TEACHERS' PERCEPTION REGARDING THE POSITIVE EFFECTS OF INTEGRATION OF ICT IN ENGLISH LANGUAGE CURRICULUM IN SINDH, PAKISTAN.

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Abstract

The debate has been going on the use of internet and computer in language curriculum from last many decades. However, much focused is given to ICTs (Information and Communication Technologies) use by the researchers. It is because of globalization which has influenced the education. As a result, curriculum was being renewed, restructured and reformed keeping in the view of modern technologies and trends in education particularly language curriculum across the globe. In Pakistan, curriculum designers and developers felt the need of technologies in English language teaching. ICTs tools have been integrated in language teaching and learning processes. This study is to investigate teachers' perception regarding positive effects of integrating ICT in English language curriculum in Sindh, Pakistan. ICTs use has many positive effects and advantages in English language learning. Through its tools teachers and the learners would be able to collaborate and communicate for getting maximum benefits in education. This study is qualitative in nature; focus groups interviews is used as a data collection method. The findings of present study revealed that there are positive effects of ICT use in English language curriculum because it provides many resources to the students and teachers for becoming active leaners by building contacts worldwide. They speak and write for broader levels for better understanding. They even become more independent and interested in learning language. Moreover, curriculum developers should integrate ICTs tools in English language curriculum in education. Because ICT use can help in providing authentic materials and gives better understanding of culture and language. Moreover, this study also provides some reasons for utilizing in second language learning in Pakistan and some techniques and strategies for integrating ICT in English language learning and processes would have positive effects not only on the learners but also teachers. ICT would bring awareness about modernized world that fulfil the present demands and needs of the new era.

Keywords: *Curriculum, Computer, ICT, Internet, integration, second language teaching, language learning.*

1. Introduction

Curriculum is a multi-dimensional term in education and it provides holistic opportunities and targets to the students in order to develop language competencies and skills by giving and sharing conceptual learning and appropriate knowledge for building students' abilities to communicate in day to day contexts or in daily real life. Majeed (2009) stated that curriculum is taken in broader way because it requires to know what to teach and also how to teach (Majeed, 2009). Akhtar (2004) gave this similar idea while saying that curriculum spoke on the fundamental questions about language learning and teaching. He raised questions what to teach to the students? How to teach them? When to teach them? And what types the impacts of teaching having on the students? (Akhtar, 2004).

Curriculum designing and development has a great importance and it is considered to be an important stage in education system of the country. Lunenburg (2011) advised that learning

outcomes, objectives, subject matter, content and learning experiences are major constituents of curriculum development and organization. The objectives can be pointed to main aims and contents that are taken regarding teaching and learning experiences including both students and teachers. There are three main contributors of curriculum development and its implementation: teachers, students and curriculum developers.

In Pakistan, the teachers' role is unsatisfactory in curriculum development, only curriculum developers design the curriculum for education system. Teachers have nominal representation in curriculum development and designing. There has been big debate over the computer use and internet in English language teaching in few years. The techniques and trends offered, the activities and their degree of use of application in English language teaching course have suffered many serious changes beside evolution of technology. Information and Communication Technology (ICT) has been featured in homes around the globe, and its impacts or influences has infused in all the aspects of human lives especially educational settings. There is dire need of computer and internet applications for English language learning. There is need of integrating ICT in English language curriculum in Pakistan. Because this phenomenon is being greeted by many as a wave of future in that language instructions would be driven by the advances in computer, mobile and internet applications. This new development and introductions in education system has crucial effects for the nature and the purpose of the curriculum development, moreover, educational institutions. The skills and competencies acquired can provide a platform to learning throughout lifetime continuously across the world. ICT and its use are considered to be the most powerful tools for curriculum change or reform in this wake of digital technologies. They can be applied to improve language efficiency of the students and effectiveness of education at certain levels in both formal as well as informal settings which assists access to the information and knowledge exponentially.

However, the teaching and learning a Second Language can be designed in various ways: with teacher or without teacher, in schools or at homes, minimizing and emphasizing grammar, slowly and gradually exposing students to the native speakers. With the development and advancement in the use of ICT, social networking sites are becoming very much common in the classrooms or schools. With a change of technologies, teachers have been discovering new methods and ways in order to involve the learners in computer-based works and activities. Publishing their activities to the WWW is a mean of giving global audience for school or classroom constructions. Whenever students speak or write for a larger or international audiences, they can give more care or attention to perfecting their activities, ponder deeply about the contents that they can produce and thoughtfully consider more cultural norms. Hence, rapid progress in technology has led an advancement of ICT that can offer new options and opportunities in promoting quality and effectiveness of second language learning and teaching.

