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IMPACT OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ON WRITING SKILLS OF ESL LEARNERS AT SECONDARY LEVEL

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ABSTRACT:

The new and emerging information and communication technology (ICT) in twenty-first century turned the attention of ESL practitioners from the conventional and teacher-centered pedagogy to more learner-oriented methods. The initiation of ICT has made tremendous changes in the present-day world. The current study aims to investigate the impact of ICT on the writing skills of ESL learners at secondary level. For this purpose, the students of secondary schools in District Vehari were taken as respondents. Cluster sampling technique has been employed to get the required sample. It is an experimental research, so controlled group and experimental group were made, each having 25 students. A pre-test has been conducted that was comprised of an essay type question and the students were asked to write an essay on the given topic. The results of Pre-test were documented. The experimental group was given a treatment for 15 days. They were taught English with the help of ICT in computer lab. After the treatment of 15 days a post-test has been conducted for both groups on the same pattern. The test has been marked according to the same rubric. The results of the pre-test and post-test for the controlled group and experimental group have been analyzed. The difference between the scores of the students in their pre-test and post-test explicitly designates positive and productive role of ICT in English language teaching. The results indicates that ICT plays a significant role in enhancing the writing skills of ESL learners

INTRODUCTION AND BACKGROUND OF THE STUDY:

ICT stands for Information Communications Technology. ICT denotes to any gadget or framework that permits the capacity, recovery, control, transmission and receipt of advanced information. For instance, PCs, advanced TV, email, robots. ICT can prompt enhanced understudy learning and better educating techniques. Information and communication technology (ICT) includes utilizing an arrangement of instructing devices to improve understudy learning. In days gone past, technology included transparencies and overhead projectors, film strips and projectors, and slideshows. In today's classroom, these instruments may incorporate a scope of things, from mini-computers and PowerPoint presentations, to portable workstations and other electronic gadgets.

Information and communication technology (ICT) is a developing field of study which utilizes technology as a way to meet instructive difficulties, both in the classroom and in separation learning situations. It can also be related with blended learning. As Dziuban, Hartman & Moskal (2005) state, blended learning in the foreign language (FL) setting can be defined as a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment. In training, instructional technology is the hypothesis and routine of configuration, improvement, usage, administration, and assessment of procedures and assets for learning, as indicated by the Association for Educational Communications and Technology Definitions and Terminology Committee. Instructional technology is frequently alluded to as a piece of instructive technology however the utilization of these terms has changed throughout the years. While instructional technology covers the procedures and frameworks of learning and guideline, instructive technology incorporates different frameworks utilized as a part of the way toward creating human ability.

As English is a worldwide global language (Sibtain et al., 2020; Aazam et al., 2019), consequently it is constantly pretty much dangerous for the understudies to learn and utilize it precisely as the locals do. In this admiration ICT can assume an essential part to minimize or even tackle these issues confronted by the understudies in learning English language (Iqbal et al., 2020; Baig et al., 2020; Saeed et al., 2020; Akhtar et al., 2020; Baig et al., 2020b). With the assistance of ICT understudies can profit a great deal furthermore this will help the teachers to show ELT in less time yet with all the more adequately. So, ICT, at present, is an indispensable part of the instructive wonder in the schools. While an understudy has a tendency to take in a remote language particularly it is English in our situation, the part of ICT turns out to be more unavoidable on the grounds that it helps the learner and the teacher a ton. With the assistance of ICT learning ought to be made more successful and simple undertaking. It assists the understudies how with speaking right English closer to the local speaker.

The main purpose of ICT in education means implementing of ICT equipment and tools in teaching and learning process as a media and methodology. The purpose of ICT in education is generally to familiarize students with the use and workings of computers, and related social and ethical issues. ICT has also enabled learning through multiple intelligence as ICT has introduced learning through simulation games; this enables active learning through all senses.

1.1 ICT and Education:

The utilization of ICT in English learning and teaching has turned out to be exceptionally famous in the 21st century. Utilization of web to take in a language can

remunerate second language learners for the absence of up close and personal communication with the local speakers and can make wide chances to enhance their learning. ICT has affected the teaching and learning of languages, yet and, after it is all said and done there are a few contradictions amongst hypothesis and practice, particularly utilizing it for various territories of language study (Barret and Sharma, 2007). A few differences are with respect to the teaching of sentence structure, vocabulary, language abilities and testing. Be that as it may, points of interest of English learning on the web surpass its drawbacks. The web exercises advance learner's capacity of self-observing, reinforce and build up understudies' collaboration, empower the utilization of sight and sound and system technology, permit to utilize weblogs and wikis for internet distributed, support investment in various topical discourse gatherings and visit rooms and communication with outside friends through correspondence by means of email and additionally utilize other intuitive assignments, for example, podcasting (Zhong, 2008).

The Computer Assisted Language Learning (CALL) programming programs which have been intended with the end goal of language teaching regardless of different devices, for example, the Internet, email, and others additionally advance student-focused language learning and help students build up their open aptitudes also (Gonglewski 2003). This CALL programs additionally give students an assortment of decision regarding which parts of the objective language, for example, syntax, vocabulary, and elocution, they need to hone or what aptitudes (tuning in, talking, perusing, keeping in touch with) they need to create, and subjects which they are intrigued. Students can deal with their own learning at their own velocity and taking into account their own decision. There has been some achievement in utilizing CALL, specifically computer mediated communication, to help talking aptitudes firmly connected to "informative skill" (capacity to take part in important discussion in the objective language) and give controlled intuitive talking hone outside the classroom (Warschaur 1998). Utilizing visit room has been appeared to help students' to ace certain frequently utilized expressions to advance the improvement of programmed structure that create talking abilities.

1.2 Second Language Theories of ICT in Language Learning:

Oliver (2003) states that the thought communication turns out to be a piece of information technology (IT) (along these lines, creating ICT) because of the acknowledgment that technology has turned out to be essentially important “as a gadget for taking care of information,” as well “as a method for communication.” Consequently saw as a communication apparatus, ICT positions itself easily in language teaching and learning.

Douglas (2011) states that the historical backdrop of ICT execution in instructive establishment can be seen as a continuum, which dated back for over thirty years, starting with access to computers, advancing through access to the Internet and systems administration, up skilling teachers and students, and closure with the full joining of ICT into teaching and learning. ICT combination in language teaching and learning starts with the use of computers.

1.3 The Role of ICT in Education:

Electronic media are inescapable in current life. An educated and included citizenry is conceivable in present day majority rule government just when the Electronic media function admirably individuals require the Electronic media to express their thoughts broadly, effective strengths utilize the Electronic media to impact us with their belief systems and for their business purposes. The Electronic media are primary apparatus of advocate, promoters

and different purposes. Testing media as training means revoking the parts as latent buyers of sound-chomps of information, food to us by an outer source, detached from our families and the characteristic world. It implies breaking free of the points of confinement set upon. "Our activity and communications, and considering the open doors for unlearning co-unlearning and self-inclining as of now accessible to us what as of now exists in our groups and connections today?

