.947
The ICT tool encourages collaborative learning using a second language with co-learners.	4.01	0.107	1.068
I have transformed into a very real-life communication proficient due to the use of ICT.	3.89	0.118	1.180
Challenges and Suggestions			
The restricted availability of ICT tools and the internet poses a serious hindrance to self-actualization as an individual.	3.18	0.123	1.226
Contents available on ICT are not ideally suited to my regional language needs.	3.00	0.122	1.223
Over-reliance on ICT methods contributes to a lesser opportunity for face-to-face interaction.	3.00	0.137	1.371
Costs accrued in the acquisition of ICT tools and subscriptions are obstructive.	3.78	0.108	1.079
No technical support hampers one's learning experience in ICT apps.	4.22	0.116	1.160
Different features in enhancing ICT-enabled second language learning			
Modification of content with respect to learner proficiency levels.	3.99	0.109	1.087
Regional language interfaces were made available.	3.96	0.136	1.363
Gamification elements for learner motivation.	2.75	0.130	1.298
Technical and academic support are offered all day, every day.	3.76	0.146	1.464
Learning with an offline functionality in low-connectivity areas.	4.44	0.101	1.008
ICT-empowered learning of languages			
Integrating an ICT tool into a traditional classroom method will improve learning outcomes.	3.09	0.122	1.215
Providing teacher training on ICT tools will aid their effectiveness.	2.90	0.137	1.367
Increasing native Indian cultural references in ICT tools will make learning a language relatively easier.	3.90	0.131	1.314
Offering free or subsidized access to ICT tools can increase adoption.	4.00	0.129	1.287
Encourage collaborative learning through the use of ICT tools to enhance engagement.	4.49	0.089	0.893
Motivation			
ICT tools keep me more enthusiastic about learning daily.	3.54	0.123	1.226
I enjoy the interactive aspects of ICT-enabled teaching methods.	3.92	0.094	0.939
ICT tools make me feel more confident learning a second language.	4.29	0.114	1.140
Learning at one's own pace keeps one motivated.	3.02	0.137	1.371
Positive feedback and ICT benefits motivate me to progress.	2.77	0.123	1.230
Learning Experience			
While learning, ICT tools are always interesting.	3.48	0.149	1.487
Using these ICT-enabled methods makes the practical application of language skills very much possible.	3.24	0.139	1.393
ICT tools cater to everyone and cover all learning needs.	3.66	0.146	1.458
With an ICT-enabled technique, the learning journey turns out to be an independent one.	3.09	0.131	1.311
I am prepared for real-life speaking through learning ICT-enabled course material.	3.24	0.133	1.327

A. ICT Tools Usage

The application of ICT tools indicated an average level of effectiveness in terms of accessibility and user-friendliness. Participants agreed that ICT tools are easily accessible (mean = 3.40) and complement traditional teaching techniques (mean = 3.71). Above-average scores were recorded for individualized learning opportunities (mean = 3.77) and progress measurements (mean = 3.50), whereas a little below average was the response of participants regarding the perspective of these ICT tools being considered as user-friendly interfaces, with a mean score of 3.03, suggesting improvement in format and usability.

B. Effectiveness of ICT in Enhancing Communicative Competence

ICT tools for communicative competence were effective, with grammar improvement being rated highly (mean = 3.76), while the development of skills in structuring sentences (mean = 3.42) and retention of vocabulary (mean = 3.16) were rated moderately. The tools encouraged spontaneous speaking (mean = 3.24), although confidence building for public speaking scored the lowest in this category (mean = 2.81), which implies an area for improvement.

C. Second Language Acquisition

All ICT tools were perceived as stronger for motivating learners (mean = 4.11), furnishing them with real-time feedback (mean = 4.18), and offering the chance of collaborative learning (mean = 4.01). In addition, the benefit is that technology assists students in overcoming almost all cultural and multilingual barriers (mean = 3.68). These ICT tools reportedly are making significant contributions (mean = 3.89) to bringing changes to real communication proficiency.

D. Challenges and Suggestions

There are multiple challenges that ICT tools have. The most serious is that so much technical support is lacking (mean = 4.22), and the cost that is required to acquire these tools and subscriptions is extremely high (mean = 3.78). There are other problems, such as regional language deficiency (mean = 3.00) and over-reliance on ICT restricting face-to-face interaction (mean = 3.00). These should be solved to bring better effectiveness in learning using ICT.