1.2 Curriculum Development in Pakistan

Curriculum development has a sad story in context to language curriculum in Pakistan. In 1947, first conference was held to discuss about the education policy while aiming at reshaping, restructuring and reforming of educational system. Moreover, it was restructured and checked the effectiveness of curriculum according to needs and demands of citizens of the country, Pakistan. But unluckily, expected objectives could not be attained (Akhtar, 2004). As a result, after few years, curriculum developers reviewed whole educational system and they formed NCE (National Commission of Education) in 1959. The main objective of this commission was to restructure education system once again in order to promote the education but unfortunately it was not successful like its forerunners. In 1969, another educational policy was announced. The

outcomes were to emphasize on quality of education and character building of the learners. The policy makers made perfect policy but they failed to outline its implementation and practical implications for the classrooms through a sound curriculum. After 11 years in 1972, a new educational policy was introduced in the country after reviewing the needs and demands of the modern trends and technologies. They not only introduced new policy but they also replaced the old one while listing outcomes and goals comprehensively. The guidelines were also introduced how to translate such policy into classroom practices. The policy also could not achieve its desired goals like its forerunners (Akhtar, 2004).

National Educational Policy 1992-2001 was announced after 13 years emphasizing Islamic order in curriculum. It restated importance of curriculum designing and development where a number of reforms were mandatory. For this educational policy, first time professionals were called to design and develop curriculum for all levels (Memon, 1999).

Education policy of 1998-2010 was introduced aiming bring reforms in curriculum and contents of education in religious institutions (Deeni Madaris) and modern school systems close together by developing integrated systems of national education. Revisions were made from ECE to Higher Secondary levels in the scheme of objectives studies that were being aimed and were also notified in 2006. More than 23 core subjects were also revised and others were in process as well as new Curriculum for English language learning and teaching for grade 1 to 12 was developed. The government also declared implementation of a new curriculum in 2007 without forestalling the difficulties in process of prescribed textbooks designing and development (The Daily Times, June 20, 2007). It was one of the major challenges of production of textbooks in Pakistan. PTB (Punjab Textbook Board) sent 25 manuscripts regarding textbook development to the Ministry of Education for NOC (No Objection Certificate). Among them only two manuscripts were got clearance. Because of this attitude of higher authority, the lack of availability of the textbooks and curriculum implementation is remaining yet a burning issue. The major issue behind the unsuccessful educational policies was effective implementation that is totally failure to understand outcomes or objectives by curriculum developers or planners. The curriculum planners and teachers, therefore, require to work collaboratively to exchange practical experiences to state challenges and obstacles of curriculum development (Memon 1999).

Another issue in curriculum development is that it is developed by the non-professionals. Akhtar (2004) indicated that educationalist bureaucrats have dominant roles in curriculum planning and they have no practical experiences and unaware from the ground realities of the classrooms. Teachers have no role in curriculum development (Akhtar, 2004). Tanner (1980) viewed that one person who is not involved in curriculum development, he cannot accept it and adopt new policies of education system. Therefore, in curriculum development, teacher's involvement and participation is very important (Tanner, 1980).

Tajamal (2007) mentioned few researchers in his studies like Mirza (1987) and Ahsan (1999). He reviewed that such studies prescribed and imposed earlier than consultations with other stakeholders like students, teachers and parents for the curriculum reforms. It is developed earlier without referring and consulting with all the stakeholders. Thus it failed to get confidence of the learners and society in general. Even teachers do not call and consulted for material selection and development (Tajamal, 2007).