Another capacity, to some degree identified with socialization, is that of proceeding with the instruction procedure is sorted out style. Programs over instructive and business Television (T.V), and to lesser degree over radio, are illustrations. Such projects empower the group of onlookers to pick up knowledge and instruction while sitting at their homes. For instance, P.T.V-2 programs and so on are such programmes satisfy the required motivation behind instruction. As indicated by Gunter, (2001) that where information about how to adapt to certain imperative enthusiastic and social needs is distracted in their own surroundings kids will took for option method for fulfilling those requirements. Under these conditions E-media turn out to be especially noteworthy to youth for their tutoring in life.

1.4 Significance of the Study:

The research aims to investigate the impact of ICT on the English Language Learning skills of the ESL learners. It focuses on the productive role of ICT in enhancing the writing skills of the learners. The research is beneficial specifically for English language practitioners including teachers, learner and syllabus designers in a way that they can incorporate number of modern teaching methods by using ICT in their ELT classrooms. The research highlights the point that teaching language skills can be collaborative and interactive. Moreover, by using ICT, teaching and learning can be enriched with more up-to-date materials which can be tailored according to the student's immediate needs. By employing multimedia activities, teaching and learning can become more varied and dynamic.

1.3 Objectives of the Study:

The major objectives of the research include:

1. To investigate the impact of ICT on writing skills of ESL learners.
2. To bring forth Explore the level of usage of ICT in learning of English language.
3. Discover how much ICT is used influence the learning English language.

1.4 Research Questions:

This research will answer the following questions;

1. What is the impact of ICT on the writing skills of the ESL learners?
2. To what extent the use of ICT in teaching writing skills is productive and useful for ESL learners?
3. How does the effective use of ICT improve the language skills of the students at secondary level?

2. Methodology:

The research is quantitative in nature and the data was analyzed statistically and the results were deduced in numerical form. Results of the study were based on objectivity. This is a true experimental type of research in its design because it is going to investigate cause and effect, i.e. the relationship between ICT and learning of students. In this research two groups were formed, i.e. controlled group and experimental group. Two tests, i.e. pre-test and

posttest had been conducted to get the results. This research has all the qualities of a true experimental research. The researcher had actively tried to change the situation, circumstances, or experience of participants (manipulation), which lead to a change in 4ehavior or outcomes for the participants of the study. The researcher randomly divided participants into two different groups, measured the variables and tried to control for confounding variables.

By following cluster sampling technique two groups were formed, i.e.

i. Controlled group and
ii. Experimental Group

At first step a pre-test had been conducted for both of the groups. They had been asked to write on the given topic. Their writing was marked with respect to vocabulary, punctuation, grammar and spelling. The scores of the respondents were calculated and recorded. At second step controlled group had been taught as it was being taught but on the other hand experimental group was taught using ICT (called treatment) for 15 days (1 lecture for 40 minutes per day). After fifteen days a post-test was prepared and was administered to both the groups and it was marked and it all was done right on the pattern of pre-test. The scores were assigned and the results were calculated and recorded.

This study was delimited to the writing skills of secondary school students of Vehari. The researcher, being a teacher in a secondary school of district Vehari had conducted a random survey whether ICT plays any role or have any impact on the learning of students. This survey had been conducted in the secondary schools of district Vehari. On the basis of the results of that random survey the researcher decided to conduct this research in the boys secondary schools of district Vehari. This study was delimited only to the male students studying English language in Govt. secondary schools of district Vehari.

All the male students of secondary schools for boys of district Vehari studying English language had been selected as the population of this research. In this study the researcher adopted cluster sampling technique while selecting the sample. By following this technique the researcher formed two groups, having 25 students in each group. The groups were named after controlled group and experimental group.

- At first stage a sample of areas had been chosen;
- Secondly a sample of respondents within those areas had been selected.
- Then population had been divided into two clusters of homogeneous units.
- Sampling units were groups rather than individuals.
- All units from those clusters had been selected as sample and studied.

Two groups by adopting cluster sampling technique were as under;

1. Controlled Group
2. Experimental Group

An open ended questionnaire consist of three items/topics was developed. Against each of the topic/statement in the questionnaire, students were asked to write on the given topic. The respondents were to write on the given topic a paragraph of 100 to 150 words. The topic was assigned to them to write from their own in order to measure the grammatical, punctuation, spelling and other mistakes.

Open ended questionnaire was used for data collection in this research. Three questions were assigned to the students including speaking and writing. Questionnaires were prepared, one for pre-test and one for post-test. The questionnaires were organized to assess and evaluate writing skills of students, and this skill is also called one of the productive skills.

For this purpose in the questionnaire questions were included to assess and evaluate the writing skills of students. Students were asked to speak and write on the assigned topics.

Data had been tabulated and analyzed statistically. Percentage and response averages had been calculated by using computer software M.S. Excel. Graphs showing frequency and percentage were also drawn. At the end results had been finalized. While analyzing the data in order to tabulate the final results, the scores of students of both group in pre-test and post-test were compared.

3. DATA ANALYSIS:

Two groups, having 25 students each, were selected as the sample for this study. A pre-test was conducted from controlled group and experimental group. In this pre-test the students had been asked to write a paragraph of 100 to 150 words on the topic, "corruption" and for this test 40 minutes time was assigned to them. The students, in response to the researcher, wrote a paragraph and handed over to the researcher. The researcher marked the paragraphs of students on the pattern and model already set.

3.1 Overall Analysis of Data of Controlled Group for Pre-Test:

Analyzing writing is not any easy task at all. It demands in-depth assessment of piece of writing to generate the result of analysis. In the table below, results of respondents of controlled group for their pre-test are given.