E. Different Features in Enhancing ICT-Enabled Second Language Learning

The features of ICT tools that are quite embraced include the capability to function offline in areas with low connectivity (mean = 4.44) and content modification based on proficiency levels (mean = 3.99). But the lowest rated is gamification for learner motivation, whose mean rating is 2.75, which means there is still much to be done to explore and integrate attractive game-based learning aspects." Availability of regional language interfaces received a good score as well (mean = 3.96), reflecting much significance in localization.

F. ICT-Empowered Learning of Languages

The ICT tools are perceived to be efficient in improving language learning outcomes through collaborative learning for engagement (mean = 4.49) and subsidized access to tools (mean = 4.00). Increasing native cultural references in ICT content also scored an impressive average score of 3.90. However, the mean score of teacher training in ICT tools (2.90) and their use within traditional classrooms (3.09) received lower average scores, indicating a need for better integration strategies and training.

G. Motivation

Although ICT tools enhance motivation for daily learning (mean = 3.54) and develop confidence for second-language learning (mean = 4.29), they are consistent with interactive methods (mean = 3.92), rejecting criteria such as feedback roles in progress motivation (mean = 2.77) and self-paced learning (mean = 3.02) that were important as they did not attain high values, which shows their area in need of improvement.

H. Learning Experience

The experience of learning with ICT tools was rated to be moderate, with the tools being defined as interesting (mean = 3.48) and effective for independent learning (mean = 3.09). The practical application of language skills through ICT tools received a slightly above-average rating (mean = 3.24), signifying that the best practice that meets learners' requirements needs to be improved. The complete coverage of all learning needs (mean = 3.66) was positively perceived.

TABLE 2
T-TEST – GENDER AND MOTIVATION FACTORS

Gender of the Respondent		N	Mean	Std. Deviation	Std. Error Mean	t	Df	Sig. (2-tailed)
Average Weighted Score - Motivation	Male	53	3.630	0.538	0.074			
	Female	47	3.370	0.531	0.077	2.426	98	0.017

The given observations show the calculated values of average weighted scores pertaining to motivation discovered among male and female respondents in the context of second language learning through ICT. Upon analysis, it shows that there exists a strong discrepancy between the two groups through t-value, which is 2.426, and p-value, 0.017 ($p < 0.05$). The above evidence indicates that male respondents ($N = 53$) have a higher mean motivation score (Mean = 3.630, SD = 0.538) than female respondents ($N = 47$, Mean = 3.370, SD = 0.531). The standard error of the mean (SEM) for males and females is 0.074 and 0.077, respectively, indicating that the scores for both groups maintained a similar level of variance.

This difference indicates that male respondents are more likely than female respondents to perceive ICT-enabled tools as motivating. This difference can be explained by gender-specific preferences, attitudes, or experiences with technology and learning methods. Male respondents appreciated the fact that ICT tools are interactive and individualized, while female participants required different means to achieve similar levels of motivation. This indicates the need for gender-sensitive strategies within the design and implementation of ICT-enabled educational tools. The motivational needs of both genders need to be addressed through such tools, which can lead to equitable learning outcomes. It would be prudent for further research work to inquire more thoroughly into the aspects contributing to this variation for enhanced inclusion and effectiveness in second language learning environments that are ICT-enabled.

TABLE 3
ANOVA – MOTIVATION AND LEARNING EFFECTIVENESS ON FREQUENCY OF ICT TOOL USAGE

descriptives		n	mean	std. deviation	std. error	anova						
							sum of squares	df	mean square	f	sig.	
average weighted score – motivation	never	23	3.357	0.443	0.092	average weighted score – motivation	between groups	5.027	4	1.257	4.837	.001
	rarely	19	3.579	0.498	0.114		within groups	24.686	95	.260		
	sometimes	20	3.170	0.620	0.139		total	29.714	99			
	often	21	3.714	0.496	0.108	anova						
	always	17	3.776	0.479	0.116							
average weighted score - learning experience	never	23	3.226	0.782	0.163	average weighted score - learning experience	between groups	5.234	4	1.309	2.713	.034
	rarely	19	3.263	0.664	0.152		Within Groups	45.829	95	.482		
	Sometimes	20	3.030	0.700	0.156		Total	51.064	99			
	Often	21	3.600	0.684	0.149							
	Always	17	3.635	0.601	0.146							

The ANOVA results and descriptive statistics for both the Average Weighted Score - Motivation and Average Weighted Score - Learning Experience reveal significant differences in the perceptions of respondents based on their levels of interaction with ICT-enabled tools.