1.3 What is Information Communication Technologies?

The term "ICT" stands for Information Communication Technology. It is used as tool of learning and teaching processes in educational system. Enguah and Asabere (2012) defined that ICT as the tools, processes, facilities and equipment which can provide a required environment where

the physical infrastructure as well as services for a generation, processing, transmission, disseminating and storing of information in certain forms such as, voice, data, text, graphs, images and audios/videos (Anguah & Asabere, 2102). There are several examples of ICTs, CALL software, IWBs, office applications (MS. Word, MS. PowerPoint, Paint, drawing tool, etc.), Internet, Social Networking sites (Facebook, Skype, Flicker, etc.), other websites, downloadable, commercial courses, software, CD-ROMs, mobile devices, DVD players, data projectors, etc. Livingstone (2012) viewed that ICT includes the technologies particular to school setting (e.g. whiteboards), applications applied for formal and informal borders (e.g. sports) and also network based technologies (Livingstone, 2012). Hennessy and Brindley (2005) stated that ICT involves the number of hardware (desktop, portable computers, calculators, projects, digital recording, data logging, other equipment), software applications (multimedia resources, generic software), means of information and telecommunication systems (Internet, Intranet) (Hennessy & Brindley, 2005). ICTs denote to the technological resources and tools that are being employed to create, communicate, manage and disseminate information (Yunus et.al. 2013). Moreover, ICTs can be defined as an information-handling tools and applications that provide unlimited services which have been used to store, produce, distribute, exchange and process information. They can include the old-fashioned ICTs tools like television, radio and telephone and new ICTs of the computers, wireless and satellite technologies as well as the Internet (UNDP, 2003).

1.4 Problem Statement

Curriculum development is very crucial part in education system of the country across the globe. It is very critical issue and needs many considerations while designing and implementing in education system. Lunenburg (2011) advised that outcomes, objectives, subject contents and learning experiences are the main constituents of curriculum designing and development. It is because outcomes or objectives are the main aims, subject contents take into the account what to teach the students and learning experiences both students and teachers. There are three main stakeholders and contributor in curriculum development: Curriculum developers, teachers and students who are all responsible for curriculum development and implementation. The curriculum developers are responsible for the development of policies and strategies, students, for them it has been developed and teachers who use and follow it to give maximum benefits to the students. They develop curriculum for the needs and demands of the students and modern world. As Pakistan is entering to compete the world in 21st century in the field of technology and it has been striding fast in the advancement and development of technology. Therefore, the knowledge of Information Communication Technology (ICT) has now become a need of the hour. Since 1980s ICT and its use has been recognized as an effective tool in language learning as well as teaching process. For the new trends in education and its development, the role of ICT is dynamic as for as language learning is concerned. Now different gadgets of technology such as white board, smart phones, android devices, audio and digital recorders and so many have become wide, economical and accessible. Computer's role in education and curriculum designing has great importance. Qualex (2009) viewed that from 1980s the role of ICT has been officially recognized by governments as an active tool for the improvement and development in language learning and teaching processes (Qualex, 2009).

In language learning and teaching process, ICTs have great important and multiple roles to play. The speedy advancement of technology especially internet and computer as well as availability of various resources at easy cost have made learners independent and as a result they mostly do not rely only on teachers who the only source of providing knowledge and information in the classrooms. Now teacher has become guide, facilitator and contributor who requires to equip

himself with new trends and technology (Heinich et. al., 2002). There is dire need of integrating ICT in Language education and curriculum in Pakistan. This the reason this study will be significant to know teachers' perception regarding integrating ICT in English language curriculum in Pakistan. Teacher is the main stakeholder and contributor in curriculum development which is very important. Teachers have a knowledge to integrate ICTs in English language learning and teaching process. Their involvement and knowledge of curriculum provide them many opportunities to exploit existing sources for maximum results.

1.5 Research Questions

1. How does teacher perceive the effects of ICT in English Language Curriculum in Sindh, Pakistan?
2. What are the positive effects of integration of ICT in English Language Curriculum in Sindh, Pakistan?

2. Literature Review

Many research studies have been carried out on the use and effects of ICT use in English language curriculum. Murthy and Greenwood (1998) argued that ICT can be applied to present and provide knowledge and information in new methods or ways that help learners to understand more eagerly. It also can give them power to look for various ideas as well as inculcate confidence in students as they can become able to face challenges or to challenge themselves (Murthy & Greenwood, 1998). Moreover, ICT is an authentic tool to save time and money, which eventually can save teachers' time and earn maximum benefits. Therefore, teachers and curriculum developers should know the benefits or advantages of using ICT in the classrooms and also can play their roles in integrating ICT into daily English language. Wyatt (1984) stated that the computers are used as a tool that can make valuable contribution to English language teaching as a second language (Wyatt, 1984).