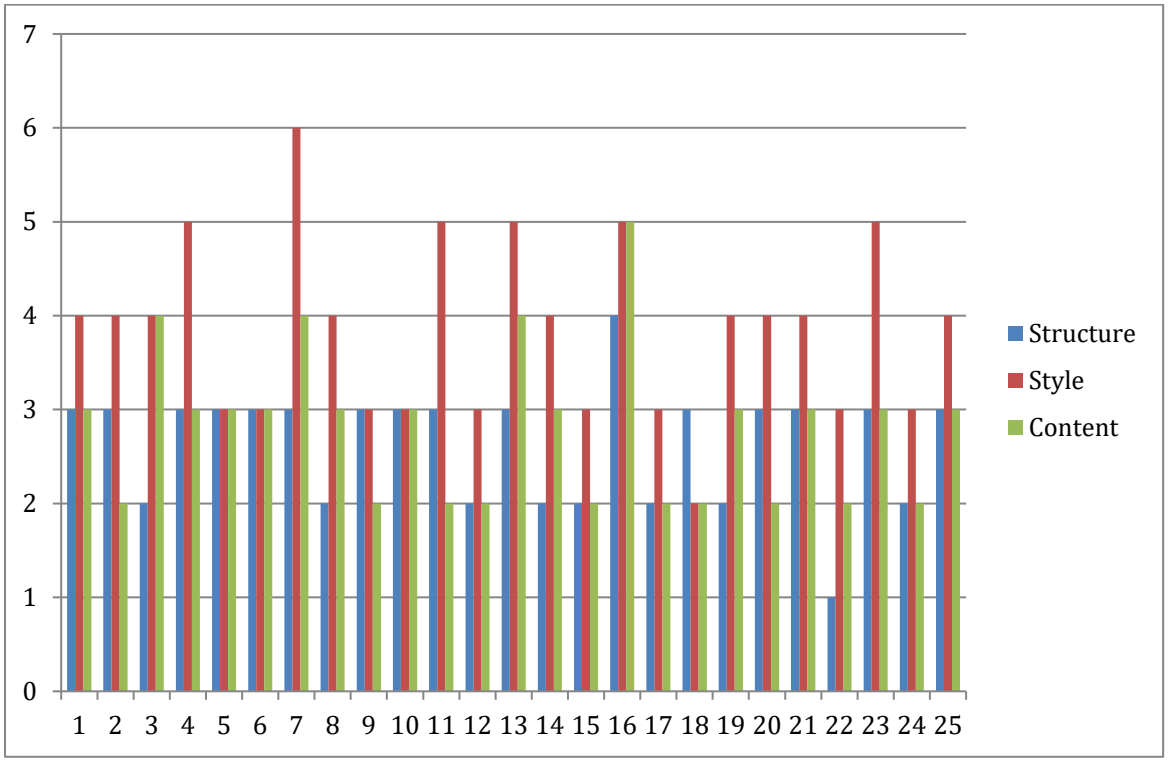
Sr. No.	Structure		Style		Content		Total Marks	%age
	Total	%age	Total	%age	Total	%age		
1	3	50.00	4	50.00	3	50.00	**10**	**50**
2	3	50.00	4	50.00	2	33.33	**9**	**45**
3	2	33.33	4	50.00	4	66.67	**10**	**50**
4	3	50.00	5	62.50	3	50.00	**11**	**55**
5	3	50.00	3	37.50	3	50.00	**9**	**45**
6	3	50.00	3	37.50	3	50.00	**9**	**45**
7	3	50.00	6	75.00	4	66.67	**13**	**65**
8	2	33.33	4	50.00	3	50.00	**9**	**45**
9	3	50.00	3	37.50	2	33.33	**8**	**40**
10	3	50.00	3	37.50	3	50.00	**9**	**45**
11	3	50.00	5	62.50	2	33.33	**10**	**50**
12	2	33.33	3	37.50	2	33.33	**7**	**35**
13	3	50.00	5	62.50	4	66.67	**12**	**60**
14	2	33.33	4	50.00	3	50.00	**9**	**45**
15	2	33.33	3	37.50	2	33.33	**7**	**35**
16	4	66.67	5	62.50	5	83.33	**14**	**70**
17	2	33.33	3	37.50	2	33.33	**7**	**35**
18	3	50.00	2	25.00	2	33.33	**7**	**35**
19	2	33.33	4	50.00	3	50.00	**9**	**45**
20	3	50.00	4	50.00	2	33.33	**9**	**45**
21	3	50.00	4	50.00	3	50.00	**10**	**50**
22	1	16.67	3	37.50	2	33.33	**6**	**30**
23	3	50.00	5	62.50	3	50.00	**11**	**55**
24	2	33.33	3	37.50	2	33.33	**7**	**35**
25	3	50.00	4	50.00	3	50.00	**10**	**50**

TOTAL	**66**	**44.00**	**96**	**48.00**	**70**	**46.67**	**232**	**46.4**

Three major areas of writing, i.e. structure, style and content, had been analyzed further those three areas were categorized into 20 items to be analyzed. Marking scheme consisted of 20 marks, one mark per aspect. From the area of writing structure, 25 students obtained 66 marks out of 150 which had been 44.00% of total students and it remained below average. Above table made it clear that the students remained below average with respect to structure of writing. As for as the style of writing was concerned, it was further categorized into eight units to be analyzed. The results shown in the above table that respondents obtained 96 out of 200 marks which is 48% of total students. So far as style of writing is concerned, students had been very close to average of total marks. Third aspect of writing was content. Presentation of content was further divided into 6 aspects, carrying 1 mark each. 25 students obtained 70 marks out of 150 and had been 46.67% and it had been also low than average.

3.2 Overall Analysis of Controlled Group for Pre-Test:

Results of respondents are compared in the following graph. There had been three main areas and twenty sub-areas to analyze writing of the respondents.



Above graph presented a comparative statement of all three (3) writing aspects, i.e. structure, style and content which had been further categorized into 20 sub-categories. Majority of the respondents remained at average with their writing. Respondent no. 16 remained above all by obtaining maximum 14 marks and respondent no. 7 remained at second by obtaining 13 marks. Lowest marks obtained by any respondent had been 6 which had been of respondent no. 22.

3.3 Overall Data Analysis of Experimental Group for Pre-Test:

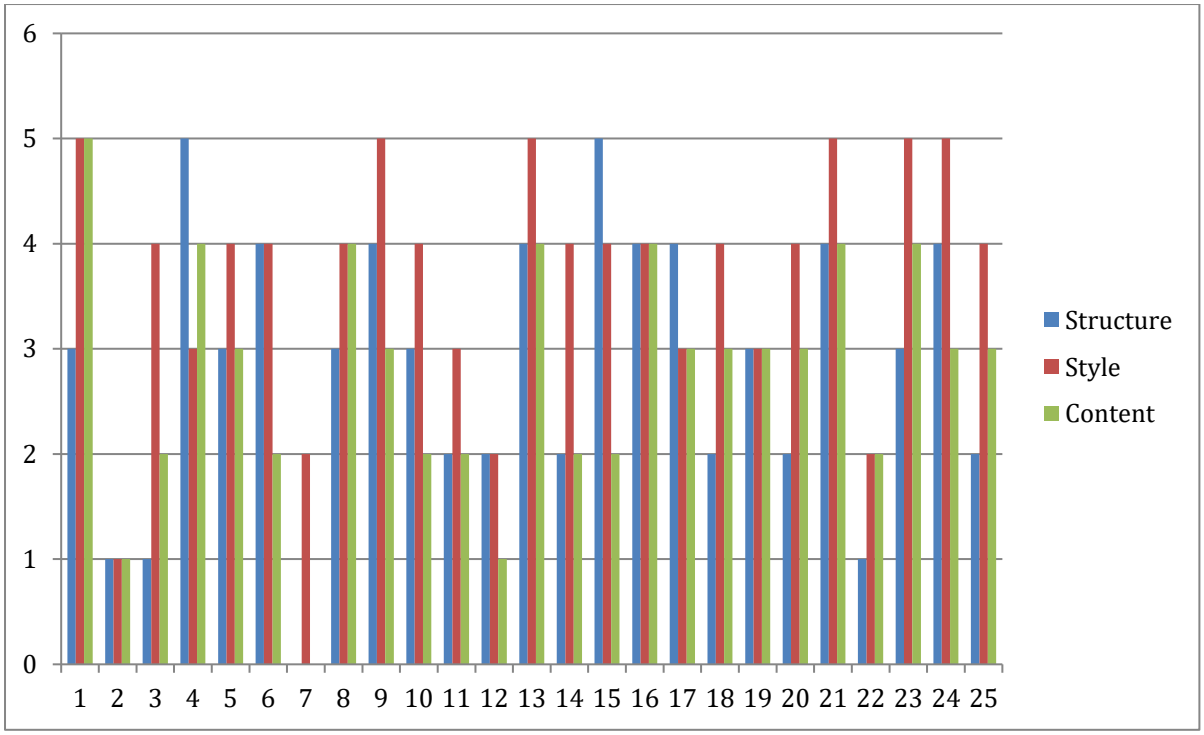
In the following table data of experimental group for their pre-test has been analyzed quantitatively and percentages of their scores had also been calculated.