I. Average Weighted Score - Motivation

The ANOVA on motivation shows the difference among groups to be statistically significant ($F = 4.837$, $p = 0.001$); thus, the kind of interaction ("Never," "Rarely," "Sometimes," "Often," and "Always") counts as an important predictor of influence on the respondents' motivation in using ICT-enabled tools. Those who "Always" interact with ICT-enabled tools have a mean score for motivation of 3.776 ($SD = 0.479$). This shows that the high use of these tools helps motivate the users. On the other hand, while those who interact "Sometimes" with ICT-enabled tools have the lowest mean motivation score of 3.170 ($SD = 0.620$), this probably portrays inconsistency or lack of exposure, leading to a decrease in motivation. Even respondents who indicate "Rarely" with ICT tools show 3.579 ($SD = 0.498$) as being a better value for motivation than "Sometimes." Perhaps this shows that an intentional distraction use, regardless of frequency, might still have good results.

The findings give evidence that higher levels of engagement with ICT-enabled tools are positively associated with higher motivation. This emphasizes the importance of regularly and constructively integrating ICT into actual practice whenever the potential for motivational benefits is to be maximized.

J. Average Weighted Score - Learning Experience

The ANOVA for the learning experience also shows significant differences ($F = 2.713$, $p = 0.034$), suggesting that the frequency of interaction with ICT tools was an influential factor in the respondents' views about their learning experience. Overall, respondents who "Always" interact with ICT tools had the highest mean score for the quality of their learning experience (Mean = 3.635, $SD = 0.601$), implying that frequent, if not constant, use improves the quality of the learning experience. Respondents who "Never" interact with ICT tools show a lower mean score (Mean = 3.226, $SD = 0.782$), thus implying that the non-integration of ICT leads to poor responses toward the effectiveness of learning experiences. Those in the category "Sometimes" had mean scores at the lowest (Mean = 3.030, $SD = 0.700$); that is, the correspondence deemed by the interaction infrequently might suffice for fruition that offers continuity for a productive learning experience.

Most importantly, the results underline the need for learners to engage quite often with the ICT-enabled tool in a bid to foster motivation and enhance their learning experience. That is, learners are likely to benefit from regular use of the ICT-enabled tool as it offers an encouraging and conducive environment for the attainment of learning objectives.

TABLE 4
ANOVA EDUCATION LEVEL ON EFFECTIVENESS AND USAGE OF ICT

Descriptives		N	Mean	Std. Deviation	Std. Error	ANOVA						
							Sum of Squares	Df	Mean Square	F	Sig.	
Average Weighted Score - Effectiveness of ICT in Enhancing Communicative Competence	Primary	33	3.236	0.523	0.091	Average Weighted Score - Effectiveness of ICT in Enhancing Communicative Competence	Between Groups	5.786	3	1.929	6.262	.001
	Secondary	26	2.946	0.505	0.099		Within Groups	29.566	96	.308		
	Higher Education	22	3.427	0.612	0.130		Total	35.352	99			
	Others	19	3.632	0.605	0.139							
Average Weighted Score - ICT Tools Usage	Primary	33	3.612	0.548	0.095	Average Weighted Score - ICT Tools Usage	Between Groups	2.759	3	.920	2.839	.042
	Secondary	26	3.415	0.536	0.105		Within Groups	31.089	96	.324		
	Higher Education	22	3.218	0.644	0.137		Total	33.848	99			
	Others	19	3.653	0.557	0.128							

The ANOVA results and descriptives for both the "Average Weighted Score - Effectiveness of ICT in Enhancing Communicative Competence" and the "Average Weighted Score - ICT Tools Usage" indicate that there are significant differences in perceptions based on the levels of educational involvement (Primary, Secondary, Higher Education, and Others).

K. Effectiveness of ICT in Enhancing Communicative Competence

ANOVA results indicate a statistically significant difference among groups ($F=6.262$, $p=0.001$), which shows variation in the perceived effectiveness of ICT tools in augmenting communicative competence across educational levels. Respondents categorized as "Others" (i.e., those who have undergone vocational education or are engaged in only nontraditional educational pursuits) report the highest mean score (Mean=3.632, SD=0.605); they view these ICT tools as highly efficient in improving their communicative skills. This may be attributed to a more contextual or vocational approach to ICT in these settings. Respondents classified as "Higher Education" also gleaned a high mean score (Mean=3.427, SD=0.612), pointing out the effectiveness of ICT tools in advanced learning environments, where communicative competence is often emphasized. These individuals evaluate ICT tools in terms of communicating at a fair level, where Primary entries yield a decent average of 3.236 (+-criteria = 0.523); the lesser perception is probably due to limited exposure or simple ICT applications at this stage.