The perceptions of English language teachers are very pivotal because they could determine the application level of ICT and its effects on students' learning in English language classes. This statement was supported by Weller and Garthwait (2005) as they said that teachers' belief and perception of the technology can determine a usage of it English language classrooms. English has given much importance by Ministry of Education of Pakistan in National Curriculum of Pakistan 200. It was considered a core subject in primary and elementary levels and it is considered as a second language across the country. The perceptions is being focused because if teachers having a negative perception on the usage of ICT, they could not spread the computer knowledge and information, then the government efforts could be in vain in encouraging the ICT integrated English language teaching. Hence, English language teachers' perception about the application of ICT in learning and teaching language is main driver that would determine effectiveness of applying ICT in language classes.

Samuel and Zaitan (2006) argued that standard of English language has been deteriorating rapidly over the past years and basic verbal skills and competencies have been awful due to the lack of the usages and reflective practices. English language lessons which integrate multimedia applications that can employ prevailing motivation and give bored learners with exhilarating new methods to learn. This indicates that integration and use of ICT in teaching and learning English among the teachers may boost students' language competencies and skills as well as positive environment (Samuel & Zaitan, 2006)

Stolle (2008) pointed out that the obstacles that are being faced by the teachers are because of their commitments towards textbooks or printed materials and lack of information, knowledge and experience on the significance of ICT tools (Stolle.2008). Khalid (2009) said that studying

the hindrances to the utilization of ICT in language curriculum can help educators to handle these barriers and create successful technology adopters in future. In addition, there are many obstacles that can be found through several studies but the hindrances identified can differ based on the various samples (Khalid, 2009). Barnett (2001) viewed that schools should frame a valuable technology plan to determine that there are many impacts on the students by investments in ICTs (Barnett, 2001). World Economic Forum (2009) reported and declared ICTs use in Pakistan is very poor. This is a serious concern of the people concerned. Therefore, it was further advised that survey to raise funds and finances in developing and implementing ICTs infrastructure. This report also recommended certain training: in-service and pre-service which were suggested also to integrate technology with the learning and teaching methodology (Jung, 2005).

3. Research Methodology

This study is a qualitative in approach. I have applied a focus group discussion along with an interview. It is a semi-structured method of data collection in which facilitator/researcher makes and enlists key issues, problems and concerns as well as themes that are supposed to be discussed.

Wilkinson and Birmingham (2003) represented the benefits of the focus group interview, if this is carried to investigate and determine in an understanding of particular theme or problem, then focus group interview is an authentic data gathering tool for giving relatively natural, relaxed and protected setting in which participants are being highly motivated and divert their interests to give their opinions and comments whether positive or negative ones. In group setting, the researcher's questions and his participants views and comments are being simplified and also clarified for the modification at the time of interviews in order to boost group discussions in turn as well as reaction of the participants' comments. This instrument provided an authentic data and also it is not expensive and rich in data. The focus group interviews went for 15 to 20 minutes. For this a purposive sampling technique was selected for the participants. This technique was very authentic for the targeted audience. Debus (1988) viewed that learning from targeted participants is very fast that makes this tool very popular (Debus 1988; US Department of Health & Human Services 1980). For focused group discussion, two groups of teachers, both one from male teachers and one from female. They were contacted for data collection. Two male and two female teachers from IBA Community College Dadu, one of the elite schools in District Dadu and same number of teachers from IBA Public School Hyderabad were selected for data collection. Moreover, 12 other teachers were participated in focus group discussion. For better understanding of the issues of curriculum development and its implementation, I conducted interview from one officer who is responsible for developing and implementation of English language curriculum in order to know government perspective regarding curriculum designing.

4. Findings and Discussion

The findings of this research study highlighted some positive effects of ICT use in English language teaching or learning particularly in Sindh, Pakistan. Most of the teachers agreed on this point that students get interests in new technologies while learning and teaching in classrooms as English language is concerned. They showed positive attitudes towards the use of ICT in schools because of certain reasons such as authentic material is available, students get interests in ICT use, their attitudes change towards learning, they become autonomous learners, become student-centered and do self-assessment. Jayanthi and Kumar (2016) explained some positive effects of integrating ICT in English language classrooms on English language teaching and learning under few basic headings like materials availability, changing in attitudes, authenticity, learner

autonomy, student-centered, helping teachers in teaching and self-assessment (Jyanthi & Kumar, 2016). The use of ICT in classroom can be helpful in the availability of a huge number of authentic materials like animation, images, audio clips and videos can facilitate the students in practicing and presenting English language in Pakistan. As for the students, behaviors and attitudes, ICTs can increase the motivation. They widely divert their minds to learn a language as they demonstrated many positive attitudes towards English language learning because they utilize computer to learn freely and get stress-free environment for learning a language.