Sr. No.	Structure		Style		Content		Total Marks	%age
	Total	%age	Total	%age	Total	%age		
1	3	50.00	5	62.50	5	83.33	**13**	**65**
2	1	16.67	1	12.50	1	16.67	**3**	**15**
3	1	16.67	4	50.00	2	33.33	**7**	**35**
4	5	83.33	3	37.50	4	66.67	**12**	**60**
5	3	50.00	4	50.00	3	50.00	**10**	**50**
6	4	66.67	4	50.00	2	33.33	**10**	**50**
7	0	0.00	2	25.00	0	0.00	**2**	**10**
8	3	50.00	4	50.00	4	66.67	**11**	**55**
9	4	66.67	5	62.50	3	50.00	**12**	**60**
10	3	50.00	4	50.00	2	33.33	**9**	**45**
11	2	33.33	3	37.50	2	33.33	**7**	**35**
12	2	33.33	2	25.00	1	16.67	**5**	**25**
13	4	66.67	5	62.50	4	66.67	**13**	**65**
14	2	33.33	4	50.00	2	33.33	**8**	**40**
15	5	83.33	4	50.00	2	33.33	**11**	**55**
16	4	66.67	4	50.00	4	66.67	**12**	**60**
17	4	66.67	3	37.50	3	50.00	**10**	**50**
18	2	33.33	4	50.00	3	50.00	**9**	**45**
19	3	50.00	3	37.50	3	50.00	**9**	**45**
20	2	33.33	4	50.00	3	50.00	**9**	**45**
21	4	66.67	5	62.50	4	66.67	**13**	**65**
22	1	16.67	2	25.00	2	33.33	**5**	**25**
23	3	50.00	5	62.50	4	66.67	**12**	**60**
24	4	66.67	5	62.50	3	50.00	**12**	**60**
25	2	33.33	4	50.00	3	50.00	**9**	**45**
TOTAL	**71**	**47.33**	**93**	**46.50**	**69**	**46.00**	**233**	**46.6**

Three major areas of writing, i.e. structure, style and content, had been analyzed further those three areas were categorized into 20 items to be analyzed. Marking scheme consisted of 20 marks, one mark per aspect. From the area of writing structure, 25 students obtained 71 marks out of 150 which had been 47.33% of total students and it remained below average. Above table made it clear that the students remained below average with respect to structure of writing. As for as the style of writing was concerned, it was further categorized into eight units to be analyzed. The results shown in the above table that respondents obtained 93 out of 200 marks which is 46.50% of total students. As for as style of writing is concerned, students had remained below average. Third aspect of writing had been content. Presentation of content was further divided into 6 aspects, carrying 1 mark each. 25 students obtained 69 marks out of 150 and had been 46.00% and it had been also low than average

3.4 Overall Graphical Representation of Data Analysis of Experimental Group for Pre-Test:

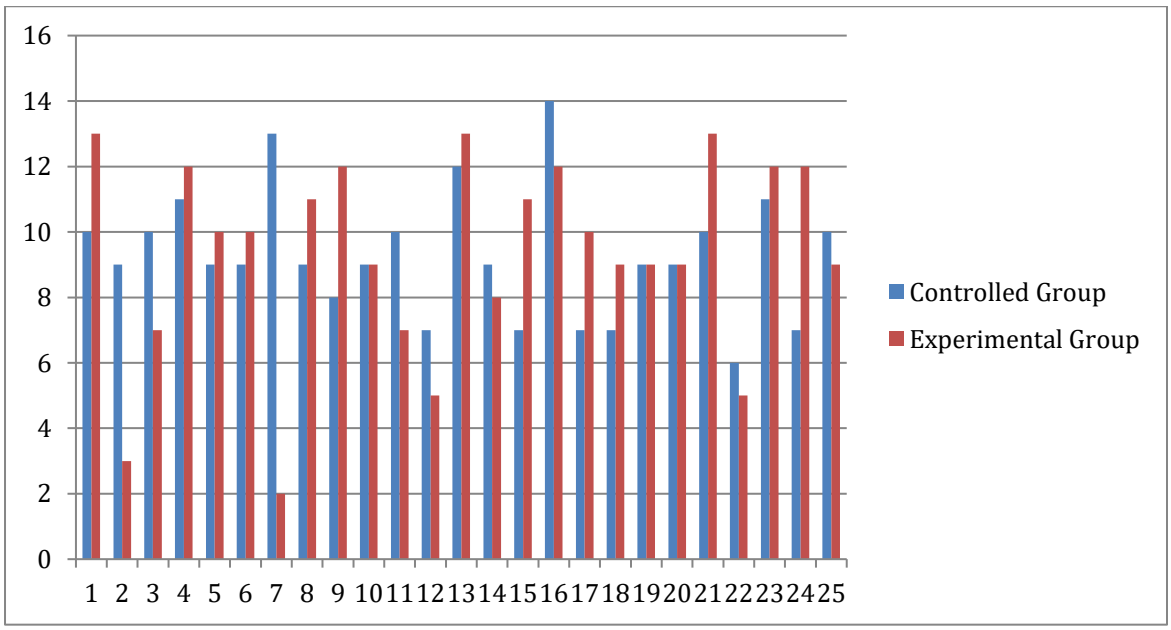
The graph shown below is the overall graphical representation of data analysis of experimental group for pre-test.



Above graph showed that there had been only 1 respondent who obtained 2 marks out of twenty. But majority of the respondents had remained around average score of 50%.

