INFORMATION AND COMMUNICATION TECHNOLOGIES IN ENGLISH LESSONS

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Annotation: The current research is devoted to study the influence of using ICT devices and the interests of students for learning foreign languages. It informs about the results of usage modern methods by the help of ICTs and the roles of IC tools, their importance as well as features of contemporary technologies.

Key words: *Information and communication technologies (ICT) interactive board, a section of text information, a section of tasks and exercises aimed at reinforcing the material studied, grammatical structures and lexical units, reference section, which includes both help with the program, and various dictionaries and grammar reference books.*

In modern conditions, the most urgent task of education is the formation of a communicative culture of students. ICT is becoming the most effective means of expanding the educational space of the modern school [1,86]. Pedagogical skills are based on the unity of knowledge and skills corresponding to the modern level of development of science, technology and their product – information technology [2,25].

Methodology.

This investigation used from second course students but three different groups of the English as second foreign language learners (ESFLL) of SamSIFL. Their first foreign languages are French, Spain and Italian. There are total 43 students in our research as two groups consist of fourteen students and one group is consisting fifteen students. Thirty (70%) of three group's students are female and thirteen

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students (30%) are male.

Instrumentation.

The main instrumentations of the investigation were obtained by the help of questionnaire. There are four sections of questionnaire. First section is background information about ICTs and usage of ICT applications for non-learning purposes. Second section is connected with teaching and learning English through ICTs or ICT tools for learning purposes especially learning English. Third section is based on learners' expectations and thoughts about usage of ICT in English language learning. The last section is dedicated to discussions and conclusions of the research.

1. Frequency of ICT use for non-learning purposes

According to the first question of the section 40% of participants use ICTs for non-learning purposes, as there is a WiFi connection in their homes. Twelve of them (29%) claimed that they spent five or six hours as it is shown in a table. Nearly 17% of participants spent their time to use IC tools especially their mobile phones and the internet about three and four hours a day. Five students (12%) spent a day one or two hours for usage of technologies. Only 2% of them uses ICTs about an hour for non-learning purposes.

Table 1. Daily hours on using ICT devices for non-learning purposes

Daily hours on using ICT devices	Number	Percentage
Do not use	0	0%
Below an hour a day	1	2%
1-2 hours a day	5	12%
3-4 hours a day	8	17%
5-6 hours a day	12	29%

7-10 hours a day	17	40%

Second question was about which non-learning purposes the learners used ICT for. According to this question, 100% of participants utilize ICT and its sites as Telegram, Imo and Viber in order to chat with friends and all of them use Google for searching information on the net. Almost all participants (95,3%) read news on the internet. 93% of them use ICT applications for checking Facebook and Instagram. 88,3% of user check the weather every day. Thirty five of them (81,3%) like listening and downloading music. Watching YouTube (69,7%) and playing games on mobile phones (62,7%) are also frequent activities of participants. Shopping on the internet is twenty four of users' favourite activity. The last activity playing computer games includes only 27,9% of them.

Table 2. The usage of ICTs for non-learning purposes

Activity	Number	Percentage
Checking Facebook and Instagram	40	93%
Reading news on the Internet	41	95,3%
Using for chatting with friends via Telegram, Imo, Viber	43	100%
Downloading or listening to online music	35	81,3%
Watching YouTube	30	69,7%
Using Google for	43	100%

searching information		
Playing games on mobile phones	27	62,7%
Shopping on the internet	24	55,8%
Playing computer games	12	27,9%
Checking the weather forecast	38	88,3%

2. Frequency of ICT use for English learning purposes

Second section is also consisted of two basic questions as first is about how any hours language learners spent their time in learning English by the help of ICT devices. The table shows that more than 41% of students use ICT tools three and four hours a day in order to learn a foreign language. Eleven of language learners (25,5%) use ICTs five and six hours a day for English learning purposes. 23,3% of participants use technologies one or two hours while two of them are using ICTs below an hour a day. However 4,6% of students can use ICT tools between seven and ten hours a day for learning aims.

Table 3. Daily hours on using ICT devices for English learning purposes

Daily hours on using ICT devices	Number	Percentage
Do not use	0	0%
Below an hour a day	2	4,6%
1-2 hours a day	10	23,3%
3-4 hours a day	18	41,8%

5-6 hours a day	11	25,5%
7-10 hours a day	2	4,6%

The second question of second section is about ICT activities for English language learning. According to Table 4 we can easily understand that the most frequent activity is improving reading skill by the help of ICTs (93%) and the least is discussing assignments with teachers and friends via emails (4,6%). Students spend more time using Google translation (86%) and searching English materials from the net (81,3%). They spend less time for utilizing online dictionaries and taking part in English Video conferences (27,9%). 67,4% of them use ICTs for improving listening skill with listening English tracks and songs, dialogues and For improving writing skill with writing letters, e mails to foreigners twenty five of participants (58,1%) are busy with, 55,8% of them utilize IC technologies in order to improve their pronunciation and learn vocabulary. Fifteen of students (34,8%) (as they are working as guides) use ICTs for improving speaking skill: speaking with foreigners via ICT.

3. Discussion and conclusion of the investigation.

According to findings of the current research most of students utilize ICT applications for non-learning purposes such as for communicating and entertainment more, rather than learning purposes. If it is more specific, 40% of them spent more their time to use ICT tools for non-learning purposes as between seven and ten hours a day, while 4,6% of learners use IC technologies for English learning purposes.

If we state about the benefits of using ICTs in teaching and learning English, the majority of students (88,3%) showed their positive attitudes. By the help of ICTs learners' main skills listening (58,1%), speaking (27,9%), reading (51,1%), writing skills (46,5%), grammar, and vocabulary (86%) are being improved day

by day. In addition to the facts, most of students claimed that using of ICTs can motivate them to learn and attend to lesson (93%), as well as ICT tools make lessons more fun (93%).

Most of them hoped that ICT applications should be used more in lessons in order to teach them with interests and motivation.

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