The participants had views that ICT use can foster learners' autonomy because ICT tools and applications provide students to make them responsible and independent learners in their learning. They even become free to select such materials that are convenient for them in their different learning styles. In addition, ICT can provide authentic situations, contexts and environment of real life learning. ICTs also offer various types of the facilities as well as availability of teaching stuffs, ESL teachers only recommend and develop these tools as the complementary teaching stuffs. Opposing to outdated and old-fashioned learning environment, ICT assists student-centered learning along with teacher-student interactions. In assessment, the ICTs can be applied because both productive and receptive skills of the learners can be easily assessed. Only teacher can decide and develop materials that is to test learners' accomplishment in all the skills. Furthermore, below effects are very much obvious when ICT is used to help second language teaching in Pakistan.

4.1 The Positive effects of integrating ICT in English language curriculum in Pakistan.

 There is no any doubt that integration of ICT in English language curriculum has positive impacts on second language teaching and learning in Pakistan. Its effects are highly depending on the way it is being used, teachers' know-how and motivation. The below effects seem to be very positive ones when utilizing ICT tools to support second language teaching or foreign language teaching.

- The possibility of adapting teaching or learning materials easily agreeing to the circumstances, students' needs, demands and responses;
- ICT can allow to counter upon and facilitate a use of daily/present news, it also gives quick access to the reliable resources on the web;
- Opportunity to blend and use primary skills and competencies including images or texts, audio and video clips, so on;
- Teachers' lectures create interests among the learners and also average ones in order to boost students' involvement, collaboration and engagement;
- ICT enables to emphasize on the specific aspects of the lessons like pronunciation, spelling, vocabulary and etc.

4.2 Teachers' perception and advantages of ICT use in Second language teaching.

Most of the participants agreed on this point that there are many advantages of ICT integration in second language curriculum. They gave positive responses regarding the integration of ICT tools in language learning and teaching. From their responses, some advantages of ICT use in language curriculum are given below:

1. **Ability to govern presentation:** This ability can mark the differences between the computers and the books. Because books have stable and fixed presentation, dissimilar to the computers, that could blend visuals with listening stuffs, texts with pictures and graphics.

2. **Newness and creativity:** Through the applications and tools of ICT, teachers can utilize various types of materials for every lesson, not only using and teaching from textbooks, where all the classes present certain topics are same.

3. **Feedback:** ICT plays dynamic role in feedback because computers provide better and quick feedback to the students. It helps teachers to give fast response on students' questions and answers through error deduction and correction. It spots not only mistake but also to correct it and sometimes giving proper advice.

4. **Adaptability:** Many computers programs can be integrated by the most of the teachers to suit their learners' requirements and levels of language knowledge. Computers programs and applications are learner-friendly and suitable more than the books that are being used in the classrooms. First and important, ICT and its tools specifically creates many opportunities for language learners to use language which they learn in comprehensive way in the reliable contexts. The second benefit of ICT use is based on chances and opportunities in a language classroom. It affords collaboration and cooperation with their peers. Blended learning is also called a third advantage of ICT use. It can help the English language teachers in ICT based-tools that give them many opportunities so that they can teacher language successfully. With the support of ICT-linked tools and constant growing of existing resources, English teachers can become able to provide personal and individual guidance and support to the students.

4.3 English language learning and the internet

Internet is the best tool that offers better means to learn English language in English speaking environment or milieu. Therefore, there is role of internet in English language teaching in Pakistan. Curriculum developers and designers should consider the role of internet in language teaching or learning. From the participants' views and ideas, it has been inferred some advantages of online learning which are summarized individually under below headings.

1. **Access:** Internet can offer many possibilities to experience or learn English without any travel or without going out of room or home. It can be done in informal setting.

2. **Flexibility:** Internet also allows its users to learn English language where the learners want and when they want. It helps teachers to teach the students when and where they supposed to teach them.