3.5 Comparison of Controlled Group and Experimental Group of Pre-Test:

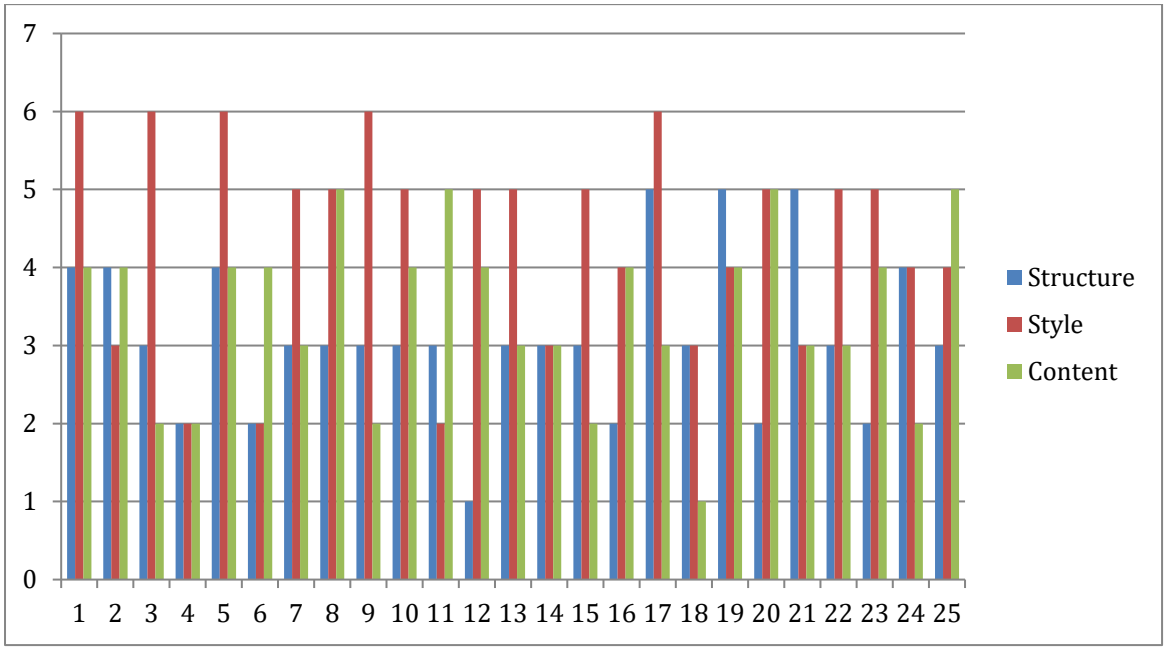
Following graph shows overall marks of both groups, i.e. experimental group and controlled group in their pre-test.



The above graph showed that there is not significance difference between the marks of the respondents of controlled group and experimental group.

3.6 Overall Analysis of Controlled Group for Post-Test:

Results of respondents of controlled group for their post-test have been compared in the following graph. There had been three main areas and twenty sub-areas to analyze writing of the respondents.



Above graph showed that majority of the students had remained on center line (average) in their post-test. Overall the percentage of the post-test had remained 54.40 and it had been above average.

3.7 Overall Analysis of Experimental Group Post-Test:

In the following table data of experimental group for their post-test has been analyzed quantitatively and percentages of their scores had also been calculated.

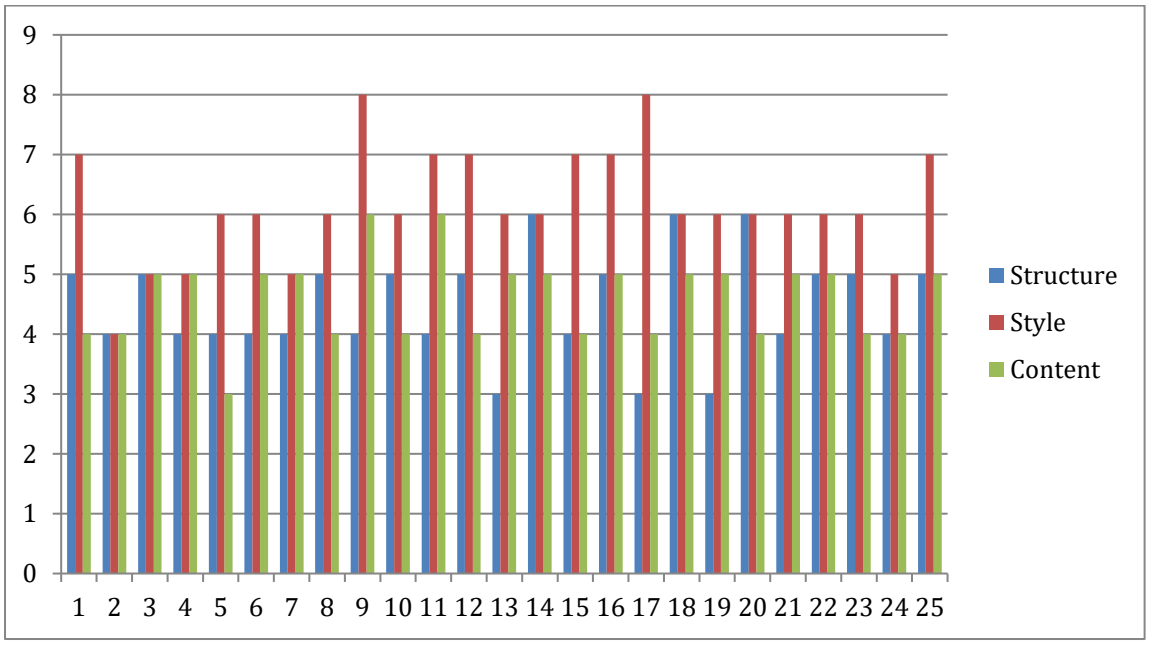
Sr. No.	Structure		Style		Content		Total Marks	%age
	Total	%age	Total	%age	Total	%age		
1	5	83.33	7	87.50	4	66.67	**16**	**80**
2	4	66.67	4	50.00	4	66.67	**12**	**60**
3	5	83.33	5	62.50	5	83.33	**15**	**75**
4	4	66.67	5	62.50	5	83.33	**14**	**70**
5	4	66.67	6	75.00	3	50.00	**13**	**65**
6	4	66.67	6	75.00	5	83.33	**15**	**75**
7	4	66.67	5	62.50	5	83.33	**14**	**70**
8	5	83.33	6	75.00	4	66.67	**15**	**75**
9	4	66.67	8	100.00	6	100.00	**18**	**90**
10	5	83.33	6	75.00	4	66.67	**15**	**75**
11	4	66.67	7	87.50	6	100.00	**17**	**85**
12	5	83.33	7	87.50	4	66.67	**16**	**80**
13	3	50.00	6	75.00	5	83.33	**14**	**70**
14	6	100.00	6	75.00	5	83.33	**17**	**85**
15	4	66.67	7	87.50	4	66.67	**15**	**75**
16	5	83.33	7	87.50	5	83.33	**17**	**85**
17	3	50.00	8	100.00	4	66.67	**15**	**75**