Conversely, the best possible set of responses from the secondary side has claimed to perceive the effectiveness as the lowest, scoring the mean as low as 2.946 (SD=0.505). This could be associated with a transitional lack of clarity or processing of ICT for that level. These results underline the different degrees of ICT tool effectiveness in the various educational contexts; that is, higher levels of education and vocational contexts benefited more than the rest. The findings suggest that ICT processes should be tailored to meet the needs of bridging gaps, especially at the secondary level, where perceptions of effectiveness are lower.

L. ICT Tools Usage

ANOVA suggests that the differences within groups due to the use of ICT tools are statistically significant ($F = 2.839$, $p = 0.042$), thereby suggesting variation in the frequency of ICT tool use and their perceived utility across educational levels. Those in the "Others" group reported the highest average score (Mean = 3.653, SD = 0.557), indicating frequent or effective use of ICT tools in specialized or non-mainstream learning contexts. The secondary scores were those of the "Primary" respondents (Mean = 3.612, SD = 0.548), thus indicating regular and positive engagement with ICT tools at the foundational stage of education. The persons categorized as "secondary" who provided information had a mean score slightly lower (Mean = 3.415, SD = 0.536), perhaps indicating less regularity of engagement or difficulty in adapting the use of ICT tools at this middle level.

Those categorized as attending "Higher Education" had the least mean score (Mean = 3.218, SD = 0.644), signifying a necessity for greater institutional regularity with ICT use and a more advanced array of tools to meet the demands of such learners. This locates the need for the more context-specific use of ICT tools to maximize their utility across different educational levels. The findings suggest a disparity in terms of availability and perceived usefulness of the usage of ICT tools in higher education and secondary education compared with other categories.

TABLE 5
ANOVA – GEOGRAPHIC LOCATION AND SECOND LANGUAGE ACQUISITION

Descriptives					ANOVA					
Average Weighted Score - Second Language Acquisition						Sum of Squares	df	Mean Square	F	Sig.
	N	Mean	Std. Deviation	Std. Error	Between Groups	1.667	2	.833	3.510	.034
					Within Groups	23.026	97	.237		
Urban	43	4.079	0.544	0.083	Total	24.692	99			
Semi-Urban	30	3.780	0.474	0.086						
Rural	27	4.022	0.397	0.076						

The Analysis of Variance results suggest there are significant differences in perceptions towards second language acquisition among urban, semi-urban, and rural respondents ($F = 3.510$, $p = 0.034$). This implies that the type of settlement or location has a statistically significant influence on perceptions towards second language acquisition. The between-sum of squares was 1.667, and the mean square was 0.833, representing noticeable differences in perception scores between groups compared to the within-groups sum that was 23.026, and the mean square that was 0.237, signifying some variability within the groups themselves.

The respondents from urban areas reported the highest mean score (Mean = 4.079, SD = 0.544, SE = 0.083), suggesting an overall favorable perception regarding second language acquisition. Such factors may center on the better provision of language resources, exposure to diverse linguistic communities, and technology-enhanced learning modes facilitated in urban settings. The rural respondents came well after with a somewhat similar mean score (Mean = 4.022, SD = 0.397, SE = 0.076). This finding shows a positive perception of second language acquisition, possibly influenced by local initiatives, traditional cultural practices, or promising inroads into technology in rural education systems.

The respondents from semi-urban areas reported the lowest mean score (Mean = 3.780, SD = 0.474, SE = 0.086), giving a less than favorable response than their urban and rural counterparts. The low score might indicate a gap in technical infrastructure and teaching approaches, and create a less favorable environment for quality language-oriented programs in semi-urban areas.

The metropolitan respondents tend to show a more positive view towards second language acquisition, perhaps owing to better resources and exposure. Intriguingly, rural respondents also share a very strong perception, which may reflect the recent improvements in rural education systems and initiatives aimed at closing educational gaps. However, semi-urban areas seem to exhibit a discrepancy in contributing to the favorable perceptions and thus would require focused policy interventions and resource allocations to train second languages in such areas.

TABLE 6
CORRELATION – ICT EMPOWERED LEARNING AND DIFFERENT FEATURES IN LANGUAGE LEARNING

		Average Weighted Score - ICT-Empowered Learning of Languages	Average Weighted Score - Different Features in Enhancing ICT-Enabled Second Language Learning
Average Weighted Score - ICT-Empowered Learning of Languages	Pearson Correlation	1	0.320**
	Sig. (2-tailed)		0.001
	N	100	100
Average Weighted Score - Different Features in Enhancing ICT-Enabled Second Language Learning	Pearson Correlation	0.320**	1
	Sig. (2-tailed)	0.001	
	N	100	100

** Correlation is significant at the 0.01 level (2-tailed).

Statistical analysis of the correlation between “Average Weighted Score- ICT-Empowered Learning of Languages” and “Average Weighted Score–Different Features in Enhancing ICT-enabled Second Language Learning” has given a significant positive relationship. The Pearson correlation coefficient ($r = 0.320$) signifies a moderately positive relationship between two variables, and the value of significance p ($p = 0.001$) indicates that this correlation is not due to random chance and is statistically significant at the 99% confidence level. This implies that participants who positively perceive the overall effects of ICT in learning languages are likely to appreciate the specific features of ICT in enhancing second language learning.