3. **Response:** The internet can help language teachers to give quick and instant feedback to the learners. It provides many possibilities and can enhance the learning experiences.

4. **Repeatability:** The learners can meet English language learning in the repetitive manner till the mastery is attained.

5. **Durability:** Internet is available 24 hours**.** It never takes tea or coffee breaks**.** It never tires. The learners can get benefits from internet that is available 24 hours for them.

6. **Modality:** Internet is multi-dimensional and multi-modal language learning tool. It can stimulate in rich cognitive or sensory and thus enriches language attainment successfully.

7. **Specificity:** Internet provides multiple choices and varieties to language learners in both who will be the learners and what they will learn. It makes learner independent in choice of learning because it can be personalized to language learners' brief needs and precise makeup.

8. **Cost:** Internet is also called a valid business tool that is can be valuable in economic gain. Because it can offer numerous services without much money or the services for currencies. Internet-mediated communication can allow its users to exchange not only the messages or emails, but also creates prolonged documents, thus assisting the collaborative learning. Moreover, the learners can also share images, graphics, audios and videos for learning purposes. Because it is internet that helps teachers or students to create learning environment where an authentic and inventive communication is being integrated into all the features of the syllabus.

4.4 The application of ICT in Second language curriculum in Pakistan

The integration of ICT (Information and Communication Technology) in second language learning and teaching has been considered as a medium in which different varieties of approaches as well as pedagogical philosophies can be implemented in English language curriculum of Sindh, Pakistan which is the demand of modern teaching and learning trends and methods. However, ICT is more complicated as for as teaching aid is concerned because it demands more from teachers for specific skills and competencies. One of the teachers was a view that ICT is very effective tool that can be applied in collaborative learning. It is due to the development of the ICT tools and applications like multimedia, internet, electronic mail, social networking sites and possibilities to apply in collaborative platforms can influence the process of utilizing them undoubtedly in everyday classroom learning and teaching. ICT is not only to be considered an additional means but it is considered as an essential part of modern and current teaching and learning environment. The applications of ICT create many opportunities and choices for the communication between among the peers and their learnings. They can share knowledge in real time, participate in online discussions (blog discussions), work as a team on various projects, exchange messages or emails, seek and search for information, etc. One of the teachers argues that:

> *While using an authentic material that is provided by internet, we people can have better understanding in the language, ethnicity and culture of the people that we are supposed to study or read (Imdad, Teachers' Focus group).*

There are significant evidences of advantages and benefits of ICT and its use that can have on the learners. The positive and effective integration of ICT in English language teaching are having effects on the learners and different aspects of teaching and learning process have been summarized below:

- It can increase students' motivation level and enable them to enhance their personal commitments and engagements.
- ICT can promote and improve independent learning.
- ICT can be the best tool to create collaborative learning because learners' communication and collaboration are important in language learning.
- The students' attainments, achievements and results can be improved.

As for as teachers' perceptions of integration of ICT in English language curriculum are concerned, students can work with the technologies independently for certain goals and objectives which have been set by the course designers and developers at specific level. ICT offers flexibility to the students that are necessary for the mastery of learning or quality learning.

It shows that use of ICT in English language learning and teaching not only creates pedagogical changes for the teachers but it can involve the environmental as well as pedagogical changes for the students who are being used to face traditional teaching in the classrooms. The number of students who have online access to the technologies are increasing day by day rapidly. They use ICT tool for their personal interactions and other various purposes. They even also use it in educational context as well.