18	6	100.00	6	75.00	5	83.33	**17**	**85**
19	3	50.00	6	75.00	5	83.33	**14**	**70**
20	6	100.00	6	75.00	4	66.67	**16**	**80**
21	4	66.67	6	75.00	5	83.33	**15**	**75**
22	5	83.33	6	75.00	5	83.33	**16**	**80**
23	5	83.33	6	75.00	4	66.67	**15**	**75**
24	4	66.67	5	62.50	4	66.67	**13**	**65**
25	5	83.33	7	87.50	5	83.33	**17**	**85**
TOTAL	**112**	**74.67**	**154**	**77.00**	**115**	**76.67**	**381**	**76.20**

Three major areas of writing, i.e. structure, style and content, had been analyzed further those three areas were categorized into 20 items to be analyzed. Marking scheme consisted of 20 marks, one mark per aspect. From the area of writing structure, 25 students obtained 112 marks out of 150 which had been 74.67% of total students and it had been above average. Above table made it clear that the students had shown improvement in their writing structure. As for as the style of writing was concerned, it was further categorized into eight units to be analyzed. The results shown in the above table that respondents obtained 154 out of 200 marks which is 77.00% of total students. As for as style of writing is concerned, students had remained above average. Third aspect of writing had been content. Presentation of content was further divided into 6 aspects, carrying 1 mark each. 25 students obtained 115 marks out of 150 and had been 76.67% and it had been also above average.

3.8 Overall Analysis of Experimental Group for Post-Test:

Results of respondents of experimental group for their post-test have been compared in the following graph. There had been three main areas and twenty sub-areas to analyze writing of the respondents.

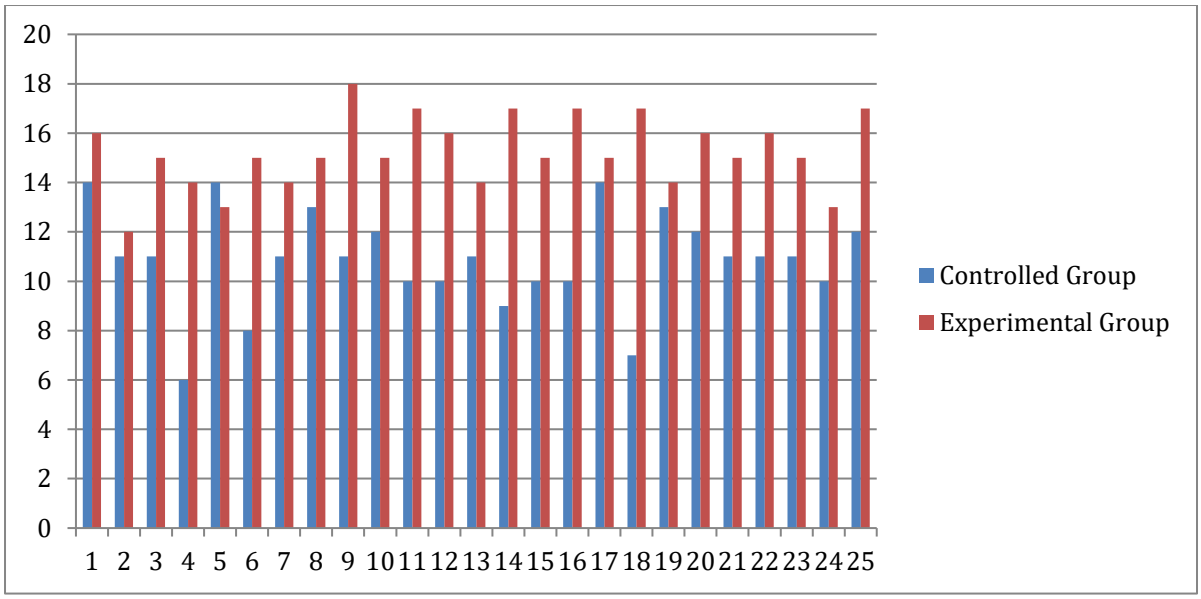


The above graph showed that there had not been a single respondent who remained below average in all three writing areas. Only three respondents obtained three marks in structure analysis, one in style and one in content area. Three respondents obtained 100%

marks in structure analysis, two in style and 2 in content. The overall percentage had remained 76.67.

3.9 Comparison of Overall Post-Test Scores of Controlled Group and Experimental Group:

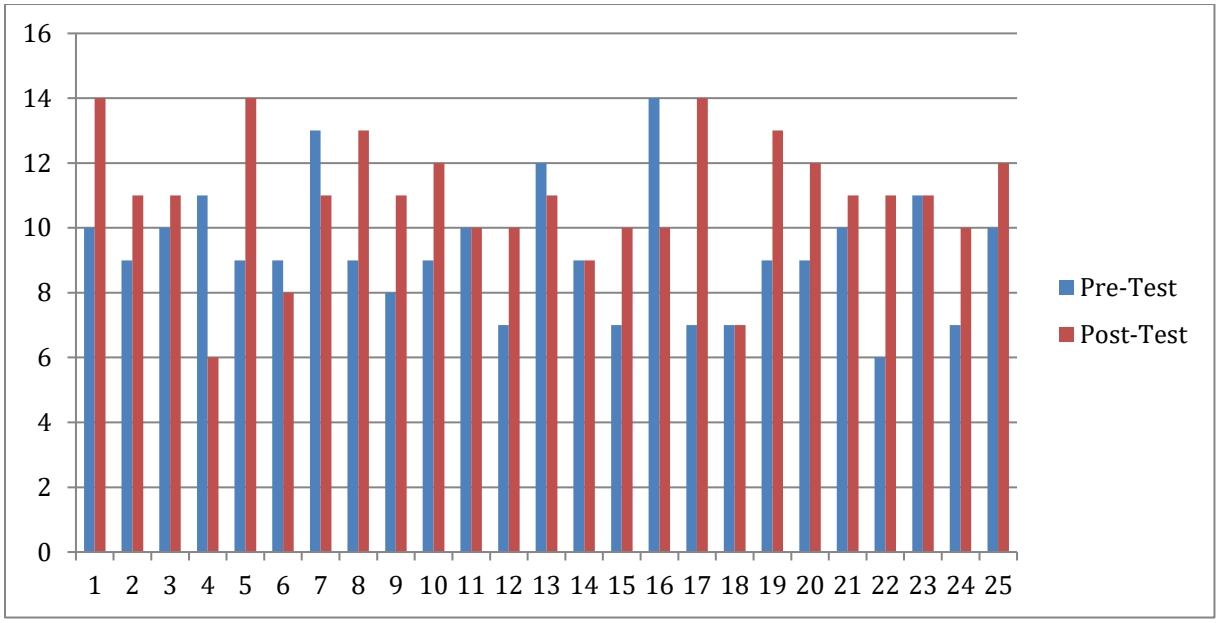
In the following graph comparison of total obtained marks of students in the post-test with respect to the structure, style and content of writing of both, controlled group and experimental group are represented.