The general ICT-enabled learning environments are linked with their tools, functionalities, or features. For example, the use of reaction applications, multimedia, gamification in learning, real-time feedback, and the use of their corresponding features in enriching second-language learning perceptions about ICT in general for learning. The results point to the need for commitment to taking on education stakeholders, from policymakers to curriculum developers to educators, to incorporate and optimize specific features of ICT in those learning environments. Building on adaptive learning systems, virtual language labs, and collaborative tools to boost overall perception and effectiveness in ICT-empowered language learning.

V. RESULTS AND DISCUSSION

The results and findings from above show that there is an ample increase in the context of communicative competences. The most notable key advantage of the implementation of ICT is that it can be accessed from anywhere, and information

can be obtained easily. Amongst the many tools that LMS offers, MOODLE and CIS are known to perform better than any other tools, comparatively, while trying to find particular resources. Also, both websites and web browsers can be used for searching and downloading journals, e-books, articles, papers, magazines, newspapers, audio, and videos for both listening and speaking. Students are also able to utilize separate mobile apps offered for these purposes.

Furthermore, CTs can assist students by providing them with easier and quicker communication with their teachers and peers. Now, students can simply relate to one another about their difficulties or queries by means of tools like Skype, SMS, and email, and SMS alone. Together, synchronous and asynchronous ICT communication can assist them in exchanging their thoughts and views. Building their relationship with their friends is an additional significant advantage of integrating ICTs for the pupils. Now, constructing, evaluating, and sharing knowledge has been made easier. ICTs assist them in creating a setting for cooperative events. This builds a better, more accommodating environment with the help of Google Docs, Skype, blogs, Facebook, and email, which are valuable for the pupils while working on cooperative activities.

To help students get better acquainted with their English language skills, ICTs aid them in finding numerous English language skills exact online or offline learning resources. The pupils can elaborate on their speaking and listening skills through talking online, watching videos, and listening to audio such as conversation songs. Similarly, they can amplify their writing and reading skills through numerous reading resources like e-papers, e-journals, and e-books. Numerous web browsers offer opportunities like writing, reading, and speaking with proper grammar.

Finally, to help students create their learning independence, an additional significant advantage of using ICTs is that these tools aid in retrieving numerous learning resources that support reading and examining the content. Similarly, ICTs aid in sharing the learning materials and information with their friends and giving their opinions and views on it. This setting, shaped by ICT incorporation, is helpful for developing pupils' habits of autonomous and independent learning, along with developing their learning sovereignty.

VI. CONCLUSION

Speaking is known for playing a significant role in any foreign language teaching, and these days, there is a need for efficient, improvised, and amplified communication. In an attempt to increase pupils' motivation and attention, educators must create a level classroom setting, and delivering ICTs into practice has a significant influence on facilitating as well as improving learning overall, and particularly concerning speaking skills. ICTs offer communication between educators and students, deliver understandable contributions and output, aid students in developing crucial thinking skills, make teaching and learning more student-centered, encourage students' sovereignty, assist students in feeling more self-assured, and enhance students' motivation even more in learning English as a second language. So, it can be concluded that ICT education usage needs to be greatly motivated for the students' better future, for society, and even for the world. Therefore, ICTs are feasible tools for increasing the teaching of English language speaking skills.

Overall, the study was necessary to prove the objective and importance of ICT implementation in English learning and speaking. A significant component is that the study was based more on a quantitative numerical method than a qualitative one. The questionnaires were chosen as appropriate research instruments. However, researchers are aware of the limitations of the use of these instruments in that (a) the partakers restricted their answers to the alternatives, and they could not express flexibly their insights or views; (b) the responses could become mechanical; and lastly (c) the investigator could not interact with the partakers on a deep level. Also, time was an important constraint. In the preparation and timing phases of the research, we assessed two weeks for obtaining at least 10 questionnaires; thus, it is worth stressing the fact that the achievement of the questionnaires is very arduous for the reason that every pupil has to complete them as if they were a reflection exercise on their knowledge process.

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