5. Conclusion

ICT provides a powerful and productive learning environment for the students in classroom. Most of the developed countries invests in ICT integration in their curriculum. ICT is viewed as an authentic and effective tool for repeating and renewing the educational practices in all subjects and fields. Because teachers are the main players and characters who employ ICT in their classrooms for language learning and education in general. There is not of trained teachers who know the use of ICT and how to integrate it into their teaching processes. The IT (Information Technology) is used to maintain the contacts, that creates bond among students, between teachers and students and also let teachers to know their students and support them only a click way. Moreover, give them a feeling of independence and freedom in order to encourage them to work on different ranges of their learning which they think essential for them. Such tools can stimulate effective and reliable communication in such an environment where there is dearth of these ICT tools. And at same time can help them preparing for future technological activities and works. Only there is need of the teachers to see the true ICT materials having effects on learning experiences and process. In addition, there should be balance between hand-0n and other works as well as motivational facets of using ICT would be effective only with an appropriate guidance and planning from the teachers because their role is very important in course designing and its implementation process. In brief, ICT itself cannot resolve the educational issues in developing countries in the world. If ICT is used sensibly, it would enable the developing countries to enlarge access to and nurture quality of the education. In today's world is called world of technology, therefore, technologically competence is need of integration ICT in education system. If ICT is rightly applied in education system, then it would be a lifetime learning process for the students. In context to Sindh, Pakistan, there is strong need of ICT integration in education. Most of the teachers are even unaware about the use of ICT and its applications as well as their use. They are not enough trained. Due to technological and pedagogical development in education, there is need of integration of ICT in English language learning in Sindh because it can be effective tool of teaching and learning language. It can promote quality education according to modern needs and demands. Because quality learning accountability may be improved in order to enhance the students to learn the things successfully and quickly. Without any doubt, technological advancement has revolutionized and refined the societies around the world, including what to learn and how language instruction is being delivered and taught. The use of internet and its applications have become channels through them people can get information, learn, exchange, share, message and collaborate in the ways impossible years before. The great successes and achievements for the students can be possible when students prepare themselves to interact, discuss and learn in online environment that is only possible for integration of ICT in education. Therefore, curriculum developers and designers if try to integrate ICT in their planning and course design because this can provide new methods in teaching, new online learning environment and refocusing approaches towards

teaching. It is fact that technology and internet are rewarding partners in learning and teaching processes. Therefore, there is dire need of integrating ICT in English language curriculum particularly in Sindh. This study also revealed that there are positive effects of ICT use in English language teaching and learning in Sindh, Pakistan.

Recommendations

Curriculum development reflects gloomy picture in context to English language curriculum in Pakistan. Since independence of Pakistan in 1967, many educational policies were called to discuss to introduce educational policy for schools across the country. They discussed about the education policies, they reshaped, restructured and reformed education system. Moreover, curriculum developers and policy makers tried their level best to restructure and check the effectiveness of the curriculum according to the needs and requirements of the modern world for the citizens of the country, Pakistan. Apart from the curriculum changes which come officially, generally are from the Ministry or Education in every country and trainings regarding new trends and techniques are being introduced and promoted for new materials. English language teachers are accustomed to regular content innovation and subject materials, but they are not fully equipped with resources to create or innovate new ideas. There were few evidences of various problems in the terms of the technical skills at the starting, and it lasted for generation for technical skills as well as technical issues to be ignored out. This study revealed some issues regarding integration of ICT in English language curriculum in Sindh, Pakistan. There are some recommendations for ICT use and its integration in education system. The curriculum developers should implement these recommendations for English language curriculum development.

- Curriculum developers should implement ICTs tools in Second language teaching in schools of Sindh. Because ICTs provide many opportunities to the students to learn independently and freely.
- Technology plans should be formulated for the implementing ICTs in classrooms or schools. ICTs use in education can provide different instructional plans and numerous alternative as well as authentic ways of assessment to the teachers for better teaching and learning processes.
- For ICT use in school, government should train the teachers who can easily implement ICTs tools in their teaching. Those teachers who integrate ICTs and its use in their classrooms should be given incentive payments and allowances.
- Curriculum designers should make strategies to encourage the teachers and students for the better use of ICT in language classrooms. This will increase and nurture the teachers and students' motivational levels. ICTs can be an interesting for the learners and teachers.
- Curriculum developers should involve English teachers in curriculum and material development because teacher is the main stakeholder in education system. The syllabus should be restructured in order to acquire maximum benefits from the ICTs.
- Government should build language labs and computer labs with abundant resources according to modern needs and trends. The technical, financial support should be given to the schools for better implementation of ICT in English language curriculum.
- The heads of the schools should be trained enough about the teaching with technology.

- Curriculum should be reformed according to needs and demands of modern trends and methods.
- Awareness should be raised among the teachers regarding the advantages of ICTs in English language teaching and learning processes.
- ICTs use should be given as status of compulsory subject at certain grades.
- All subjects (Science, Languages, Mathematics etc.) should be integrated with ICTs for better understanding.
- Examination system should be made more interactive so that it can encourage usage of ICTs. E-based assignments should be preferred instead of paper based assignments.

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