The graph shown above is the comparison of scores of controlled group and experimental group respondents obtained in their writing in the post-test. The graph showed that majority of the students of experimental group obtained higher marks than that of controlled group respondents in the post-test in their writing.

3.10 Comparison of Overall Scores of Controlled Group for Pre-Test and Post-Test:

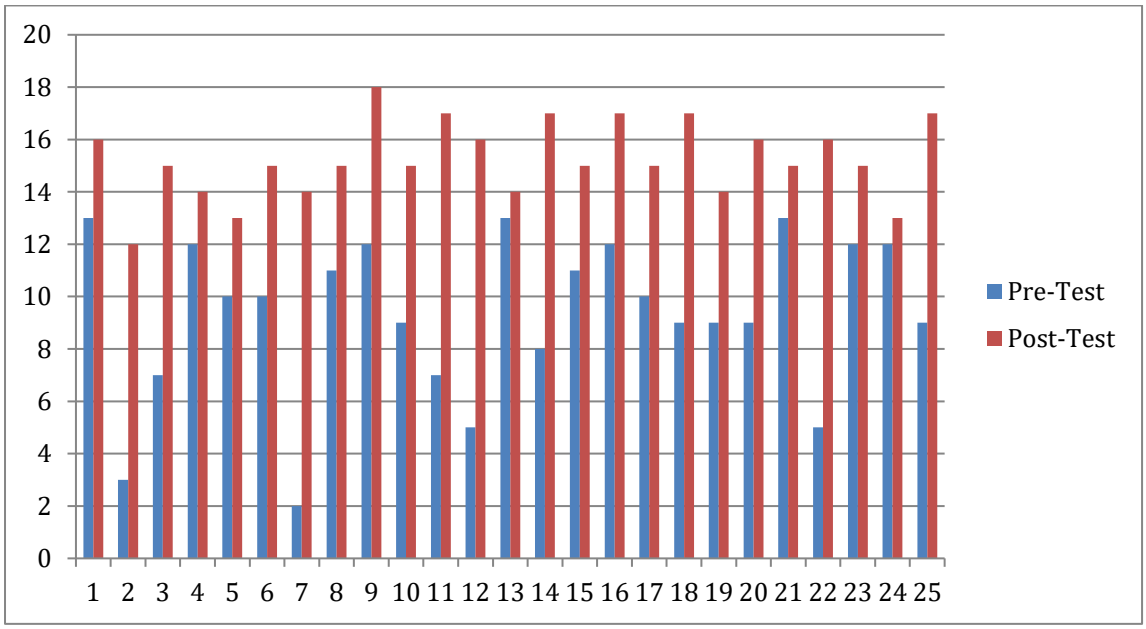
In the following graph comparison of obtained marks of students in the pre-test and post-test with respect to the writing of controlled group is presented.



The above graph showed that there is difference between the scores of respondents in their pre-test and post-test of the controlled group. There had been only five respondents out of 25 who didn't show improvement in their writing rather they obtained less marks in their post-test as compare to their marks in the pre-test. Majority of the respondents of controlled group showed improvement in their writing.

3.11 Comparison of Overall Scores of Experimental Group for Pre-Test and Post-Test:

In the following graph comparison of obtained marks of students in the pre-test and post-test with respect to the writing of experimental group is presented.

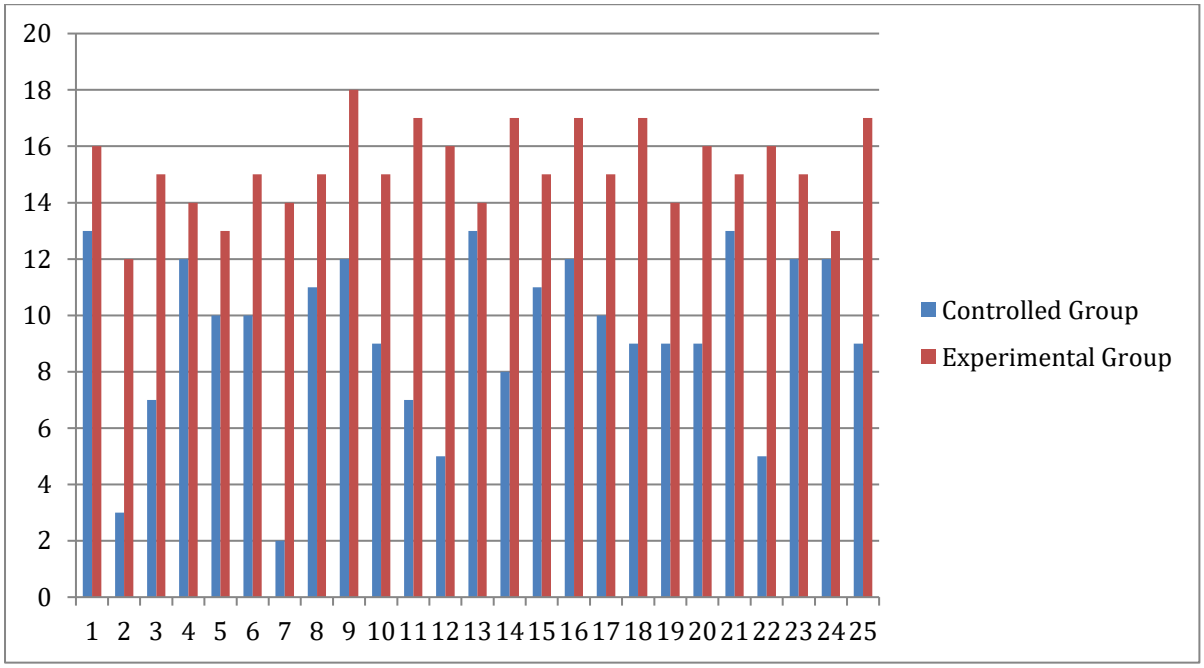


The above graph showed that there is a significance difference between the scores of respondents in with respect to the marks in the pre-test and post-test of the experimental group. There had been not been a single respondent who maintained its score and none of the

respondent obtained less marks in the post-test as compare to their pre-test. Majority of the respondents of experimental group showed significance improvement in their writing.

3.12 Comparison of Overall Scores of Controlled Group and Experimental Group for Post-Test of Writing:

In the following graph comparison of obtained marks of students in the pre-test and post-test with respect to the writing of controlled group and experimental group is presented.



The above graph showed that there is a significance difference between the scores of respondents in their post-test of the controlled group versus experimental group. The respondents of experimental group showed much progress in the marks obtained in their writing.

4. RESULTS AND FINDINGS:

4.1 Controlled Group Pre-Test:

From the area of writing structure, 25 students obtained 66 marks out of 150 which had been 44.00% of total students and it remained below average. Above table made it clear that the students remained below average with respect to structure of writing.

As for as the style of writing was concerned, it was further categorized into eight units to be analyzed. The results shown in the above table that respondents obtained 96 out of 200 marks which is 48% of total students. As for as style of writing is concerned, students had been very close to average of total marks.

Third aspect of writing was content. Presentation of content was further divided into 6 aspects, carrying 1 mark each. 25 students obtained 70 marks out of 150 and had been 46.67% and it had been also low than average.

Respondent no. 16 remained above all by obtaining maximum 14 marks and respondent no. 7 remained at second by obtaining 13 marks. Lowest marks obtained by any respondent had been 6 which had been of respondent no. 22.

There had been only one respondent, No. 22 who obtained the lowest, 6 marks, and remaining respondents obtained 7 and above. The highest score of any respondent had remained 14 from the controlled group in the pre-test.

4.2 Experimental Group Pre-Test:

In the following table data of experimental group for their pre-test has been analyzed quantitatively and percentages of their scores had also been calculated.

From the area of writing structure, 25 students obtained 71 marks out of 150 which had been 47.33% of total students and it remained below average. Above table made it clear that the students remained below average with respect to structure of writing.

As for as the style of writing was concerned, it was further categorized into eight units to be analyzed. The results shown in the above table that respondents obtained 93 out of 200 marks which is 46.50% of total students. As for as style of writing is concerned, students had remained below average.

Third aspect of writing had been content. Presentation of content was further divided into 6 aspects, carrying 1 mark each. 25 students obtained 69 marks out of 150 and had been 46.00% and it had been also low than average

Above graph showed that there had been only 1 respondent who obtained 2 marks out of twenty. But majority of the respondents had remained around average score of 50% from experimental group in pre-test.

As a whole, there had been only 4 respondents out of 25 who had remained below 7 marks and rest obtained 8 and above marks out of 20. Majority of the respondents obtained 8 or above marks from experimental group in pre-test.

The results of the pre-test of the controlled group and experimental group had been compared to find out the difference of obtained scores of the respondents in their writing so it had become clear that there was not any significance difference between the scores of the students from the both groups. Some of the respondents from controlled group showed good results and some from the experimental group. But as a whole no difference had been found in the obtained marks of the students which revealed that the students of controlled group and experimental group were equal in their writing.

4.3 Controlled Group Post-Test:

From the area of writing structure, 25 students obtained 78 marks out of 150 which had been 52.00% of total students and it remained just above average. Above table made it clear that the students; even remained above average with respect to structure of writing, but need for improvement is there.

As for as the style of writing was concerned, it was further categorized into eight units to be analyzed. The results shown in the above table that respondents obtained 109 out of 200 marks which is 54.50% of total students. As for as style of writing is concerned, students had remained above average.

Third aspect of writing had been content. Presentation of content was further divided into 6 aspects, carrying 1 mark each. 25 students obtained 85 marks out of 150 and had been 54.40% and it had been also above average.

The graph had described that all the respondents had remained above 6 marks and peak value had remained 14 marks. Majority of the respondents had remained 8 to 12 marks in their post-test and average score had remained 54.40% of controlled group in post-test.

The graph showed that there is difference between the scores of respondents in their pre-test and post-test of the controlled group. There had been only five respondents out of 25 who didn't show improvement in their writing rather they obtained less marks in their post-test as compare to their marks in the pre-test. Majority of the respondents of controlled group showed improvement in their writing.

4.4 Experimental Group Post-Test:

From the area of writing structure, 25 students obtained 112 marks out of 150 which had been 74.67% of total students and it had been above average. Above table made it clear that the students had shown improvement in their writing structure.

As for as the style of writing was concerned, it was further categorized into eight units to be analyzed. The results shown in the above table that respondents obtained 154 out of 200 marks which is 77.00% of total students. As for as style of writing is concerned, students had remained above average.

Third aspect of writing had been content. Presentation of content was further divided into 6 aspects, carrying 1 mark each. 25 students obtained 115 marks out of 150 and had been 76.67% and it had been also above average.

The result showed that there had not been a single respondent who remained below average in all three writing areas. Only three respondents obtained three marks in structure analysis, one in style and one in content area. Three respondents obtained 100% marks in structure analysis, two in style and 2 in content. The overall percentage had remained 76.67.

The result showed that 18 had remained the highest marks of any respondents collectively from the all three areas and out of 20 marks. The lowest score of any respondent had remained 12.

The result showed that there had been a significance difference between the scores of respondents in with respect to the marks in the pre-test and post-test of the experimental group. There had been not been a single respondent who maintained its score and none of the respondent obtained less marks in the post-test as compare to their pre-test. Majority of the respondents of experimental group showed significance improvement in their writing.

The obtained marks of the students from both groups, i.e. controlled group and experimental group, in the post showed a significant difference. The difference between the scores of the students made it clear that the students of experimental group improved their writing after given them treatment for 15 days with the help of ICT. The students of experimental group showed much progress as compare to the students of controlled group. Students from controlled group also showed progress but it was not as significant as was of the experimental group. The results of this study answered that ICT is beneficial for the learning of the students, ICT is helpful for the improvement of cognitive skills of students and it influence the learning of students and plays a positive role in their learning.

To sum the whole discussion, it had become evident from the current study that ICT play a significant role for the improvement of learning, especially writing, of the students at secondary level. It, ICT, helps students to learn with "learning by doing". The students at

secondary level may be familiar with the use of ICT in the learning positively. ICT is an important tool to be used in the learning of the students. The students, after learning with the help of ICT obtained higher marks as compared to the controlled group, which didn't get any treatment with the help of ICT. It is the need of 21st century that teachers should take help of this technology to make their teaching more effective for the students to get better results.

5. Pedagogical Implication:

This research has very important pedagogical implications in the field of study as this study has explored the role and importance of ICT on the learning (writing) of students at secondary level. In the light of the results of the present study policy makers and educators may seriously think about the role and importance of ICT in education especially learning of English as second language in Pakistani perspective. The results of this study have made it clear that ICT plays an important role in the English language learning of students at secondary level. But unfortunately most of the institutes are not equipped with ICT tools and above it majority of the English language teachers who teach to secondary classes are not enough trained to use available ICT tools in a proper and useful way. There is a great need that ICT tools may be provided to the schools and teachers must be trained in a way that they could use those tools in teaching learning process. Furthermore, students' interest as an important factor is missing at large. For this reason parents have to take interest in the studies of their children and they should try to check whether their children are using ICT in a positive way or not. Community should also take interest in this respect to equip the schools with more ICT tools in order to get good results from the students at secondary level.

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